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smartGrammar

PREMIUM EDITION



A1-C1

Grammar in Context

Video Tutorials

Focus on Vocabulary

ELI LINK

ELI PUBLISHING

Presentazione

smartGrammar PREMIUM è l'edizione potenziata e aggiornata di smartGrammar, la grammatica pratica di riferimento della lingua inglese che accompagna gli studenti della scuola secondaria di secondo grado dal biennio fino all'Esame di Stato.

Il livello

Organizzata secondo la progressione graduale di un corso di lingua, parte dal ripasso degli elementi di base (livello A1 del *Common European Framework of Reference*), prosegue con le strutture e le particolarità linguistiche dei livelli elementare e intermedio (A2-B1) e termina con la parte dedicata al livello post-intermedio (B2) e avanzato (C1).

Come è organizzata smartGrammar PREMIUM

La trattazione degli argomenti è suddivisa in 15 moduli per un totale di 155 unità. Ogni argomento si sviluppa su una doppia pagina. A sinistra, la pagina di **teoria** presenta le strutture in tabelle chiare, lineari e complete di esempi con traduzione. Le regole sono spesso organizzate secondo lo schema **forma** e **uso**, schema che trova immediata corrispondenza negli **esercizi di tipo analitico** della pagina di destra. Questa prima parte pratica, di una o tre pagine a seconda della complessità dell'argomento, è accompagnata dall'indicazione del livello di difficoltà (■■■, ■■■, ■■■) e parte da una pratica controllata per affrontare prove di produzione più libera.

La sezione di **Esercizi di riepilogo** alla fine di ogni blocco tematico presenta le diverse strutture integrandole fra loro all'interno di un unico blocco di esercizi e si avvale di una varietà di testi di diversa tipologia (brani, articoli di giornale, dialoghi, email, messaggi). Ciò consente di riflettere attentamente sull'uso della lingua viva mettendo a confronto più strutture in diversi contesti e utilizzando diversi registri linguistici.

Ogni area grammaticale termina con le sezioni **Towards PRELIMINARY** e **Towards FIRST** mirata allo sviluppo delle abilità linguistiche. Lo studente è chiamato a raccogliere le sue conoscenze, a metterle in pratica per scopi concreti e a dimostrarsi **competente** in un dato argomento. A questo scopo, gli esercizi di tipo sommativo rispecchiano il formato delle certificazioni *Cambridge English: Preliminary (PET) for Schools* e *First (FCE) for Schools*, certificazioni che verificano non solo la **conoscenza** delle strutture grammaticali ma soprattutto la **competenza** nel saperle usare in situazioni e contesti dati. Si offre dunque la possibilità di dimostrare di **sapere la lingua** attraverso il **saper fare con la lingua**. Gli esercizi permettono di esercitare abilità di *Reading*, *Writing*, *Listening* e *Use of English*.

Le mappe concettuali

Ogni blocco termina con una **mappa concettuale**, utilissimo **strumento compensativo** che, illustrando visivamente e schematicamente, aiuta a riepilogare e a riorganizzare le conoscenze appena acquisite. Le mappe si trovano anche nel **My Reader-friendly FLIP BOOK** in cui lo studente potrà attivarle per ricomporle nell'ordine fornito e facendo dunque una ulteriore verifica digitale.

Gli esercizi Smart & Easy

Posizionati subito dopo le mappe concettuali, questa batteria di esercizi è impostata secondo i parametri della **didattica inclusiva** con un carattere ad **alta leggibilità**, un fondino colorato e un'interlinea che permette di leggere più agevolmente. Viene proposta una selezione di esercizi già presentati in precedenza che qui si trovano in forma **dispensativa**.

I Video Tutorials VIDEO

I **Video Tutorials** che accompagnano alcune delle pagine di teoria offrono l'opportunità di studiare le regole grammaticali con una docente virtuale madrelingua. Interamente in inglese, si trovano all'interno del **My Reader-friendly FLIP BOOK**. È inoltre possibile scaricarli direttamente sul proprio smartphone o tablet con la app **ELI LINK**.

Grammar in Context

Le sezioni **Grammar in Context** offrono l'opportunità di verificare le conoscenze grammaticali lavorando su diverse tipologie testuali: testi narrativi, testi non continui (biglietti aerei o ferroviari, cartellonistica, ricette, *fact files*, ecc.), testi giornalistici. Lo scopo è quello di riconoscere la lingua in contesti diversi dall'infrastruttura normativa e di conseguenza imparare ad applicarla. Il box **Watch out!** ti aiuterà a conoscere gli errori più comuni fatti dagli studenti italiani, mentre la sezione finale **Life Skills** metterà in pratica le abilità necessarie a riflettere su un argomento dato (*thinking skills* e *critical thinking*), a lavorare collettivamente (*cooperative learning*) o a sviluppare le abilità legate alla creatività (*creative skills*).

Le sezioni Preliminary/First Vocabulary e Functions

La sezione **Preliminary/First Vocabulary e Functions** presenta le aree lessicali previste dalle certificazioni *Preliminary (PET) for Schools* e *First (FCE) for Schools* in tavole illustrate e tabelle con traduzione. La pagina di esercizi affiancata permette di esercitare le strutture grammaticali in relazione a queste aree lessicali. La pronuncia di ogni lemma è ascoltabile nel My Reader-friendly FLIP BOOK, dove gli studenti possono registrare la propria voce e confrontare la propria dizione con l'originale.
Viene inoltre offerta una panoramica sulle **funzioni comunicative** relative ai livelli B1-B2 attraverso **dialoghi con audio** ed esercitazioni pratiche.

L'appendice

Il testo termina con una ricca **appendice** in cui vengono presentate le maggiori particolarità della lingua inglese in tabelle riassuntive: verbi irregolari; suffissi e prefissi; aggettivi, sostantivi e verbi seguiti da preposizioni.

My Reader-friendly FLIP BOOK

Il **My Reader-friendly FLIP BOOK** – la versione digitale e interattiva del libro di testo – offre la possibilità di trasformare i testi in **alta leggibilità** (modifica del carattere e dello sfondo, karaoke, sintetizzatore vocale). All'interno troverai tutti gli audio e i Video Tutorials, le mappe concettuali attivate, gli esercizi di pronuncia, gli esercizi sommativi, i Towards Preliminary e Towards First, tutti gli esercizi Smart & Easy resi interattivi e autocorrettivi.



Legenda simboli

- English Usage — Come usare la lingua in contesti scritti e orali
- Note contrastive
- Confronto British English e American English
- Particolarità linguistiche
- 3 — Rimandi all'interno del testo
- Esercizi di pronuncia nel FLIP BOOK
- VIDEO — Video Tutorial nel FLIP BOOK
- T1 — Numero della traccia audio
- PRELIMINARY / FIRST — Attività di preparazione al *Cambridge English*: *Preliminary (PET)* e *First (FCE)* versioni *for Schools*
- FLIP BOOK — Rimando al libro digitale

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0 *Grammar A-Z*: I termini grammaticali

agente (complemento d') *agent*	Chi esegue l'azione in una frase passiva. *Juliet is loved **by Romeo**.*
aggettivo *adjective*	Termine che modifica un nome. *Sheila is an **English student**.*
aggettivo dimostrativo *demonstrative adjective*	Indica la posizione di una persona o di una cosa rispetto a chi parla. ***this** student, **that** car, **these** books, **those** girls*
aggettivo (di quantità) indefinito *quantifier, indefinite adjective*	Indica una quantità non precisa. ***some** fruit, **several** people, **many** students, **a lot of** children*
aggettivo interrogativo *interrogative adjective*	Introduce una domanda sulla qualità, la quantità o l'identità del nome a cui si riferisce. ***What** colour is your hair?*
aggettivo possessivo *possessive adjective*	Indica possesso e appartenenza. ***my** name, **your** scooter*
aggettivo qualificativo *qualitative adjective*	Indica una qualità del nome. ***yellow** trainers, a **new** house, a **brilliant** student*
articolo determinativo *definite article*	Identifica un oggetto o una persona determinata. ***the** moon, **the** Queen*
articolo indeterminativo *indefinite article*	Identifica un oggetto o una persona indeterminata. ***a** notebook, **an** adult*
avverbio *adverb*	Modifica un verbo, un aggettivo o un altro avverbio. *Walk **slowly**, please.*
comparativo *comparative*	Stabilisce un confronto tra due o più termini. *Jonas is **taller than** Bill.*
complemento *complement*	Ciò che segue un verbo. *I live **in a small town**.* *She studies **with her friend**.*
congiunzione *conjunction*	Unisce due parole o due frasi. *I study English **and** French.*
connettivi *connectives*	Connettono una parte di testo alla successiva. *I love him **because** he's funny.* ***First**, I heard a noise. **Then**...*
genitivo *genitive*	Indica possesso, appartenenza o relazione. ***Claudia's** book*
gerundio *gerund/-ing form*	Uno dei modi del verbo. ***Walking** is good.*
imperativo *imperative*	Uno dei modi del verbo. ***Close** the door.*
infinito *infinitive*	Uno dei modi del verbo. ***to be***
nome/sostantivo *noun*	Termine che indica persone o cose. ***Lisa** is English.* *My **shoes** are black.*
oggetto (complemento) *object*	Il termine che riceve/subisce l'azione del soggetto. *I eat **a sandwich**.*
participio *participle*	Uno dei modi del verbo. Si usa nei tempi composti. *The lesson has just **finished**.*
passivo *passive*	Forma verbale in cui soggetto e agente sono diversi. *Juliet **is loved** by Romeo.*
periodo ipotetico *conditional sentence*	Frase che indica un'azione possibile date certe condizioni. ***If** we **don't run** we'**ll miss** the train!*
prefisso *prefix*	Elemento linguistico che viene posto all'inizio di una parola per modificarne il significato. ***im**moral, **un**friendly*

preposizione
preposition
Introduce un complemento.
*I have breakfast **at** 7 c'clock.*
*She works **in** a hospital.*
*I come **from** Italy.*

pronome
pronoun
Termine che sostituisce un nome.
***He**'s my friend.*
*That pen is **mine**.*
*Can I have **those**?*

pronome indefinito
indefinite pronoun
Indica cose e persone senza specificarne con precisione la quantità o la qualità.
***Little** is known about his life.*
***Nobody** thinks that.*

pronome interrogativo
interrogative pronoun
Introduce una domanda relativa al nome a cui fa riferimento.
***What** happened?*
***Who** did you invite?*

pronome personale oggetto
personal object pronoun
È il complemento diretto o indiretto di un verbo o di una preposizione.
*Tell **me** what you think.*
*I live with **him**.*

pronome personale soggetto
personal subject pronoun
Rappresenta un soggetto o chi compie l'azione, senza ripeterne il nome.
***They** study English.*
***It**'s working.*

pronome possessivo
possessive pronoun
Sostituisce il nome dell'oggetto posseduto di cui si parla.
*I like your glasses. Do you like **mine**?*

pronome reciproco
reciprocal pronoun
Specifica un'azione reciproca fra due persone.
*We've known **each other** for many years.*

pronome relativo
relative pronoun
Mette in relazione frasi diverse.
*The man **who** lives upstairs is from Naples.*

pronome riflessivo
reflexive pronoun
Permette di far ricadere l'azione sul soggetto.
*Are you enjoying **yourself**?*

proposizione principale
main clause
La frase più importante di un periodo.
***I listen to music** while I study.*

proposizione subordinata
subordinate clause
Una frase che dipende da un'altra frase.
*I listen to music **while I study**.*

soggetto
subject
Chi compie l'azione.
***We** love sushi.*
***Jackie** can ride a motorbike.*

suffisso
suffix
Elemento linguistico che viene posto alla fine di una parola per modificarne il significato.
*honest**y**, foolish, sweeten*

superlativo
superlative
Indica che la qualità espressa è posseduta al grado massimo.
*It's **the happiest** day of my life.*

verbo
verb
Indica uno stato o un'azione che un soggetto compie o subisce.
***I'm** happy.*
*She **is playing** Ruzzle.*

verbo ausiliare
auxiliary verb
Verbo usato per coniugare un altro verbo.
*David **is** sleeping on the sofa.*

verbo intransitivo
intransitive verb
Verbo che non è seguito da un complemento oggetto e non ha forma passiva.
*Tim told a joke and Jenny **laughed**.*

verbo riflessivo
reflexive verb
Verbo che richiede un pronome riflessivo nella coniugazione.
*Are you **enjoying yourself**?*

verbo transitivo
transitive verb
Verbo che può essere seguito da un complemento oggetto e ha forma passiva.
*Tim **plays** the piano.*
*The piano **is played** by Tim.*

1 I pronomi personali

1.1 Pronomi personali soggetto

I	io
you	tu
he	egli/lui
she	ella/lei
it	esso/a
we	noi
you	voi
they	essi/loro

In inglese il soggetto deve essere sempre espresso, diversamente dall'italiano in cui spesso può essere sottinteso. Osserva:

Mark *is my friend.* ***He*** *is English.* — Mark è mio amico. (Lui) È inglese.
The students *are in the classroom.* ***They*** *have got a science lesson.* — Gli studenti sono in classe. (Loro) Hanno lezione di scienze.

In inglese il pronome soggetto ***I*** si scrive sempre con la lettera maiuscola.

My name is Nicola and ***I*** *am a student.* — Mi chiamo Nicola e sono uno studente.

Il pronome soggetto ***you*** corrisponde in italiano sia a "tu" e "voi" sia alle forme di cortesia "Lei" e "Voi".

Gaia, ***you*** *are my best friend.* — Gaia, sei la mia migliore amica.
Mr Thompson, are ***you*** *our new teacher?* — Sig. Thompson, Lei è il nostro nuovo insegnante?

Il pronome soggetto ***it*** si usa per riferirsi a cose, piante, animali e concetti astratti.

My bike *isn't in the garage,* ***it*** *is in the garden.* — La mia bici non è in garage, è in giardino.
Look at that ***tree!*** ***It*** *is very tall.* — Guarda quell'albero! È molto alto.
There is a ***cat*** *at the door.* ***It*** *is black.* — C'è un gatto alla porta. È nero.

Quando si parla di **animali di casa** oppure che conosciamo, è possibile usare il pronome ***he/she***.

Verdun *is my horse.* ***He*** *is brown and white.* — Verdun è il mio cavallo. È marrone e bianco.

Il pronome soggetto *it* si usa come soggetto impersonale per dire il prezzo → 24.1, parlare di ora → 23 e data → 24.2, giorno e tempo atmosferico.

It*'s one o'clock/2 April/Monday/cloudy.* — È l'una/il 2 aprile/lunedì/nuvoloso.

1.2 Pronomi personali complemento

me	me/mi
you	te/ti
him	gli/lui
her	le/lei
it	lo/a, esso/a
us	ci/noi
you	vi/voi
them	li/le, loro

In inglese i pronomi complemento hanno un'**unica forma**. Osserva:

I love ***her****.*
La amo.

Give ***her*** *my phone number.*
Dalle il mio numero di telefono.



I pronomi complemento si usano dopo un verbo o dopo una preposizione.

I know him*.* — Lo conosco.
We play football ***with them*** *every day.* — Giochiamo a calcio con loro ogni giorno.

Esercizi

1 ■■■ **Osserva le immagini e scrivi il pronome personale soggetto corrispondente.**


1 *they*


2 _____


3 _____


4 _____


5 _____


6 _____


7 _____


8 _____

2 ■■■ **Completa le frasi con il pronome personale soggetto corretto.**

1 'Where's your bicycle?' '*It*'s in the front garden.'
2 'Who is Maria with?' '_____ is with her boyfriend.'
3 'Are _____ from Spain?' 'No, I'm from Italy.'
4 'Where is the lab?' '_____ is next to class 6.'
5 'Is Mohamed coming?' 'No, _____'s at home with a cold.'
6 Jane and I love going to the cinema. _____ go on Sunday afternoons.
7 Danny and Lisa, why are you in the corridor? It's 9 o'clock. Why aren't _____ in class?
8 Paul and Amy aren't at home at the moment. _____ are at school.
9 'Can _____ use your pen for a minute?' 'Of course _____ can.'
10 'Where is Elvis, your dog?' '_____ is under my bed.'

3 ■■■ **Riscrivi le frasi sostituendo le parole sottolineate con pronomi personali complemento.**

1 I always see Martha at the swimming pool.
I always see her at the swimming pool.
2 Do you like Mark?
3 Where's Nancy? I want to talk to Nancy.
4 She never watches horror films.
5 I don't know her mobile number.
6 Can you take Lucy and me to the train station, please?
7 I'd like Sally and you to come home at 11 o'clock.
8 She doesn't like meeting new people.
9 I don't usually talk to my younger brother.

4 ■■■ **Sottolinea il pronome personale corretto.**

1 This book is terrible. Don't read *him/it*.
2 I've got a problem. Can you help *me/I*?
3 Where are my trainers? I can't find *them/it*!
4 Can you go to the head teacher's office? *She/Her* wants to see you.
5 My mum's at home at lunchtime. So we always have lunch with *her/she*.
6 I love this jacket. I want to buy *it/her*.
7 Mr Wallis isn't here. Please sit here and wait for *he/him*.
8 *We/Us* never listen to our mum and she is angry with *we/us*.
9 Good morning, Mrs Holmes. How are *you/she* today?
10 Sally and Tim are here. *They/She* are in the lounge.

2 Il verbo *be*

FORMA

Forma affermativa intera	Forma affermativa contratta	Forma negativa intera	Forma negativa contratta
*I **am** in Rome.*	*I'**m** in Rome.*	*I **am not** in Rome.*	*I'**m not** in Rome.*
*You **are** in Rome.*	*You'**re** in Rome.*	*You **are not** in Rome.*	*You **aren't** in Rome.*
*He/She/It **is** in Rome.*	*He/She/It'**s** in Rome.*	*He/She/It **is not** in Rome.*	*He/She/It **isn't** in Rome.*
*We **are** in Rome.*	*We'**re** in Rome.*	*We **are not** in Rome.*	*We **aren't** in Rome.*
*You **are** in Rome.*	*You'**re** in Rome.*	*You **are not** in Rome.*	*You **aren't** in Rome.*
*They **are** in Rome.*	*They'**re** in Rome.*	*They **are not** in Rome.*	*They **aren't** in Rome.*

⚠ • Nella lingua inglese parlata e nello scritto informale sono più comuni le **forme contratte**. Per dare maggiore enfasi all'affermazione si usano invece le forme intere.

• La forma affermativa contratta di ***is*** (***'s***) si usa anche dopo nomi propri e comuni, ma se la parola termina in *-ch*, *-sh*, *-s*, *-x* o *-z* è obbligatorio usare la forma intera.

*Sue **is** a nice girl. = Sue**'s** a nice girl.* Sue è una ragazza simpatica.
*The match **is** over.* NON ~~*The match's over.*~~ La partita è finita.

• Non si usa la forma contratta di ***are*** (***'re***) dopo i nomi propri e comuni.

*The keys **are** on the table.* NON ~~*The keys're on the table.*~~ Le chiavi sono sul tavolo.

Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
***Am** I in Rome?*	***Am** I **not/Aren't** I in Rome?*	*Yes, I **am**. / No, I'**m not**.*
***Are** you in Rome?*	***Are** you **not/Aren't** you in Rome?*	*Yes, you **are**. / No, you **aren't**.*
***Is** he/she/it in Rome?*	***Is** he/she/it **not/Isn't** he/she/it in Rome?*	*Yes, he/she/it **is**. / No, he/she/it **isn't**.*
***Are** we in Rome?*	***Are** we **not/Aren't** we in Rome?*	*Yes, we **are**. / No, we **aren't**.*
***Are** you in Rome?*	***Are** you **not/Aren't** you in Rome?*	*Yes, you **are**. / No, you **aren't**.*
***Are** they in Rome?*	***Are** they **not/Aren't** they in Rome?*	*Yes, they **are**. / No, they **aren't**.*

⚠ • In inglese generalmente non si risponde a una domanda solo con *yes* o *no*, ma si usano le risposte brevi.

• Nelle risposte brevi affermative non si usa la forma contratta.

USO

Il verbo *be* si usa per:

• presentare persone e identificare cose
*I'**m** Francesca. This **is** Federico.* Sono Francesca. Questo è Federico.
*It **is** a book.* È un libro.

• descrivere persone, animali, cose, luoghi, ecc. con aggettivi
*My parents **are** young.* I miei genitori sono giovani.

• dire l'età seguito da numero cardinale → 22.1 + l'espressione ***year(s) old***
*The Colosseum **is** 2,000 years old.* Il Colosseo ha duemila anni.

⚠ Si può omettere l'espressione *year(s) old* quando ci si riferisce a persone.
My daughter is one (year old).
Mia figlia ha un anno.

• indicare la provenienza
*William **is** from London.* William è di Londra.

• dire l'ora → 23, la data → 24.2, il giorno (con costruzione impersonale)
It's ten o'clock/23 April/Saturday. Sono le dieci./È il 23 aprile/sabato.

• indicare la professione
*Ruth **is** a nurse.* Ruth è/fa l'infermiera.

• parlare del tempo atmosferico (con costruzione impersonale)
It's very hot today. È/Fa molto caldo oggi.

• dire il prezzo → 24.1
*The red T-shirt **is** 9 euros.* La maglietta rossa costa 9 euro.

Il verbo *be* si può rendere in italiano con il verbo "fare" quando si parla di professioni e tempo atmosferico e con il verbo "costare" quando si parla di prezzi.

Esercizi

1 Abbina le frasi agli usi corrispondenti del verbo *be*.

1 This is my brother, Mark.
2 My aunt is a primary school teacher.
3 It's $9.99.
4 'Where are you from?' 'I'm from Romania.'
5 Massimo and Riccardo are short and dark.
6 'What is it?' 'It's a CD from Amazon.'
7 Tais is 17.

a ☐ indicare la professione
b [/] presentare persone
c ☐ indicare la provenienza
d ☐ indicare l'età
e ☐ identificare cose
f ☐ dire il prezzo
g ☐ descrivere persone

2 Completa le frasi con la forma intera del verbo *be*.

1 Hello. I *am* Edward. This *is* my sister Poppy.
2 'What's this?' 'It _____ my maths homework.'
3 Victoria and David Beckham _____ from Britain.
4 My parents _____ at work.
5 Washington D.C. _____ the capital of the USA.
6 My brother _____ twenty years old.
7 These bags _____ very heavy!
8 Maria _____ a swimming champion.
9 It _____ eight o'clock.
10 Josh and James _____ twins.

3 Riscrivi le frasi seguenti con la forma contratta dove possibile.

1 He is tired.
He's tired.
2 Danny is very young.
3 It is very hot today.
4 The books are in my bedroom.
5 They are from Australia.
6 You are mad!
7 I am quite hungry.
8 The students are very happy with the plan for the school trip.
9 She is fine.
10 The Golden Gate Bridge is eighty years old.

4 Volgi le frasi alla forma negativa.

1 My father is Italian.
My father isn't Italian.
2 Prince William is American.
3 They are students.
4 The film is interesting.
5 I'm ready.
6 We're at home.
7 You are very good at sport.
8 Pierre's intelligent.
9 My parents are old.

5 Formula delle frasi affermative o negative basandoti sulle informazioni date.

1 my favourite pastime / playing games online (✓)
My favourite pastime is playing games online.
2 James / from the UK (✗)
3 she / 18 years old (✓)
4 Amy and Jack / here (✓)
5 they / married (✗)
6 it / windy (✗)
7 this / my brother, Alessandro (✓)
8 Emma and I / in the school swimming team (✓)
9 it / very fragile. Be careful! (✓)
10 Mr and Mrs Adams / teachers (✗)

6 Volgi le frasi alla forma interrogativa.

1 Maria is a nurse.
Is Maria a nurse?
2 It's one o'clock.
3 Chris and Lisa are on holiday with friends.
4 You and Carla are from Sardinia.
5 Palermo is an old city.
6 Jack is very angry.
7 His mother is a teacher at my school.
8 I'm late for the lesson.
9 It is your jacket.

Esercizi

7 ■■■ **Formula delle domande e delle risposte brevi basandoti sulle informazioni date.**

1 you / Italian / ? (✓)
'Are you Italian?' 'Yes, I am.'
2 I / late / ? (✗)
3 you and Dario / at home / ? (✓)
4 your brother / at your school / ? (✗)
5 Li Jun / Chinese / ? (✓)
6 we / in this class / ? (✗)
7 you and Tommy / English / ? (✓)
8 it / time for dinner / ? (✓)
9 they / happy in their new flat / ? (✗)

8 ■■■ **Completa le frasi con la forma interrogativa-negativa del verbo *be*.**

1 'This is my cousin Linda.' 'Oh really? *Isn't she* (she) your sister? You look the same!'
2 _____ (you) hungry? It's 2 o'clock.
3 'There's Peter.' 'I don't think so. _____ (he) in America?'
4 '_____ (Anna) a beautiful little girl?' 'Yes, she's very pretty.'
5 '_____ (Mum and Dad) at home? It's 7 o'clock.' 'Yes, I think so.'
6 '_____ (it) cold today?' 'Yes, it's 6 degrees.'
7 '_____ (we) in the language lab today?' 'No, class 1C is in there.'
8 '_____ (he) a doctor?' 'Yes, he works at the local hospital.'
9 '_____ (they) on holiday?' 'Yes, they're in New York.'
10 _____ (you) tired? It's really late.

9 ■■■ **Completa le frasi con *am/am not, are/aren't, is/isn't*.**

1 'What day *is* it today?' 'It *is* Thursday.'
2 '_____ your father a police officer?' 'Yes, he _____.'
3 The car keys _____ in the key cupboard. Where _____ they?
4 It's only 9 o'clock. It _____ late but I _____ very tired.
5 'How old _____ your sister?' 'She _____ almost eighteen.'
6 'Who _____ you with?' 'This _____ my boyfriend, Mark.'
7 '_____ it a quarter past one?' 'No, it _____ half past twelve. It _____ time to go home!'
8 'Where _____ you?' 'We _____ at the station.'
9 Why have you got your coat on? It _____ cold!
10 Juan and Maria _____ Italian. They _____ Spanish. They _____ from Madrid.

10 ■■■ **Riordina le parole per formulare frasi corrette.**

1 a lovely day / is / today / it
It is a lovely day today.
2 aren't / you / the school trip / happy about / ?
3 very young / aren't / my parents
4 married / John and Sally / are / ?
5 is / spiders / afraid of / he / ?
6 in / the bikes / are / the garage / ?
7 these jeans / aren't / new / ?
8 my / isn't / bedroom / it
9 is / Cambridge / our flat / the centre of / in

11 ERROR CORRECTION ■■■ **Le parti sottolineate nelle seguenti frasi sono sbagliate. Correggi gli errori.**

1 I <u>are</u> at school at the moment. *am*
2 Tom and Jack<u>'re</u> from the States. _____
3 The toy box<u>'s</u> under the bed. _____
4 My friend and I <u>am</u> hungry. _____
5 Laura <u>aren't</u> in my bedroom. _____
6 Her aunts <u>is</u> young. _____
7 <u>Are</u> I not in your class? _____
8 'Is she your teacher?' 'Yes, she<u>'s</u>.' _____
9 <u>Is not</u> your dad a bus driver? _____
10 She <u>am</u> good at volleyball. _____

12 ■■■ **Completa il dialogo con la forma corretta del verbo *be* e il pronome soggetto quando necessario.**

Sara Hi, what (1) *is* your name?
Pablo (2) _____ Pablo.
Sara (3) _____ Spanish?
Pablo No, (4) _____. (5) _____ from Brazil.
Sara This (6) _____ my friend Diana. (7) _____ in our class.
Pablo Hi Diana.
Diana Hi Pablo. Where (8) _____ our new class?
Pablo (9) _____ on the second floor.
Sara Oh, (10) _____ 9 o'clock.
Pablo Yes, (11) _____ late!



13 ERROR CORRECTION ■■■ **Anja ha scritto una mail al suo nuovo amico di penna, ma ha fatto molti errori. Correggili.**

Hi Mark,
am
I are Anja. I is 14 and I am from Seattle. It are on the west coast, near Canada. The weather here's very good, but it be very hot in the summer, about 23 degrees.
My parents isn't from America, they are from Poland. I've got a brother. His name be Antoni. He aren't at home at the moment. He is at university in New York. He are very intelligent!
I loves dancing. In fact, I are not at a normal high school, I are at the Dance Academy. It are in the centre of town. What is your hobbies?
Write soon.
Anja



14 WRITING ■■■ **Scrivi una mail a un tuo nuovo amico e raccontagli di te. Prendi a modello la mail nell'esercizio 13.**

15 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Tuo padre fa il meccanico?
2 Quelle (*Those*) scarpe sono costose. Costano $100.
3 Oggi è nuvoloso.
4 Tua madre ha 39 anni?
5 "Sei di Roma?" "No. Sono di Viterbo."
6 Il piatto è rotto.
7 La spiaggia è affollata.
8 "Ciao. Sono Margherita. Come ti chiami?"
9 Sono le undici. È tardi.
10 Non sono gemelli.
11 Non è uno smartphone. È un phablet!
12 Non è noiosa la lezione di storia?

3 Le espressioni con *be*

3.1 Espressioni idiomatiche con *be*

Si usa il verbo *be* nelle seguenti espressioni idiomatiche:

be afraid/frightened/scared	avere paura, temere
be ashamed	avere vergogna, vergognarsi
be cold/hot/warm	avere freddo/molto caldo/caldo (con costruzione personale)
be cold/hot/warm	fare freddo/molto caldo/caldo (con costruzione impersonale)
be hungry/thirsty	avere fame/sete
be in a hurry	avere fretta
be right/wrong	avere ragione/torto (con costruzione personale)
be sleepy	avere sonno

Confronta gli esempi.

I'm cold.	Ho freddo.
It's warm.	Fa caldo.
You're right.	Hai ragione.
It's wrong.	È sbagliato.

In queste espressioni idiomatiche il verbo *be* si traduce in italiano con il verbo "avere" o con altri verbi.

Altre espressioni di uso comune con il verbo *be* sono:

be early/late	essere in anticipo/in ritardo
be sorry	essere dispiaciuto, dispiacersi
be well/fine	stare bene

English Usage

Si usano le espressioni *What's wrong/the matter/the problem* per chiedere se c'è qualcosa che non va o se c'è qualche problema.

*'**What's wrong** with Sheena?' 'She's sleepy.'* "Che cos'ha (che non va) Sheena?" "Ha sonno."

3.2 "Ecco qui/là"

Per rendere l'espressione italiana "ecco qui/là" si usa:

- *Here/There* + verbo *be* + sostantivo
  - ***Here's** your pencil.* Ecco la tua matita.
  - ***There are** the magazines!* Ecco là le riviste!
- *Here/There* + pronome personale soggetto + verbo *be*
  - ***Here** you **are**.* Ecco qui./Tieni.
  - ***Here** she **is** at last!* Eccola finalmente!
  - ***There** he **is** on the sofa!* Eccolo là sul divano!



*'**Here's** my school report and **here's** my wish list.'*

English Usage

Spesso si usa l'espressione *Here you are* ("Ecco qui"/"Tieni") per dire a qualcuno che gli stiamo dando/passando qualcosa. In alternativa a *Here you are* si può usare *There you go*, soprattutto in inglese americano.

'Have you got a ruler, Sam?' 'Here you are./There you go.' "Hai un righello, Sam?" "Tieni."

Esercizi

1 ■■■ **Osserva le immagini e formula delle frasi con le parole nel riquadro.**

scared • ashamed • hot • sleepy • thirsty • in a hurry • wrong • late



1 *She's thirsty.*



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 ■■■ **Formula delle frasi usando le parole tra parentesi.**

1 'How are you?' '*I'm fine*, thanks, and you?' (fine)
2 '_____?' 'I can't find the car keys.' (problem)
3 '_____ hot?' 'Yes, it's 35°C!' (it)
4 '_____?' 'I'm late for school and I can't find my bag.' (matter)
5 '_____ late?' 'No, it's early. It's 7.00 a.m.' (it)
6 '_____?' 'I can't do my Latin homework.' (wrong)
7 'I _____ I'm late.' (sorry)

3 ■■■ **Formula delle frasi su di te e un tuo amico basandoti sulle informazioni date.**

1 scared of spiders	*I'm not scared of spiders.*	*Matteo is scared of spiders.*
2 very well	_____	_____
3 sleepy	_____	_____
4 afraid of flying	_____	_____
5 warm	_____	_____

4 ■■■ **Leggi le frasi e riordina le parole sottolineate.**

1 'Where are Peter and Max?' 'are / there / they in the garden.' *There they are*
2 'Where are you?' 'I / here / am in my bedroom.' _____
3 'Can I have a packet of chewing gum, please?' 'Yes, of course. are / you / here.' _____
4 'What time is the bus?' 'it / here / is.' _____
5 we / here / are. The Natural History Museum is on the right. _____
6 'Where are my trainers?' 'are / they / there under the sofa.' _____
7 'Where's the car?' 'is / it / there, in front of the supermarket.' _____
8 'Can you see my mum?' 'Yes, she / is / there with Mrs Bridges.' _____
9 'Where's your homework Simon?' 'is / it / here, Mr Wiliams.' _____

4 There is/There are

There is/There are corrispondono alle espressioni italiane "c'è/ci sono".

FORMA

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
There is/There's *a box.*	***There is not/ There isn't*** *a box.*	***Is there*** *a box?*	***Isn't there*** *a box?*	*Yes,* ***there is.*** *No,* ***there isn't.***
There are *two boxes.*	***There are not/ There aren't*** *two boxes.*	***Are there*** *two boxes?*	***Aren't there*** *two boxes?*	*Yes,* ***there are.*** *No,* ***there aren't.***

Non esiste la forma affermativa contratta di *there are*.

There are *three black cats.* NON ~~*There're three black cats.*~~ Ci sono tre gatti neri.

Nelle frasi con **più soggetti** si usa *there is* se il primo sostantivo è singolare, *there are* se il primo sostantivo è plurale. In italiano si usa in entrambi i casi il plurale.

There ***'s*** *a sofa and two armchairs.* Ci sono un divano e due poltrone.
There ***are*** *two armchairs and a sofa.* Ci sono due poltrone e un divano.

USO

There is/There are si usano per dare informazioni sulla presenza di cose o persone in un determinato posto. Si usano insieme all'articolo indeterminativo *a/an* → 8, ai numerali cardinali → 22.1, agli indefiniti *some/any/no* → 40 e ai quantificatori *a lot of/much/many*, ecc. → 41.

There's a *black cat in the middle of the road.* C'è un gatto nero in mezzo alla strada.
There are 15 *students in class 5B.* Ci sono 15 studenti nella classe 5B.
There's some *water on the desk.* C'è un po' d'acqua sulla scrivania.
There aren't any *eggs in the fridge.* Non ci sono uova nel frigo.

• *There are* + numero + *of us/you/them* corrisponde in italiano a "siamo/siete/sono in" + numero.

There are *five* ***of them.*** Sono in cinque.

• Non si usano *Is there...?* e *Are there...?* per chiedere se c'è qualcuno, ma si utilizzano espressioni come *in, here, there, at home/school/work*.

Is Julie ***in****?' 'Yes, she is.'* "C'è Julie?" "Sì."
'Are Tom and Louise ***there****?' 'No, they aren't.'* "Ci sono Tom e Louise?" "No."

• *There is/There are* non si usano con riferimento al tempo atmosferico.

It's *sunny.* C'è il sole.
It's *foggy and windy.* Ci sono nebbia e vento.

Nelle espressioni *there is/there are*, *there* ha funzione di **soggetto** e si pronuncia con la **forma debole** (*weak form*): /ðə(r)/. *There* come **avverbio di luogo** si pronuncia invece con la **forma forte** (*strong form*): /ðeə(r)/.

T 1 **Osserva e ascolta.**

There *isn't a cloud in the sky.*
There *are many foreigners in my class.*

Is your mother ***there****?*
Put the coat ***there****.*

FLIP BOOK

Esercizi

1 ■■■ **Cosa c'è nello zaino di Sunil? Osserva l'immagine e completa le frasi con *there is/there are, there isn't/there aren't*.**

1 *There are* some books.
2 _____ some keys.
3 _____ a snack.
4 _____ any tissues.
5 _____ a wallet.
6 _____ a mobile phone and an MP3 player.
7 _____ some CDs.
8 _____ any pencils.
9 _____ a sweatshirt.
10 _____ a laptop.



2 ■■■ **Formula delle frasi con *there is* e *there are* basandoti sulle informazioni date.**

1 a shower in the bathroom (✗)
There isn't a shower in the bathroom.
2 a CD player in his bedroom (✗)
3 a good film on TV tonight (?)
4 any jeans in my size (✗)
5 any problems with the new teacher (?)
6 some good shops in this town (✓)
7 two cinemas near here (✓)
8 a bus to my house from here (✗)
9 a class test tomorrow (?)

3 ■■■ **Completa le frasi con le parole nel riquadro.**

there (x 3) • is (x 2) • are • it (x 2)

1 *It* 's rainy today.
2 'Are your friends _____?' 'No, they aren't.'
3 There _____ a restaurant and two good cafés in the village.
4 '_____ Sam at school?' 'Yes, he is.'
5 There _____ problems with the signal. I can't hear you!
6 _____ is not nice weather here at the moment.
7 Is Dad _____? Can I speak to him?
8 _____ are four of us in my family.

4 ■■■ **Riordina le parole per formulare delle domande sulla tua camera e rispondi in modo personale.**

1 any musical instruments / are / there / ?
'Are there any musical instruments?'
'Yes, there are. There are two guitars.'
2 is / a computer / there / ?
3 any posters / are / on the wall / there / ?
4 there / a CD player / is / ?
5 a big wardrobe / there / is / ?
6 any clothes / there / on the floor / are / ?
7 a desk / is / and / there / two chairs / ?
8 a TV / is / there / ?
9 any books / there / are / on the desk / ?
10 of / any pictures / are / you / there / ?

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 "C'è Paolo?" "No."
2 C'è una mucca nel nostro giardino!
3 "Ci sono Pete e Michael alla festa?" "Sì."
4 C'è mia nonna a casa con noi.
5 C'è la signora Romano oggi?
6 Sono quattro in famiglia.
7 Ci sono cinque poster sul muro.
8 Siamo 26 in classe.
9 "Siete in sei?" "Sì."
10 Oggi c'è il sole, ma c'è vento.

5 Gli interrogativi (1)

Si usano gli avverbi ***where***, ***when***, ***how***, ***why*** e i pronomi interrogativi ***who***, ***what***, ***which***, ***whose*** per ottenere informazioni specifiche.

who	chi	***Who** is that girl?*	Chi è quella ragazza?
what	che cosa/quale	***What** is this?* ***What** is your favourite subject?*	Che cos'è? Qual è la tua materia preferita?
what + sostantivo	di che	***What** colour is the car?*	Di che colore è l'auto?
which	quale	***Which** is your car?*	Qual è la tua auto?
which + sostantivo	quale	***Which class** are you in?*	In quale classe sei?
where	dove	***Where** is my wallet?*	Dov'è il mio portafoglio?
when	quando	***When** is your birthday?*	Quand'è il tuo compleanno?
how	come	***How** is that possible?*	Com'è possibile?
how + aggettivo	quanto	***How old** is your mother?* ***How serious** is the situation?*	Quanti anni ha tua madre? 6 Quant'è grave la situazione?
why	perché	***Why** are you tired?*	Perché sei stanco?
whose	di chi	***Whose** are these shoes?*	Di chi sono queste scarpe?
whose + sostantivo	di chi	***Whose dog** is it?*	Di chi è il cane?

Gli interrogativi vanno sempre all'inizio della domanda.

***Where** is the gym?* — Dov'è la palestra?

Se l'interrogativo è accompagnato da una preposizione, questa generalmente si colloca in fondo alla domanda.

***Where** are they **from**?* — Da dove vengono?

- Diversamente dalle *yes/no questions* a cui si può rispondere semplicemente con "sì/no" e la risposta breve, alle domande con gli interrogativi bisogna dare l'informazione richiesta.

*'**Where** are the kids?' 'They are **in the garden**.'* — "Dove sono i ragazzi?" "Sono in giardino."

- Si usa ***what*** quando sono possibili molte risposte, ***which*** quando il numero di alternative è limitato.

__What__ is your favourite band? — Qual è il tuo gruppo preferito?

__Which__ band is from California, Red Hot Chilli Peppers or One Direction? — Quale gruppo viene dalla California, Red Hot Chilli Peppers o One Direction?

- Quando una domanda è introdotta da ***why*** si usa ***because*** nella risposta.

'__Why__ is Teresa worried?' '__Because__ her son is not at home.' — "Perché Teresa è preoccupata?" "Perché suo figlio non è a casa."

- Per informarsi sullo **stato di salute** di una persona si usa ***how*** e il verbo ***be***.

__How are__ you and __how are__ your parents? — Come stai e come stanno i tuoi genitori?

- Alle domande con ***whose*** si può rispondere con un pronome possessivo 17.2 o con il nome del possessore + genitivo sassone 18.

'__Whose__ is this phone?' 'It's __hers__/__Michelle's__.' — "Di chi è questo telefono?" "È suo/di Michelle."

Esercizi

1 Sottolinea l'alternativa corretta.

1 '*What/How* is John afraid of?' 'He's afraid of spiders.'
2 '*Where/Who* is at the door?' 'It's the postman.'
3 '*What/Where* is that man's name?' 'I think it's Ron.'
4 '*What/Where* is Hussain from?' 'He's from Egypt.'
5 '*What/How* colour hair has he got?' 'He's got black hair.'
6 '*Who/How* are you?' 'Fine thanks, and you?'
7 '*Where/Which* flat is Jack's?' 'It's the one on the first floor.'
8 '*When/Why* are you in bed? It's 8 o'clock.' 'Because I haven't got a lesson this morning.'
9 '*Who/Whose* shoes are in the corridor?' 'They're Dad's!'
10 '*Where/What* is your favourite film?' 'It's *The Great Gatsby*. I think Leonardo DiCaprio is an excellent actor.'

2 Abbina ogni domanda alla risposta corretta.

1 When are you at home?
2 What time are you at home?
3 How do you travel to school?
4 How far is your school?
5 How tired are you?
6 Why are you tired?
7 How is your grandmother?
8 How old is your grandmother?
9 Who is your mother?
10 Whose mother is a teacher at the school?

a [2] Come round after 5 o'clock.
b [1] Only in the evenings.
a [ ] It's quite near. I go on foot.
b [ ] It's about five miles away.
a [ ] I'm very tired.
b [ ] I'm tired because I can't sleep at night.
a [ ] She's in her sixties.
b [ ] She's very well, thank you.
a [ ] It's Fabio's mother.
b [ ] She's the geography teacher.

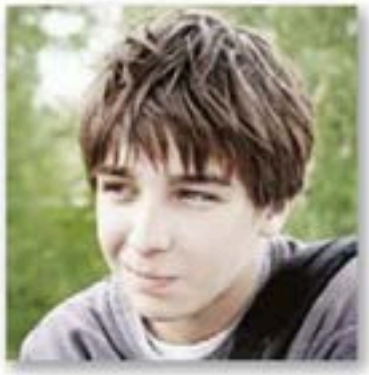
3 Completa le frasi con *what* o *which*.

1 ___What___ nationality are you?
2 _____ is your favourite colour?
3 _____ colour do you prefer, red or green?
4 _____ are more expensive, Nike or Adidas trainers?
5 _____ make is your mobile phone?
6 _____ is your favourite sport?
7 You play football and volleyball. _____ is your favourite one?
8 _____ button is it? The red one?
9 _____ are these tickets for?

4 Completa le domande con le parole nel riquadro.

video games • snack • music • TV programmes • moped
sports • pet • languages • time • colour

1 'What ___colour___ is your hair?' 'It's dark brown.'
2 'What _____ is your French lesson?' 'At half past four.'
3 'What _____ have you got?' 'I've got *Call of Duty* and *Fifa*.'
4 'What _____ have you got?' 'An Aprilia SR50.'
5 'What _____ have you got today?' 'Pizza.'
6 'What _____ do you like?' 'Rock.'
7 'What _____ do you play?' 'I play rugby.'
8 'What _____ do you watch?' '*The Simpsons* and films.'
9 'What _____ do you speak?' 'English and a little German.'
10 'What _____ have you got?' 'I've got a dog. It's a Labrador.'



Esercizi

5 **Riordina le parole per formulare delle domande, poi abbinale alle risposte.**

1	are / who / they / ?	*Who are they?*	a ☐ It's opposite the car park.
2	are / late / you / why / ?		b ☐ It's at home.
3	bag / whose / this / is / ?		c ☐ In July and August.
4	day / is / what / today / it / ?		d ☐ They are very well, thank you.
5	homework / your / is / where / ?		e ☒ They are my friends.
6	your / book / which / is / ?		f ☐ It's Richard's.
7	is / very hot / when / in Italy / it / ?		g ☐ The new one.
8	is / railway station / the / where / ?		h ☐ It's Thursday.
9	your parents / are / how / ?		i ☐ 'Hi!'
10	meaning / what / the / is / of / *hola* / ?		j ☐ Because the bus was late.

6 **Completa le domande con gli interrogativi nel riquadro.**

why • when (x 2) • who (x 2) • whose • what (x 2) • where (x 2)

1 '*Who*____ is Steven Hawking?' 'He's a famous physicist.'
2 '_____ is your favourite actress?' 'It's Emma Watson.'
3 '_____ is for dinner this evening?' 'It's pasta and cheese.'
4 '_____ colour are Jane's eyes?' 'They are green.'
5 '_____ are my trainers?' 'They are on the balcony.'
6 '_____ is the party?' 'It's tomorrow at 8 o'clock. Can you come?'
7 '_____ is this jacket?' 'It's Steve's.'
8 '_____ are you angry?' 'Because I can't find my mobile.'
9 '_____ are you free?' 'In the afternoons, after 2 o'clock.'
10 '_____ is Michele's classroom?' 'It's on the second floor, next to the teachers' room.'

7 **Un giornalista sta intervistando il nuovo attore che interpreta James Bond, in visita a Roma per promuovere il film. Completa le domande con gli interrogativi e le preposizioni nel riquadro.**

what / about • who / with • who / to • how long / for • what / at • where / from

1 '*Who*____ are you __*with*__ today?' 'My assistant.'
2 '_____ are you _____?' 'I'm from Wales.'
3 '_____ are you married _____?' 'A girlfriend from school.'
4 '_____ is the film _____?' 'A secret agent.'
5 '_____ are you good _____?' 'Stunts.'
6 '_____ are you in Rome _____?' 'For about two days.'

8 **Completa le domande con gli interrogativi corretti e il verbo *be*.**

1 '*Where are*____ we?' 'We are near the cinema.'
2 '_____ that man?' 'That's Mr Clark. He's my English teacher.'
3 '_____ Rita in bed?' 'Because she is tired.'
4 '_____ your classroom?' 'It's on the second floor.'
5 '_____ my appointment?' 'It's at 6 o'clock this evening.'
6 '_____ coat is this?' 'It's mine.'

9 ■■■ **Completa le domande con l'interrogativo corretto e le parole nel riquadro.**

surname • old (x 2) • subject • address • favourite • year • best • from • friend

1 *What* 's your *surname* ?
2 _____ are you _____?
3 _____'s your _____?
4 _____ _____ are you?
5 _____ _____ are you in?
6 _____ is your favourite _____?
7 _____ is your _____ colour?
8 _____ is your _____ friend?
9 _____ is he/she your best _____?
10 _____ _____ is he/she?

10 WRITING ■■■ **Ora rispondi alle domande dell'esercizio 9 in modo personale.**

I'm… and I'm from… _____

11 ■■■ **Trasforma le domande come nell'esempio.**

1 Whose bike is this? Whose *is this bike* ?
2 Which is your room? Which _____ yours?
3 Whose keys are these? _____ these keys?
4 Which girl is from New York? _____ the girl from New York?
5 Whose is this umbrella? _____ this?
6 Whose are these dirty plates in the living room? _____ in the living room?

12 ■■■ **C'è stato un terribile uragano sulla costa est dell'America. Leggi le risposte che il giornalista dà sul disastro e formula delle domande con gli interrogativi corretti e riordinando le parole date.**

1 today / are / you *Where are you today?* 'I'm here on the coast of New Jersey.'
2 are / there / you _____ 'Because of the hurricane.'
3 are / with / you _____ 'I'm with some people who are now homeless.'
4 is / like / the weather _____ 'It's very windy.'
5 the damage / is / bad _____ 'It is terrible. There are no buildings or trees where I am.'
6 are / problems / there _____ 'There is no electricity or water.'

13 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Perché loro sono qui?
2 Da dove vieni?
3 In quale classe sei?
4 Quanti anni ha tuo fratello?
5 Quand'è il tuo compleanno?
6 In quale ospedale si trova Marco?
7 Di chi è la macchina nel garage?
8 Con chi sei?

6 How + aggettivi/avverbi

Si usa ***how*** seguito da **aggettivo** o **avverbio** per chiedere informazioni su dati e misure.

quantità	***how much*** + sost. non numerabili	quanto	***How much cheese*** *is there in the fridge?*	Quanto formaggio c'è in frigo? 41.3
	how many + sost. numerabili	quanti	***How many students*** *are there in your class?*	Quanti studenti ci sono nella tua classe? 41.3
prezzo	***how much***	quanto	***How much*** *are these boots?* ***How much*** *is it?*	Quanto costano questi stivali? Quanto costa? 41.3
dimensione	***how big/large***	quanto grande	***How big*** *is your room?*	Quanto è grande la tua stanza?
	how wide	quanto largo	***How wide*** *is the Suez Canal?*	Quanto è largo il Canale di Suez?
	how long	quanto lungo	***How long*** *is the River Tiber?*	Quanto è lungo il fiume Tevere?
	how deep	quanto profondo	***How deep*** *is the Mediterranean Sea?*	Quanto è profondo il Mar Mediterraneo?
	how thick	quanto spesso	***How thick*** *is this layer?*	Quanto è spesso questo strato?
distanza	***how far***	quanto lontano	***How far*** *is the bus stop?*	Quanto dista la fermata dell'autobus?
velocità	***how fast***	quanto veloce	***How fast*** *is your motorbike?*	Quanto va veloce la tua motocicletta?
peso	***how heavy***	quanto pesante	***How heavy*** *is this box?*	Quanto pesa questa scatola?
altezza (di cose alte e larghe ed elementi naturali)	***how high***	quanto alto	***How high*** *is the Golden Gate Bridge?* ***How high*** *is Mount Blanc?*	Quanto è alto il Golden Gate? Quanto è alto il Monte Bianco?
altezza (di persone, cose alte e strette ed edifici)	***how tall***	quanto alto	***How tall*** *are you?* ***How tall*** *is the Freedom Tower?*	Quanto sei alto? Quanto è alta la Freedom Tower?
durata	***how long***	quanto tempo	***How long*** *is the bus ride to Rome?*	Quanto dura la corsa in autobus per Roma?
frequenza	***how often***	quanto spesso/ ogni quanto	***How often*** *are you with him?*	Ogni quanto sei con lui?
età	***how old***	quanti anni	***How old*** *is your sister?*	Quanti anni ha tua sorella?

Nelle risposte alle domande introdotte da *how deep/high/long/old/tall/thick/wide* l'aggettivo va in fondo alla frase o viene omesso.

*'**How tall** is "the Gherkin" in London?' 'It's 180 metres (**tall**).'* "Quanto è alto 'il Cetriolo' di Londra?" "È alto 180 metri."
*'**How long** is the film* Gone with the wind*?' 'It's more than 2 hours (**long**).'* "Quanto dura il film *Via col vento*?" "Dura più di 2 ore."

Esercizi

1 ■■■ **Completa le frasi con gli interrogativi nel riquadro.**

how tall • ~~how long~~ • how often • how fast • how big • how far • how much

1 '*How long*' are your lessons?' 'They are 55 minutes.'
2 '_____ is your house from the school?' 'It's about 3 miles.'
3 '_____ is your bedroom?' 'It's quite small.'
4 '_____ is the new iPod?' 'About $200.'
5 '_____ are you at home in the mornings?' 'Only on Sundays.'
6 '_____ is a Formula 1 car?' 'About 300 kilometres per hour.'
7 '_____ are you?' '1.75 metres.'

2 ■■■ **Riordina le parole per formulare delle domande.**

1 whale / is / the / blue / heavy / how / ? *How heavy is the blue whale?*
2 is / how / the Po / long / ? _____
3 high / Mount / is / Rosa / how / ? _____
4 the streets / how / New York / wide / are / in / ? _____
5 is / how / leaning Tower of Pisa / old / the / ? _____
6 swimming pool / is / an / deep / Olympic-size / how / ? _____
7 people / live / how / in / Sydney / many / ? _____

3 ■■■ **Completa le domande con gli interrogativi.**

1 '*How old*' are you?' 'I'm 14.'
2 '_____ do you have history?' 'We have history twice a week.'
3 '_____ are the gold earrings?' 'They cost $150.'
4 '_____ is it from your house?' 'It's 25 kilometres.'
5 '_____ is your dog?' 'It's very small. It's a Chihuahua.'
6 '_____ water is there?' 'We've only got one bottle of water.'

4 ■■■ **Leggi le informazioni riguardo l'aereo più grande del mondo, l'A380, e formula le domande.**

1 '*How long is it*?' 'It's 72.2 metres long.'
2 '_____?' 'It's 24.45 metres high.'
3 '_____?' 'It flies 587 miles an hour.'
4 '_____ the cabin?' 'It's 478 square metres.'
5 '_____ a flight ticket?' 'It is about €700 from Rome to New York.'
6 '_____ seats _____?' 'There are 525.'



5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Quanto va veloce la macchina?
2 "Quant'è alto Piero?" "È alto 1 metro e 80."
3 Quanto durano le vacanze estive?
4 Quanto costa il biglietto?
5 Ogni quanto Giovanna sta su (*on*) Facebook?
6 Quant'è difficile il compito in classe?
7 "Quanto è alto l'Empire State Building?" "È alto 381 metri."
8 "Quanto è largo il Rio delle Amazzoni (*the Amazon River*)?" "È largo 40 km."

Esercizi di riepilogo

1 **Completa le frasi con i pronomi personali soggetto o complemento nel riquadro.**

~~I / me~~ • you / you • we / us • she / him • you / you • they / them • it / it • she / her

1 '*I* want to speak to you.' 'Why do you want to speak to *me*?'
2 'Anna is here. _____ is in the garden.' 'No she isn't. I can't see _____.'
3 'Does Charlotte like Adam?' 'I don't think _____ knows _____.'
4 Simone and Sara aren't happy, _____ have got a problem, but I can't help _____.'
5 'Valeria, can I ask _____ a question?' 'Yes, but only if _____ don't ask me a personal question.'
6 'I love it when _____ is rainy.' 'I hate _____!'
7 Ben and I have a problem with our new computer. _____ don't understand the new operating system. Can you help _____?
8 Jackie and Sam! Where are _____? It's dinnertime. We can't start dinner without _____.

2 **Completa la conversazione telefonica con la forma corretta del verbo *be*.**

Mum Hello darling. It's mum here. (1) *Are you* (you) with Andy?
Ben No, (2) _____ (I). (3) _____ (he) with Linda. (4) _____ (they) at her house.
Mum Why (5) _____ (he) with her?
Ben Well Mum, (6) _____ (she) his new girlfriend!
Mum Where (7) _____ (you)?
Ben (8) _____ (I) with Mary and Dan. (9) _____ (we) in town.
Mum Listen, dinner is at six o'clock. Don't be late!
Ben What time (10) _____ (it)?
Mum (11) _____ (it) a quarter to six.
Ben Oh dear. (12) _____ (I) late! Sorry!

3 **Leggi la presentazione di un famoso grattacielo di New York e sottolinea l'alternativa corretta.**



David Childs (1) *is/are* an architect. (2) *He/She* is the creator of One World Trade Center in Manhattan, New York. (3) *There/It* is a skyscraper on the site of the original World Trade Center. (4) *It is/He is* 1,776 feet tall, which is 104 floors. From the skyscraper (5) *there is/they are* direct access to 11 subway stations and (6) *there is/it is* near other public transport too. In the building there (7) *is/are* many offices and businesses. (8) *Is it/It is* strange to work in a famous skyscraper? Maybe, but there is a good community spirit. On the 100th floor, (9) *there is/there are* an observatory. It (10) *be/is* possible to see Manhattan, Brooklyn and New Jersey but (11) *there isn't/it isn't* good for people who are afraid of heights.
There is another problem. It isn't cheap. Tickets (12) *are/is* $34 for an adult.

4 **Abbina le domande alle risposte.**

1 Where are you? — e In Milan.
2 What is it? — d It's a surprise.
3 Whose bike is it? — a My brother's.
4 Who is she? — h She's my mum.
5 When are you at work? — f Tomorrow morning.
6 How tall is she? — g She's 1.65 m.
7 How many students are there? — c 26.
8 Why are they late? — b Because the bus is late.

5 **Marzia è a Brighton per far visita a sua sorella. Sta facendo amicizia con Jeff. Riordina le parole per formulare delle frasi corrette.**



Jeff here / you / why / are / ? *Why are you here?*
Marzia at / my sister / the University of Sussex / is
Jeff Brighton / how / is / it / far / from / ?
Marzia isn't / very / it / far. About five minutes by car.
Jeff the only / she / Italian / there / is / ?
Marzia isn't / she / no / five / them / of / are / in her year / there
Jeff many / are / there / students / how / ?
Marzia about / there / students / 10,000 / are
Jeff a concert / there's / on tonight. Do you want to come?
Marzia Yes. / is / here / my mobile number

6 **Leggi le informazioni su San Francisco e completa il testo con le parole nel riquadro.**

is • are there • where is • it isn't (x 2) • here are • there is
what is • how long • they are • there are (x 2) • there aren't (x 2)



SAN FRANCISCO

San Francisco (1) *is* a fantastic city to visit. (2) _____ some great ideas for you! (3) _____ orange with two very tall towers? The **Golden Gate Bridge** of course! (4) _____ is it? It's 1.7 miles and (5) _____ 10 million visitors every year. (6) _____ the best place to go shopping and do lots of activities? **Fisherman's Wharf** and **Pier 39** are really exciting. (7) _____ many restaurants and snack bars so (8) _____ any problems to find good food. (9) _____ **cable cars** to go there? Yes, there are two and (10) _____ expensive to buy a ticket. In fact, (11) _____ a symbol of San Francisco and a cable car ride is a wonderful way to see the city.
A visit to **Alcatraz** prison and island is very interesting. (12) _____ any prisoners now but (13) _____ lots of information about the history of the prison and famous escapes. And the weather? (14) _____ always hot and sunny in San Francisco. It is sometimes cold and foggy so be prepared!

7 **Completa le domande.**

1 '*Who is* that man?' 'Mr Bing, the new school caretaker.'
2 '_____ bag is Danny's?' 'This one on the desk.'
3 '_____ Halloween?' 'It's on 31st October.'
4 '_____ the cat?' 'She's under the sofa.'
5 '_____ they?' 'They are five euros.'
6 '_____ you happy?' 'Because it's my birthday today.'
7 '_____ that noise?' 'Sorry, it's the ringtone on my phone.'
8 '_____ is her hair?' 'It's very short.'
9 '_____ your mum?' 'She's very well, thank you.'

8 **ERROR CORRECTION** **Correggi le parole sottolineate.**

1 'What is your house?' 'She's near the train station.' *'Where is your house?' 'It's near the train station.'*
2 Where's my bag? There's in your room.
3 There is the sun today.
4 Dad and I are worried. Please phone we from the concert.
5 How is big your new smartphone?
6 Who's is the Ferrari outside?
7 'There is Paul?' 'No, sorry, he is out at the moment.'
8 I have cold.

7 Il verbo *have got*

FORMA

Forma affermativa	Forma negativa
I/You/We/They ***have got/'ve got*** *a fast car.*	*I/You/We/They* ***have not got/ haven't got*** *a fast car.*
He/She/It ***has got/'s got*** *a fast car.*	*He/She/It* ***has not got/hasn't got*** *a fast car.*



'This client ***has got*** *very strong opinions.'*

Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
Have *I/you/we/they* ***got*** *a fast car?*	***Haven't*** *I/you/we/they* ***got*** *a fast car?*	*Yes, I/you/we/they* ***have****.* *No, I/you/we/they* ***haven't****.*
Has *he/she/it* ***got*** *a fast car?*	***Hasn't*** *he/she/it* ***got*** *a fast car?*	*Yes, he/she/it* ***has****.* *No, he/she/it* ***hasn't****.*

• Dopo nomi propri e comuni si può usare la forma affermativa contratta di *has* ('s, da non confondere con la forma contratta di *is* o con il genitivo sassone → 18), ma non la forma contratta di *have* ('ve).

Lucy has got a new boyfriend. = Lucy's ***got*** *a new boyfriend.* — Lucy ha un nuovo fidanzato.
That flat has got four bedrooms. = That flat's ***got*** *four bedrooms.* — Quell'appartamento ha quattro camere da letto.

The Smiths ***have got*** *three children.* NON ~~*The Smiths've got three children.*~~ — Gli Smith hanno tre figli.

• Nelle risposte brevi non si usa il rafforzativo *got*.
• Nelle risposte brevi affermative non si usa la forma contratta.

Nelle frasi interrogative, interrogative-negative e nelle risposte brevi *have* e *has* si pronunciano con la forma forte /hæv/ e /hæz/. Negli altri casi si pronunciano con la forma debole /həv/ e /həz/.

T 2 **Osserva e ascolta.**

Have *you got a sister?*
*'****Haven't*** *you got a phone?' 'Yes, I have.'*
She ***has*** *got a new dress.*
They ***haven't*** *got a pet.*

FLIP BOOK

USO

Il verbo *have got* si usa per:

• esprimere possesso
We ***have got*** *a small house in the Alps.* — Abbiamo una piccola casa sulle Alpi.
• indicare parentela e legami
I ***have got*** *a sister.* — Ho una sorella.
• descrivere l'aspetto fisico
Brian's ***got*** *a black beard.* — Brian ha la barba nera.
• parlare di malattie e disturbi fisici
Michelle's ***got*** *a terrible cold.* — Michelle ha un terribile raffreddore.

Esercizi

1 **Riscrivi le frasi usando la forma contratta del verbo *have got* dove possibile.**

1 Mrs Lenzi has got 14 cats.
Mrs Lenzi's got 14 cats.
2 Eddy and Jane have got a SUV.
3 You have got beautiful hair.
4 Teresa and I have not got homework.
5 Sylvia has got a small brother.
6 We have got 24 students in our class.
7 I have got a new games console.
8 David has not got the train tickets.
9 My sister has got tickets to see the show.

2 **Sottolinea l'alternativa corretta.**

1 She*'s got/have got* a big family.
2 My brother and I *have got/has got* dark curly hair.
3 We*'ve got/'s got* maths, double physics and double Latin today!
4 Phone me this evening. You *has got/have got* my number.
5 My parents*'ve got/have got* the flu. They aren't at work today
6 Anna's friend *has got/have got* a swimming pool in her garden!
7 Her boyfriend is very good-looking. He*'ve got/'s got* short blond hair.
8 'What's the matter?' 'I *have got/has got* a terrible toothache.'
9 Jeremy*'ve got/'s got* three girlfriends!
10 My neighbours *have got/has got* a very noisy dog.

3 **Completa le frasi con *haven't got/hasn't got*.**

1 I *haven't got* my dictionary. Can I use yours?
2 We _____ any pets.
3 You _____ time to eat breakfast. It's late!
4 Amy _____ any homework this evening, so she is at a friend's house.
5 My flat _____ a balcony.
6 My sister and I have got small pretty noses. We _____ my dad's big nose. Thank heavens!
7 Robert's grandparents _____ a car!
8 Giulia is OK now, she _____ a stomach ache.
9 Her cousin _____ a TV in his house!

4 **Decidi se *'s* è la contrazione di *is* o *has*.**

1 Matthew's 25 and he's got a Maserati! *is, has*
2 'Who's Martina?' 'The girl over there. She's got long straight hair.'
3 My uncle's a businessman. He's got a lot of money.
4 'Who's got three restaurants in Los Angeles?' 'Steve! He's Italian.'
5 The bathroom's got a problem. There's water on the floor.
6 Richard's tired and he's got a headache.
7 What's she got in her bag? It's heavy!
8 My friend Jacques's French. He's got a flat in Paris.
9 Sally's got a good job. Her job's in the north of Italy.

5 **Volgi le frasi alla forma interrogativa.**

1 She has got a new job.
Has she got a new job?
2 Their house has got three bedrooms.
3 You've got your swimming things.
4 We've got P.E. in the gym today.
5 Your mum's got short red hair.
6 The holiday flat's got a dishwasher.
7 Max and Charlotte have got a small house in the mountains.
8 I've got chocolate on my face.
9 He's got a TV in his bedroom.
10 She's got a toothache.
11 They've got three pets.
12 That car's got a satnav.

Esercizi

6 ■■■ **Completa le domande e scrivi le risposte brevi basandoti sulle informazioni date.**

1 Have you got a CD player in your room? (✓)
Yes, I have.
2 _____ your mum got time to help? (✓)
3 _____ they got a pet? (✓)
4 _____ Valentino got a big car? (✗)
5 _____ Bart and Judy got a beach house? (✓)
6 _____ you got the football results? (✗)
7 _____ the bar got toilets? (✓)
8 _____ I got the right answer? (✗)
9 _____ your house got a garden? (✓)

7 ■■■ **Completa le frasi con *has got/hasn't got, have got/haven't got*.**

1 '_Have you got_ (you) the time?' 'Yes, it's half past twelve.'
2 I have got a problem. I _____ my history homework. Can I copy yours?
3 There is no digital technology in John's house. He _____ a computer or a mobile phone!
4 'I'm not very well.' '_____ (you) a temperature?'
5 They are brothers. They _____ the same colour hair.
6 Italy _____ some beautiful regions. My favourite is Puglia.
7 I _____ 250 friends on Facebook!
8 'What _____ (we) for dinner?' 'Pizza.' 'Yummy!'
9 Jenny and Jack _____ a telephone at home. Phone them on their mobile.
10 '_____ (Pete) any brothers or sisters?' 'He's got three brothers.'

8 ■■■ **Riordina le parole per formulare delle frasi alla forma affermativa, negativa o interrogativa.**

1 a car / Liz / has / got / ?
Has Liz got a car?
2 'you / who / got / for biology / have / ?'
'Mrs Wilkins. She's very nice.'
3 I'm in a hurry. haven't / much time / got / I
4 hasn't / green spaces / our town / many / got
5 a good / at our school / got / language lab / we've
6 money / Paul and Liam / got / for the cinema / haven't
7 brown / has got / eyes / he
8 garage / got / a big / they've
9 George / hair / what / has / colour / got / ?

9 ■■■ **Formula delle frasi alla forma affermativa, negativa o interrogativa basandoti sulle informazioni date.**

1 he / a big black dog (✓)
He's got a big black dog.
2 we / a long Christmas holiday this year (✗)
3 her family / a lot of money (✓)
4 you / any milk (?)
5 Annie's sister / pink hair (✓)
6 people / a lot of free time (✗)
7 Tom and Filippo / separate bedrooms (?)
8 we / time for a coffee (?)
9 Matteo isn't at school today. he / earache (✓)

10 ■■■ **Formula delle domande basandoti sulle informazioni date e rispondi in modo personale.**

1 you / any brothers or sisters / ?
'Have you got any brothers or sisters?'
'Yes, I have. I've got a sister.'
2 your family / two cars / ?
3 your mum and dad / a business / ?
4 you / short hair / ?
5 you / a console in your bedroom / ?
6 your house / air conditioning / ?
7 you and your classmates / any new teachers this year / ?
8 you / any pets / ?
9 your town / a multiplex cinema / ?

11 ■■■ **Anna sta facendo un corso di lingua in Inghilterra e alloggia a casa della famiglia Wilkins. Ora è al telefono con sua madre. Scrivi il dialogo usando il verbo *have got* e basandoti sulle informazioni date.**



Mum you / a nice bedroom / ? *Have you got a nice bedroom?*
Anna yes, / Mr and Mrs Wilkins / a big house. they / a son, and he not / a girlfriend
Mum the town / green spaces / ?
Anna yes, / we / a swimming pool at our school. I / not much time, Mum. Bye.
Mum OK dear. I / one more question. Is the food good?
Anna BYE MUM!

12 ■■■ **Completa il testo di Harry sulla sua casa con la forma affermativa e negativa del verbo *have got*.**



I'm from a small town in the south of England, Merton. It (1) *hasn't got* many things to do for young people, but it (2) _____ a good transport system, so my friends and I can go into the city.
I (3) _____ a sister. Her name is Jade.
My family (4) _____ a house in a quiet street. My parents aren't happy with the house because the house and garden are very small: we have got a small front garden, but we (5) _____ a back garden.
The house (6) _____ a garage, so the car is outside our house.
It (7) _____ only two bedrooms on the first floor.
My mum (8) _____ a back problem, so my parents (9) _____ their bedroom downstairs.
I (10) _____ a big bedroom. It (11) _____ a TV and video game console, and a sofa!
Jade (12) _____ a big bedroom; she's only got a bed and a wardrobe in there!
She (13) _____ a small terrace, so in the summer she can go outside.

13 WRITING ■■■ **Ora scrivi un breve testo su di te e sul luogo dove vivi.**

I'm from _____
My family _____ *a house/a flat in* _____

14 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Hai un'aspirina (*aspirin*)? Ho mal di testa.
2 È alto e ha gli occhi azzurri.
3 I Robinson non hanno vestiti costosi (*expensive clothes*).
4 Lara ha due fratelli e una sorella.
5 Pamela non ha i compiti oggi.
6 Hai un fratello o due?
7 Hai un minuto? Abbiamo un problema.
8 Il negozio non ha il giornale di oggi (*today's newspaper*).

8 L'articolo indeterminativo *a/an* (1)

FORMA

L'articolo indeterminativo *a/an* corrisponde all'italiano "un/uno/una" e si usa con i sostantivi numerabili singolari, ma non con i sostantivi non numerabili. → 35



*'It's **an** honour to introduce you two.'*

Si usa **a** davanti ai nomi che iniziano per:
- consonante (*a car*)
- "h" aspirata (*a house*)
- i suoni /ju/ (*a European country, a university student*) e /w/ (*a one-bedroom flat*)

Si usa **an** davanti ai nomi che iniziano per:
- vocale (*an ice cream*)
- "h" muta e derivati (*an hour, an honest man, an honour, an heir*)

Ascolta la pronuncia di questi esempi. T 3 FLIP BOOK

A/An è **invariabile** rispetto al genere (maschile, femminile e neutro).

*There is **a** boy, **a** girl and **a** dog.* — Ci sono un ragazzo, una ragazza e un cane.

USO

L'articolo *a/an* si usa per:
- indicare persone/cose non specificate
  *There's **an** accident on the highway.* — C'è un incidente in autostrada.
- parlare di ruoli o professioni
  *My mother is **a** doctor.* — Mia madre fa il dottore.
- parlare di disturbi fisici e malattie
  *He has got **a** headache/**a** temperature/ **a** cold/**a** cough/**a** sore throat.* — Ha mal di testa/la febbre/ il raffreddore/la tosse/il mal di gola.
- parlare di oggetti personali
  *She has got **a** guitar.* — Ha la chitarra.
- davanti ai numeri 100 e 1000
  ***a** hundred years* — cent'anni
  ***a** thousand euros* — mille euro

In questi casi *a/an* si traduce spesso in italiano con l'articolo determinativo.

Esercizi

1 **Inserisci *a* o *an*.**

1	*a* boy	5	____ euro	9	____ hour
2	____ Italian	6	____ uniform	10	____ sports car
3	____ British person	7	____ unfortunate accident	11	____ young person
4	____ emergency	8	____ horrible day	12	____ identity card

Esercizi

2 ■■■ **Completa le frasi con *a* o *an*.**

1 Every summer we stay in *a* hotel by the sea.
2 James can't go to work. He's got _____ temperature.
3 She received _____ honour for her charity work.
4 Children in the UK wear _____ uniform at school.
5 My brother had _____ accident on his skiing holiday.
6 It's _____ horrible day. It's cold and grey outside.
7 Crete is _____ island in the Mediterranean.
8 David is _____ architect. He designs amazing buildings.

3 ■■■ **Che lavoro fanno? Osserva le immagini e formula delle frasi con *a/an* e le parole nel riquadro.**

electrician • artist • nurse • housewife • shop assistant • police officer



1 *She's a nurse.*



2 _____



3 _____



4 _____



5 _____



6 _____

4 ERROR CORRECTION ■■■ **Correggi la presentazione di Sofia inserendo *a/an* dove necessario.**

My name is Sofia. I live in a small town in Lombardy. I'm student at secondary school in Como.
I haven't got boyfriend, but I have very good friend. His name is Paolo.
My parents have got small hotel. It's very beautiful, because it's old building. There is big swimming pool, too.
I have dog and cat. I love animals. I want to be vet when I leave school.

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Lei è una donna onesta.
2 "Ho fame." "Ecco un gelato per te!"
3 Nella foto c'è una casa. La casa ha la piscina e il campo da tennis.
4 Mio padre fa l'avvocato.
5 "Come stai, Maria?" "Non sto molto bene. Ho il raffreddore."
6 Il sig. Flink è un professore universitario.
7 Farid non è a scuola perché ha la febbre.
8 Noi non abbiamo la TV a casa.

9 L'articolo determinativo *the* (1)

FORMA

L'articolo determinativo *the* ha una sola forma e si usa con tutti i tipi di sostantivi. In italiano corrisponde agli articoli "il/lo/la/i/gli/le".



L'articolo *the* è **invariabile** rispetto al genere (maschile, femminile e neutro) e al numero (singolare e plurale).

***The** boy, **the** girl and **the** dog are in the park.*	Il ragazzo, la ragazza e il cane sono nel parco.
***The** teacher is in the classroom, but **the** students are in the canteen.*	L'insegnante è in classe, ma gli studenti sono a mensa.



L'articolo *the* si pronuncia in modi diversi.

T 4 **Osserva e ascolta.**

• */ðə/ the car, the house, the university*	davanti a parole che iniziano con consonante, "h" aspirata e il suono /ju/
• */ði:/ the English language, the hour*	davanti a parole che iniziano con vocale e "h" muta

FLIP BOOK

USO

L'articolo *the* si usa per:

- indicare persone/cose specifiche

*Give me **the** blue cap.*	Dammi il cappello blu.

- parlare di persone/cose nominate in precedenza

*Noemi works in an office. **The** office is in central London.*	Noemi lavora in un ufficio. L'ufficio è nel centro di Londra.

- indicare persone/cose uniche

***The** Empire State Building is in New York.*	L'Empire State Building è a New York.



Non si usa l'articolo *the*:

- davanti a sostantivi usati in senso generico

My sister likes carrots.	A mia sorella piacciono le carote.
I love rap music.	Adoro la musica rap.

- davanti alla maggior parte dei nomi di paesi

Ulrich is from Germany, Yves is from France.	Ulrich viene dalla Germania, Yves viene dalla Francia.
MA: *Jim is from **the** USA and Charles from **the** UK.*	Jim viene dagli Stati Uniti e Charles dal Regno Unito.

Esercizi

1 ERROR CORRECTION **Elimina *the* dove non è necessario.**

1 a I don't like the vegetables.
b I don't like the vegetables in that shop.
2 a 'Where's Tom?' 'He's listening to the music.'
b You always play the music I hate at parties.
3 a Some people are obsessed with the money.
b Where's the money I put on the kitchen table?
4 a I'm playing the new video game I got for my birthday.
b Do you play the video games online?
5 a I love the nice weather.
b The weather is very nice today.
6 a The meal is very good. The fish is excellent.
b We don't eat the fish very often.
7 a I like the furniture in this room.
b Lots of houses have the furniture from IKEA.

Esercizi

2 ■■■ **Sottolinea l'alternativa corretta.**

1 Can you pass me *the salad/a salad*?
2 'Where's *the car/a car*?' 'It's near *the big tree/ a big tree*.'
3 'Is Kristin from *the Germany/Germany*?' 'No, she isn't. She comes from *the US/US*.'
4 I have got *a boy/the boy* and *a girl/the girl*. *The girl's/A girl's* name is Gaia and *the boy's/ a boy's* name is Filippo.
5 Have you got *a remote control/the remote control* for *the TV/a TV*. I can't find it!
6 *The Queen/A Queen* of *England/the England* is the head of *the protestant church/protestant church*.
7 There's *the bag/a bag* on *the floor/a floor*. Is it yours?
8 Isabel works in *a bank/the bank*. *The bank/A bank* is near the station.

3 ■■■ **Completa le frasi con *a/an* o *the* dove necessario.**

1 We live in _-_ Richmond in _the_ UK.
2 I don't like _____ biology, it's _____ boring subject.
3 I have got _____ problem. Can I speak to _____ manager, please?
4 _____ Pyramids are _____ big tourist attraction for _____ Egypt.
5 _____ new film by _____ director Peter Jackson isn't very good!
6 I've got _____ TV and _____ CD player in my bedroom, but _____ TV is quite old.
7 I love drinking _____ cold water.
8 Take _____ umbrella with you to _____ office. It's going to rain.

4 ■■■ **Scrivi dei mini-dialoghi basandoti sulle informazioni date e aggiungendo *a/an* e *the* dove necessario.**

1 where / be / dog / ?
it / garden
'Where's the dog?'
'It's in the garden.'
2 there / be / show / on TV / this evening
I want to watch / film on RAI Uno
3 have you got / white T-shirt / ?
yes / T-shirts / be / at the back of / shop
4 who / be / man with Lea / ?
he / be / new friend
5 be / *BioShock* / good video game / ?
yes / graphics / be / fantastic
6 whose / be / mobile on / table / ?
it / be / Kiera's
7 can I have / glass of orange juice / ?
yes / it / be / in / fridge

5 ERROR CORRECTION ■■■ **Inserisci *a/an* o *the* nel testo dove necessario.**

Mr Carter has got a villa in Mexico near beach. There is enormous garden and swimming pool, but pool isn't very big. Villa has got seven bedrooms, three bathrooms and kitchen. Kitchen is very modern. Mr Carter has Mexican cook because he loves Mexican food, but he can't speak language very well.

6 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Veniamo dall'Olanda.
2 Mia madre fa la segretaria in un'azienda multinazionale.
3 Hai l'ombrello?
4 Luisa è negli Stati Uniti per una vacanza-studio.
5 Adoro il cibo thailandese.
6 Aiuto! C'è un topo sotto il frigo in cucina.
7 Sarah non è australiana. Viene dal Regno Unito.
8 "Chi è la ragazza con Mike?" "È una nuova studentessa."

10 Il plurale dei sostantivi (1)

VIDEO

Il plurale dei sostantivi si forma, normalmente, aggiungendo **-s** al singolare.

teacher → *teacher**s*** *girl* → *girl**s*** *pen* → *pen**s*** *car* → *car**s***

VARIAZIONI ORTOGRAFICHE

Sostantivi che terminano in	Plurale		
-ch, -o, -s, -sh, -ss, -x, -z	aggiungono **-es**	*watch* → *watch**es***	*kiss* → *kiss**es***
		potato → *potato**es***	*fox* → *fox**es***
		bus → *bus**es***	*quiz* → *quizz**es***
		dish → *dish**es***	
consonante + -y	si cambia *y* in **-ies**	*baby* → *bab**ies***	*possibility* → *possibilit**ies***
		family → *famil**ies***	*country* → *countr**ies***
-f/-fe	si cambia *f/fe* in **-ves**	*leaf* → *leav**es***	*loaf* → *loav**es***
		shelf → *shelv**es***	*calf* → *calv**es***
		thief → *thiev**es***	*wife* → *wiv**es***
		half → *halv**es***	*life* → *liv**es***
		wolf → *wolv**es***	*knife* → *kniv**es***

Formano il plurale aggiungendo **-s**:

- i sostantivi abbreviati o di origine straniera che terminano in **-o**

disco → *disco**s*** *euro* → *euro**s*** *kilo* → *kilo**s*** *photo* → *photo**s*** *radio* → *radio**s***

- i sostantivi che terminano in **-y preceduta da vocale**

boy → *boy**s*** *key* → *key**s*** *play* → *play**s***

- alcuni sostantivi che terminano in **-f**

chief → *chief**s*** *cliff* → *cliff**s*** *roof* → *roof**s***

Il suffisso **-s/-es** si pronuncia in modi diversi.

T 5 **Osserva e ascolta.**

- **/s/** dopo i suoni /f/, /k/, /p/, /t/, /θ/ — *giraffes, books, stamps, coats, paths*
- **/ɪz/** dopo i suoni /s/, /z/, /ʃ/, /dʒ/, /ʃ/, /tʃ/, /ks/ — *processes, quizzes, ages, fridges, crashes, sandwiches, taxes*
- **/z/** dopo tutti gli altri suoni — *potatoes, controls, plays*

FLIP BOOK

Esercizi

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

1 party	*parties*	5 box	_____	9 cup	_____
2 potato	_____	6 ship	_____	10 sandwich	_____
3 coat	_____	7 radio	_____	11 brush	_____
4 address	_____	8 dog	_____	12 book	_____

Esercizi

2 ■■■ **Qual è la pronuncia dei sostantivi plurali nell'esercizio 1? Inseriscili nella colonna corretta.**

/s/	/ɪz/	/z/
coats		

3 ■■■ **Osserva le immagini e completa le frasi con la forma plurale delle parole nel riquadro.**

shelf • tomato • watch • bus • dish • kilo



1 They are very expensive _watches_.



2 How many _____?



3 Can I have two _____ of apples?



4 I don't like _____.



5 Can you wash the _____?



6 There are two _____ at the bus stop!

4 ■■■ **Individua l'intruso in ogni serie di parole.**

1 halves – ~~cities~~ – wolves – wives
2 toys – ladies – boys – holidays
3 actresses – churches – houses – addresses
4 radios – ideas – videos – pianos
5 families – companies – taxes – lorries
6 princes – names – wishes – stones

5 ■■■ **Riscrivi le frasi trasformando al plurale le parole sottolineate e facendo tutti i cambiamenti necessari.**

1 The boy is in the living room.
The boys are in the living room.
2 We have got a good school in our area.
3 There is a thief in the house.
4 The knife is in the drawer.
5 What day can I see you?
6 Where is the holiday photo?
7 She hasn't got her front door key.
8 I enjoy reading about the life of a famous artist.
9 How is the baby?

11 Il plurale dei sostantivi (2)

VIDEO

11.1 Plurali irregolari

Alcuni sostantivi formano il plurale in modo irregolare.

*man** → *men*	uomo/uomini
*woman** → *women*	donna/e
child → *children*	bambino/i
person → *people*	persona/persone, gente
mouse → *mice*	topo/i
goose → *geese*	oca/oche
ox → *oxen*	bue/buoi
foot → *feet*	piede/piedi
tooth → *teeth*	dente/i

* e i loro composti: *fireman, policewoman, ecc.*

Osserva e ascolta la pronuncia di questi sostantivi.

T 6

man /mæn/ *woman* /wʊmən/ *goose* /guːs/
men /men/ *women* /wɪmɪn/ *geese* /giːs/

FLIP BOOK

11.2 Sostantivi invariabili

Alcuni sostantivi hanno la stessa forma al singolare e al plurale.
Fra i più comuni:

fish → *fish*	pesce/i
sheep → *sheep*	pecora/e
means → *means*	mezzo/i
species → *species*	specie



*'Perhaps your true talents are not in catching **fish**!'*

11.3 Particolarità

Osserva le seguenti particolarità.

- Quando il cognome indica l'intera famiglia si usa la forma plurale aggiungendo *-s/-es/ies* al cognome secondo le regole generali.

*The Sullivan**s** are on holiday in Mexico.*	I Sullivan sono in vacanza in Messico.
*The Evanse**s** have got a black cat.*	Gli Evans hanno un gatto nero.

- Le sigle, i giorni della settimana, gli anni e le lettere dell'alfabeto formano il plurale aggiungendo *-s*.

*Those DVD**s** are old.*	Quei DVD sono vecchi.
*She's free on Monday**s**.*	È libera il lunedì. (tutti i lunedì)
*This song dates back to the 60**s**.*	Questa canzone risale agli anni '60.
*There are three M**s** in the word 'mummy'.*	Ci sono tre emme nella parola *mummy*.

- I sostantivi di origine greca o latina mantengono il plurale della lingua d'origine.

analysis → *analyse**s***	*parenthesis* → *parenthese**s***
basis → *base**s***	*phenomenom* → *phenomena*
crisis → *crise**s***	*stimulus* → *stimul**i***
criterion → *criter**ia***	*thesis* → *these**s***

Esercizi

1 **Scrivi il singolare o il plurale dei seguenti sostantivi.**

1	*ox*	oxen	6	_____	women
2	child	_____	7	mouse	_____
3	_____	policemen	8	_____	feet
4	person	_____	9	sheep	_____
5	tooth	_____	10	fireman	_____

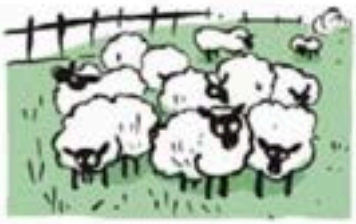
2 **Sottolinea l'alternativa corretta.**

1 Mum, there are two *policeman/policemen* at the door!
2 There is a *mouse/mice* in the kitchen.
3 Can you take these two *DVDs/DVD* to the shop?
4 There is a *people/person* in our garden!
5 The *Robinsons/Robinson* are on holiday at the moment.
6 The *1990s/1990* are famous for grunge music.
7 'What's your favourite *mean/means* of transport?' 'The plane.'
8 Can I have four of these *fishes/fish*, please?
9 Brush your *tooth/teeth* three times a day!

3 **Osserva le immagini e completa le frasi con un sostantivo al plurale.**



1 On *Thursdays* I go swimming.



2 There are a lot of _____.



3 You spell 'travelling' with two _____.



4 The Smiths are nice _____.



5 Take your _____ off the coffee table!



6 Mandy has got three _____.

4 **Completa le frasi con la forma plurale dei sostantivi nel riquadro.**

basis • ~~crisis~~ • stimulus • thesis • parenthesis • criterion • phenomenon

1 This country has got two terrible *crises*: there is no work and there is no money.
2 Do you believe in witches and other paranormal _____?
3 There are a lot of digital _____ in the home: consoles, computers, smartphones, so teenagers don't study!
4 It's difficult to study medicine at university. The _____ for selection are very high.
5 Some of the government's _____ on education are very strange.
6 What are the _____ of the Italian constitution?
7 Look at the list of teachers' names. Their first names are in _____ next to their surnames.

12 *can* per abilità, permessi e possibilità

FORMA

Il verbo *can* ("potere") è uguale per tutte le persone ed è **seguito dalla forma base del verbo** che indica l'azione.

Forma affermativa	Forma negativa	Forma interrogativa
I/You/He/She/It/ We/They ***can speak*** *English.*	*I/You/He/She/It/We/ They* ***cannot/can't speak*** *English.*	***Can*** *I/you/he/she/ it/we/they* ***speak*** *English?*

Forma interrogativa-negativa	Risposte brevi
Can't *I/you/he/she/it/we/they* ***speak*** *English?*	*Yes, I/you/he/she/it/we/they* ***can****.* *No, I/you/he/she/it/we/they* ***can't****.*



'Doctor, I'm not sure ***I can*** *trust you.'*

Nelle **frasi affermative** il verbo *can* si pronuncia con la forma **debole**, /kən/, e l'accento cade sul verbo principale che segue. Nelle **risposte brevi** si pronuncia con la forma **forte**, /kæn/. Alla forma negativa si pronuncia /kɑːnt/.

T 7 **Osserva e ascolta.**

'I ***can't*** *solve the maths problem.* ***Can*** *you give me a hand?' 'Yes, I* ***can****!'*

FLIP BOOK

USO

Il verbo *can* si usa:

- per esprimere abilità o incapacità

  Nick ***can*** *ride a bike, but he* ***can't*** *drive a car.* — Nick sa andare in bicicletta, ma non sa guidare l'auto.
  Italians ***can't*** *speak English well.* — Gli italiani non parlano bene l'inglese.

- per chiedere, dare o negare permessi

  *'****Can*** *I open the window?' 'Sure, you* ***can****!'* — "Posso aprire la finestra?" "Certo che puoi!"
  You ***can't*** *watch TV because you haven't done your homework.* — Non puoi guardare la TV perché non hai fatto i compiti.

- per indicare possibilità o impossibilità

  Can *you lend me 10 euros?* — Puoi prestarmi 10 euro?
  She ***can't*** *go to Australia because she hasn't got a visa.* — Non può andare in Australia perché non ha il visto.

- con i verbi di percezione involontaria *hear, see, smell, taste* e *feel* e con i verbi *understand* e *remember* che indicano attività mentale 33

  It's very foggy. I ***can't see*** *anything.* — C'è molta nebbia. Non vedo/riesco a vedere niente.
  She ***can't remember*** *the hotel phone number.* — Non si ricorda/riesce a ricordare il numero di telefono dell'albergo.

Il verbo *can* può essere usato sia con riferimento al **tempo presente** che **futuro**. Per gli altri tempi si usano altre forme verbali. 89

I can't go to school ***today*** *because there is a bus strike.* — Non posso andare a scuola oggi perché c'è lo sciopero degli autobus.

'Mum, can I go to the disco ***next Saturday night****?'* — "Mamma, posso andare in discoteca il prossimo sabato sera?"
'No, you can't.' — "No."

Esercizi

1 ■■■ **Formula delle frasi con *can* alla forma affermativa, negativa e interrogativa basandoti sulle informazioni date.**

1 he / ride a scooter (✓)
He can ride a scooter.
2 Mia and Tom / speak English well (✗)
3 you / dance hip hop (?)
4 I / drive a car! (✓)
5 you / run a marathon (?)
6 they / ski (✗)
7 Yula and Dave / play tennis (?)
8 she / cook lasagne very well (✓)
9 I / find my keys (✗)

2 ■■■ **Che cosa sa fare Julie? Osserva le immagini e formula domande e risposte con *can*.**







1 You *'Can you swim?'* 2 You _____ 3 You _____ 4 You _____ 5 You _____
Julie *'No, I can't.'* Julie _____ Julie _____ Julie _____ Julie _____

3 ■■■ **Cosa staranno dicendo le persone nelle immagini? Usa i suggerimenti nel riquadro per formulare delle richieste.**








wear / your jacket • help / you
have / glass of water
go out • open / window
turn down / volume

1 *'Can I go out?'* 'No, you can't.'
2 '_____' 'Yes, of course you can.'
3 '_____' 'Yes, of course.'
4 '_____' 'No, I'm sorry, it's my favourite jacket.'
5 '_____' 'No, thank you.'
6 '_____' 'Yes, of course.'

4 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

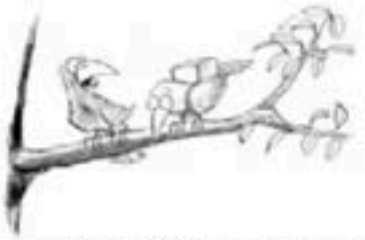
1 Non puoi andare in bicicletta (*ride your bike*) nel parco oggi.
2 Non posso giocare a calcio perché ho un problema alla gamba (*with my leg*).
3 Non possiamo andare al mare oggi.
4 Puoi arrivare al cinema con l'auto (*by car*).
5 Dan non può aiutarti con la spesa.
6 I giovani non possono comprare alcolici.
7 "Non mi ricordo il suo (*his*) nome!" "È Gianni."
8 Gaia non riesce a vedere la lavagna.
9 Non possiamo venire alla tua (*your*) festa. Mi dispiace.
10 Non riesco a capirti!

13 L'imperativo

FORMA

Come in italiano, l'imperativo in inglese ha solo la seconda persona singolare e plurale.
Si costruisce con la forma base del verbo principale e il soggetto non viene espresso.

	Forma affermativa	Forma negativa
2ª persona singolare/plurale	***Cross** the street!*	***Don't cross** the street!*



*'Now **try** without a parachute!'*

In inglese, diversamente dall'italiano, si usa la stessa forma per la seconda persona singolare e plurale.

***Stop** shouting!* Smetti/Smettete di urlare!

Alla forma negativa le espressioni con il verbo *be* sono precedute dall'ausiliare *don't*.

***Don't be** afraid!* Non avere paura!

Per formare la prima persona plurale si usa la costruzione *let us + (not) +* forma base del verbo. Nella lingua parlata e informale si preferisce usare *let's*.

***Let us begin** the meeting.* Cominciamo la riunione.
***Let's not get** confused.* Non confondiamoci.

USO

L'imperativo si usa:

- per dare ordini
  ***Drink** your milk!* Bevi il latte!
- per fare richieste e offerte
  ***Give** me the keys.* Dammi le chiavi.
  ***Have** a seat.* Mettiti a sedere.
- nelle istruzioni
  ***Fill in** the sentences with the correct verb.*
  Completa le frasi con il verbo corretto.
- nei divieti
  ***Don't lean** out of the window.* Vietato sporgersi dal finestrino.
- per dare indicazioni stradali
  ***Turn** right, then **go** straight on.* Gira a destra, poi prosegui dritto.
- per dare avvertimenti e fare raccomandazioni
  ***Watch** out!* Attento!
  ***Don't forget** to pack your jeans.* Non dimenticare di mettere in valigia i jeans.
- per esprimere un augurio
  ***Have** a safe flight!* Buon volo!
- per fare proposte con *let's* → 94 nella lingua informale
  Let's go! Andiamo!

English Usage

- Spesso si aggiunge la parola *please* per rendere più cortese l'ordine o la richiesta.

*Lay the table, **please**.* Apparecchia la tavola, per favore.

- Per dare maggiore enfasi, alla forma affermativa si può usare l'ausiliare *do* seguito dalla forma base del verbo, anche con le espressioni con il verbo *be* che normalmente non richiedono l'ausiliare.

***Do stand** still!* Stai fermo!
***Do be** quiet!* State zitti!

English Usage

Nella lingua parlata sono molto comuni le espressioni *let me think/see*, ecc. per dare istruzioni a se stessi.

Let me check. Controllo./Fammi controllare.

Esercizi

1 ■■■ **Abbina le frasi agli usi corrispondenti dell'imperativo.**

1	Let's not go out this evening. Let's watch a DVD.	a ☐ per dare ordini
2	Be careful. That vase costs a fortune!	b ☐ nelle istruzioni
3	Please, don't sing at the table!	c ☐ nei divieti
4	Good night. Sleep well.	d ☐ per dare indicazioni stradali
5	Stand clear of the doors.	e ☐ per dare avvertimenti e fare raccomandazioni
6	Open your books at page a hundred and five.	f ☐ per esprimere un augurio
7	Don't run. It's dangerous. Walk!	g ☑ per fare proposte
8	Stay for lunch. We've got lots of food!	h ☐ nelle richieste
9	Go past the supermarket. Cross the road…	i ☐ nelle offerte

2 ■■■ **Sottolinea l'alternativa corretta.**

1 *Don't speak/Speak not* with your mouth full.
2 *Let me/Let you* think.
3 Make yourself at home. *Sit down not./Sit down.*
4 *Let's/Let we* watch Pulp Fiction. It's really a good film.
5 *Don't be/Not be* so careless.
6 *Let you eat/Eat* what you want. It's free.
7 Here's the money for the school trip. *Don't/Let not* forget to pay.
8 *Don't go/Do go not* for a swim after a big meal.
9 *Let not/Let's not* go out this evening. It's cold and rainy.

3 ■■■ **Leggi le situazioni e formula dei suggerimenti. Usa *let's/let's not* e i verbi nel riquadro.**

stay in • play • have • go (x 3) • invite • buy

1 You are shopping with a friend. It's his sister's birthday tomorrow.
Let's buy Clare a present.
2 Your friend is bored.
_____ cards.
3 You want to go out but your friend is tired.
_____ and watch a DVD.
4 It's very hot, you live near the beach.
_____ to the beach.
5 Your friend doesn't want to see Bart because he is angry with him.
_____ Bart to come out with us.
6 You and your friend are really hungry. There's a burger restaurant near your school.
_____ a burger for lunch.
7 Inter is playing Napoli this evening. Your friend Michele has got pay TV.
_____ to Michele's to watch the match.
8 Your fridge is empty.
_____ to an Indian restaurant tonight.

4 ■■■ **Completa il dialogo con l'imperativo dei verbi tra parentesi.**

Mum Dad and I are going out, Jason. Here is a list of things for you to do. First, (1) _____ (phone) granny to thank her for your birthday present.
Jason Can I invite Martin and Larsen for lunch?
Mum Yes, you can. But (2) _____ (clean) the kitchen after lunch.
Jason OK, Mum. (3) _____ (not worry). Can I go to the sports centre in the afternoon?
Mum Sure. But first (4) _____ (do) your homework.
Jason Of course, Mum. Is there anything else?
Mum (5) _____ me _____ (see). Your little sister is at home today. (6) _____ (look) after her, please.
Jason Oh no, Mum!
Mum Jason, (7) _____ (not make) a fuss. Mike, are you ready? (8) _____ (go).

14 and, or, but, because, so

And, *or*, *but*, *because* e *so* sono **congiunzioni** che uniscono due parti di una frase o due proposizioni in un periodo. *And*, *or*, *but* sono congiunzioni coordinative, *because* e *so* subordinative.

and	e (per aggiungere)	*I'm tall **and** thin.* *She is in my class **and** she has got two brothers.*	Sono alto e magro. È nella mia classe e ha due fratelli.
or	o/oppure (per indicare un'alternativa)	*Are you hungry **or** angry?* *You can watch TV **or** listen to music.*	Hai fame o sei arrabbiato? Puoi guardare la TV oppure ascoltare la musica.
but	ma (per indicare un contrasto)	*They're tired **but** happy.* *You can go to the park **but** don't cross the street without looking.*	Sono stanchi ma felici. Puoi andare al parco ma non attraversare la strada senza guardare.
because	perché (per indicare una causa)	*Sonya is at home **because** she's ill.*	Sonya è a casa perché è malata.
so	così/quindi (per indicare una conseguenza)	*The singer has got a sore throat, **so** he can't sing.*	Il cantante ha mal di gola, quindi non può cantare.

Nelle frasi negative non si usa *and* ma **or**.

*I **don't** like football **or** basketball.* Non mi piacciono il calcio e la pallacanestro.

Esercizi

1 **Sottolinea l'alternativa corretta.**

1 I'm Lindsey *and/but/because* I'm from Australia.
2 My grandfather can't read *and/or/but* write.
3 The clothes in that shop are very nice *but/because/and* they are quite expensive.
4 Don't tell John *and/or/but* Mandy. It's a secret.
5 He's got the flu, *because/so/but* he is in bed.
6 The hotel room has got a Jacuzzi *and/but/or* pay TV.
7 They have got a lot of money *and/or/but* they haven't got a car!
8 I can't work on Saturday *and/because/so* it's my sister's wedding!

2 **Completa le frasi con *and, or, but, because, so*.**

1 She's very nice ___but___ her husband isn't.
2 I can't sleep at night _____ it is very hot.
3 He can speak _____ write French very well.
4 She isn't well, _____ she is at home today.
5 There's a nice garden at the hotel _____ it hasn't got a swimming pool.
6 She is interested in history, _____ she goes to museums.
7 Mario isn't happy _____ he has got a lot of problems.
8 There isn't a gym _____ a library at my school.
9 I'm from Malta _____ I speak English.

Esercizi

3 ■■□ **Abbina le due parti delle frasi e completale con *and, or, but, because, so*.**

1	I've got a brother	a ☐	_____ the teacher is ill.
2	I've got a cold,	b ☐	_____ it has got only one bathroom.
3	Have you got any friends	c ☐	*I* *and* a sister.
4	There is no school trip today	d ☐	_____ see me when you are in Glasgow.
5	Come	e ☐	_____ I can't go to school today.
6	It's a nice flat	f ☐	_____ he is Italian.
7	He has got an English name	g ☐	_____ relatives in London?

4 ■■■ **Osserva le immagini e completa le frasi nel modo più logico con *and, or, but, because, so*.**



1 I've got two cats *and a dog*.



2 It is very hot, _____ can go to the beach.



3 We are at home _____ is terrible.



4 I can't sing _____.



5 He is rich, _____ he's got a big house.



6 Don't turn on the TV _____.



7 Can I have a hamburger _____, please?



8 I'm good at English _____ not at maths.

5 ■■■ **Completa il testo con *and, or, but, because, so*.**



What's your ideal holiday? Do you like beach holidays, cultural holidays (1) *or* adventure holidays? Well, the ideal location is Australia (2) _____ it is a unique country (3) _____ it offers tourists an unforgettable holiday. About one in four Australian residents are from outside of Australia, (4) _____ this makes the country a real melting pot! It is multicultural (5) _____ multiracial.



Many people think Sydney is the capital city, (6) _____ in fact, the capital is Canberra.

Australia is home to many amazing animals. You can see koalas (7) _____ kangaroos, (8) _____ don't touch (9) _____ feed them (10) _____ they can be dangerous!

Esercizi di riepilogo

1 ERROR CORRECTION **Alcuni articoli nelle seguenti frasi sono sbagliati o mancano. Correggi gli errori.**

1 We've got the boy and the girl. The boy is at university now.
We've got a boy and a girl.
2 My cousin comes from USA and he is the engineer.
3 Emma isn't at school today. She's got the cold.
4 Can you close windows before you go out?
5 That's hundred euros, please.
6 I'm the member of the forum on a Net. A forum is about the cinema.
7 She comes from the France.
8 I've got a dog. It's the bulldog.

2 **Completa il testo con *a/an* o *the*.**

My uncle Sam is American and is married to (1) *a* woman from (2) ____ UK. (3) ____ woman's name is Mandy and she is (4) ____ artist. My uncle is (5) ____ builder. They live in Hull. It's (6) ____ big city in (7) ____ north of England. Because he lives in (8) ____ centre he doesn't have (9) ____ car. Sam and Mandy love (10) ____ city because it has got (11) ____ university and there are a lot of young people. It's also quite near (12) ____ sea. At the moment he is at home because he has got (13) ____ temperature and (14) ____ horrible cough.

3 ERROR CORRECTION **Emanuele ha fatto una ricerca sugli animali in Gran Bretagna ma non ha usato mai la forma plurale. Correggi gli errori.**

Britain is a nation of animal ~~lover~~ *lovers*, more than a half of family have got a pet. Cat, dog, rabbit, budgerigar and goldfish are all popular pet, but the British also have exotic animal like snake, tropical fish and spider. A lot of British person have got garden and it is not unusual to see fox and squirrel from your living room window. Britain is a bird-watching nation. There are about 230 kind of bird. The only dangerous snake is the adder and it is a protected species. Now there are no wolf or bear. Cow and sheep are popular domestic animal.

4 **Leggi le frasi sulla famiglia di Linda e completale con *'s* o *'s got*.**

1 My mum *'s* quite short. She *'s got* green eyes.
2 My father _____ a small restaurant and mum _____ a secretary.
3 My father _____ Irish, he _____ from Dublin.
4 My sister Martina _____ tall and slim. She _____ long straight hair.
5 She _____ a good job, but her job _____ in Sydney, Australia.
6 My brother _____ very rich. He _____ 25 years old and he _____ a Maserati.
7 It _____ Saturday, but he _____ at work because he _____ an important project.
8 My brother _____ a girlfriend. Her name _____ Rosie.
9 Rosie _____ at university. She _____ her final exams next week.

5 **Completa il testo con *and, or, but, because, so*.**

My high school is very big (1) *and* there are about 1,200 students. It is near my house (2) _____ I can walk there in the morning. In the winter, I go in the car with my dad (3) _____ it's very cold. There is one main building (4) _____ two smaller buildings. The smaller buildings are old (5) _____ very nice (6) _____ the rooms are big and light. In the main building there is a large hall, a gym (7) _____ three science labs (8) _____ we haven't got a canteen (9) _____ a cafeteria, only vending machines. I usually bring a sandwich (10) _____ a piece of fruit from home (11) _____ it's healthy and cheap. I like my school (12) _____ I've got a good relationship with my classmates and teachers.

6 PRELIMINARY Scegli l'opzione corretta.

Driverless Cars

I'm in (1) *a* car on a busy road with two passengers (2) ____ they can't drive. I can't drive and I (3) ____ my hands on the steering wheel or my (4) ____ on the pedals. (5) ____ panic! It isn't (6) ____ problem. This is a driverless car and it (7) ____ all the latest technology to keep us safe. This is just a test by a major car manufacturer (8) ____ at the moment it is not possible for private (9) ____ to have a driverless car on the road. (10) ____ technology – radars and camera sensors, data processing units – for a driverless car is already incredible, but safety is very important (11) ____ there are many more systems and tests necessary. Tech companies like Google and car manufacturers like Toyota and Ford are very interested in developing this technology as they believe that in the future (12) ____ all have an autonomous car, with safe roads and no more accidents.



1	A a	B an	C the
2	A so	B or	C but
3	A hasn't got	B haven't got	C not got
4	A foots	B feet	C footes
5	A Not	B Don't	C Do
6	A the	B one	C a
7	A has got	B have got	C got
8	A so	B or	C because
9	A citizens	B citizen	C citizenes
10	A One	B The	C A
11	A one	B but	C so
12	A we can	B can we	C we can't

7 La famiglia Wallis sta decidendo dove andare in vacanza. Completa il dialogo con le parole nel riquadro.

can go • can we • 've got • let's • has got (x 2) • can I • *can* • can't go • don't • let's go

Joe What (1) *can* we do for our summer holiday this year?
Mum (2) _____ to Austria. We (3) _____ for long walks in the mountains and bike rides.
Amy Why don't we go on an adventure holiday? This website (4) _____ special holidays for families with teenagers.
Mum Yes, but (5) _____ take your young cousin? She's only eight.
Joe Yes, we can. Look they (6) _____ an adventure holiday in Egypt. It (7) _____ camel riding, desert hiking and there's a cruise down the Nile.
Mum I (8) _____ hiking in the desert! I'm not very good when it is hot.
Amy It's a slow walk, Mum. (9) _____ worry!
Joe (10) _____ book now?
Mum No, not without your father. (11) _____ wait until he comes home.

8 Formula delle frasi basandoti sulle informazioni date. Usa *can/can't*.

1 he / scuba-dive / but / swim
He can't scuba-dive but he can swim.
2 I / catch the 17.25 train so / meet you at 6 o'clock
3 she / come to / party because / at work
4 dad / collect you from the station / so / catch the bus
5 'I / change channel?' / ' no'
6 I / understand / because / speak French

15 Gli aggettivi qualificativi

Gli aggettivi qualificativi descrivono persone, cose, piante e animali.

*Tania is **nice**.* Tania è simpatica.
*Jim has got a **new** bike.* Jim ha una bicicletta nuova.

In inglese gli aggettivi qualificativi sono **invariabili** in genere e numero.

*The boy is **tired**. The girl is **tired** too.*
Il ragazzo è stanco. Anche la ragazza è stanca.

*The boys are **tired**. The girls are **tired** too.*
I ragazzi sono stanchi. Anche le ragazze sono stanche.

15.1 Posizione degli aggettivi

Gli aggettivi qualificativi con funzione di attributo precedono il sostantivo a cui si riferiscono, ma con funzione di nome del predicato seguono il verbo *be*.

*They have got a **nice** house in the mountains.* Hanno una bella casa in montagna. (attributo)
*The house is **large**.* La casa è grande. (nome del predicato)

In inglese è possibile usare un nome (comune o proprio) con funzione di aggettivo. Il primo sostantivo qualifica il secondo ed è sempre alla forma singolare.

*a **silver** ring* un anello d'argento
__love__ songs canzoni d'amore
__butter__ biscuits biscotti al burro
the __New York__ skyline lo skyline di New York

15.2 Aggettivi di nazionalità

Gli aggettivi di nazionalità si formano aggiungendo al nome del paese o del continente i suffissi ***-an/-ian/-i/-ese/-ch/-sh***.

	-an/-ian	-i	-ese	-ch	-sh	irregolari
Nazione	*Brazil*	*Israel*	*Japan*	*France*	*Ireland*	*Switzerland*
Aggettivo	*Brazil**ian***	*Israel**i***	*Japan**ese***	*Fren**ch***	*Iri**sh***	*Swi**ss***

Appendice, 3

Gli aggettivi che indicano la nazionalità si scrivono con l'iniziale maiuscola.
*They're **Finnish**.* Sono finlandesi.

- Per indicare la **lingua** si usa l'aggettivo di nazionalità corrispondente senza l'articolo. L'articolo è obbligatorio se seguito dalla parola *language*.
  ***English** is not easy.* L'inglese non è facile.
  ***The English language** is not easy.* La lingua inglese non è facile.
- Per indicare il **popolo** si può usare l'aggettivo di nazionalità sostantivato oppure seguito dalla parola *people*.
  *the **Irish** = the **Irish people*** *the **French** = the **French people*** *the **Japanese** = the **Japanese people***

Gli aggettivi che terminano in ***-an/-ian/-i*** prendono la ***-s*** del plurale quando indicano l'intero popolo.
*the **Italians*** *the **Israelis***



Esercizi

1 **Riordina le parole per formulare delle frasi corrette.**

1 live in / modern / the Patels / flat / a
The Patels live in a modern flat.
2 Italian / you / your / have / textbook / got / ?
3 friends / nice / are / your
4 is / enormous / American / the / continent
5 I / any clean / got / socks / have / ?
6 please / hot / a / I'd like / drink
7 works for / French / a / my dad / company

2 **Osserva le immagini e scrivi frasi complete con gli aggettivi e il verbo *be*.**

tidy • tall • hungry • dangerous • cheap • expensive • happy • fast



1 It *is a fast* car.



2 The buildings _____.



3 They _____ shops.



4 It _____ family.



5 The bedroom _____.



6 The children _____.



7 It _____ restaurant.



8 They _____ dogs.

3 **Completa le frasi con gli aggettivi di nazionalità.**

1 Yoko Ono is from Japan. She is *Japanese*.
2 Jackie Chan is from China. He is _____.
3 The Muse are from Britain. They are _____.
4 Penelope Cruz is from Spain. She is _____.
5 Chopin was from Poland. He was _____.
6 Mother Teresa was from Albania. She was _____.
7 Roger Federer is from Switzerland. He is _____.
8 Justin Bieber is from Canada. He is _____.

4 **Scrivi dei mini-dialoghi con gli aggettivi di nazionalità come nell'esempio.**

1 who / Picasso? / Spain / painter
'Who is Picasso?' 'He is a Spanish painter.'
2 who / Homer? / Greece / poet
_____
3 who / Bill Gates? / America / businessman
_____
4 who / J. K. Rowling? / Scotland / writer
_____
5 who / Nico Risberg? / Germany / Formula 1 racing driver
_____
6 who / Colin Farrell? / Ireland / actor
_____

5 **Abbina i cibi alle nazionalità. Poi formula delle frasi come nell'esempio.**

1 Japan
2 Ireland
3 Germany
4 Britain
5 Spain
6 Morocco

a ☐ paella
b ☐ fish and chips
c ☐ couscous
d ☐ Irish stew
e ☑ sushi
f ☐ sausages and sauerkraut

1 Sushi is a traditional Japanese dish. The Japanese like it.

16 Gli aggettivi e i pronomi dimostrativi

FORMA

Singolare		Plurale	
this	questo/a	***these***	questi/e
that	quello/a	***those***	quelli/e



*'Tell me **this** isn't celery.'*

I dimostrativi sono **invariabili in genere, ma non in numero.**

***That girl** is nice, but **that boy** is really rude.* — Quella ragazza è carina, ma quel ragazzo è proprio maleducato.

***That woman** has a gorgeous red dress, but **those girls** in blue are beautiful.* — Quella signora ha uno splendido vestito rosso, ma quelle ragazze in blu sono bellissime.

This/These e *that/those* hanno funzione di aggettivo e pronome. Osserva la tabella.

Aggettivo		Pronome	
***This dish** is tasty.*	Questo piatto è gustoso.	***This** is a tasty dish.*	Questo è un piatto gustoso.
***These shoes** are comfortable.*	Queste scarpe sono comode.	***These** are comfortable shoes.*	Queste sono scarpe comode.
***That TV series** is boring.*	Quella serie TV è noiosa.	***That** is a boring TV series.*	Quella è una serie TV noiosa.
***Those boys** are nasty.*	Quei ragazzi sono fastidiosi.	***Those** are nasty boys.*	Quelli sono ragazzi fastidiosi.

> ⚠ *That* è l'unico dimostrativo che ammette la forma affermativa contratta del verbo *be*.
>
> *This is my brother and **that's** my little sister.*
> Questo è mio fratello e quella è la mia sorellina.

USO

I dimostrativi *this/these* si usano per riferirsi a persone e cose vicine a chi parla, mentre *that/those* per indicare persone e cose lontane da chi parla.

***This** car is incredibly slow.* — Questa macchina è incredibilmente lenta.

***That** car is extremely fast!* — Quell'auto è molto veloce!

Inoltre si usano:

- *this* e *these* per presentare qualcuno

  *Mum, **this** is Alessia.* — Mamma, lei è/ti presento Alessia.

  *Robert, **these** are my grandparents.* — Robert, questi sono/ti presento i miei nonni.

- *this* e *that* nelle conversazioni telefoniche per dire e chiedere chi parla

  *'Hello, **this** is Mrs Grimes.'* — "Pronto, sono la signora Grimes."

  *'Hello, is **that** the library?' 'No, **this** is the cafeteria.'* — "Pronto, è la biblioteca?" "No, è il bar."

English Usage

In uno stile informale, per esprimere sorpresa, piacere o disappunto spesso si usano *this* e *that* seguiti da aggettivo/avverbio in alternativa a *so* → 114.

*It's September and it's already **this cold**!* — È settembre ed è già così freddo!

*Really! Can she run **that fast**?* — Davvero! Può correre così veloce?

Esercizi

1 **Osserva le immagini e completa le espressioni con *this, these, that, those*.**






1 ___this___ flower 2 _____ phone 3 _____ books 4 _____ cakes

2 **Sottolinea l'opzione corretta.**

1 *This/That/These* is a very nice drink. What is it?
2 Hello! Can I speak to Sally? *This/That/These* is Amanda.
3 Look! *These/That/This* is the man from the shop near our house.
4 Are *these/this/that* the women's toilets?
5 Maria doesn't like *those/that/this* girls.
6 'Granny, *those/this/these* are Peter's parents. *That/This/These* is my grandmother.' 'Nice to meet you.'
7 *This/These/Those* book is very good. Read it!
8 *That/This/Those* shoes are very high! Are they comfortable?
9 'Who is *this/these/that* woman near the door?' '*This/That/Those* is my wife!'

3 **Osserva le immagini e completa le domande con *this*, *these*, *that*, *those* e il verbo *be*.**







1 ___Is this___ your pen? 2 _____ your keys? 3 _____ your friends? 4 _____ your plate on the table? 5 _____ your trainers?

4 **Completa i mini-dialoghi con *this*, *these* o *that*.**

1 'Hi. ___This___ is Jane. Can I speak to Harry?'
'Yes, speaking.'
2 'We've got a new family in our comunity: the Nasers.'
'Hello everybody! I'm Yassir. _____ is my wife Lamya and _____ are my sons Asim and Kamal.'
3 'Is _____ you Toby?' 'Yes, it's me.'
4 'Hello. Is _____ the doctor's?'
'No, _____ is Mrs Smith.'
5 'Mum, _____ are my new friends, Letizia and Carlotta.'
'Nice to meet you!'
6 'Hello. Who's speaking?'
'Who is _____?'
'Sorry, _____ is Anna.'

5 TRANSLATION **Traduci le seguenti frasi in inglese.**

1 "Chi è quello?" "È il nuovo insegnante di arte."
2 Mi scusi. Quella è la sua (*your*) borsa?
3 Chi sono quelle persone con Jack nel bar?
4 Questo esercizio non è facile.
5 Posso avere quei biscotti, mamma?
6 Questi sono i tuoi (*your*) panni puliti?
7 Puoi darmi quei CD sullo scaffale?
8 Sai suonare la chitarra così bene.

17 Gli aggettivi e i pronomi possessivi

17.1 Aggettivi possessivi

FORMA

Pronomi personali soggetto	Aggettivi possessivi	
I	***my***	mio/mia, miei/mie
you	***your***	tuo/tua, tuoi/tue
he	***his***	suo/sua, suoi/sue (di lui)
she	***her***	suo/sua, suoi/sue (di lei)
it	***its***	suo/sua, suoi/sue (di un oggetto o un animale)
we	***our***	nostro/nostra, nostri/nostre
you	***your***	vostro/vostra, vostri/vostre
they	***their***	loro

• In inglese gli aggettivi possessivi sono **invariabili** in genere e numero.

*Her sons are nice, but **her** daughter is not!* — I suoi figli sono carini, ma sua figlia no!

• Gli aggettivi possessivi **concordano con il possessore** e non con la cosa posseduta.

***Luisa** has got a DVD player. **Her** DVD player is broken.* — Luisa ha un lettore DVD. Il suo lettore DVD è rotto.

• Gli aggettivi possessivi non sono mai preceduti dagli articoli *the*, *a/an*.

~~The~~ My mobile phone is new. It's ~~a~~ your idea. — Il mio cellulare è nuovo. È una tua idea.

Non confondere l'aggettivo possessivo *its* con la forma contratta di *is* o *has*.

***It's** a good watchdog. **It's** got a small mouth but **its** teeth are sharp!* — È un buon cane da guardia. Ha la bocca piccola ma i suoi denti sono affilati!

POSIZIONE E USO

Gli aggettivi possessivi precedono sempre il sostantivo a cui si riferiscono.

*That tall man is **my** father.* — L'uomo alto è mio padre.

Si usano gli aggettivi possessivi per riferirsi a parti del corpo e capi di abbigliamento.

*Laura has broken **her** arm.* — Laura si è rotta il braccio.
*It's cold outside. Put **your** hats on.* — È freddo fuori. Mettetevi il cappello.

17.2 Pronomi possessivi

FORMA

Aggettivi possessivi	Pronomi possessivi	
my	***mine***	il mio/la mia, i miei/le mie
your	***yours***	il tuo/la tua, i tuoi/le tue
his	***his***	il suo/la sua, i suoi/le sue (di lui)
her	***hers***	il suo/la sua, i suoi/le sue (di lei)
its	—	— (si usa solo l'aggettivo)
our	***ours***	il nostro/la nostra, i nostri/le nostre
your	***yours***	il vostro/la vostra, i vostri/le vostre
their	***theirs***	il/la loro, i/le loro

Come gli aggettivi possessivi, anche i pronomi possessivi sono **invariabili** in genere e numero, **concordano con il possessore** e non con la cosa posseduta, e non sono mai preceduti dall'articolo.

*Laura and Mark have got many music **CDs**: **hers** are rock, **his** are jazz.*
Laura e Mark hanno molti CD di musica: i suoi (di lei) sono rock, i suoi (di lui) jazz.

USO

I pronomi possessivi precisano a chi appartengono la persona, l'animale o la cosa indicati dal nome che sostituiscono.

*That's my **pen**. **Yours** is on the desk.* — Quella è la mia penna. La tua è sulla scrivania.
*They have got a new **motor home**. **Ours** is very old.* — Hanno un nuovo camper. Il nostro è molto vecchio.

Esercizi

1 ■■■ **Completa le frasi con l'aggettivo possessivo corretto.**

1 Anna wants to drive *her* car to the party.
2 Do you want to come to _____ house to watch a DVD?
3 Marco doesn't like _____ new school.
4 We live in the centre. _____ flat is very small.
5 Carla isn't at school this week. She has got a problem with _____ leg.
6 A chamaleon is an incredible animal. It can change _____ colour very quickly.
7 'Who is Teresa speaking to?' 'She's speaking to _____ school friends.'
8 Mr and Mrs Lester live in London but _____ daughter is studying in New York.
9 'Where is _____ maths book?' 'It's at home.'

2 ■■■ **Osserva le immagini e completa le frasi con il pronome possessivo corretto.**



1 'Are these your socks?'
'Yes, they're *mine*.'



2 'Are these your books?'
'Yes, they are _____.'



3 'Is this your work?'
'No, it's _____.'



4 'Is this my piece of cake?'
'Yes, it's _____.'



5 'Is this your car?'
'No, it's _____.'



6 'Is this my jacket?'
'No, it's _____.'



7 'Is this your house?'
'No, it's _____.'



8 'Is this your dog?'
'Yes, it's _____.'

3 ■■■ **Sottolinea l'alternativa corretta.**

1 *My/Mine* classroom is on the second floor.
2 *Their/Theirs* bedrooms are not very big.
3 Can we use your CD player for the party? *Our/Ours* is broken.
4 'Where are you?' 'I'm in town with *my/mine* friends.'
5 Jane and *his/her* boyfriend go to the same school.
6 'My car is very small for a long journey.' 'You can use *my/mine*.'
7 He has got a problem with *his/its* homework. Can you help him?
8 Children, take *your/yours* coats! It's cold outside.
9 Jasper and *his/her* sister are very good at volleyball.

4 ■■■ **Completa le frasi con l'aggettivo o il pronome possessivo corretto.**

1 Martin and *his* sister live in London.
2 If a dog wags _____ tail, it's probably happy and friendly.
3 Can I borrow _____ phone? I can't find _____.
4 I'm not at school today because I'm in London with _____ parents.
5 'These jeans are small!' 'They aren't _____.'
6 Mum, can I take _____ car?
7 That's Guia! Look at _____ hair! It's pink!
8 Antony hasn't got _____ English grammar book. Luke, can you share _____ with him?
9 '_____ TV set is broken. Can I come to _____ place and watch the football match?' 'I'm sorry. _____ is broken too!'

18 Il genitivo sassone

FORMA

Il genitivo sassone (*possessive 's*) si usa per indicare possesso tra una persona e una cosa. Si costruisce mettendo il possessore (persona o animale) prima della cosa posseduta e aggiungendo **'s** al possessore.

Mike's book	il libro di Mike
the dog's food	il cibo del cane



Non si usa mai l'articolo prima della cosa posseduta.

Lucy's garden	il giardino di Lucy
NON *the Lucy's garden*	

Si può omettere il nome della cosa posseduta:

- quando è ovvio di cosa si sta parlando

  'Here is your book.' 'No, it isn't mine. It's Sandra's.' "Ecco il tuo libro." "No, non è il mio. È di Sandra."

- con alcune espressioni dove solitamente si sottintedono le parole *cathedral, church, hospital, house/place, restaurant, school, college, shop*

  She goes to St Mary's (church) on Sundays. Va alla chiesa di St Mary la domenica.

VARIAZIONI ORTOGRAFICHE

sostantivo plurale regolare (che termina in -s)	si aggiunge solo **'**	*our daughters' school* *the Sullivans' car*	la scuola delle nostre figlie la macchina dei Sullivan
sostantivo plurale irregolare	si aggiunge **'s**	*the children's books*	i libri dei bambini
i possessori sono più di uno e **la cosa posseduta è condivisa**	si aggiunge **'s solo all'ultimo possessore**	*Martin and Martha's house*	la casa di Martin e Martha
i possessori sono più di uno, ma **la cosa posseduta non è condivisa**	si aggiunge **'s a tutti i possessori**	*Martin's and Martha's houses*	le case di Martin e di Martha

Ai sostantivi singolari che terminano in *-s* si aggiunge regolarmente *'s*

the actress's agent	l'agente dell'attrice

USO

Oltre che per indicare possesso, il genitivo sassone si usa anche:

- per indicare parentela e legami

  Jim's parents i genitori di Jim

- per indicare chi ha creato/fatto qualcosa

  Stephen King's novels i romanzi di Stephen King

  Teresa's lasagna le lasagne di Teresa

- con alcune espressioni di tempo e distanza in alternativa alla forma con *of* o a quella aggettivale (→ 75.2)

  yesterday's match (= the match of yesterday) la partita di ieri

  a ten minutes' bus ride (= a ten-minute bus ride) un tragitto in autobus di dieci minuti

  a mile's walk (= a mile walk) una passeggiata di un miglio

Non si usa il genitivo sassone:

- per esprimere una relazione tra cose; in questi casi si usa la preposizione *of* oppure il sostantivo con funzione di aggettivo → 15.1

*the back **of** the chair*	lo schienale della sedia
*the **car** key*	la chiave della macchina

- quando la relazione specificata è fra persone e luoghi; in questi casi si usa la preposizione *of*

*the Queen **of** England*	la Regina d'Inghilterra

Esercizi

1 ■■■ **Completa le espressioni con la forma possessiva corretta: 's o '.**

1 my mum's car
2 the boys___ bikes
3 Patrick___ brother
4 the Pattersons___ garden
5 J.K. Rowling___ books
6 Sally and Sandra___ party
7 Annie___ and Josh___ jobs
8 Charles___ son
9 the boss___ wife
10 their mother___ car
11 two weeks___ holiday
12 today___ newspaper

2 ■■■ **Giovanna è italiana e Kevin è britannico. Di chi sono queste cose? Formula delle frasi con il genitivo sassone e le parole nel riquadro come nell'esempio.**

shoes • bicycle • newspaper • trainers • motorbike • magazine

1 It's Giovanna's bicycle.



1 2 3 4 5 6

3 ■■■ **Formula delle frasi con il genitivo sassone basandoti sulle informazioni date.**

1 bedroom / John is very untidy
John's bedroom is very untidy.
2 food / the dog is on the kitchen floor
3 school / Martin is very big
4 it is the idea / my parents
5 house / the Williams is next to the park
6 bikes / the children are near the front door
7 clothes / the women are on the second floor
8 town / my aunt and uncle is very beautiful
9 cars / Gary and Ken are in front of the garage door

4 ERROR CORRECTION ■■■ **Leggi le frasi e decidi se le parti sottolineate sono corrette (✓) o sbagliate (✗). Correggi le parti sbagliate.**

1 Spain's King is a member of the World Scout Foundation. ✗ *The King of Spain*
2 What is the title of the book you want?
3 What is the name of your new boyfriend?
4 My mum never buys bread at the supermarket. She buys it at the shop of the baker.
5 No car! It's a walk of 5 minutes.
6 The kitchens' door is closed.

5 ■■■ **Formula delle frasi con la forma possessiva corretta: *'s*, ', *of* o -.**

1 shoes / my mum / high-heeled / are
My mum's shoes are high-heeled.
2 door / front / open
3 paragraph /at / the top / page / read
4 beaches / Italy / beautiful / are
5 here / your / book / recipe / is
6 I / to / house / Giulia / tonight / can't come
7 where / keys / car / ? / I / them / are / can't find
8 we / bikes / Maria / Carlotta / can't find
9 she / photo / with / Duchess / Cambridge / has got

6 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 C'è un piccolo giardino sul retro della casa.
2 "Di chi sono queste scarpe da tennis?" "Sono di Sara."
3 Alex è il marito di Emily.
4 La figlia degli Smith ha una borsa di studio (*scholarship*) a Parigi.
5 La ricerca di Lucia può vincere un premio.
6 Guardiamo le previsioni del tempo di oggi.

19 Il doppio genitivo

Prima del genitivo sassone e degli aggettivi possessivi **non si usano**:

- gli articoli (*a/an, the*) → 8, 9
- gli aggettivi dimostrativi (*this/these, that/those*) → 16
- gli aggettivi indefiniti → 40
- gli aggettivi e le espressioni di quantità → 41, 42
- gli aggettivi numerali → 22.1

Per tradurre in inglese espressioni come "una commedia dell'autore" o espressioni come "una mia borsa", si usa la costruzione del **doppio genitivo** che prevede due forme alternative. Osserva la tabella.

articolo indeterminativo	*a book of my husband's*	*one of my husband's books*	un libro di mio marito
	a book of ours	*one of our books*	un nostro libro
dimostrativi	*this friend of Peter's*	–	questo amico di Peter
	that aunt of theirs		quella loro zia
indefiniti	*some rings of Laura's*	*some of Laura's rings*	alcuni anelli di Laura
	some ideas of theirs	*some of their ideas*	alcune loro idee
aggettivi ed espressioni di quantità	*many relatives of Tom's*	*many of Tom's relatives*	molti parenti di Tom
	a lot of books of mine	*a lot of my books*	molti miei libri
numerali	*two pens of Mike's*	*two of Mike's pens*	due penne di Mike
	eight CDs of hers	*eight of her CDs*	otto suoi CD

! Con i numerali è possibile anche la costruzione con il genitivo sassone, ma il significato è diverso. Osserva.

Three of my daughter's teachers are English. — Tre degli insegnanti di mia figlia sono inglesi.
My daughter's three teachers are English. — I tre insegnanti di mia figlia sono inglesi.

Esercizi

1 **Osserva le parti sottolineate e riformula le frasi usando l'altra struttura del doppio genitivo.**

1 A friend of mine knows Lionel Messi.
One of my friends knows Lionel Messi.
2 Many relatives of hers live in Naples.
3 A friend of Clara's hasn't got a computer.
4 Some work of yours is very good.
5 These are two DVDs of Edward's.
6 A teacher of mine speaks Japanese.
7 Peter and Mike can't find some books of theirs.

2 **Osserva le parti sottolineate e riformula le frasi usando l'altra struttura del doppio genitivo.**

1 One of my friends is in the army.
A friend of mine is in the army.
2 Many of their colleagues don't smoke now.
3 I don't like some of her friends.
4 I have got two of your books.
5 One of his friends is an actor.
6 We are on holiday with two of our friends.
7 Some of my relatives live in San Marino.

Esercizi

3 ■■■ **Completa le frasi con le parole nel riquadro.**

of my • of Picasso's • of yours • of his • of my dad's • of hers

1 I'm interested in Cubism so I'd like to see some *of Picasso's* paintings.
2 One _____ tennis coaches says I've got a lot of potential.
3 My aunt is a famous writer but I've only read two books _____.
4 A colleague _____ has met the President of the USA.
5 Next year, Kyle wants to go on holiday with some _____ friends.
6 Where is that dog _____? Look at my slippers – they're ruined!

4 ■■■ **Riordina le parole per formulare delle frasi corrette.**

1 my / one / friends / of / is called Leo
One of my friends is called Leo.
2 clothes / my / a lot of / are small for me
3 theirs / software / some / of / is not very good
4 classmates / mine / many / of / copy in tests
5 of / parents / Michele's / one / is a doctor
6 theirs / children / of / two / are at Bocconi
7 you have got / mine / pen / a / of

5 ■■■ **Riscrivi le frasi usando il doppio genitivo.**

1 Fabrizio has got two brothers. One lives in London.
One of Fabrizio's brothers lives in London.
2 Maria has got three good friends. They are in her class.
Three _____ are in her class.
3 She has got a relative. He has got a new job.
One _____ has got a new job.
4 I have some friends. They go to that school.
Some _____ go to that school.
5 My dad has got a lot of CDs. Four CDs are not here.
Four _____ are not here.
6 That new jacket is Bob's. It's very nice.
That new jacket _____ is very nice.
7 One of his brothers is a bank clerk.
A _____ is a bank clerk.
8 Laura has got two best friends. One has got a new smartphone.
One _____ has got a new smartphone.
9 A sister of Pete's works for Amazon.
One _____ works for Amazon.
10 Jane has got five cousins in total. They all speak German.
Jane _____ speak German.

6 ERROR CORRECTION ■■■ **Correggi gli errori nelle seguenti frasi. Due frasi sono corrette.**

1 A friend of Mary's goes to the same church as me.
2 Where's that stupid dog of our? He's always running away.
3 Five of the country's politicians are accused of corruption.
4 Some friends of my cousin came to stay with us last week.
5 She wore a lot of vintage jewellery her mum's when she got married.
6 Can you give me that Sally's coat, please? She's about to leave.
7 My son's two tennis coaches are from Argentina.
8 'Who's that woman over there?' 'She's a neighbour of my.'

7 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Uno dei miei fratelli fa il dentista.
2 Alcune loro proposte per la scuola sono terribili.
3 Una mia insegnante è americana.
4 Molti miei amici sono all'università a Milano.
5 Due delle sue (di lei) canzoni sono in classifica.
6 Chi è questo nuovo amico di Liam?
7 Mi piace quella borsa di Martina. È bellissima.
8 Tanti dei compagni di classe di Tom copiano i compiti.

Esercizi di riepilogo

1 **Jackie e Sally stanno facendo la spesa. Sottolinea l'alternativa corretta.**

1 Come to the supermarket with me. Take your front *door keys/keys door* because Mum and Dad are at work.
2 Can you open the *window car/car window*? It's hot in here.
3 Look, the *traffic light/light traffic* is red. Stop!
4 Let's put the car in the new *car park/park car*.
5 I can't remember the things Mum wants. Have you got the *list shopping/shopping list*?
6 The *food Chinese/Chinese food* is over there.
7 'Can I pay by *card credit/credit card*?' 'Yes, of course. That's £26.50.'
8 Let's get home and have some of Mum's *delicious chocolate cake/chocolate delicious cake*.

2 **Completa le frasi con gli aggettivi o i pronomi possessivi corretti.**



1 'This is *my* book.' 'No, it isn't, it's *mine*.'



2 'Excuse me, is that _____ car?'



3 'Is number 22 _____ house?' 'No, it isn't. Number 23 is _____.'



4 Oh, there is Julie's coat! I'm sure it's _____.



5 This is _____ ticket and these are _____.



6 Dad, this is _____ new boyfriend.

3 **Riordina le parole per formulare delle frasi.**

1 car / Jenny's / very fast / is — *Jenny's car is very fast.*
2 mother / a teacher / Diana's / of mine / is
3 parents / Ann's / and / are / friends / good / Oliver's
4 is / Cambridge / the Duke / Prince William / of
5 is / in my bag / my / bus pass
6 your books / some of / on the kitchen table / there are
7 hers / live / in Barcelona / two friends / of
8 he's / at home, / at Fabio's / Tom isn't
9 drive / hours' / a six / to Edinburgh / it's

4 **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 This is a beautiful top. Is it for me?
Is this beautiful top for me?
2 These are my jeans. They are new.
These are _____.
3 What is this book? Is it for school?
Is this _____?
4 What's the website called?
What's the _____ website?
5 Two of my friends are in Sicily at the moment.
Two _____ in Sicily at the moment.
6 This is a car from Germany.
_____ car.

5 **Oliver sta mostrando a Michelle alcune foto del matrimonio di suo fratello. Scegli l'alternativa corretta.**

Oliver Here are some photos of (1) *my brother's wedding/ the wedding of my brother*. Look, that's my brother there with (2) *his/her* new wife, Lorna. Look at (3) *our/ours* parents. They're so happy!
Michelle Who are (4) *that/these* people?
Oliver They're (5) *Natalie's parents/the Natalie's parents.*
Michelle What are (6) *your/their* names?
Oliver Tessa and Robert. (7) *This/She* is Sandra. She's (8) *a friend of mine/one of mine friends* from university and that's (9) *her/his* brother.
Michelle Why are they at your brother's wedding?
Oliver They're friends of (10) *he/his*, too.
Michelle Who's that? The man looking at the (11) *church's door/ church door*?
Oliver That's my brother's best friend. He's staying at (12) *ours/ our* for a week. Do you want to meet him?



6 **ERROR CORRECTION** **Leggi l'articolo sull'Hard Rock Café di Londra e correggi le espressioni sottolineate.**

(1) The Hard Rock Café of London was the first to open in 1971. It's (2) a walk of five minutes from (3) tube station of Hyde Park Corner. You can eat and drink here, and look at the (4) memorabilia of rock 'n' roll on the walls.
When the café first opened, Eric Clapton was a regular visitor here. Now (5) the guitar of Eric Clapton is on the wall above his seat.
The café has got a lot of (6) things of rock stars:

- a pair of round glasses – these are (7) the glasses of John Lennon;
- suits and jackets – (8) these are clothes of The Beatles, from their early days;
- a red jacket – (9) the red jacket of Michael Jackson from the 'Beat It' video.

To remember your visit to the Hard Rock Café go to the shop. Here you can buy (10) T-shirts of men and women.





1 London's Hard Rock Café

7 **TRANSLATION** **Traduci il seguente mini-dialogo in inglese.**

"Qual è la tua macchina?"

"È quella vecchia macchina laggiù. Be', non è la mia in realtà, è una delle macchine di mio fratello. Non la sta usando (*is not using*) al momento perché sta guidando (*he's driving*) una delle macchine della sua fidanzata."

"Una delle sue? Quante macchine ha?"

20 Le preposizioni di luogo (1): *in, at, on, to, from*

20.1 Preposizioni di stato in luogo: *in, at, on*

Le principali preposizioni di stato in luogo sono *in*, *at* e *on*. Esse indicano il luogo dove si svolge l'azione o la posizione occupata da persone, cose o animali. Osserva come si usano.

in	per indicare l'interno di un luogo chiuso o circoscritto	*Patricia is* ***in the living room****.* *The kids are* ***in the garden****.*	Patricia è in soggiorno. I ragazzi sono in giardino.
	con nomi di continenti, paesi, città e strade (senza numero civico)	*Sheila lives* ***in Scotland****.* *The University of Virginia is* ***in Charlottesville.***	Sheila vive in Scozia. L'università della Virginia è a Charlottesville.
	con grandi isole, arcipelaghi e catene montuose	***In Sardinia*** *it is boiling hot.* *Winters are extremely cold* ***in the Himalayas.***	In Sardegna è caldissimo. Gli inverni sono molto freddi sull'Himalaya.
	con i punti cardinali	*Venice is* ***in the north-east*** *of Italy.*	Venezia si trova nel nord-est dell'Italia.
	con libri, riviste, giornali	*There are always interesting articles* ***in the*** **National Geographic**.	Ci sono sempre articoli interessanti nel *National Geographic*.
at	per indicare un punto preciso	*Her office is* ***at the corner*** *of Fulham Road and Old Church Street.*	Il suo ufficio è all'angolo di Fulham Road e Old Church Street.
	per indicare un luogo con riferimento alla sua funzione	*He works* ***at the town hospital****.*	Lavora all'ospedale cittadino.
	con nomi di strade (con numero civico)	*They live* ***at 105 Burton Street****.*	Vivono al numero 105 di Burton Street.
	con i numeri di pagina	*Open your books* ***at page 9****.*	Aprite il libro a pagina 9.
on	per indicare su o sopra con contatto	*The book is* ***on the sofa****.*	Il libro è sul divano.
	per indicare un luogo lungo una linea (costa, fiume)	*Can you see the boats* ***on the Hudson River****?*	Riesci a vedere le barche sul fiume Hudson?
	con piccole isole e montagne	*There are beautiful beaches* ***on the island*** *of Pantelleria.*	Ci sono spiagge bellissime sull'isola di Pantelleria.

English Usage

in bed
in the centre
in prison
in the cold/heat/dark/sun
in the shade
in the open air
in the rain

at home/school/work
at the beginning/end
at the top/bottom
at a concert/conference/party/theatre

on holiday
on the right/left
on the ground/first floor
on (the) TV/the radio/the phone
on the wall
on sale
on a website/the Internet

20.2 Preposizioni di moto: *to, from*

Le principali preposizioni di moto sono *to* e *from*:

- ***to*** indica la **direzione** verso cui si dirige qualcuno o qualcosa
  *Robert goes **to** the cinema every Saturday.* Robert va al cinema ogni sabato.
- ***from*** indica **origine** o **provenienza**
  *Sue is **from** England.* Sue viene dall'Inghilterra.

⚠ Le preposizioni di moto si usano insieme ai verbi di movimento come *come, drive, fly, go, run, travel, walk*, ecc. Il verbo ***arrive***, pur essendo un verbo di movimento, è seguito dalle preposizioni di luogo ***in*** + città/paese/continente e ***at*** + luogo circoscritto.

*I **arrived in** China one month ago.* Sono arrivato in Cina un anno fa.
*She still hasn't **arrived at** the airport!* Non è ancora arrivata all'aeroporto!

Esercizi

1 ■■■ **Sottolinea la preposizione corretta.**

1 It's *in/on/at* the left.
2 I live *in/on/at* Sicily.
3 It's *in/on/at* the ground floor.
4 It's *in/on/at* the north of Italy.
5 They are *on/at/from* Japan.
6 It's *in/on/at* the radio.
7 We are *in/at/on* holiday.
8 He goes *in/at/to* school.
9 I'm *in/at/to* school.
10 They are *at/in/to* the open air.
11 John is *on/at/in* the Alps.
12 It's *in/at/on* the island of Elba.
13 I am *at/on/in* the phone.
14 They are *at/to/in* the kitchen.
15 The shop is *in/to/from* Oxford Street.
16 She's *in/at/from* bed.
17 He's *in/at/on* the front of the bus.

2 ■■■ **Completa le frasi con *in, at, on, to, from*.**

1 I go skiing *in* the Alps with my parents.
2 I come from a small village _____ Umbria.
3 The cat's _____ the bedroom _____ the bed.
4 Sperlonga is _____ central Italy, _____ the west coast.
5 There is a terrible story _____ today's newspaper about a problem _____ the hospital.
6 Marco doesn't like sleeping _____ the dark.
7 Tim's flat is _____ the corner of Corville Terrace and Portobello Road.
8 There is a good film _____ TV this evening. Are you interested?
9 The answer is _____ the top of the page.

3 ■■■ **Rispondi alle domande basandoti sulle informazioni date e con *in, at, on, to, from*.**

1 Where are the kids? (home)
They are at home.
2 Why isn't Dad here? (work)
3 Where do they live? (7 Victoria Road)
4 What nationality is Tarique? (Iran)
5 Where are Tammy and Hannah? (the centre)
6 Where is his uncle? (prison)
7 Where is the article? (bottom of the page)
8 Where is Emma? (concert)
9 Where is the article? (*Time Magazine*)
10 Where are they on holiday? (the Island of Ponza)
11 Where are we in the book? (page 25)
12 Where's the chemist's? (the left)
13 Where are the pictures? (the wall)

4 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Paolo è in chiesa.
2 L'università La Sapienza è a Roma.
3 Sono a scuola questo pomeriggio.
4 Bilbao è nel nord della Spagna.
5 L'ufficio di mia madre si trova al pianterreno.
6 Pranziamo all'aperto.
7 Sono in vacanza con i miei amici.
8 La macchina è all'ombra.

21 Le preposizioni di tempo (1): *in*, *at*, *on*

Le preposizioni di tempo specificano il momento o il periodo in cui avviene l'azione. Le principali preposizioni di tempo sono *in*, *at* e *on*. Osserva come si usano.

in	con le parti del giorno (senza il nome del giorno della settimana)	*in the morning*
	con i mesi	*in January*
	con gli anni	*in 1860*
	con i secoli	*in the twenty-first century*
	con i periodi storici	*in the Renaissance, in the Middle Ages*
	con i nomi delle stagioni	*in spring*
at	con le ore	*at half past four*
	con momenti precisi	*at weekends, at this time, at midday, at noon*
	con *night*	*at night, at midnight*
	con i pasti	*at breakfast, at lunchtime*
	con periodi indicanti festività	*at Christmas*
	con l'età	*at (the age of) twenty*
on	con i giorni della settimana	*on Monday*
	con le parti del giorno precedute dal nome del giorno	*on Sunday afternoon*
	con le date	*on 31st August*
	con giorni particolari	*on my birthday, on Easter Day*



'Bill gets his best ideas late ***at night****.'*

⚠ Non si usano le preposizioni *on* e *in* se l'espressione di tempo è preceduta da *every* ("ogni"), *this/that* e *last/next* ("l'ultimo"/"il prossimo").

I have a karate lesson every Tuesday.
Ho lezione di karate ogni martedì.

We're visiting our grandparents this afternoon.
Andiamo a far visita ai nonni questo pomeriggio.

The conference is next Monday.
La conferenza è lunedì prossimo.

English Usage

Nota le differenze fra le seguenti espressioni:

- ***on time*** ("in orario") – ***in time*** ("in tempo")

She is never ***on time****, but always* ***in time*** *for the beginning of the performance!*

Non è mai in orario, ma sempre in tempo per l'inizio dello spettacolo!

- ***at the end*** ("alla fine") – ***in the end*** ("infine, alla fine")

At the end *of the story she accepts his marriage proposal and* ***in the end*** *they get married.*

Alla fine della storia lei accetta la sua proposta di matrimonio e infine si sposano.

Esercizi

1 ■■■ **Completa le espressioni con le preposizioni *in*, *at*, *on*.**

1 *at* weekends
2 _____ lunch
3 _____ 2nd October
4 _____ Tuesday
5 _____ Christmas Day
6 _____ the evening
7 _____ Monday morning
8 _____ July
9 _____ night
10 _____ Christmas
11 _____ 2015
12 _____ autumn/fall
13 _____ 8 o'clock
14 _____ the nineteenth century

2 ■■■ **Abbina le tre parti delle frasi.**

1 Easter is	at	the end of the story.
2 Lunch is	every	winter.
3 The students' meeting is	in	Sunday afternoon.
4 In New York, it is very cold	at	weekends.
5 Young people are tired	next	the mornings.
6 There is football on TV	in	half past one.
7 The next Olympics are	at	Tuesday.
8 They are happy	in	March this year.
9 There is no school in Britain	in	2020, in Tokio.

3 ERROR CORRECTION ■■■ **Le preposizioni di tempo sottolineate nelle seguenti frasi sono sbagliate. Correggi gli errori.**

1 All my family are at my house <u>on</u> next Christmas. ✗
2 There aren't many Romans in Rome <u>on</u> August. _____
3 We have 10 minutes before the film starts. Can we arrive <u>at</u> time to see the beginning? _____
4 Our flight to Paris is this evening <u>in</u> 8.15. _____
5 He is always late. He is never <u>at</u> time. _____
6 Sally's birthday is <u>on</u> October, <u>in</u> 19th October. _____ _____
7 Is it 1 o'clock <u>on</u> the morning or 1 o'clock <u>in</u> night in Los Angeles now? _____ _____
8 <u>On</u> next week Ed Sheeran is in Milan! _____
9 <u>In</u> this afternoon there's a very interesting talk about nuclear science. _____

4 ■■■ **Rispondi alle domande in modo personale.**

1 When is it very cold in Italy? *In February.*
2 When and what time are the shops closed in your town?
3 When is your birthday?
4 What month is Easter this year?
5 When is it very hot in Italy?
6 What time is dinner in your family?
7 When is your favourite time of day?

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Pranzo a scuola ogni giorno.
2 Non siamo a casa nel fine settimana. Siamo a Parigi.
3 Quest'anno sono in vacanza il giorno del mio compleanno.
4 La vita era (*was*) difficile nel Medio Evo.
5 Nel diciannovesimo secolo la Germania era (*was*) una forte potenza (*power*).
6 Nella storia lui è felice con lei e alla fine hanno un bambino.
7 Il giorno di Natale è il 25 dicembre.
8 Riesci ad arrivare in tempo per la festa?

22 I numeri

22.1 Numeri cardinali

1	*one*	11	*eleven*	21	*twenty-one*	101	*a hundred and one*
2	*two*	12	*twelve*	22	*twenty-two*	200	*two hundred*
3	*three*	13	*thirteen*	30	*thirty*	1,000	*a/one thousand*
4	*four*	14	*fourteen*	40	*forty*	1,001	*a thousand and one*
5	*five*	15	*fifteen*	50	*fifty*	2,000	*two thousand*
6	*six*	16	*sixteen*	60	*sixty*	10,000	*ten thousand*
7	*seven*	17	*seventeen*	70	*seventy*	100,000	*a/one hundred thousand*
8	*eight*	18	*eighteen*	80	*eighty*	1,000,000	*a/one million*
9	*nine*	19	*nineteen*	90	*ninety*	2,000,000	*two million*
10	*ten*	20	*twenty*	100	*a/one hundred*	1,000,000,000	*a/one billion*

In inglese il carattere separatore fra le unità e i decimali è il punto fermo (.), mentre il carattere separatore fra le migliaia e le centinaia e fra i milioni e le migliaia è la virgola (,).

1.15 (one point one five)	1,15 (uno virgola quindici)
2,300 (two thousand three hundred)	2.300 (duemilatrecento)

Osserva le seguenti particolarità dei numeri cardinali inglesi.

- I numeri da 21 a 99 si scrivono inserendo un trattino (-) tra le decine e le unità.
  33 (thirty-three) *59 (fifty-nine)*
- *Hundred* e *thousand* sono uniti alle decine e alle unità dalla congiunzione *and*.
  243 (two hundred and forty-three) *3,505 (three thousand five hundred and five)*
- Le parole *hundred*, *thousand*, *million* e *billion* sono invariabili se precedute da un numero e sono seguite sempre dal verbo al plurale, tranne quando si parla di prezzi. Quando indicano centinaia, migliaia, milioni e miliardi si usa la forma plurale.

*Three **thousand** (demonstrators) **are** at Trafalgar Square.*	Tremila (manifestanti) sono a Trafalgar Square.
*Two **hundred** euros **is** a really good price for a Gucci bag.*	Duecento euro è un ottimo prezzo per una borsa di Gucci.
***Millions** of deaths **are** caused by famine every year.*	Milioni di morti sono causati dalla carestia ogni anno.

English Usage

Il numero 0 si rende con:

- ***zero*** quando indica temperature, nei testi scientifici e nel conto alla rovescia

Today in Moscow it's 13° below 0 (zero).	Oggi a Mosca sono 13° sotto zero.

- ***oh*** /əʊ/ in date, numeri telefonici, codici postali, numeri civici di indirizzi composti da minimo tre cifre

Martin lives at 105 (one oh five) Columbus Circle.	Martin abita al 105 di Columbus Circle.

- ***nil*** nei risultati di eventi sportivi; ma nel tennis si usa la parola *love*

Barcelona – Milan: five – nil	Barcellona – Milan: cinque a zero
Murray – Federer: forty – love	Murray – Federer: quaranta – zero

- ***nought*** nei numeri decimali

0.23 (nought point two three)	0,23 (zero virgola ventitrè)

22.2 Numeri ordinali

I numeri ordinali si formano aggiungendo il suffisso ***-th*** al numero cardinale, con le variazioni ortografiche evidenziate nella tabella. La forma abbreviata è formata dal numero cardinale seguito dalle ultime due lettere della parola scritta.

1st	***first***	11th	*eleventh*	21st	***twenty-first***	100th	*one hundredth*
2nd	***second***	12th	***twelfth***	22nd	***twenty-second***	1,000th	*one thousandth*
3rd	***third***	13th	*thirteenth*	23rd	***twenty-third***	1,000,000th	*one millionth*
4th	*fourth*	14th	*fourteenth*	30th	***thirtieth***		
5th	***fifth***	15th	*fifteenth*	40th	***fortieth***		
6th	*sixth*	16th	*sixteenth*	50th	***fiftieth***		
7th	*seventh*	17th	*seventeenth*	60th	***sixtieth***		
8th	***eighth***	18th	*eighteenth*	70th	***seventieth***		
9th	***ninth***	19th	*nineteenth*	80th	***eightieth***		
10th	*tenth*	20th	***twentieth***	90th	***ninetieth***		

I numeri ordinali sono sempre preceduti dall'articolo ***the***, che deve essere espresso anche quando non è scritto.
Elizabeth II si legge *Elizabeth* ***the second***.

Esercizi

1 ■■■ **Scrivi i seguenti numeri in lettere.**

1.52 – 2 – 6 – 7 – 10.23 – 12 – 13 – 15 – 26 – 31 – 54 – 67 – 73.82 – 99 – 125 – 205 – 300 – 340 – 778 – 1,000 – 1,200 – 5,122 – 8,903 – 9,999 – 1,000,000 – 1,500,000

one point five two – ...

2 ■■■ **Scrivi i seguenti numeri in cifre.**

one and a half million – twelve – fourteen – twenty – fifty-eight – a hundred and seventy-two – three thousand six hundred – four thousand one hundred and sixty-six

1,500,000 – ...

3 ■■■ **Trasforma i numeri cardinali in numeri ordinali. Scrivili in cifre e lettere.**

one – two – three – four – five – six – seven – eight – nine – ten – twelve – seventeen – twenty

1st/first – ...

4 ■■■ **Sottolinea l'alternativa corretta.**

1 How much is it? Five *thousands/thousand* euro.
2 There are two *thousands/thousand* students at the demonstration today.
3 *Millions/Million* of people in the world are hungry.
4 Your room number is *two-oh-six/two-nil-six* and it's on the *two/second* floor.
5 This is the *third/three* time in a week that you're late!
6 'How high is the Empire State Ball Room in New York?' 'It's four *hundreds/hundred* and forty-three point two metres.'
7 Come on! There are *hundreds/hundred* of things to do!

5 ■■■ **Completa le frasi con la forma corretta in lettere dei numeri tra parentesi.**

1 The Blue Lagoon suite is on *the tenth* (10) floor.
2 _____ (100) of children leave school before the school-leaving age.
3 The euro to dollar exchange rate is _____ (1.11).
4 My grandma is _____ (89). The Queen of England, Elisabeth _____ (2), is older than her.
5 In my class there are _____ (29) students, _____ (8) girls and _____ (21) boys.
6 Which is _____ (9) month of the year?

23 L'ora

VIDEO

In inglese l'ora si esprime con i numeri cardinali. Nella lingua parlata si usano i numeri da 1 a 12. Per distinguere le ore antimeridiane da quelle pomeridiane si usano le espressioni *a.m.* (*ante meridiem*) e *p.m.* (*post meridiem*) oppure le espressioni *in the morning, in the afternoon, in the evening* e *at night.*

*The meeting is at **3 p.m./3 in the afternoon**.* La riunione è alle 3 del pomeriggio.

- Quando si chiede o si dice l'ora, il soggetto *it* deve essere sempre espresso.

*'What time is **it**?/What's the time?' **'It's** 4 o'clock'* "Che ore sono?" "Sono le 4."

- In inglese per chiedere e dire l'ora si usa sempre la terza persona singolare, mentre in italiano è più comune l'uso del plurale.
- In inglese l'ora non è mai preceduta dall'articolo.

- Per indicare l'ora piena si usa l'espressione ***o'clock***, che può anche essere omessa.

*It's **four (o'clock)**.* Sono le quattro.

- Per indicare la mezz'ora si usa l'espressione ***half past*** seguita dall'ora oppure l'ora seguita dai minuti.

*It's **half past three**./It's **three thirty**.* Sono le tre e mezzo.

- Per indicare il quarto d'ora si usa l'espressione ***a quarter past*** seguita dall'ora oppure l'ora seguita dai minuti.

*It's **a quarter past seven**./It's **seven fifteen**.* Sono le sette e un quarto.

- Per indicare il quarto d'ora che precede l'ora successiva si usa l'espressione ***a quarter to*** seguita dall'ora successiva oppure l'ora precedente seguita dai minuti.

*It's **a quarter to two**./It's **one forty-five**.* Sono le due meno un quarto./È l'una e tre quarti.

- Per indicare i minuti dopo l'ora si usa l'espressione ***past***.

*It's **twenty past five**.* Sono le cinque e venti.

- Per indicare i minuti prima dell'ora successiva si usa l'espressione ***to***.

*It's **ten to eight**.* Sono le otto meno dieci.

- Quando i minuti non sono un multiplo di 5, si preferisce aggiungere la parola ***minutes*** prima di ***past/to***.

*It's **twelve minutes past ten**.* Sono le dieci e dodici (minuti).

- Si usano i numeri da 1 a 24 per indicare gli orari di mezzi di trasporto, programmi e annunci ufficiali.

*The train for London leaves at **17.25 (seventeen twenty-five)**.* Il treno per Londra parte alle 17.25.

- Per indicare l'ora piena nel formato 1-24 si possono usare le centinaia.

*19.00 (nineteen **hundred** hours)* le diciannove

ESPRESSIONI PARTICOLARI

midday/noon	mezzogiorno
midnight	mezzanotte
a quarter of an hour	un quarto d'ora
an hour and a quarter	un'ora e un quarto
two hours and a quarter	due ore e un quarto
half an hour	mezz'ora
an hour and a half	un'ora e mezzo
two hours and a half/two and a half hours	due ore e mezzo

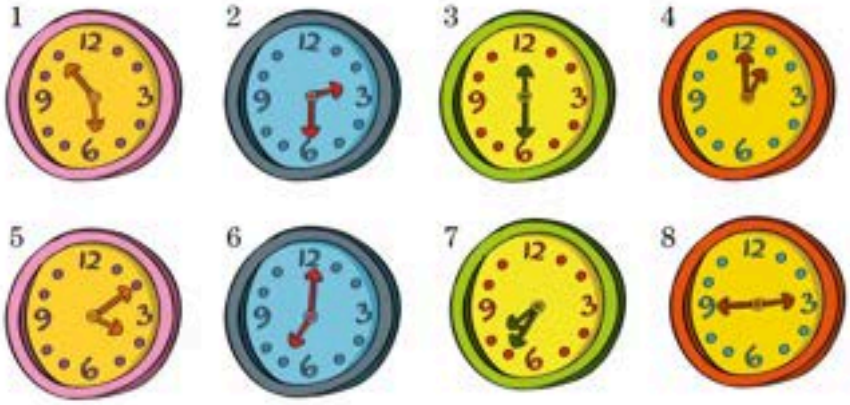


Esercizi

1 **Che ore sono? Scegli l'alternativa corretta.**

1 12:10 It's ten *past/to* twelve.
2 8:45 It's a quarter *past/to* nine.
3 1:05 It's five *past/to* one.
4 7:45 It's a quarter *past/to* eight.
5 16:30 It's half *past/to* four in the *morning/afternoon*.
6 3:15 It's a quarter *past/to* three.
7 24:00 It's *midday/midnight*.
8 10:55 It's five *past/to* eleven.

2 **Abbina gli orologi agli orari.**

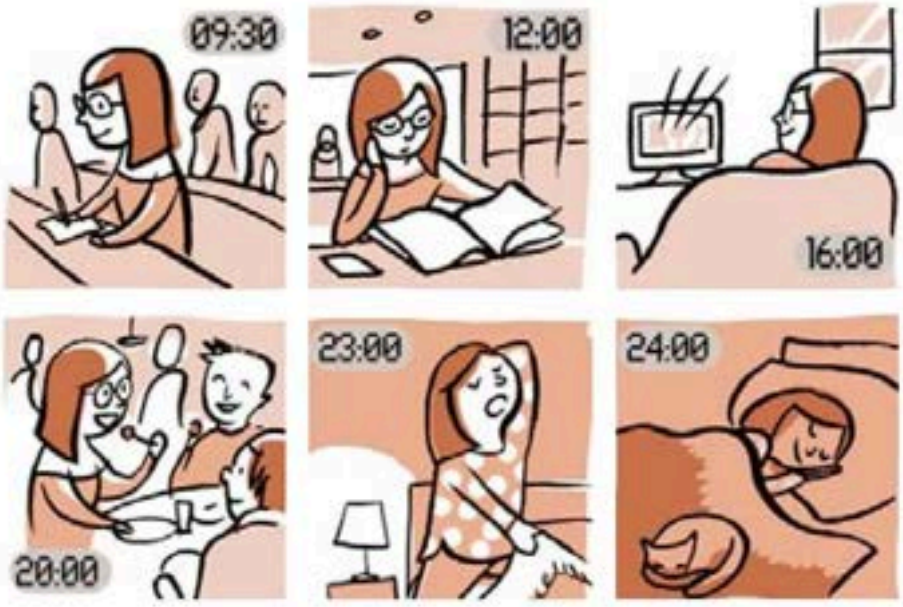


a ☐ It's a quarter to three.
b ☐ It's ten past four.
c [f] It's five to six.
d ☐ It's half past twelve.
e ☐ It's one o'clock.
f ☐ It's twenty-five to nine.
g ☐ It's half past two.
h ☐ It's two minutes past seven.

3 **Scrivi che ore sono.**

1 8.00 *It's 8 o'clock.*
2 7.15 _____
3 9.30 _____
4 2.00 _____
5 5.08 _____
6 4.25 _____
7 1.40 _____
8 3.45 _____
9 12.55 _____

4 **Osserva le immagini. Quando compie Lisa le seguenti azioni? Completa le frasi con l'ora e le espressioni di tempo (*in the morning*, *midday*, ecc.).**



1 She's at university *at half past nine in the morning*.
2 She's in the university library _____.
3 She's at home _____.
4 She's at a restaurant with friends _____.
5 She's in bed _____.
6 It's _____ and Pallina is asleep on Lisa's bed.

24 Prezzi, data e frazioni

24.1 Prezzi

Scritto	Orale	
50 p.	*fifty p./pence*	cinquanta *pence*
50 c.	*fifty cents*	cinquanta centesimi
£2.50	*two pounds fifty*	due sterline e cinquanta
€10.50	*ten euros fifty*	dieci euro e cinquanta
$50	*fifty dollars*	cinquanta dollari

• **Non si usa** *and* tra *pound/euro/dollar* e *pence/cents*.

These jeans are £30.50. (*thirty pounds fifty*) — Questi jeans costano £30,50. (30 sterline e 50)

• In inglese per dire il prezzo totale si usa la terza persona singolare.

It is £10.20. — Sono £10,20.

Per esprimere le espressioni distributive come "al chilo" o "per litro" si usa l'articolo indeterminativo *a/an*.

The apples are £1.75 ***a*** *kilo.* — Le mele costano £1.75 al chilo.

REMEMBER

Per chiedere il prezzo si usa *how much* seguito dal verbo *be* (→ 6).

How much is *this hat?* — Quanto costa questo cappello?

How much are *those sunglasses?* — Quanto costano quegli occhiali da sole?

24.2 Data

Quando si riporta una data in inglese si usano i numeri cardinali per indicare i mesi e gli anni, e i numeri ordinali per indicare i giorni del mese.

Scritto	Orale
30.09.15 – 30th September 2015	***the thirtieth of September*** *two thousand and fifteen*
09/30/15 – September 30th, 2015	***September the thirtieth*** *two thousand and fifteen*

Gli anni fra il 1000 e il 1999 si pronunciano a coppie; mentre per gli anni dopo il 2000 si usa la parola *thousand* seguita dalla congiunzione *and*.

1825 ***(eighteen twenty-five)*** MA *2008* ***(two thousand and eight)***

Per indicare gli anni "avanti/dopo Cristo" si usano le espressioni ***BC*** (*Before Christ*) e ***AD*** (*Anno Domini*).

Caesar died in 44 ***BC****.* — Cesare morì nel 44 a.C.

Constantine the Great was born in 272 ***AD****.* — Costantino il Grande nacque nel 272 d.C.

⚠ Dal 2010 la lettura degli anni a coppie è diventata di uso comune.

2021 (twenty twenty-one)

24.3 Frazioni

Per esprimere le frazioni si usano i numeri cardinali al numeratore e i numeri ordinali al denominatore.

Quando il numeratore è rappresentato dall'unità si usa *a/one*.

$^1/_3$ ***a/one third*** — un terzo

Se il numeratore è un numero maggiore dell'unità, al denominatore si usa il numero ordinale al plurale.

$^2/_3$ ***two thirds*** — due terzi

⚠ Eccezioni:

½	*a/one half*	un mezzo
1½	*three halves*	tre mezzi
¼	*a/one quarter*	un quarto
1¼	*five quarters*	cinque quarti

Esercizi

1 ■■■ **Scrivi i prezzi in lettere.**

1 €20.10	4 $29	7 $3.20	10 $36.25
2 $36.55	5 69 c.	8 $100	11 $52.49
3 35 p.	6 €120.50	9 10 p.	12 €99.99

1 twenty euros ten

2 ■■■ **Judy e Alan stanno facendo acquisti. Osserva le immagini e scrivi dei mini-dialoghi come nell'esempio basandoti sulle informazioni date.**



1 trainers

'How much are the trainers?'
'They're sixty-nine pounds ninety-nine.'



2 silver earrings



3 leather bag



4 jeans



5 perfume

3 ■■■ **Scrivi le date usando entrambe le forme come nell'esempio.**

1 14.5.1834	4 2nd May 1999	7 22.7.2001	10 1st May 2018
2 3rd May 2009	5 25.11.1954	8 14.4.77	11 6.11.1996
3 31st August 2016	6 5.3.2014	9 8.9.97	12 8th March 1966

1 the fourteenth of May/May the fourteenth eighteen thirty-four

4 ■■■ **Completa le frasi con le date nel riquadro e le preposizioni corrette.**

12.10.1492 • 4 July • 753 BC • 14 Feb • 476 AD • 17.3.1861

1 St Valentine's Day is *on the 14th of February*.
2 The unification of Italy was _____.
3 Independence Day in America is _____.
4 Columbus conquered America on _____.
5 The Fall of the Roman Empire was _____.
6 Romulus and Remus founded Rome _____.

5 ■■■ **Scrivi le frazioni.**

1 ½ *a half*
2 ⅓ _____
3 ¼ _____
4 ¾ _____
5 ⅗ _____
6 ⁹⁄₁₀ _____

6 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Quanto costano quei jeans?
2 Dividiamo la torta: tre quarti per me e un quarto per te!
3 Il mio compleanno è il 23 aprile.
4 Un terzo della popolazione mondiale è povera.
5 La gonna costa €25 e la maglietta €15. In tutto sono €40.
6 In quel bar il caffè costa due euro e cinquanta.

Esercizi di riepilogo

1 **Osserva alcune statistiche sugli adolescenti britannici. Scrivi i numeri in cifre.**

1 ¼ of teenagers see friends in the afternoon. *a quarter*
2 Teenagers spend 7 ½ hours a day using electronic devices: TVs, smartphones and computers.
3 ⅛ of teenagers help their parents with housework.
4 1.9 % of teenagers smoke.
5 4.5 million children have got a Facebook page.
6 2% of teenagers cycle to school.
7 30% of teenagers like the Royal Family.
8 260,000 teenagers have got a Saturday job.

2 **Completa la descrizione del Grand Canyon scrivendo i numeri tra parentesi in cifre.**

The Grand Canyon is a natural attraction, created by the Colorado River, in south-west America. It is (1) *277* (two hundred and seventy-seven) miles (446 km) long, and (2) _____ (eighteen) miles wide.
It can be a dangerous place, because the weather is very hot in the summer with temperatures of (3) _____ (thirty-eight degrees) Celsius and very cold in winter, with temperatures of (4) _____ (minus seventeen degrees point eight). These extreme temperatures can cause problems. Every year hundreds of people have problems in the Grand Canyon.



If you are active, you can go on the Grand Canyon Marathon: it is (5) _____ (seventy-eight) miles (126 km) long and you have got (6) _____ (twenty-four) hours.
You can see the Skywalk in the picture; it opened in (7) _____ (two thousand and seven). It is a steel bridge with glass floor and sides where you can walk (8) _____ (four thousand) feet above the Colorado river! The Skywalk is (9) _____ (seventy) feet long and can hold (10) _____ (eight hundred and twenty-two) people, but for safety reasons only (11) _____ (a hundred and twenty) people can go on at one time.

3 **Completa le frasi con le preposizioni di luogo *on*, *at*, *in* o moto *to*, *from*.**

1 Today my school is closed so I'm *at* home.
2 We can walk _____ the station or take the bus. Which do you prefer?
3 The apartment _____ the top floor of this building has got a fantastic view of the city.
4 John isn't well, so he is spending the day _____ bed.
5 My cousins have a got a holiday home _____ Florida. It's _____ the beach.
6 Jean isn't happy because she can't go _____ the end-of-year party.
7 Brett is _____ London, but now he lives _____ Glasgow.
8 Please write your candidate number _____ the bottom of every page.

4 GRAMMAR IN CONTEXT **Osserva le immagini e rispondi alle domande scrivendo i numeri in lettere.**



1 How much is a cola at Burger House?
It's two pounds.



2 What is the date on the cheque?
3 How much is the cheque for?



4 What is Pamela's post code?
5 What's her phone number?



6 Where is Mike's party?
7 What time is it?



8 What date is the train ticket valid for?
9 How much is the train ticket?



10 When is Julian's dental appointment?

5 PRELIMINARY **Leggi il testo e scegli l'opzione corretta.**

Chinese New Year



For you, when is New Year's Day? Maybe it's the (1) *first* of January, and you go to a party on the 31st December to celebrate. But not everybody celebrates New Year (2) ____ the same day. Chinese New Year, for example, is different. It isn't always celebrated on the same day or even the same month. The date changes every year according to the new moon and it can be (3) ____ January or February. In 2017, for example, it was (4) ____ Saturday, 28th January. The day before Chinese New Year, (5) ____ the evening, families celebrate (6) ____ home with special food. There are red decorations (7) ____ the windows and doors for good luck and children can receive red packets of money. (8) ____ midnight, there are often fireworks and people also celebrate (9) ____ the streets. The traditions are (10) ____ and can be different in various regions. People celebrate Chinese New Year in China, but also all across the world in cities and towns where people of Chinese origin live.

1	A first	B one	C 1th
2	A at	B in	C on
3	A in	B on	C at
4	A at	B in	C on
5	A from	B in	C to
6	A –	B at	C in
7	A on	B in	C at
8	A in	B at	C to
9	A in	B from	C to
10	A a hundred of years old	B hundred of years	C hundreds of years old

Towards PRELIMINARY

READING

1 PART 3 **Read the text about a sports centre and decide if each sentence is true (T) or false (F).**

	T	F
1 The instructors haven't got qualifications.	☐	☐
2 It is not possible to learn tennis in the winter.	☐	☐
3 There are 16 lessons for each course.	☐	☐
4 There are no activities at the weekend.	☐	☐
5 You can park at the sports centre.	☐	☐
6 There isn't a swimming pool at the sports centre.	☐	☐

Loftwood Sports Centre

Are you interested in learning a new sport? Come to our friendly sports centre and learn with our team of qualified instructors. There are courses for people of all ages, from children to teenagers, adults and pensioners. We offer courses in volleyball, netball, badminton, archery and judo as well as many others. In the summer we can also teach you tennis and athletics.

All our courses last for 16 weeks, with two lessons every week. There are extra activities and competitions at the weekend for anyone who is interested. There are a maximum of 20 people in each course but one-to-one lessons are available at an extra cost. These can be arranged at a time and a day to suit your needs.

Our sports centre is extremely modern, bright and clean, and there is a large car park. At the moment we haven't got a swimming pool, but in the summer you can use the council outdoor swimming pool at no extra charge after your lessons.

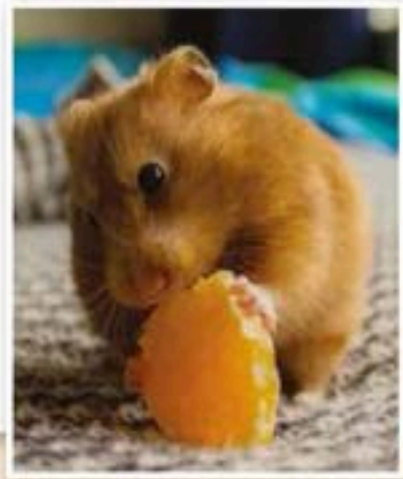
2 PART 5 **Read the text and choose the correct word for each space.**

My family

Hello! My name (0) *is* Sophie. My dad's from (1) _____. He (2) _____ 41 and he is very (3) _____ – nearly 1.95 m! He can (4) _____ English and Italian very well. My mum is Italian and she (5) _____ long brown hair and blue eyes.

I've got one brother. (6) _____ name is Julian. My birthday is (7) _____ summer and my (8) _____ birthday is too. We've got a hamster. His name is Diesel.

(9) _____ is brown with a long tail. We haven't got a cat or a dog (10) _____ my dad is allergic to them.



0	A are	B is	C be	D has
1	A English	B the England	C England	D UK
2	A is	B has	C are	D have
3	A high	B tall	C long	D short
4	A speaking	B to speak	C speaks	D speak
5	A 's	B 's got	C got	D 've got
6	A Her	B Its	C His	D He's
7	A the	B on	C at	D in
8	A brothers'	B brother's	C brothers	D brother
9	A He	B She	C It	D They
10	A so	B because	C or	D but

READING

3 PART 2 **Match each person to the most suitable restaurant. There is one extra restaurant.**

1 ☐ **Jack** has got two young children. He wants a place suitable for all the family but which is not expensive. He hasn't got a car.

2 ☐ **Claire** wants to go to a special restaurant in the city centre with her boyfriend to celebrate his birthday next month. They both like good food and they prefer to travel by train.

3 ☐ **Jason** works in the centre of town. He wants to have a quiet lunch with a colleague. They haven't got a lot of time.

4 ☐ **Zoe** wants to take her mother to a restaurant in the country. The cost is not important. They both like nature and good quality food.

A Number 31 is in the centre of the town, very close to the railway station, and has a wonderful atmosphere with candles and antiques. The new chef proposes fantastic, top-quality dishes and the service is very good. It is very popular so it is best to book in advance.

B Bellissima is in a peaceful location close to the town centre. There is a small garden and free parking is available for all guests. The Italian food is excellent and the service is quick. It is open all day, and is usually quiet at lunctime and busier in the evenings.

C Carla's Café offers cheap, fast and good quality food in an excellent location next to the shopping centre. It's perfect for a quick lunch. There is a play area to keep children entertained. Parking is a nightmare so it is best to take the bus.

D The Harvester is the perfect place for a celebration. It isn't cheap but the service is excellent and the restaurant has got several awards for its wonderful innovative food. It's about five kilometres from the centre, and it is easily accessible from the motorway.

E The Slug and Lettuce is in a very quiet and secluded position in the countryside. It has got beautiful gardens, and if the weather is nice it is possible to eat outside. The restaurant is famous for its excellent food, but it is quite expensive.

WRITING

4 PART 1 **Here are some sentences about a school library. For each question complete the second sentence so that it means the same as the first. Use one or two words.**

0 There are ten computers in the library.
The library *has got* ten computers.

1 It isn't possible for us to use the library on Saturday.
We _____ use the library on Saturday.

2 Some of the books in the library are old.
Some of the books in the library _____ new.

3 One of my teachers helps in the library.
A teacher of _____ helps in the library.

5 PART 2 **You have got a new flat/house. Write a short note (35-45 words) to an English friend.**

- tell him/her where your flat/house is
- describe your flat/house
- ask him/her to visit you next weekend

Hi John,

I've got a new... It is in... near... It's... and... It's got... and...
Can you...?

Bye

Towards PRELIMINARY

6 PART 3 **This is part of a letter you receive from an English friend. Write a reply of about 60 words.**

In my town there is a new shopping centre. Have you got a shopping centre in your town?
Tell me about it in your next letter.

Dear Alex,
Thank you for your letter. How are you and your family?
I'm very well.
There is a shopping centre in my town, but it isn't new.
There are...

Write to me soon.
Love,
Paola

WRITING TIPS

These questions can help you:

- Where is the shopping centre?
- Is it big or small?
- Is it open every day?
- How many shops are there?
- Has it got a cinema or a café?
- Which is your favourite shop? Why?

LISTENING

7 T 8 PART 1 **Choose the correct option.**

0 What time is the film?



A ☐ B ☑ C ☐

1 What has the girl got in her schoolbag?



A ☐ B ☐ C ☐

2 When is the rock concert?



A ☐ B ☐ C ☐

3 Where is the boy's mobile phone?



A ☐ B ☐ C ☐

4 Whose pen is it?



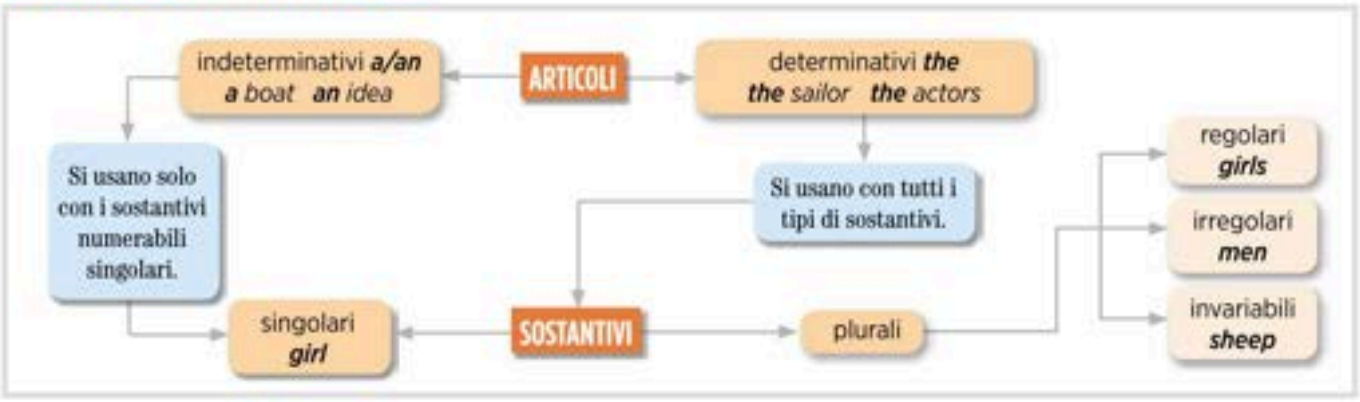
A ☐ B ☐ C ☐

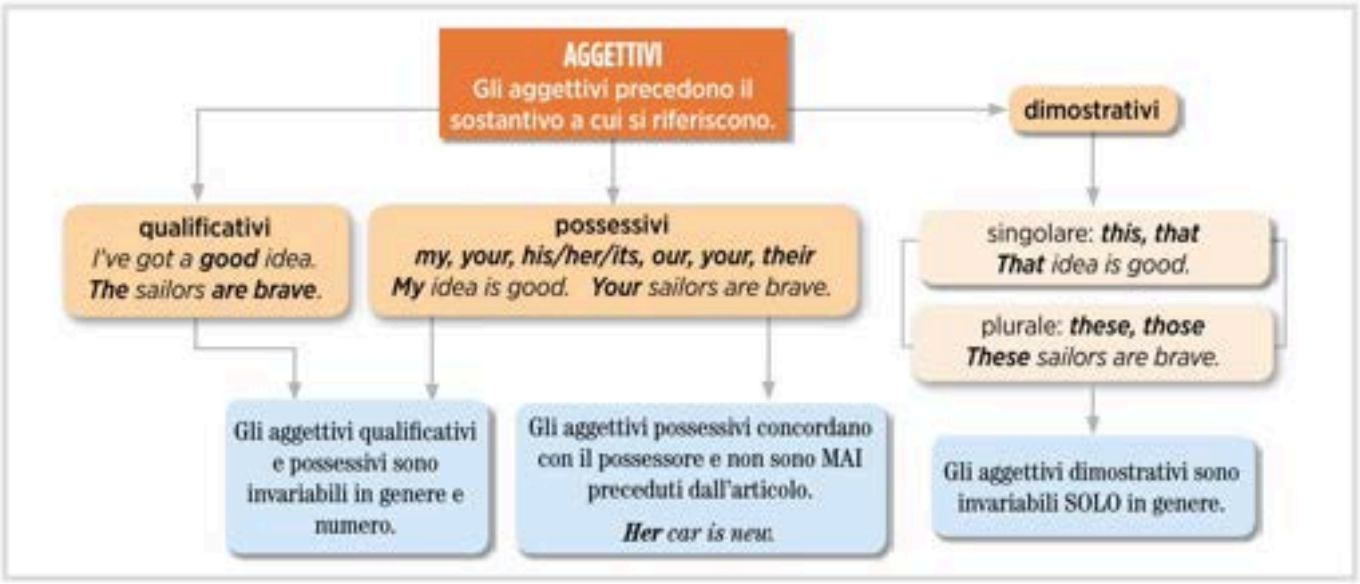
5 Which boy is Julie's cousin?

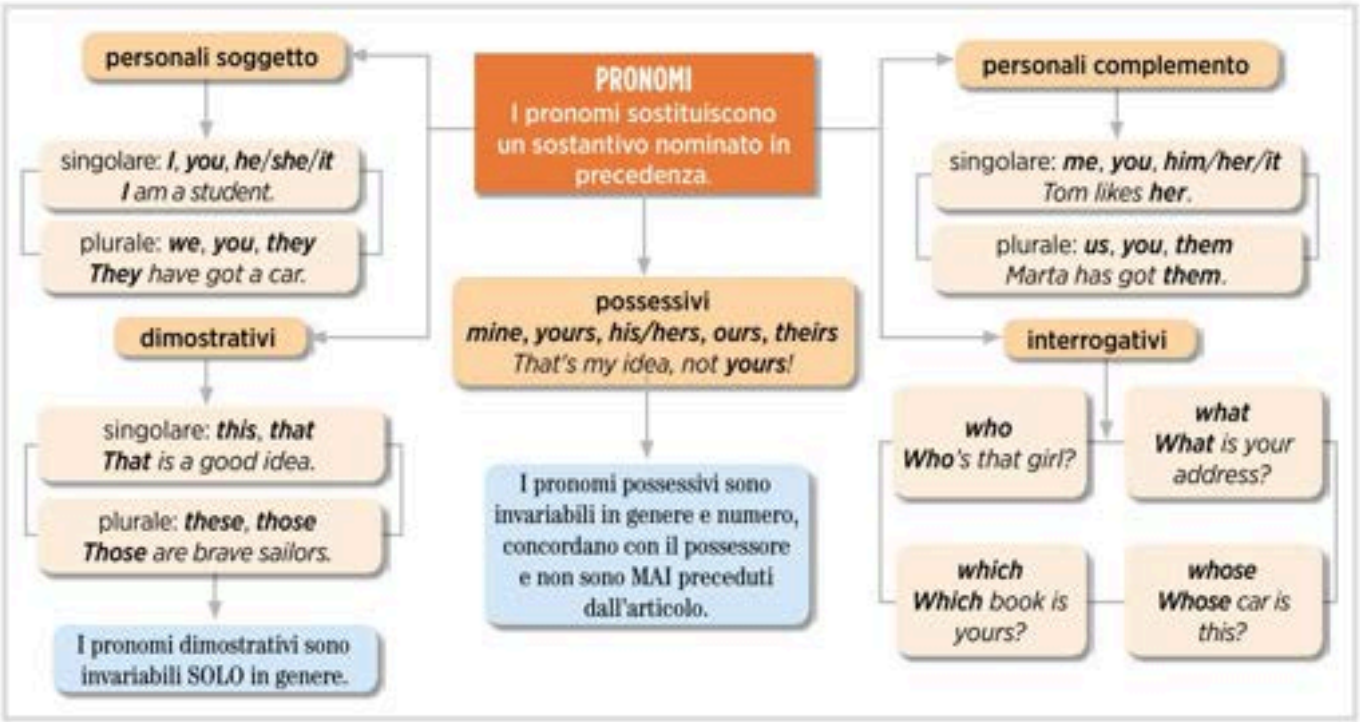


A ☐ B ☐ C ☐

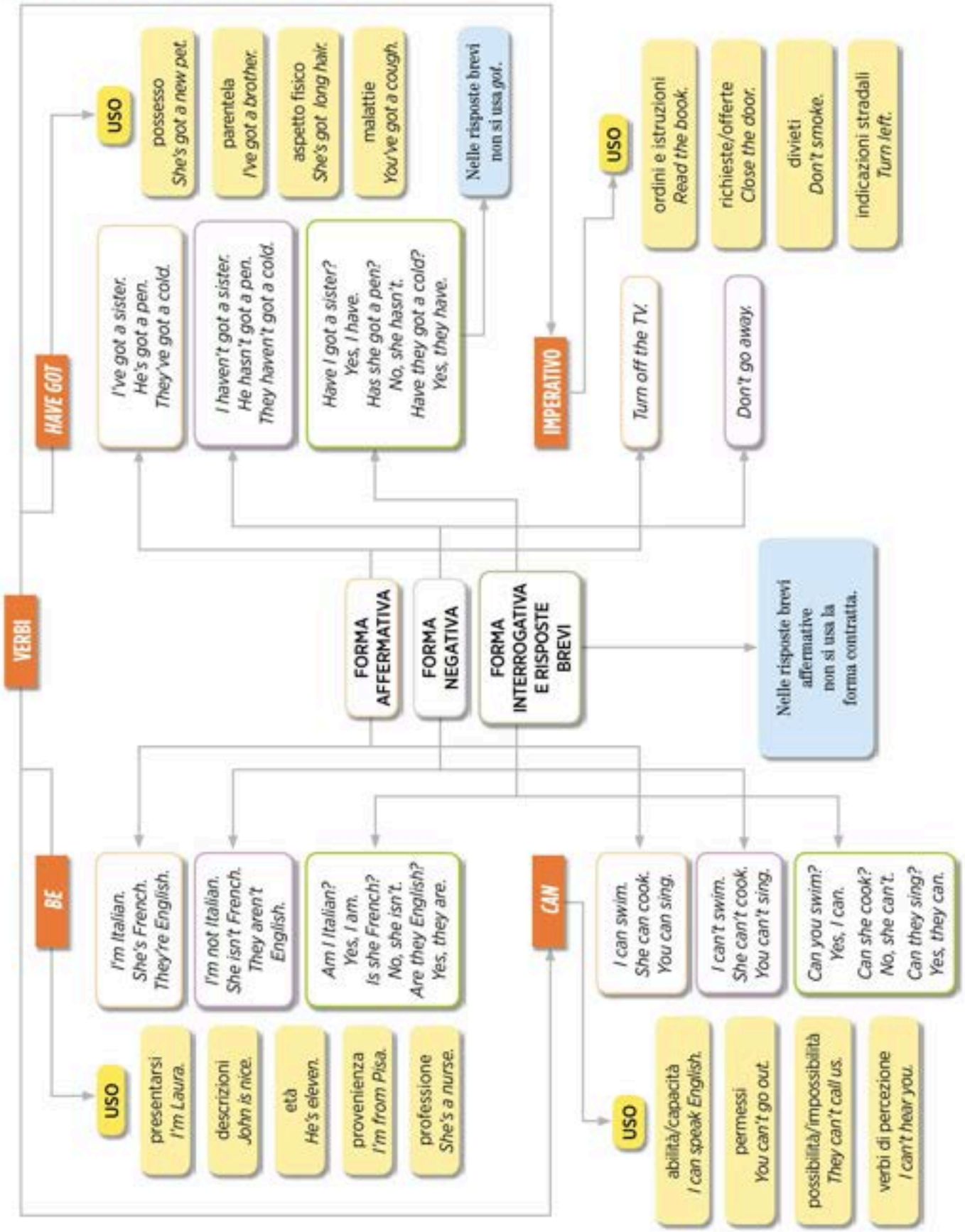
Mappa concettuale







Mappa concettuale



Esercizi

1 GLI AGGETTIVI QUALIFICATIVI, POSSESSIVI E DIMOSTRATIVI **Completa le frasi con le parole nel riquadro.**

famous • This • Her • Those • expensive • your
interesting • These • his • traditional

1 Benedict Cumberbatch is a *famous* English actor, well-known for playing Sherlock Holmes.
2 The shops in London's Bond Street are _____.
3 _____ boys over there are very friendly and nice.
4 'Where is _____ homework?' 'Sorry, it's at home.'
5 Paella is a _____ Spanish dish with rice and seafood.
6 Julie has got two children. _____ son is a vet.
7 _____ jeans are really cool. Are they in the sale?
8 Dublin is an _____ city with lots of things to do and see.
9 Ismail and _____ sister are both very tall.
10 _____ football match is boring. Can we watch a film?

2 PRONOMI PERSONALI SOGGETTO, COMPLEMENTO, DIMOSTRATIVI E POSSESSIVI
Sottolinea l'alternativa corretta.

1 'Where's your bicycle?' '***It/She*** is in the front garden.'
2 Can you take ***we/us*** to the train station, please?
3 'Is Mark coming?' 'No, ***he/they*** is at home with a cold.'
4 ***This/These*** is a very nice drink. What is it?
5 I can't find my glasses. Have you got ***it/them***?
6 My new classroom is on the second floor. Where is ***your/yours***?
7 Paul and Amy aren't at home at the moment. ***They/We*** are at school.
8 ***That/Those*** are very high shoes! Are they comfortable?
9 Can I borrow your calculator? I can't find ***mine/my***.
10 Where's Nancy? I want to talk to ***her/she***.

3 I VERBI *BE* E *HAVE GOT* **Sottolinea l'alternativa corretta.**

1 'How ***is/are*** you?' 'I***'m/are*** very well thanks. And you?'
2 My neighbours ***have got/has got*** a very noisy dog.
3 '***Is/Am*** your father a police officer?' 'Yes, he ***isn't/is***.'
4 What ***have/has*** she got in her bag? It ***are/is*** heavy!
5 There ***are/is*** four of us in my family.
6 'What ***be/is*** wrong?' 'I can't do my Latin homework.'
7 Her boyfriend ***are/is*** very good-looking. He***'ve got/'s got*** short blond hair.
8 'What ***is/are*** the matter?' 'I ***have/has*** got a toothache.'
9 The car keys ***isn't/aren't*** in the key cupboard.Where ***they are/are they***?
10 Why ***has/have*** you got your coat on? It ***not be/isn't*** cold!

Grammar in context

Travelling to London

1 WARM UP **Answer the questions.**

1 Can you fly directly to the UK/London from an airport in your region?
2 Are plane tickets usually expensive or cheap?
3 What famous places in London do you know?

How to get to London

By plane



London has got five major airports, linking the capital city to all corners of the globe. Flights to Heathrow and Gatwick are often intercontinental flights and scheduled flights from airlines like British Airways, Lufthansa and Alitalia. Heathrow is 23 km from central London and Gatwick is 47.5 km. Charter flights and low-cost flights are usually to Stansted (48 km) or Luton (47 km). These airports are not as big as Heathrow, which has got five terminals. There is also City Airport. It is in the centre of London and only 11 km from the City, London's financial district, so it is very popular with business travellers. Very large aircraft cannot use this airport because there are noise restrictions and the runway is not very long.

Your journey from the airport to the city



You can travel by train and bus from Gatwick, Heathrow, Stansted and Luton to the centre of London. The trains are usually very quick but the tickets can be expensive. Look online before you travel and you can save money with advance tickets and special offers. Buses are cheap but the journey is slower. There is an underground station at Heathrow airport so you can also use the Tube to get to the centre, but it is a long journey. Gatwick, Luton and Stansted haven't got underground stations. You can also take a taxi from all these airports but it is very expensive and it is not a good idea if you are in a hurry. There are also many car rental companies at the airports, but there is always a lot of traffic in London and there is the congestion charge to pay (£11.50) if you want to access the city by car. Remember to drive on the left too!



2 **COMPREHENSION CHECK** **Read the article and answer the questions.**

Which airport/s...

1 is/are in the centre of London?
2 is/are a long way from London?
3 has/have got a train station?
4 has/have got an underground station?

3 **FOCUS** **Look at the article again and underline an example of the following:**

- *be* (affirmative and negative)
- *have got* (affirmative and negative)
- *can* (affirmative and negative)
- imperative

WATCH OUT!

- Are you in London now? Yes I'm. *I am*
- What bus is for London? *Which*
- He is the businessman. *a*
- There is thousand of passengers at Heathrow airport every day. *are thousands*
- The control tower is tall 100 metres. *100 metres tall.*
- London is the capital of the UK and Paris is the capital of the France. *of France*
- Have you got the ticket of Mary? *Mary's ticket*
- Can you to book the tickets online? *Can you book*
- How many peoples are on the flight? *people*
- You have right. *are*

4 **ERROR CORRECTION** **Find and correct 10 mistakes in this text.**

capital of the UK

London is the UK's capital and it is a very popular tourist destination. There are million of visitors every year who want to see the Houses of Parliament, Buckingham Palace, Tower Bridge and many other place. Jake is a American tourist who is in London. Now, he's on Trafalgar Square, near The Mall. This road is long 1 km and you can to see Buckingham Palace at the end. There is sunny and the Union flag are very colouful. Jake have got his camera ready in case he sees a Queen!



Grammar in context

STARJET

DATA DEL VIAGGIO / TRAVEL DATE
Sabato 14/9

NUMERO DEL VOLO / FLIGHT NUMBER
FR 125

Boarding Pass

DA / FROM
Ancona

A / TO
London Stansted

ORARIO DI PARTENZA / DEPARTURE TIME
15,35

ORARIO DI ARRIVO / ARRIVAL TIME
17,05

STANSTED EXPRESS: Our trains depart every 15 minutes and take just 47 minutes to London Liverpool Street. The trains are modern and comfortable and there is free wi-fi available. The station is a two minutes' walk from the arrivals hall.

Adult Single Ticket: £19.00
Adult Return Ticket: £32.00





LONDON FLEET: Our buses to London King's Cross leave every 30 minutes and the journey is about 75 minutes. There is wi-fi on all our buses. The bus stop is a five minutes' walk from the arrivals hall.

Adult Single Ticket: £ 8.00
Adult Return Ticket: £15.00

5 **Look at all the information above and complete the exercise.**

1 The flight is _____ Ancona.
2 The flight is _____ Saturday.
3 The flight leaves _____ 15.35.
4 Which airport is the flight to?
5 What is the destination of the train? And the bus?
6 How long is the journey to London by bus? And by train?
7 Have the bus and train got free wi-fi?
8 How much is the single train ticket? And the bus ticket?

6 SPEAKING **With a partner, practise asking and answering questions using the above information.**

A *Can I buy a return ticket?*
B *Yes, you can. It's £15.*

7 **Three people want to travel from Stansted Airport to various destinations in the centre of London. Look at the information below and on page 82 and decide the best way for them to reach their destinations.**

1

Royal Opera House, Covent Garden
Il trovatore
Saturday 14th September
Performance 9.15p.m.
Ticket £75

2

Our meeting is at 7 p.m. on Saturday 14th September at the British Museum (tube stop Holborn on the Central and Piccadilly lines). See you there.



3

TOWER HOTEL
St Katherine's Way, London (nearest station Tower Hill)
14/9 - Two nights.
Total Cost £325
Status: Confirmed

Life skills - Asking for information

8 SPEAKING **Imagine you are in these situations. Practise asking and answering questions to get and give the necessary information.**

A
You are at Stansted Airport.
You haven't got any British pounds and you can't see a currency exchange.
You can't find the train station. It isn't clear where you can buy a ticket. You want to know when the next train is.

B
You are in your town.
A foreign tourist hasn't got a map and can't find the museum. He isn't sure what time the museum is open.
He's in a hurry and he can't see a taxi. He hasn't got a lot of cash and isn't sure if he can pay for the taxi by credit card.

USEFUL PHRASES

Excuse me./Sorry.
Can you help me?
Can you repeat that, please?
Thank you very much./Thanks a lot.
You're welcome./Not at all.

LIFE SKILLS

Thinking
- Problem solving
- Accessing and analysing information

Working
- Communication and collaboration

25 Il *present simple*: forma affermativa e uso

FORMA

Forma affermativa
I/You/We/They **play** *in the garden.*
He/She/It **plays** *in the garden.*

La forma affermativa del *present simple* corrisponde alla forma base del verbo. Alla terza persona singolare si aggiunge **-s** alla forma base.

VARIAZIONI ORTOGRAFICHE

Verbi terminanti in	Variazione ortografica	
-ch, -o, -s, -sh, -ss, -x, -z	si aggiunge **-es**	*watch → watches, go → goes, kiss → kisses, mix → mixes*
consonante + -y	la *y* cade e si aggiunge **-ies**	*study → studies, fly → flies, apply → applies*

Il suffisso -s/-es si pronuncia in modi diversi.

T 9 **Osserva e ascolta.**

- /s/ dopo i suoni /f/, /k/, /p/, /t/, /θ/ — *coughs, looks, slaps, fights, breathes*
- /ɪz/ dopo i suoni /s/, /z/, /ʃ/, /dʒ/, /ʃ/, /tʃ/, /ks/ — *faces, buzzes, changes, nudges, abolishes, catches, fixes*
- /z/ dopo tutti gli altri suoni — *controls, plays, says*

FLIP BOOK

USO

Il *present simple* si usa:

- per affermazioni di carattere generale (fatti sempre veri, leggi della natura)
  Her mother ***speaks*** *Spanish.* — Sua madre parla spagnolo.
  The sun ***sets*** *in the west.* — Il sole tramonta a ovest.
- per parlare di azioni abituali e routine, spesso con avverbi ed espressioni di frequenza → 28
  We ***always go*** *to Spain on holiday.* — Andiamo sempre in Spagna in vacanza.
- nei titoli di giornale e nelle cronache sportive
  The Prime Minister ***Resigns*** *from His Office* — Il primo ministro rassegna le dimissioni
- per raccontare barzellette e storie con funzione di presente narrativo
  The book is about a scientist who ***discovers*** *a formula…* — Il libro parla di uno scienziato che scopre una formula…
- per dare istruzioni al posto dell'imperativo
  First you ***wash*** *the strawberries, then you* ***cube*** *them.* — Prima lavi le fragole, poi le tagli a dadini.
- per descrivere procedure
  This button ***starts*** *the computer.* — Questo tasto avvia il computer.
- per parlare di orari e programmi prestabiliti
  The MTV Movie Awards ***air*** *at 8.00 p.m. in the UK.* — Gli MTV Movie Awards vanno in onda alle 8 di sera nel Regno Unito.

In questo caso il *present simple* può essere reso in italiano anche con un futuro semplice.

Our train leaves at 10 a.m. — Il nostro treno parte/partirà alle 10 di mattina.

→ 85

- con i verbi di percezione (*see, hear, smell*), volontà (*want, wish, prefer, need*), sentimento (*like, love, hate*) e possesso (*have got, belong, own*) → 33
  Sara ***loves*** *Mattia.* — Sara ama Mattia.

Esercizi

1 ■■■ **Scrivi la terza persona singolare dei seguenti verbi, poi scrivi /s/, /iz/, /z/ in base alla pronuncia della *-s* finale.**

1 watch	watches /iz/	4 miss	_____	7 set	_____
2 work	_____	5 try	_____	8 go	_____
3 finish	_____	6 buy	_____	9 do	_____

2 ■■■ **Sottolinea l'alternativa corretta.**

1 Alan *gos/goes* to school by bike.
2 Sam and Ally *come/comes* from York.
3 Banks usually *open/opens* at 8.30 a.m.
4 My son *studies/studys* hard.
5 I *like/likes* rock music.
6 Children *have/haves* long holidays.
7 'Young Boy *Win/Wins* a Trip to Hollywood'
8 You *walk/walks* straight down this road, and then you *take/takes* the second on the right.
9 My hand *hurtes/hurts*.

3 ■■■ **Riscrivi le frasi con il soggetto dato facendo tutti i cambiamenti necessari.**

1 I live with my grandparents.	He lives with his grandparents.
2 Kiera plays tennis in the afternoon.	Sara and Rob _____.
3 They do their homework in the afternoon.	He _____.
4 I watch TV in the evenings.	She _____.
5 We finish school at a quarter past one.	Cathy _____.
6 They play volleyball in the school team.	Dario _____.

4 ■■■ **Abbina le frasi nelle due colonne e completale con la forma corretta dei verbi nel riquadro.**

work • write • go • watch • drive • buy

1 Mark is a doctor.	a ☐ She _____ all her clothes at Dolce & Gabbana.
2 Raj is a bus driver.	b ☐ She _____ for *The Times*.
3 Natasha is a journalist.	c ☑ He works at the local hospital.
4 Raluca and Alin are students.	d ☐ They _____ to London University.
5 Erica loves designer clothes.	e ☐ We _____ all their matches.
6 My brother and I support Manchester United.	f ☐ He _____ a bus.

5 ■■■ **Leggi questo articolo sul rapporto tra adolescenti e sonno e completalo con la forma corretta dei verbi nel riquadro.**

do (x 2) • start • begin • pay • study • show • love • leave • go • teach • have

Are Teenagers Lazy?

A new study (1) shows that teenagers who get up late in the morning are more intelligent. Dr Willis from Boston University explains, 'Young children (2) _____ waking up early, but teenagers (3) _____ a different biological clock. They naturally (4) _____ to bed and get up late. Some US schools (5) _____ at 7.30. At this time the kids are usually very tired and can't concentrate.' Mrs Hamilton is a teacher, she (6) _____ at L.A. High. 'Now that lessons (7) _____ at 9 o'clock, the students (8) _____ more attention and (9) _____ better in their class tests.' Paul (10) _____ at L.A. High. He is very happy because he (11) _____ home at 8.30 a.m. instead of 7 a.m. He says he has more time in the mornings now. Sometimes he (12) _____ his homework!

26 Il *present simple*: forme negativa e interrogativa, risposte brevi

VIDEO

Le forme negativa e interrogativa del *present simple* si costruiscono con l'ausiliare ***do*** (***does*** per la terza persona singolare) seguito dalla forma base del verbo. Nelle risposte brevi si usa solo l'ausiliare ***do/does***.

Forma negativa	Forma interrogativa
I/You/We/They ***do not/don't play*** *in the garden.*	***Do*** *I/you/we/they* ***play*** *in the garden?*
He/She/It ***does not/doesn't play*** *in the garden.*	***Does*** *he/she/it* ***play*** *in the garden?*

Forma interrogativa-negativa	Risposte brevi
Don't *I/you/we/they* ***play*** *in the garden?*	*Yes, I/you/we/they* ***do****. /* *No, I/you/we/they* ***don't****.*
Doesn't *he/she/it* ***play*** *in the garden?*	*Yes, he/she/it* ***does****. /* *No, he/she/it* ***doesn't****.*



'Excuse me, ***do*** *I* ***go*** *to your local market and* ***steal*** *all the snacks?'*

L'intonazione nelle *yes/no questions* è ascendente, mentre nelle risposte brevi è discendente.

T 10 **Osserva e ascolta.**

Do you like dogs? *No, I don't*
Doesn't she study? *Yes, she does*

FLIP BOOK

Oltre alla funzione di ausiliare, il verbo *do* ha un suo significato autonomo di "fare".

AUSILIARE VERBO "FARE"
Jim ***doesn't do*** *his homework on Sundays.* Jim non fa i compiti la domenica.

AUSILIARE VERBO "FARE"
Do *you* ***do*** *the shopping at the market?* Fai la spesa al mercato?

Esercizi

1 **Completa le frasi con *don't/doesn't*.**

1 Our dog *doesn't* like the dark.
2 Our mother _____ buy fizzy drinks.
3 This machine _____ work.
4 I _____ do any extra activities on Friday afternoons.
5 They _____ agree on politics.
6 Pine trees _____ grow in Britain.
7 It _____ get very hot in northern Europe.
8 Sally and Jane _____ go to the cinema in the evenings.
9 In the film the woman _____ know there is a vampire in the house.
10 Michael _____ train every day.
11 My parents _____ get up late in the morning.
12 Organic food is healthy because it _____ contain artificial chemicals.

2 **Volgi le frasi alla forma negativa.**

1 I understand.
I don't understand.
2 We live in a big city.
3 She eats red meat.
4 Nigel goes out on Sunday evenings.
5 We enjoy big parties.
6 Maria goes on Facebook every day.
7 Dogs eat bread.
8 He does the washing-up.
9 I want a new job.

Esercizi

3 ■■■ **Completa le domande e le risposte brevi.**

1 '*Do* penguins live in the North Pole?' 'No, *they don't*.'
2 '_____ the film start at 9 o'clock?' 'Yes, _____.'
3 '_____ Maria think it's a good idea?' 'No, _____.'
4 '_____ your father work from home?' 'Yes, _____.'
5 '_____ they get married at the end of the film?' 'No, _____.'
6 '_____ Rahid make his bed every morning?' 'Yes, _____.'
7 '_____ you and Max go to the same school?' 'No, _____.'
8 '_____ you go to school on foot?' 'Yes, _____.'

4 ■■■ **Formula delle frasi con la forma negativa o interrogativa basandoti sulle informazioni date.**

1 Gaia / like rock music (✗)
Gaia doesn't like rock music.
2 he / look after his younger sister (✗)
3 they / want to move to the countryside (?)
4 bears / live in Britain (✗)
5 she / walk to school (?)
6 the Spanish / go to bed early (?)
7 this plane / fly to America (✗)
8 school / finish on 14th June (?)
9 the girls / share a bedroom (✗)

5 ■■■ **Completa le domande con la forma interrogativa-negativa dei verbi tra parentesi.**

1 'Can you buy the train tickets to Oxford?' 'Why? *Don't you speak* (speak) English?'
2 Is there a problem with the food? _____ (like) risotto?
3 Can your dad get us tickets for the football match? _____ (know) Totti?
4 'I can't see you on Sunday. I've got a lot of homework.' '_____ (do) your homework on Saturday?'
5 'Can you buy some orange juice, please?' 'Why? _____ (Judy / like) fizzy drinks?'
6 There are 33 emails in your email box! _____ (read) your emails?
7 'Quick, hurry!' 'Why? _____ (the library / close) at 8 p.m. today?'
8 'Let's order a Chinese takeaway.' 'Why? _____ (you / like) pizza?'

6 ■■■ **Completa il dialogo con le risposte brevi e la forma corretta dei verbi nel riquadro.**

like • want • go • play • do (x 2) • work • watch • know • get

Sue (1) *Do you play* (you) any sports?
Jason No, I (2) _____. I (3) _____ playing sport. I prefer staying at home.
Sue (4) _____ (you) bored staying at home?
Jason Yes, I (5) _____, sometimes. My computer (6) _____ so I can't surf the Net.
Sue (7) _____ (you) TV a lot?
Jason Yes, I (8) _____, but the programmes are boring.
Sue It's not good to stay at home all the time. (9) _____ (you) to come to the gym with me and my brother?
Jason Maybe. I (10) _____. Do you go every day?
Sue No, we (11) _____ every day. We normally go on Tuesday and Saturday. It's fun.
Jason (12) _____ (you) classes with a teacher or exercises for weight training?
Sue My brother (13) _____ weight training, but I do! Come on, let's go tomorrow!

27 Gli interrogativi (2)

Nelle domande gli interrogativi → 5 **precedono l'ausiliare *do/does*.**

*'**Who** do you love?'*	"Chi ami?"
'I love Marianna.'	"Amo Marianna."
*'**What** does your father do?'*	"Cosa fa tuo padre?"
'He is a lawyer.'	"È avvocato."
*'**Where** does he live?'*	"Dove abita?"
'He lives in Bologna.'	"Abita a Bologna."
*'**When** do you usually go on holiday?'*	"Quando vai in vacanza di solito?"
'I usually go on holiday in August.'	"Di solito vado in vacanza ad agosto."
*'**How often** do you go to the theatre?'*	"Ogni quanto vai a teatro?"
'I go to the theatre once a month.'	"Vado a teatro una volta al mese."
*'**Which** of these bags do you like?'*	"Quale di queste borse ti piace?"
'I like that one.'	"Mi piace quella."
*'**Whose** car do you usually drive?'*	"Di chi guidi la macchina di solito?"
'I usually drive mum's car.'	"Di solito guido la macchina della mamma."
*'**Why** do you always eat vegetables?'*	"Perché mangi sempre verdure?"
*'**Because** I'm a vegetarian.'*	"Perché sono vegetariana."

L'intonazione nelle *wh- questions* è discendente.

T 11 **Osserva e ascolta.**

Where do you go?

What time is it?

FLIP BOOK

Quando gli interrogativi *who*, *what*, *which* e *whose* hanno **funzione di soggetto non si usano gli ausiliari *do/does*** e si mette il verbo alla terza persona singolare → 113.

***Who speaks** English?*	Chi parla inglese?
***What happens** if you push this button?*	Cosa succede se premi questo tasto?
*There are two extra pages. **Which goes** first?*	Ci sono due pagine extra. Quale va prima?

REMEMBER

Se l'interrogativo è accompagnato da una preposizione, questa va in fondo alla frase.

*'**Where** does she come **from**?' 'She comes from Zurich.'*	"Da dove viene?" "Viene da Zurigo."
*'**Who** do you usually play tennis **with**?'*	"Con chi giochi a tennis di solito?"
'I usually play tennis with Susie.'	"Di solito gioco a tennis con Susie."

Esercizi

1 **Completa le frasi con gli interrogativi nel riquadro.**

whose • when • why • which • where • how often (x 2) • who (x 2) • what

1 'How often do you see your relatives in Sicily?' 'We visit them every summer.'
2 '_____ do you buy your clothes?' 'I usually go to an outlet near my home.'
3 '_____ do you like your best friend?' 'Because I can talk to her and she's really funny.'
4 '_____ does Yula go to when she has a problem?' 'She usually goes to her mum.'
5 '_____ do they want for dinner?' 'They want chicken and roast potatoes.'
6 '_____ hand do you write with?' 'My left hand.'
7 '_____ do you have a break?' 'At 11 o'clock.'
8 '_____ dress do you like best, mine or Jill's?' 'Jill's.'
9 '_____ do you eat meat?' 'I eat meat once a week.'
10 '_____ plays volleyball?' 'Bianca does.'

Esercizi

2 ■■■ **Decidi se gli interrogativi nelle domande hanno funzione di soggetto (S) o oggetto (O).**

1 Who plays the guitar? S
2 What instrument does Joe play? O
3 Who has got my pen?
4 Who has Carla got in her bedroom?
5 Which singer plays football?
6 Which singer does he like?
7 What happens at the end of the film?
8 What does he do in the end?
9 Which costs more? The black handbag or the brown one?
10 Which does she like more?
11 Whose car go faster?
12 Whose car do you prefer?

3 ■■■ **Riordina le parole per formulare delle domande.**

1 'music / to / do / listen / what / you / ?' 'Progressive metal.'
What music do you listen to?
2 'You are with your friends for hours. you / do / what / about / talk / ?' 'Boys, make up, clothes.'
3 I love Matt Damon. he / is / to / who / married / ?
4 'for / how long / do / sleep / you / ?' 'For about eight hours.'
5 'Your dad works in Information Technology. does / who / he / for / work / ?' 'IBM.'
6 'I usually go to the cinema once a week.' 'do / with / who / you / go / ?'

4 ■■■ **Completa le domande nei mini-dialoghi con gli interrogativi corretti e i verbi tra parentesi.**

1 '*Who lives* (live) in this flat?' 'Peter.'
2 '*Who does he live* (live) with?' 'He lives with his parents.'
3 '_____ (star) in *Fantastic Beasts*?' 'Colin Farrell.'
4 '_____ film _____ Colin Farrell _____ (star) in? '*Fantastic Beasts*.'
5 '_____ John _____ (know)?' 'John knows Emma's secret.'
6 '_____ (know) the address?' 'Ben knows it.'
7 '_____ (phone) Christian every evening?' 'Aniela.'
8 '_____ Aniela _____ (phone) every evening?' 'Christian.'
9 '_____ instrument _____ Filippo _____ (play)?' 'Filippo plays bass guitar.'
10 '_____ (play) bass guitar?' 'Filippo.'

5 ■■■ ***What's my job?* è un programma televisivo in cui si devono indovinare i lavori dei concorrenti. Completa le domande sulla base delle risposte. Che lavoro fa Marisol?**

1 '*Where do you work*?' 'I work in a big building.'
2 '_____?' 'I can work during the day or night.'
3 '_____ do you work?' 'I work for eight hours a day.'
4 '_____ to work?' 'I wear a blue uniform. The name is scrubs.'
5 '_____ with? Do you work with people?' 'Yes, I look after people.'
6 '_____ your job?' 'Because I like helping people.'

6 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Ci sono due treni. Quale va a Milano?
2 "Che cosa fa tua madre?" "È un'insegnante."
3 Ogni quanto vai in palestra?
4 Chi vuole venire con me in Spagna quest'estate?
5 Che cosa mangiano i pesci?
6 Quando iniziano le vacanze di Natale?
7 Che tipo di musica ascolti?
8 Dove vivono i tuoi genitori?
9 Chi suona il piano nella tua classe?
10 Di chi hai bisogno l'aiuto?

28 Gli avverbi e le espressioni di frequenza

28.1 Avverbi di frequenza

Gli avverbi di frequenza indicano la frequenza con cui accade un'azione.



always	sempre
usually	di solito
generally	generalmente
often/frequently	spesso/frequentemente
sometimes	qualche volta
occasionally	ogni tanto
rarely/seldom	raramente
hardly ever	quasi mai
never/ever	mai

⚠ • ***Never*** e ***hardly ever*** sono avverbi di negazione: a differenza dell'italiano si usano con il verbo alla forma affermativa.

*She **never listens** to me!*	Non mi ascolta mai!
*He **hardly ever reads** the newspaper.*	Non legge quasi mai il giornale.

• L'avverbio ***ever*** invece non ha valore negativo e si usa solitamente in frasi interrogative.

***Do** you **ever go** to school on foot?*	Vai mai a scuola a piedi?

POSIZIONE

Gli avverbi di frequenza **precedono il verbo che indica l'azione ma seguono il verbo *be*, gli ausiliari e i modali.**

*I **often go** to bed late, but **I'm always** the first to get up.*	Vado spesso a letto tardi, ma sono sempre la prima ad alzarmi.
*I **don't usually sleep** more than five hours.*	Di solito non dormo più di cinque ore.

Gli avverbi di frequenza ***occasionally*, *sometimes*, *usually*** e ***generally*** possono essere collocati anche **all'inizio o alla fine della frase.**

*(**Occasionally**) They go to a concert (**occasionally**).*	Ogni tanto vanno a un concerto.

28.2 Espressioni di frequenza e di tempo

Per indicare la frequenza con cui avviene un'azione si possono usare anche le seguenti espressioni di frequenza, poste solitamente **alla fine della frase.**

every day/week/month/winter	ogni giorno/settimana/mese/inverno
once a day/week/month/year	una volta al giorno/alla settimana/al mese/all'anno
twice a day/week/month/year	due volte al giorno/alla settimana/al mese/all'anno
three/four... times a day/week/month/year	tre/quattro... volte al giorno/alla settimana/al mese/all'anno

*Luigi goes running **twice a week**.*	Luigi va a correre due volte alla settimana.

Per indicare invece il momento in cui avviene solitamente un'azione si possono usare le seguenti espressioni di tempo, poste **all'inizio o alla fine della frase.**

in the morning/afternoon/evening	la mattina/il pomeriggio/la sera
at night	di notte
on Mondays/Tuesdays.../weekdays	il lunedì/martedì.../i giorni feriali

*(**On weekdays**) We get up at 7 o'clock (**on weekdays**).*	Nei giorni feriali ci alziamo alle sette.

⚠ Per fare domande sulla frequenza si usa ***How often...?***; per fare domande su quando avviene l'azione ***When...?***

*'**How often** do you play tennis?'*	"Quante volte giochi a tennis?"
*'I play tennis **twice a week**.'*	"Gioco a tennis due volte alla settimana."
*'**When** do you play tennis?'*	"Quando giochi a tennis?"
*'I play tennis **on Mondays and Fridays**.'*	"Gioco a tennis il lunedì e il venerdì."

Esercizi

1 ■■■ **Inserisci gli avverbi e le espressioni di frequenza e tempo nella posizione corretta.**

1 I like Sandra. She is always happy. (always)
2 He isn't late. (usually)
3 They go swimming. (every Saturday afternoon)
4 Marina arrives on time. (rarely)
5 We go away. (twice a year)
6 My mum phones me. (three times a day)
7 I work from home. (on weekdays)
8 We don't do very much. (often / at the weekends)
9 I'm at home. (in the afternoon / usually)
10 Dad has problems sleeping. (at night / frequently)
11 I get up late. (usually / on Sundays)
12 Martha drinks tea for breakfast. (never)

2 ■■■ **Riordina le parole per formulare domande e risposte sulle abitudini di Jonathan.**

1 'does / do / on / what / Saturdays / Jonathan / ?' 'till / morning / sleeps / late / in / always / he / the'
'What does Jonathan do on Saturdays?' 'He always sleeps till late in the morning.'
2 'he / does / homework / his / when / do / ?' 'generally / lunch / his / he / homework / does / before'
3 'does / he / in the afternoon / do / what / usually / ?' 'goes / always / into town / he'
4 'he / there / does / what / do / ?' 'meets / he / his friends / at his favourite café / often'
5 'he / does / what / after that / do / usually / ?' 'sometimes / he and his friends / go bowling'
6 'usually / does / have dinner / he / where / ?' 'has dinner / he / at home / always'
7 'eat out / ever / he / does / ?' 'No, not usually. / any / has got / hardly ever / he / money'
8 'often / does / to / go / he / the / how / disco /?' 'goes / the / disco / rarely / he / to'

3 ■■■ **Quanto spesso Giulia compie le azioni illustrate? Completa le domande con *How often* o *When* e le espressioni nel riquadro e rispondi come nell'esempio basandoti sulle informazioni date.**

go out • clean / bedroom • do / sport • go / theatre
~~wash / hair~~ • shop online • brush / teeth • go / dentist



1 *How often does she wash her hair* ? (three times a week)
She washes her hair three times a week.



2 _____ with friends? (at weekends)



3 _____ (never)



4 _____? (on Fridays)



5 _____? (in the morning and in the evening)



6 _____? (once a year)



7 _____? (on Tuesdays and Thursdays)



8 _____? (hardly ever)

29 Il verbo *have* e le espressioni idiomatiche

29.1 *have*

FORMA

Diversamente da *have got* che ha una declinazione propria → 7, il *present simple* del verbo *have* necessita dell'**ausiliare *do/does*** per costruire le forme negativa, interrogativa e le risposte brevi.

Forma affermativa	Forma negativa
I/You/We/They **have** *dark hair.*	*I/You/We/They* **do not have/don't have** *dark hair.*
He/She/It **has** *dark hair.*	*He/She/It* **does not have/doesn't have** *dark hair.*

⚠ Il verbo *have* non ha la forma contratta alla forma affermativa.

John has two sisters.
NON ~~*John's two sisters.*~~

They have a new car.
NON ~~*They've a new car.*~~

Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
Do *I/you/we/they* **have** *dark hair?*	***Don't*** *I/you/we/they* **have** *dark hair?*	*Yes, I/you/we/they* **do.** */ No, I/you/we/they* **don't.**
Does *he/she/it* **have** *dark hair?*	***Doesn't*** *he/she/it* **have** *dark hair?*	*Yes, he/she/it* **does.** */ No, he/she/it* **doesn't.**

La forma con *have got* è comune nell'inglese britannico; nell'inglese americano si preferisce usare *have* con l'ausiliare *do/does*.

USO

Si può usare sia ***have got*** che ***have*** per:

- esprimere possesso
  Has Sue got/Does Sue have *a blue dress?* — Sue ha un vestito blu?
- parlare di parentele e legami
  I ***haven't got/don't have*** *a boyfriend.* — Non ho un ragazzo.
- descrivere l'aspetto fisico
  The twins ***have got/have*** *brown eyes.* — I gemelli hanno gli occhi marroni.
- parlare di malattie e disturbi fisici
  Lea ***has got/has*** *a terrible cough.* — Lea ha una brutta tosse.

29.2 Espressioni idiomatiche con *have*

Il verbo *have* assume un significato diverso da "avere" e "possedere" nelle seguenti espressioni:

have breakfast/lunch	fare colazione/pranzare	*have a walk**	fare una passeggiata
have dinner/supper	cenare	*have a swim**	fare una nuotata
have a snack	fare uno spuntino	*have fun*	divertirsi
have a drink	bere qualcosa	*have a good/bad time*	divertirsi/non divertirsi
*have a shower/a bath**	fare la doccia/il bagno	*have a party*	fare/dare una festa
*have a break**	fare una pausa	*have a holiday*	fare una vacanza
*have a nap**	fare un sonnellino	*have a drive*	fare un giro in auto
*have a rest**	riposarsi	*have a ride on a horse/ bicycle/scooter*	andare a cavallo/in bicicletta/ sullo scooter
have a dream	fare un sogno		

Nelle espressioni con l'asterisco (*) in inglese americano si può usare ***take*** al posto di *have*.

My mother always ***takes*** *a nap after lunch.* — Mia madre fa sempre un sonnellino dopo pranzo.

Esercizi

1 ■■■ **Volgi le seguenti frasi alla forma negativa e interrogativa.**

1 Jill has breakfast in the garden.
Jill doesn't have breakfast in the garden.
Does Jill have breakfast in the garden?
2 I have a swim every morning.
3 Danny has the new CD by Green Day.
4 Fabio's family have dinner very late.
5 You have long brown hair.
6 Mary has a bath in the evening.
7 Vanessa and Luke have fun at parties.
8 The dog has a bath once a week.

2 ■■■ **Completa le frasi con la forma corretta di *have* o *have got*. A volte entrambi i verbi sono possibili.**

1 What a beautiful afternoon! Let's *have* a walk!
2 My mother _____ two sisters: aunt Mabel and aunt Linda.
3 We don't _____ much fun on school trips. They are usually really boring.
4 You know Peter. He _____ short blond hair and blue eyes. He's very good-looking.
5 I _____ a terrible cough. _____ you _____ any medicine?
6 Can we _____ a rest? I'm very tired.
7 Thomas _____ a swim on Tuesdays.
8 Bill and Anna _____ a nap on Sunday afternoons.
9 I _____ a shower every morning because we _____ a bath at home.

3 ■■■ **Completa l'intervista con le parole nel riquadro.**

do • have • does • don't • has got • doesn't • has (x 2) • have got • hasn't got • haven't got

Jack Black, the Multi-Millionaire, Tells Us about His Many Houses

It's a beautiful house. How many rooms (1) *has* ***it got?***
It (2) _____ 20 rooms, but because we are in the city centre it (3) _____ a very big garden.

I can see that you (4) _____ ***a lot of pig ornaments in this room.***
Yes. Because we travel a lot we (5) _____ have any pets, so my wife collects pigs. She loves them.

How often (6) _____ ***you have a holiday?***
I'm working a lot at the moment so I (7) _____ much time for a holiday. I (8) _____ a villa in the Caribbean. My children are there now.

(9) _____ ***your wife have a good time in London?***
No, she (10) _____. She hates cities, but she often comes here because a lot of her friends live in London, and she always (11) _____ lots of parties here.

4 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Giovanna fa colazione alle 7 e mezzo.
2 La mia famiglia di solito fa un giro in macchina la domenica.
3 Joshua fa sempre una festa per il suo compleanno.
4 Mio fratello fa un sonnellino tutti i pomeriggi.
5 Mi diverto sempre con te.
6 A scuola facciamo una pausa alle 11.
7 Lucia fa sempre una passeggiata prima del lavoro.
8 Facciamo uno spuntino dopo i compiti.
9 Il signore e la signora Stevenson prendono sempre un tè dopo cena.
10 Posso riposarmi ora per favore?

Esercizi di riepilogo

1 **Abbina le frasi agli usi corrispondenti.**

1 My brother Tim has got two mobile phones.
2 'Spanish Swimmer Abandons the Olympic Games'
3 First you select the train ticket, then you put your money here.
4 The film starts at half past eight.
5 You've got a terrible cold.
6 This switch turns off the lights.
7 The story is about a girl who doesn't know who her parents are.
8 He always has a swim at the local swimming pool before he goes to work.
9 Water boils at 100°Celsius.
10 He has got a new girlfriend, Lara.

a ☐ dare istruzioni
b ☐ parlare di fatti sempre veri
c ☐ parlare di orari prestabiliti
d ☐ raccontare storie
e ☑ esprimere possesso
f ☐ parlare di azioni abituali e routine
g ☐ parlare di parentele e legami
h ☐ titoli di giornale
i ☐ descrivere procedure
j ☐ parlare di malattie

2 PRELIMINARY **Leggi la descrizione del British Museum di Londra e scegli l'opzione corretta.**

The British Museum, London

How (1) *do you* **get to the museum?**

The British Museum is in Great Russell Street, in the centre of London, and is very easy to reach. The central line of the London Underground (2) _____ close to the museum and the stops are Tottenham Court Road and Holborn. Bus number 38, which starts at Victoria, (3) _____ past the museum too.

When (4) _____ **open?** The museum (5) _____ at 10.00 and (6) _____ at 17.30. On Fridays the galleries (7) _____ open later, until 20.30.

How much (8) _____ **to visit?** It (9) _____ anything to get into the museum but you (10) _____ to see the special exhibitions that they organise.

What is there to see? The most popular exhibits (11) _____ the Egyptian, Greek and Roman sculptures and treasures, but one day certainly (12) _____ you enough time to see all the wonderful displays and objects. You need to plan lots of visits!

1	A do you	B you do	C you
2	A pass	B passes	C do pass
3	A goes	B gos	C go
4	A it	B it does	C does it
5	A open	B opens	C do open
6	A close	B closees	C closes
7	A stay	B stays	C stayies
8	A it costs	B does it cost	C costs
9	A not costs	B don't cost	C doesn't cost
10	A pay	B to pay	C pays
11	A include	B includes	C is
12	A not give	B doesn't gives	C doesn't give

3 **Leggi l'intervista a Michelle su come passa il suo tempo libero e sottolinea l'alternativa corretta.**

Intervw. **What (1)** ***you do/do you do*** **after school?**
Michelle School (2) *finishes/finishs* at 4 o'clock. When I get home I (3) *have/do* a rest then I (4) *do/does* my homework.
Intervw. **What time do you (5)** ***have/take*** **dinner?**
Michelle We have dinner quite early in Britain, at 6 o'clock.
Intervw. **(6)** ***Do/Does*** **your father eat with you?**
Michelle No, he (7) *doesn't/don't*. We live in Brighton but he (8) *works/work* in London. That's 55 miles away. He (9) *doesn't gets/doesn't get* home until 8 o'clock.
Intervw. **What do you do after dinner?**
Michelle I (10) *not/don't* do much. I go on Facebook or listen to music.
Intervw. **Have you got a youth club in the area?**
Michelle Yes, we (11) *do/have*. When I (12) *have/don't* have much homework I go there.

4 **Un giornalista sta intervistando un famoso cantante inglese che vive a Los Angeles. Completa le domande basandoti sulle informazioni date e usando gli interrogativi corretti.**

1 'How often do you practise?' (you / practise)
'Every day!'
2 '_____ to relax?' (you and your family / go)
'We usually go to Long Beach.'
3 '_____ your job?' (you / like)
'Because of the fans. They're great!'
4 '_____, Britain or the US?' (country / you / prefer)
'I like both of them. Of course the weather is fantastic in Los Angeles.'
5 '_____ to Britain?' (you / go back)
'We usually go at Christmas and in the summer.'
6 '_____ in your free time?' (you / do)
'I sometimes play baseball with my boys on Sunday afternoon.'
7 '_____ is the best singer ever?' (you / think)
'Bob Dylan without a doubt.'
8 '_____ your family?' (you / see)
'Quite often. My parents and older brother are in Los Angeles at the moment.'
9 '_____?' (car / you / drive)
'I have a Toyota Prius because I care about the environment.'

5 **Formula frasi sulle abitudini di Giorgio basandoti sulle immagini e le informazioni date.**



1 every day / at a quarter to eight o'clock
Giorgio gets up every day at a quarter to eight.
2 never / in the morning
3 rarely / on time
4 English / three times a week
5 on Friday / often / at his grandmother's house
6 in the afternoon / usually
7 on weekdays / always
8 on Saturday / always / at eleven thirty

6 WRITING **Descrivi la tua routine settimanale.**
I usually get up...

7 **Scrivi un dialogo fra te e un tuo compagno basandoti sulle informazioni date.**

A Chiedi al tuo compagno se fa sport.
B Rispondi di sì e che giochi a basket.
A Chiedi quanto spesso gioca.
B Rispondi che giochi tre volte alla settimana.
A Chiedi dove va a giocare a basket.
B Rispondi che vai al nuovo centro sportivo.
A Chiedi se si diverte.
B Rispondi di sì, perché hai due amici nella squadra.

'Do you do sport?' 'Yes, I do. I play basketball.'

30 La forma in *-ing* e i verbi di gradimento

30.1 Forma in *-ing*

FORMA

La forma in *-ing* si ottiene **aggiungendo *-ing* alla forma base del verbo** che indica l'azione.

work → *working* *sleep* → *sleeping* *go* → *going* *eat* → *eating* *play* → *playing*

La forma negativa si ottiene mettendo ***not*** prima del verbo alla forma in *-ing*.

***not** working* ***not** sleeping* ***not** going* ***not** eating* ***not** playing*

VARIAZIONI ORTOGRAFICHE

Verbi	Variazione	
terminanti in *-e*	la *e* cade	*like* → *liking*, *make* → *making*, *take* → *taking*
monosillabici terminanti con una sola consonante preceduta da una sola vocale	si raddoppia la consonante finale	*set* → *setting*, *stop* → *stopping*, *swim* → *swimming* MA i verbi terminanti in *-j*, *-w* e *-x*: *enjoy* → *enjoying*, *bow* → *bowing*, *mix* → *mixing*
bisillabici terminanti con una sola consonante preceduta da una sola vocale	si raddoppia la consonante finale se l'accento è sull'ultima sillaba	*begin* → *beginning*, *prefer* → *preferring*, *refer* → *referring* MA: *offer* → *offering*, *suffer* → *suffering*
terminanti in *-l* preceduta da una sola vocale	si raddoppia la *l*	*cancel* → *cancelling*, *travel* → *travelling* MA ANCHE: *dial* → *dialling*, *fuel* → *fuelling*
terminanti in *-ie*	si cambia la *ie* in *-y*	*lie* → *lying*, *die* → *dying*
terminanti in *-c*	si aggiunge *-k*	*traffic* → *trafficking*

USO

La forma in *-ing* può avere funzione di **sostantivo**, **aggettivo** o **verbo**.

***Not eating** sweets is good for your teeth.*	Non mangiare dolci fa bene ai denti.
*An **increasing** number of students leaves school.*	Un numero crescente di studenti abbandona la scuola.
***Looking** at the sea, she remembered the day…*	Guardando il mare, si ricordò del giorno…

In italiano questi tre esempi corrispondono rispettivamente all'infinito sostantivato, al participio presente con funzione di aggettivo e al gerundio.

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30.2 Verbi di gradimento VIDEO

Per indicare gusti e preferenze si usano i seguenti verbi di gradimento, seguiti solitamente da un sostantivo o da un verbo alla forma in *-ing*.

😊😊😊	😊😊	😊	😊😐	😐	☹	☹☹	☹☹☹
love amare, adorare	*enjoy* piacere, apprezzare	*like* piacere	*prefer* preferire	*don't mind* non dispiacere	*dislike* non piacere/ non gradire	*can't stand* non sopportare	*hate/detest* odiare, detestare

*I **love dancing** in the dark.*	Adoro ballare al buio.
*She **hates maths**.*	Odia la matematica.

Esercizi

1 ■■■ **Trasforma i verbi nel riquadro alla forma in *-ing* e inseriscili nella colonna corretta.**

run • cycle • transfer • have
phone • fly • travel • get
study • sleep • sing • write

walk → walking	make → making	stop → stopping
		running

2 ■■■ **Completa le frasi con la forma in *-ing* dei verbi nel riquadro. Poi scrivi se hanno funzione di soggetto (S), aggettivo (A) o verbo (V).**

park • garden • wait • speak • excite • play

1 Gardening is a popular hobby in Britain. S
2 Who is that boy _____ to Matilda?
3 _____ video games is very relaxing for some people.
4 I spend a lot of time _____ for buses!
5 There aren't many _____ spaces in the city centre so don't take the car!
6 That was a very _____ football match.

3 ■■■ **Cosa piace fare ad Alex? Completa le frasi con i verbi di gradimento nel riquadro e i verbi tra parentesi.**

enjoy • can't stand • doesn't mind • like • not like • prefer • hate • love

1 Alex likes going (go) to restaurants. ☺
2 He _____ (do) the washing-up. ☹
3 He _____ (wait) for friends. ☹ ☹
4 He _____ (eat) at a fast-food restaurant sometimes. 😐
5 He _____ (wear) a suit. ☹ ☹
6 He _____ (watch) football matches on TV. ☺
7 He _____ (play) on his game console. ☺ ☺
8 He _____ (go) to the pub to staying at home. ☺ ☹

4 ■■■ **Formula delle frasi basandoti sulle informazioni date. Usa la forma in *-ing* dopo i verbi di gradimento.**

1 Claudia / love / dance (?)
Does Claudia love dancing?
2 I / hate / be / late (✓)
3 Jenny / love / shop (?)
4 she / mind / work / on Saturdays (✗)
5 they / enjoy / travel / to new places (✗)
6 you / prefer / stay in / in the evening (?)
7 some people / stand / lie / on the beach / on holiday (✗)
8 you / dislike / ever / live / in a big city (?)
9 I / detest / watch / *Don Matteo* (✓)
10 she / love / go / to rock concerts (✓)

5 WRITING ■■■ **Ora racconta le tue preferenze con l'aiuto delle espressioni nel riquadro e i verbi di gradimento.**

go out with friends • do housework • study • get up early • do PE
watch action films • read • swim in the sea • surf the Net

I love going out with friends...

31 Il *present continuous*

VIDEO

FORMA

Il *present continuous* si costruisce con il verbo ***be*** **seguito dalla forma in *-ing*** 30 **del verbo** che indica l'azione.

Forma affermativa	Forma negativa	Forma interrogativa
I ***am/'m playing.***	*I* ***am not/'m not playing.***	***Am*** *I* ***playing?***
He/She/It ***is/'s playing.***	*He/She/It* ***is not/isn't playing.***	***Is*** *he/she/it* ***playing?***
You/We/They ***are/'re playing.***	*You/We/They* ***are not/aren't playing.***	***Are*** *you/we/they* ***playing?***

Forma interrogativa-negativa	Risposte brevi
Aren't *I* ***playing?***	*Yes, I* ***am.*** */* *No,* ***I'm not.***
Isn't *he/she/it* ***playing?***	*Yes, he/she/it* ***is.*** */* *No, he/she/it* ***isn't.***
Aren't *you/we/they* ***playing?***	*Yes, you/we/they* ***are.*** */* *No, you/we/they* ***aren't.***



USO

Il *present continuous* è una forma progressiva che si usa generalmente **con i verbi d'azione** per:

- descrivere azioni che si stanno svolgendo nel momento in cui si parla
  Now Mum ***is writing*** *an email.* — Ora la mamma sta scrivendo una mail.
- descrivere situazioni temporanee che si svolgono nel periodo in cui si parla, anche se non esattamente nel momento in cui si parla
  She's ***learning*** *German at the moment.* — Sta studiando tedesco in questo periodo.

In questi casi, il *present continuous* è spesso accompagnato da espressioni di tempo come ***now***, ***at the moment***, ***at present***, ***these days***, ***this week/year***, ecc.

- descrivere situazioni in evoluzione
  The weather ***is turning*** *bad.* — Il tempo sta diventando brutto.
- descrivere illustrazioni e fotografie
  In this picture ***I'm playing*** *the drums.* — In questa foto sto suonando la batteria.

Il *present continuous* si può rendere in italiano con il verbo "stare" seguito dal gerundio oppure con il presente del verbo che indica l'azione.
She's speaking on the phone. — Sta parlando/parla al telefono.

English Usage

Si usa il *present continuous* con *always* per esprimere un'azione ripetuta, specialmente se irritante.
Chiara ***is always complaining*** *about her job.* — Chiara non fa che lamentarsi del suo lavoro.

Esercizi

1 **Sottolinea l'alternativa corretta. A volte entrambe sono possibili.**

1 Sally *is/are* staying at home today.
2 Danny's/*is* studying French this year.
3 Mrs Williams *is/are* waiting for you in her office.
4 'Where are you?' 'I'*m/am* coming to your house.'
5 The sun *is/are* shining. Let's go to the beach!
6 Clara and Alice *is/are* doing their homework at the moment.
7 I'm sorry but Dad's/'*re* having a nap. Can you phone him again this evening?
8 This is a photo of me in Miami. I'*m/'s* lying on Lummus Park beach.
9 Look, it's/*is* raining. We can't have a picnic now!
10 I can't answer the phone now. I'*m/am* listening to the new hit by Fedez.

2 **Completa le frasi con il *present continuous* dei verbi tra parentesi.**

1 I *'m going* (go) out now.
2 We _____ (get) ready.
3 She _____ (have) lunch at the moment.
4 Look! It _____ (snow).
5 They _____ (have) a break.
6 Letizia _____ (speak) on her mobile.
7 You _____ (make) a big mistake.
8 Mum _____ (talk) with my teacher.
9 Silence, please! The film _____ (start).
10 I _____ (go) to my judo lesson.

3 **Volgi le frasi nell'esercizio 2 alla forma negativa.**

I'm not going out now.

4 **Completa le frasi con il *present continuous* dei verbi nel riquadro.**

not listen • ~~not have~~ • not rain • sleep • not play
not study • walk • wait • not work • speak

1 He *isn't having* a shower.
2 She _____ on the sofa.
3 I _____ this morning.
4 She _____ to Jill.
5 Jack _____ at university.
6 They _____ for the doctor.
7 It _____ at the moment.
8 You _____ too fast.
9 We _____ well.
10 You _____ to me!

5 **Volgi le frasi nell'esercizio 4 alla forma interrogativa.**

Isn't he having a shower?

6 **Formula delle frasi con la forma affermativa, negativa o interrogativa del *present continuous* basandoti sulle informazioni date.**

1 Hurry up! The train / stop (✓)
Hurry up! The train is stopping.
2 why / you / laugh / at me (?)
3 the car / work / today (✗)
4 I / speak / to my mum / at the moment (✗)
5 Mandy and I / win / the game (?)
6 Paul / have / a bath (✗)
7 Josh / wait / in the car (✓)
8 we / stay / at a five-star hotel (✓)
9 you / take / your brother / with you (?)
10 Zack / go / to football practice (✗)
11 Sue / study / hard / this semester (✓)
12 what / you / look /at (?)

Esercizi

7 ■■■ **Riordina le parole per formulare delle domande e poi rispondi basandoti sulle informazioni date.**

1 you / your homework / are / doing / ? (✗) *'Are you doing your homework?' 'No, I'm not.'*
2 wearing / your jacket / you / today / are / ? (✓)
3 you / your bedroom / are / cleaning / ? (✗)
4 making / is / the dinner / Mum / ? (✓)
5 they / are / on the school trip / having / today / fun / ? (✗)
6 me / you / are / talking to / ? (✗)
7 going to / is / Sandra / bed / ? (✓)
8 I / here / am / sitting / ? (✗)
9 a good / Jackie and Eddy / holiday / are / having / ? (✓)
10 staying / you / your boyfriend / with / is / ? (✓)

8 ■■■ **Osserva la casa degli Smith e rispondi alle domande. Scrivi prima una frase negativa e poi una affermativa. Usa il *present continuous* delle espressioni nel riquadro.**

study • wash /hair • play a video game • cook dinner • watch TV • read • cut the grass

1 Is Tom watching TV?
Tom isn't watching TV. He's studying.
2 Is Janet tidying up her bedroom?
3 Are Sandy and Jack sleeping?
4 Is Dad eating a snack?
5 Is Granny talking on the phone?
6 Is Mum having a shower?
7 Is Grandad having a nap?



9 ■■■ **Completa le frasi con il *present continuous* dei verbi tra parentesi. Poi abbina le due parti delle frasi.**

1 The children *are walking* (walk) to school this week
2 Jerry _____ (work) long hours this month because
3 My aunt _____ (stay) with us this week because
4 Maria _____ (go) to an international school this year because
5 Anna _____ (not / feel) well so
6 These days I _____ (go) to night school and
7 AS Roma _____ (not / play) well this season because
8 The students _____ (study) really hard at the moment
9 These days a lot of people _____ (travel)

a [1] because the car is at the mechanic's.
b [ ] because there's a test on Friday.
c [ ] working in a shop in the daytime.
d [ ] to other countries for their holidays.
e [ ] her dad is working in Germany.
f [ ] their players aren't very good.
g [ ] her husband is working in Milan.
h [ ] he wants to go to America for his holiday in the summer.
i [ ] she isn't going to school this week.

10 ■■■ **Emma è in vacanza con due suoi amici. Completa la mail con il *present continuous* dei verbi nel riquadro.**

do (x 2) • swim • sit (x 2) • lie • shine • look • stay • not write
have (x 2) • read • relax • not feel

Hi Billy,
I (1) *'m staying* in a very beautiful hotel. At the moment I (2) _____ on the terrace. The sun (3) _____ and I'm very happy! I can see the beach from here. I (4) _____ at all the people. They (5) _____ under their sun umbrellas or (6) _____ in the beautiful blue sea.
Sandy isn't with me at the moment. She (7) _____ very well so she (8) _____ a rest in the hotel room. Pete (9) _____ next to me, but he (10) _____ postcards because he's so lazy! He (11) _____ his book. We (12) _____ lots of interesting things here, but today we (13) _____ at the hotel because we are very tired.
Tell me about you! What (14) _____ in Rome? (15) _____ fun? Write soon!
Lots of love,
Emma



11 WRITING ■■■ **Immagina di essere Billy. Rispondi alla mail di Emma descrivendo la tua vacanza a Roma.**

Hi Emma,

_____
_____
_____

12 ■■■ **Osserva l'immagine e completa il testo.**



It's a hot day on a Sunday afternoon, and a lot of people (1) *are having* a good time in the park. Jan and Sam (2) _____ on a bench. Some kids (3) _____ football.
A family (4) _____ a picnic on the grass. The man is angry and he (5) _____ towards the boys.
The girl has got an MP3 player and she (6) _____. There's a café and Miriam and Ben (7) _____ a coffee.
A man (8) _____ a big sandwich.
A little girl (9) _____ and her mother (10) _____ to her.

32 *Present simple* e *present continuous* a confronto

PRESENT SIMPLE			PRESENT CONTINUOUS		
routine e azioni abituali (spesso con avverbi di frequenza, espressioni di frequenza e tempo)	*She **usually has lunch** at school.*	Di solito pranza a scuola.	**azioni in corso nel momento in cui si parla** (spesso con espressioni di tempo come *now, at the moment*, ecc.)	*She **is having lunch** with her friends **now**.*	Sta pranzando con le sue amiche ora.
fatti sempre veri	*An interpreter **translates** from a foreign language into his/her mother tongue.*	L'interprete traduce da una lingua straniera nella sua lingua madre.	**situazioni temporanee** (spesso con espressioni di tempo come *at present, these days*, ecc.)	*Stefania **is translating** a book by Jonathan Harper **at present**.*	Stefania sta traducendo un libro di Jonathan Harper in questo periodo.
leggi della natura	*Water **freezes** at 0°C.*	L'acqua congela a 0°C.	**situazioni in evoluzione**	*Please, close the window. **I'm freezing**.*	Per favore, chiudi la finestra. Sto congelando.
azioni ripetute (con *always*)	*She **always interrupts** the teacher.*	Interrompe sempre l'insegnante.	**azioni irritanti e ripetute (con *always*)**	*She **is always interrupting** the teacher!*	Non fa altro che interrompere l'insegnante!

Espressioni di tempo	
con il *present simple*	**con il *present continuous***
in the morning/afternoon/evening *at night* *on Mondays/Tuesdays...* *on weekdays*	*now* *at the moment* *at present* *these days* *this week/month/year*



*'Excuse me, **are** you **kidding** me? I **get** this while you **are eating** a delicious steak?!'*

Esercizi

1 ■■■ **Abbina le frasi agli usi corrispondenti del *present simple* e del *present continuous*.**

1 We hardly ever go to the city centre.
2 They live in the big house on the hill.
3 The sun sets in the west.
4 My sister is always taking my clothes.
5 I always take part in school meetings
6 'Where are you?' 'At school. I'm having a coffee at the bar.'
7 I'm not going to school this week. I'm working in a local business for work experience.
8 Crime is becoming a serious problem in some cities.

a ☐ azioni ripetute
b ☐ azioni in corso nel momento in cui si parla
c [I] routine e azioni abituali
d ☐ situazioni in evoluzione
e ☐ situazioni temporanee
f ☐ fatti sempre veri
g ☐ leggi della natura
h ☐ azioni irritanti e ripetute

2 ■■■ ***Present simple* o *present continuous*? Completa le frasi con *am/is/are* o *do/does*.**

1 We *are* studying fractions in maths at the moment.
2 When _____ your children usually do their homework?
3 _____ Jada riding her scooter to school in this terrible weather?
4 _____ I talking to myself? _____ you listening to me?
5 'Why _____ you always laughing?' 'Because I'm happy!'
6 _____ you understand the consequence of your actions?
7 '_____ your sister know Nicolas Vaporidis?' 'Yes, she _____.'

3 ■■■ **Completa i mini-dialoghi con il *present simple* o il *present continuous* dei verbi tra parentesi.**

1 '*Do* you *go* (go) to the gym every day?' 'No, only twice a week.'
2 'Where _____ you _____ (go)?' 'To the cinema. Do you want to come?'
3 'How often _____ you _____ (go) out during the week?' 'Every day.'
4 'What _____ Matt and Alin _____ (do) at the moment?' 'I think they are on their computers.'
5 'What _____ your dad _____ (do)?' 'He's a police officer.'
6 'Where _____ Tom _____ (work)?' 'In a local supermarket, near his house.'
7 'Where's your mother?' 'She _____ (work) in the garden.'

4 ■■■ **Osserva le immagini e formula delle frasi basandoti sulle informazioni date.**



1 Monica / cook / dinner, but this evening / have dinner at / restaurant
Monica usually cooks dinner, but this evening she is having dinner at a restaurant.
2 James / catch / bus to work, but today he / walk
3 Julie / get home at half past one, but today she / have a violin lesson
4 Linda and Mike / get up at 7 o'clock, but this morning they / sleep

33 I verbi di stato

Si chiamano verbi di stato i verbi di percezione involontaria e i verbi che esprimono sentimenti, attività mentale, gradimento → 30.2, volontà, possesso e modo d'essere.

Percezione	
feel	avere la sensazione
hear	sentire/udire
see	vedere
smell	odorare
sound	suonare
taste	avere sapore/gusto

Attività mentale	
believe	credere
know	sapere
forget	dimenticare
realise	rendersi conto
remember	ricordare
suppose	supporre
think	pensare
understand/see	capire

Gradimento	
detest	detestare
dislike	non piacere
enjoy	apprezzare
hate	odiare/detestare
like	piacere
love	amare/adorare
mind	dispiacere
prefer	preferire

Volontà	
need	avere bisogno
want	volere
wish	desiderare

Possesso	
belong	appartenere
have	avere/possedere
own	possedere

Modo d'essere	
be	essere
look	sembrare
seem	sembrare

I verbi di stato **non ammettono la forma progressiva**.

I want a glass of water. NON ~~*I'm wanting a glass of water.*~~ Voglio un bicchiere d'acqua.
I love you. NON ~~*I'm loving you.*~~ Ti amo.
She looks tired. NON ~~*She's looking tired.*~~ Sembra stanca.
I see what you mean. NON ~~*I'm seeing what you mean.*~~ Capisco cosa intendi.

Fanno eccezione i seguenti casi:

- ***be*** nel significato di "comportarsi", "agire"
  *You **are being** very silly!* Ti stai comportando proprio da sciocco! (solo in questo momento)
- ***have*** con le espressioni idiomatiche
  ***Is** she **having** a good time?* Si sta divertendo?
- ***enjoy*** con il significato di "godersi"
  ***Are** you **enjoying** the film?* Ti sta piacendo il film?
- ***feel*** con il significato di "sentirsi"
  *I'm **not feeling** well.* Non mi sento bene.
- ***look*** nel significato di "guardare"
  *Why **are** you **looking** at me like that?* Perché mi guardi in quel modo?
- ***see*** nel significato di "frequentare", "incontrare", "uscire"
  *We're **seeing** Luigi and Alessia these days.* Usciamo con Luigi e Alessia in questo periodo.
- ***smell*** come azione volontaria
  *Why **are** you **smelling** the meat?* Perché stai annusando la carne?
- ***taste*** con il significato di "assaggiare", "degustare"
  *Cristina **is tasting** a glass of red wine.* Cristina sta degustando un bicchiere di vino rosso.
- ***think*** nel significato di "riflettere", "considerare"
  *I'm **thinking** about it.* Ci sto pensando.

Esercizi

1 ■■■ **Inserisci i verbi nel riquadro nella colonna corretta.**

enjoy • want • play • do
know • work • dance
understand • arrive • agree
like • eat • need • go

State verbs	Action verbs
enjoy, _____, _____, _____, _____, _____, _____	*play*, _____, _____, _____, _____, _____, _____

2 ■■■ **Luca sta facendo shopping nel Devon quando viene intervistato. Sottolinea l'alternativa corretta.**



Intvw. Hello, you (1) *don't look/are not looking* English.
Can I ask you some questions about your stay in Devon?
Luca Yes, OK.
Intvw. Where (2) *do you come/are you coming* from?
Luca I'm from Italy, from the island of Ponza.
(3) *Do you know/Are you knowing* it?
Intvw. Yes, I do. What (4) *do you do/are you doing* in Devon?
Luca I (5) *stay/'m staying* with some friends and today they (6) *show/are showing* me around Devon.
Intvw. (7) *Do you have/Are you having* a good time? (8) *Do you like/Are you liking* Devon?
Luca Well, I (9) *love/am loving* it! It's a beautiful place. I (10) *am/am being* so happy here!
Intvw. How (11) *do you think/are you thinking* of spending your holiday?
Luca Well, I only (12) *have/am having* two days left. Today I (13) *need/am needing* to buy some presents for my family, and tomorrow I (14) *want/am wanting* to go to the theme park.
Intvw. Have a good holiday. Thank you for answering my questions.

3 ■■■ **Completa le frasi con il *present simple* o il *present continuous* dei verbi dati.**

1 think
a *I'm thinking* of doing a part-time job in the summer.
b I *think* Spielberg's new film is very good.

2 see
a I _____ the problem but I can't help you.
b Justin is busy this week. He _____ some friends from London.

3 not feel
a This _____ right. Let's go.
b Sharon _____ very well, she's going home.

4 look
a 'What _____ (you) at?' 'A photo of myself on Facebook.'
b You _____ very tired. Why don't you go to bed?

5 have
a 'Where's John?' 'He _____ a nap. Can I take a message?'
b Jason _____ a new movie app on his tablet. It's great fun!

4 ERROR CORRECTION ■■■ **Leggi le frasi e decidi se le forme verbali sono corrette (✓) o sbagliate (✗). Correggi le frasi sbagliate.**

1 Dad is working a lot at the moment. ✓
2 I'm not understanding this exercise. Can you help me?
3 Excuse me! Does this dog belong to you?
4 I'm enjoying this party. The music is fantastic.
5 Are you thinking you can play football after school today?
6 This soup is tasting very good. What's in it?
7 'Stop eating the biscuits!' 'I'm only tasting them to see if they are good!'
8 It's incredible. You are looking like your grandmother.

Esercizi di riepilogo

1 **Leggi le presentazioni di tre studenti. Completa gli spazi A-G con la forma corretta dei verbi nel riquadro, e gli spazi 1-14 con la forma corretta dei verbi tra parentesi.**

detest • prefer • hate • don't mind • love • like • can't stand

I (A) *detest* people (1) *copying* (copy) my homework. My friend Lucy has the (2) _____ (annoy) habit of never doing her homework and she is always (3) _____ (ask) to look at mine. Sometimes I (B) _____ helping her, but I think she needs to do her own homework.

(4) _____ (go) out on Saturday afternoon is not an option for me. (5) _____ (sit) on the sofa, (6) _____ (watch) *Soccer Saturday* on TV, that's my passion. I (C) _____ watching football. My girlfriend doesn't understand it. For her, (7) _____ (go) for a walk and (8) _____ (do) some shopping is a (9) _____ (relax) afternoon. I (D) _____ shopping!

I'm a complete geek. I really (E) _____ sitting in my room and (10) _____ (surf) the Net, (11) _____ (check) my Facebook page and (12) _____ (write) comments. My mum is always (13) _____ (say) that I spend a lot of time on my computer. I don't think she understands; she (F) _____ using technology. She's got an old phone. She says she (G) _____ reading a book to (14) _____ (sit) in front of a machine!

2 **Sue è andata a trovare il suo amico James, che sta giocando a un nuovo videogioco. Completa il dialogo con il *present simple* o il *present continuous* dei verbi tra parentesi.**

Sue What (1) *are you doing* (you / do)?
James I (2) _____ (play) the new Nintendo video game.
Sue But you (3) _____ (not / have got) a handheld controller.
James No, this game (4) _____ (use) the arrow keys and mouse.
Sue How (5) _____ (you / play) it?
James You (6) _____ (live) in a fantasy world and you (7) _____ (fight) with monsters.
Sue Who (8) _____ (you / play) with now?
James Well, it's a role playing game so I (9) _____ (play) with thousands of other people. They (10) _____ (come) from all over the world, we (11) _____ (have) different characters and in this game we (12) _____ (work) together to kill the monsters!
Sue It (13) _____ (sound) like fun. Can I play?

3 **Completa i mini-dialoghi con il *present simple* o il *present continuous* dei verbi nel riquadro.**

look • not own • rain • not have • shout • suppose • have (x 2) • not want • look for • do • want

1 'Why (1) *are* Mum and Dad *shouting*?' 'They (2) _____ an argument.' 'Why?' 'Dad (3) _____ to go to the mountains for a holiday but Mum (4) _____ to.'
2 'You (5) _____ busy. What (6) _____ you _____?' 'I (7) _____ a decent MP3 reader so I (8) _____ a cheap one on the Internet. I (9) _____ you can have my old one.' 'Really? That's kind of you!'
3 'It (10) _____ again today. We (11) _____ some very bad weather this month.' 'You're right. We (12) _____ (usually) this kind of weather in June. It's terrible.'

4 **Sottolinea l'alternativa corretta.**

1 Sally *lives/is living* with her family in Birmingham.
2 She *has/is having* breakfast at the moment.
3 She *has/is having* a part-time job at weekends.
4 She doesn't mind *work/working* on Saturday mornings.
5 This year she *studies/is studying* for her A levels.
6 She *isn't wanting/doesn't want* to go to university.
7 She *believes/is believing* she can get a good job.
8 Her parents *don't agree/aren't agreeing* with her and they *are always telling/always tell* her that studying is very important.

5 ERROR CORRECTION **Leggi le frasi e decidi se le forme verbali sono corrette o sbagliate. Correggi le frasi sbagliate.**

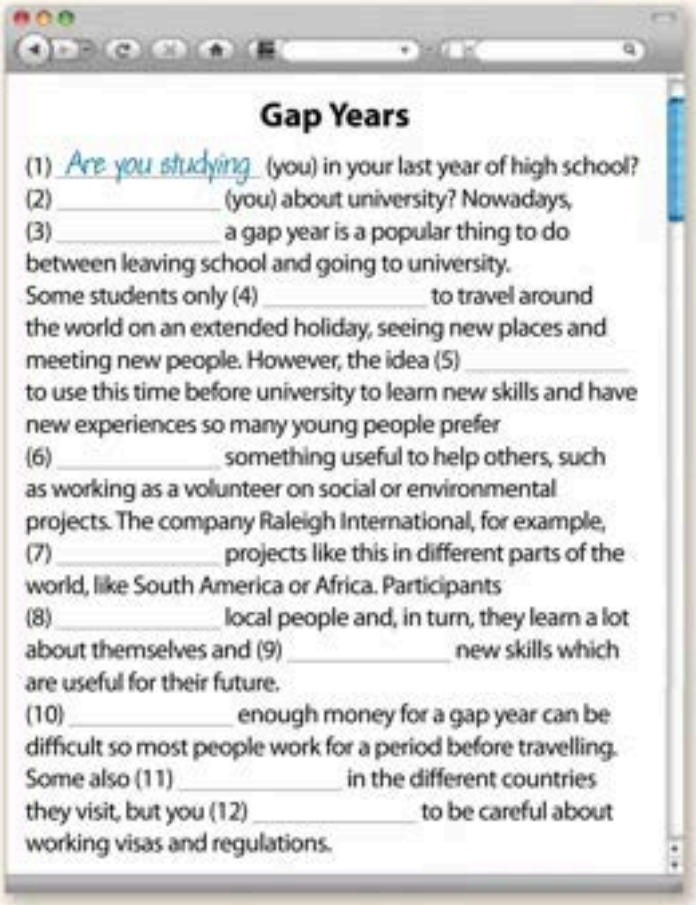
1 'Mum, I hate eating cold food!' 'Well, next time don't be late for lunch!' ✓
2 'This fish is tasting strange. Are you sure it is fresh?'
3 We love sport but we aren't going to the gym on Sundays.
4 My husband is always talk on his mobile.
5 'Jack, can you help me a minute? I'm not understanding this computer software'
6 Pamela is a working mum. She's the HR manager at the local department store.

6 **Sally lavora per un ente governativo locale e un giornalista la sta intervistando. Completa il dialogo con il *present simple* o il *present continuous* dei verbi tra parentesi.**

Intvw. What (1) *do you do* (do)?
Sally I'm a political assistant.
Intvw. What (2) _____ (work) on at the moment?
Sally At the moment I (3) _____ (work) on a new proposal for local education.
Intvw. (4) _____ (have) a busy social life?
Sally Sometimes it can be stressful. I (5) _____ (usually / not / go out) on weekdays, but I (6) _____ (never / stay in) at weekends.
Intvw. When (7) _____ (relax)?
Sally In December and July. I (8) _____ (generally / have) a holiday then.
Intvw. (9) _____ (be) healthy?
Sally Yes, I am. These days I (10) _____ (go) to the gym and I (11) _____ (try) to eat healthy food.
Intvw. (12) _____ (have) any plans for the future?
Sally Yes, I (13) _____ (think) about going to work in Washington.
Intvw. Thank you for answering my questions.
Sally It (14) _____ (always / be) a pleasure.

7 **Completa il testo con il *present simple*, il *present continuous* o la forma in *-ing* dei verbi nel riquadro.**

be • develop • do • find • help
need • run • study • take
think • work • want



Gap Years

(1) *Are you studying* (you) in your last year of high school? (2) _____ (you) about university? Nowadays, (3) _____ a gap year is a popular thing to do between leaving school and going to university. Some students only (4) _____ to travel around the world on an extended holiday, seeing new places and meeting new people. However, the idea (5) _____ to use this time before university to learn new skills and have new experiences so many young people prefer (6) _____ something useful to help others, such as working as a volunteer on social or environmental projects. The company Raleigh International, for example, (7) _____ projects like this in different parts of the world, like South America or Africa. Participants (8) _____ local people and, in turn, they learn a lot about themselves and (9) _____ new skills which are useful for their future. (10) _____ enough money for a gap year can be difficult so most people work for a period before travelling. Some also (11) _____ in the different countries they visit, but you (12) _____ to be careful about working visas and regulations.

Towards PRELIMINARY

READING

1 PART 1 **What does each text say? Choose the correct option.**

0



A Only people with a permit can park here on Saturday and Sunday.
B You can park here if you live in this street.
C Residents can't park here during the week.

1

Paul, the football match on Saturday starts at 5.30 p.m. and not 6 p.m., but we can meet at 5 p.m. as usual. Don't forget to bring my gloves! Mike

A Mike wants to meet Paul at a different time.
B Mike wants to ask Paul to play football with him.
C Mike wants Paul to return his gloves.

2

Gavin, I'm trying to do my French homework but I don't understand it. Can you come to my place and help me? Thanks, Mary.

A Mary wants help with her French homework.
B Mary wants to know what the French homework is.
C Mary wants to go to Gavin's house to do her French homework together.

3

Sally, I'm having extra driving lessons this week so I can't come swimming with you on Tuesday after school. Do you want to go on Saturday afternoon instead?
Luke

A Luke doesn't want to go swimming this week.
B Luke wants to change the day they go swimming.
C Luke wants to go swimming twice this week.

4

Changes to today's art lesson.
Students who are studying for the exam must wait in the Art Room.
All other students go to the library.

A There is no art lesson today.
B The students are in two different places for today's art lesson.
C There is an exam today for all the students.

2 PART 2 **Match each person to the most suitable film (page 109). There is one extra film.**

1 ☐ **Grace** is sixteen and she loves sport. She doesn't like watching films about fictional teams but is interested in the lives of famous sports people.

2 ☐ **Kevin** is twenty-one and is a student at university. He reads a lot of scientific books for his course so he wants something funny and quick to watch in his free time.

3 ☐ **Maggie** is fifteen and is interested in life in the past. She watches a lot of crime and mystery films and likes trying to understand the ending as the plot unfolds.

4 ☐ **Simon** is twenty-three and he wants a film he can watch at the weekend. He loves fast-moving action stories, set in modern times. He doesn't like predictable endings.

A ***HOLD ON!*** A light-hearted, short film based on the life of the comedy genius Lee Jones. Starting with his difficult childhood, the film shows the start of his career and his first successes on TV. The jokes are plentiful, and you are guaranteed to laugh out loud many times.

B ***THIRD BASE*** This is an exciting story set in the USA in the 1920s about a team of baseball players in a small rural town. The characters are believable and there are some very touching moments. Fast-moving with a very unexpected ending too!

C ***FOREVER YOURS?*** Set in London at the present time, the protagonist, Julie Myers, is trying to solve a family mystery. Plenty of action and full of surprising twists, this film will keep you guessing to the end.

D ***WHILE HE SLEEPS*** Jo Greene has directed another film featuring the famous Victorian scientist turned detective, Parsons. Some critics don't appreciate Greene's rather simple and easy to understand plots, but the excellent quality of the acting and the attention to historical details make great viewing.

E ***SUPERSTARS*** Narrated by a famous sports journalist, this film is about three of the nation's favourite Olympic athletes. It talks about how they became interested in their sport, and follows their training, their rise to success and the difficulties that they face.

3 PART 3 **Read the text about travelling around Europe by train and decide if each sentence is true (T) or false (F).**

		T	F
1	The maximum period for travelling with an Interrail pass is one month.	☐	☐
2	You can travel in your own country with both the Global pass and the One Country pass.	☐	☐
3	You pay extra to travel on some trains.	☐	☐
4	Making a reservation before you travel is always necessary.	☐	☐
5	Youth hostels and campsites are a cheap alternative for accommodation.	☐	☐
6	The early bird discount is always available on the Interrail website.	☐	☐

Interrail: 30 countries and one ticket



With an Interrail pass, you can travel across Europe by train for up to a month and visit some fantastic places, from well-known capital cities to small towns off the beaten track. If there is a railway station, you can go there!

The Global pass allows you to visit 30 different countries so it is perfect if you want to explore a lot. It also includes two journeys in your country of residence, so you don't pay to leave your country by train either. There is also the One Country pass, valid obviously for just one country, perfect for getting to know a country and its culture in depth. This doesn't include travel in your own country.

The standard passes don't include reservation fees for high-speed or overnight trains, so you need to add these costs to your budget. However, if you don't have much money you can travel on slower trains or different routes where it is not necessary to have a reservation. Other money-saving tips include sleeping in youth hostels, camping or even sofa-surfing. These are great if you enjoy meeting new people and making friends.

Planning your trip in advance can also help save money. In fact, at the moment Interrail are offering a special early bird discount with 15% off the standard prices.

Towards PRELIMINARY

WRITING

4 PART 2 **You are a member of a new club in your town. Write a short note (35-45 words) to an English friend:**

- tell him/her what the club is
- say how often you go to the club
- say why you like it

5 PART 3 **This is part of a letter you receive from an English friend. Write a reply of about 60 words.**

My favourite subjects are maths and biology. What subjects do you like? Are you studying anything interesting at the moment?

Dear Marco,
Thank you very much for your letter.
I hope you are well.
At school, I study around nine subjects but my favourite is...
Write to me soon.
Love,
Daniel

WRITING TIPS

These questions can help you:

- How many subjects do you study?
- What is your favourite subject?
- How many lessons do you have a week?
- What are you studying in this subject at the moment?
- What subjects don't you like? Why?
- Do you like your teachers and school?

LISTENING

6 T 12 PART 3 **Listen to some information about an activity centre and fill in the missing information.**

BLUE HILL ACTIVITY CENTRE

Opening times: Monday to Saturday: 7.30 a.m. – (1) _____
Sunday: 7.30 a.m. – 1 p.m.

Yoga and Pilates courses: Length of lessons (2) _____
At 9 a.m. and 11 a.m.

Baby and Toddler Group: (3) _____ morning.

Art and Photography Courses: Cost: (4) £_____

For **Photography Course**, bring a (5) _____

Phone number: (6) _____



Mappa concettuale

PRESENT SIMPLE

FORMA AFFERMATIVA

soggetto + forma base del verbo
*I **play** tennis.* *We **watch** TV.*
terza persona singolare → forma base + *-s*
It lives in the sea *She speaks English.*

Variazioni ortografiche alla terza persona singolare

- verbi terminanti in *-ch, -o, -s, -sh, -ss, -x, -z*: si aggiunge *-es*
  does**, **washes**, **fixes
- verbi terminanti in consonante + *-y*: si elimina la *y* e si aggiunge *-ies*
  cries**, **worries**, **replies

FORMA NEGATIVA

soggetto + ***don't/doesn't*** + forma base del verbo
*I **don't play** tennis.* *She **doesn't speak** Chinese.*

FORMA INTERROGATIVA

Do/Does + soggetto + forma base del verbo + ?
***Do** you **play** tennis?* ***Does** she **speak** Chinese?*

con ***wh- words***

***Wh- word** + **do/does** + soggetto + forma base del verbo + ?*
***Where do** you **play** tennis?*

con ***who/what/which/whose*** con funzione di soggetto

Wh- word + verbo alla terza persona singolare + ?
***Who sings** Volare?*

RISPOSTE BREVI

Yes, soggetto + ***do/does./No***, soggetto + ***don't/doesn't***.
Yes, I do. / No, she doesn't.

USO

- affermazioni sempre vere
  *Human beings **die** without water.*
- dare istruzioni
  *You **peel** the apples and you **cut** them in cubes.*
- descrivere procedure
  *When the alarm is on, the green light **flashes**.*
- orari e programmi prestabiliti
  *The train from Milan **arrives** at 12.55.*
- titoli di giornale
  *Murray **wins** the Rome Cup.*
- raccontare storie
  *At the end of the book, Anna **discovers** the truth.*

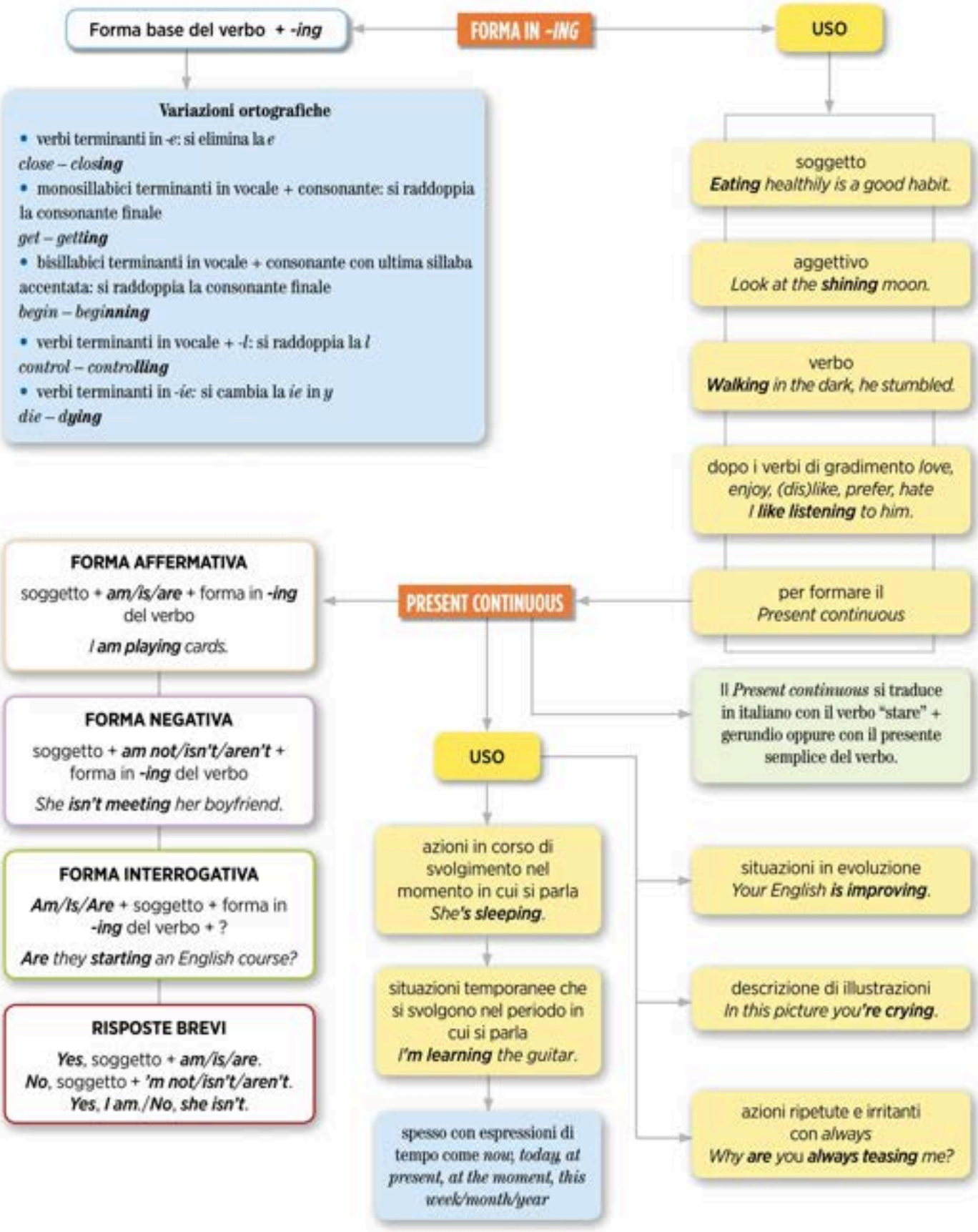
- con i verbi di stato
  - percezione
    feel, hear, see, smell, sound, taste
  - attività mentale
    forget, know, think, ecc.
  - volontà
    want, need, wish, ecc.
  - sentimento
    (dis)like, hate, love, ecc.
  - possesso
    belong, have, own
  - modo d'essere
    be, look, seem, ecc.

- azioni abituali e routine
  - con avverbi di frequenza:
    always, usually, often, sometimes, rarely, ever/never
    *I **rarely** drink coffee.*
  - con espressioni di frequenza:
    every day, once a week, three times a month, ecc.
    *I drink coffee **twice a day**.*
  - con espressioni di tempo:
    in the morning/afternoon, on Saturdays, ecc.
    *I drink coffee **in the morning**.*

risponde alla domanda *How often…?*
***How often** do you drink coffee?*

risponde alla domanda *When…?*
***When** do you drink coffee?*

Mappa concettuale



Esercizi

1 **PRESENT SIMPLE – FORMA AFFERMATIVA, NEGATIVA E INTERROGATIVA** **Completa le frasi con la forma corretta dei verbi tra parentesi.**

1 Alan always *goes* to school by bike. He never walks. (go)
2 Banks usually _____ at 8.30 a.m. (open)
3 This machine is broken. It _____. (not work)
4 Erica loves designer clothes. She _____ all her clothes at Dolce & Gabbana. (buy)
5 '_____ you and Max _____ the same French teacher?' 'Yes, Mrs Vincent.' (have)
6 Our mother _____ fizzy drinks. We only have water and fruit juice at home. (not like)
7 'What _____ Natasha _____?' 'She's a journalist.' (do)
8 It _____ very hot in northern Europe in the summer. (not get)
9 'What instrument _____ Filippo _____?' 'Bass guitar.' (play)
10 Mr and Mrs Clarkson _____ on politics. (not agree)

2 **LA FORMA IN -ING** **Completa le frasi con la forma in *-ing* dei verbi nel riquadro.**

excite • garden • get up • go • play • shine • talk • travel • study • wait

1 *Gardening* is a popular hobby in Britain.
2 I'm _____ out now. See you later!
3 Who is that boy _____ to Matilda?
4 Zoe doesn't like _____ by plane. She's a bit scared.
5 The students are _____ really hard at the moment because there's a test on Friday.
6 I spend a lot of time _____ for buses!
7 That was a very _____ football match.
8 _____ video games is very relaxing for some people.
9 I can't stand _____ early in the morning.
10 The sun is _____. Let's go to the beach!

3 **PRESENT SIMPLE O PRESENT CONTINUOUS?** **Sottolinea l'alternativa corretta.**

1 'Can I speak to Julian, please?' 'He ***has/is having*** a nap. Can I take a message?'
2 I ***am thinking/think*** that Spielberg's new film is very good.
3 '***Are you going/Do you go*** to the gym every day?' 'No, only twice a week.'
4 'What ***are the kids doing/do the kids do*** at the moment?' 'I think they are on their computers.'
5 'Where's your mother?' 'She ***works/is working*** in the garden.'
6 AS Roma ***doesn't play/isn't playing*** well this season because the coach isn't very good.
7 In this photo, my brother ***is making/makes*** silly faces.
8 I ***don't know/am not knowing*** what to do.
9 My aunt ***stays/is staying*** with us this week because her husband is away on business.
10 'When are ***you doing/do you*** do your homework?' 'I usually do it after lunch.'

34 I sostantivi composti e i sostantivi collettivi

34.1 Sostantivi composti

I sostantivi composti sono formati da due o più parti. Di queste, di solito almeno una è un sostantivo.

sostantivo + sostantivo	*wallpaper, volleyball*	carta da parati, pallavolo
aggettivo + sostantivo	*whiteboard, software*	lavagna, software
sostantivo + verbo	*haircut, sunrise*	taglio (di capelli), alba
preposizione + sostantivo	*underground, overview*	metropolitana, panoramica

I sostantivi composti possono essere scritti come una **parola unica** (*schoolbook, birthday*), come due **parole separate** (*tennis court, bus stop*), oppure possono essere **uniti dal trattino** (*mother-in-law, make-up*).

FORMAZIONE DEL PLURALE

Generalmente si aggiunge il suffisso del plurale → 10 all'ultima parola.
La prima parola invece ha funzione di aggettivo ed è invariabile.

one housewife → five housewives
a school test → two school tests

Osserva le seguenti particolarità.

sostantivo + preposizione	*sisters-in-law, passers-by*	cognate, passanti
verbo + preposizione	*grown-ups, take-offs*	adulti, decolli
i composti con plurali irregolari → 11.1	***men** workers, **women** managers*	lavoratori uomini, donne manager

34.2 Sostantivi collettivi

I più comuni sostantivi collettivi sono:

army	esercito	*family*	famiglia
audience/public	pubblico	*government*	governo
cattle	bestiame	*orchestra*	orchestra
class	classe	*people*	gente
company	compagnia	*police*	polizia
crew	equipaggio	*staff*	personale
crowd	folla	*team*	squadra

I sostantivi collettivi sono accompagnati dal **verbo al singolare quando indicano il gruppo nel suo insieme** oppure dal **plurale se si considerano i singoli elementi dell'insieme**.

*The London **Orchestra is** on tour in the United States.* — L'Orchestra di Londra è in tournée negli Stati Uniti.
*The **crew are getting** ready for take-off.* — L'equipaggio si sta preparando per il decollo.

Fanno eccezione i sostantivi ***cattle***, ***people*** e ***police*** che richiedono verbo, pronomi e dimostrativi al **plurale**.

*The **police are investigating** the murder.* — La polizia sta indagando sull'omicidio.
*Look at **those people** dancing in the street!* — Guarda quella gente che balla in strada!

In inglese americano i sostantivi collettivi sono seguiti solitamente dal **verbo al singolare**.

Esercizi

1 ■■■ **Forma dei sostantivi composti con le parole nel riquadro.**

teacher • shop • under • swimming • brush • room • ball • in-law

1 history/IT/Italian ___teacher___
2 corner/flower/shoe _____
3 basket/volley/base _____
4 _____ age/cooked/ground
5 hair/tooth/clothes _____
6 dining/living/changing _____
7 sister-/mother-/son- _____
8 _____ costume/competition/pool

2 ■■■ **Abbina le definizioni ai sostantivi composti nel riquadro.**

breakfast • great-grandfather • babysitter • driving licence
Thanksgiving • keyboard • honeymoon • post office • washing machine

1 Your grandfather's father.
great-grandfather
2 A meal you have in the morning.
3 You can wash your clothes in this.
4 A holiday a husband and wife have after they are married.
5 A person who looks after children.
6 This is a fundamental part of your computer.
7 You can buy stamps and pay bills here.
8 You can't drive without one of these.
9 It is on the fourth Thursday of November.

3 ERROR CORRECTION ■■■ **Correggi le parole sottolineate con la forma plurale corretta.**

1 Husbands don't usually get on well with their mother-in-law. *mothers-in-law*
2 Grown-up don't always understand young people. _____
3 Man worker usually get paid more than woman worker. _____ _____
4 There are one or two top woman manager in the company. _____
5 I like sitting in the park watching the passer-by. _____

4 ■■■ **Completa le frasi con i sostantivi nel riquadro e scegli la forma verbale corretta. Fai attenzione! Ci sono due sostantivi che si usano sempre al plurale.**

class • family • government • team • Club • people • police

1 a The ___family___ *is/are* very important in Italy.
b My ___family___ *has/have* got three cars.
2 a The volleyball _____ *isn't/aren't* playing well this year.
b The _____ that *works/work* well together usually *wins/win*.
3 a The Scout _____ *meets/meet* at 5 o'clock on Wednesday evening.
b The Scout _____ *isn't/aren't* coming to the meetings.
4 a _____ *are/is* having less children nowadays.
b What *is/are* those _____ doing?
5 a _____ 4B *is/are* a very difficult class and teachers don't like teaching it.
b _____ 4B *is not/are not* doing their homework.
6 a The _____ *is/are* the executive power of the state.
b The general public think that the _____ *is/are* not doing a good job.
7 a The _____ *is/are* under investigation for corruption.
b What *is/are* the _____ doing about crime in city centres?

35 I sostantivi numerabili e non numerabili

Sono numerabili (***countable***) i sostantivi che indicano cose che si possono contare: *chair*, *table*, *house*; sono non numerabili (***uncountable***) i sostantivi che si riferiscono a cose che non si possono contare (sostanze e materiali, concetti astratti): *sugar*, *gold*, *love*.

Osserva le principali caratteristiche dei sostantivi numerabili e non numerabili.

NUMERABILI		NON NUMERABILI	
hanno la forma **singolare** e **plurale**	*door* → *doors* *CD* → *CDs*	hanno solo la forma **singolare**	*water* *music*
possono essere preceduti da ***a/an***, ***the*** → 8-9	*a car* *the buses*	possono essere preceduti da ***the***, ma non da *a/an*	*the ham* NON ~~*a butter*~~
possono essere **preceduti da un numerale** → 22.1	*three apples*	**non** possono essere **preceduti da un numerale**	NON ~~*four butter*~~
al plurale possono essere preceduti da ***some***, ***any***, ***no*** → 40 con **verbo al plurale**	*There are some pears and some apples, but no oranges.*	possono essere preceduti da ***some***, ***any***, ***no*** con **verbo al singolare**	*There is some juice in the fridge, but no milk.*

Per **specificare la quantità** di una sostanza o di un materiale si possono usare:

espressioni che fanno riferimento all'unità di misura		espressioni che fanno riferimento al contenitore		espressioni che fanno riferimento alla quantità	
a kilo *of bread*	un chilo di pane	***a jar*** *of coffee*	un barattolo di caffè	***a piece*** *of cheese*	un pezzo di formaggio
two litres *of milk*	due litri di latte	***two tins*** *of tuna*	due scatolette di tonno	***four slices*** *of bread*	quattro fette di pane
four metres *of ribbon*	quattro metri di nastro	***a carton*** *of juice*	un cartone di succo	***a bar*** *of chocolate*	una barretta di cioccolato
three ounces *of gold*	tre once d'oro	***three bottles*** *of beer*	tre bottiglie di birra	***a bit*** *of sugar*	un po' di zucchero
		a tube *of toothpaste*	un tubetto di dentifricio		
		two cans *of cola*	due lattine di cola		



Alcuni sostantivi **non numerabili in inglese** sono **numerabili in italiano**. Ecco un elenco dei più comuni:

accommodation	alloggio/i	*homework*	compito/i	*news*	notizia/e
advice	consiglio/i	*housework*	lavori domestici	*progress*	progresso/i
behaviour	comportamento/i	*information*	informazione/i	*shopping*	spesa/e
equipment	attrezzatura/e	*laughter*	risata/e	*spaghetti*	spaghetti
evidence	prova/e	*lightning*	fulmine/i	*stuff*	roba, cosa/e
fruit	frutta/i	*luggage/baggage*	bagaglio/i	*thunder*	tuono/i
furniture	mobilio/i	*money*	denaro/soldi		
hair	capelli	*moustache*	baffi		

In inglese questi sostantivi richiedono il **verbo al singolare**.

*Your **advice is** always valuable to me.* — I tuoi consigli sono sempre preziosi per me.

Con i sostantivi *advice, equipment, evidence, furniture, information, luggage, news* si può usare l'espressione ***a piece of*** per specificare la quantità.

*You can't travel with **five pieces of luggage**!* — Non puoi viaggiare con cinque bagagli!

Esercizi

1 **Inserisci le parole nel riquadro nella colonna corretta. Aggiungi *a/an* se necessario.**

hundred euros • comfortable sofa • long journey • red wine • terrible news
good weather • serious problem • brown bread • hi-tech equipment • heavy luggage
important information • serious newspaper • difficult homework • heavy rain

Countable noun	Uncountable noun
a hundred euros, _____	*red wine,* _____

2 **Completa le frasi con alcune delle espressioni dell'esercizio 1.**

1 My parents give me an allowance of a *hundred euros* a month.
2 There's always some _____ in the mountains in the afternoon. Take a rain jacket!
3 She's got three pieces of _____ and she's only going away for the week-end!
4 'Are you feeling alright?' 'No, there is some _____ in an email from Jack.'
5 There's a _____ with the new operating system. The hardware is not adequate!
6 'How far is it to Australia?' 'It's a _____. It's about 24 hours.'
7 'What's the weather like in Britain at the moment?' 'We are having some _____ so bring summer clothes.'
8 'Why don't you read a _____?' 'Because the news is always so depressing.'

3 **Abbina le parole per formare delle espressioni di quantità.**

1	a tube	a	☒	toothpaste
2	a slice	b	☐	material
3	a bar	c	☐	chocolate
4	a carton	d	☐	biscuits
5	a can	e	☐	bread
6	a bottle	f	☐	coke
7	a packet	g	☐	lemonade
8	a tin	h	☐	tuna
9	two metres	i	☐	petrol
10	ten litres	j	☐	milk

a tube of toothpaste
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4 **Sottolinea l'alternativa corretta.**

1 We have *an/-* old furniture at home. It *is/are* my grandmother's.
2 Please keep your *luggage/luggages* with you always. Do not leave *it/them* unattended.
3 There *is/are* a lot of *information/informations* on the BBC website.
4 'Is it difficult to find *accommodation/accommodations* in London?' 'No, not really, but *it is/they are* quite expensive.'
5 Spaghetti *is/are* an important part of Italian cuisine.
6 There *is/are* a lot of *homeworks/homework* at my school. Four hours an evening!
7 I love Jasmine's *hair/hairs*. *It is/They are* so long and beautiful.
8 The *behaviour/behaviours* of some people *are/is* quite strange at times!
9 Please bring your football *equipment/equipments*.

36 Particolarità dei sostantivi non numerabili

36.1 Sostantivi non numerabili sempre plurali

Alcuni sostantivi non numerabili hanno solo la forma plurale e richiedono il plurale di verbi, pronomi e dimostrativi. Tra i più comuni vi sono:

arms	armi	*contents*	indice	*manners*	maniere, modi	*stairs*	scala/e
braces	apparecchio ortodontico	*customs*	dogana	*outskirts*	periferia	*wages*	paga
belongings	beni personali	*earnings*	guadagni	*remains*	resti, rovine		
clothes	vestiti	*goods*	merce/i	*savings*	risparmi		

The ***outskirts*** *of Mumbai* ***are*** *very poor.* — La periferia di Mumbai è molto povera.

Alcuni sostantivi indicano oggetti composti da due parti inseparabili, perciò sono sempre plurali. Possono essere usati al singolare aggiungendo l'espressione ***a pair of*** e volgendo al **singolare** verbo, pronome e dimostrativi.
I più comuni sono:

binoculars	binocolo	*pyjamas*	pigiama	*shorts*	pantaloncini
glasses/spectacles	occhiali	*scissors*	forbici	*trousers*	pantaloni

Sorry, sir. ***This pair of trousers is*** *not in the sales, but* ***those trousers*** *over there* ***are****.* — Mi dispiace signore. Questo paio di pantaloni non è in saldo, ma lo sono quei pantaloni laggiù.

36.2 Sostantivi non numerabili con variazione di significato se usati come numerabili

Alcuni sostantivi non numerabili possono anche essere numerabili e quindi avere la forma plurale, ma cambiano di significato. Tra questi vi sono:

business (affari) → *business/es* (azienda/e)
change (resto) → *change/s* (cambiamento/i)
cloth (stoffa) → *cloth/s* (straccio/i)
coffee (caffè) → *coffee/s* (tazza/e di caffè)
company (compagnia) → *company/ies* (impresa/e)
fruit (frutta) → *fruit/s* (risultato/i)
glass (vetro) → *glass/es* (bicchiere/i)
hair (capelli) → *hair/s* (pelo/i)
iron (ferro) → *iron/s* (ferro/i da stiro)
light (luce) → *light/s* (lampada/e)
paper (carta) → *paper/s* (giornale/i)
room (spazio) → *room/s* (stanza/e)
wood (legna) → *wood/s* (bosco/schi)
work (lavoro) → *work/s* (opera/e)

36.3 Sostantivi non numerabili con corrispondenti numerabili dal significato più specifico

Alcuni sostantivi non numerabili hanno corrispondenti numerabili con significato più specifico. Tra questi vi sono:

accommodation (alloggio) → *a hotel* (un albergo), *a guest house* (una pensione)
bread (pane) → *a loaf* (una pagnotta)
clothes/clothing (abbigliamento) → *a suit/dress* (un abito)
cutlery (posate) → *a fork* (una forchetta), *a knife* (un coltello), *a spoon* (un cucchiaio)
food (cibo) → *a dish* (un piatto), *a meal* (un pasto)
goods (merce) → *an item* (un articolo), *a thing* (una cosa)
jewellery (gioielli) → *a necklace* (una collana), *a ring* (un anello)
luggage/baggage (bagaglio) → *a bag* (una borsa), *a suitcase* (una valigia)
money (soldi) → *a banknote* (una banconota), *a coin* (una moneta)
parking (parcheggio) → *a car park* (un parcheggio)
permission (permesso) → *a permit* (un permesso)
poetry (poesia, genere letterario) → *a poem* (una poesia), *a sonnet* (un sonetto)
travel (viaggio) → *a journey/trip* (un viaggio)
work (lavoro) → *a job* (un mestiere), *a profession* (una professione)

Esercizi

1 **Sottolinea i sostantivi non numerabili che hanno solo la forma plurale.**

1 manners	4 clothes	7 services	10 trousers	13 journeys
2 questions	5 industries	8 savings	11 glasses	14 belongings
3 churches	6 outskirts	9 stairs	12 ages	15 scissors

2 **Completa le frasi con i sostantivi dell'esercizio 1.**

1 The children's *manners* are terrible. They never say please or thank you!
2 Don't run on the _____. It's dangerous.
3 If you put all your _____ in the bank, you don't spend them.
4 The _____ in this shop are cheap but they aren't very nice.
5 Where are my _____? I can't see anything without them!
6 Do not leave _____ in the gym changing rooms, somebody could steal them!
7 These _____ don't work. They don't cut. Have you got another pair?

3 **Sottolinea l'alternativa corretta.**

1 'What *is it/are they?*' 'It's a pair of binoculars.' 'What a strange present!'
2 There's/*are* a pair of glasses on the kitchen table. *Is it/Are they* your glasses?
3 The blue shorts that I like *doesn't/don't* fit me.
4 'How much *is/are that/those* pyjamas?' 'That pair of silk pyjamas only *costs/cost* $50 because *it's/they are* in the sale.'
5 'I don't like *this/these* new pair of trousers!' 'What do you mean you don't like your trousers? You liked *them/it* in the shop this morning!'

4 **Osserva le coppie di frasi. Le parole sottolineate sono *countable* (C) o *uncountable* (U)? Completa le frasi con *a/an* dove necessario.**

1 a The flat is horrible. There's some – light in the kitchen, but the other rooms are very dark! U
b You have got a broken light on your car. C
2 a My parents have ____ small business. They sell electrical goods.
b Italy does ____ business with India.
3 a Edward is anaemic. He is taking ____ iron at the moment to help him.
b Have you got ____ iron? I want to iron my jeans.
4 a I'd like some ____ paper for the printer. Where is it?
b 'Where can I buy ____ paper?' 'At the newsagent's, around the corner.'
5 a You've got ____ hair on your jacket.
b Justin has got ____ short blond hair.
6 a There's ____ work by Caravaggio in the church in Piazza del Popolo.
b Kelly usually meets friends after ____ work.

5 **Completa le frasi con le parole nel riquadro.**

food / dishes • work / job • travel / journey • car park / parking

1 a You can leave the car at the station, there is *parking*.
b 'I can't find a parking space.' 'Look, there's a sign for a *car park* near here. Let's park it there.'
2 a Leo has got a summer _____ at the beach, but the money isn't very good.
b This _____ of yours is not good. Please do it again!
3 a Have a good _____. Phone me when you arrive.
b Bad weather conditions are making road _____ very difficult.
4 'I don't like spicy _____.' 'Don't order the curry _____ then.'

Esercizi di riepilogo

1 **Completa il quiz con i sostantivi composti corretti.**

QUIZ

1 Where do you wait for a bus? At a *bus stop*.
2 At McDonald's people usually have a _____ and French fries.
3 Where do you sleep in your house? In the _____.
4 Your mother's mother is your _____.
5 Where do you catch a plane? At the _____.
6 Saturday and Sunday are at the _____.
7 Between the ages of 12 to 19 you are a _____.
8 I was born on the 15th April. 15th April is my _____.

2 **Sottolinea l'alternativa corretta.**

1 The police *is/are* looking for the bank robbers.
2 The audience *is/are* quiet because the orchestra *is/are* about to start playing.
3 My family *live/lives* in a big house.
4 'Where *is/are* all the staff?' 'They're in a meeting.'
5 Young people *like/likes* using social networks.
6 Our football team *is/are* the best in the league.

3 **Completa l'articolo sui teenagers e le loro vacanze con i genitori con i sostantivi nel riquadro.**

low-cost • face cream • suitcase • belongings • customs • handbag
luggage • hotel accommodation • sightseeing • room • guidebook
outskirts • nightlife • spending money • nightmare

Family Holidays. Fun or a Complete Nightmare?



Are you worried about your family holiday this year? Does your father get up at 6 o'clock in the morning with his (1) *guidebook* in hand and start planning 10 hours of (2) _____?
Recent research shows that 33% of teenagers say that having a holiday with their parents is a (3) _____. Here are some problems that teenagers have on holiday with their parents.

- There is always a problem with luggage. You have three pieces of (4) _____ because you have a lot of (5) _____ and want to take them with you, but you are on a (6) _____ flight and can only take a small (7) _____.
- There's always a problem at (8) _____ because your mother has got three tubes of (9) _____ and a pair of scissors in her (10) _____.
- Your father gives you some (11) _____ so you can buy some things on holiday, but then continues to ask you where it is; is it safe?
- The (12) _____ is usually one room for four people. There is no (13) _____ for your clothes in the small wardrobe.
- The hotel is always on the (14) _____ of the city because your parents go to bed early, but you can't enjoy the (15) _____ because there is no public transport after midnight.

You return from your holiday tired and very unhappy!

4 **Scrivi U (*uncountable*) o C (*countable*) in ogni immagine.**

1 U 

2 

3 

4 

5 

6 

7 

8 

5 **Millie e Amy devono realizzare un oggetto con materiale da riciclo. Completa il dialogo con le espressioni nel riquadro e gli oggetti nell'esercizio 4.**

four • a pair of • some • two tins of
a tube of • some pieces of • two metres of • jar of

Amy Have we got any paper or card?
Millie There are (1) *four cardboard boxes*.
Amy OK. And I've got (2) _____. They're pink – The Financial Times!
Millie What else is there?
Amy There are (3) _____ from a broken bottle.
Millie And there is this (4) _____. I cut them off my old clothes.
Amy We've got (5) _____ so we can make it colourful.
Millie And there is (6) _____ and about (7) _____ so we can hold it all together.
Amy Pass me (8) _____ and let's get cutting!

6 **Completa le frasi con la forma numerabile o non numerabile delle parole nel riquadro.**

coffee • room • glass • ice cream • hair • wood

1 a Hello. Can I have two *ice creams*, please?
b I like *ice cream*. My favourite flavour is chocolate.
2 a There are 16 _____ in that house. It's enormous.
b There is no _____ to put a desk in my bedroom.
3 a _____ grows in many countries in South America.
b I'd like two _____, please, and a piece of cake.
4 a There are a lot of _____ in the north of the country.
b It's cold in here. We need some _____ for the fire.
5 a Your _____ looks nice. Is it a new style?
b The dog always leaves _____ on the sofa.
6 a Can you put the _____ in the dishwasher, please?
b It is important to recycle _____ to help the environment.

7 **Sottolinea l'alternativa corretta.**

The shopping (1) *is/are* great in the centre of my town. The clothes (2) *is/are* trendy and (3) *they/it* don't cost a lot so my money (4) *go/goes* a long way. My advice (5) *is/are* to go to the market on Wednesday morning. The outskirts of the town (6) *is/are* not very popular and business (7) *is/are* slow for many shops. In fact many businesses (8) *is/are* closing. Work (9) *is/are* difficult to find, especially for young people, who often (10) *move/moves* to a bigger city.

8 TRANSLATION **Traduci il seguente testo in inglese.**

La ricetta per la torta al cioccolato di mia nonna è fantastica. Fa sempre questa torta per il mio compleanno. Utilizza zucchero, uova, farina, un pacchetto di burro e due barrette di cioccolato, perciò è deliziosa. La cattiva notizia è che tutta la mia famiglia l'adora e non posso mai mangiarne due fette!

37 L'articolo indeterminativo *a/an* (2)

Oltre agli usi già visti → 8 si usa l'articolo indeterminativo *a/an* per indicare:

persone e cose in senso generico con sostantivi numerabili singolari	*You need the help of **a young man**.* *I can see **a star** in the sky.*	Hai bisogno dell'aiuto di un uomo giovane. Vedo una stella in cielo.
un'intera categoria	***A songwriter** writes the words or the music for songs.*	Un compositore scrive le parole o la musica delle canzoni.
persone e cose nominate per la prima volta	*They've got **a new art teacher**.*	Hanno un nuovo insegnante d'arte.
professioni e ruoli	*I'm **a carpenter**.*	Faccio il/Sono un falegname.
malattie e disturbi fisici	*I've got **a sprained ankle**.*	Ho una caviglia slogata.
parti del corpo al singolare	*Tom has got **a moustache**.*	Tom ha i baffi.
oggetti personali	*Frank has got **a new tablet**.*	Frank ha un tablet nuovo.
fede religiosa e politica	*He's **a Muslim**.*	È musulmano.
condizione sociale e titoli	*Carla is **an heiress**.* *Marino is **a count**.*	Carla è un'ereditiera. Marino è conte.
unità di misura → 24.1	*Courgettes cost £5.25 **a kilo**.*	Le zucchine costano 5,25 sterline al chilo.
frazioni (con 1 al numeratore) → 24.3	***A fourth** is smaller than **a third**.*	Un quarto è più piccolo di un terzo.
davanti ai numeri 100 e 1000	*This skirt costs **a thousand** dollars!*	Questa gonna costa mille dollari!
frequenza → 28.2	*He visits his parents twice **a year**.*	Fa visita ai suoi genitori due volte l'anno.
esclamazioni con *what* e *such* → 114	***What a** great idea!* *He's **such a** good boy!*	Che bella idea! È un così bravo ragazzo!

REMEMBER

Non si usa *a/an* con i sostantivi non numerabili. → 35

***Olive oil** is healthy.* L'olio di oliva fa bene.

ESPRESSIONI IDIOMATICHE

Si usa *a/an* nelle seguenti espressioni idiomatiche:

an open secret	il segreto di Pulcinella	*take a seat*	sedersi
be a piece of cake	essere un gioco da ragazzi	*take a break*	fare una pausa
be in a hurry	essere di fretta	*for a start*	tanto per cominciare
be in a mess	essere in disordine, essere in un guaio	*in a loud/low voice*	a voce alta/bassa
		in a minute/moment	fra un minuto/attimo
cost an arm and a leg	costare un occhio della testa	*in a while*	fra poco
do someone an injustice	trattare ingiustamente qualcuno	*in a way/sense*	in un certo senso
make a career	fare carriera	*on an empty stomach*	a stomaco vuoto

Esercizi

1 ■■■ **Osserva le immagini e completa le frasi.**








1 She's got *a* runny *nose*.
2 She's _____ _____.
3 He's got _____ _____.
4 She's got _____ nasty _____ _____.
5 He's got _____ new _____ _____.
6 There's _____ five-star _____ on the lake

2 ■■■ **Abbina le due parti delle frasi e aggiungi *a/an* dove necessario.**

1 They're opening
2 Jason is training to become
3 He's got
4 Claudio's
5 A house costs 3,000 euros
6 He flies to New York
7 Third of Italians
8 How much are those shoes?

a ☐ Florentine football supporter.
b ☐ twice month.
c ☑ new restaurant near my house.
d ☐ Hundred and ninety-nine euros.
e ☐ electrician.
f ☐ square metre.
g ☐ brother and sister.
h ☐ don't vote!

1 *They're opening a new restaurant near my house.*

3 ■■■ **Completa le frasi con le espressioni idiomatiche nel riquadro alla forma corretta.**

be in a hurry • in a way/sense • take a seat • in a while • for a start
in a low voice • take a break • be in a mess • in a minute

1 I'm sorry. I can't speak now. I *'m in a hurry*.
2 I can never hear what Omar is saying. He speaks _____.
3 I'm tired and I want a coffee. There's a nice coffee bar there. I'm _____!
4 My family never do any housework, and the house _____ always _____!
5 I'm having dinner. Can I phone you back _____?
6 Mr Williams is in a meeting at the moment. Please _____. There isn't long to wait.
7 I'm at lunch. I'll be back _____.
8 _____, I'm happy that school is starting next week. The summer holiday is very long!
9 I don't like Jack; _____ he is always rude.

4 ERROR CORRECTION ■■■ **Correggi il testo: elimina o aggiungi *a/an* dove necessario.**

Peter is a 17-year-old British boy. He lives in small village near Blackpool. From Mondays to Fridays, he goes to a school as all the other kids of his age, but at a weekends he works at swimming pool in Blackpool. He is lifeguard. He earns hundred pounds month. 'It's interesting job and I have a fun,' he says.



38 L'articolo determinativo *the* (2)

Oltre agli usi già visti → 9 si usa l'articolo *the* con:

sostantivi numerabili singolari indicanti categorie di cose e animali	***The pine** is an evergreen tree.* ***The polar bear** lives in the North Pole.*	Il pino è un albero sempreverde. L'orso polare vive al Polo Nord.
nomi di giornali e riviste	*Tom reads **the** Daily Mirror.*	Tom legge il *Daily Mirror*.
periodi ed eventi storici	***The First World War** began in 1914.*	La prima guerra mondiale iniziò nel 1914.
strumenti musicali	*They play **the violin**.*	Suonano il violino.
gruppi politici e religiosi, categorie di persone	***The Labourists** have got a new leader.* ***the rich** and **the poor***	I laburisti hanno un nuovo leader. i ricchi e i poveri
titoli non seguiti da nome proprio e cognomi al plurale	***The Queen** is in Canada.* ***The Moores** are in Spain.*	La Regina è in Canada. I Moore sono in Spagna.
parti del giorno	*I do my homework **in the afternoon**.*	Faccio i compiti nel pomeriggio.
nomi di popoli	***The Spanish and the Portuguese** were conquistadors.*	Gli spagnoli e i portoghesi erano conquistadores.
lingue straniere con *language*	*Ted wants to learn **the Italian language**.*	Ted vuole imparare la lingua italiana.

Non si usa l'articolo *the* con:

concetti astratti	*May **peace** reign on Earth.*	Possa la pace regnare sulla Terra.
materie scolastiche, sport, giochi, pasti, colori	*Sylvia hates **science** and loves **volleyball**.* *Her favourite colour is **white**.*	Sylvia odia le scienze e adora la pallavolo. Il suo colore preferito è il bianco.
numeri cardinali e percentuali	*Her lucky number is **three**.* *Unemployment has decreased by **15%**.*	Il suo numero fortunato è il tre. La disoccupazione è diminuita del 15%.
parti del corpo al plurale	*He's got beautiful blue **eyes**.*	Ha dei bellissimi occhi azzurri.
nomi propri, cognomi e titoli seguiti da nome proprio	***Miss Marple** is a nice old lady.* ***Prince Charles** has married twice.*	Miss Marple è una simpatica vecchietta. Il Principe Carlo si è sposato due volte.
festività, giorni della settimana, mesi e anni, ore	***Tuesday** is my lucky day.* *She'll start school in **October**.*	Il martedì è il mio giorno fortunato. Inizierà la scuola a ottobre.
lingue straniere senza *language*	***Chinese** is very difficult.*	Il cinese è molto difficile.
alcune malattie	*My brother is in hospital **with pneumonia**.*	Mio fratello è all'ospedale con la polmonite.

Si può usare oppure omettere l'articolo *the*:

- con alcuni nomi di malattie come *flu* ("influenza"), *measles* ("morbillo"), *chickenpox* ("varicella") e *mumps* ("orecchioni")
- con le stagioni, ma quando ci si riferisce a una stagione in particolare si preferisce usare *the*

I hate (the) autumn.	Detesto l'autunno.
I'm moving to London in the summer.	Mi trasferisco a Londra in estate.

Esercizi

1 ■■■ **Per ogni coppia di frasi inserisci l'articolo *the* dove necessario.**

1 a ___/___ patience is a virtue.
b I need ___the___ patience of a saint with you!
2 a _____ electronic gadgets are quite cheap now.
b Look! _____ electronic gadgets in that shop are quite cheap.
3 a I'd like to express _____ satisfaction with your product.
b I like _____ satisfaction I have when I go swimming, come home and do all my homework!
4 a I'm short so I'm quite envious of _____ tall people.
b _____ people in the reception area want to speak to you, Mr Black. Are you free?
5 a An orangutan has _____ long arms.
b _____ arms on this jacket are very short. I don't like it.
6 a _____ English drive on the right.
b My parents don't speak _____ English.

2 ERROR CORRECTION ■■■ **In ogni frase c'è un *the* da eliminare. Correggi gli errori.**

1 ~~The~~ lunch is ready. It's on the table!
2 The Levi's is an important jeans brand in the world.
3 'Does anyone in your family play the musical instruments?' 'Yes, I can play the guitar.'
4 The Japanese can sometime have the difficulties in pronuncing the sound 'r'.
5 I love the colours in the autumn.
6 I read in the *Times* this morning that the unemployment is very high.
7 The people say the young are moody and depressed, but it isn't true!
8 The Miss Simms is on holiday with the Smiths this week.

3 ■■■ **Riordina le parole per formulare delle frasi corrette e inserisci *the* dove necessario.**

1 TV / in afternoons / I never watch
I never watch TV in the afternoons.
2 are in / we / science laboratory
3 have a rest / we usually / on Sunday afternoon
4 imports / 75% / energy / of its / Italy
5 room 265 / can I have / please / keys to / ?
6 up / hurry / at 8 o'clock / film / starts
7 chemistry / good at / Emma is / and physics
8 UK / leaving for / on New Year's Eve / I'm
9 works in / police force / Uncle Bob

4 ■■■ **Leggi l'articolo su Berlino e inserisci *the* dove necessario.**

A favourite place of mine is Berlin. Located in (1) ___the___ north-east of Germany, it is (2) _____ capital. It's a vibrant cosmopolitan city, which sits on the River Spree.
When (3) _____ Second World War ended in (4) _____ 1945, Berlin was divided into four parts by (5) _____ Americans, (6) _____ British, (7) _____ Russians and (8) _____ French. (9) _____ city was reunited in 1989. There are many things to do in this city. One of my favourite monuments is (10) _____ Memorial to the Murdered Jews of Europe. It is a gigantic abstract piece of art. Go and visit it in (11) _____ evening when the sun is going down and walk around (12) _____ grey blocks. There are a hundred of them. (13) _____ experience is quite moving.



39 L'articolo determinativo *the* con i luoghi

Si usa *the* con:

nomi di arcipelaghi, catene montuose e deserti	*I love **the Maldives**.* *I love **the Alps**.* *I'm travelling in **the Negev Desert**.*	Adoro le Maldive. Amo le Alpi. Sto viaggiando nel deserto del Negev.
nomi di paesi al plurale o che contengono le parole *republic, union, kingdom, states* o *isle*	*She is from **the Netherlands**.* *The Kruger Park is in **the Republic of South Africa**.* ***The United States** is a federal country.* ***The Isle of Man** is a British Crown dependency.*	Viene dai Paesi Bassi. Il parco Kruger si trova nella Repubblica del Sudafrica. Gli Stati Uniti sono un paese federale. L'Isola di Man è una dipendenza della Corona britannica.
nomi di oceani, mari e fiumi	*Morocco overlooks **the Atlantic Ocean** and **the Mediterranean Sea**.* ***The Danube** is a river in Central Europe.*	Il Marocco si affaccia sull'oceano Atlantico e sul mar Mediterraneo. Il Danubio è un fiume dell'Europa centrale.
aree geografiche e punti cardinali per determinare la posizione all'interno di un luogo	*Japan is in **the Far East**.* *She lives in **the north** of London.*	Il Giappone si trova in Estremo Oriente. Vive nel nord di Londra.
nomi di luoghi e locali pubblici (cinema e teatri, musei, hotel, ecc.)	***The Scala** is renowned all over the world.* *Let's visit **the National Gallery**!* *We're staying at **the New Yorker Hotel**.*	La Scala è conosciuta in tutto il mondo. Visitiamo la National Gallery! Alloggiamo all'albergo New Yorker.
luoghi (*bed, school, university, college, hospital, church, prison*) con riferimento all'edificio	*Stop jumping on **the bed**!* *Derna goes to **the hospital** every day.* ***The prison** is near **the church**.*	Smettila di saltare sul letto! Derna va all'ospedale tutti i giorni. La prigione è vicino alla chiesa.

Non si usa *the* con:

nomi di isole e montagne	*My cousin lives in **Sardinia**.* ***Mont Blanc** has a side in France and one in Italy.*	Mia cugina abita in Sardegna. Il monte Bianco ha un versante in Francia e uno in Italia.
nomi di continenti, paesi e città	***Africa** is called the dark continent.* ***Italy** is a country of Latin origin and **Rome** is its capital.*	L'Africa è chiamata il continente nero. L'Italia è un paese di origine latina e Roma ne è la capitale.
nomi di laghi	*George Clooney has a villa on **Lake Como**.*	George Clooney ha una villa sul lago di Como.
punti cardinali per determinare la posizione rispetto a un luogo	*She lives **north** of London.*	Vive a nord di Londra.
nomi di strade e piazze, parchi, stazioni e aeroporti, palazzi e chiese accompagnati da nome proprio	*Her office is in **Trafalgar Square**.* *I usually jog in **Hyde Park**.* *Thousands of flights depart from and arrive at **Gatwick Airport** daily.* *I want to visit **St Paul's Cathedral**.*	Il suo ufficio è a Trafalgar Square. Di solito faccio jogging a Hyde Park. Migliaia di voli partono e arrivano all'aeroporto di Gatwick ogni giorno. Voglio visitare la cattedrale di St Paul.
luoghi (*bed, school, university, college, hospital, church, prison*) con riferimento alla funzione svolta nel luogo	*Mark is still in **bed**.* *She's at **university**.* *Prisons are overcrowded. There are too many people in **prison**.* *The kids aren't at **home**.* *Mary is at **work**.*	Mark è ancora a letto. Studia all'università. Le prigioni sono sovraffollate. Ci sono troppe persone in prigione. I ragazzi non sono a casa. Mary è al lavoro.

Esercizi

1 ■■■ **Decidi se le frasi seguenti sono corrette (✓) o sbagliate (✗). Poi correggi quelle sbagliate.**

1 Marcia is studying medicine at the University of Naples. ✓
2 Sunil wants to leave the school, he doesn't want to go to the university.
3 Peter is at the work. He works in the city centre.
4 *Mr Bean* is on at the Globe Theatre in the New Globe Walk, London.
5 The People's Republic of China (PRC) is a single-party state governed by the Communist Party.
6 The Minister of Economy is in the prison for stealing money.
7 It's very expensive to visit the Sagrada Familia Cathedral in the Barcelona.
8 The Heathrow Airport is in west of London.

2 ■■■ **Inserisci *the* dove necessario.**

1 I'm from *the* UK.
2 I'm from / France.
3 We go skiing in _____ Dolomites.
4 _____ Everest is in Nepal.
5 'Where's _____ Lake Victoria?' 'It's in Africa.'
6 'How long is _____ Thames?' 'I don't know.'
7 Is Mum working at home or at _____ university today?
8 She doesn't want to go to _____ college.
9 Let's have afternoon tea at _____ Ritz.
10 When you are in New York, go shopping on _____ Fifth Avenue.
11 Monica is in _____ hospital.
12 I'm at _____ hospital visiting Monica.
13 Her house is in a street near _____ centre.
14 My father is not at _____ home; he is in _____ office.

3 ■■■ **Mike e Janet sono in vacanza in Italia e vorrebbero visitare le Alpi, l'isola di Ventotene e San Marino. Leggi la guida di Janet e inserisci *the* dove necessario.**



The Alps are situated in north of Italy. Po and Ticino rivers both start here. In eastern part of the mountain range, there is Mont Blanc, the highest mountain, and Mont Blanc Tunnel which connects the region to France. Courmayeur is a picturesque town, popular for skiing in winter and hiking in summer months. You can also visit Lake Maggiore, to south of Alps, and take a boat trip to Isola Bella, north of Stresa.



Ventotene is one of Pontine Islands in Tyrrhenian Sea.
It is 46 km off coast of Gaeta.
A beautiful piece of nature, the island is connected by ferry and hydrofoil service from Formia and Anzio.
Island of Santo Stefano is to east of Ventotene. Take a boat trip to visit its enormous prison. Prison is not in use now, but in the past there were 800 prisoners.



The **Republic of San Marino** is on north-eastern side of Apennine Mountains. This beautiful independent state is dominated by Mount Titano and the three castles, which look out to Adriatic coast.
Its capital is City of San Marino.
San Marino's principal museum is State Museum. Basilica of San Marino is also of great interest.
For car lovers don't forget a visit to Ferrari Museum.
You can get to San Marino by flying to Rimini Airport (15 miles away) and using the bus service.

Esercizi di riepilogo

1 **Sottolinea l'opzione corretta nelle regole grammaticali. Poi abbina le regole alle frasi.**

1 Si usa *a/the/-* per parlare di persone/cose nominate per la prima volta.
2 Si usa *a/the/-* per parlare di persone/cose già nominate in precedenza.
3 Si usa *a/the/-* per parlare di oggetti personali.
4 Si usa *a/the/-* per parlare di unità di misura, frazioni o frequenza.
5 Si usa *a/the/-* con i nomi di fiumi, mari e catene montuose.
6 Si usa *a/the/-* per parlare di luoghi con riferimento all'edificio.
7 Si usa *a/the/-* per parlare di luoghi con riferimento alla funzione che vi si svolge.

a ☐ She drinks two litres of water a day!
b ☐ I'm going to bed.
c [1] There is a computer in my sister's room.
d ☐ The Himalayas is a popular destination for experienced climbers.
e ☐ Rob isn't working at the hospital this week.
f ☐ I've got a scooter.
g ☐ The computer is my dad's old computer.

2 **Leggi l'email che Richard ha scritto a suo fratello maggiore Jack. Elimina l'articolo determinativo *the* dove necessario.**

Hi Jack,

You know I love (1) the science-fiction films, well at (2) the cinema they are showing *Blade Runner*. (3) The first *Blade Runner* is a classic of (4) the science-fiction genre, and I can't miss the remake.
I want to go to the preview in (5) the Leicester Square. The problem is that Dad says I can go if you come with me. When are you at (6) the home from (7) the university? The preview is on (8) the Saturday 6th June. This is (9) the my dream come true.
I can get tickets on (10) the Internet. We can go by (11) the train to London, and have (12) the lunch before (13) the film starts.
Leicester Square is near Soho. I know you like (14) the Chinese food. There is a very good restaurant we can eat in. What do you think? Let me know!

Richard

3 **Pamela sta parlando di sua sorella maggiore. Abbina le due parti delle frasi e riscrivile aggiungendo l'articolo corretto (*a/an* o *the*) dove necessario.**

1 My sister lives in	a ☐ love.
2 She is at	b ☐ romantic.
3 She's studying	c ☐ university.
4 She's a	d ☐ boyfriend.
5 She works on	e ☐ psychology.
6 She has got	f [1] south of England.
7 She's got	g ☐ break at the moment.
8 She's	h ☐ River Nile.
9 She believes in	i ☐ waitress.
10 She's taking	j ☐ large grey eyes.
11 She's travelling down	k ☐ Saturday nights.

1 *My sister lives in the south of England.*



4 ERROR CORRECTION **Correggi le parti sottolineate.**

1 The thirteen is an unlucky number in Britain.
2 She sees her grandparents twice the week.
3 In the Finland, the 80% of young women go to a university.
4 The tomatoes are £3 the kilo.
5 I can't go to a bank this morning. Can you go for me?
6 I'm going to a hospital to visit a friend.
7 Do you go to the church on Sundays?
8 Can I have the euro for the snack?
9 I prefer the languages to the science.

5 **Formula delle frasi basandoti sulle informazioni date e usando gli articoli *a/an* o *the* dove necessario.**

1 rugby / contact sport
Rugby is a contact sport.
2 Arabic language / difficult to write
3 smartphones / useful
4 Guggenheim Museum / art museum
5 cat / popular pet
6 that man / beard
7 I / student / secondary school / city centre

6 **Completa le frasi con le parole nel riquadro e aggiungi *a/an* o *the* quando necessario.**

bed • church • hospital • school • university

1 a I need *a* new *bed*. This one is old and really uncomfortable.
b 'David, why are you still in *bed*? It's eleven o'clock!'
2 a How many Italian high school leavers go straight to _____?
b 'I think I'm lost. I'm in front of _____ but I can't see Severn Road.'
3 a We live close to St. Joseph's but we don't often go to _____ during the week.
b _____ on the high street is closed because of restoration works.
4 a 'Are you at _____ yet?' 'No, I'm on my way. There's lots of traffic.'
b _____ is an extremely important facility for a town.
5 a What time does _____ usually start in the morning in the USA?
b It's parent's evening and my dad is going to _____ to talk with my teachers.

7 **Rispondi alle seguenti domande in modo personale. Usa le strutture *a week/a day/a kilo*, ecc.**

1 How much homework do you do?
I do about two hours a day.
2 How often do you check your Facebook page?
3 How much does bread cost?
4 How much sleep do you usually get?
5 How often does your family eat together?
6 What's the speed limit on the motorway in Italy?

8 TRANSLATION **Traduci le seguenti frasi in inglese.**

1 Quando finirò (*I finish*) l'università, vorrei fare la ricercatrice medica.
2 Il *Financial Times* è un giornale economico e finanziario pubblicato in inglese.
3 L'Avana è la capitale di Cuba, un'isola situata nel mare dei Caraibi, vicino agli Stati Uniti, le Bahamas e il Messico.
4 Sam studia musica e suona il pianoforte. Ha lezione due volte la settimana.
5 Lo zio di Jake ha passato (*spent*) due settimane all'ospedale con la malaria.
6 La lingua cinese è una delle lingue ufficiali dell'ONU.
7 Brighton è a sud di Londra e non è sul mare del Nord!
8 "Sei di fretta?" "Sì, la mia lezione comincia alle 7."
9 L'Everest si trova nell'Himalaya e fa parte della Cina e del Nepal.
10 Purtroppo la fame nel mondo è ancora un enorme problema nel 21° secolo.

40 some, any, no e none

VIDEO

FORMA

Si usano *some* e *any* per indicare una **quantità indefinita**, e *no* e *none* per dire che qualcosa non è presente. Sono **invariabili in genere e numero** e corrispondono in italiano agli articoli partitivi "del/dello/della/dei/degli/delle" e agli indefiniti "un po'/qualche/alcuni/nessuno". Osserva le seguenti particolarità:

- *some* e *any* hanno funzione di aggettivo e pronome

*'Have you done **any homework** today?'*	"Hai fatto un po' di compiti oggi?"
*Yes, I've done **some**.'/'No, I **haven't** done **any**.'*	"Sì, ne ho fatti un po'."/"No, non li ho fatti."

- *no* è solo aggettivo; il pronome corrispondente è ***none***

*You have **no** good **ideas**. **None** is feasible.*	Non hai nessuna buona idea. Nessuna è realizzabile.

- *some*, *any* e *no*, in funzione di aggettivo, sono seguiti da sostantivi numerabili plurali e sostantivi non numerabili ➔ 35

*There are **some** interesting **ideas** in his essay.*	Ci sono delle idee interessanti nel suo tema.
*Please, sir. Give me **some money**, I'm hungry.*	Per favore signore. Mi dia dei soldi, ho fame.

USO

some	frasi affermative	*Here are your tests. **Some** are really good.*	Ecco i vostri compiti. Alcuni sono davvero buoni.
	frasi interrogative per offerte e richieste	*Would you like **some** olives?* *Can I have **some** water?*	Vuole delle olive? Posso avere dell'acqua?
	frasi affermative o interrogative per proposte	*Look at those cherries. Let's buy **some**!* *Shall we invite **some** friends?*	Guarda quelle ciliegie. Compriamone un po'! Invitiamo degli amici?
any	frasi negative con il verbo alla forma negativa	*There aren't **any** stars in the sky.*	Non ci sono stelle nel cielo.
	frasi negative con *never*	*She never has **any** chance to show her talent.*	Non ha mai la possibilità di mostrare il suo talento.
	frasi interrogative	*Have we got **any** milk in the fridge?*	Abbiamo del latte in frigo?
	frasi dubitative	*I need butter and eggs for the cake, but I don't know if we've got **any**.*	Mi serve burro e uova per la torta, ma non so se ne abbiamo.
no/ none	frasi negative con il verbo alla forma affermativa	*There are **no** mistakes in your test, or rather **none** is serious.*	Non ci sono errori nel tuo compito, o per meglio dire nessuno è grave.

! • *Some/any/none* possono essere seguiti da ***of*** + *the*/aggettivo possessivo/dimostrativo + **sostantivo plurale**, oppure dal solo pronome complemento. *Some* e *any* sono seguiti dal verbo al plurale; *none* può essere seguito dal verbo al plurale (informale) o singolare (formale).

***Some of my summer camp mates are** from Rome.*	Alcuni dei miei compagni di campo estivo sono di Roma.
***None of you are/is** going on the school trip.*	Nessuno di voi andrà in gita scolastica.

• *No* si può usare a inizio di frase, diversamente da *not... any*.

***No dogs** are allowed in the swimming pool.*	I cani non sono ammessi in piscina.

English Usage

• *Some* si può usare:

- seguito da un sostantivo singolare con il significato di "un qualche"

***Some colleague** has just called.* — Un (qualche) collega ha appena chiamato.

- seguito da un numerale con il significato di "circa"

*He spent **some 2,000 euros** for the party.* — Ha speso circa 2.000 euro per la festa.

- in frasi negative con il significato di "alcuni, ma non tutti"

*She **doesn't** watch **some TV programmes**.* — Non guarda alcuni programmi televisivi.

- in frasi interrogative per indicare che ci si aspetta una risposta positiva

***Have** you **done some ironing**?* — Hai stirato? (immagino di sì)

• *Any* si può usare in frasi affermative seguito da un sostantivo singolare con il significato di "uno qualsiasi".

*I'm cold. Give me a sweater, **any sweater**, please.* — Ho freddo. Dammi un maglione, un maglione qualsiasi, per favore.

• Si usa *some, any* e *none* + *left* per rendere l'espressione italiana "rimasto", "avanzato".

*'Have we got any potatoes?' 'Yes, there are **some left**.'* — "Abbiamo delle patate?" "Sì, ne sono rimaste alcune."

*'Is there **any coffee left**?' 'No, there isn't **any left**.' / 'No, there is **none left**.'* — "È avanzato del caffè?" "No, non ne è avanzato."

• Si usa *some* e *any* + *more* per rendere l'espressione italiana "ancora", "altro". *No more* rende l'italiano "non... più".

*I need **some more flour**.* — Ho bisogno di altra farina.

*'Have we got **any more mint?**' 'No, there is **no more mint**.'* — "Abbiamo ancora della menta?" "No, non ce n'è più."

Esercizi

1 **Volgi le frasi alla forma negativa e interrogativa. Usa *any*.**

1 Sheila has got some advice.
Sheila hasn't got any advice.
Has Sheila got any advice?
2 There is some ice cream in the freezer.
3 They eat some vegetables.
4 Simon is having some problems at his new school.
5 You have got some homework.

2 **Sottolinea l'alternativa corretta.**

1 'Would you like *some/any* parmesan on your pasta, Claire?' 'No, thanks.'
2 'Excuse me, do you have *any/some* books about rhythm 'n' blues?' 'Yes, they're over there.'
3 'Can I have *some/any* information about study programmes in the USA, please?' 'Of course.'
4 Let's have *some/any* more ice cream! It was delicious.
5 'Is there *some/any* coffee in the pot?' 'Yes, but it's probably cold now.'
6 Janet, can I give you *any/some* advice? Don't go out with him!
7 'Mum, where can I buy *some/any* cheap trainers?' 'Why don't you look at the market?'
8 'Have you got *some/any* good apps on your phone?' 'Yes, quite a few.'

3 **Completa le frasi con *a/an*, *some* o *any*.**

1 'Have you got ___any___ money?' 'I've only got _____ fifty-cent coin, if that's any help!'
2 I've got _____ fresh coffee. Would you like a cup?
3 Here you are. _____ cup of coffee with milk.
4 'Is there _____ fruit?' 'Yes, there's _____ on the table.'
5 'Have you got _____ apple?' 'Yes, there are _____ in the fridge.'
6 'Do you take sugar?' 'Yes, _____ teaspoon, please.'
7 'There's no sugar.' 'Yes, there is. There's _____ in the cupboard.'

Esercizi

4 **Completa le frasi con *any*, *no* o *none*.**

1 None of my friends go to my new school.
   a I have *no* friends at my new school.
   b I haven't got *any* friends at my new school.
2 'How many languages do you speak?'
   a 'I don't speak _____ languages.'
   b '_____.'
3 'Can I have some more pasta, please?'
   a 'Sorry, there is _____ left.
   b 'I haven't got _____ left.'
4 The students have a problem. _____ of them understands the instructions. Can you repeat them?
5 There aren't any buses after 11 o'clock.
   a There are _____ buses after 11 o'clock.
   b 'Is there any public transport after 11 o'clock?' 'No, there's _____.'
6 These trainers are very exclusive and hard to find.
   a There aren't _____ in the shops.
   b There are _____ in the shops.

5 **Mark possiede un piccolo negozio di alimentari. Osserva le merci che ha e completa il dialogo con *some*, *any*, *no* o *none*.**



Customer Have you got (1) *any* bread?
Mark I'm sorry, we haven't got (2) _____.
Customer Could I have (3) _____ fresh coffee?
Mark Yes, there is (4) _____ at the back of the shop.
Customer There isn't (5) _____ milk in the fridge!
Mark No, we have (6) _____ left. It's finished.
Customer You have got (7) _____ milk, bread or beer!
Mark No, but we have got (8) _____ mineral water.
Customer I don't want (9) _____! What have you got?
Mark I've got (10) _____ frozen peas, ice cream and (11) _____ bottles of cola.
Customer OK. Can I have (12) _____?

6 **Completa le frasi con *some*, *any*, *no* o *none* e le parole nel riquadro alla forma corretta.**

TV programme • green area • homework • bread • photo • fizzy drink • app • meat

1 Have you got *any homework* this afternoon?
2 She hasn't got _____ in her bedroom.
3 'Are there _____ good _____ on TV this evening?' 'No, _____.
4 I eat _____. I'm a vegetarian.
5 _____ on your mobile phone are really smart!
6 Are there _____ in your town?
7 She doesn't drink _____.
8 Can I have _____, please?

7 **Completa le frasi con *some/any/none left* o *some/any/no more*.**

1 'There's *no more* time, hurry up!' 'Yes, the train is leaving!'
2 'All the tickets have been sold.' 'Really? Aren't there _____?' 'Sorry, there are _____.'
3 'Are there _____ biscuits?' 'Sorry, there aren't _____. But there's _____ tea.'
4 'Mum, can I have _____ change for this arcade game?' 'Sorry, I haven't got _____.'

8 ■■□ **Sottolinea l'alternativa corretta nella seconda frase in modo che abbia lo stesso significato della prima.**

1 I like about 80% of my classmates.
I don't like *some/any* of the people in my class.
2 Justin hates fruit.
Justin doesn't eat *some/any* fruit.
3 Nina is not studying.
Nina isn't studying *some/any* subjects.
4 He has got five of his new textbooks for school.
He hasn't got *some/any* of his new school text books.
5 My sister sometimes gives me her old clothes.
I don't buy *some/any* of my clothes.
6 My mum doesn't like fizzy drinks.
My mum doesn't drink *some/any* fizzy drinks.
7 Mark says hello to only two of his neighbours.
Mark doesn't know *some/any* of his neighbours.
8 Some of Peter's friends are not nice.
I don't like *some/any* of Peter's friends.

9 ■■■ **Completa il dialogo con *some*, *any*, *no* o *none*.**

Boy Bye Mum, I'm going into town.
Mum Can you buy (1) *some* toothpaste, please? There's (2) _____ left. You can buy (3) _____ brand.
Boy You know I don't like (4) _____ brands. I want to buy the one I like.
Mum Oh, don't worry, I've found (5) _____ more in the cupboard. But can you get me a magazine?
Boy I've (6) _____ idea which one to get!
Mum Don't worry you can buy (7) _____ one. Choose one with (8) _____ interesting articles.
Boy Impossible! (9) _____ magazines are interesting. They're all boring! By the way, I haven't got (10) _____ money. Can you give me (11) _____ more?
Mum I gave you $15 yesterday. You're not getting (12) _____ more. One last thing, would you buy (13) _____ coconut milk for tonight's curry?
Boy (14) _____ of the shops in town sell that kind of thing and I don't want to go to the supermarket!

10 ERROR CORRECTION ■■■ **Osserva le parti sottolineate e correggi gli errori dove necessario.**

1 'Has Mike got some brothers or sisters?' 'I don't know.' *any*
2 Not any food or drink is allowed in this lab.
3 I don't have no free time during the week because of my school work.
4 I like some Italian rap artists but not all of them.
5 There's any pasta left. Would you like any more?
6 No of my friends like playing rugby, but I do.
7 It's your money so you can buy some hoodie you want.
8 There are some 10,000 people at the demonstration in Rome today.

11 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 "È avanzata della torta di mele. Chi ne vuole un po'?" "Niente per me, grazie. Sono piena."
2 Mi dispiace ma non ho soldi. Puoi pagare per me?
3 Non ho nessuna idea di cosa prendere a Suzy per il suo compleanno. Hai dei suggerimenti?
4 "Cosa desidera?" "Vorrei del prosciutto, per favore."
5 "Abbiamo ancora della vernice rossa?" "No, non ce n'è più, ma c'è un po' di blu se vuoi."
6 Ho molta fame. Dammi un panino, qualsiasi panino, per favore!
7 Nessuno dei amici di Josh può venire alla sua festa.
8 "Quante lingue parla Marzia?" "Nessuna."

41 a lot of/lots of, much/many, How much/How many

Per indicare una quantità elevata ma imprecisata si usano a *lot of/lots of* e *much* e *many*. Corrispondono in italiano a "molto/a/i/e".

41.1 a lot of/lots of VIDEO

A lot of/Lots of si usano in **frasi affermative**. *Lots of* è più comune nella lingua parlata.
A lot of/Lots of possono essere seguiti sia da **sostantivi non numerabili** che da **sostantivi numerabili plurali**.

*Italians spend **a lot of/lots of money***	Gli italiani spendono molti soldi
on electronic devices.	in apparecchi elettronici.
*There are **a lot of/lots of interesting articles***	Ci sono molti articoli interessanti
in this magazine.	in questa rivista.

⚠ • Nella lingua parlata *a lot of/lots of* si usano anche in frasi negative e interrogative.

***I don't spend a lot of** money on books.*	Non spendo molti soldi in libri.

• *A lot of/Lots of* richiedono il verbo al singolare se sono seguiti da un sostantivo non numerabile singolare, e al plurale se sono seguiti da un sostantivo plurale.

***A lot of information is** available on the Internet.*	Molte informazioni sono disponibili su Internet.
***Lots of Italians go** on holiday to Croatia.*	Molti italiani vanno in vacanza in Croazia.

Si usa ***such a lot of*** per rendere il concetto di "(così/talmente) tanto". 114

*You've got **such a lot of ideas**!*	Hai (così) tante idee!

A lot può essere usato come **avverbio**.

*She talks **a lot** when she's nervous.*	Parla molto quando è nervosa.

41.2 much/many VIDEO

Much e *many* possono essere **aggettivi** o **pronomi** e si usano in **frasi negative** e **interrogative**.

*'Has she got **much** patience with the kids?'*	"Ha molta pazienza con i ragazzi?"
*'I'm afraid she hasn't got **much**.'*	"Temo che non ne abbia molta."
*'Has your sister got **many** friends on Facebook?'*	"Tua sorella ha molti amici su Facebook?"
*'No, she hasn't got **many**.'*	"No, non ne ha molti."

⚠ Nel linguaggio formale è possibile usare *much/many* anche in frasi affermative, ma nella lingua corrente è più comune l'uso di *a lot of/lots of*.

*Companies invest **much** money in advertising.*	Le aziende investono molti soldi nella pubblicità.
***Many** students have failed the exam.*	Molti studenti non hanno superato l'esame.

In funzione di aggettivo, *much* è seguito da **sostantivi non numerabili**, *many* da **sostantivi numerabili plurali**.

*Has she got **much money**?*	Ha molti soldi
*We haven't got **much** free **time**.*	Non abbiamo molto tempo libero.
*Are there **many shops** in this neighbourhood?*	Ci sono molti negozi in questo quartiere?

English Usage

Spesso *not much/many* assumono il significato di "poco/pochi" nella lingua parlata. 42.1

*George has**n't** got **much** hair.*	George ha pochi capelli.
*You know a lot of English words, but I don**'t** know **many**.*	Tu conosci molte parole inglesi, ma io ne conosco poche.

Si usano ***so much/so many*** per rendere l'espressione italiana "(così/talmente) tanto". 114

Please, concentrate. You're wasting ***so much time!***	Per favore, concentrati. Stai sprecando (così) tanto tempo!
Well done, Luke! There aren't ***so many mistakes*** *in your test!*	Bravo, Luke! Non ci sono tanti errori nella tua verifica!

Much ha funzione di **avverbio** dopo un verbo in frasi interrogative e negative.

Does she work ***much****?*	Lavora molto?
Mike doesn't study ***much****.*	Mike non studia molto.

Very much si usa in qualsiasi tipo di frase per rafforzare il significato di *much*. 43.3

I like you ***very much****.*	Mi piaci moltissimo. (avverbio)
*'Have we got any bread?' '****Not very much****.'*	"Abbiamo del pane?" "Non tantissimo." (pronome)

41.3 How much/How many

Per fare domande sulla quantità si usano *how much* con i **sostantivi non numerabili** e *how many* con i **sostantivi numerabili plurali**; in italiano corrispondono a "quanto/i".

How much chocolate *do you need for the Sachertorte?*	Di quanto cioccolato hai bisogno per la torta Sacher?
How many girls *are there at your school?*	Quante ragazze ci sono nella tua scuola?

Esercizi

1 **Completa le frasi con *a lot of* o *a lot* e le parole nel riquadro alla forma corretta.**

language • homework • walk • book • practise • car • free time • eat • talk

1 The bookshop is on five floors. It has *a lot of books*.
2 Jenny always _____ and never listens!
3 He weighs 110 kilos, because he _____.
4 My dad isn't working at the moment. He has _____.
5 Michele studies for four hours every afternoon. He has _____.
6 My mum is quite slim, because she _____.
7 I can't find a parking space near my house. There are _____.
8 Danny is good at playing the guitar, because he _____.
9 She speaks Italian, French, Russian and English. She speaks _____.

2 **Sottolinea l'alternativa corretta.**

1 There are *a lot of/a lot* tourists in this period in Florence.
2 Such *lots of /a lot of* people go for an aperitif before dinner.
3 'How much do you train?' 'I train *a lot/a lot of* every day.'
4 The kids are making *lots of/lot* noise. Tell them to stop it.
5 She reads *a lot/a lot of* books every month. She loves reading.
6 Do you study *lot/a lot* in preparation for an exam?
7 They have got *lots of/a lot* music CDs!
8 My husband always organises a surprise party on my birthday and he invites such *a lot of/lots of* friends.

Esercizi

3 **Jennie è in visita da Luca in Italia. Luca le dà alcune informazioni. Leggi le frasi e sottolinea l'alternativa corretta.**

1 There isn't *much/many* homework now because it's June.
2 There aren't *many/much* things for young people to do in my town.
3 There aren't *many/much* green areas.
4 There isn't *many/much* traffic, so we can cycle.
5 My friends don't speak *many/much* English. Can you speak Italian?
6 We don't have *many/much* rain here during the summer.
7 There aren't *many/much* breaks during the day at school, but we finish early.
8 You don't need *many/much* warm clothes. Maybe a jacket for the evenings.
9 You haven't got *many/much* time in the morning because school starts early.

4 **Gli amici di Luca sono molto curiosi di conoscere Jennie. Completa le domande con *How much/How many* e traduci le risposte in corsivo.**

Friends (1) *How many* students are there in your class?
Jennie 34.
Friends (2) _____ money do you spend on school books?
Jennie We don't pay for our books. We get them from our school.
Friends (3) _____ friends have you got on Facebook?
Jennie (4) *Molti!* _____ Four hundred.
Friends (5) _____ homework do you get?
Jennie (6) *Pochi.* _____
Friends (7) _____ time do you spend at school?
Jennie (8) *Molto.* _____ School finishes at 4 o'clock and then I have music lessons.
Friends (9) _____ class tests do you have at school?
Jennie (10) *Pochi.* _____
Friends (11) _____ subjects do you study at school?
Jennie Ten.
Friends (12) _____ weeks' holiday have you got in the summer?
Jennie Six weeks.

5 **Abbina le frasi e completale con *much/many*.**

1 How much luggage have you got?
2 Have you got any free time this weekend?
3 How many books do you read in a year?
4 Mum, I need some new socks.
5 Why aren't you eating? Aren't you hungry?
6 Do people like travelling by public transport?

a ☐ Not _____. I've got a stomach ache.
b ☐ I haven't got _____. And the ones I have got are old.
c ☐ No, not _____. People usually use their cars.
d ☐ Not _____. I prefer reading things online.
e ☑ Not *much*. Can we take it on the plane as hand luggage?
f ☐ No, I haven't got _____, only Saturday afternoon.

6 **Completa le frasi con *so much/so many*.**

1 Can we meet for a coffee? There are *so many* things I want to tell you!
2 They are making _____ noise, I can't hear what the teacher is saying.
3 There is _____ pollution in my city. I prefer living in a village.
4 He tells _____ lies. It's terrible.
5 I've got _____ pairs of jeans I don't know which ones to wear!
6 Please tidy your bedroom. You've got _____ stuff on the floor!
7 _____ students aren't happy with the changes in their schools.
8 They have _____ free time they get bored.

7 **Riordina le parole per formulare delle frasi corrette.**

1 very much / coffee / don't like / I
I don't like coffee very much.
2 does / travel / your family / much / ?
3 at breakfast / eat / Filippo and Thomas / a lot
4 doesn't / speak / he / very much
5 studying / are / much / they / ?
6 you / a lot / know / about computers / !
7 doing / during the holidays / aren't / much / we

8 ■■■ Completa le frasi con *much*, *many*, *a lot of* o *lots of* e le parole nel riquadro.

traffic • bread • time • sports • money • lies • reviews • books • clothes • people • fuss

1 Is there *much traffic* in your town?
2 She always tells _____.
3 Mark plays _____. He's very fit.
4 How _____ are you taking with you for the weekend?
5 She follows such _____ on Twitter.
6 Why are you spending so _____ on video games?
7 It's taking me such _____ to find a good restaurant on Tripadvisor! There are so _____!
8 Zoe always makes _____ about her job, but she's only a secretary.
9 Are you serious? I can't believe you've bought so _____!
10 _____ are without home in Mumbai.

9 ERROR CORRECTION ■■■ Ogni frase contiene un errore. Correggili.

1 *A lot of* Many accomodation on AirBnB is really expensive.
2 I'm not good at Maths. I don't understand much rules.
3 Do you know Sara? I like her very.
4 How many food are you preparing for tonight? It's only the two of us!
5 Ask Lily! She's got much information about our new classmate.
6 They spend a lot of on clothes!
7 Such lots of people are coming to the party tonight.
8 Can you buy some bread, please?' 'How?' 'Not much, just a loaf.'
9 Does she have many experience in teaching?
10 I've never seen so much geckos in my life.

10 TRANSLATION ■■■ Traduci il seguente dialogo in inglese.



Dad Gully, mamma è a casa?
Gully No. È al lavoro. Torna a casa tardi perché ha molto lavoro.
Dad Facciamole una sorpresa e prepariamo la cena!
Gully È un'idea fantastica!
Dad Prepariamo un'insalata di pollo.
Gully Di che cosa abbiamo bisogno?
Dad Insalata e pollo naturalmente! Tanta insalata.
Gully Di quanto pollo abbiamo bisogno?
Dad Circa 500 grammi.
Gully Che altro?
Dad Alcuni pomodori e cipolle, ma poche perché a mamma non piacciono.
Gully Di quanti pomodori abbiamo bisogno?
Dad Quei tre pomodori rossi sono perfetti.
Gully Che ne dici di un po' di pancetta?
Dad Sì, abbiamo molta pancetta a fette nel frigo.
Gully Papà, non abbiamo olio di oliva e non c'è molto aceto!
Dad Sei sicuro?
Gully Sì, e i negozi sono già chiusi!
Dad Non preoccuparti, Gully. Preparerò (*I will prepare*) un condimento con lo yogurt. Ne abbiamo?
Gully Temo che non sia rimasto molto yogurt.
Dad Va bene allora. Ordiniamo del cinese da asporto!

42 a little/a few, little/few, enough

42.1 a little/a few, little/few

A little/a few e ***little/few*** possono essere **aggettivi** o **pronomi**.

*I have **little** money. Zack, have you got **a little** to lend me?*	Ho pochi soldi. Zack, ne hai un po' da prestarmi?
*My niece buys **a few** books every year, but she reads **few** of them.*	Mia nipote compra un po' di libri ogni anno, ma ne legge pochi.

Si usano *a little* e *a few* per dire che qualcosa è presente in **quantità limitata ma sufficiente**. Corrispondono in italiano a "un po'/qualche/alcuni". *Little* e *few* indicano invece che qualcosa è presente in **quantità limitata ma non sufficiente**; corrispondono a "poco/pochi" in italiano.

In funzione di aggettivo si usano *a little/little* **con i sostantivi non numerabili**, e *a few/few* con i **sostantivi numerabili plurali**.

*Have we got **a little time** to go to the duty-free?*	Abbiamo un po' di tempo per andare al duty-free?
*Hurry up! We've got **little time** before boarding*	Sbrighiamoci! Abbiamo poco tempo prima dell'imbarco
***Few Italians** visit museums.*	Pochi italiani visitano i musei.

English Usage

Little e *few* sono piuttosto formali. Nella lingua parlata è più comune usare *not much/many*. 41.2

Si usano ***very little/very few*** per rendere l'idea di "molto/poco". 43.4

*Your son has made **very little progress** so far.*	Suo figlio ha fatto molti pochi progressi finora.
***Very few Italians** can speak English fluently.*	Molti pochi italiani parlano inglese scorrevolmente.

Si usano ***so little/so few*** per esprimere il concetto di "(così/talmente) poco". 114

*There is **so little hope** left.*	È rimasta così poca speranza.
*He's a nice boy, but he has got **so few interests**!*	È un bravo ragazzo, ma ha così pochi interessi!

Si usano ***only a little/only a few*** per esprimere l'idea di "solo poco/pochi" .

*I've got **only a little homework** for tomorrow.*	Ho solo pochi compiti per domani.
***Only a few students** aren't participating in the national sports games.*	Solo pochi studenti non partecipano ai giochi sportivi nazionali.

A little usato da solo può avere funzione di **avverbio**; in italiano corrisponde a "un po'". 78.1

*Mum is **a little** annoyed with me.*	La mamma è un po' seccata con me.
*We're **a little** late.*	Siamo un po' in ritardo.

42.2 enough

Si usa *enough* per dire che qualcosa è presente in **quantità sufficiente**; corrisponde a "abbastanza/a sufficienza/sufficientemente" in italiano.

***enough** + sostantivo*	*Have you got **enough money**?* *There are not **enough PCs** at my school.*	Hai abbastanza denaro? Non ci sono abbastanza PC nella mia scuola.
(not)** + aggettivo/ avverbio + **enough	*Sabrina works **fast enough**.* *She's not **careful enough**.*	Sabrina lavora abbastanza velocemente. Non è abbastanza attenta.
verbo + (complemento) + *enough*	*Sam **trains enough** every day.* *They don't **study English enough**.*	Sam si allena a sufficienza ogni giorno. Non studiano l'inglese a sufficienza.

Esercizi

1 **Sottolinea l'alternativa corretta.**

1 There are *a little/a few* biscuits in the cupboard. You can have them.
2 There are *a little/a few* good jobs in the Information Technology sector.
3 I like *a little/a few* mayonnaise in my sandwiches.
4 I drink *a little/a few* water, but not 2 litres a day!
5 There are *a little/a few* people you know at the party.
6 There are *a little/a few* accidents near my house because cars can't see the stop sign.
7 Can I give you *a little/a few* advice?
8 Let's open the windows for *a little/a few* fresh air.
9 I have *a little/a few* things I'd like to do this weekend.

2 **Descrivi le immagini usando *a few*, *a little*, *enough* + un sostantivo.**


1 a few books


2 _____



3 _____


4 _____


5 _____


6 _____


7 _____


8 _____

3 **Completa le frasi con *a few* o *a little*.**

1 Jane doesn't go out very often. She has _a few_ friends.
2 'Mum, can I try _____ of your wine?' 'No, you're too young!'
3 We've got _____ coffee.
4 I work from 3 o'clock to 8 o'clock in the evening. I'm working _____ hours.
5 I sometimes help my neighbour with her little boy, so I have _____ experience.
6 I know _____ words in French.
7 I'm not very hungry. Can I have only _____ soup, please?
8 There are still _____ tickets left for the concert, but not many.

4 **Completa le frasi con *little/few* e le parole date.**

1 I have one week's holiday a year.
I have very _little holiday_ during the year. (holiday)
2 Andy eats an apple a week.
He eats _____. (fruit)
3 Jack has a Saturday job. He earns $25.
He earns _____. (money)
4 Elena usually goes to the cinema three times a month.
She goes to the cinema _____ a month. (times)
5 10% of the students are doing well in chemistry.
_____ are doing well in chemistry. (students)
6 Valentina doesn't usually enjoy going out with her friends on Saturday night.
She has very _____ on Saturday night. (fun)
7 5% of Russians speak English.
_____ speak English. (Russians)
8 This banana cake is healthy.
It has very _____ in it. (sugar).

Esercizi

5 **Abbina ogni frase alla sua conclusione.**

1	Her English is very good.	a [2]	There are a few mistakes.
2	She has got 5 for her history test.	b [1]	She makes very few mistakes.
3	Mattia is working in Sardinia now. He isn't happy because	a ☐	he has few friends.
4	Luca is studying at Bari University. He is having a good time because	b ☐	he has a few good friends.
5	There is little traffic in the afternoons so	a ☐	it's a good idea if we leave early.
6	There is a little traffic at this time so	b ☐	we can leave later.
7	Anna and Steve have little time to relax.	a ☐	They are always so busy.
8	Giorgia and Edward have a little time to relax in the mornings.	b ☐	They usually read the newspaper.
9	You are making very little progress.	a ☐	I don't think you are studying.
10	You are making a little progress.	b ☐	You are beginning to study more.

6 **Completa le frasi con *a few/few* o *a little/little*.**

1 I only spend *a few* hours on the computer in the evenings.
2 Because Clara gets up late, she only has _____ time to get ready in the mornings.
3 I'm really hungry. Can I have _____ more potatoes, please?
4 There are _____ good shops here, so I usually go shopping in a shopping centre in the suburbs.
5 There are _____ good programmes on TV. I only watch films.
6 I spend _____ minutes checking my emails every day. It takes about 10 minutes.
7 We eat very _____ fish. We eat it about once a month.
8 We are doing a school project together, but we are doing very _____ work. We are always talking and laughing!
9 Can you put _____ sun cream on my back?
10 The students are disappointed because _____ people are coming to see their lunchtime concert.

7 **Completa le frasi con *only a few/only a little* e le parole nel riquadro.**

oil • sugar • ~~free time~~ • things • clothes • questions
knowledge • German • computers • luggage

1 I'm studying for my end of year examinations at the moment so I have *only a little free time*.
2 It takes five minutes to complete this form. There are _____.
3 I'm on a diet, so _____ for me, please.
4 _____ are working in the language laboratory in our school.
5 My mum has got _____ of computers.
6 I take _____ in my coffee and no milk, please.
7 There isn't much space in the car, please bring _____ with you.
8 I don't speak a foreign language well, _____.
9 My wardrobe is full, but I wear _____ I have got in it!
10 Janice is going on holiday but she's taking _____ as it's expensive to take it on the plane.

8 ■■■ **Sottolinea l'opzione corretta.**

1 'Does it rain in California?' 'Yes, *a little/a few/little* in spring'.
2 'What sort of problems does Sicily have?' 'Water, there is *very little/very few/a little*.'
3 'Are there a lot of car parks in the city centre?' 'No, *very little/very few/a few*. I think there are two.'
4 'How many houses have gardens in Rome?' 'People usually live in flats so there are *very few/little*.'
5 'Where can I put my luggage?' 'There's some space in the back of the car. You can put *a little/a few/little* there.'
6 'How many pets have you got?' 'My mum loves animals so we have *a few/a little/few*.'
7 'Are you angry with me?' 'Yes, *a little/a few/little*. I don't like your behaviour!'

9 ■■■ **Completa le frasi con *enough* e le espressioni nel riquadro.**

high • spaee • salt • loud • exercise • clear • often • beds

1 There isn't *enough space* in the car. I can walk.
2 I can't hear the TV. It isn't _____. Can you turn it up?
3 'Are the instructions _____?' 'No, I don't understand them.'
4 My dad isn't very healthy. He doesn't do _____.
5 Can I stay the night? Have you got _____?
6 'Is there _____ on the meat?' 'Yes, it's fine.'
7 I don't visit my grandparents _____. Only twice a year.
8 Are you aiming _____?

10 ■■■ **Perché queste persone stanno facendo queste cose? Riordina le parole in corsivo.**

1 My PE teacher is always shouting at us because *has / enough / she / patience / not / got.*
she hasn't got enough patience.
2 My parents don't usually go out during the week because *energy / little / have / so / they.*
3 I'm not buying any new clothes for my holiday because *few / there are / so / before I leave / days left.*
4 Dave can't drink wine because *not / he / enough / old / is.*
5 The teachers are cancelling the school trip because *in it / students / few / are interested / so.*
6 I am walking to school today because *buses / so / this morning / few / there are.*
7 Claudio isn't studying all his school subjects well because *little / has / time / so / he.*
8 I've got many things to do and *time / to / not / do / enough / them.*
9 It's Saturday night, but Giacomo and Paola are staying at home because *so / they / money / little / have got.*
10 There are only a few days before the exams and *enough / you / studying / not / are.*

11 ERROR CORRECTION ■■■ **Osserva le parti sottolineate e correggi gli errori dove necessario.**

1 There is usually <u>very few</u> snow in Rome in the winter. *little*
2 There is still <u>a little</u> work to do! Can you help me?
3 She doesn't work <u>enough hard</u>.
4 There are <u>few</u> problems with Macintosh. It's a fantastic computer!
5 With <u>little</u> luck I can pass my maths test tomorrow!
6 Are you <u>eating enough</u> at lunch?
7 Are you hungry? There's <u>a little</u> pasta from lunch in the fridge.
8 Can I see you for a moment? There are <u>few</u> things I want to talk to you about!
9 <u>Little</u> of us can say we never tell lies!
10 She's <u>enough smart</u> to understand the situation.
11 We're on holiday for <u>a little</u> days this week.
12 My parents are having <u>problems enough</u>.

43 too, too much/too many, too little/too few, very

43.1 too, too much/too many

Si usano *too*, *too much/too many* per indicare che qualcosa è presente in **quantità eccessiva**; corrispondono in italiano a "troppo". Osserva la tabella.

too + aggettivo/avverbio	*Our neighbours are **too noisy**.* *She always arrives **too late** at school.*	I nostri vicini sono troppo rumorosi. Arriva sempre troppo tardi a scuola.
verbo + ***too much***	*Salvatore usually eats **too much**.*	Salvatore di solito mangia troppo.
too much + sostantivi non numerabili	*Don't drink **too much lemonade** at the party.*	Non bere troppa limonata alla festa.
too many + sostantivi numerabili plurali	*We can't park today! There are **too many cars**!*	Non riusciamo a parcheggiare oggi! Ci sono troppe macchine!

English Usage

Per indicare che qualcosa è presente in quantità eccessiva, si possono usare le seguenti espressioni: *far too* (formale), *much too* (comune) e *way too* (colloquiale) + aggettivo.

*That's **far/much/way too** exepensive.* È troppo costoso.

43.2 too little/too few

Per dire che qualcosa è presente in **quantità eccessivamente ridotta** si usano *too little* **con i sostantivi non numerabili** e *too few* **con i sostantivi numerabili plurali**.

*There's **too little milk**.* C'è troppo poco latte.
***Too few people** read books.* Troppe poche persone leggono libri.

43.3 very

Very **precede un aggettivo o un avverbio** e ne rafforza il significato; corrisponde a "molto" in italiano.

*My dad is **very strict**.* Mio padre è molto severo.
*Viola is working **very carefully** on her project.* Viola lavora molto attentamente alla sua ricerca.

Very traduce anche il superlativo assoluto italiano.

*Cats are **very quick**.*
I gatti sono velocissimi.

⚠ A differenza di *much* 41.2, l'avverbio *very much* si usa in tutti i tipi di frase, affermativa, negativa e interrogativa.

*I'm eating **very much** today.* Mangio molto oggi.
*They don't talk together **very much**.* Non parlano molto tra di loro.
*Do you like her **very much**?* Ti piace molto?

Esercizi

1 **Sottolinea l'alternativa corretta.**

1 36 in a class! There are *too many/too much* children.
2 It's *too/too much* noisy in here. Be quiet!
3 They watch *too many/too much* TV.
4 Nobody uses the buses, so there's *too/too much* traffic.
5 *Too much/Too many* sugar is bad for your teeth!
6 He sleeps *too much/too many*.
7 You go out *too/too many* often.
8 There are *too much/too many* problems with this class.
9 She talks *too many/too much*.

Esercizi

2 ■■■ **Abbina le due parti delle frasi e riscrivile con *too, too much/too many* e i verbi alla forma corretta.**

1 I / worried
2 there / people
3 there / noise
4 Jack / tired
5 it / far
6 there / pollution

a ☐ to concentrate on my homework.
b ☐ to come out this evening.
c ☐ in Milan.
d ☐ to go by car.
e ☐ to sleep.
f ☐ to walk to Elena's house.

1 *I'm too worried to sleep.*

3 ■■■ **Completa le frasi con *too, too much/too many* e le parole date.**

1 I want to buy a new scooter.
My old scooter *breaks down too often*. (breaks down / often)
It uses *too much petrol*. (petrol)
2 Kevin can't buy that new hooded sweatshirt.
It _____. (costs)
It's _____. (expensive)
3 I can't meet you at the station.
I'm _____. (busy)
I've got _____. (work)
4 I don't like my city.
It's _____. (polluted)
There are _____. (cars)

4 ■■■ **Riscrivi le frasi con *too little* o *too few*.**

1 Not enough young people understand the importance of studying.
Too few young people understand the importance of studying.
2 There isn't enough rain for the garden this summer.
There is _____ for the garden this summer.
3 You don't have enough qualifications for this job.
You have _____ for this job.
4 I don't like small cinemas. There isn't enough choice.
There is _____ at small cinemas.
5 There aren't enough opportunities for young people at present.
There are _____ for young people at present.
6 There wasn't enough food at the party.
There was _____ at the party.

5 ■■■ **Riordina le parole. Aggiungi *very* dove necessario.**

1 much / usually eat / for breakfast / I don't
I don't usually eat very much for breakfast.
2 comfortable / shoes / are / these
3 is / always / bedroom / Giorgia's / untidy
4 Linda / I / much / like / is / nice / she / because
5 does / his / he / slowly / homework!
6 much / don't / we / go away. It's expensive.
7 talking / are / fast / you. I can't understand you!

6 ERROR CORRECTION ■■■ **Decidi se le frasi seguenti sono corrette (✓) o sbagliate (✗). Poi correggi quelle sbagliate.**

1 Our cities are very much polluted. People use too much cars and too little buses and trains. ✗ *many* *few*
2 This pizza tastes horrible. There's too few cheese and too many tomato.
3 Nowadays, too few people get involved in their community.
4 I can't come to the party. I'm busy too because I've got too many homework.
5 That phone is too much expensive. Have you got a cheaper one?
6 My dad works too much hours and he is at home very few.
7 Millie's always very tired because she goes to bed too late.
8 'Do you think the soup is salty, too?' 'Not at all! There isn't too many salt.'

Esercizi di riepilogo

1 **Sottolinea l'alternativa corretta.**

1 Is there *any/some* food in the fridge? I'm starving!
2 There are *none/no* decent clubs in this town. It's so boring on a Saturday night.
3 I can't use *any/some* brands of shampoo, only a few, because I have an allergic reaction.
4 Henry Ford famously said, 'You can have *any/no* colour car you want, as long as it's black.'
5 *Any/None* of the students want to go on the school trip to Vienna.
6 Is there *any/no* more of that cake? I'd like another slice.
7 I've got *some/any* good news for you! Do you want to hear it?
8 Janice hasn't got *no/any* hope of passing her exam.

2 **Scrivi l'opposto delle seguenti frasi usando *much* o *many*.**

1 The tourist office has got a lot of information about the historical part of the town.
The tourist office hasn't got much information about the historical part of town.
2 Janet has got lots of photos in her bedroom.
3 There are a lot of tickets left for the Muse concert.
4 We've got a lot of chairs in this classroom.
5 There is lots of news on TV about the New York Marathon.
6 There's a lot of furniture in this room.
7 We've got a lot of biscuits for breakfast.
8 He earns lots of money.
9 We eat a lot of pasta.

3 **Abbina le domande alle risposte e sottolinea l'alternativa corretta.**

1 Are you in a hurry?
2 Was the exhibition good?
3 Have you got any money?
4 Do you use social networks?
5 Can I have some coffee?
6 How many families have got three cars?

a ☐ Only *a few/a little*. It's too expensive.
b ☐ Very *little/a little*. Maybe one hour a week.
c ☐ No, I've got *lots of/much* time.
d ☐ No, there were *few/little* interesting artefacts. It was a boring afternoon!
e ☐ I'm sorry there isn't *some/any* left.
f ☐ Yes, but not *many/much*.

4 **ERROR CORRECTION** **Correggi le parti sottolineate.**

1 I think there are too much people on the bus. Let's wait for the next one! *too many*
2 The shop on the corner closed. They had a few customers.
3 She drives too much fast.
4 After the tsunami, there was too few help and it arrived too late!
5 You're not enough old to go into a pub!

5 **Completa la seconda frase in modo che abbia lo stesso significato della prima usando le parole tra parentesi.**

1 The room is too small to have a party in. (enough)
The room isn't *big enough* to have a party in.
2 There isn't much work around at the moment. (jobs)
There aren't _____ around at the moment.
3 The streets are too noisy. (noise)
There is too _____ in the streets.
4 There's no time to do your hair. Come on! (any)
There _____ time to do your hair. Come on!
5 We haven't got enough facilities for young people in our town. (too)
We've got _____ facilities for young people in our town.
6 Jim can't afford to buy a concert ticket. (expensive)
The concert tickets are _____ for Jim.

6 **Leggi il dialogo e sottolinea l'alternativa corretta.**

Girl Mum, I'm *very/a lot* tired. I don't have *no/any* free time because I always have *lots of/lot of* homework to do.
Mum Yes, I think they give you *too much/much* homework. When I was at school, I only got *a little/a few* things each week.
Girl It doesn't matter because there aren't *many/much* things to do in this town, anyway.
Mum Come on, there's the bowling alley, the cinema, the youth centre...
Girl The bowling alley is always *too much/too* crowded, and I haven't got *money enough/enough money* to go to the cinema or shopping all the time.
Mum OK. But with a *little/much* imagination, I'm sure you and your friends can find something to do.
Girl No, there are *none/no* interesting things to do or places to go.
Mum You never go out anyway, you're always on your phone. How *many/much* time do you waste on Instagram?
Girl It's not a waste of time. *No/Any* young person can survive without it!

7 **Abbina le due parti delle frasi e completale con una parola adatta. A volte c'è più di una possibilità.**

1	Mrs Wallis can't go on holiday this year	A ☐	and there are ____ modern buildings.
2	I don't have ____ energy	B ☒	because she's *too* busy at work.
3	There are still ____ tickets for the concert	C ☐	that protect our body.
4	My brother is never at home	D ☐	during the dry season from March to September.
5	Fruit contain ____ antioxidants	E ☐	but we need to be quick.
6	This city is very ancient	F ☐	to go to the gym in the evening after work.
7	There is ____ rain here	G ☐	because he spends ____ time travelling for his job.

8 **Completa l'articolo su una località sciistica con le parole nel riquadro.**

no • a few • how many • enough • some • how much • lots of • no • many • too

Jackson Hole

There is (1) *no* better place in Wyoming to spend your winter vacation!
First of all the skiing. (2) _____ slopes are there? Well, we offer great green and blue slopes and (3) _____ amazing black diamond runs, with amazing steeps and chutes. (4) _____ snow is there? There is (5) _____ need to worry about not having (6) _____ snow as there is an average of about 10 feet between November and April. As well as fantastic skiing, our town also offers (7) _____ great winter activities such as dog-sledding, snowmobiling, ice skating and snowshoeing. If you are (8) _____ tired for sporting activities, you can wander around the town square, browsing in the (9) _____ shops and boutiques. With a range of accommodation, from quaint inns to all inclusive ski resorts, you are sure to find the perfect place to stay, whether it is just for (10) _____ days or a longer trip.



44 all e whole

44.1 all

All può essere **aggettivo** o **pronome** e corrisponde a "tutto/i".

***all* + sostantivo (senza *the*) per parlare di persone, cose in senso generale**	***All travellers** must have a valid ticket.*	Tutti i viaggiatori devono avere un biglietto valido.
***all* + (*of*) + *the* + sostantivo per parlare di persone, cose specifiche**	***All (of) the shops** are closed in our village in August.*	Tutti i negozi sono chiusi nel nostro paese in agosto.

! • In questa costruzione l'articolo *the* può essere sostituito da un aggettivo possessivo o da un dimostrativo + sostantivo.

*She's lost **all (of) her money**.* Ha perso tutti i soldi.
*You have to buy **all (of) those books**.* Devi comprare tutti quei libri.

• Quando *all* è seguito da un pronome personale complemento, non si può omettere *of*.

*Marta is lying to **all of us**.* Marta sta mentendo a tutti noi.

soggetto + *all*	***We all** go to the seaside in the summer.*	Andiamo tutti al mare in estate.

! Nota la posizione di *all* dopo il verbo *be*, i modali e gli ausiliari nei tempi composti.

*We **are all** in bed with the flu.* Siamo tutti a letto con l'influenza.
*You **can all** go to the cinema.* Potete andare tutti al cinema.
*The kids **are all** swimming in the lake.* I ragazzi stanno nuotando tutti nel lago.

All come **pronome** può tradurre anche l'espressione "tutto ciò che".

***All** you need is love.* L'amore è tutto ciò di cui hai bisogno.

44.2 whole

Whole è un **aggettivo** e corrisponde in italiano a "intero", "tutto".

***the*/*a*/aggettivo possessivo + *whole* + sostantivo numerabile singolare**	***The whole story** is nonsense.* *He's staying with me for **a whole year**.* *He has never worked in **his whole life**.*	Tutta la storia non ha senso. Starà con me per un anno intero. Non ha mai lavorato in tutta la sua vita.

! In questa costruzione *whole* e *all* hanno lo stesso significato e sono intercambiabili, tranne che con l'articolo indeterminativo *a* con il quale non si usa *all*.

*She spent **her whole/all her childhood** in the countryside.* Ha trascorso tutta la sua infanzia in campagna.
*Gabriel drinks **a whole** bottle of water every morning.* (NON ~~*all a bottle*~~) Gabriel beve una bottiglia intera d'acqua ogni mattina.

***whole* + sostantivo plurale**	***Whole families** have economic difficulties because of the crisis.*	Intere famiglie hanno difficoltà economiche a causa della crisi.

! In questa costruzione *whole* assume il significato di "completo", "intero", e non è preceduto da *the*.

⚠ Con i sostantivi non numerabili si preferisce usare *all* (*of*).

*We're changing **all (of) the office furniture**.* Stiamo cambiando tutti i mobili dell'ufficio.

In alternativa a *whole* è possibile usare ***the whole of***.

The whole of *the town doesn't have any electricity.* Tutta la città non ha elettricità.

⚠ È obbligatorio usare *the whole of* con i nomi propri e con i pronomi.

The whole of Beijing *is polluted.* Tutta Pechino è inquinata.

Where's my birthday cake? I can't believe that you ate ***the whole of it!*** Dov'è la mia torta di compleanno? Non posso credere che tu l'abbia mangiata tutta!

Esercizi

1 ■■■ **Nelle frasi seguenti inserisci *of* solo dove è necessario.**

1 There's some pasta left. Can I have all *of* it?
2 She spends all _____ her time on Facebook. That can't be healthy!
3 All _____ the classrooms in my school have interactive boards.
4 'How many students from your class are coming to your party?' 'All _____ them.'
5 Whose are all _____ these books on the kitchen table? Can you put them in your bedroom?
6 She wants to go on the school trip because all _____ her friends are going.
7 I'd like to speak to all _____ you about this terrible situation.
8 This is a present for all _____ you.

2 ■■■ **Riscrivi le frasi seguenti mettendo *all* dopo il soggetto al posto giusto.**

1 All the students speak quite good English.
The students all speak quite good English.
2 All the lessons finish at four o'clock in Britain.
3 All these clothes are too expensive.
4 All my friends use Twitter.
5 All her family is on holiday.
6 All of us have got the flu.
7 All of them go to school on Saturdays.
8 All my friends are at summer camp.
9 All of us speak excellent English.

3 ■■■ **Sottolinea l'alternativa corretta. A volte entrambe sono possibili.**

1 *All/The whole of* my relatives are coming today.
2 *Whole/All* areas of Africa have no clean water, especially in the Horn of Africa and the Namib Desert.
3 I'm busy *the whole/all* morning.
4 I'm in love! I think of Mark *all/the whole* time.
5 'Old Lady Leaves *Whole/All* Her Money to a Cat's Refuge.'
6 *The whole/All* idea is not a very good one!
7 Do you think we are the only form of life in *all the/the whole* universe?
8 Can you *all/the whole* listen to me, please?
9 Martin eats *all/a whole* packet of biscuits for breakfast!
10 Janet usually spends *the whole/all the* summer at home.

4 ■■■ **Completa le frasi con *all* (*of*) o (*the*) *whole*. A volte entrambe le forme sono possibili.**

1 *All* the family is not speaking to her.
2 _____ the juice is in the fridge.
3 He drinks a _____ carton of milk for breakfast.
4 _____ the tickets for the concert are sold out.
5 It was hot _____ day.
6 I have to read three _____ books by next week!

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Tutti i visitatori devono presentarsi alla reception.
2 Clive aggiunse (*added*) un'intera testa di aglio alla ricetta per sbaglio (*by mistake*).
3 Tutta Parigi è sommersa dalla neve.
4 Per favore, racconta a tutti noi della vacanza.
5 L'intero film è ambientato in una sola stanza.
6 Siamo tutti contenti per la tua promozione.

45 each e every

Each e *every* hanno un significato simile ("ogni", "ciascuno") e spesso sono interscambiabili.

***Each/Every senior citizen** above 65 gets a 50% discount on the ticket.*	Ogni adulto sopra i 65 anni ha uno sconto del 50% sul biglietto.

Si preferisce tuttavia usare *each* per riferirsi a **ogni singolo elemento** di un insieme, *every* quando ci si riferisce a **tutti gli elementi** di un insieme.

45.1 each

Each può essere **aggettivo** o **pronome** e si usa per parlare di due elementi o comunque di elementi in **quantità limitata**. È seguito da **sostantivi singolari** (se aggettivo) e **verbo al singolare**.

*She has lots of tattoos on **each arm**.*	Ha molti tatuaggi su ogni braccio.
***Each child** under 11 **travels** free.*	Ogni bambino sotto gli 11 anni viaggia gratis.
*There are **two doors** in this house. **Each is** protected by an alarm system.*	Ci sono due porte in questa casa. Ognuna è protetta dal sistema d'allarme.

Each con funzione di **pronome** può essere seguito da ***of* + pronome complemento plurale** (ma il verbo rimane comunque al singolare).

*Kids, these are the exam rules: **each of you receives** a sheet of paper with his/her name on it.*	Ragazzi, queste sono le regole dell'esame: ciascuno di voi riceve un foglio con su scritto il suo nome.
*There are three guest families next week. Send a confirmation email to **each (of them)**.*	Ci sono tre famiglie ospiti la prossima settimana. Manda una mail di conferma a ciascuna (di loro).

Each può anche avere funzione di **avverbio**.

*Those organic strawberries cost 40 cents **each**.*	Quelle fragole biologiche costano 40 centesimi l'una.

Si può trovare *each* anche dopo il soggetto, in questo caso il verbo è al plurale.

*They **each drive** a sport car.*	Ciascuno di loro guida una macchina sportiva.

45.2 every

Every è solo **aggettivo**. In italiano si può tradurre con "ogni" come *each*, oppure con "tutti" quando ci si riferisce a tutti gli elementi di un insieme. È seguito da **sostantivi numerabili singolari** e **verbo al singolare**.

*You can carry out **every step** of the procedure with the touchscreen.*	Si può eseguire ogni passo della procedura con il touchscreen.
***Every hotel** in town is fully booked.*	Ogni albergo in città è al completo. (= Tutti gli alberghi in città sono al completo.)

Si usa *every* e non *each* nelle espressioni di frequenza → 28.2. *Every* può essere seguito da un sostantivo plurale in espressioni che indicano un intervallo temporale, spaziale, ecc.

From Pisa Airport there's a flight to New York ***every day/every two days***.	Dall'aeroporto di Pisa c'è un volo per New York ogni giorno/ogni due giorni.
There is a service station ***every twenty kilometres***.	C'è un'area di servizio ogni venti chilometri.
At our kindergarten there's a teacher ***every twelve children***.	Al nostro asilo c'è un insegnante ogni dodici bambini.

Every può essere seguito da ***one of*** + *the*/aggettivo possessivo/dimostrativo + **sostantivo plurale**, oppure dal solo pronome complemento. Il verbo rimane sempre al singolare.

***Every one of those trees is** at least a hundred years old*	Ognuno di quegli alberi ha almeno cento anni.
*The premiere is tonight and the actors are very excited. **Every one of them is** rehearsing.*	La prima è stasera e gli attori sono molto emozionati. Ciascuno di loro sta provando.

Esercizi

1 ■■■ **Inserisci *each* al posto giusto.**

1 'How much are the rings?' 'They cost £2.99 each.'
2 There is a free bottle of coke with ticket.
3 It's dinner time in ten minutes, so you and Danny can have one biscuit.
4 Player has three cards at the beginning of the game.
5 I've got four brothers and one is different.
6 I text message of my friends about twice a day.
7 I've got a suitcase in hand. Can you open the door for me?
8 They're very cheap. They cost a pound.

2 ■■■ **Completa le frasi con *every* e i sostantivi nel riquadro.**

reason • 15 minutes • Sunday • day • one • time • page • room

1 I read the newspaper every day.
2 He doesn't like me. _____ he sees me he crosses the road!
3 We usually go for a walk _____.
4 _____ in the hotel has a bathroom.
5 There's a bus into town _____.
6 You have _____ to be happy with your school report. It's excellent!
7 I have _____ of Kasabian's CDs. They're fantastic!
8 In this exam, students put their name at the top of _____.

3 ■■■ **Sottolinea l'alternativa corretta.**

1 Grandma Maria always buys *every/each* grandchild a present when she goes on a day trip.
2 There are five of us in my family. We *every/each* have very different personalities.
3 Take a tablet after *every/each* meal.
4 'How much is the meal?' 'It isn't very expensive. It's £15 *every/each*.'
5 I've got two children. *Every/Each* of them has got a moped.
6 They meet *every/each* day after school.
7 Tom watches *every/each* football match on TV.
8 In France you kiss people four times: twice on *every/each* cheek.

4 ■■■ **Completa le frasi con *every* o *each*. A volte entrambi sono possibili.**

1 Each member of the volleyball team plays very well.
2 'Can you describe the robber, Madam?' 'Yes, Officer. He had an earring in _____ ear.'
3 We go to visit my grandparents in the Marche _____ year.
4 _____ two weeks he travels a hundred miles to visit his father.
5 There are six questions. Don't spend more than 10 minutes on _____.
6 The train ticket costs £18 _____ way.

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Amo il mio lavoro. Ogni giorno è diverso.
2 Questi avocado sono carissimi. Costano 4.50 l'uno.
3 Conosco ogni parola delle sue canzoni. È il mio cantante preferito.
4 Ragazzi, ciascuno di voi deve pensare a un finale per il racconto.
5 Ci sono quattro uscite di emergenza: ognuna è segnalata (*is marked*) chiaramente.
6 Il trasporto pubblico in questo paesino non è buono. Ci sono solo due autobus al giorno.

46 either e neither

Either e *neither* possono essere **aggettivi** o **pronomi**. *Either* corrisponde a "l'uno e/o l'altro", *neither* "né l'uno né l'altro". *Either* e *neither* sono seguiti da **sostantivi singolari** e richiedono il **verbo alla forma affermativa singolare**.

*You can speak English or Italian with her. She's fluent in **either language**.*	Puoi parlare inglese o italiano con lei. È fluente nell'una e nell'altra lingua.
***Neither computer** is working.*	Né l'uno né l'altro computer funzionano.
*'Do you prefer turkey or chicken?' '**Either is** fine by me.' / 'Sorry, **neither** for me. I'm vegetarian.'*	"Preferite tacchino o pollo?" "L'uno o l'altro vanno bene per me." / "Mi dispiace, né l'uno né l'altro per me. Sono vegetariano."

⚠ *Not... either* ha lo stesso significato di *neither*.

*You **can't** catch **either train** because they don't stop in Rovereto. = You **can** catch **neither train** because they don't stop in Rovereto.*	Non puoi prendere né l'uno né l'altro treno perché non fermano a Rovereto.

Either e neither possono essere seguiti da ***of** + the*/aggettivo possessivo/dimostrativo + **sostantivo plurale**, oppure dal solo pronome complemento plurale.

***Neither of the/those/your trousers** is tight.*	Né l'uno né l'altro dei/di quei/dei tuoi pantaloni è stretto.
*These two pairs of shoes are gorgeous. **Either of them** is perfect for the wedding.*	Queste due paia di scarpe sono stupende. L'una e l'altra sono perfette per il matrimonio.

⚠ In uno stile formale il verbo rimane al singolare, ma nella lingua parlata si può usare anche il verbo al plurale.

***Neither of my nieces have** tattos.*	Né l'una né l'altra delle mie nipoti ha tatuaggi.

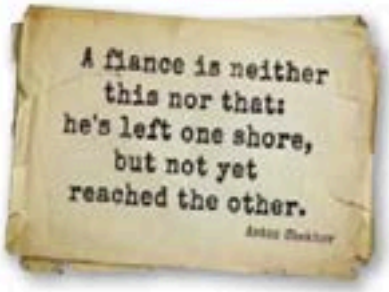
Si usa ***either... or*** per indicare due possibilità ("o... o"), ***neither... nor*** per negare due alternative ("né... né"). *Either... or* e *neither... nor* possono collegare sostantivi, aggettivi, avverbi e verbi. *Either* può essere omesso.

*You can have **(either) cola or orange juice**, but **neither wine nor beer**.*	Puoi avere (o) cola o succo d'arancia, ma né vino né birra.
*Sarah is **neither pretty nor friendly**.*	Sarah non è né carina né simpatica.
*She drives **neither slowly nor carefully**.*	Non guida né piano né con prudenza.
*You can **(either) study or work**.*	Puoi studiare o lavorare.

⚠ *Either... or* e *neither... nor* sono solitamente seguiti dal verbo al singolare, ma **se il secondo soggetto è un plurale** si preferisce usare la **forma plurale del verbo**.

***Is** either Paul or John at home?*	Ci sono o Paul o John a casa?
*Neither Lisa nor Will **works** on Monday.*	Né Lisa né Will lavorano il lunedì.
*Either Susan or **her parents are** at home.*	O Susan o i suoi genitori sono a casa.
*Neither Susan nor **her friends are going** on holiday this summer.*	Né Susan né i suoi amici vanno in vacanza quest'estate.

In inglese britannico *either* e *neither* si possono pronunciare sia /aiðə(r)/ e /naiðə(r)/ che /i:ðə(r)/ e /ni:ðə(r)/. In inglese americano si pronunciano /i:ðə(r)/ e /ni:ðə(r)/.



Esercizi

1 ■■■ **Abbina le due parti delle frasi.**

1	I don't like blue or yellow.	a ☐	Neither is good with computers.
2	Don't ask either John or Paul about the software.	b [/]	Neither of them suit me.
3	Do you want some juice or lemonade?	c ☐	Neither of them is easy.
4	Where's Dad?	d ☐	I neither like nor dislike him. I'm indifferent.
5	What do you think of Mike?	e ☐	Neither thanks. I'm not thirsty.
6	We have got two class tests tomorrow.	f ☐	Either an Xbox or a tablet.
7	What do you want for your birthday?	g ☐	He's either at the office or on his way home.

2 ■■■ **Sottolinea l'alternativa corretta.**

1 There are two good films on TV tonight. We can watch *neither/either*.
2 'Do you want to go bowling or play pool?' '*Neither/Either*. I want to stay at home.'
3 What do you want, salad or chips? You can have *neither/either*.
4 'Is he good at football?' '*Neither/Either* good *nor/or* bad. Mediocre.'
5 We can have *neither/either* rice *nor/or* pasta for lunch. Which do you prefer?
6 I'm busy on Saturday and Sunday morning, but I'm free *either/neither* afternoon.
7 *Neither/Either* Mum *nor/or* Dad is at home. I don't know where they are!

3 ■■■ **Completa le frasi con *either/neither*. Usa *of* dove necessario.**

1 We can go to *either* restaurant. I don't mind.
2 I don't think you know _____ my sisters. They don't live here.
3 Pam, Vanessa… has _____ you got a black dress I can borrow?
4 _____ these classrooms is free. Where can we go for our lesson?
5 Jack and Sally don't like the films at the cinema so _____ them wants to come.
6 You can go by bus or train. _____ way is quite quick.
7 'Do you want to go out or stay in tonight?' 'I don't mind. _____. You decide.'
8 'We can come on the 25th or the 30th.' '_____ those dates are good for me.'

4 ■■■ **Osserva l'immagine e completa le frasi. Usa *neither, either, neither… nor* e *either… or*.**



Leo and Larry love Amanda but…

1 Amanda loves *neither* Leo *nor* Larry.
2 Amanda loves _____ boy.
3 Amanda doesn't love _____ Leo _____ Larry.
4 Amanda doesn't love _____ boy.
5 Who does Amanda love, Leo or Larry? _____. She loves Ben.

5 ■■■ **Riscrivi le frasi senza cambiarne il significato usando le parole tra parentesi.**

1 I don't like skiing and Janet doesn't like skiing. (neither of)
Neither of us likes skiing.
2 Danny can't ride a bike. He can't ride a scooter. (neither… nor)
3 You can come this evening. You can come tomorrow. (either… or)
4 Amy hasn't got your jacket. Diana hasn't got your jacket. (neither… nor)
5 My mum drives me to school or my grandparents drive me to school. (either… or)
6 You are not listening to me and you aren't listening to me! (neither of you)
7 Mum is coming to collect me or my dad is coming to collect me. (either parent)
8 I can have a hamburger or a piece of pizza for lunch. (either… or)
9 We can watch TV or we can listen to some music. What do you want to do? (either… or)

47 both e most

47.1 both

Both può essere **aggettivo** o **pronome**; in italiano corrisponde a "entrambi". È seguito da un **sostantivo plurale** e richiede il **verbo alla forma plurale**.

I like ***both films*** *of that young film-maker.*	Mi piacciono entrambi i film di quel giovane regista.
Emma and Pia are sisters. ***Both have*** *long hair.*	Emma e Pia sono sorelle. Entrambe hanno i capelli lunghi.

Se il sostantivo è preceduto da *the*/aggettivo possessivo/aggettivo dimostrativo, si possono usare sia *both* che *both of* senza variazione di significato.

Both (of) the flats have *good and bad points.*	Entrambi gli appartamenti hanno pregi e difetti.
Both (of) my dogs sleep *on the sofa.*	Entrambi i miei cani dormono sul divano.
She works ***both hard and carefully.***	Lavora sia sodo che con attenzione
Both (of) those shops are *expensive.*	Entrambi quei negozi sono costosi.

⚠ Quando *both* è seguito da un pronome personale complemento, non si omette *of*.

Both of them *are red-haired.*	Entrambi hanno i capelli rossi.

Both precede il verbo principale ma segue il verbo *be*, i modali e gli ausiliari nei tempi composti.

We ***both*** *want to go out.*	Vogliamo andare fuori entrambi.
Carl and Steve are ***both*** *in a hurry.*	Carl e Steve sono entrambi di fretta.
You can ***both*** *watch TV.*	Potete guardare entrambi la TV.
They have ***both*** *eaten a sandwich.*	Hanno mangiato entrambi un panino.

Both... and può collegare due sostantivi, aggettivi, avverbi e verbi; si rende con l'espressione "sia... sia/che" in italiano.

Lola is taking ***both karate and judo lessons.***	Lola prende lezioni sia di karate sia di judo.
Jim is ***both charming and clever.***	Jim è sia affascinante che intelligente.
She works ***both hard and carefully.***	Lavora sia sodo che con attenzione.
You can't ***both study and work.***	Non puoi studiare e lavorare.

47.2 most

Most può essere **aggettivo** o **pronome**; traduce l'espressione italiana "la maggior parte". Quando si parla in senso generico *most* può essere seguito da un **sostantivo non numerabile** con il **verbo al singolare** o da un **sostantivo plurale** con il **verbo al plurale**.

Most meat is *imported from Argentina.*	La maggior parte della carne è importata dall'Argentina.
There are few teachers today at school.	Ci sono pochi insegnanti oggi a scuola. La maggior
Most are *on strike.*	parte è in sciopero.

Quando *most* è seguito da un sostantivo plurale è possibile usare in alternativa ***the majority of*** con il verbo al plurale.

The majority of Americans drive *within the speed limit.*	La maggior parte degli americani rispetta il limite di velocità.

Quando ci si riferisce a un ambito particolare *most* è seguito da ***of*** + *the*/aggettivo possessivo/aggettivo dimostrativo + sostantivo oppure dal solo pronome personale complemento.

I don't like ***most of the TV programmes.***	Non mi piace la maggior parte dei programmi televisivi.
Most of your/those pictures *are really good.*	La maggior parte delle tue/di quelle fotografie sono davvero belle.
Most of you *failed the exam.*	La maggior parte di voi non ha superato l'esame.

Esercizi

1 ■■■ **Inserisci *both* nella posizione corretta. Usa *of* se necessario. A volte c'è più di una possibilità.**

1 John and Paul are good with computers.
(Both) John and Paul are (both) good with computers.
2 Luca and Paolo, I want to speak to you about your class test. They are the same!
3 Susan and Mary, you can't go to the toilet!
4 My parents travel to work by car.
5 We live in the same part of town.
6 Amy and Dan are very tired.
7 I want to visit New York and Miami one day.
8 Justin usually goes to church and Scouts on Sunday morning.

2 ■■■ **Completa le frasi con le parole tra parentesi aggiungendo *of* dove necessario.**

1 *Most of* the shops close at half past five in my village. (most)
2 _____ children love ice cream. (both)
3 I like _____ Beyoncé's songs, especially her early ones. (most)
4 There's a letter for _____ you from school. (both)
5 _____ my teachers are over 40. (most)
6 _____ people can speak a second language. (most)
7 The _____ young people leave school at 19 years old. (majority)
8 Anthony and I are hungry. _____ us want to eat now. (both)
9 My kids eat the _____ things, but they don't eat tomatoes. (majority)
10 I'm sorry Lory and Tony, I think _____ you are wrong! (both)

3 ■■■ **Formula delle frasi usando *both (of)* o *most/majority of...* e le parole date.**

1 them / have long hair
The majority of them have long hair/Most of them have long hair.
2 Italy / have good weather / summer
3 my parents / be / work at the moment
4 my family / be / tall
5 these computers / be / expensive
6 my class / be boys
7 us / want / be pilots
8 young people / be / unemployed

4 GRAMMAR IN CONTEXT ■■■ **Osserva il tabellone del cinema e completa le frasi con *both* o *most/majority of*.**

Screen 1	*Bridget Jones's Baby 2D*	(USA)	seats 350	price £7
Screen 2	*Independence Day: Resurgence 3D*	(USA)	seats 150	price £8.50
Screen 3	*L'estate addosso 2D*	(Italy)	seats 150	price £7
Screen 4	*Finding Dory 3D*	(USA)	seats 350	price £8.50
Screen 5	*La vita possibile 2D*	(Italy)	seats 350	price £7
Screen 6	*Inferno 2D*	(USA)	seats 350	price £7

1 *Most of* the films are American films.
2 _____ screen 2 and 3 have seats for 150 people.
3 *L'estate addosso* and *La vita possibile* are _____ Italian films.
4 _____ the screens have seats for 350 people.
5 *Independence Day: Resurgence* and *Finding Dory* are _____ in 3D.
6 _____ the films cost £7.

48 I composti di *some, any, no, every*

FORMA

Osserva come si formano i composti di *some, any, no* 40 e *every* 45.

	some	*any*	*no*	*every*
-body/-one **(persone)**	***somebody/someone*** (qualcuno)	***anybody/anyone*** (qualcuno)	***nobody/no one*** (nessuno)	***everybody/everyone*** (tutti)
-thing **(cose)**	***something*** (qualcosa)	***anything*** (qualcosa)	***nothing*** (niente)	***everything*** (tutto)
-where **(luoghi)**	***somewhere*** (da qualche parte)	***anywhere*** (da qualche parte)	***nowhere*** (da nessuna parte)	***everywhere*** (dappertutto)

⚠ Non c'è differenza di significato fra i suffissi *-body* e *-one*.

I composti di *some, any, no* e *every* sono seguiti dal **verbo al singolare**, ma si usa la **forma plurale** di **pronomi personali e aggettivi possessivi**.

Nobody ***is*** *at home because* ***they****'re not answering the phone.* — Non c'è nessuno a casa perché nessuno risponde al telefono.
'There's somebody for you on the phone.' — "C'è qualcuno per te al telefono."
'Tell ***them*** *I'm busy'.* — "Digli che sono occupato."



- I composti di *some, any* e *no* seguiti da aggettivo non richiedono la preposizione *of*.

There isn't ***anything interesting*** *on TV.* — Non c'è niente di interessante alla televisione.
Nothing good *will come out of this.* — Non ne sortirà niente di buono.

- *Somewhere, anywhere* e *nowhere* possono essere preceduti solo dalle preposizioni di moto da luogo *from* e *out of* (non da *in* e *to*).

They're ***from somewhere*** *in the States.* — Vengono da qualche parte degli Stati Uniti.
He appeared ***out of nowhere****.* — È apparso dal nulla.

USO

I composti di *some, any, no* e *every* si usano per indicare persone, cose e luoghi non definiti e seguono le stesse regole d'uso di *some, any* e *no*.

composti di *some*	frasi affermative	*He's seeing* ***someone****, but I don't know who.*	Si vede con qualcuno, ma non so chi.
		David is ***somewhere*** *in Australia.*	David è da qualche parte in Australia.
	frasi interrogative per offerte e richieste	*Would you like* ***something*** *to eat?*	Vuoi qualcosa da mangiare?
		Can I have ***something*** *to drink?*	Posso avere qualcosa da bere?
	frasi affermative o interrogative per proposte	*Why don't we go* ***somewhere****?*	Perché non andiamo da qualche parte?
		Let's go ***somewhere****.*	Andiamo da qualche parte.

composti di *any*	frasi interrogative	*Is there **anybody** out there?* *Are you going **anywhere** on holiday?*	C'è qualcuno là fuori? Vai da qualche parte in vacanza?
	frasi negative con il verbo alla forma negativa	*Leo doesn't eat **anything** at breakfast.*	Leo non mangia niente a colazione.
	frasi negative con *never*	*She never goes **anywhere** without her teddy bear.*	Non va da nessuna parte senza il suo orsetto.
	frasi dubitative	*I don't know if he needs **anything**.*	Non so se ha bisogno di qualcosa.

! I composti di *any* possono assumere il significato di "chiunque", "qualsiasi cosa", "qualsiasi luogo" in frasi affermative.

*This problem is easy. **Anyone** can solve it.*	Questo problema è facile. Chiunque può risolverlo.
***Anything** she says is nonsense.*	Qualsiasi cosa dica è un'assurdità.
*Ted goes **anywhere** with his skate.*	Ted va in qualsiasi luogo con il suo skate.

composti di *no*	frasi negative con il verbo alla forma affermativa	*We're going **nowhere** this summer.* *There's absolutely **nothing** in the fridge.*	Non andiamo da nessuna parte questa estate. Non c'è assolutamente niente in frigo.
composti di *every*	in frasi affermative, interrogative e negative	*You can tell **everyone**.* *Can you tell **everyone**?* *I can't tell **everyone**.*	Puoi dirlo a tutti. Puoi dirlo a tutti? Non posso dirlo a tutti.

Esercizi

1 ■■■ **Sottolinea l'opzione corretta.**

1 'What are you doing?' '*Nobody/Nothing/Nowhere*.'
2 'Who are you talking to?' '*Nobody/Nothing/Nowhere*.'
3 'What are you eating?' '*Nobody/Nothing/Nowhere*.'
4 'Where are you going?' '*Nobody/Nothing/Nowhere*.'
5 'What are you watching?' '*Nobody/Nothing/Nowhere*.'
6 'Who are you ringing?' '*Nobody/Nothing/Nowhere*.'

2 ■■■ **Rispondi alle domande dell'esercizio 1 con delle risposte complete.**

1 *I'm not doing anything.*

3 ■■■ **Sottolinea l'opzione corretta.**

1 I work at the weekends so I never go *anywhere/somewhere/nowhere*.
2 'Here's the post.' 'Is there *anything/anywhere/anyone* for me?'
3 I know *nobody/nothing/nowhere* about computer programming.
4 There is *someone/something/somewhere* on the phone for you.
5 Mandy and Jack want to live *someone/something/somewhere* hot.
6 Has *anything/anywhere/anyone* got an extra history book I can borrow?
7 *Everyone/Someone/Anyone* is talking about Dolce and Gabbana's new summer collection.
8 There is *something/somebody/somewhere* I want to tell you. Have you got a minute?
9 'Can I sit *anything/anywhere/anyone*?' 'No. Can you sit here, next to Steve?'
10 I'm really unlucky at the moment. *Anything/Nothing/Everything* is going wrong for me.

Esercizi

4 **Abbina le due parti delle frasi.**

1	Italian students can wear	a ☐	Nothing. I'm not hungry.
2	Lisa can go anywhere she wants during the day,	b [1]	anything they want to school.
3	What do you want for dinner?	c ☐	please wait until the end of the talk, thank you.
4	This is an easy question.	d ☐	I don't mind. Anything you want to cook.
5	Where can you go rollerblading?	e ☐	but not at night because it's dangerous.
6	She buys her children anything	f ☐	they see in the shops!
7	Anybody who wants to ask questions	g ☐	Anywhere, I usually go to the pinewood.
8	What do you want for lunch?	h ☐	Anybody can answer it!

5 **Completa le parole in ogni frase con *-body*, *-thing* o *-where*.**

1 No*body* listens to me!
2 Is any_____ coming to collect you from the party?
3 I'm going shopping. Do you want any_____ from the shops?
4 When my aunt comes to visit, she always brings some_____ for all of us.
5 I'm sorry. I've got no_____ for a headache, but there's a chemist's near here.
6 'Where's Ostuni?' 'I think it's some_____ in Puglia.'
7 'What are you doing here?' 'I'm waiting for some_____.'
8 Is there any_____ I can charge my mobile?
9 Every_____ is very sorry that Mr Gibbons is leaving and going to work in a new school.
10 I need some_____ to open this can.

6 **Completa le frasi con un composto di *some*, *any* e *no*.**

1 Do you want *anything* to eat? It's one o'clock.
2 You're very quiet. Say _____.
3 I don't want to go _____ this evening. Let's stay in.
4 Does _____ know the answer to question three?
5 Can _____ answer the phone, please? I'm busy.
6 I'm sorry I'm late. There is _____ to park near your house!
7 'Where does he live?' 'I think it's _____ in this street.'
8 You never do _____ in the house!
9 There is _____ in the fridge to eat. Let's order pizzas for dinner.
10 She would go _____ with him.

7 **Riscrivi le frasi basandoti sulle informazioni date. Usa i composti di *some*, *any*, *no* e *every*.**

1 There is something I can do for you. (any / ?) *Is there anything I can do for you?*
2 I haven't got anywhere to go for my holidays. (no / ✗) _____
3 Is there anybody at home? (no / ✗) _____
4 No one is coming to my party. (every / ✓) _____
5 I have something to say to you. (no / ✗) _____
6 Dad is somewhere upstairs. (any / ✗) _____
7 There is nothing I can do to help. (any / ?) _____
8 There isn't anything in your eye. (some / ✓) _____
9 Don't tell anybody what happened. (every / ✓) _____
10 Is there anyone willing to help on this project? (no / ✗) _____

8 ■■■ **Completa la seconda frase con i composti di *some*, *any* e *no* e gli aggettivi nella prima frase.**

1 Is there a special thing you want for lunch?
Is there *anything special* you want for lunch?
2 Is there a good thing on TV tonight?
Is there _____ on TV tonight?
3 There are no exciting places to go at the weekends in this town!
There is _____ to go at the weekends in this town!
4 Let's have a quick meal.
Let's have _____ to eat.
5 Can we go to a cheap place to eat? I haven't got much money.
Can we go _____ to eat?
6 'Who is Mr Seymour?' 'I think he is an important person in IBM.'
'Who is Mr Seymour?' 'I think he is _____ in IBM.'
7 Are there interesting people sitting at your table?
Is there _____ sitting at your table?
8 I want to go to a hot place for my holiday.
I want to go _____ for my holiday.
9 There are no nice people at this party.
There is _____ at this party.

9 ■■■ **Completa il testo di Anna su come trascorre solitamente il sabato con le parole nel riquadro.**

nothing • anybody • somebody • everyone • something (x 3)
anything • somewhere (x 2) • anywhere • nowhere • nobody

My favourite day is Saturday. I don't go to school, so I have (1) *nothing* to do. My parents work on Saturdays, so there isn't (2) _____ at home. It's great, (3) _____ tells me what to do and what not to do!
I usually get up late, have (4) _____ light to eat for lunch and then I phone my friends and we meet (5) _____ in town and go shopping. I always meet (6) _____ I know in High Street, so I spend a long time shopping! If there is (7) _____ I need, I usually buy it on Saturday afternoon. I always buy (8) _____.
After shopping we go to Mick's Café. It's very popular. (9) _____ goes there, it's always really busy, so there is usually (10) _____ to sit, but we wait and usually get a seat after a while.
My mum often phones me and asks me to go (11) _____ for her and buy (12) _____.
I know I live in a small town but I can't imagine living (13) _____ else.

10 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Vai da qualche parte il prossimo fine settimana?
2 C'è qualcosa di interessante questa sera in televisione?
3 In qualunque luogo vada non è mai contenta.
4 Fai mai niente a casa per aiutare tua madre?
5 Non è qui, non lo vedo da nessuna parte!
6 Sto cercando ovunque in casa ma non riesco a trovare il mio portafogli.
7 Tom non conosce nessuno nella sua classe.
8 Questo souvenir viene da qualche parte dell'Europa del nord.

Esercizi di riepilogo

1 **Osserva le immagini e completa le frasi con le parole nel riquadro.**

neither • majority • both • all (x 2) • each



1 *All* (of) the buildings are the same.



2 The _____ of them are wearing glasses.



3 _____ of them are awake.



4 They have two presents _____.



5 _____ of them are happy.



6 _____ of them is happy.

2 **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 They all had a good day.
All *of them had a good day*.
2 I only have coffee for breakfast.
All _____ is coffee.
3 These tests are both the same.
Both _____.
4 All the people I invited came to the party.
Everyone _____.
5 The majority of young people do a sport.
Most _____.
6 Textbooks all come with digital material nowadays.
Every _____.
7 You all have dark hair.
Each _____.
8 Most students have lunch at the school canteen.
The majority _____.

3 **Completa la seconda frase in modo che abbia lo stesso significato della prima usando le parole tra parentesi.**

1 I like neither of the films on TV this evening. (either)
I *don't like either* of the films on TV this evening.
2 There isn't anyone I like at the party. (no one)
There _____ I like at the party.
3 He lived in the small village his whole life. (all)
He lived in the small village _____.
4 Matilda thinks she hasn't got anything nice to wear to the party. (nothing)
Matilda thinks she _____ nice to wear to the party.
5 Do most people drink tea in England? (the)
Do _____ people drink tea in England?
6 There is nowhere interesting to go near here. (not)
There is _____ interesting to go near here.

4 PRELIMINARY **Leggi l'articolo su Sophie Behnem, una ragazza che ha appena finito gli esami, e scegli l'opzione corretta.**

A-Level Results: It's Waiting Time



The (1) *majority of* students across England are waiting for their A-level results. We talked with Sophie, age 19.
'I think the exams went well, but (2) _____ went wrong with my history exam because I found some of the questions difficult. I hope (3) _____ my grades are good enough and that I can still go to university to study (4) _____ business or law. My twin brother has also taken his exams. (5) _____ of us have got a place at the college in our city if we want, but (6) _____ of us wants to stay here. We want to go and study (7) _____ different. We check our emails (8) _____ five minutes, waiting for the results!
To celebrate the end of our exams, I went into town with my friends – we stayed out (9) _____ of the night so (10) _____ felt very well the next day!

1	A majority of	B most	C all	D every
2	A anything	B nothing	C everything	D something
3	A whole	B all	C every	D most
4	A some	B neither	C either	D both
5	A Both	B All	C Every	D Either
6	A either	B nor	C all	D neither
7	A everywhere	B somewhere	C nowhere	D anywhere
8	A every	B all	C each	D both
9	A both	B majority	C most	D whole
10	A anybody	B somebody	C everybody	D nobody

5 ERROR CORRECTION **Trova altri 10 errori nel testo e correggili.**

'Everybody ~~need~~ *needs* somebody to love', is a famous song from an old film, *The Blues Brothers*. It is certainly true that every of us needs friends. Friendship is very important, too when you are young and when you are older. Nothing can live without friends. There are different degrees of friendship and not all friend has to be a very close friend and either do you have to have lots of friends. One close friend who you can share nothing with is good. The most young people find it easy to make friends, neither at school nor in their community, and many of these friendships can last their all lives.

6 TRANSLATION **Traduci le seguenti frasi in inglese.**

1 Gli autisti stanno tutti scioperando perché non sono d'accordo con il nuovo contratto di lavoro.
2 Ci sono quattro uscite di emergenza. Ognuna è indicata con un segnale rosso.
3 Non mangio né la carne né altri prodotti derivati dagli animali. Sono vegana.
4 La maggior parte degli alunni del quinto anno ha una parte nello spettacolo di fine anno.
5 È un segreto. Non dirlo a nessuno, per favore.
6 In autunno comincio l'università. Spero che sia tutto come mi aspetto. Non vedo l'ora.

49 I pronomi riflessivi e reciproci

49.1 Pronomi riflessivi

FORMA

I pronomi riflessivi concordano con il soggetto a cui si riferiscono.

Pronomi soggetto	Pronomi riflessivi
I	***myself***
you	***yourself***
he	***himself***
she	***herself***
it	***itself***
we	***ourselves***
you	***yourselves***
they	***themselves***

Oneself è la forma impersonale, raramente usata nella lingua parlata; nei dizionari indica l'infinito di un verbo riflessivo.

*to hurt **oneself*** farsi male



*'I'm your Guardian Angel, but I choose to let you handle this **yourself**.'*

USO

I pronomi riflessivi si usano:

- quando il soggetto e il destinatario dell'azione coincidono

***My husband** makes **himself** a drink when he gets back from work.*	Mio marito si prepara qualcosa da bere quando torna dal lavoro.
***I'll** buy a car for **myself**.*	Mi compro un'auto.

- con i verbi riflessivi o che ammettono la forma riflessiva

*Don't climb the tree or **you'll hurt yourself**.*	Non salire sull'albero o ti farai male.
***We don't enjoy ourselves** at concerts.*	Non ci divertiamo ai concerti.

- per enfatizzare che l'azione viene svolta dal soggetto

***He** wants to finish it **himself**.*	Vuole finirlo lui stesso.
***I** insist on talking to the headmaster **myself**.*	Insisto nel voler parlare io stesso con il preside.

- preceduti da *by* per esprimere il concetto "da solo/i"

***I** live **by myself**.*	Vivo da solo.
*This cake is delicious! **Marta** made it **by herself**.*	Questa torta è deliziosa! Marta l'ha fatta da sola.

In inglese i pronomi riflessivi sono meno frequenti che in italiano. **Non si usano** i pronomi riflessivi:

- con le parti del corpo e i capi di abbigliamento; in questi casi si usa l'aggettivo possessivo

*'Clean **your** teeth before going to bed.'*	Lavati i denti prima di andare a letto.
*My hands are cold. I'll put **my** gloves on.*	Ho le mani fredde. Mi metto i guanti.

- con alcuni verbi che sono riflessivi in italiano, ma non in inglese

apologise	scusarsi	*fall ill*	ammalarsi	*remember*	ricordarsi
behave	comportarsi	*fall in love*	innamorarsi	*sit down*	sedersi
change	cambiarsi	*feel*	sentirsi	*stand up*	alzarsi
complain	lamentarsi	*forget*	dimenticarsi	*stop*	fermarsi
congratulate	congratularsi	*get up*	alzarsi	*wake up*	svegliarsi
dress	vestirsi	*meet*	incontrarsi	*wash*	lavarsi
fall asleep	addormentarsi	*relax*	rilassarsi	*worry*	preoccuparsi

- con alcuni verbi che indicano cambiamento; in questi casi si usa *get* seguito da aggettivo o participio passato

Appendice, 7

get angry	arrabbiarsi	*get ill*	ammalarsi	*get ready*	prepararsi
get bored	annoiarsi	*get lost*	perdersi	*get tired*	stancarsi
get dressed	vestirsi	*get married*	sposarsi	*get used (to)*	abituarsi (a)

49.2 Pronomi reciproci

Each other e ***one another*** sono pronomi reciproci; si usano per indicare la reciprocità di un'azione. Corrispondono in italiano alle espressioni "a vicenda", "l'un l'altro".

Each other e *one another* possono essere usati indifferentemente, ma si preferisce utilizzare ***each other*** con **riferimento a due elementi** e ***one another*** con **riferimento a più elementi**.

***Giulia** and **Lucrezia** are always talking to **each other** during the school break.*	Giulia e Lucrezia parlano sempre l'una con l'altra durante l'intervallo.
***People** in town don't know **one another**.*	Le persone in città non si conoscono.

Sia *each other* che *one another* ammettono la forma possessiva ***each other's*** e ***one another's***.

*Sara and Jane enjoy **each other's** company.*	Sara e Jane stanno bene in compagnia l'una dell'altra.

⚠ Non confondere *each other* e *one another* con i pronomi riflessivi *ourselves, yourselves* e *themselves*.

*They're looking at **each other**.*	Si stanno guardando.
*We're looking at **ourselves** in the mirror.*	Ci guardiamo allo specchio.

Esercizi

1 ■■■ **Sottolinea l'alternativa corretta.**

1 The mirror is too high, I can't see *myself/itself*.
2 'Bye Mum.' 'Bye boys. Enjoy *yourself/yourselves* this evening.'
3 Jack's very good at repairing things. He does all the repairs in the house *himself/herself*!
4 Sally takes *herself/himself* too seriously. She never relaxes!
5 My husband and I are teaching *ourselves/myself* Spanish.
6 Edward and Gina can't see *themselves/ourselves* living in another country!
7 The light switches *itself/himself* on at night.
8 'Where are you?' 'I'm shopping. I'm buying *myself/yourself* some new clothes.'
9 Being by *himself/oneself* on Christmas Day is very sad.
10 Be careful or you can hurt *myself/yourself*.
11 My parents are packing those bags *themselves/yourselves*.
12 I want to go into town and buy *yourself/myself* a new dress.

2 ■■■ **Abbina le due parti delle frasi e completale con i pronomi rif essivi *my-, your-, his-, her-, it-, our-, them-*.**

1 Jack usually buys *him*self a cake	a ☐ You can do it by _____selves.
2 I'm making _____self a cup of coffee.	b ☐ It can't control _____self!
3 Jackie only has a sandwich for lunch, but	c ☐ He's working 12 hours a day.
4 You kids don't need my help.	d ☐ to _____self.
5 He is working _____self too hard.	e [I] on the way home from school.
6 Look at the children's hair.	f ☐ They cut it _____selves!
7 My dog is mad.	g ☐ help _____self.
8 Before we start the meeting,	h ☐ she usually cooks _____self a meal in the evenings.
9 My mother often talks	i ☐ Do you want one?
10 If you want more pasta,	j ☐ can we all introduce _____selves?

Esercizi

3 ■■■ **Osserva le immagini e completa le frasi con il pronome rif essivo corretto.**



1 'Dry *yourself* with this towel.'



2 He is always talking about _____.



3 'Where do you buy your vegetables?' 'We grow them _____.'



4 'The computer turns _____ off!'



5 'It's a buffet, so help _____.'



6 The children are enjoying _____.

4 ■■■ **Nelle frasi seguenti sostituisci *alone* con *by* e il pronome rif essivo corretto.**

1 He doesn't do his homework *alone*. *by himself*
2 The girls never walk home *alone* at night. It isn't safe!
3 Can you get to the cinema *alone*, or do you want me to take you?
4 My parents aren't at home at lunchtime so I eat *alone*.
5 He doesn't have any colleagues. He works *alone*.
6 Can you both go to school *alone* tomorrow morning, because I can't take you?
7 I like spending some time *alone* at home.

5 ■■■ **Quali di questi verbi sono rif essivi in inglese? Inseriscili nella colonna corretta.**

meet • hurt • kill
remember • prepare
stop • cut • enjoy
feel • introduce • sit down
relax • teach • wake up

Reflexive verbs	Non-reflexive verbs
cut, _____	*stop*, _____

6 ERROR CORRECTION ■■■ **Decidi se le seguenti frasi sono corrette (✓) o sbagliate (✗). Poi correggi quelle sbagliate.**

1 I'm feeling myself very cold. Can we go inside? ✗
2 Remember yourself to turn off the gas when you go on holiday.
3 I don't understand why my mum wakes up herself so early!
4 Don't play with the knife! You can hurt yourself!
5 I'm teaching myself to speak Mandarin.
6 The cars don't stop themselves at the crossroads, so there are a lot of accidents here.
7 Hello, Tom and Sally. Come in. Everyone is in the sitting room. Please go in and introduce yourselves.
8 Don't blame you for the accident.

7 ■■■ **Completa le frasi con le espressioni nel riquadro.**

get ill • get married • get angry • get dressed • get bored • get lost • get ready • get tired

1 I *get angry* when I'm waiting for a bus and it never arrives.
2 I _____ when my parents watch the news on TV.
3 I _____ when I spend a lot of time doing my homework in the evenings.
4 I think 28 is a good age to _____.
5 I never _____ before 12 o'clock on a Sunday morning.
6 It takes me 15 minutes to _____ on a school morning.
7 I don't usually _____. I've got a good sense of direction.
8 I'm very fragile; I _____ very often.

8 ■■■ **Sottolinea l'alternativa corretta.**

1 Jane and Tom aren't friends. They don't like *themselves/each other*.
2 Justin and I live near *each other/ourselves*.
3 Monica and Sonia are always looking at *themselves/each other* in the mirror. They're so vain!
4 Why are you speaking to *yourself/each other*? Do you know it's the first sign of madness?
5 I'm angry with my boyfriend so we aren't speaking to *ourselves/each other* at the moment.
6 Joe has got a girlfriend, but she lives quite far away, so they only see *each other/ourselves* once a month.

9 ■■■ **Completa le frasi con *each other, one another, themselves* o *ourselves*.**

1 I'm very close to my brother. We always help *each other* when we have a problem.
2 I can help Sally and John when I see them helping _____ first!
3 My boyfriend lives in Paris, but we usually skype _____ every evening.
4 I don't see my brothers and sisters very often, but we always phone _____ about once a week.
5 In our family we don't buy _____ presents at Christmas.
6 On holiday my brother and I usually go to an outlet and buy _____ some designer clothes.
7 People usually speak to _____ when they are alone.
8 Don't worry. We can get to the airport by _____. We don't need a lift.

10 TRANSLATION ■■■ **Rispondi alle domande, poi traduci domande e risposte in italiano.**

1 How much time do you give yourself to do your homework?
I give myself about two hours every afternoon.
Quanto tempo dedichi a fare i compiti?
Dedico circa due ore ogni pomeriggio.
2 Do you buy yourself something if you are having a bad day?
3 Do you and your friends usually enjoy yourselves on Saturday afternoons?
4 Does your mother ever get angry with you? What about?
5 How does your father relax in the evenings?
6 Do you ever complain? Why?

11 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Lisa e Sally si mandano sempre messaggi.
2 Quella coppia ha costruito la loro casa da sola.
3 Ieri pioveva quando Mark stava tornando a casa e si è bagnato tutto.
4 "Ti sei divertito alla festa?" "No, perché alcuni ragazzi si sono comportati in modo sciocco e hanno rovinato tutto."
5 Non arrabbiarti! Siediti e conta fino a dieci!
6 Bravo! Per la prima volta sei riuscito a fare i compiti di matematica da solo.
7 Mi piacerebbe vivere in una grande città dove le persone non si conoscono.
8 "Vuoi una tazza di tè?" "Solo se ne stai preparando una per te."

50 I pronomi relativi *who, who(m), which, that*

50.1 Pronomi relativi

I pronomi relativi collegano una proposizione, reggente, a un'altra proposizione subordinata relativa: il pronome relativo sostituisce un sostantivo o un pronome nominato nella reggente.

I pronomi relativi in inglese sono ***who***, ***who(m)***, ***which***, ***that***; sono invariabili in genere e numero e corrispondono in italiano ai pronomi relativi "che", "il/la quale", "i/le quali". Osserva la tabella.

who/that **(soggetto)**	persone	*The girl **who/that** is in love with Matthew has got two brothers.*	La ragazza che è innamorata di Matthew ha due fratelli.
who(m)/that **(complemento)**		*The students **who(m)/that** I'm calling will redo the test.*	Gli studenti che sto chiamando rifaranno la verifica.
which/that **(soggetto)**	cose/animali	*The cat **which/that** is scratching its claws on our tree lives next door.*	Il gatto che si sta facendo le unghie sul nostro albero vive nella casa accanto.
which/that **(complemento)**		*The book **which/that** I'm reading is very boring.*	Il libro che sto leggendo è molto noioso.

⚠ *Whom* è usato nella lingua formale, ma nella lingua parlata è più comune *who*.

In inglese americano ***that*** è più comune di *which* o *who*.

50.2 Frase relativa determinativa VIDEO

Si definisce frase relativa determinativa (*defining relative clause*) la frase relativa necessaria per comprendere di chi o di che cosa si sta parlando; senza di essa l'intero periodo perde di significato. La frase relativa determinativa segue immediatamente il sostantivo a cui si riferisce e non è separata dalla reggente da virgole. 145

*The shop assistant **who works at the Apple Store** is nice.* — Il commesso che lavora all'Apple Store è carino.

*Do you like the handbag **that Joan is designing**?* — Ti piace la borsa che Joan sta disegnando?

Il pronome relativo in funzione di soggetto deve essere sempre espresso, mentre si può omettere se ha funzione di complemento.

*I can't stand people **who** smoke.* (soggetto) — Non sopporto le persone che fumano.

*I don't like the TV programme **(which/that)** you are watching.* (complemento) — Non mi piace il programma televisivo che stai guardando.

Quando il pronome relativo è accompagnato da una preposizione, nell'inglese corrente si mette la preposizione dopo il verbo e si omette il pronome relativo.

***The boy with whom** I'm chatting is a football player.*
***The boy (who/that)** I'm chatting **with** is a football player.*
— Il ragazzo con cui sto chattando è un giocatore di calcio.

⚠ Nell'inglese formale **dopo una preposizione** si può usare ***which*** e ***whom***, ma non *that*.

*Let me thank my wife **to whom** I owe everything.* — Vorrei ringraziare mia moglie alla quale devo tutto.

Esercizi

1 ■■■ **Sottolinea l'alternativa corretta. A volte entrambe sono possibili.**

1 There's a boy *which/who* is looking at us.
2 The train *that/which* goes to the airport is very expensive.
3 The school *that/who* I go to is closed because there is no heating.
4 My neighbour has got a dog *who/which* barks all day.
5 The house *that/which* they are buying is in the old part of town.
6 Mike has a friend *which/who* dances for the Royal Ballet in London.
7 Is this the friend *that/who* comes from the USA?
8 'What do you want?' 'The thing *who/which* you use for changing the channels on TV.'

2 ■■■ **Abbina le due parti delle frasi e completale con *is someone who* o *is something which/that*.**

1 A co-pilot *is someone who*
2 A purser
3 A customs officer
4 A boarding pass
5 A cabin attendant
6 A departure board
7 A seat belt

a ☐ you wear at take-off and landing.
b ☐ you need to get on the plane.
c ☑ helps the captain fly the plane.
d ☐ responsible for the cabin crew.
e ☐ tells you when your plane is taking off.
f ☐ checks your luggage.
g ☐ helps passengers on the plane.

3 ■■■ **Completa le frasi con *who/that* o *which/that*. Fai un segno di spunta (✓) se il pronome è necessario o fai una croce (✗) se non lo è.**

1 I always wear clothes *which/that* are comfortable. ✓
2 The food _____ we eat at school is terrible.
3 Where are the biscuits _____ were in the cupboard?
4 The bus _____ I catch to school is always crowded.
5 The man _____ lives next door is a plastic surgeon.
6 The boy _____ I'm going out with is from California.
7 I can't find the website _____ has got the Latin translations.
8 Where is the money _____ was on the table?

4 ■■■ **Riscrivi le frasi come nell'esempio.**

1 'Has Rita got a new boyfriend?' 'Yes, the person with whom she is going out is an old primary school friend.'
'Yes, the person she is going out with is an old primary school friend.'
2 'Who are you going with?' 'You don't know the people with whom I'm going.'
3 'You like parties so why aren't you happy?' 'The boy for whom I'm looking is not here!'
4 'Why are you standing here?' 'The person for whom I'm waiting is late.'
5 'What have you got there?' 'This is the project on which I am working.'
6 'What a terrible situation!' 'Yes, the person for whom I feel sorry is Nicole.'
7 'I'm angry with my dad. We are always arguing.' 'Really? The person with whom I always argue is my mum.'
8 'Do you think this is a good idea?' 'Yes, it is something in which I believe.'

5 ■■■ **Unisci le frasi con il pronome relativo corretto.**

1 There's the man. The man teaches history at my school.
There's the man who teaches history at my school.
2 I've got a friend. He can help you.
3 Is this the pen drive? It doesn't work.
4 I go to school with someone. She knows you.
5 I have those trainers. They are in the shop window.
6 That's the teacher. Amy hates him.
7 I don't like the girl. She is laughing.

51 I pronomi relativi *what* e *whose* e gli avverbi relativi

51.1 Pronomi relativi: *what* e *whose*

Si usa ***what*** in sostituzione di sostantivo + pronome relativo nel significato di "le cose/quello/ciò che". Può avere funzione di soggetto, oggetto o complemento.

SOGGETTO
***What** I don't understand is why he is so angry.* — Ciò che non capisco è perché sia così arrabbiato.

OGGETTO
*I don't know **what** she wants.* — Non so quello che lei vuole.

COMPLEMENTO
*Can you pay attention to **what** I'm saying?* — Puoi fare attenzione a ciò che dico?

Whose, oltre ad essere usato come aggettivo o pronome interrogativo ➔ 4, può essere usato come pronome relativo per indicare possesso. Si usa per persone e animali e corrisponde in italiano a "il/la/i/le cui" o "del/della/dei/delle quale/i". *Whose* non si può mai omettere.

*Ladies and gentlemen, here's the man **whose** ideas have changed our country.* — Signore e signori, ecco l'uomo le cui idee hanno cambiato il nostro paese.

*I know a woman **whose** daughter studies in that school.* — Conosco una donna la cui figlia studia in quella scuola.

*That's the dog **whose** owner is Mark's friend.* — Quello è il cane il cui padrone è amico di Mark.

51.2 Avverbi relativi

Si possono usare gli avverbi relativi ***where***, ***when***, ***why*** e ***how*** per esprimere un complemento di luogo, tempo, causa e modo, in alternativa al pronome relativo *which* preceduto da preposizioni.

*This is the studio **where (in which)** the Red Hot Chilli Peppers are recording their new album.* — Questo è lo studio dove i Red Hot Chilli Peppers stanno registrando il loro nuovo album.

*I can't forget the moment **when (in which)** John proposed.* — Non posso dimenticare il momento in cui John si è dichiarato.

*This is the reason **why (for which)** I detest him.* — Questa è la ragione per cui lo detesto.

*I don't understand **how (the way in which)** this machine works.* — Non capisco come funziona questa macchina.

Esercizi

1 **Annie e Bernie sono al bar. Completa il dialogo con le espressioni nel riquadro.**

what I'm looking • what you are having • what I want (x 2) • what you can do

Annie Do you want a coffee?
Bernie No thanks. (1) *What I want* is something to eat. I'm very hungry!
Annie Do you know (2) _____?
Bernie I'm not sure. What are scones?
Annie They're cakes. (3) _____ is to have them with cream and jam.
Bernie No, that's too much sugar for me. Here's (4) _____ for... a bacon sandwich.
Annie Why do we always come here?
Bernie Because it has exactly (5) _____: bacon sandwiches!

Esercizi

2 ■■■ **Jackie lavora in una scuola privata nel sud dell'Inghilterra e un suo collega le sta indicando gli studenti che hanno dei parenti famosi. Osserva le immagini e scrivi delle frasi con le parole nel riquadro basandoti sulle informazioni date.**

model • famous chef • Prince William • film director • Indian diplomats • singer



1 that's Anja / father
That's Anja whose father is a famous chef.



2 that's Maria Louisa / sister



3 that's Joey / father



4 that's Raji / parents



5 that's James / cousin



6 that's Charlotte / sister

3 ■■■ **Riscrivi le frasi sostituendo le parti sottolineate con *where*, *how*, *when* e *why*.**

1 The restaurants in Hollywood <u>in which</u> the famous go to eat have a lot of security.
The restaurants in Hollywood where the famous go to eat have a lot of security.
2 There are many reasons <u>for which</u> there are big economic difficulties at present.
3 Zanzibar is the place <u>in which</u> Freddy Mercury was born.
4 I don't like <u>the way in which</u> this shirt fits me.
5 We are not certain about the reason <u>for which</u> he is always so angry.
6 Top Shop is the place in London <u>in which</u> customers can buy Kate Moss designs.
7 I can't understand <u>the way in which</u> to download this computer game.
8 Do you remember the day <u>in which</u> we met?

4 ■■■ **Completa le frasi con *where*, *when*, *why* e *how*.**

1 The part of town *where* he lives is noisy and dirty.
2 I can't wait for the day _____ we finish studying!
3 I don't understand the reason _____ she doesn't leave him. He's so horrible to her.
4 The school _____ I go is the big yellow one near the church.
5 They don't know the reason _____ he doesn't want to go on holiday with them.
6 Please, tell me _____ to get to the underground station.
7 Dad always gets home the moment _____ we are having dinner.
8 Do you know the reason _____ she isn't here today?

52 one/ones

FORMA

I pronomi *one/ones* sostituiscono un sostantivo nominato in precedenza.
One è usato in sostituzione di un sostantivo singolare, *ones* di uno plurale.
One/Ones si usano solo in riferimento a sostantivi numerabili.

Sara's ***car*** *is the blue* ***one****.* — La macchina di Sara è quella blu.
My ***twins*** *are the* ***ones*** *on the swing.* — I miei gemelli sono quelli sull'altalena.



'I bet I'm the only ***one*** *here.'*

USO

One/Ones si usano con:

- *the*

  Take the next train, ***the one*** *going to Rome.* — Prenda il prossimo treno, quello per Roma.

- *this/these, that/those* + aggettivo

  This red one *is really gorgeous.* — Questo rosso è proprio favoloso.
  Those cheese ones *are really tasty.* — Quelli al formaggio sono proprio gustosi.

> In mancanza di aggettivo **si può omettere** *one* dopo *this/that*, mentre solitamente si omette *ones* dopo *these/those*.
> *Don't use this phone! Use* ***that (one)*** *instead.* — Non usare questo telefono! Usa quello invece.
> ***These*** *look great.* — Queste sono fantastiche.

- gli aggettivi

  I love cats, especially ***black ones****.* — Adoro i gatti, specialmente quelli neri.

- nelle frasi interrogative con *which*; in questo caso *one/ones* possono essere omessi

  Make up your mind! ***Which (one/ones)*** *do you want?* — Deciditi! Quale/Quali vuoi?

USI PARTICOLARI

- Si usa *one* dopo *a/an* + aggettivo, ma se non c'è l'aggettivo si omette *a/an*.

  Lia is looking for a flat. ***A small one*** *with a balcony.* — Lia sta cercando un appartamento. Uno piccolo con balcone.
  MA ***One*** *with a balcony.* — Uno con balcone.

- Si usa *one/ones* dopo gli aggettivi possessivi, *some*, e gli aggettivi numerali solo se seguiti da aggettivo; in mancanza di aggettivo *one/ones* si omettono.

  You can take ***my new one****.* — Puoi prendere il mio nuovo.
  MA *You can take mine.* — Puoi prendere il mio.
  'Have we got any chicken wings?' 'Yes, there are ***some frozen ones*** *in the freezer.'* — "Abbiamo delle ali di pollo?" "Sì, ce ne sono alcune surgelate in congelatore."
  MA *Yes, there are some in the freezer.* — Sì, ce ne sono alcune in congelatore.
  I need new pens. Please, give me ***three red ones****.* — Ho bisogno di penne nuove. Per favore, me ne dia tre rosse.
  MA *Please, give me three.* — Per favore, me ne dia tre.

- *One/Ones* non si usano solitamente dopo il genitivo sassone. In alternativa, si omettono *one/ones* o si usa la costruzione con *that/those*. ➜ 19

Her clothes are trendier than ***her sister's****.*
NON *Her clothes are trendier than* ~~***her sister's ones***~~*.*
Her clothes are trendier than ***those of her sister****.*
NON *Her clothes are trendier than* ~~***the ones of her sister***~~*.*

I suoi vestiti sono più alla moda di quelli di sua sorella.

Esercizi

1 ■■■ **Riscrivi le frasi sostituendo le parole sottolineate con *one/ones*.**

1 'Which train do you catch in the mornings?' 'The 7.15 train.' *'The 7.15 one.'*
2 'Which seat is yours?' 'This seat with my bag on it.'
3 I need some new sunglasses. I can't find my old sunglasses.
4 'I like those trainers.' 'Which trainers, the blue trainers?'
5 'I'm studying languages at secondary school.' 'Which languages are you studying?'
6 'Where is your English book?' 'I've got this English book.' 'No, that is the wrong English book.'

2 ■■■ **Completa le frasi con *one/ones*.**

1 'I'd like some apples.' 'Which *ones*?' 'The red *ones*.'
2 There's my son. He's sitting in the front. The _____ in the blue sweater.
3 So which T-shirt are you wearing today? This _____ or this _____?
4 Don't use that pen, use this _____ instead.
5 'I don't know which cake to get?' 'Get the big _____!'
6 'Do you have these blue jeans in a size 42?' 'No, I'm sorry we only have the black _____ in 42.'
7 I don't like action films, especially the _____ that are violent.
8 Don't use the downstairs bathroom. Use the _____ upstairs, please.
9 'Which school do you go to?' 'The _____ opposite the hospital.'

3 ■■■ **Linda vuole comprare un telefono cellulare. Completa il dialogo con *one/ones*.**

Linda Hello. I'd like to buy a smartphone.
Shop assistant Which (1) *one* do you like in particular?
Linda Well, I'm not sure. There are a lot of nice (2) _____ on display in the shop. For example, I like the purple (3) _____ over there and this (4) _____ here.
Shop assistant OK. I don't recommend the (5) _____ you like. I recommend the Ephone or the Nexphone.
Linda How much do these (6) _____ cost?
Shop assistant This (7) _____ starts at £99 and this (8) _____ costs more at £150. Both are excellent value. The Nexphone is not so slim but it is very powerful and takes really good photos. Of course the other (9) _____ is an old model, but it has the best operating system.
Linda I'm not sure which (10) _____ to buy.
Shop assistant Think about it and come back when you are ready!

4 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Ho due bambini. Il piccolo ha 6 anni e il grande ne ha 8.
2 Quale formaggio preferisce? Questo o quello?
3 "Qual è la tua fidanzata?" "Quella alta."
4 Adoro mangiare i biscotti. Specialmente quelli al cioccolato.
5 "C'è una stazione della metro qui?" "Sì, ce n'è una in Bond Street."
6 "Questo è il mio appartamento." "Quale?" "Quello con la pianta di rose sul balcone."
7 Puoi prendere in prestito solo due libri. Quali vuoi?
8 Vedi quei due ragazzi laggiù? Steve è quello a sinistra.
9 "Quali pantaloni preferisci? Questi o quelli?" "Preferisco quelli neri."
10 "Questa è la tua macchina?" "No, la mia è quella nera."

Esercizi di riepilogo

1 **Completa le frasi con i pronomi rif essivi o i pronomi reciproci solo dove necessario.**

1 How long have you and Samuel known *each other* ?
2 Did you enjoy _____ at the party last night, Craig?
3 Amir often goes for a walk in the countryside to relax _____.
4 I got a part-time job, saved up and paid for my holiday _____.
5 Jack and Barbara hadn't met before so they introduced _____ to _____.
6 Doug, hurry up _____. It's nearly 8 a.m. and you still haven't washed _____.
7 After what happened, Wayne feels _____ embarrassed and ashamed of _____.
8 Sally prefers living by _____. She feels _____ much more independent.

2 **Sottolinea l'alternativa corretta. A volte entrambe sono possibili.**

1 This is the girl *whose/who* mother's an English teacher.
2 The man *who/whose* cuts my hair is an Inter football fan.
3 I hardly ever go to places *where/which* I don't know anyone.
4 This computer *that/-* I'm using crashes every 5 minutes.
5 I don't understand *which/what* you are saying!
6 The flat *in which/where* he lives is his parents'.
7 You need to respect the people *who/with whom* you work.
8 It's always important to respect the people *with whom/who* you work with.

3 **Osserva le seguenti parole inglesi che sono usate anche in italiano. Poi abbina le due parti delle frasi e completa le definizioni con *who/that*, *which/that* o *where*.**

1 low cost: a flight *which/that*
2 boss: a person _____
3 college: a place _____
4 guardrail: a thing _____
5 feeling: a sensation _____
6 ball room: a place _____

a ☐ stops cars driving off the road
b ☐ people dance
c ☒ is quite cheap
d ☐ you study after school
e ☐ has responsibility for other people in the work place
f ☐ people have for each other

4 **Zoe si vanta sempre degli amici che ha. Completa le frasi con *who* o *whose*.**

1 I know someone *who* has a flat in Dubai.
2 I know a man _____ owns a yacht.
3 I know someone _____ dogs play with the Royal corgis.
4 I know a teacher _____ teaches a rock star's children.
5 I know an artist _____ paintings sell for millions of dollars.
6 I know someone _____ sister knows someone _____ works in Hollywood.

5 **Completa le frasi sul fratello di Mia con le parole nel riquadro.**

why (x 2) • whose • what • herself • themselves (x 2) • each other

My big brother Mickey is a bit strange…

1 That's the reason *why* I love him so much.
2 He's married to Pam and they live by _____ in the middle of a forest.
3 Pam's the woman _____ car had a problem in the middle of the night and she went to my brother's house for help.
4 I don't know the reason _____ she tolerates my brother, especially when he gets angry.
5 Pam works for _____ but I don't know _____ she does.
6 They are very organised. They are always writing lists for _____.
7 We don't see _____ very often, but I always phone him once a week.

6 **Unisci le frasi usando i pronomi tra parentesi e facendo tutti i cambiamenti necessari.**

1 That's the film. There's the famous dance scene in it. (in which)
That's the film in which there's the famous dance scene.
2 Mandy is a girl. I sit next to her in class. (who)
3 This is the shop. I buy my trainers from here. (where)
4 John is coming to visit. Do you know what day? (when)
5 This is the key. It opens the door. (that)
6 What's the name of your friend? Her brother is in the army. (whose)
7 This is the town. I was born here. (where)

7 **Riordina le parole tra parentesi per completare le frasi.**

1 Nobody else did my homework for me. *I did it myself*. (it / myself / I / did)
2 I'm sorry but I don't know the place _____. (works / she / where)
3 Emma is very selfish. _____. (herself / she / about / thinks / only)
4 _____ has got 5 in English! (whose / an English teacher / the girl / mother / is)
5 We are always arguing because _____. (each / don't / other / we / understand)
6 I think _____. (lives / the place / where / this is / he)
7 Marzia, Flavia, _____? (you / help me / can / one / of)
8 '_____?' (buying / you / are / one / which)
'_____. It's not too expensive!' (one / small / the)

8 PRELIMINARY **Leggi l'articolo e scegli l'opzione corretta.**

YOGA

Yoga is a discipline (1) *which* originates in India. It is a physical and spiritual activity (2) _____ combines breathing, meditation and exercise. The basic idea is to move from one posture, or position, to another (3) _____. It is necessary to find a good teacher (4) _____ can guide you and make sure you do the positions correctly so that you don't hurt (5) _____. In the beginning you can (6) _____ tired very easily so it is important to take things slowly and relax (7) _____ at the end of each lesson. The lessons (8) _____ I go to are for beginners and the positions I prefer are the (9) _____ where you have to sit down. (10) _____ I find most difficult is the eagle pose. It's the one (11) _____ your legs are twisted and I always wobble and can never stay still.



1	A which	B where	C what
2	A why	B that	C whose
3	A ones	B one	C it
4	A which	B whose	C who
5	A themselves	B –	C yourself
6	A get	B get yourself	C go
7	A yourself	B –	C yourselves
8	A which	B to which	C in which
9	A one	B those	C ones
10	A Which	B What	C How
11	A where	B whose	C which

9 ERROR CORRECTION **Correggi le seguenti frasi.**

1 Tim is the man who ~~he~~ repairs my car.
2 Is this the place which we have lunch?
3 He never remembers himself to buy milk!
4 Alberto, who's father has a pizzeria, works every weekend.
5 Students, please stand yourselves up and say good morning to Mr Wilson!
6 There is the woman her daughter is a swimming champion.

Towards PRELIMINARY

READING

1 PART 3 **Read the text about working on an oil rig and decide if each sentence is true (T) or false (F).**

		T	F
1	We don't use many fossil fuels nowadays.	☐	☐
2	When you work on an oil rig, you return home after your daily shift.	☐	☐
3	There is not very much to do on the rig when you are not working.	☐	☐
4	A lot of the work which is done on an oil rig uses a computer.	☐	☐
5	The Maintenance Division has to make sure all the machinery is in good condition.	☐	☐
6	The Maintenance Supervisor shares the responsibility with another manager.	☐	☐
7	The Supervisor orders replacement parts for the machinery and equipment.	☐	☐
8	The workers study by themselves in order to improve their skills.	☐	☐

Working on an Oil Rig

Today our lives still depend on the energy produced from fossil fuels. That is why the work of offshore drilling rigs continues to be important. The first thing to say about working on an oil rig, is that it is very different because of the location – the middle of the sea. A helicopter takes you to the rig where you then spend about three weeks working 12-hour shifts every day. There is a catering team who look after the food, cleaning and washing while you relax. There are many different leisure facilities on board every rig. The majority of jobs on an oil rig today involve working with computers and automated systems, but some people still have to get their hands dirty, such as those working in the Maintenance Division which is responsible for the maintenance of all the machinery and drilling equipment on the rig. The Maintenance Supervisor is in charge of the whole division. He or she must check that all the equipment and technical systems comply with standards, keeping records and ordering any parts that need replacing. There are usually a few training courses which workers attend each year so they stay up-to-date with safety standards and can develop their professional skills.

2 PART 5 **Choose the correct option.**

Teenagers and Money

The (0) *majority* of young people (1) _____ receive an allowance from their parents understand the importance of money. On the other hand, many teenagers (2) _____ parents pay for (3) _____ and give them money whenever they want, do not appreciate the value of money.
(4) _____ of parents expect their children to do a (5) _____ household chores like loading and unloading the dishwasher or cutting the grass and so on, in order to get their allowance. It is important that the (6) _____ family understands that you have to work hard to earn money and then spend (7) _____ wisely. With an allowance, teenagers can learn to manage money by (8) _____, a useful skill for the future, as they can (9) _____ save their money in order to buy (10) _____ important or decide to spend it all immediately.

0	A majority	B most	C all	D whole
1	A which	B they	C who	D what
2	A whom	B whose	C that	D which
3	A everything	B all	C nothing	D whole
4	A Lot	B Lots	C Many	D Much
5	A some	B little	C few	D lot
6	A all	B both	C most	D whole
7	A them	B it	C one	D they
8	A each other	B one another	C himself	D themselves
9	A both	B neither	C either	D too
10	A something	B themselves	C everything	D nothing

3 PART 4 **Read the text and choose the correct option.**

STAYCATIONS

Have a holiday and stay at home too!

When thinking about a holiday, a lot of people imagine exotic beaches or distant capital cities, even if most of them do not have enough time or money to actually get to see these places. It is very easy to forget the many wonderful places that we have closer to home, thinking 'I can go there any time'. This is what a staycation is for. The word – a portmanteau of the words 'stay' and 'vacation' – means staying at home during your holiday time and visiting somewhere for the day but returning home to sleep in your own bed.

So what are the advantages? There are several reasons why a staycation is a good idea. Firstly, you can save time. If you only have a few days free, with a long distance holiday you can waste a lot of time travelling to your destination. Staycations are cheap as you don't pay any money for a hotel. Also travel expenses are low which means you can spend some money on paying to get into local attractions or eating out for example. This last point is an important one as you must make sure your staycation is a vacation and not just staying at home where you end up doing the same things as normal, like cooking, DIY or sitting in front of the TV. With a little imagination you can make a staycation fun and enjoyable for all the family.

1 What is the purpose of this article?
- A To suggest holiday destinations.
- B To talk about the writer's recent staycation.
- C To encourage people to travel to lots of countries.
- D To describe a different type of holiday.

2 Why might people not visit local attractions?
- A They think they are boring and not very special.
- B They don't have enough time.
- C They overlook them because of their proximity.
- D They don't know enough about them.

3 The advantage of a staycation is that…
- A you don't need a lot of imagination.
- B you can save time and money.
- C there are lots of different places to stay overnight.
- D you don't pay to enter local attractions.

4 A disadvantage of staycations can be that…
- A you spend your time doing ordinary things at home.
- B you spend too much money at restaurants.
- C the family doesn't agree where to go.
- D it is difficult to think of enough things to do.

5 What could the writer say to a friend about staycations?
- A They are only suitable for families.
- B They are quite expensive to organise.
- C They are ideal when you don't have much money or time.
- D They don't really give you the chance to relax.

WRITING

4 PART 1 **Here are some sentences about tennis lessons. For each question complete the second sentence so that it means the same as the first. Use one or two words.**

0 I have tennis lessons every Monday.
My tennis lessons *are* every Monday.

1 Nobody helps me pay for the lessons.
I pay for the lessons _____.

2 There aren't many students in the group.
There are only _____ students in the group.

3 Some of the shots aren't easy enough for me to do well.
Some of the shots are _____ for me to do well.

4 A new tennis racket is too expensive for me to buy.
I haven't got _____ to buy a new tennis racket.

5 I don't have enough time to practise during the week.
I have _____ time to practise during the week.

Towards PRELIMINARY

5 PART 3 **This is part of a letter you receive from an English friend. Write a reply of about 80 words.**

There are a few exciting nature walks near where I live. And there is an old castle which I like to visit. Is there anywhere interesting to visit or something exciting to do near your town or city? Tell me about them in your next letter.

WRITING TIPS

These questions can help you:

- Where do you live? Is it near the sea/the mountains/a national park?
- What can you see and do near where you live?
- How often do you go there? Who do you go with?
- Do you like visiting these places? Why/Why not?

LISTENING

6 T 13 PART 1 **Choose the correct option.**

0 What does the boy want from the shops?



A ☐ B ☐ C ☑

1 What does the girl decide to wear to the party?



A ☐ B ☐ C ☐

2 Which photograph are they looking at?



A ☐ B ☐ C ☐

3 What do they decide to do?



A ☐ B ☐ C ☐

4 What is the price of the trainers?



A ☐ B ☐ C ☐

5 Which ingredient do they not have?

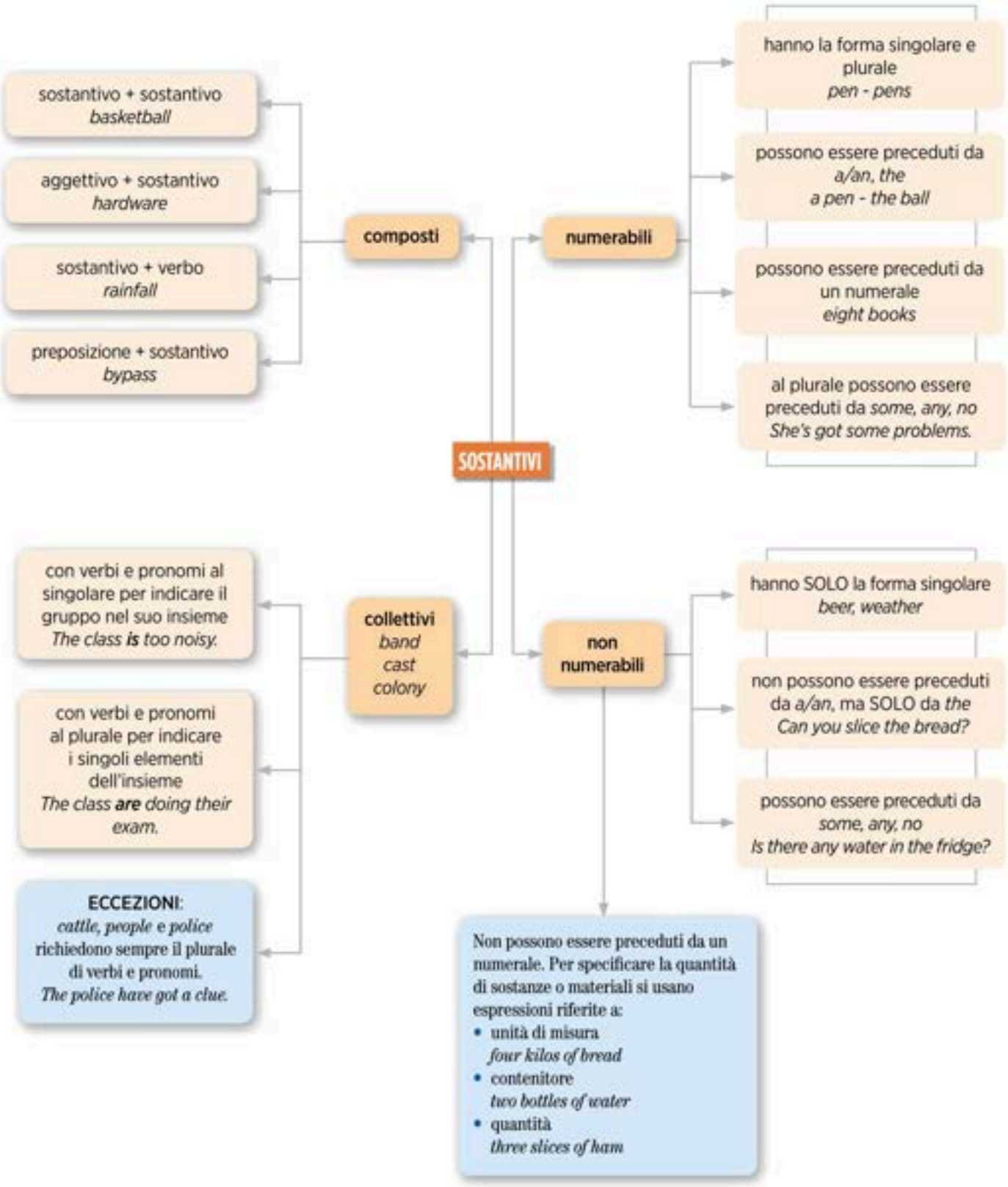


A ☐ B ☐ C ☐

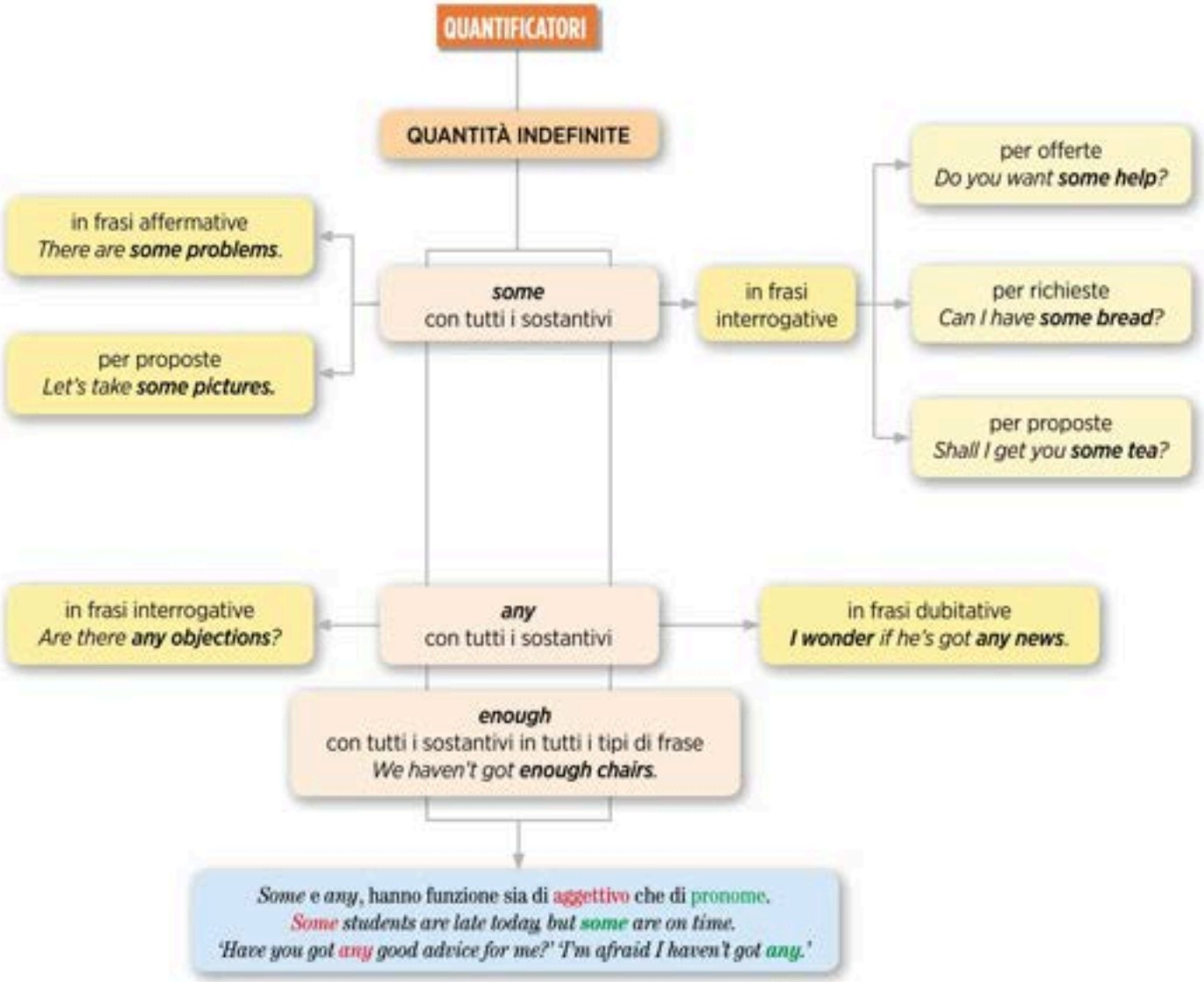
7 T 14 PART 4 **Listen to a conversation between Simon and Kate about homework. Decide if each sentence is true (T) or false (F).**

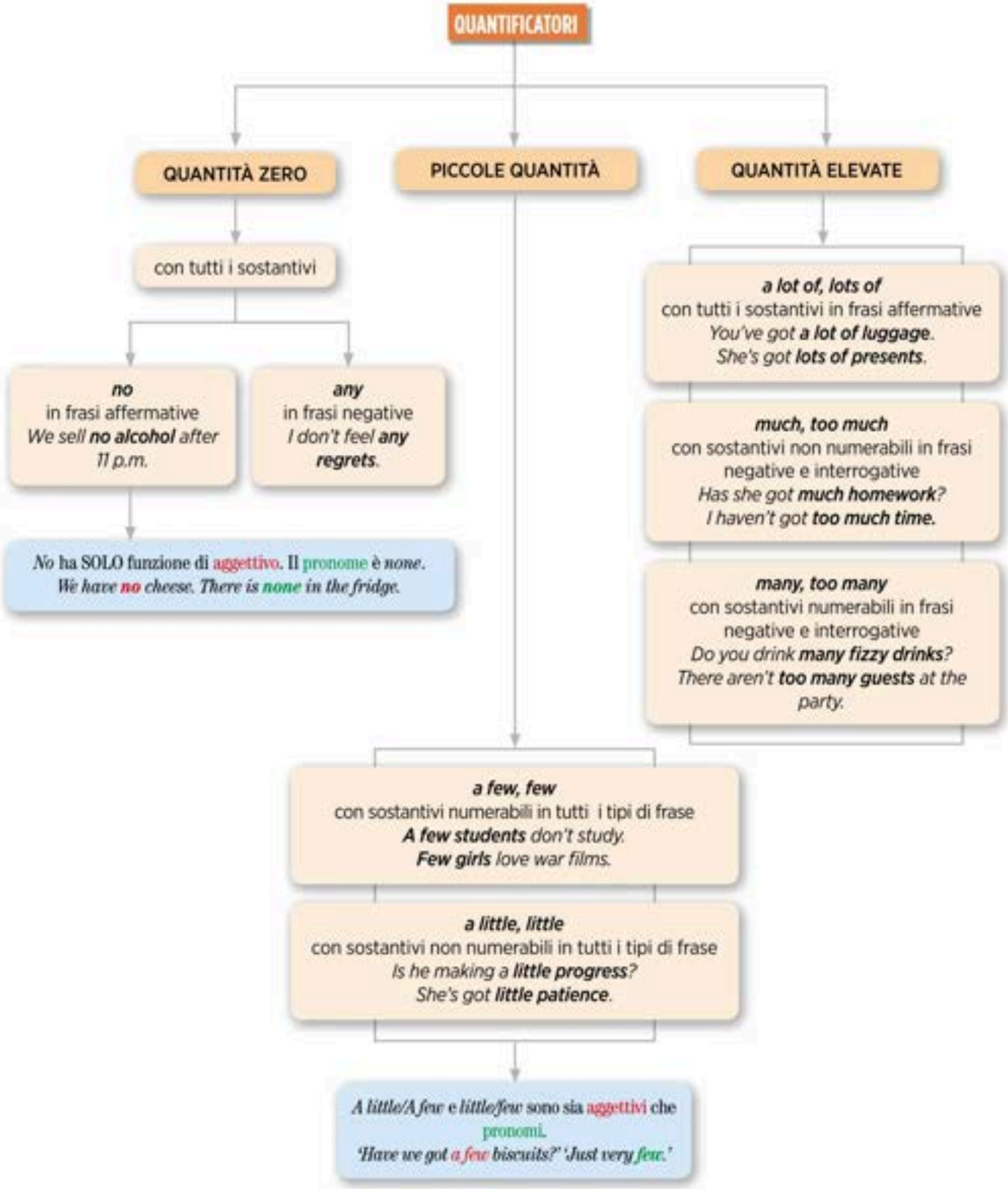
	T	F
1 Kate and Simon agree that they have a lot of homework.	☐	☐
2 Kate thinks that Simon doesn't have a lot of activities to do during the week.	☐	☐
3 Kate thinks Simon needs to talk to his parents.	☐	☐
4 Simon believes his parents understand his situation.	☐	☐
5 Kate thinks that Simon is very organised.	☐	☐
6 Simon and Kate agree that it is a good idea to study together.	☐	☐

Mappa concettuale

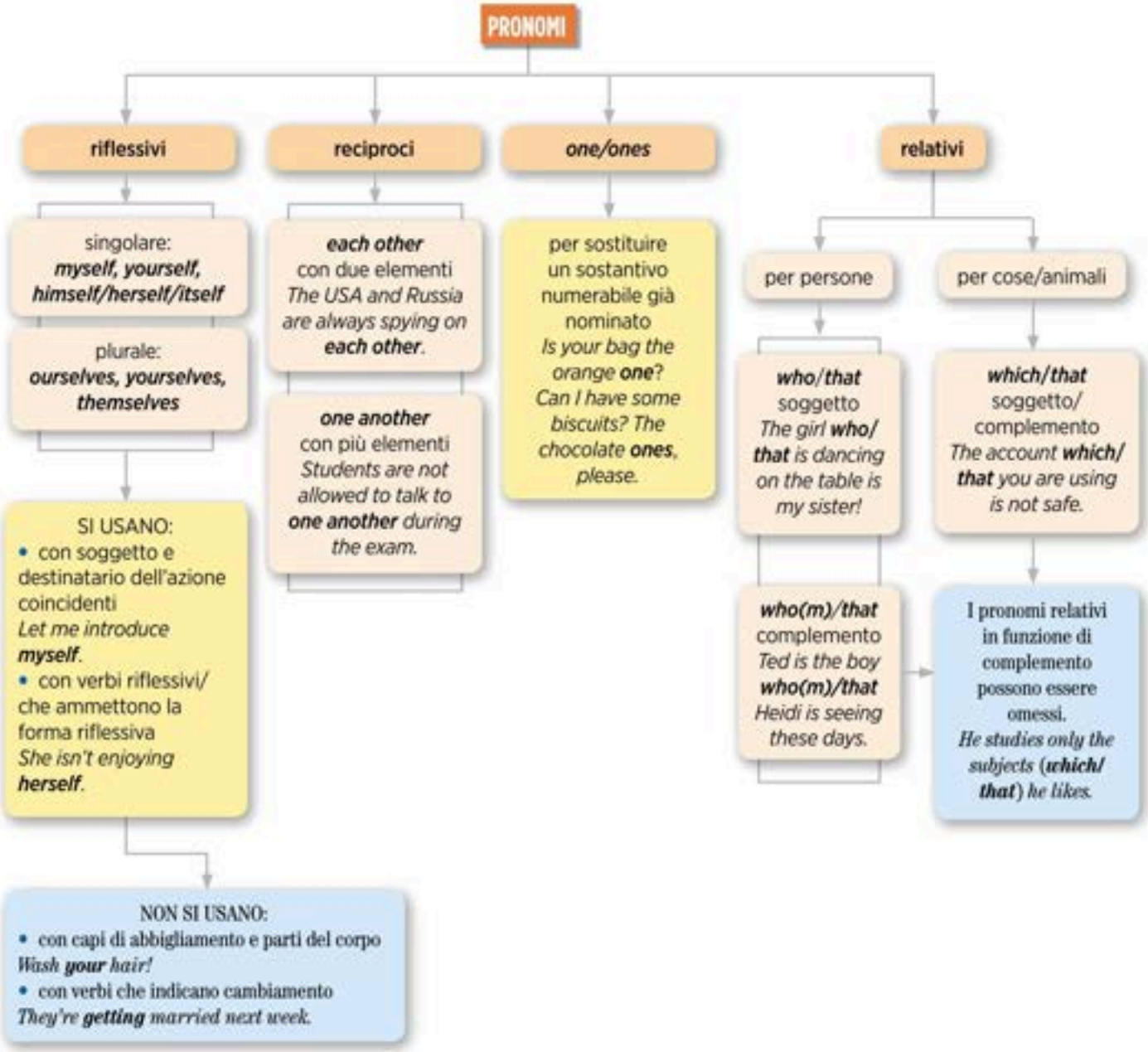


Mappa concettuale




QUANTIFICATORI
QUANTITÀ ZERO
PICCOLE QUANTITÀ
QUANTITÀ ELEVATE
con tutti i sostantivi
no
in frasi affermative
We sell no alcohol after 11 p.m.
any
in frasi negative
I don't feel any regrets.
No ha SOLO funzione di aggettivo. Il pronome è none.
We have no cheese. There is none in the fridge.
a lot of, lots of
con tutti i sostantivi in frasi affermative
You've got a lot of luggage.
She's got lots of presents.
much, too much
con sostantivi non numerabili in frasi negative e interrogative
Has she got much homework?
I haven't got too much time.
many, too many
con sostantivi numerabili in frasi negative e interrogative
Do you drink many fizzy drinks?
There aren't too many guests at the party.
a few, few
con sostantivi numerabili in tutti i tipi di frase
A few students don't study.
Few girls love war films.
a little, little
con sostantivi non numerabili in tutti i tipi di frase
Is he making a little progress?
She's got little patience.
A little/A few e little/few sono sia aggettivi che pronomi.
'Have we got a few biscuits?' 'Just very few.'

Mappa concettuale



Esercizi

1 SOSTANTIVI NUMERABILI E NON NUMERABILI **Scrivi se i sostantivi nel riquadro sono numerabili (*C*) o non numerabili (*U*), poi completa le frasi con il sostantivo corretto.**

biscuits ___ • friends C • information ___ • luggage ___ • news ___
people ___ • problem ___ • rain ___ • shops ___ • traffic ___

1 My husband always organises a surprise party on my birthday and he invites a lot of *friends*.
2 'Are you feeling alright?' 'No, there is some bad _____ in an email from Jack.'
3 She's got three pieces of _____ and she's only going away for the weekend!
4 There are a few _____ in the cupboard. You can have them if you want.
5 We don't have much _____ here during the summer.
6 There's a _____ with the new operating system. The hardware is not adequate!
7 There isn't much _____, so we can cycle.
8 The students are disappointed because few _____ are coming to their concert.
9 There is a lot of _____ about the company's ethical policies on their website.
10 There aren't any good _____ near here, so I usually go to the shopping centre.

2 *SOME, ANY, NO* E I LORO COMPOSTI **Sottolinea l'alternativa corretta.**

1 There aren't ***any/no*** buses after 11 o'clock.
2 Would you like ***some/any*** parmesan on your pasta, Claire?' 'No, thanks.'
3 'There's ***no/none*** sugar.' 'Yes, there is. There's ***some/any*** in the cupboard.'
4 Can we meet for a coffee? There are ***much/a lot of*** things I want to tell you!
5 These trainers are very hard to find. There aren't ***none/any*** in the shops.
6 I like ***some/any*** Italian rap artists but not all of them.
7 Is there ***much/many*** traffic in your town?
8 'Have you got ***any/no*** fruit?' 'Yes, there are ***some/no*** apples in the fridge.'
9 She goes to the cinema ***a few/little*** times a month.
10 Dave can't drink beer because he isn't ***enough old/old enough***.

3 PRONOMI RELATIVI **Sottolinea l'alternativa corretta.**

1 There's the man ***who/which*** teaches history at my school.
2 There are many reasons ***why/how*** there are big economic difficulties at present.
3 Harrods is the place in London ***where/which*** customers can buy Stella McCartney designs.
4 I have those trainers ***who/which*** are in the shop window.
5 I go to school with someone ***whom/who*** knows you.
6 I can't understand ***that/how*** to download this computer game.
7 That's Joey ***whose/whom*** father is a film director.
8 Do you remember the day ***when/who*** we met?
9 Montreal is the place ***whose/where*** Leonard Cohen was born.
10 Is this the USB flash drive ***that/who*** doesn't work?

Grammar in context

What's cooking?

1 WARM UP **Answer the questions.**

1 How many food and cookery TV programmes can you think of?
2 Are they popular in Italy?
3 Do you enjoy watching these programmes? Why?/Why not?

CAKE BOSS - 9 p.m. SEASON SEVEN, EPISODE 6 (RPT)

TV GUIDE



This show follows the life of Buddy Valastro and his bakery, Carlo's Bake Shop in Hoboken, New Jersey. Buddy's father purchased the bakery in 1964 and now Buddy runs the place with the help of most of his family, including his sisters, brothers-in-law and some cousins.

Working with your family is never simple, so do the family members ever fall out? Sometimes. In one memorable episode, Buddy has an argument with his sister because he doesn't think she is running the shop correctly. There are also poignant moments with Buddy's mother and how the family deal with her ill health.

Each episode contains many spectacular cakes, custom-made for special occasions, and shows the interaction between the members of the team in the bakery, with discussions, jokes and lots of fondant and icing.

In tonight's episode, the team is making a chicken and waffles themed cake for the first anniversary of a restaurant, and Gabby and Marissa want to play a joke on Frankie, who is the one who normally organises all the pranks in the bakery. Buddy also has to create a cake based on a picture of a monster that was done by a class of children.

If you enjoy watching Buddy, don't miss *Next Great Baker* where contestants have to compete against each other to win a cash prize and an apprenticeship at Carlo's Bakery. Buddy sets them challenges each week and judges them on their baking and cake decoration skills.



2 **COMPREHENSION CHECK** **Read the TV guide and answer the questions.**

1 Who is Buddy Valastro?
2 Who does he work with?
3 What is the show about?
4 What happens on tonight's episode?
5 What other TV show does Buddy present?

3 **FOCUS** **Look at the TV guide details again and underline an example of the following:**

- *present simple* (affirmative, negative and interrogative forms)
- *present continuous* (affirmative form)
- uncountable noun
- collective noun
- frequency adverb
- relative pronoun

WATCH OUT!

- He watch the programme every week. *watches*
- Cook you lunch every day? *Do you cook*
- With who are you working? *Who are you working with?*
- I don't like eat fish. *eating*
- I'm doing my homeworks. *homework*
- Everyone are very happy about the result. *is*
- I don't know nothing. *I don't know anything/I know nothing*
- The most of the chefs in the restaurant are foreign. *Most*
- Let's meet ourselves in front of the restaurant at 8pm. *Let's meet*
- The girl who she is in the final is from my home town. *who is*

4 **ERROR CORRECTION** **Find and correct 10 mistakes in this text.**

The *Great British Bake Off* is another TV show which *where* a group of contestants have to do different baking challenges each week. They prepare pastry, bread and cakes whose are judged by two judges. Everyone are always worried in case they not like nothing. One of the judges is always complain that the bread is never enough cooked. The last part of the show is which the contestants can use whole their imaginations and skills to impress the judges, but they don't have very many time in which to do it.



Scones

A typical English recipe, a sweet treat perfect for afternoon tea









Preparation Time: 20 minutes

Cooking Time: 15 minutes

Ingredients

- 225g/8oz self raising flour
- pinch of salt
- 55g/2oz butter
- 25g/1oz caster sugar
- 150ml/5fl oz milk
- 1 free-range egg, beaten

Method

1. Heat the oven to 220C/425F/Gas 7. Lightly grease a baking sheet.
2. Mix together the flour and salt. Then rub in the butter.
3. Stir in the sugar and then add some of the milk. Continue to add the milk until you get a soft dough.
4. Turn on to a floured board and knead very lightly.
5. Roll out the dough until about 2cm/¾in thick. Use a round 5cm/2in cutter to cut out the scones and place them on the baking sheet. This amount makes about 10 scones.
6. Brush the tops of the scones with some beaten egg. Bake for 12-15 minutes until golden.
7. Put on a wire rack until cool.
8. Serve with some butter, jam and clotted cream.

5 **Look at the recipe and complete the exercise.**

1 What is the recipe for?
2 How long does the recipe take to prepare?
3 How many scones does the recipe make?
4 What do you eat the scones with?
5 To make the scones, you need _____ butter, sugar, _____ and one _____.
6 How _____ eggs do you need? Not _____, just one.
7 How _____ milk do you need? 150 ml.
8 The scones _____ about 15 minutes to cook.

6 SPEAKING **With a partner, practise asking and answering questions about the recipe.**

A *Are there any eggs in the recipe?*
B *Yes, but just one.*

7 **Think of something you know how to cook and make notes. Use these questions to help you:**

- Is it sweet or savoury?
- What does it taste/look like?
- What are the main ingredients?
- How do you make it?

8 WRITING **Now write down the complete recipe, with all the ingredients and step by step instructions on how to make it.**

Life skills - Talking about healthy and unhealthy food

SPEAKING **What food and drink can you buy at your school/university/workplace? In small groups, talk about the food and drinks available and how healthy you think they are.**

USEFUL VOCABULARY

canteen
café
vending machine
healthy/unhealthy
good/bad for you
nutritious
wide choice/lack of choice

LIFE SKILLS

Thinking
- Accessing and analysing information

Working
- Communication and collaboration

Social
- Social responsibility

53 Il *past simple* di *be*

FORMA

Il *past simple* del verbo *be* ha solo due forme: ***was*** per la prima e la terza persona singolare, ***were*** per le altre persone.

Forma affermativa	Forma negativa	Forma interrogativa
*I **was** in New York.*	*I **was not/wasn't** in New York.*	***Was** I in New York?*
*You **were** in New York.*	*You **were not/weren't** in New York.*	***Were** you in New York?*
*He/She/It **was** in New York.*	*He/She/It **was not/wasn't** in New York.*	***Was** he/she/it in New York?*
*We **were** in New York.*	*We **were not/weren't** in New York.*	***Were** we in New York?*
*You **were** in New York.*	*You **were not/weren't** in New York.*	***Were** you in New York?*
*They **were** in New York.*	*They **were not/weren't** in New York.*	***Were** they in New York?*

Forma interrogativa-negativa	Risposte brevi
***Wasn't** I in New York?*	*Yes, I **was**. / No, I **wasn't**.*
***Weren't** you in New York?*	*Yes, you **were**. / No, you **weren't**.*
***Wasn't** he/she/it in New York?*	*Yes, he/she/it **was**. / No, he/she/it **wasn't**.*
***Weren't** we in New York?*	*Yes, we **were**. / No, we **weren't**.*
***Weren't** you in New York?*	*Yes, you **were**. / No, you **weren't**.*
***Weren't** they in New York?*	*Yes, they **were**. / No, they **weren't**.*

⚠ • Non esiste la forma affermativa contratta.
• La forma negativa intera (*was/were not*) è poco usata e nella lingua parlata si preferisce utilizzare le forme contratte.



*'**Was** the interview too early for you?'*

USO

Si usa il *past simple* per parlare di azioni o eventi avvenuti in un tempo passato e definitivamente trascorso.

*I **wasn't** at work yesterday, I **was** at home.* — Non ero al lavoro ieri, sono stato a casa.
*The party **was** a complete disaster.* — La festa fu un disastro totale.

Il *past simple* viene reso in italiano con tre tempi verbali: passato prossimo, imperfetto e passato remoto.

Si usa il *past simple* del verbo ***be born*** per parlare del luogo e della data di nascita.

*She **was born** in Egypt.* — È nata in Egitto.
*'When **were** you **born**?' 'I **was born** in 1966.'* — "Quando sei nato?" "Sono nato nel 1966."

ESPRESSIONI DI TEMPO PASSATO

yesterday	ieri
yesterday morning/afternoon/evening	ieri mattina/pomeriggio/sera
(one) week(s)/month(s)/year(s) ago	(una) settimana(e)/mese(i)/anno(i) fa
last night/week/spring	la scorsa notte/settimana/primavera
last month/year/winter	lo scorso mese/anno/inverno
in November/2015	a novembre/nel 2015

*They **were** in Jamaica **two years ago**.* — Sono stati in Giamaica due anni fa.
*Sheila **wasn't** at school **last week**.* — Sheila non era a scuola la scorsa settimana.
*There **was** a terrible storm **last night**.* — C'è stato un terribile temporale la notte scorsa.

Esercizi

1 ■■■ **Inserisci le espressioni nel riquadro al posto corretto nella linea del tempo.**

yesterday • yesterday evening • last week • last night
in April • in 1818 • two months ago • 5 minutes ago



2 ■■■ **Completa la seconda frase con *was/wasn't* o *were/weren't*.**

1 Today I am at school.
Yesterday I *was* at home.
2 This summer we are in Barcelona for our holiday.
Last summer we _____ in Corfu for our holiday.
3 It is very cold today.
It _____ very hot last week.
4 'What is the matter now?' 'Charlotte is very tired.'
'What _____ the matter with Charlotte this morning?' 'She _____ very tired.'
5 The students aren't at school today.
The students _____ at school yesterday.
6 I'm not happy with my mark in chemistry.
I _____ happy with my mark in chemistry last month either.
7 'Where are you now?' 'I'm in town.'
'Where _____ you last night?' 'I _____ with some friends.'
8 Why is Jack always late?
Why _____ Jack late yesterday morning?
9 'Who are they with?' 'They're with their parents.'
'Who _____ they with at the party?'
'They _____ by themselves.'

3 ■■■ **Leggi l'email che Edoardo ha mandato a un suo amico inglese per raccontargli della gita in Polonia. Completa con *was/wasn't* o *were/weren't*.**

Hi Adam,
We (1) *were* on holiday in Poland last month on a school trip. It (2) _____ very interesting. Our hotel (3) _____ in the centre of Warsaw. It (4) _____ very comfortable, and there (5) _____ a big swimming pool, but the meals (6) _____ very good. There (7) _____ enough fresh food! There (8) _____ a very sad moment on the trip: our visit to Auschwitz. On the tour the weather (9) _____ very nice – it (10) _____ cold and windy; but Anja, our guide, (11) _____ fantastic. In the evenings there (12) _____ lots of things to do. There (13) _____ some lively bars and discos near the hotel.
Hope your next school trip is good!
Take care,
Edoardo

4 ■■■ **Formula delle domande da fare ad Edoardo con *was* e *were*. Poi rispondi alle domande.**

1 interesting / the trip?
'Was the trip interesting?' 'Yes, it was.'
2 you in Poland / last month / ?
3 comfortable / the hotel / ?
4 good / the meals / ?
5 nice / the weather / ?
6 boring / Anja / ?
7 there / any exciting places / to go to / in the evenings / ?

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Quando ero giovane ero abbastanza timido.
2 Quanti anni avevi nel 2001?
3 "Con chi era Elena alla festa?" "Era con il suo nuovo ragazzo."
4 Abraham Lincoln non fu il primo presidente d'America. Fu il sedicesimo.
5 "Dove sei stato lo scorso fine settimana?" "Siamo stati a Napoli."
6 "È stata bella la gita scolastica?" "Sì."

54 Il *past simple* dei verbi regolari e irregolari (1)

Il *past simple* è la seconda voce del paradigma dei verbi. I **verbi regolari** formano il *past simple* **aggiungendo *-ed* alla forma base**.

open → *open**ed*** *start* → *start**ed*** *talk* → *talk**ed*** *work* → *work**ed***

I **verbi irregolari** hanno una forma propria al *past simple* che deve essere imparata a memoria.

come → ***came*** *cut* → ***cut*** *go* → ***went*** *see* → ***saw*** Appendice, 9

FORMA AFFERMATIVA

Alla forma affermativa il *past simple* ha una sola forma per tutte le persone.

Forma affermativa
*I/you/he/she/it/we/they **worked** in a cafeteria.*
*I/you/he/she/it/we/they **went** to the cinema yesterday.*

Il **verbo irregolare *have*** non è mai accompagnato da *got* al *past simple*.

*I **had** long hair.* Avevo i capelli lunghi.

VARIAZIONI ORTOGRAFICHE DEI VERBI REGOLARI

Verbi	*Past simple*	
terminanti in *-e*	si aggiunge ***-d***	*arrive* → *arrive**d**, hope* → *hope**d**, type* → *type**d***
terminanti in consonante + *-y*	la *y* cade e si aggiunge ***-ied***	*study* → *studied, cry* → *cried, apply* → *applied* MA ai verbi che terminano in vocale + *-y* si aggiunge solo *-ed* *enjoy* → *enjoyed, play* → *played, stay* → *stayed*
monosillabici che terminano con una sola vocale seguita da una sola consonante	si raddoppia la consonante finale	*plan* → *plan**ned**, stop* → *sto**pped**, tap* → *ta**pped***
bisillabici che terminano con consonante preceduta da una vocale accentata	si raddoppia la consonante finale	*admit* → *admi**tted**, commit* → *commi**tted**, prefer* → *prefe**rred***
terminanti in *-l*	si raddoppia la ***l*** in inglese britannico	*control* → *control**led**, signal* → *signal**led**, travel* → *travel**led***
		In inglese americano si raddoppia la *l* solo se l'accento è sull'ultima sillaba. *control* → *control**led**,* MA *signal* → *signal**ed**, travel* → *travel**ed***
terminanti in *-c*	la *c* diventa *ck* e si aggiunge ***-ed***	*panic* → *panic**ked**, picnic* → *picnic**ked**, traffic* → *traffic**ked***

Il **suffisso *-ed*** si pronuncia in modi diversi.

T 15 **Osserva e ascolta.**

- /id/ dopo i suoni /t/, /d/ — *admit* → *admitted, decide* → *decided*
- /t/ dopo i suoni /f/, /k/, /p/, /s/, /ʃ/, /tʃ/ — *cough* → *coughed, lock* → *locked, stop* → *stopped, miss* → *missed, diminish* → *diminished, approach* → *approached*
- /d/ dopo tutti gli altri suoni — *control* → *controlled, play* → *played, rob* → *robbed*

FLIP BOOK

Esercizi

1 ■■■ **Completa le frasi con il *past simple* dei verbi nel riquadro. Poi scrivi /t/, /d/ o /ɪd/ alla fine di ogni frase secondo la pronuncia dei verbi inseriti.**

land • arrive • start (x2) • finish • traffic • wait • watch • cry • travel • dance • stop • panic

1 The Second World War *started* in 1939. /ɪd/
2 The film _____ at 8 o'clock and _____ at midnight.
3 We _____ for hours at the airport last Sunday. The plane _____ six hours late.
4 We _____ a really good film on TV last night. Did you see it?
5 Lila saw a tiny mouse in the kitchen and _____.
6 On holiday, there were a lot of discos and every night we _____ until 4 o'clock in the morning!
7 My grandfather _____ all over the world when he was young.
8 I _____ late because I _____ to talk to a friend.
9 In the US, during Prohibition many people _____ in alcoholic beverages.
10 When her first boyfriend left her, she _____ for days.

2 ■■■ **Completa il testo sui creatori di Google con il *past simple* dei verbi nel riquadro.**

meet • say • teach • begin • do • leave • make • write • go • give • become • have

Larry Page was born in Michigan in 1973. Both his parents were computer science professors at university. At primary school, he surprised his teacher because he (1) *wrote* his homework on his word processor at home.
Sergey Brin was born in Moscow in 1973. When he was six years old, his family (2) _____ Russia and (3) _____ to live in America because of political problems. In America his father (4) _____ a mathematics professor at university and (5) _____ Sergey extra mathematics at home.
Both Page and Brin (6) _____ a PhD in Computer Science at Stanford University and (7) _____ each other there in their first year. In 1996 they (8) _____ working on a search engine for the school's computer system. Two years later they (9) _____ their company the name Google Inc.
Google Inc. (10) _____ its first office in a friend's garage near Silicon Valley. Page and Brin didn't have much money and (11) _____ their desks out of doors.
In 2015 Forbes magazine (12) _____ that Page and Brin had a lot of money – nearly $30 billion!

3 ■■■ **Osserva le immagini e scrivi la storia di Rosella basandoti sulle informazioni date.**



1 2 3 4 5 6

in 1986 Rosella / leave home / go to work • get / car and drive down / road • mobile phone / ring / and / answer • she was distracted and / car / fall / river • man / see / Rosella • jump in river / save her six months later / get married

55 Il *past simple* dei verbi regolari e irregolari (2)

FORME NEGATIVA E INTERROGATIVA VIDEO

Nelle forme negativa e interrogativa e nelle risposte brevi si usa l'ausiliare ***did*** **e la forma base del verbo.**

Forma negativa	Forma interrogativa
I/You/He/She/It/We/They ***did not/didn't play*** *yesterday.* *I/You/He/She/It/We/They* ***did not/didn't eat out*** *last night.*	***Did*** *I/you/he/she/it/we/they* ***play*** *yesterday?* ***Did*** *I/you/he/she/it/we/they* ***eat out*** *last night?*
Forma interrogativa-negativa	**Risposte brevi**
Didn't *I/you/he/she/it/we/they* ***play*** *yesterday?* ***Didn't*** *I/you/he/she/it/we/they* ***eat out*** *last night?*	*Yes, I/you/he/she/it/we/they* ***did.*** *No, I/you/he/she/it/we/they* ***didn't.***



*'**I played** in the front yard. Then **I played** in the back yard. What **did you do** today?'*

L'ausiliare *did* è uguale per tutte le persone.

Ricorda:

- se nella domanda c'è un interrogativo, questo va sempre all'inizio della domanda
  ***Where did** you **put** the diary?* Dove hai messo il diario?
- il verbo *have* non richiede l'uso di *got* al *past simple* e si comporta come tutti gli altri verbi
  *'**Did** you **have** enough money?' 'Yes, I **did**.'* "Avevi abbastanza soldi?" "Sì."

USO

Oltre che per descrivere azioni avvenute in un tempo passato e definitivamente concluso, il *past simple* si usa per:

- parlare di situazioni passate che hanno avuto una durata e si sono concluse; in questo caso è accompagnato da espressioni di durata e in italiano si rende con il passato prossimo
  *My father **worked** in China **for three years**.* Mio padre ha lavorato in Cina per tre anni.
- indicare situazioni ripetute nel passato; in questo caso è accompagnato da espressioni di frequenza 28.2 e in italiano si rende con l'imperfetto
  *My grandfather **went** to school on foot **every day**.* Mio nonno andava a scuola a piedi ogni giorno.
- narrare un fatto o una serie di fatti; in italiano si traduce con il passato remoto
  *She **parked** in front of the building, **got out** of the car and **ran** inside.* Parcheggiò davanti all'edificio, scese dall'auto e corse dentro.

Esercizi

1 **Sottolinea l'alternativa corretta.**

1 '*Did you tell/ Did you told* Clare about the phone call?' 'Yes, *I did/I told*.'
2 '*Did I not told/Didn't I tell* you that I got 5 for my maths test?' 'No, you *didn't/did*.'
3 '*Did Paul catch/Paul catched* the 6.30 train?' 'No, he missed it. He *didn't got/didn't get* to the station on time.'
4 '*Had you/Did you have* a computer lab at your primary school?' 'Yes, we *did/had*.'
5 The weather was awful. They *didn't enjoy/did not enjoyed* their holiday.
6 Oh sorry! *You not know/Didn't you know* that the main character in the film dies at the end?

Esercizi

2 ■■■ **Volgi le frasi alla forma interrogativa e negativa.**

1 I cycled to school this morning.
Did I cycle to school this morning?
I didn't cycle to school this morning.
2 The boys wanted to see the football match at the stadium.
3 Sheila tried to phone you yesterday morning.
4 We laughed at Harry's jokes.
5 I stayed at a cheap hotel on holiday.
6 Totti scored a goal.
7 Bill and Tony used your computer.
8 I saw that film yesterday.

3 ■■■ **Osserva le immagini e completa le frasi con la forma affermativa e negativa dei verbi tra parentesi.**



1 Last summer, Annie *stayed* (stay) in a hotel. She *didn't go* (go) camping.



2 On Marco's birthday his mother _____ (give) him a jumper. She _____ (give) him a mobile phone.



3 Last night, I _____ (park) my car in the garage. I _____ (park) it in the street.



4 Last summer, Jackie _____ (work) in an office. She _____ (work) in a restaurant.



5 Last Sunday, Alì _____ (cook) dinner. He _____ (eat) pizza.



6 When they were young, they _____ (live) in Canada. They _____ (live) in Italy.

4 ■■■ **Valeria sta pranzando dai nonni. Suo nonno le chiede com'è andata la scuola. Completa le domande e scrivi le risposte basandoti sulle informazioni date.**

1 '*Did you get*_____ (you / get) to school on time this morning?' (✓) *'Yes, I did.'*
2 '_____ (your mum / take) you?' (✗)
3 '_____ (your father / go) to work this morning?' (✓)
4 '_____ (you and your sister / have) a snack at break time?' (✗)
5 '_____ (your teachers / give) you any class tests?' (✓)
6 '_____ (school / finish) late today?' (✗)

5 ■■■ **È lunedì mattina e Ann e Lea stanno parlando del fine settimana appena trascorso. Riordina le parole per formulare domande corrette e scrivi le risposte basandoti sulle informazioni date.**

1 you / a good weekend / have / did / ? (✓)
'Did you have a good weekend?' 'Yes, I did.'
2 a good time / you / at Bart's party / did / have / ? (✗)
3 on Saturday afternoon / phone / you / Jacob / did / ? (✓)
4 your parents / did / on Saturday night / go out / ? (✗)
5 come / on Sunday / your grandparents / for lunch / did / ? (✓)
6 go to bed / did / late / last night / you / ? (✓)
7 study / for the history test / did / yesterday afternoon / you / ? (✗)

Esercizi

6 **Diana si sta preparando per l'esame di storia e fa delle domande alla sua amica. Formula delle domande alla forma negativa e rispondi basandoti sulle informazioni date.**

1 Didn't Hannibal invade (Hannibal / invade) northern Italy in 218 BC? (310 BC)
No, he didn't. I think he invaded it in 310 BC.
2 _____ (the Roman Empire / end) in 576 AD? (476 AD)
3 _____ (Napoleon Bonaparte / control) most of Northern Italy in 1697? (1797)
4 _____ (King Victor Emanuel II / die) in 1878? (✓)
5 _____ (Marconi / invent) the radio telegraph in 1895? (1896)
6 _____ (the Second World War / start) in 1945? (1939)
7 _____ (Italy / start) using the euro in 2002? (✓)
8 _____ (Italy / win) the World Cup in 2004? (2006)

7 **Leggi le risposte e completa le domande usando gli interrogativi corretti: *where, what time, how long, what, who.***

1 ' What did you do on Sunday afternoon?' 'I went out with some friends.'
2 '_____?' ' I went to the water park.'
3 '_____ there?' 'I saw Carla and Paolo.'
4 '_____?' 'We stayed all afternoon.'
5 '_____ home?' 'I got home at about seven o'clock.'
6 '_____ for dinner?' 'I had some meat and salad.'
7 '_____ on TV?' ' I watched a film on Canale 5.'

8 **Leggi le risposte e formula delle domande basandoti sulle informazioni date.**

1 ' Did it rain yesterday? ' (rain / yesterday)
'No, it didn't. It was quite sunny.'
2 '_____' (you / speak to)
'I don't know. I can't remember her name.'
3 '_____' (you / get home / late / last night)
'Yes, I did. It was very late!'
4 '_____' (you / do / last night)
'Oh nothing special, I just stayed in and watched television.'
5 '_____' (they / enjoy / the party)
'No, they didn't. They said the music was terrible and nobody was dancing.'
6 '_____' (Daniel / buy a present for his girlfriend's birthday)
'No, he didn't. He completely forgot.'

9 **Leggi le risposte e completa le domande sulla vita di Steve Jobs (1955-2011).**

1 Where did Steve Jobs grow up ?
He grew up in the San Francisco area.
2 _____?
Yes, he did. He went to Reed College for a short time, but then dropped out.
3 When _____?
He started his company in 1976.
4 Who _____?
He founded Apple with Steve Wozniak.
5 Where _____?
The company had its first workplace in Job's garage.
6 Which products _____?
He became famous for the Macintosh computer, the iPad and the iPhone.

10 ■■■ **Linda sta raccontando a Joe della festa di compleanno a cui è andata. Completa il dialogo con il *past simple* dei verbi tra parentesi. Usa la forma affermativa, interrogativa e negativa.**



Joe (1) *Did you do* (do) anything interesting during the Christmas holiday?
Linda Yes, I did actually. I (2) _____ (go) paintballing with some friends.
Joe Who (3) _____ (go) with?
Linda It was Aleksey's birthday and he (4) _____ (invite) me.
Joe Where (5) _____ (play)?
Linda We (6) _____ (play) at a paintball centre outside Coventry. Aleksey's mum (7) _____ (drive) us there.
Joe How much (8) _____ (it / cost)?
Linda Well, I (9) _____ (not / pay), but I think Aleksey (10) _____ (say) it was only $6 for the whole day.
Joe That (11) _____ (not / cost) very much! What (12) _____ (wear)?
Linda Well, I (13) _____ (wear) old clothes. I (14) _____ (not / have) a gun or a helmet, but the paintball centre (15) _____ (lend) me all the necessary equipment.
Joe (16) _____ (enjoy) yourself?
Linda Well, to be quite honest at the beginning I (17) _____ (not / like) the idea of playing a war game but in the end I (18) _____ (have) a brilliant time.

11 ■■■ **Formula delle domande sul tuo ultimo compleanno. Poi rispondi in modo personale.**

1 do anything for your last birthday?
Did you do anything for your last birthday?
2 what / do?
3 where / go?
4 how / get there?
5 who / invite?
6 all your friends / come?
7 how long / last?
8 have / a good time?
9 receive / any presents?

12 WRITING ■■■ **Ora descrivi il tuo ultimo compleanno.**

On my last birthday I went to _____
I invited _____
_____
_____
_____

13 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 "Ti sei divertita al concerto?" "Sì."
2 James non è andato all'allenamento ieri.
3 "Perché non ti hanno invitato alla festa?" "Non lo so."
4 "Quanto tempo hai aspettato?" "Ho aspettato per più di un'ora ma non sono venuti."
5 "Che cosa hai fatto ieri?" "Niente. Sono rimasto a casa."
6 Non ha nevicato molto l'inverno scorso quindi non siamo andati a sciare.
7 Hai una macchina nuova! Quando l'hai comprata?
8 Laura non voleva guardare il film perciò è andata a letto presto.

56 used to e would

56.1 used to

FORMA

Used to **è seguito dalla forma base del verbo**. Nelle forme negativa e interrogativa e nelle risposte brevi si usa l'ausiliare ***did***.

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
*They **used to go** to the theatre.*	*They **didn't use to go** to the theatre.*	***Did** they **use to go** to the theatre?*	***Didn't** they **use to go** to the theatre?*	*Yes, they **did**.* *No, they **didn't**.*

USO

Si usa ***used to*** per parlare di **situazioni e abitudini passate**. In italiano *used to* si traduce con l'imperfetto delle espressioni "essere solito", "avere l'abitudine di" oppure con l'imperfetto del verbo che indica l'azione.

*There **used to be** a playground here.* — C'era un parco giochi qui. (situazione passata)

*We **used to wake up** late in the morning.* — Eravamo soliti alzarci tardi la mattina. (abitudine passata)

Rispetto al *past simple*, l'uso di questa forma indica che la situazione o l'abitudine è cambiata e non è più vera nel presente.

*Rob **used to be** a heavy smoker, but now he is a member of the national no-smoking committee.* — Rob era un fumatore incallito, ma ora è membro del comitato nazionale anti-fumo.

*'Do you listen to heavy metal music?' 'No, but I **used to** when I was younger.'* — "Ascolti la musica heavy metal?" "No, ma la ascoltavo quando ero più giovane."

56.2 would

FORMA

Would è **seguito dalla forma base del verbo**. La forma contratta di *would* è **'d** e si usa solo dopo i pronomi.

*She **would/'d drink** a coffee first thing in the morning.* — Come prima cosa la mattina beveva un caffè.

USO

Oltre a *used to*, si può usare *would* per parlare di **abitudini o comportamenti ripetuti e prevedibili nel passato**. In italiano si traduce con l'imperfetto del verbo.

*In the afternoon Grandpa **would sit** in the porch sipping fresh lemonade.* — Nel pomeriggio il nonno sedeva in veranda sorseggiando limonata fresca.

⚠ • Per descrivere **stati o situazioni passate non si usa *would* ma *used to***. Confronta gli esempi:

*He **used to have** a Harley-Davidson.* — Aveva una Harley-Davidson. (stato)

*He **used to/would wash** it every Sunday morning.* — La lavava ogni domenica mattina. (abitudine)

*She **used to sing** in the church choir.* — Cantava nel coro della chiesa. (situazione passata)

*She **used to/would stand** perfectly still waiting for the music to start.* — Stava perfettamente immobile aspettando che iniziasse la musica. (comportamento abituale)

• Non si usa la forma negativa di *would* per parlare di abitudini nel passato, si preferisce usare la costruzione con *never*.

*We **would never play** video games after 10 p.m.* — Non giocavamo mai con i videogiochi dopo le 10.

English Usage

• Si può usare *would* per criticare il comportamento di qualcuno.

*When in bad mood, she **would answer** rudely to anyone.* — Quando era di cattivo umore, rispondeva male a tutti.

• Si usa *wouldn't* per indicare un rifiuto nel passato in un momento particolare.

*I asked her many times but she **wouldn't tell** me.* — Gliel'ho chiesto molte volte ma non me l'ha voluto dire.

Esercizi

1 **Completa le frasi con *used to/didn't use to* basandoti sulle informazioni date.**

1 Chris *used to* go to the park after school. (✓)
2 He _____ play football twice a week. (✗)
3 He _____ drink beer. (✗)
4 He _____ go to bed early. (✓)
5 He _____ eat vegetables. (✗)
6 He _____ watch *Dragon Ball*. (✓)
7 He _____ be good at playing the guitar. (✓)

2 **Un tempo Paolo era felice ma ora è in prigione. Osserva com'è cambiata la sua vita e completa le frasi con *used to/didn't use to* e i verbi tra parentesi.**



1 He *used to be* (be) happy.
2 He _____ (go out) with a beautiful girlfriend.
3 He _____ (live) in a big house.
4 He _____ (wear) glasses.
5 He _____ (go) on exotic holidays.
6 He _____ (have) short hair.
7 He _____ (feel) lonely.

3 **Completa le frasi usando la forma corretta di *used to* e *would* dove possibile e i verbi tra parentesi.**

1 I *didn't use to study* (not / study) very much when I was at school.
2 My godmother was lovely. She _____ (always / send) me a present for my birthday when I was a child.
3 When I was young, I _____ (not / eat) any fruit.
4 This building _____ (be) a cinema.
5 When Jack and I were kids, we _____ (not / like) each other.
6 _____ (you / watch) *Pokémon* when you were a kid?
7 Emma _____ (wear) glasses, now she wears contact lenses.
8 When I was little, I _____ (spend) hours playing with Lego.
9 Winters _____ (not / be) this cold!

4 **Mark e Sally andavano a scuola insieme e sono anni che non si vedono. Ora si sono incontrati di nuovo e Sally ricorda com'era Mark. Formula delle domande alla forma negativa e risposte brevi usando i verbi nel riquadro.**

like • drive • play • have • be

1 '*Didn't you use to like* Mandy in year 11?' (✓) *'Yes, I did.'*
2 '_____ an old Ford Fiesta?' (✓)
3 '_____ a dog?' (✗)
4 '_____ the bass?' (✓)
5 '_____ friends with Ben?' (✗)



57 Il *past continuous*

VIDEO

FORMA

Il *past continuous* si costruisce con il ***past simple*** **del verbo *be* seguito dalla forma in *-ing*** 30.1 del verbo che indica l'azione.

Forma affermativa	Forma negativa	Forma interrogativa
I/He/She/It **was eating.**	*I/He/She/It* **was not/wasn't eating.**	**Was** *I/he/she/it* **eating?**
You/We/They **were eating.**	*You/We/They* **were not/ weren't eating.**	**Were** *you/we/they* **eating?**

Forma interrogativa-negativa	Risposte brevi
Wasn't *I/he/she/it* **eating?**	*Yes, I/he/she/it* **was.** */ No, I/he/she/it* **wasn't.**
Weren't *you/we/they* **eating?**	*Yes, you/we/they* **were.** *No, you/we/they* **weren't.**



'Let me guess, you ***were expecting*** *one of those blonde, leggy Guardian Angels, right?'*

USO

Come il *present continuous* 31, anche il *past continuous* è una forma progressiva e si usa con i verbi d'azione, ma non di stato. 33

Il *past continuous* si usa per descrivere:

- azioni in corso di svolgimento nel passato; solitamente è accompagnato da un'espressione di tempo passato che specifica il momento dell'azione

  Steve ***was having*** *a shower* ***at 6 a.m. yesterday morning.*** — Steve stava facendo la doccia alle 6 ieri mattina.

- due o più azioni che si svolgono contemporaneamente nel passato

  Mum ***was ironing****, Dad* ***was cooking*** *lunch and the kids* ***were doing*** *their homework.* — La mamma stava stirando, il papà stava preparando il pranzo e i bambini facevano i compiti.

Il *past continuous* si può tradurre in italiano con l'imperfetto del verbo "stare" seguito dal gerundio oppure con l'imperfetto del verbo che indica l'azione.

Esercizi

1 **Completa le frasi con il *past continuous* dei verbi tra parentesi. Poi volgi le frasi alla forma negativa e interrogativa.**

1 Jack *was shopping* (shop) at an outlet.
Jack wasn't shopping at an outlet.
Was Jack shopping at an outlet?
2 Peter _____ (study) for a test.
3 Sarah _____ (play) tennis.
4 My parents _____ (argue).
5 You _____ (tell) me about your weekend.
6 The children _____ (swim) in the lake.
7 My cousin _____ (sunbathe) in the garden.
8 Elisa _____ (feed) her cat.
9 My sister _____ (have) a shower.
10 The train to Eastbourne _____ (leave) the platform.

Esercizi

2 ■■■ **Osserva ciò che i Robinson stavano facendo ieri sera e formula delle frasi con il *past continuous* dei verbi nel riquadro.**

wait / have • buy / cook • ~~have~~ / ~~watch~~ • play / write • drive / work



1 At 4 o'clock, Eddy *was having* a snack. He *wasn't watching* TV.
2 At 5 o'clock, Mrs Robinson _____ something for dinner. She _____ dinner.
3 At 5.30, Jessica _____ for Susan at the station. She _____ a coffee with Susan.
4 At 6 o'clock, Mr Robinson _____ home from work. He _____.
5 At 6 o'clock, the twins _____ a video game. They _____ their compositions.
6 'And you? What were you doing yesterday afternoon at 5 o'clock?' 'I _____.'

3 ■■■ **Alice e Tom stanno chiedendo al padre come conobbe la loro madre nel 1992. Leggi le risposte e completa le domande basandoti sulle informazioni date.**

1 '*Where were you living* (you / live) in 1992?' 'In Glasgow.'
2 '_____ (you / work)?' 'I was working for IBM.'
3 '_____ (Mum / do) when you saw her for the first time?' 'She was waiting for a train.'
4 '_____ (she / go)?' 'She was going to Edinburgh.'
5 '_____ (it / rain)?' 'No, it wasn't. It was a beautiful day.'
6 '_____ (Mum / wear)?' 'She was wearing jeans and a jumper.'
7 '_____ (Mum / study) at university in 1992?' 'Yes, she was. She was at Edinburgh.'

4 ■■■ **Ieri Kate stava prendendo un caffè quando ha visto un suo amico, Jed, con una ragazza. I suoi amici ora le stanno chiedendo informazioni. Formula delle domande e delle risposte brevi al *past continuous* basandoti sulle informazioni date.**

1 Jed / sit with her (✓)
Was Jed sitting with her? Yes, he was.
2 you / sit near them? (✓)
3 they / talk to each other? (✓)
4 you / listen to them? (✗)
5 Jed / smile? (✗)
6 she / wear beautiful clothes? (✓)
7 they / have something to eat? (✗)
8 they / hold hands? (✓)
9 he / tell silly jokes? (✓)

5 ■■■ **Scrivi il dialogo con il *past continuous* o il *past simple* basandoti sulle informazioni date.**

Mum what / you / do / yesterday afternoon at 5 p.m. / ?
What were you doing yesterday afternoon at 5 p.m.?
Josh I / do / my homework
Mum you / study / alone?
Josh no, I / not
Mum who / you / study / with?
Josh I / study / with my friend Alice. / we / revise for / a science test
Mum it / be / difficult / ?
Josh no, it / be / quite easy

58 *Past simple* e *past continuous* a confronto

Si possono usare il ***past continuous*** e il ***past simple*** nella stessa frase per indicare che durante lo svolgimento di un'azione ne è intervenuta un'altra. L'azione in corso di svolgimento (azione lunga) viene espressa con il *past continuous*, l'azione che interviene (azione breve) con il *past simple*.

*They **were studying** for the art test when they **heard** a big bang.* — Stavano studiando per la verifica di arte quando sentirono una forte esplosione.

Osserva le seguenti differenze:

- l'azione "lunga" può essere introdotta da *when/while* seguiti dal verbo al *past continuous*: in questo caso sia *when* che *while* hanno significato di "mentre"

  *Someone **rang** at the door **when/while** they **were watching** a spy film.* — Qualcuno suonò alla porta mentre guardavano un film di spionaggio.

- l'azione "breve" può essere introdotta solo da *when* con significato di "quando" seguito dal verbo al *past simple*

  *The kids **were having** a party **when** we **got home**.* — I ragazzi stavano facendo una festa quando arrivammo a casa.

⚠ Se la frase inizia con *when/while*, le due proposizioni sono separate dalla virgola.

***When/While** the train **was passing**, we turned off the car.* — Mentre il treno passava, spegnemmo la macchina.

Osserva i diversi usi del *past simple* e del *past continuous*.

PAST SIMPLE			**PAST CONTINUOUS**		
azione conclusa	*She **helped** her little brother with his homework yesterday.*	Ieri aiutò il suo fratellino a fare i compiti.	**azione in corso**	*She **was helping** her little brother with his homework after lunch.*	Stava aiutando il suo fratellino a fare i compiti dopo pranzo.
azioni in sequenza	*They **took** the bus to London, **got off** at Kensington and **went** shopping.*	Presero l'autobus per Londra, scesero a Kensington e andarono a fare acquisti.	**azioni contemporanee**	*I **was shopping** at Macy's and David and Jill **were visiting** the Metropolitan Museum.*	Io facevo acquisti da Macy's e David e Jill stavano visitando il Metropolitan Museum.
azione con durata conclusasi nel passato	*She **studied** Spanish for three months.*	Ha studiato spagnolo per tre mesi.	**azione in corso interrotta da un'altra azione**	*Matt **was shaving** when Sophia **knocked** on his door.*	Matt si stava radendo quando Sophia bussò alla porta.
eventi di una storia	*He **heard** light footsteps. He **didn't turn**, but **knew** she was there.*	Sentì dei passi leggeri. Non si girò, ma sapeva che lei era lì.	**ambientazione di una storia**	*The moon **was shining** in the sky. The crickets **were singing** and a wolf **was howling** in the distance.*	La luna splendeva nel cielo. I grilli cantavano e un lupo ululava in lontananza.

Esercizi

1 ■■■ **Sottolinea l'alternativa corretta.**

1 Jack *phoned/was phoning* while we *had/were having* dinner.
2 The sun *shone/was shining* when I *left/was leaving* the house this morning.
3 'How *did you hurt/were you hurting* your arm?' 'I fell while I *climbed/was climbing* a tree.'
4 Where *did Jenny and Max go/were Jenny and Max going* when you *saw/were seeing* them yesterday?
5 We *didn't wear/weren't wearing* helmets when the police *stopped/were stopping* us on our scooter.
6 He *drove/was driving* his dad's car when he *had/was having* the accident.
7 The plane *crashed/was crashing* into the sea while it *flew/was flying* over the Pacific Ocean.
8 While Sanji *sat/was sitting* on the bus this morning, he *saw/was seeing* a car accident.
9 While Mandy *cooked/was cooking* dinner, she *burnt/was burning* her hand.
10 When Sam *arrived/was arriving* at school, the teacher *was explaining/explained* the test results.

2 ■■■ **Completa le frasi con il *past simple* o il *past continuous* dei verbi tra parentesi.**

1 While we *were going* (go) to the beach, it *started* (start) to rain.
2 My mum _____ (work) as a secretary for five years.
3 I _____ (not catch) the bus, I _____ (walk) home from school.
4 What _____ (you / do) when I _____ (phone) you this morning?
5 While the teacher _____ (give) us instructions, we _____ (not / listen).
6 Natasha _____ (feel) strange when she _____ (wake up) the next morning. She _____ (lie) in bed and _____ (turn) to look at the time. She _____ (be) late again.
7 I _____ (do) my homework all afternoon!
8 When we _____ (go) to Rome yesterday, we _____ (visit) Piazza Navona, the Colosseum and St Peter's Cathedral!
9 A cold wind _____ (blow) from the north, the trees _____ (move) in the wind when…
10 When they _____ (get) off the train, their parents _____ (wait) for them on the platform.
11 While I _____ (travel) on the bus, someone _____ (steal) my purse.
12 While they _____ (play) football, they _____ (break) a window.

3 ERROR CORRECTION ■■■ **Leggi la storia e osserva i verbi in corsivo. Fai un segno di spunta (✓) accanto ai verbi corretti e correggi quelli sbagliati.**

Last summer while an unemployed actor (1) *sat* (*was sitting*) at home and (2) *was reading* the newspaper, he (3) *was seeing* a job advertisement to be a gorilla at the zoo. He (4) *was contacting* the zoo immediately, and they (5) *gave* him the job. On his first day, while the people (6) *watched* him, he slept and played and (7) *had* a good time. It (8) *was being* the ideal job for him. Because he (9) *was doing* very well, the zoo (10) *was giving* him more money.
Two weeks later he (11) *noticed* that the lion (12) *was getting* more attention. So he (13) *was climbing* up onto the lions cage and (14) *started* to play with the lion. The people (15) *were loving* it, but the lion was furious.
Then one day while the actor (16) *played* with the lion, and the people (17) *were enjoying* the show, he fell into the lion's cage. The actor was terrified. While the lion (18) *walked* towards him, the actor (19) *was starting* shouting, 'Help, help!' The lion (20) *jumped* on the actor, and while he (21) *held* him down, (22) *said* very quietly, 'Shut up you idiot. Do you want us both to lose our jobs?'

Esercizi di riepilogo

1 **Leggi il testo sulla vita del regista americano Garry Marshall e completalo con il *past simple* dei verbi tra parentesi.**



Garry Marshall (1) *was born* (be born) in 1934. As a child he (2) _____ (live) in New York with his family. While he (3) _____ (be) at Northwestern University, he (4) _____ (start) writing for the student newspaper. In 1961 he (5) _____ (go) to Hollywood and (6) _____ (begin) writing for television. It (7) _____ (not take) long for him to become successful with programmes like *Happy Days* and *Mork and Mindy*. These TV series (8) _____ (be) very popular in the 1970s and 80s. As a film director he (9) _____ (make) *Pretty Woman*, which (10) _____ (star) Julia Roberts and Richard Gere, *Runaway Bride* and *Mother's Day*, both of which also (11) _____ (have) Julia Roberts as one of the stars. His films (12) _____ (not win) any Oscars, but Marshall (13) _____ (get) many other recognitions and awards during his career. He (14) _____ (be) married with three children and he (15) _____ (die) in 2016.

2 **La polizia sta intervistando il testimone di un furto in un negozio. Sottolinea l'alternativa corretta, *past simple* o *past continuous*.**

Policeman What (1) *were you doing/did you do* at the time of the robbery?
Eyewitness I (2) *was buying/bought* some milk.
Policeman (3) *Did you stand/Were you standing* near the cash desk?
Eyewitness Yes, I (4) *did/was*. I (5) *saw/was seeing* everything!
Policeman What (6) *was the robber wearing/did the robber wear*?
Eyewitness He (7) *wore/was wearing* jeans, a leather jacket and a helmet.
Policeman What (8) *happened/was happening*?
Eyewitness He (9) *had/was having* a gun and told the shop assistant to give him all the money.
Policeman What (10) *did you do/were you doing* when he left the shop?
Eyewitness We (11) *were phoning/phoned* the police and (12) *helped/were helping* the shop assistant. He was in shock.

3 **Anna non ha visto Josh lo scorso fine settimana e gli sta chiedendo che cosa ha fatto. Completa il dialogo con i verbi nel riquadro.**

phoned • used to (x 2) • were • was playing • was (x 2) • met • did went • was looking for • didn't he move • were you doing • came

Anna I (1) *phoned* you on Saturday afternoon. What (2) _____?
Josh I (3) _____ cards at home. It (4) _____ too cold to go out.
Anna Who were you with?
Josh Mark (5) _____ to see me. Do you remember him? You (6) _____ him a few years ago. The guy I (7) _____ go to school with.
Anna Yes, I remember. (8) _____ to Canada with his parents about five years ago?
Josh Yes, he (9) _____. He (10) _____ back to Canada yesterday. He was in the UK for a few weeks. He (11) _____ a job.
Anna (12) _____ it good to see him again after all that time?
Josh Yes, it was but it was strange. We (13) _____ be such good friends, but he is so different now.
Anna Well, it's normal, isn't it? You (14) _____ both so young when he went to Canada.

4 ERROR CORRECTION **Decidi se queste frasi sono corrette o sbagliate. Correggi quelle sbagliate.**

1 I was living in Milan when I was finishing school. ✗ *I was living in Milan when I finished school.*
2 We used to played in the streets when we was children.
3 The tickets were sold out so I wasn't getting any for the concert.
4 When Federica started her new school, she wasn't knowing anyone.
5 I never ate any vegetables when I was a child.
6 Were you telling everyone about the geography test today?
7 I was thinking about you yesterday!
8 She wasn't wanting to hurt his feelings so she didn't say anything.

5 **Leggi l'articolo su una giovane studentessa inglese e completa il testo con il *past simple*, il *past continuous* o la costruzione con *used to* dei verbi tra parentesi.**

Yesterday 15-year-old Lisa Wright was sitting in her French lesson at Beaumont School in Liverpool; she (1) *was listening* (listen) to her teacher when he (2) _____ (stop) the lesson and asked her to go home. Why (3) _____ (this / happen)? It happened because she (4) _____ (not / wear) the correct school uniform. The school (5) _____ (tell) her mother that Lisa's trousers (6) _____ (be) too tight. Her mother (7) _____ (be) very angry and said, 'I (8) _____ (not / think) her trousers were too tight. We (9) _____ (buy) them at a special shop for school uniforms.'
Head teacher Elizabeth Doley told us that a few years ago the pupils (10) _____ (not / wear) the correct school uniform and the discipline at the school (11) _____ (be) very bad. 'Last year we decided on 'zero tolerance' uniform rules. About 20 to 25 out of 1,050 pupils (12) _____ (be) in the wrong clothes or shoes yesterday. When I first (13) _____ (arrive) at this school the kids (14) _____ (not / follow) the rules. Clear rules means that everyone knows what to wear and how to behave!'

6 **Completa le domande con la forma corretta dei verbi tra parentesi. Poi rispondi in modo personale.**

What was happening…
1 when you *woke up* (wake up) this morning? *My sister was having a shower and Dad was making coffee.*
2 while you _____ (have) breakfast this morning?
3 when the school bell _____ (ring) this morning?
4 when you _____ (arrive) in class this morning?
5 when you _____ (get) home yesterday afternoon?
6 while you _____ (do) your homework yesterday evening?
7 while you _____ (go) to bed last night?

7 TRANSLATION **Peter e Gail stanno parlando del fine settimana appena trascorso. Traduci il dialogo in inglese.**

Peter Ciao. Come stai?
Gail Sono stanchissima. Ho avuto un weekend pesante.
Peter Che cosa hai fatto?
Gail Allora, alle 8.30 di sabato mattina stavo dormendo quando mio padre mi ha chiamato. Voleva un po' di aiuto in giardino. Ho tagliato l'erba, dipinto la staccionata e buttato via l'immondizia. Poi, dopo pranzo mentre guardavo la televisione, mia madre mi ha chiamato. Anche lei voleva un po' di aiuto in casa!
Peter Hai avuto del tempo per rilassarti?
Gail No, perché domenica ho fatto i compiti e ho ripassato per la verifica di oggi.

59 Il *present perfect simple* (1)

VIDEO

FORMA

Il *present perfect simple* si costruisce con il ***present simple* del verbo *have*** (ausiliare) **seguito dal participio passato** (*past participle*) del verbo che indica l'azione.

Il *past participle* corrisponde alla terza voce del paradigma verbale. I verbi regolari formano il *past participle* aggiungendo *-ed* alla forma base; è quindi uguale al *past simple* e segue le stesse regole ortografiche e di pronuncia. 54

I verbi irregolari hanno una forma propria al *past participle* che non sempre corrisponde al *past simple* e che deve essere imparata a memoria. Appendice, 9

Forma affermativa	Forma negativa	Forma interrogativa
I/You/We/They ***have/ 've lived*** *in Milan.*	*I/You/We/They* ***have not/ haven't lived*** *in Milan.*	***Have*** *I/you/we/they* ***lived*** *in Milan?*
He/She/It ***has/'s lived*** *in Milan.*	*He/She/It* ***has not/hasn't lived*** *in Milan.*	***Has*** *he/she/it* ***lived*** *in Milan?*

Forma interrogativa-negativa	Risposte brevi
Haven't *I/you/we/they* ***lived*** *in Milan?*	*Yes, I/you/we/they* ***have****.* *No, I/you/we/they* ***haven't****.*
Hasn't *he/she/it* ***lived*** *in Milan?*	*Yes, he/she/it* ***has****. / No, he/she/it* ***hasn't****.*

L'ausiliare *have* si usa con tutti i verbi, anche con i verbi come *be* e gli intransitivi che in italiano richiedono il verbo "essere".

There ***has been*** *a flood in Chile.*
C'è stata un'alluvione in Cile.
Grandma ***has come*** *to babysit the kids.*
La nonna è venuta per badare ai bambini.

USO

Il *present perfect simple* si usa per parlare di:

- azioni ed esperienze di vita verificatesi in un **tempo passato non specificato**. In questo caso può essere usato:

senza espressioni di tempo			*Leo* ***has written*** *a book.*	Leo ha scritto un libro.
con avverbi di frequenza 28.1	in tutti i tipi di frase: ***always, often, rarely/seldom***, ecc.	si mette prima del participio passato	***I've always run*** *fast.*	Ho sempre corso veloce.
	in frasi interrogative: ***ever***		***Have*** *you* ***ever been*** *here?*	Sei mai stato qui?
	in frasi affermative: ***never***		***I've never told*** *a lie.*	Non ho mai detto una bugia.
con espressioni di frequenza 28.2	in tutti i tipi di frase: ***once, twice, four/many/several times***	si mette alla fine della frase	***I have met*** *him* ***once****.* ***Have*** *you* ***been*** *there many* ***times****?*	L'ho incontrato una volta. Ci sei stato tante volte?

Il *present perfect simple* si traduce spesso in italiano con il passato prossimo, ma non è sempre vero il contrario. Infatti in italiano si usa il passato prossimo per indicare azioni concluse nel passato che invece in inglese si rendono con il *past simple*. Osserva la differenza.

We ***have stayed*** *in that hotel.*
Abbiamo alloggiato in quell'albergo.
(tempo non specificato → *present perfect simple*)

We ***stayed*** *in that hotel* ***last summer****.*
Abbiamo alloggiato in quell'albergo la scorsa estate.
(tempo definito e concluso → *past simple*)

- azioni avvenute in un **tempo non ancora concluso**. In questo caso si possono usare le seguenti espressioni di tempo:

today*, *this morning/afternoon/evening/week/month/year/century	in tutti i tipi di frase – si mette all'inizio o alla fine della frase	***Today** she **has written** two letters.* *Mary **has read** five books **this month**.*	Oggi ha scritto due lettere. Mary ha letto cinque libri questo mese.

! *This morning/afternoon* possono indicare sia un tempo non concluso che un tempo concluso.

***This morning I've had** a large breakfast.* — Questa mattina ho fatto una colazione abbondante. (tempo non concluso, è sempre mattina → *present perfect simple*)

***This morning I had** a large breakfast.* — Questa mattina ho fatto una colazione abbondante. (tempo concluso, non è più mattina → *past simple*)

so far/up to now/until now (finora), ***before*** (in precedenza), ***in the last few days*** (negli ultimi giorni), ***over the last few weeks*** (nelle ultime settimane)	in tutti i tipi di frase – si mette all'inizio o alla fine della frase	***So far** they **haven't travelled** very much.* ***Have** you **met** him **before**?*	Finora non hanno viaggiato molto. Lo hai incontrato in precedenza?
lately (ultimamente)	in tutti i tipi di frase – si mette alla fine della frase	*We **haven't seen** him **lately**.*	Non lo abbiamo visto ultimamente.
recently (di recente)	in frasi affermative si mette prima del participio passato	*They **have recently sold** their house.*	Hanno venduto la loro casa di recente.
	in frasi negative e interrogative si mette alla fine della frase	***Have** you **visited** Lorna **recently**?*	Sei andato a trovare Lorna di recente?
it's the first/second... time		***It's the second time** she **has gone** on holiday on her own.*	È la seconda volta che va in vacanza da sola.

In italiano le espressioni *it's the first time*, ecc. sono seguite dal presente.

Fai attenzione alla differenza di significato fra ***have been*** e ***have gone***: *have been* significa "andato e tornato", mentre *have gone* "andato e non ancora tornato".

*She **has been** on holiday.* — È stata in vacanza. (è stata in vacanza ed è tornata a casa)

*She **has gone** on holiday.* — È andata in vacanza. (è ancora in vacanza)

Esercizi

1 **Scrivi il *past simple* e il *past participle* dei seguenti verbi.**

1 work	worked	worked	7 buy			13 go		
2 travel			8 have			14 speak		
3 study			9 get			15 put		
4 stay			10 fly			16 become		
5 run			11 pay			17 swim		
6 win			12 think			18 begin		

Esercizi

2 **Completa le frasi con il *present perfect* dei verbi tra parentesi.**

1 I *haven't had* (have) anything to eat today.
2 You _____ (be) late for school three times this week!
3 Danny _____ (leave) his keys at school, so he can't open his front door.
4 Julie _____ (break) her leg, so she isn't coming to school this week.
5 _____ (you / ever / be) skiing?
6 He _____ (live) in Barcelona.

3 **Volgi le frasi alla forma negativa e interrogativa.**

1 He has eaten sushi.
He hasn't eaten sushi.
Has he eaten sushi?
2 My parents have gone away this weekend.
3 Giulia has made a cake for the party.
4 You have slept well this week.
5 The car has broken down.
6 We have seen this film.
7 You have met my mother.
8 She has tidied her bedroom.

4 **Che cosa è accaduto? Osserva le immagini e completa le frasi usando il *present perfect* dei verbi nel riquadro.**

stop • go • buy • finish • break • arrive • cut • be



1 He *has cut* the grass.



2 Sam and Emma _____.



3 She _____ a cup.



4 There _____ a car crash.



5 They _____ to bed.



6 They _____ him a scooter for his birthday.



7 It _____ raining.



8 He _____ his meal.

5 **Inserisci gli avverbi di frequenza tra parentesi al posto giusto.**

1 I have flown. (never)
I have never flown.
2 Jackie has hated cheese. (always)
3 Have the Smiths lived here? (always)
4 Have you had a serious accident? (ever)
5 Mark lives in Rome, but he has been to the Maxxi. (never)
6 Has your mum hit you? (ever)
7 He has cooked a meal in his life! (seldom)
8 I have dreamt about flying. (often)

6 ■■■ **Lawrence è un ragazzo di 15 anni che vive a Londra. Formula delle domande usando il *present perfect simple* e *ever*. Poi scrivi anche le sue risposte basandoti sulle informazioni date.**

1 live / in a foreign country? (✗)
'Have you ever lived in a foreign country?'
'No, I haven't.'
2 win / competition? (✓)
'Have you ever won a competition?' 'Yes, I have.'
3 go / on holiday without your parents? (✓)
4 have / a girlfriend? (✓)
5 buy / an expensive mobile phone? (✗)
6 copy / in a class test? (✓)
7 drive / a car? (✗)

7 ■■■ **Formula delle frasi su Lawrence basandoti sulle informazioni dell'esercizio 6.**

1 He has never lived in a foreign country.

8 ■■■ **Completa le frasi con *been* o *gone*.**

1 'Where's Dad?' 'It's 8 o'clock. He's *gone* to work.'
2 You're late. I thought you were arriving half an hour ago! Where have you _____?
3 I've never _____ to the new disco in town.
4 Sally was waiting to speak to you, but I think she has _____ now.
5 'Have you ever _____ to New York?' 'No, but I'd like to.'
6 'Isn't Yula with you?' 'No, she's on holiday. She's _____ to Prague.'
7 'You look nice and brown.' 'Yes, I've _____ on holiday.'
8 'Where's Frankie?' 'He's _____ home. He left five minutes ago.'

9 ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 I've never been to this bar before.
It's the first time *I've been to this bar*.
2 I've never eaten Indian food before.
It's the first time _____.
3 Jack has never flown before.
It's the _____.
4 I've been late for work twice this week.
It's _____ for work this week.
5 I've already told you three times.
It _____.
6 We have seen *Twilight* four times!
_____.

10 ■■■ **Formula delle frasi con il *present perfect simple* basandoti sulle informazioni date e inserisci le parole tra parentesi nella posizione corretta.**

1 'Why are you angry with me?' 'you / not do / anything nice for me.' (lately)
You haven't done anything nice for me lately.
2 'John is having a party.' 'I know but he / not invite me.' (so far)
3 'Would you like to go to Café Royale with me?' 'That sounds nice. I / not be / there.' (before)
4 my brother / not be well. (in the last few days)
I think he's got the flu.
5 'How is Monica? you / see / her (recently)?' 'No. I / not see / her.' (lately)
6 Dad is in a bad mood again today. he / be / in a bad mood. (over the last few weeks)
7 My cousins are very lucky. they / go / to the USA but / I go / there. (several times / never)
8 Our teacher is very happy because our marks / improve a lot. (this month)

11 ■■■ **Formula delle domande basandoti sulle informazioni date e rispondi in modo personale.**

1 how many smoothies you / have today?
'How many smoothies have you had today?' 'I've had three.'
2 you / buy anything today?
3 you / do any exercise today?
4 how busy / you / be this week?
5 how many times / you / go out this week?
6 you / have a holiday this year?
7 you / do well at school this term?

60 Il *present perfect simple* (2)

Il *present perfect simple* si usa anche per un'**azione avvenuta recentemente con effetti sul presente**.

*Look! Claire **has** just **washed** her car!* — Guarda! Claire ha appena lavato la macchina! (si vedono i risultati dell'azione passata perché la macchina è scintillante)

In questo caso può essere accompagnato dai seguenti avverbi di tempo → 79.2:

already	già	in frasi affermative e interrogative – si mette prima del participio passato	*They **have already booked** the flight to Edinburgh.*	Hanno già prenotato il volo per Edimburgo.
yet	ancora	in frasi negative e interrogative – si mette in fondo alla frase	*She **hasn't recovered** from the accident **yet**.*	Non si è ancora ripresa dall'incidente.

! Nelle frasi interrogative *already* e *yet* hanno sfumature diverse di significato:
- *already* indica che l'azione è avvenuta prima del previsto
- *yet* indica che ci si aspetta che l'azione sia avvenuta

***Have** you **already done** your homework?* — Hai già fatto i compiti? (esprimo sorpresa perché hai già fatto i compiti)

***Have** you **done** your homework **yet**?* — Hai già fatto i compiti? (mi aspetto che tu abbia fatto i compiti e ti sto chiedendo conferma)

still	ancora	in frasi negative – si mette prima dell'ausiliare	*He **still hasn't done** the ironing.*	Non ha ancora stirato.

! Nota la differenza di significato fra *yet* e *still*:
- *yet* indica che un'azione non si è ancora verificata
- *still* esprime impazienza o irritazione verso l'azione che non si è verificata

*Dad **hasn't cut** the grass in the garden **yet**.* — Papà non ha ancora tagliato l'erba in giardino. (noto che l'erba non è ancora stata tagliata)

*Dad **still hasn't cut** the grass in the garden!* — Papà non ha ancora tagliato l'erba in giardino! (esprimo irritazione per il fatto che l'erba ancora non sia stata tagliata)

just	appena	in frasi affermative – si mette prima del participio passato	*She **has just left**.*	È appena andata via.
almost/ nearly	quasi	in frasi affermative – si mette prima del participio passato	*I **have almost hit** a new record with the PlayStation!*	Ho quasi fatto un nuovo record con la PlayStation!

In inglese americano con *already, just* e *yet* si preferisce usare il *past simple* al posto del *present perfect simple*.

*She **just left**.* — È appena andata via.



*'**Have** you **done** any shopping **yet**?'*

Esercizi

1 ■■■ **Inserisci gli avverbi tra parentesi al posto giusto.**

1 We did the class test two weeks ago and the teacher still hasn't corrected them! (still)
2 'Are you hungry?' 'No, thanks. I've eaten.' (already)
3 'You look terrible. What's happened?' 'I've left Paolo.' (just)
4 Can you wait for me? I've finished my homework. (almost)
5 It's 12 o'clock and the kids haven't had breakfast! (still)
6 'Who's coming to the party?' 'I don't know. I haven't invited anyone!' (yet)
7 The traffic is so bad today. It has taken three hours to get here! (nearly)

2 ■■■ **Danny si sposerà la settimana prossima. Osserva la lista di cose che deve fare e formula domande e risposte brevi con il *present perfect* e *yet*.**

1 book the church (✓)
2 buy his shoes (✗)
3 go to the barber's (✗)
4 buy his suit (✗)
5 rent a BMW (✓)
6 organise the honeymoon (✗)
7 collect the rings from the shop (✓)
8 book the photographer (✓)



1 'Has he booked the church yet?' 'Yes, he has.'
2 'Has he bought his shoes yet?' 'No, he hasn't.'

3 ■■■ **Formula delle frasi su Danny con *already* e *yet* basandoti sulle informazioni dell'esercizio 2.**

1 He has already booked the church.
2 He hasn't bought his shoes yet.

4 ■■■ **Completa i mini-dialoghi con i verbi e gli avverbi nel riquadro. Usa il *present perfect*.**

already / see • just / sit • already / buy • still / answer • almost / sell • yet / not finish

1 'Let's watch *Billy Elliot*. It's on RAI Tre this evening.' 'I've already seen it hundreds of times.'
2 'Who won?' 'I don't know. The game _____.'
3 'Is Julian coming tonight?' 'I'm not sure. He _____ my text message!'
4 'Is this a bad time to phone you?' 'Yes it is. I _____ down to dinner. Can I call you back later?'
5 'Can I have three tickets for Sunday's match?' 'I'm sorry we _____ out. There are only two tickets left.'
6 'Shall we get a birthday present for Mickey together?' 'Sorry, but I _____ him a present.'

5 ■■■ **Completa le frasi con i verbi tra parentesi e *just*, *already*, *yet* o *still*.**

1 Do you want me to do the shopping?' 'It's OK. I 've already done it.' (do)
2 'Do you want a coffee?' 'No thanks, I _____ one. I stopped in a café on my way here.' (have)
3 I've asked my dad to mend my moped loads of times but he _____ it. (not fix)
4 'Is the maths homework complicated?' 'I don't know. I _____ it _____.' (look at)
5 '_____ to that new club in town _____?' 'No, I _____ there _____.' (you / go – go)
6 _____ to your email? I can't believe it. He's normally so slow. (he / reply)

61 Il *present perfect simple* (3): *for* e *since*

In inglese per parlare della durata di un'azione si usa il *present perfect simple* seguito da *for* o *since* e un'espressione di tempo. Questa forma (***duration form***) esprime un'azione/situazione iniziata nel passato e ancora in corso nel momento in cui si parla.

I've had** this car **since 2002! — Ho questa macchina dal 2002. (ho comprato la macchina nel 2002 e ce l'ho ancora)

La *duration form* si rende in italiano con l'indicativo presente seguito dalla preposizione "da".

61.1 *Present perfect simple* con *for*

Si usa *for* per dire **da quanto tempo dura l'azione.**

We've lived** in this house **for twelve years. — Abitiamo in questa casa da dodici anni.

He hasn't eaten** anything **for two days. — Non mangia niente da due giorni.

Osserva la differenza di significato:

They have been** ill **for three days. — Sono malati da tre giorni. (azione iniziata nel passato e ancora in corso → *present perfect simple*)

They were** ill **for three days. — Sono stati malati per tre giorni. (azione iniziata e conclusa nel passato → *past simple* 54, 55)

for a long time	in frasi affermative	*We have waited **for a long time**.*	Aspettiamo da molto tempo.
(for) long	in frasi interrogative	*Have you waited **(for) long**?*	Aspettate da tanto?
for a long time	in frasi negative, ma con significato diverso	*I haven't swum **for a long time**.*	Non nuoto da molto tempo. (= è tanto tempo che non nuoto)
(for) long		*You haven't studied **(for) long**.*	Non studi da molto. (= è poco tempo che studi)

61.2 *Present perfect simple* con *since*

Si usa *since* per indicare il **momento in cui è iniziata l'azione.**

***They haven't visited** their grandparents **since Christmas**.* — Non vanno a trovare i loro nonni da Natale.

Il momento d'inizio dell'azione può essere espresso anche da una proposizione; in questo caso *since* ha funzione di congiunzione ed è seguito dal *past simple*.

*She **hasn't worked since** she **won** the lottery.* — Non lavora da quando ha vinto alla lotteria.

61.3 *Present perfect simple* con *How long...?*

For e *since* rispondono entrambi alla domanda ***How long... ?*** ("da quanto tempo").

***'How long have** you **known** him?'* — "Da quanto tempo lo conosci?"

'I've known** him **for two years/since 2012/since I was eighteen.' — "Lo conosco da due anni/dal 2012/da quando avevo diciotto anni."

Con i verbi che indicano un'azione di breve durata (*arrive, die, finish, leave, start, stop*) non si usa la *duration form* con *for/since*.

*They **arrived** one **week ago**.* — Sono arrivati una settimana fa./Sono arrivati da una settimana.

Esercizi

1 ■■■ **Completa le seguenti espressioni di tempo con *for* o *since*.**

1	*since* my birthday	6	_____ ages	11	_____ she left him
2	_____ half an hour	7	_____ 20 minutes	12	_____ a long time
3	_____ a few weeks	8	_____ September	13	_____ this morning
4	_____ a year	9	_____ a few days	14	_____ five years
5	_____ I started secondary school	10	_____ 2006	15	_____ Easter

2 ■■■ **Completa le frasi con il *present perfect simple* dei verbi tra parentesi e *for* o *since*.**

1 Susan *has lived* (live) in Italy *for* two years.
2 Tom _____ (play) football _____ he was at primary school.
3 We _____ (know) each other _____ we were five years old.
4 My grandparents _____ (be) married _____ fifty years.
5 They _____ (not see) each other _____ Sunday.
6 My mum _____ (be) a nurse _____ 1998.
7 I _____ (not have) this school bag _____ long.
8 Mrs Willis _____ (be) here _____ 10 o'clock.
9 I _____ (not speak) to him _____ ages.

3 ■■■ **Formula delle domande e risposte basandoti sulle informazioni date. Usa *how long*, *for* e *since*.**

1 you / have your moped? / Christmas
'How long have you had your moped?'
'I've had it since Christmas.'
2 your parents / be divorced? / 5 years
3 you / live in your flat? / I was born
4 your grandmother / be in hospital? / a week
5 Michael / work as a waiter? / he left school
6 Tom and Bart / know each other? / they were children
7 Josh and Emily have / their car? / years
8 Italy be / a republic? / 1946
9 you have / a headache? / a few hours

4 ■■■ **Leggi le seguenti situazioni e formula delle frasi con *for a long time/(for) long* basandoti sulle informazioni date.**

1 You met Pete at primary school. Now you are at secondary school together.
I / know / long
I've known Pete for a long time.
2 You work at the supermarket.
you / work at the supermarket / long / ?
3 The last time I had a kebab was a year ago.
I / not have a kebab / long
4 Your mum's worrying about your little sister who went to the supermarket ten minutes ago.
Mum, she / not be / at the supermarket / long!
5 Jack bought his jeans three years ago.
he / have them / long
6 A new friend tells you she lives near you.
you / live there / long / ?

5 ■■■ **Scrivi dei mini-dialoghi basandoti sulle informazioni date.**

1 da quanto tempo sei sposato? / da quando ho 27 anni
'How long have you been married?'
'I've been married since I was 27 years old.'
2 da quanto tempo hai la nuova macchina sportiva? / dalla scorsa estate
3 da quanto tempo Susan abita a Grove Road? / da dieci anni
4 da quanto tempo conosci il tuo migliore amico? / dalla scuola elementare
5 da quanto tempo Mr Lee è un insegnante? / da quindici anni
6 da quanto tempo tuo padre lavora in banca? / da molto tempo

62 Past simple e present perfect simple a confronto

PAST SIMPLE			PRESENT PERFECT SIMPLE		
azioni verificatesi in uno specifico periodo di tempo passato	*Leonardo DiCaprio* ***won an Oscar in 2016****.*	Leonardo DiCaprio ha vinto un Oscar nel 2016.	**azioni verificatesi in un tempo passato non specificato**	*Leonardo DiCaprio* ***has won an Oscar****.*	Leonardo DiCaprio ha vinto un Oscar.
azioni concluse nel passato	*I* ***corrected*** *fifteen tests* ***yesterday****.*	Ieri ho corretto quindici verifiche.	**azioni avvenute in un tempo passato non ancora concluso**	*I've* ***corrected*** *fifteen tests* ***this morning****.*	Ho corretto quindici verifiche stamani.
azioni passate con nessun legame con il presente	*At twenty he* ***dyed*** *his hair purple.*	A vent'anni si tinse i capelli di viola.	**azioni passate con effetti sul presente**	*He's* ***dyed*** *his hair purple.*	Si è tinto i capelli di viola.
durata di un'azione passata	*They* ***studied*** *English* ***for five years****.*	Hanno studiato inglese per cinque anni.	**durata di un'azione ancora in corso**	*They've* ***studied*** *English* ***for five years****.*	Studiano inglese da cinque anni.

⚠ Si usa il *present perfect* per parlare di esperienze passate generiche, e il *past simple* per parlare di informazioni specifiche.

'I've ***bought*** *a new car!' 'Really? When* ***did*** *you* ***buy*** *it?'* "Ho comprato un'auto nuova!" "Davvero? Quando l'hai comprata?"

Espressioni di tempo	
con il *past simple*	**con il *present perfect simple***
yesterday *two weeks/months/years ago* *last week/month/year...*	*always, often, rarely/seldom...* *once, twice, three/many times* *today, this afternoon, this summer...* *recently, lately, so far...* *already, yet, still, just, almost/nearly*

Esercizi

1 **Indica se le seguenti espressioni di tempo accompagnano solitamente il *past simple* (PS) o il *present perfect* (PP).**

1 yesterday	PS	6 lately	____	11 in 2010	____
2 when I was a child	____	7 the other day	____	12 since then	____
3 in April	____	8 already	____	13 twice	____
4 two months ago	____	9 last year	____	14 from 2004 to 2008	____
5 this month	____	10 up to now	____	15 since I was a child	____

Esercizi

2 ■■■ **Abbina le frasi agli usi corrispondenti.**

1 We lived in Milan for three years when I was a child.
2 Kathy arrived on stage and started singing.
3 You've washed the car. It's so clean!
4 The criminal has left the country.
5 When he was at primary school, Toby cycled to school every day.
6 I've lived in Milan for ten years.
7 We haven't done much at school this week.
8 I bought it on Amazon yesterday evening.

a ☐ situazioni ripetute nel passato
b ☐ durata di un'azione ancora in corso
c [1] durata di un'azione passata
d ☐ azioni passate con effetti sul presente
e ☐ azioni verificatesi in un tempo passato non specificato
f ☐ narrare un evento
g ☐ azioni concluse nel passato
h ☐ azioni avvenute in un tempo passato non ancora concluso

3 ■■■ **Abbina le due parti delle frasi.**

1 I've lost my mobile phone, — a [2] last week.
2 I lost my mobile phone — b [1] I can't find it.
3 There has been heavy rain in central Italy — a ☐ for three days.
4 There was heavy rain in central Italy — b ☐ yesterday evening.
5 I haven't had time to phone you — a ☐ last night.
6 I didn't have time to phone you — b ☐ today.
7 I finished my homework — a ☐ so we can go out.
8 I've finished my homework — b ☐ at 4 o'clock.
9 Since Justin has been in Rome, — a ☐ he has met the Pope twice.
10 When Justin was in Rome, — b ☐ he met the Pope twice.

4 ■■■ **Completa i mini-dialoghi con il *past simple* o il *present perfect* dei verbi tra parentesi.**

1 'Have you seen (you / see) Tarantino's new film?' 'Yes, we went (go) last night.'
2 '_____ (you / have) a holiday this summer?' 'Yes, in June.' '_____ (you / have) a good time?'
3 '_____ (Maria / work) in a restaurant before?' 'Yes. She _____ (work) in one last year.'
4 'Where are Mike and Jeff?' 'I think they _____ (go) home.' 'What time _____ (they / go)?'
5 'What are you looking for?' 'I _____ (lose) my house keys.' '_____ (you / have) them this morning?'
6 '_____ (you / have) time to do the weekly shopping?' 'No, I'm sorry. I _____ (be) busy with the beautician all day.'
7 '_____ (you / meet) the Cunningans before?' 'Yes, I _____ (meet) them at Laura's party.'
8 '_____ (your assistant / complete) the report for the meeting?' 'Sure. She _____ (give) it _____ to me yesterday evening."

5 ERROR CORRECTION ■■■ **È corretto l'uso del *past simple* e del *present perfect* nelle seguenti frasi? Correggi gli errori.**

1 I didn't go on Facebook today. ✗ haven't been
2 We haven't been to school yesterday.
3 I bought this sweatshirt in the sales.
4 He's worked at the bank since he was 20 years old.
5 We went to the cinema three times this week!
6 Jamie has lived in Hong Kong in the 1990s.
7 'How long have you had your tablet?' 'I got it for Christmas.'
8 How many Jason Bourne films has Matt Demon made?
9 How many films did Robert Pattinson make?

63 Il *present perfect continuous*

FORMA

Il *present perfect continuous* si costruisce con il ***present simple* del verbo *have*** (ausiliare) **seguito dal participio passato di *be* (*been*) + la forma in *-ing* del verbo** 30.1 che indica l'azione.

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
I/You/We/They ***have/'ve been running.***	*I/You/We/They* ***have not/haven't been running.***	***Have*** *I/you/we/they* ***been running?***	***Haven't*** *I/you/we/they* ***been running?***	*Yes, I/you/we/they* ***have.*** *No, I/you/we/they* ***haven't.***
He/She/It ***has/'s been running.***	*He/She/It* ***has not/hasn't been running.***	***Has*** *he/she/it* ***been running?***	***Hasn't*** *he/she/it* ***been running?***	*Yes, he/she/it* ***has.*** *No, he/she/it* ***hasn't.***

⚠ Ricorda che l'ausiliare *have* si usa con tutti i verbi, compreso *be* e i verbi intransitivi.

USO

Il *present perfect continuous* si usa per:

- descrivere un'azione iniziata nel passato che si è appena conclusa e i cui effetti sono evidenti nel presente

The kitchen is in a terrible mess! Marco ***has been cooking.*** — La cucina è un caos! Marco ha cucinato.

- parlare di un'azione che è iniziata nel passato ed è ancora in corso nel presente; spesso è accompagnato da espressioni di tempo come *all morning/day, for ages*, ecc. che sottolineano la continuità dell'azione

He ***has been typing all day****. I can't stand that noise any longer!* — È tutto il giorno che scrive al computer. Non sopporto più quel rumore!

⚠ Il *present perfect continuous* non indica di per sé se un'azione è conclusa o in corso, lo chiarisce il contesto.

I've been ironing *all morning and I'm really tired now.* — Ho stirato tutta la mattina e ora sono proprio stanca. (azione conclusa)

I've been ironing *all morning and I still haven't finished!* — È tutta la mattina che stiro e non ho ancora finito! (azione in corso)

- parlare della durata di un'azione con *How long...?, since/for*

How long have *they* ***been arguing*** *over the inheritance?* — Da quanto tempo litigano per l'eredità?

We ***have been waiting for*** *two hours.* — Stiamo aspettando da due ore.

- indicare azioni che si sono ripetute nel passato e nel presente

He ***has been asking*** *me out all week.* — È tutta la settimana che mi chiede di uscire.

REMEMBER

In italiano per esprimere la durata di un'azione si usa un tempo presente.

⚠ • Il *present perfect continuous* si usa solo con i **verbi d'azione e di lunga durata**. Con i verbi di stato 33 e con i verbi che indicano un'azione di breve durata (*arrive, leave*, ecc.) si usa il *present perfect simple*.

'What's the problem with you? You've ***been crying*** *all day.' 'Thomas* ***has left*** *me.'* — "Cosa c'è che non va? È tutto il giorno che piangi." "Thomas mi ha lasciato."

• Alla forma negativa si preferisce usare il *present perfect simple*.

They ***haven't eaten*** *meat for six months.* — Non mangiano carne da sei mesi.

Esercizi

1 ■■■ **Osserva le immagini e completa le frasi con il *present perfect continuous* dei verbi tra parentesi.**



1 They *'ve been eating* (eat) biscuits!



2 They _____ (argue).



3 It _____ (rain)!



4 They _____ (jogging).

2 ■■■ **Leggi le seguenti situazioni e scrivi dei mini-dialoghi basandoti sulle informazioni date.**

1 Your friend looks very tired.
you / work hard this week? (✓)
'Have you been working hard this week?' 'Yes, I have.'
2 You leave the house in the morning and your brother is playing on the console. You arrive home in the afternoon and your brother is still playing on the console.
you / play / on the console all day? (✓)
3 You arrive at work. Two people are waiting to see you.
they / wait / long? (✗)
4 Tom couldn't speak English, but now he is very good at the language.
he / take / private lessons? (✓)
5 Your expensive body lotion is nearly finished. You think your sister is using it!
you / use / my body lotion? (✗)
6 Linda looks very tired.
she / study / all afternoon? (✓)

3 ■■■ **Riformula le seguenti frasi usando il *present perfect continuous*.**

1 They arrived in Milan in 2000. They still live in Milan.
They've been living in Milan since 2000/for ... years.
2 He started working for the police force in 1995. He is still a police officer.
3 Julie started looking for a job three months ago. She is still unemployed.
4 Jackie and I started swimming two years ago and we're still going to swimming lessons.
5 I started learning German in 2010. I'm still learning German.
6 He passed his driving test last year. Now he still drives.

4 ■■■ **È sabato sera e Mrs Robinson è stata fuori tutto il giorno. Quando torna a casa fa delle domande alla sua famiglia. Scrivi le risposte basandoti sulle informazioni date e usando il *present perfect continuous*.**

1 'Why are you so red, Jack?'
sit / in the sun / all afternoon
I've been sitting in the sun all afternoon.
2 'Why is Jason in his pyjamas? It's 6 o'clock!'
sleep / all day
3 'Why is the bathroom in a mess?'
Monica / get ready to go out
4 'Why is the television on?'
we / watch / a DVD
5 'Why have you got clothes all over your bedroom floor?'
look for / something to wear / my boyfriend's party tonight
6 'Why are you so irritable, darling?'
clean / the house / 8 o'clock this morning!

64 Present perfect simple e present perfect continuous a confronto

PRESENT PERFECT SIMPLE			PRESENT PERFECT CONTINUOUS		
azioni concluse in un tempo non specificato – l'attenzione è sul **risultato** dell'azione	*The plumber **has repaired** the dishwasher. **Now it works.***	L'idraulico ha riparato la lavastoviglie. Ora funziona.	**azioni appena concluse o ancora in corso** – l'attenzione è sullo **svolgimento** dell'azione	*The kitchen is in a mess because the plumber **has been repairing** the dishwasher.*	La cucina è in disordine perché l'idraulico ha riparato/sta riparando la lavastoviglie.
azioni iniziate nel passato e **ancora in corso, con tutti i verbi – senza enfasi**	***I've studied** hard since the beginning of school.*	Studio tanto dall'inizio della scuola. (constatazione della durata dell'azione)	azioni iniziate nel passato e **ancora in corso, con i verbi d'azione – con enfasi sulla durata dell'azione**	***I've been studying hard since the beginning of school.***	È dall'inizio della scuola che studio tanto.
situazioni di **lunga durata o permanenti**	***It has rained a lot this winter.***	Ha piovuto molto questo inverno.	situazioni di **breve durata o temporanee**	***It has been raining since 9 in the morning.***	Piove dalle 9 di questa mattina.
per evidenziare la **quantità** o la **frequenza**	***I've trained every day.***	Mi sono allenato tutti i giorni.	per evidenziare l'**azione**	***I've been training hard recently.***	Mi sono allenato molto ultimamente.

! Con i verbi *live, work* e *teach* spesso si possono usare sia il *present perfect simple* che il *present perfect continuous*. È comunque preferibile usare il *present perfect continuous*.
***I've lived/I've been living** in this house since 2002.* Vivo in questa casa dal 2002.

Espressioni di tempo

con il *present perfect simple*	con il *present perfect continuous*
avverbi di frequenza (*always, often*, ecc.) espressioni di frequenza (*once, twice*, ecc.) espressioni di tempo non concluso (*this morning*, ecc.) espressioni riferite al presente (*so far, up to now*, ecc.) *lately, recently*, ecc. *already, yet, still, just, almost, nearly* *for, since*	*all morning/day, all my life* *lately, recently* *for, since* **!** Non si usa con: • *almost, already, ever, just, still, nearly, never, once, twice, it's the first time (that)...*

Esercizi

1 **Indica se le seguenti espressioni di tempo accompagnano solitamente il *present perfect simple* (PPS) o il *present perfect continuous* (PPC).**

1 never	PPS	4 all week	____	7 over the last few months	____
2 for ages	____	5 many times	____	8 this year	____
3 almost	____	6 seldom	____	9 lately	____

Esercizi

2 ■■■ **Sottolinea l'alternativa corretta. A volte entrambe sono possibili.**

1 How long have you *been living/lived* here?
2 I'm doing really well on my diet. I haven't *eaten/been eating* chocolate since last week.
3 Sam and Clare are good friends. They've *been knowing/known* each other for years.
4 How long have they *had/been having* their car?
5 Paola has *been teaching/taught* at that school since 1995.
6 I've *worked/been working* here since I left school.

3 ■■■ **Completa le frasi con il *present perfect simple* o il *present perfect continuous* dei verbi tra parentesi.**

1 a 'You look tired!' 'I'm exhausted! *I've been cutting* (cut) the grass.'
b 'What's the matter?' '*I've cut* (cut) my finger. I think it's a deep cut.'
2 a Pete _____ (go) to the gym for two years.
b Pete isn't here. He _____ (go) to the gym.
3 a They _____ (play) a good match today. I think the best team won!
b Napoli _____ (play) really well this season. They've won six games so far!
4 a I _____ (speak) to Mrs Tanner about your problem, and she can help you.
b The head teacher _____ (speak) for half an hour! When is she going to stop?!
5 a We _____ (walk) for hours. I think we're lost!
b There are no buses today so I _____ (walk) everywhere!
6 a Mum _____ (cook) lunch. It's on the table.
b 'Hmmm... something smells nice!' 'Yes, Mum _____ (cook) all day. Grandad is coming for dinner.'

4 ■■■ **Leggi le seguenti situazioni e formula due frasi.**

1 Megan started doing her homework three hours ago. She is still doing her homework.
Megan / do / homework / for three hours // do / two subjects / so far
She has been doing her homework for three hours. She has done two subjects so far.
2 Simona and Enrico are visiting London. Now it is 6 o'clock and they have just come out of the National Portrait Gallery, before this they visited two other museums.
Simona and Enrico / visit / London since this morning // they / visit / three museums today
3 I am reading a lot this summer. I've just finished my fourth book.
I / read / a lot this summer // I / read / four books / up to now
4 Gaia began playing for the school volleyball team when she was 14 years old. She has just won her second championship.
Gaia / play volleyball / since she was 14 years old // she / win / two championships so far
5 Tom started learning to drive in September. He has just taken his driving test for the second time.
Tom / learn to drive / since September // he / take / his driving test / twice

5 ■■■ **Formula delle frasi con il *present perfect continuous* o il *present perfect simple*.**

1 Where have you been? you / play football? *Have you been playing football?*
2 You have got a lot of shopping bags! how much / you / spend today?
3 Do you want a rest? you / drive for three hours
4 How often / I / tell you to turn off your computer this evening? This is the third time.
5 Alex has drunk a lot of fizzy drinks today. how many / he / drink?
6 My dad is unemployed. he / not work / since the factory closed

Esercizi di riepilogo

1 **Sottolinea l'alternativa corretta.**

1 There's John with his new wife. He *was/has been* married three times.
2 Mattia is here today, because I *just saw/have just seen* him in the corridor.
3 Amanda isn't ill. Paolo and Carmen *saw/have seen* her in town yesterday.
4 I *did/have done* karate. I *did/have done* it when I was at primary school.
5 *Have you seen/Did you see* that new superhero film? *Have you liked/Did you like* it?
6 There's *been/was* a terrible fight between Tamara and Lucia in the girl's toilets.
7 Katy *had/has had* her car for years.
8 I *have had/had* a red bike when I was a kid.

2 **Abbina le due parti delle frasi.**

1 Why is Jenny angry?	a [2] I forgot to call her.
2 Why was your mum angry last night?	b [1] She's missed the bus.
3 I've been trying to phone you	a [ ] all day.
4 I tried to phone you	b [ ] last night.
5 I was tired at school yesterday because	a [ ] I've been going to bed late.
6 I've been tired this week because	b [ ] I went to bed late.
7 How long have you lived in Modena?	a [ ] From 2000 to 2005.
8 How long did you live in Munich?	b [ ] Since 1999.
9 Don't worry,	a [ ] I haven't taken the dog for a walk yet.
10 Don't get angry,	b [ ] I've already taken the dog for a walk.

3 **Completa le frasi con il *past simple* o il *present perfect simple* dei verbi tra parentesi.**

1 The weather *has been* (be) very good this summer.
2 We _____ (not have) a holiday this year.
3 I didn't go shopping with my friends because I _____ (spend) all my money on a new smartphone!
4 You _____ (not do) anything this afternoon. You _____ (watch) TV for hours.
5 Simon loves music. He _____ (see) the Muse, Green Day, Snow Patrol and Coldplay in concert.
6 'You look very angry. Is everything alright?' 'No, it isn't. I _____ (argue) with Alex again!'
7 _____ (you / see) my glasses? I'm sure I left them in the living room!
8 My grandad _____ (work) for the railway service for years. He's retired now.

4 **Completa la seconda frase in modo che abbia lo stesso significato della prima usando le parole tra parentesi.**

1 I arrived at 10 o'clock. It is now midday. (been)	I *have been* here for two hours.
2 You had an ice cream at 10 o' clock, at 3 o'clock and at 6 o'clock. (had)	You _____ three ice creams today!
3 I moved to Florence in 2004. I still live there. (living)	I _____ in Florence since 2004.
4 I met Pamela for the first time today. (met)	I _____ Pamela before today.
5 Clay went to Miami in 2003 and 2007. (has)	Clay _____ to Miami twice.
6 I met Raijin at primary school. He is a good friend of mine. (know)	I _____ Raijin since primary school.
7 The school bell rang two minutes ago. (just)	The school bell _____.
8 I started studying at 3 p.m. I haven't finished. (studying)	I _____ two hours.

5 **Leggi l'articolo su una giovane modella di grande successo e completalo con la forma corretta dei verbi tra parentesi.**

Sabrina Peet (1) *has been working* (work) as a model for two years. So what's so strange about that?
She (2) *started* (start) when she was 13 years old! Two years ago Sabrina was sitting in Kennedy Airport in New York when a modelling agent saw her. He (3) _____ (take) her to the modelling agency Elite. They (4) _____ (love) her and the rest is history. Since then Sabrina (5) _____ (model) all over the world. She (6) _____ (work) for Christian Dior, Calvin Klein and Dolce & Gabbana. Last year she (7) _____ (begin) working in Paris and she (8) _____ (recently / become) the top model of the Parisian fashion house of Yves Saint Laurent.
It (9) _____ (not be) easy for Sabrina to work in an adult world. Mr and Mrs Peet (10) _____ (just / buy) a flat in Paris and Mrs Peet (11) _____ (move) to Paris a week ago to be with her daughter.
'I love everything about this job. I (12) _____ (travel) to so many different countries. Last week I was in the Bahamas. I (13) _____ (meet) some very interesting people. I (14) _____ (meet) Barack Obama when I was in Washington last month.'
Yes. Life is looking good for 15-year-old Sabrina!

6 **Claire e la sua amica Debbie stanno organizzando una spedizione in Bolivia. Completa il dialogo con la forma corretta dei verbi nel riquadro.**

arrive • be • buy • decide • get • give • have • ~~pack~~
read • see • snow • tell • think • use

Claire Hi, come on in! Sorry everywhere is a mess. I (1) *have been packing* some clothes.
Debbie That's OK. I wanted to tell you that my visa (2) _____ (just). I was getting worried about it, especially as you (3) _____ yours 10 days ago.
Claire Brilliant. What else have we got to do?
Debbie We (4) _____ which tent to buy yet. What do you think?
Claire I (5) _____ about it all week and I (6) _____ hundreds of reviews online. I think we should choose the Elite. It's perfect for cold temperatures.
Debbie OK. We can go to Millets. I've got a discount voucher which they (7) _____ me last week when I (8) _____ my thermal underwear. I (9) _____ (never) anything so ugly but it is so warm and toasty.
Claire I know. I (10) _____ mine for ages. I (11) _____ it a lot on various expeditions over the years.
Debbie Well, we'll definitely need thermal underwear for this expedition. I checked the weather online and it (12) _____ for the last three days.
Claire Only one week to go! I (13) _____ (never) so excited in my life!
Debbie And our parents so worried! My dad (14) _____ me to be careful since we first decided to go!

7 **TRANSLATION** **Traduci le seguenti frasi in inglese.**

1 "Per quanto tempo Marta ha lavorato in ospedale?"
"Ha lavorato lì per qualche anno."
2 "Da quanto tempo Max lavora in ospedale?"
"Lavora lì dal 2010."
3 Questa è la prima volta che prendo l'aereo. Sono un po' ansiosa.
4 Ho incontrato tua sorella in autobus la settimana scorsa.
5 "Hai mai incontrato mia sorella?" "No."
6 Qualcuno mi ha appena salutato, ma non l'ho mai visto prima.
7 Chi ha mangiato i miei cioccolatini? Ce n'è solo uno nella scatola!

65 Il *past perfect simple*

FORMA

Il *past perfect simple* si costruisce con l'ausiliare ***had*** **seguito dal participio passato** (*past participle*) Appendice, 9 del verbo che indica l'azione.

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
I/You/He/She/It/We/They ***had/'d eaten.***	*I/You/He/She/It/We/They* ***had not/hadn't eaten.***	***Had*** *I/you/he/she/it/we/they* ***eaten?***	***Hadn't*** *I/you/he/she/it/we/they* ***eaten?***	*Yes, I/you/he/she/it/we/they* ***had.*** *No, I/you/he/she/it/we/they* ***hadn't.***

⚠ La forma affermativa contratta *'d* si usa con i pronomi personali soggetto ma non con i sostantivi.

USO

Il *past perfect simple* si usa:

- per parlare di un'azione o una situazione che è avvenuta prima di un determinato momento o di un'altra azione passata espressa con il *past simple*

  I ***had managed*** *to catch a taxi before the rush hour.* — Ero riuscito a prendere un taxi prima dell'ora di punta.

  Steven ***arrived*** *at 2 p.m. but his mum* ***hadn't cooked*** *lunch.* — Steven arrivò alle 2 di pomeriggio ma sua madre non aveva preparato il pranzo.

Il *past perfect simple* si rende in italiano con il trapassato prossimo.

⚠ In questo caso il *past perfect simple* può essere introdotto da espressioni di tempo come *as soon as, after, by the time, once* e *when* (con il significato di "una volta che").

After *he* ***had finished*** *the cheeseburger, he stood up.* — Dopo aver finito il cheeseburger, si alzò.

- nei testi narrativi per indicare l'ordine cronologico degli avvenimenti

  Mario went into Luisa's room. She ***had talked*** *to Stef on the phone.* — Mario entrò nella stanza di Luisa. Lei aveva parlato con Stef al telefono.

- con gli stessi avverbi ed espressioni di tempo (come *already, ever, for, never, since, just, yet*, ecc.) che si usano con il *present perfect simple* 59-61

  She ***had never thought*** *of studying abroad.* — Non aveva mai pensato di studiare all'estero.

⚠ Le espressioni di tempo che fanno riferimento al presente come *so far, up to now, until now* non si usano con il *past perfect simple*. Al loro posto si usano ***till then, until that moment/day***, ecc.

He ***had won*** *two gold medals* ***till then.*** — Aveva vinto due medaglie d'oro fino ad allora.

- con *how long...?, for, since* per parlare della durata di un'azione rispetto a un determinato momento passato; in italiano si traduce con l'imperfetto

  He ***hadn't played*** *tennis* ***since 2001.*** — Non giocava a tennis dal 2001.

- nel discorso indiretto 121.1 introdotto dal *past simple* di verbi dichiarativi come *say, tell* ecc.

  She ***told*** *me she* ***had left*** *Mark once and for all.* — Mi disse che aveva lasciato Mark una volta per tutte.

- dopo il *past simple* di verbi come *be sure, believe, know, remember, think, understand*, ecc.

  I ***thought*** *you* ***had left*** *one hour ago.* — Credevo che tu fossi andato via un'ora fa.

- dopo le espressioni *It was the first/second/third time...*

  It was the first time *I* ***had got*** *a bad mark.* — Era la prima volta che prendevo un brutto voto.

Esercizi

1 ■■■ **Completa le frasi con il *past perfect* dei verbi tra parentesi.**

1 My room was in a mess because I *hadn't cleaned* (not clean) it for a month.
2 I was late for school because my alarm clock _____ (not ring).
3 I recognised Peter after so many years because I _____ (see) his picture on his Facebook page.
4 Suzie was excited because she _____ (not win) a competition before.
5 _____ (you / study) English before you moved to New York?
6 I understood the movie because I _____ (read) the book.
7 When she got to the appointment nobody was there. Everyone _____ (leave).
8 We _____ (not / be) at the café long before Sammy arrived.

2 ■■■ **Leggi le seguenti situazioni e formula delle frasi con il *past perfect* basandoti sulle informazioni date.**

1 We arrived at Robert's house. He wasn't there. he / already / leave
He had already left.
2 The film started five minutes after we arrived at the cinema. the film / already / start
3 I got on the plane. I felt very nervous. I / never / fly before
4 The train left. We got to the station two seconds later. the train / just / leave
5 The last time I saw Nancy was five years ago. We met up yesterday. I / see not her / for five years
6 They finished their homework. They went out immediately. as soon as / they / finish homework / they / go out
7 He learnt to read and write. He started school. by the time / he / start school / he / learn to read and write
8 I went abroad. It was the first time. It was the first time I / go / abroad

3 ■■■ **Formula domande e risposte su ciò che la famiglia Spencer ha fatto o non ha fatto prima che la mamma tornasse a casa basandoti sulle informazioni date.**

1 do the washing-up (✗)
'Had they done the washing-up?' 'No, they hadn't.'
2 they / tidy the flat (✗)
3 Mandy / feed the cat (✓)
4 Dad / cut the grass in the garden (✓)
5 they / buy milk (✓)
6 the kids / do homework (✓)
7 Sam / take the dog for a walk (✓)
8 Tim / take the rubbish out (✗)
9 Dad / cook the dinner (✗)
10 the kids / set the table (✗)

4 ■■■ **Completa le frasi basandoti sulle informazioni date.**

1 I left my keys at work / I arrived home / I couldn't get in
I arrived home but *I couldn't get in because I had left my keys at work*.
2 they met at university / Lia and Mark got married in 2010 / five months ago she left him
Lia and Mark got married in 2010. They _____ but _____.
3 someone stole my bike / I went to the police station / I reported the theft
I went to the police station because _____. _____.
4 John went out / I went to his house / he wasn't there
I went to John's house but _____ because _____.
5 Gail left her mobile at home / her mum rang her / Gail didn't answer
Gail's mum rang her but _____ because _____.
6 Sally cooked the dinner / Lewis did the washing-up / Sally sat on the sofa
Lewis did the washing-up because _____. She _____.

66 Il *past perfect continuous*

FORMA

Il *past perfect continuous* si costruisce con ***had*** (ausiliare) **seguito dal participio passato di *be* (*been*) + la forma in *-ing* del verbo** 30.1 che indica l'azione.

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
I/You/He/She/It/We/They ***had/'d been talking.***	*I/You/He/She/It/We/They* ***had not/hadn't been talking.***	***Had*** *I/you/he/she/it/we/they* ***been talking?***	***Hadn't*** *I/you/he/she/it/we/they* ***been talking?***	*Yes, I/you/he/she/it/we/they* ***had.*** *No, I/you/he/she/it/we/they* ***hadn't.***

USO

Il *past perfect continuous* si usa per:

- indicare un'azione passata appena conclusa rispetto al momento passato di cui si sta parlando

  *I **had been driving** all the way from Florence to Palermo. I was dead tired.* — Avevo guidato per tutto il tragitto da Firenze a Palermo. Ero stanco morto.

- enfatizzare la durata di un'azione passata in corso, prolungata e continuata, quando se ne è verificata un'altra

  *I **had been going out** with Steve when I met Robert and fell in love with him.* — Uscivo con Steve quando conobbi Robert e mi innamorai di lui.

  *Monica **had been coughing** for two days, so she went to the doctor.* — Monica tossiva da due giorni, così andò dal dottore.

- parlare della durata di un'azione passata con *How long...?, since/for*

  ***How long had** he **been living** in the USA?* — Da quanto tempo viveva negli Stati Uniti?

  *He **had been working** non-stop for 48 hours.* — Lavorava da 48 ore senza pausa.

66.1 *Past perfect simple* e *past perfect continuous* a confronto

PAST PERFECT SIMPLE			*PAST PERFECT CONTINUOUS*		
azioni concluse prima del verificarsi di un'altra azione	*The baby **had cried** all night when the doctor arrived.*	Il bimbo aveva pianto tutta la notte quando arrivò il dottore.	**azioni appena concluse o ancora in corso** in un determinato momento nel passato	*The baby **had been crying** all night.*	Il bimbo aveva pianto tutta la notte
azioni iniziate nel passato e **concluse – senza enfasi**	*The dog **had barked** all afternoon.*	Il cane aveva abbaiato tutto il pomeriggio. (constatazione della durata dell'azione)	azioni **in corso nel passato, con i verbi d'azione – con enfasi**	*The dog **had been barking** for more than two hours.*	Il cane abbaiava da più di due ore. (enfasi sulla durata dell'azione)

Esercizi

1 ■■■ **Completa le frasi con il *past perfect continuous* dei verbi nel riquadro.**

not practise • work • rain • wait • not live • look • write • sleep

1 Gordon was exhausted when he got home as he *had been working* hard all day.
2 Rick _____ in his new flat for very long when there was a serious fire.
3 It was 11 a.m. and Amy felt tired even though she _____ all morning.
4 We _____ for 15 minutes when the teacher told us it was the wrong exam paper.
5 'How long _____ (it) for when the river flooded?' 'There had been more than three days of heavy rain.'
6 Nicky was feeling worried because she _____ at the hospital for hours for news of her friend.
7 _____ (you) for a job for very long when they offered you the post in Dubai?
8 I _____ the songs very much so I didn't feel very confident at the concert.

2 ■■■ **Sottolinea l'alternativa corretta.**

1 'How long had your parents *known/been knowing* each other before they got married?' 'Only six months.'
2 I couldn't remember his name although I had *met/been meeting* him before.
3 Nigel's plane was delayed. He had *waited/been waiting* for six hours and didn't know what to do.
4 Lorraine only realised her mistake after she had *arrived/been arriving* home.
5 We were exhausted when we arrived in Sydney since we had *travelled/been travelling* for more than 24 hours.
6 He had *managed/been managing* to save a fortune by the time he died.
7 I had *done/been doing* kitesurfing several times before so I wasn't the worst one in the group.
8 When you called, I had *studied/been studying* for three hours and I still had two more subjects to finish.

3 ■■■ **Formula delle frasi con il *past simple* e il *past perfect continuous* basandoti sulle informazioni date.**

1 Zoe / listen to / music / all day / so / her MP3 player / need / recharging
Zoe had been listening to music all day so her MP3 player needed recharging.
2 Jamie's hands / be / covered in flour / because / he / make / pizza
3 Molly / not / live / in London / very long / but / she / already / have / lots of friends
4 I / go / the doctor / yesterday / because / I / not feel / well
5 we / ski / for three hours / when / it / start / to snow heavily
6 I / tidy / my bedroom / all day / but / it / still / look / very messy

4 ■■■ **Leggi la storia che ha scritto Stefania e completala con il *past perfect simple* o il *past perfect continuous* dei verbi tra parentesi.**

The Mistake

Siobhan (1) *had been feeling* (feel) excited all day. A month earlier, she (2) _____ (win) a ticket to a concert in a competition on the radio. And the concert was that evening. When she (3) _____ (finish) her tea, she got ready and went out to the bus stop. She (4) _____ (stand) at the bus stop for half an hour but there was no sign of the bus. Finally, the bus arrived and she got to the theatre just in time. She rushed in to find her seat but there was something wrong. It was an opera. She (5) _____ (not win) a ticket to an opera. What (6) _____ (happen)? She looked at the ticket and saw that she (7) _____ (make) a mistake. The concert was the day after! She (8) _____ (never / feel) so silly in all her life!

67 It's... since

In alternativa alla forma negativa del *present perfect simple*, si usa la costruzione **it is... since + forma affermativa del *past simple*** per evidenziare nel presente il tempo trascorso da quando un'attività è avvenuta l'ultima volta. Osserva gli esempi:

Joe ***hasn't called*** *me* ***for one week***. — Joe non mi chiama da una settimana.
It is *one week* ***since*** *Joe* ***called*** *me*. — È una settimana che Joe non mi chiama.

La domanda si formula con ***How long is it since...?***

How long is it since *Joe* ***called*** *you?* — Da quanto tempo Joe non ti chiama?

Per chiedere e indicare la durata del tempo trascorso rispetto a un determinato momento nel passato si usano le costruzioni ***How long was it since...*** e ***It was... since* + forma affermativa del *past perfect simple***.

How long was it since *she* ***had watered*** *the plants?* — Da quanto tempo non annaffiava le piante?
It was *two weeks since I* ***had surfed*** *the Internet.* — Erano due settimane che non navigavo in internet.

La costruzione *it is/was... since* si usa anche in alternativa alla costruzione con ***ago*** e ***before*** con i verbi di significato compiuto (*arrive, die, finish, leave*, ecc.).

They ***arrived*** *two days* ***ago***. — Sono arrivati due giorni fa.
It's *two days* ***since*** *they* ***arrived***. — Sono due giorni che sono arrivati.

They ***had left*** *one month* ***before***. — Erano partiti il mese prima.
It was *one month* ***since*** *they* ***had left***. — Era un mese che erano partiti.

Oltre a *it is/was... since* si può usare anche la costruzione ***it has/had been... since***.

It's *ages* ***since*** *we had a holiday.*
It has been *ages* ***since*** *we had a holiday.*
— Sono secoli che non facciamo una vacanza.

It was *a long time* ***since*** *I had met Dell.*
It had been *a long time* ***since*** *I had met Dell.*
— Era molto tempo che non incontravo Dell.



In inglese americano è più comune la costruzione ***it has/had been... since***.

Esercizi

1 **Abbina le due parti delle frasi.**

1 Do you often see Luke?
2 I love swimming but
3 He likes Gemma a lot but
4 It had been ages since
5 They used to go out often but
6 She had wanted to keep in touch but

a ☐ it is ages since they saw each other.
b ☐ he'd eaten such an excellent steak.
c [/] No, it's been ages since I last saw him.
d ☐ it was ages since she had last sent him a text.
e ☐ it's been months since they went anywhere.
f ☐ it's two months since I went to the pool.

2 **Riordina le parole per formulare delle frasi corrette.**

1 he left / it's / since / one day
It's one day since he left.
2 is it / since / me /with the house chores / you helped / how long / ?
3 since / it's / the dog / about six months / we got
4 the house to ourselves / we had / it's ages / since
5 he'd had / since / was it / how long / a hot meal / ?
6 he left me / it is / since / ten days!
7 the band / it's / Matt / since / two years / joined
8 Marge / it was / since / to school / four days / had been
9 she / the flue / it's / had / since / one week

Esercizi

3 ■■■ **Trasforma le frasi utilizzando *It's/It was... since.***

1 I haven't spoken to him for a long time.
It's a long time since I spoke to him.
2 Mr and Mrs Hollister last went on holiday five years ago.
3 Clive hadn't eaten for more than two days.
4 Ms Wilkinson had changed jobs six weeks before.
5 Lyle hadn't updated his profile for two weeks.
6 We haven't had a Chinese meal for ages.
7 Sally left for the USA one week ago.
8 I had started Russian lessons four months before.



4 ■■■ **Rispondi alle domande basandoti sulle informazioni date. Usa *it's/it has been... since.***

1 'When was the last time you had a day off?' (3 ½ years)
'It's been 3 ½ years since I had a day off.'
2 'Do you often go clubbing?' (no / a long time)
3 'When was the last time Daniel rode his motorbike?' (about five months)
4 'Does the computer often crash?' (yes / only two hours)
5 'When was the last time your parents left you at home alone for the weekend?' (over a year)
6 'When did Gracie and James visit Bali?' (more than seven years)

5 ■■■ **Leggi le risposte e completa le domande con *How long... since...?***

1 'How long *is it since you went to London* ?'
'I haven't been to London for about ten years.'
2 'How long _____ ?'
'They hadn't seen each other for twenty-five years.'
3 'How long _____ ?'
'The dog hasn't had a bath for over a year.'
4 'How long _____ ?'
'Dave broke his leg two weeks ago.'
5 'How long _____ ?'
'I hadn't cut the grass for more than four months.'
6 'How long _____ ? '
'Her grandad died ten years ago.'

6 ERROR CORRECTION ■■■ **Correggi gli errori.**

1 It was a long time since the sailors saw land. *had seen*
2 It had been ages since Mrs Simpson go to the hairdresser.
3 'How long was it been since you left school?' 'Nearly two years now.'
4 It's at least six hours since we last speak. I miss you darling!
5 It's been many years since scientists have started working on a cure.
6 It had been over 60 years since the fighting did begin.

7 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Ho visto Jeff in paese. Era da tanto che non lo vedevo.
2 Sono settimane che non mangio un hamburger con patatine.
3 Sono due giorni che non abbiamo internet!
4 Da quanto non pulisci la tua stanza?
5 Erano cinque anni che non si parlavano.
6 Da quanto tempo non mangiavamo fuori?
7 Da quanto tempo Martin non tornava alla sua città di origine?
8 Prima andavo in palestra ogni giorno, ma sono mesi che non ci vado.
9 Sono secoli che non vedo un film al cinema – veramente da quando mi sono abbonato a Netflix.
10 Era un mese che Jeff si era rasato la testa.

Esercizi di riepilogo

1 **Completa le frasi con il *past perfect simple* o il *past perfect contiunuos* dei verbi nel riquadro.**

cook • play • run • stay • work

1 a George *hadn't played* (not) that particular video game before so he was worried about losing.
b My brother *had been playing* GTAV for over two hours when his Xbox stopped working.
2 a Rob _____ in London before so he knew which train to take to get to the National Gallery.
b Jacob _____ in London for a few days while he visited his mother in hospital.
3 a They _____ for two hours and still had more than five miles to go to finish the race.
b They were extremely fit because they _____ several marathons before.
4 a Martina didn't want to stay for dinner at ours because she _____ already _____ something at home.
b Joshua _____ for over an hour when he realised he hadn't got a vital ingredient to finish the dish.
5 a Ms Cameron _____ (not) for the company long when she was made redundant.
b It was the first time that Jill _____ hard to get a promotion, so she was disappointed when she didn't get it.

2 **Formula delle frasi basandoti sulle informazioni date e usando il *past perfect simple* o il *past perfect continuous*.**

1 I didn't want to ask Daisy for any help because *I hadn't known her for very long*. (I / not know her / for very long)
2 Drake went to his friend's house but nobody was there. (everyone / go out)
3 The two sisters looked extremely angry with each other. (they / argue)
4 When I went back to my old primary school, I didn't recognise it. (it / change / a lot)
5 The young children were extremely frightened by the earthquake. (they / not experience / one before)
6 I was disappointed when they cancelled the concert. (I / look forward / to it)

3 **Sottolinea l'alternativa corretta.**

1 It was over five years since they had *emigrated/been emigrating* to New Zealand.
2 Before he had children, he hadn't *realised/been realising* how difficult being a parent was.
3 How long had Maalik *lived/been living* with you when he found a flat to rent?
4 It was the first time Gail had *eaten/been eating* in such a posh restaurant so she felt quite nervous.
5 'How long had your parents *had/been having* that house before they sold it?' 'More than 40 years.'
6 By the time the coach finally left, the passengers had *waited/been waiting* for more than two hours.

4 PRELIMINARY **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 The woman in front of me was screaming as she had never been on a roller coaster before.
It was the first time the woman in front of me *had been* on a roller coaster so she was screaming.
2 It was ages since he had been scuba diving so he was really looking forward to it.
He _____ scuba diving for ages so he was really looking forward to it.
3 Kyle didn't call his mother when his plane landed so she was worried about him.
Kyle's mother was worried about him because _____ called her when his plane landed.
4 Mavis told me, 'I've passed my driving test!'
Mavis told me that she _____ her driving test.
5 Rachel put on a CD that she hadn't listened to for ages.
It _____ Rachel had listened to the CD she put on.

5 **Leggi il testo e scegli l'opzione corretta.**



The Curse of the Bambino

It was the 1980s and for many years the Boston Red Sox hadn't (1) *been doing* very well. It (2) _____ more than sixty years (3) _____ they had won the World Series. In fact, since the team's owner had sold their star player, Babe Ruth, to the New York Yankees in 1920. Babe Ruth – the Bambino – (4) _____ for the Red Sox since 1914 and (5) _____ the team win their 5th World Series title in 1918. But ever since the sale of the Bambino, the Red Sox (6) _____ terrible luck and the Yankees had (7) _____ the best team in the country. For many fans, the connection was obvious: the curse of the Bambino. Babe Ruth, in fact, (8) _____ furious at being sold to finance the owner's theatre production. Not all fans took the curse seriously but many of them (9) _____ rituals in an attempt to reverse the curse. Finally, after 86 years, on October 27th 2004 in front of a packed stadium, Babe Ruth decided the team (10) _____ enough, and the Red Sox won the World Series.

1	A done	B been doing	C doing
2	A is	B has been	C was
3	A that	B since	C when
4	A has played	B has been playing	C had been playing
5	A had helped	B has been helping	C has helped
6	A have had	B have been having	C had had
7	A become	B been becoming	C became
8	A has been	B had been	C was been
9	A have invented	B invented	C was invented
10	A has suffered	B have been suffering	C had suffered

6 **ERROR CORRECTION** **La signora Clarke sta raccontando a suo marito di aver incontrato una vecchia compagna di scuola. Leggi il dialogo, trova altri 10 errori e correggili.**

Mrs Clarke I ~~had seen~~ saw an old schoolmate in town today.
Mr Clarke How long was it that you had seen her?
Mrs Clarke We don't see each other for over twenty years.
Mr Clarke Had she been changed a lot? What was the first thing she said to you?
Mrs Clarke She told me she was sorry she has stolen my lunch money in Year 8 at school.
Mr Clarke What? It was been more than twenty years. How could she remember?
Mrs Clarke Well, I remember very well. And that isn't the first time it had happened. Actually, she had been bullied me since Year 6. When we had gone to secondary school, she changed. Before that we had been having a good friendship at primary school.
Mr Clarke What happened?
Mrs Clarke I don't know but I'm glad it is a long time since we had met and I hope I don't see her again for another twenty years!

7 **TRANSLATION** **Traduci il testo in inglese.**

Quando Richard arrivò in ufficio il lunedì mattina, vide che qualcuno era entrato e aveva rubato i computer, le stampanti e altre cose. Chiamò la polizia ed arrivò immediatamente. Dissero che c'erano stati molti altri furti durante il weekend in uffici come quello di Richard che non avevano l'allarme. Richard guardò il muro e vide che anche il suo allarme era sparito. Erano solo due settimane che l'aveva installato!

Towards PRELIMINARY

READING

1 PART 1 **What does each text say? Choose the correct option.**

0

Sorry but this machine is still out of order. We apologise for the inconvenience.

A The machine has not been working for some time.
B The machine took a long time to be repaired.
C There are long queues to use this machine.

1

Dan,
Mike called. You left your mobile at his house. I've gone out to the shops but let me know if you want me to pick it up on my way back.
Mum

Dan's mother tells him to
A remember to call Mike.
B ring her about collecting his phone.
C call her if he wants something from the shops.

2

If you haven't paid for the school trip yet, please bring a cheque to the school office by Monday at the latest.

A The school trip starts on Monday.
B You have got until Monday to decide whether to go on the school trip.
C Monday is the last day to pay for the school trip.

3

No tickets available for tonight's performance. Please queue here to pick up pre-booked tickets only.

A The tickets for tonight have sold out.
B You can buy tickets for tonight if you wait here.
C This is the queue to book tickets in advance.

4

If you have not taken this medicine before, please read the enclosed leaflet carefully. Keep out of the reach of children.

A You cannot take this medicine if you are a child.
B Please keep the leaflet with the medicine.
C Do not take this medicine without reading the information.

5

George, where are you? I've been waiting for ages. I've already bought the tickets and have found great seats at the back. The film starts in 10 minutes, so hurry up! Hayley

Hayley wants George to
A meet her outside the cinema in ten minutes.
B find her in the cinema when he arrives.
C buy his own ticket for the film.

2 PART 4 **Read the text and choose the correct option.**



Clive Watson – Engineer

When I started work as an engineer in the motor industry, I used a slide rule for the calculations or I worked them out by hand. On my desk I used to have a compass, a T- square, protractors, set squares and a variety of soft and hard pencils depending on what I was drawing. I would sit for hours carefully producing clear, perfectly measured drawings. But, just like in any other industry, computers have dramatically changed the way I and other engineers work.

I can remember the excitement we all felt when the first computer-aided-design programmes were developed. It didn't seem possible at that time that a computer could do the work we had always carried out by hand. Nowadays, with 2D and 3D CAD systems, I can dimension, rotate, scale up and down any work in a moment. In the past when you realised you had made a mistake or something didn't work out as you had imagined, you had to start again. Now revisions and adjustments are easy and there is no need for multiple prototypes or expensive test runs.

The constant developments and changes in CAD systems mean I have attended many training courses, and this has been very positive and has improved many aspects of my work. Now, however, as I am getting close to retirement, I feel a little nostalgic about how things used to be and I take great pleasure in occasionally taking my old drafting instruments out of the drawer to create something by hand.

1 What is the writer doing in this article?
- A talking about changes he has seen in his career
- B encouraging people to start a career in engineering
- C explaining how CAD systems work
- D describing how to become an engineer

2 At the beginning of his career, Clive…
- A was more accurate and precise in his work.
- B didn't know how to use the instruments correctly.
- C did a lot of work manually.
- D took too long to complete a project.

3 One advantage of CAD systems is that…
- A they are exciting to use.
- B you don't have to start work from scratch all the time.
- C you have lots of programmes to choose from.
- D your work is always shown in three dimensions.

4 Why does Clive sometimes like using his old drafting tools?
- A He doesn't want to go on any more training courses.
- B He thinks creating something by hand is better.
- C He is too old to learn new CAD programmes.
- D He feels sentimental about how his job used to be.

5 Which statement sums up Clive Watson's career?
- A My job hasn't changed much over the years.
- B I have seen my job completely revolutionised.
- C My job was more enjoyable at the start of my career.
- D The majority of changes in my work have been negative.

Towards PRELIMINARY

3 PART 5 **Choose the correct option.**

TATTOO FIXERS

The first client on today's episode is Marco. He (1) *has lived* with his terrible tattoo (2) _____ 2006 and now it's time to get rid of it. If you've not seen *Tattoo Fixers* (3) _____, you are in for a treat. Every week, our three talented tattoo artists cover up bad, embarrassing and ugly tattoos. These are tattoos which people (4) _____ on the spur of the moment, perhaps done by unqualified tattooists or by artists whose work they (5) _____ beforehand. In this series so far, the tattoo fixers (6) _____ over ten people. Marco's story is quite typical. Just over 10 years ago, he and his friends (7) _____ celebrating the end of their college course in Spain. They had been (8) _____, he says, and he (9) _____ to get a tattoo. He doesn't remember much of the rest of the evening but says he (10) _____ at the embarrassing result (11) _____ too many years and wants it covered up. See how bad it is and how tattoo fixer Max sorts it out tonight at 9 p.m. on Channel 7.



1	A is living	B has lived	C was living	D lives
2	A for	B from	C in	D since
3	A before	B already	C since	D just
4	A were having	B have been having	C have had	D has had
5	A hadn't checked	B weren't checking	C have checked	D not checked
6	A had rescued	B are rescuing	C rescue	D have rescued
7	A had been	B were	C have been	D are
8	A drinking	B drunk	C drink	D drank
9	A has decided	B was deciding	C decided	D decides
10	A has been looking	B was looking	C looked	D is looking
11	A since	B all	C from	D for

4 PART 1 **Here are some sentences about a guest house. For each question complete the second sentence so that it means the same as the first. Use a maximum of three words.**

0 The guest house was formerly a prison.
The guest house _____ *used to* _____ be a prison.

1 The guest house opened one year ago.
The guest house _____ open for a year.

2 It's two months since I started work in the guest house.
I _____ in the guest house for two months.

3 Last Saturday was the first time they had had foreign guests.
Before last Saturday they had _____ foreign guests.

4 They didn't book in advance so the owner was very surprised.
The owner was very surprised because they _____ booked in advance.

5 They were sleeping soundly when they saw the first ghost.
They saw the first ghost _____ they were sleeping soundly.

5 PART 3 **Complete this story using the correct tense of the verbs in brackets.**

The Surprise Present

Last week, when I (1) *got* (get) home from work, there (2) _____ (be) a parcel on my doorstep. I (3) _____ (not order) anything online and (4) _____ (not expect) a delivery. It (5) _____ (not be) my birthday either. Very carefully, I (6) _____ (take) the parcel inside. It (7) _____ (not have) the sender's name. Someone (8) _____ (wrap) the parcel very carefully and it (9) _____ (take) me a long time to take off the paper. Inside, there (10) _____ (be) some typical British sweets and food that I can't buy where I live. My mum (11) _____ (decide) to surprise me as I (12) _____ (talk) to her only the week before about how much I missed my favourite British food. What a lovely mum!

6 PART 3 **Write a story of about 100 words. The title of your story is: 'The Important Letter'.**

WRITING TIPS

These questions can help you:

- Where/When did the story take place?
- Who was the letter for/from?
- What was it about?
- Why was it important?
- What happened in the end?

LISTENING

7 T 16 PART 4 **Listen to an interview with Jason Sanderson, a young artist, and choose the correct option.**

1 Jason Sanderson has
- A already had his paintings in an exhibition.
- B received negative reviews from art critics.
- C been painting since he was 13.

2 When Jason was about three or four,
- A his artwork was very advanced for his age.
- B he didn't like painting or drawing.
- C his artistic abilities weren't special.

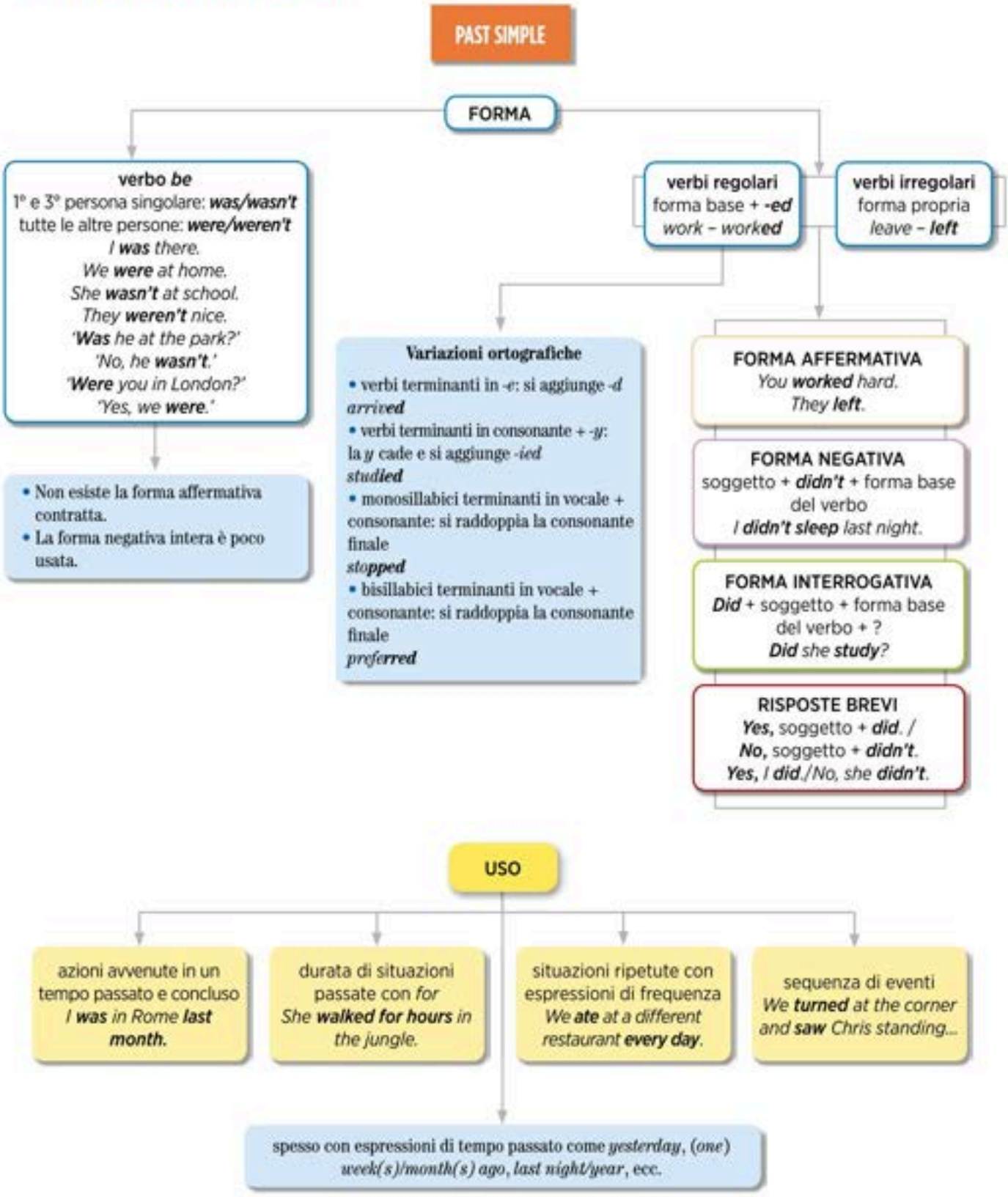
3 When did he become interested in painting?
- A While he was talking to his grandad about art.
- B During a holiday in Scotland.
- C When he received a box of paints as a present.

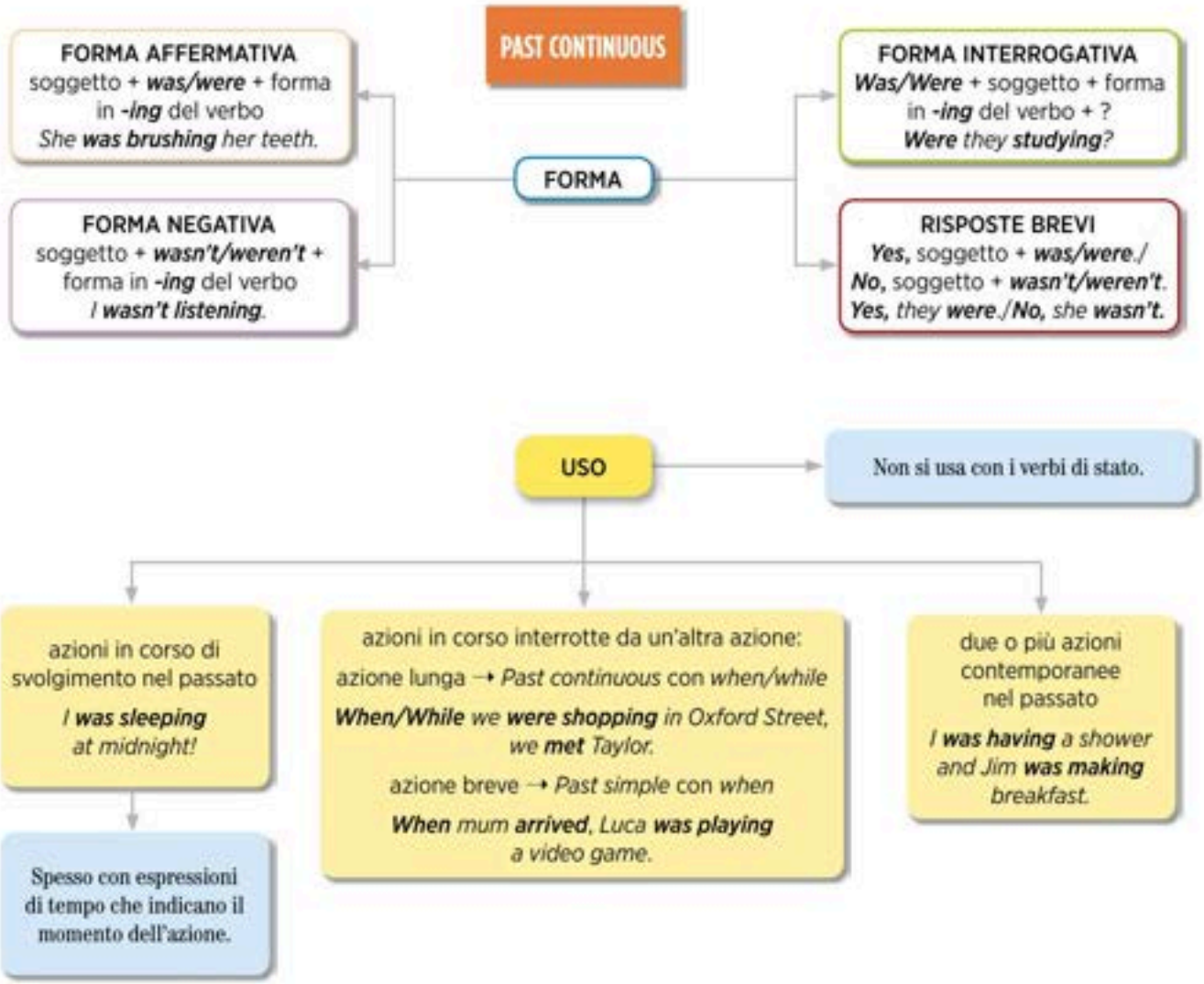
4 How did he feel when he sold his first painting?
- A He was disappointed that he did not get much money.
- B He was surprised that someone wanted to buy his work.
- C He was sad because it was his favourite painting.

5 What does Jason do with the money he earns?
- A He spends some of the money on art supplies.
- B He gives the money to his parents to look after.
- C He saves all the money in the bank.



Mappa concettuale





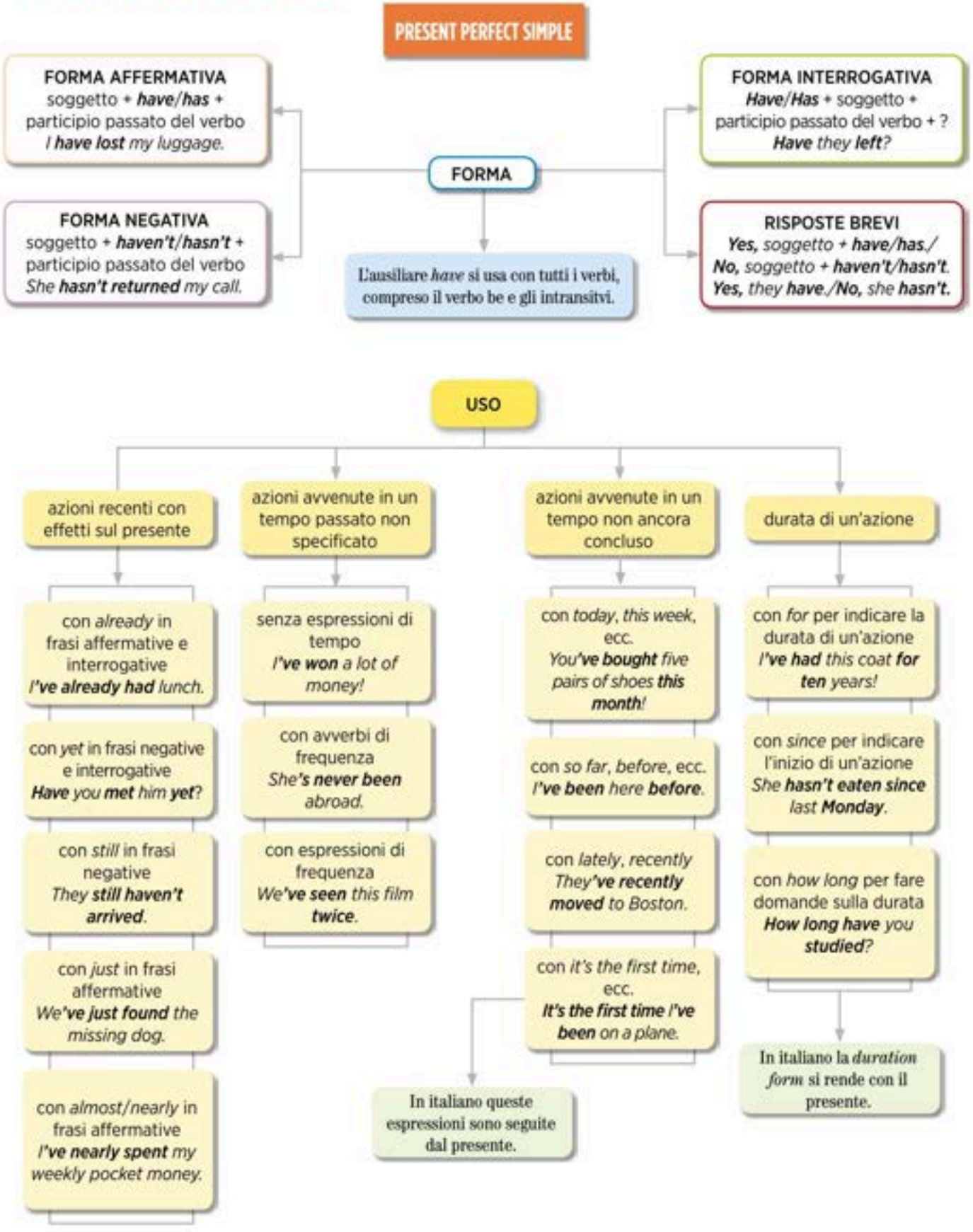
Esercizi

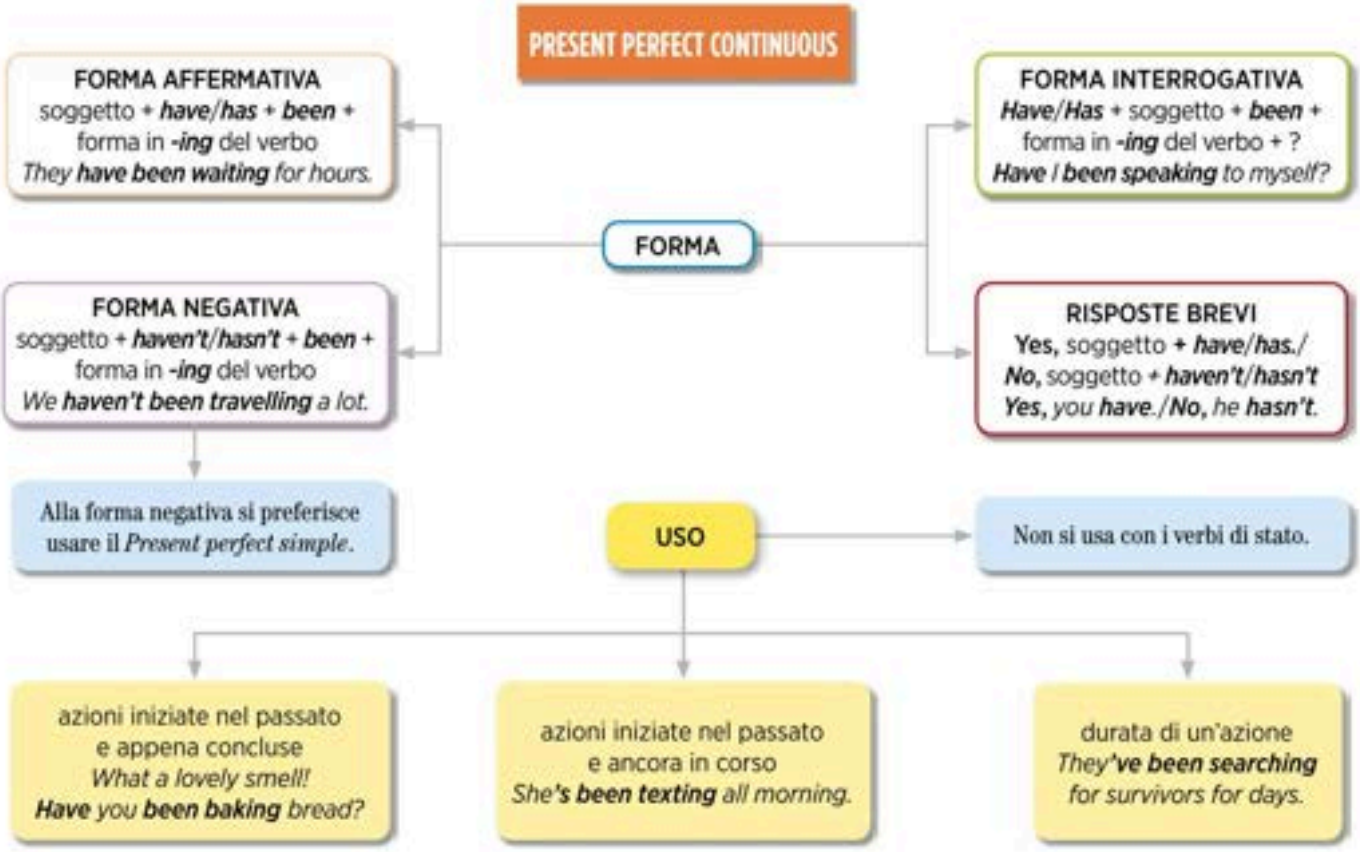
Smart & Easy

1 PAST SIMPLE O PAST CONTINUOUS? **Completa le frasi con la forma corretta dei verbi tra parentesi.**

1 I *got* (get) home very late last night.
2 It _____ (not rain) yesterday, but it _____ (be) very cold.
3 At 6 o'clock yesterday, they _____ (play) a video game.
4 I _____ (not do) my homework yesterday at 5 p.m., I _____ (go) to football training.
5 Jack _____ (phone) while we _____ (have) dinner.
6 While Mandy _____ (cook) dinner, she _____ (burn) her hand.
7 We _____ (not wear) helmets when the police _____ (stop) us on our scooter.
8 The sun _____ (shine) when I _____ (leave) the house this morning.
9 He _____ (drive) his dad's car when he _____ (had) the accident.
10 'How _____ you _____ (hurt) your arm?' 'I fell while I _____ (climb) a tree.'

Mappa concettuale





Esercizi

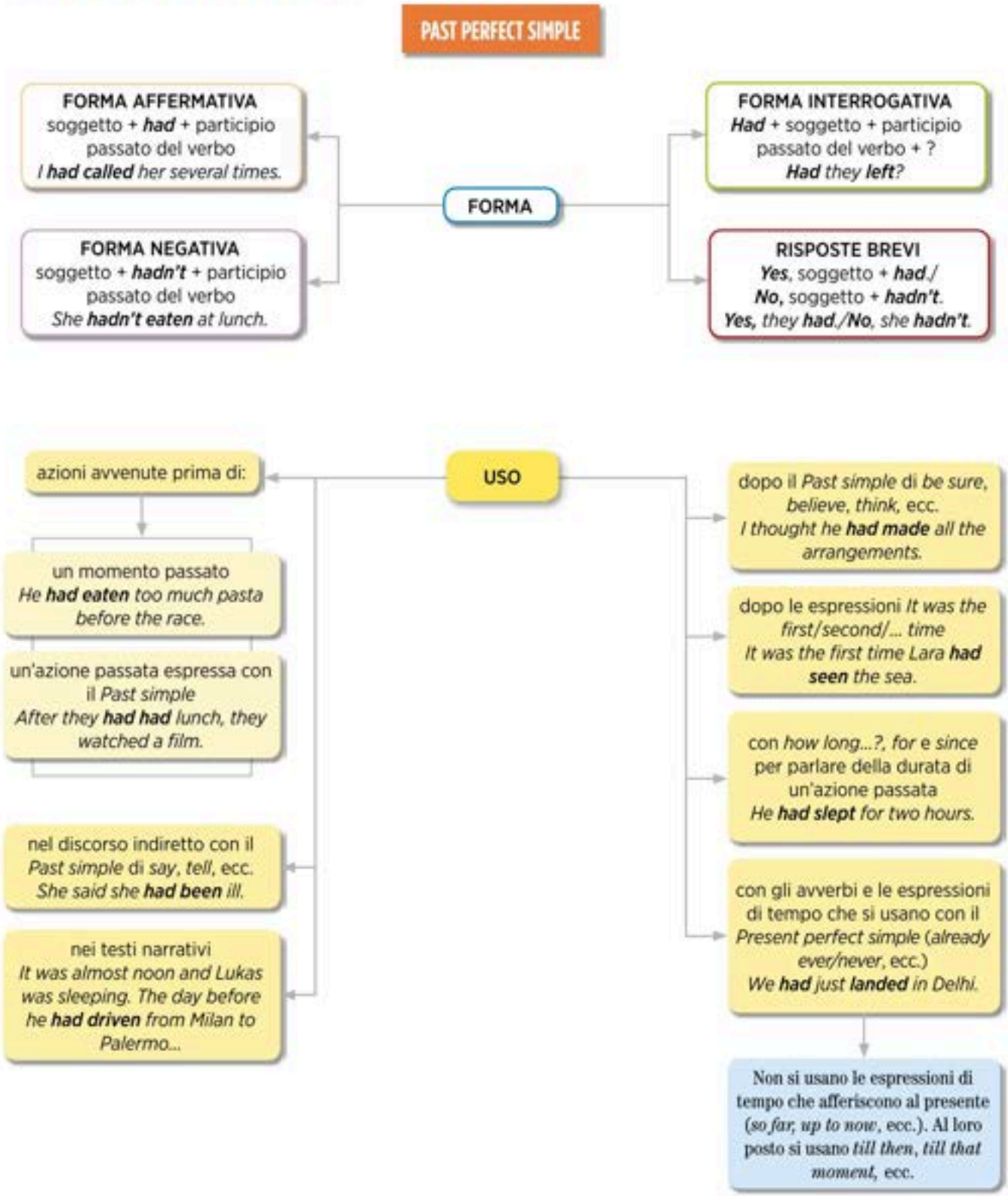
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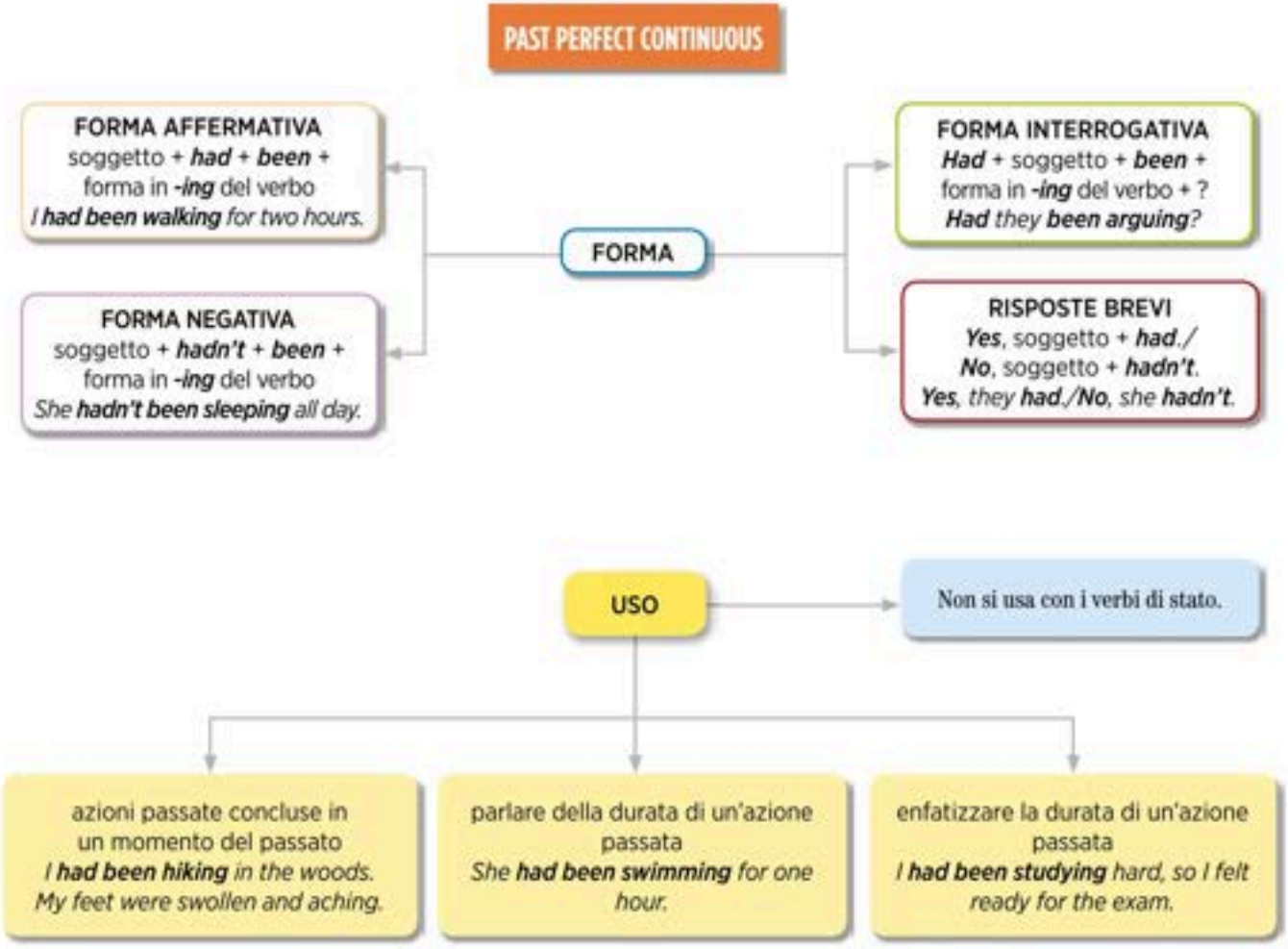
2 PRESENT PERFECT SIMPLE O CONTINUOUS? **Riordina le parole per formulare delle domande. Poi abbinale alle risposte.**

1 living / you / been / how long / have / here / ? *How long have you been living here?*
2 you / how many / books / read / this summer / have / ?
3 Gail / volleyball / playing / has / how long / been / ?
4 ever / they / New York / visited / have / ?
5 each other / known / have / how long / you / ?
6 been / Italy / a republic / has / how long / ?
7 Peter / already / left / has / school / ?
8 doing / what / you / recently / have / been / ?
9 you / been / sorry / waiting / have / long / ?
10 Luke / taken / how many / driving test / times / has / his / ?

a ☐ Nothing special. Just working, as usual.
b [I] I've been living here since 2014.
c ☐ Yes, he left last summer.
d ☐ Since we were at primary school.
e ☐ This is his fourth attempt.
f ☐ Since she was eleven.
g ☐ No, they've never been to the States.
h ☐ I've just finished my fourth book.
i ☐ Don't worry. I've only just arrived.
j ☐ Since 1946.

Mappa concettuale





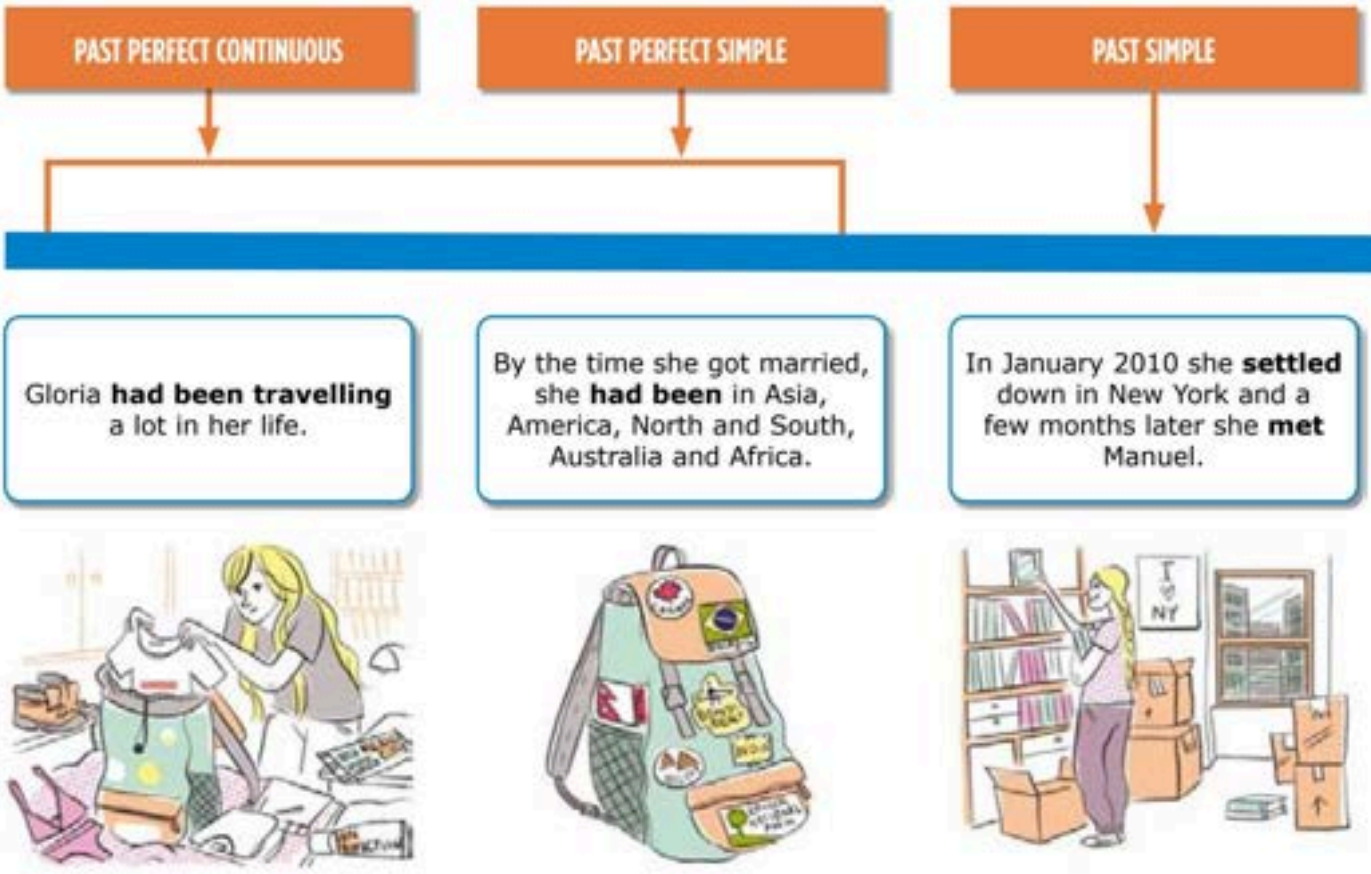
Esercizi

Smart & Easy

3 *PAST PERFECT SIMPLE O CONTINUOUS?* **Sottolinea l'alternativa corretta.**

1 Zoe ***had been listening/had listened*** to music all day so her MP3 player needed recharging.
2 I went to John's house but he ***had gone/ had been going*** out.
3 'How long had your parents ***known/been knowing*** each other before they got married?' 'Only six months.'
4 I couldn't get in because I ***had been leaving/had left*** my keys at work.
5 Jamie was covered in flour because he ***had been making/had made*** pizza.
6 We ***had been skiing/had skied*** for three hours when it started to snow heavily.
7 He ***had managed/had been managing*** to save a fortune by the time he died.
8 It was the first time I ***had been going/had gone*** abroad.
9 Brian felt nervous as he ***hadn't had/ hadn't been having*** a job interview for a long time.
10 Nicky was feeling worried as she ***had waited/had been waiting*** at the hospital for hours for news of her friend.

Mappa concettuale



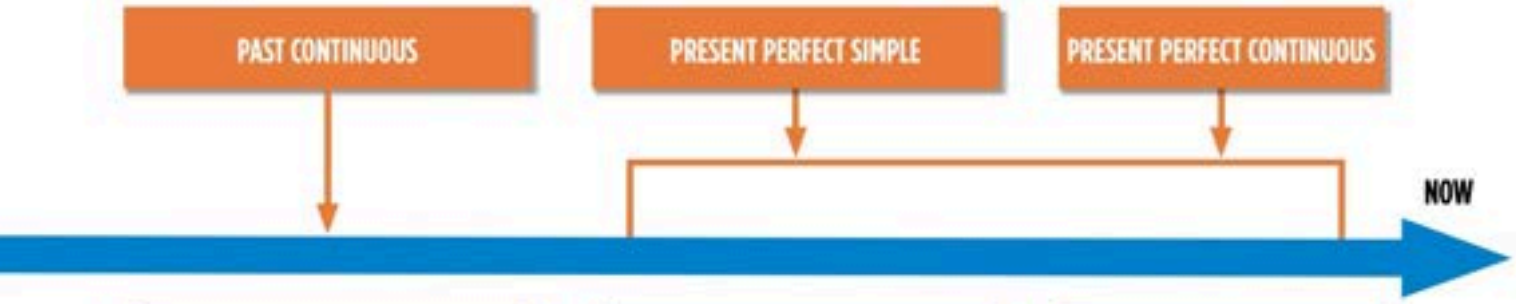
Esercizi

4 I TEMPI DEL PASSATO **Leggi il testo e sottolinea l'alternativa corretta.**

It was the 1980s and for many years the Boston Red Sox hadn't (1) ***been doing/doing*** very well. It (2) ***was/has been*** more than sixty years (3) ***for/since*** they had won the World Series. In fact, since the team's owner had sold their star player, Babe Ruth, to the New York Yankees in 1920. Babe Ruth – the Bambino – (4) ***has been playing/had been playing*** for the Red Sox since 1914 and (5) ***has been helping/had helped*** the team win their 5th World Series title in 1918.

But ever since the sale of the Bambino, the Red Sox (6) ***have had/had had*** terrible luck and the Yankees had (7) ***became/become*** the best team in the country. For many fans, the connection was obvious: the curse of the Bambino. Babe Ruth, in fact, (8) ***had been/was being*** furious at being sold to finance the owner's theatre production. Not all fans took the curse seriously but many of them (9) ***were inventing/had invented*** rituals in an attempt to reverse the curse.

Finally, after 86 years, on October 27th 2004 in front of a packed stadium, Babe Ruth decided the team (10) ***have suffered/had suffered*** enough, and the Red Sox won the World Series.



She **was running** in Central Park, when she fell over and twisted her ankle. A young man **was looking** at the scene. It was Manuel.

Since then they**'ve** always **been** together.

They**'ve been enjoying** each other's company every single day for over 40 years.







5 I TEMPI DEL PASSATO **Completa il testo con le parole nel riquadro.**

decided • hadn't checked • ~~has lived~~ • have rescued • already • for • drinking
have had • has been looking • since • were

The first client on today's episode is Marco. He (1) *has lived* with his terrible tattoo (2) _____ 2006 and now it's time to get rid of it. If you've not seen Tattoo Fixers (3) _____, you are in for a treat. Every week, our three talented tattoo artists cover up bad, embarrassing and ugly tattoos. These are tattoos which people (4) _____ on the spur of the moment, perhaps done by unqualified tattooists or by artists whose work they (5) _____ beforehand.

In this series so far, the tattoo fixers (6) _____ over ten people. Marco's story is quite typical. Just over 10 years ago, he and his friends (7) _____ celebrating the end of their college course in Spain. They had been (8) _____, he says, and he (9) _____ to get a tattoo. He doesn't remember much of the rest of the evening but says he (10) _____ at the embarrassing result (11) _____ too many years and wants it covered up. See how bad it is and how tattoo fixer Max sorts it out tonight at 9 p.m. on Channel 7.

68 Le preposizioni di stato in luogo (2)

Le principali preposizioni di stato in luogo sono *in*, *at* e *on*. 20.1 Ecco le altre preposizioni di luogo.

above	sopra, al di sopra (senza contatto)	*The helicopter is flying **above** the forest.*	L'elicottero sta volando sopra la foresta.
across	al di là, sull'altro lato	*The school is **across** the bridge.*	La scuola è sull'altro lato del ponte.
against	contro (con contatto)	*She leaned **against** the wall and cried.*	Si appoggiò alla parete e pianse.
along	lungo (da un punto all'altro)	*There are many colourful **hats** along the beach.*	Ci sono molte cabine colorate lungo la spiaggia.
among	fra (più elementi)	*A hornet is flying **among** the roses.*	Un calabrone sta volando fra le rose.
(a)round	intorno	*Look at the girls **(a)round** him.*	Guarda le ragazze intorno a lui.
behind	dietro	*The cat slept **behind** the sofa.*	Il gatto ha dormito dietro il divano.
below	sotto (ma non sulla stessa verticale)	*The village lies **below** the Dolomites.*	Il paese è situato sotto le Dolomiti.
beside, next to	di fianco, accanto a	*The cinema is **beside** the supermarket.* *Please, sit **next to** me.*	Il cinema è accanto al supermercato. Per favore, siediti accanto a me.
between	fra (due elementi)	*I'm sitting **between** Mum and Dad.*	Sono seduto fra mamma e papà.
beyond	oltre, al di là	*Tom's house is **beyond** that cliff.*	La casa di Tom è al di là di quella scogliera.
by, close to, near	vicino	*There's a campsite **by** the lake.* *Milla's office is **close to** the bus stop.* *I saw a bank **near** the post office.*	C'è un campeggio vicino al lago. L'ufficio di Milla è vicino alla fermata dell'autobus. Ho visto una banca vicino all'ufficio postale.
in front of	davanti	*Don't stand **in front of** me!*	Non stare davanti a me!
inside	dentro, all'interno	*It's dark **inside** this room.*	È buio dentro questa stanza.
opposite	di fronte	*There's a bank **opposite** our house.*	C'è una banca di fronte a casa nostra.
outside	fuori, all'esterno	*We're meeting **outside** the pub.*	Ci incontriamo fuori dal pub.
over	su, sopra (senza contatto e sulla stessa verticale)	*They've hung a picture **over** their bed.*	Hanno appeso un quadro sopra il letto.
	su, sopra (con contatto, per un'intera superficie)	*She put a mask **over** her face.*	Si mise una maschera sulla faccia.
through	attraverso	*I peered **through** the shutters.*	Sbirciai attraverso le persiane.
under	sotto (sulla stessa verticale)	*There are dust bunnies **under** your bed!*	Ci sono dei batuffoli di polvere sotto il tuo letto!

Esercizi

1 ■■■ **Osserva le immagini e completa le frasi con le preposizioni corrette.**



1 The car is parked *in front of* the house.



2 The mirror is _____ the shelf.



3 Our school is _____ Green Park.



4 Dad is reading _____ the window.



5 Katy is _____ Jack. Jack is _____ Katy.



6 The cat was sleeping _____ the fireplace.



7 It's a lovely cottage _____ the trees.



8 He's swimming _____ the surface of the water.

2 ■■■ **Marco è ospite del suo amico inglese John e gli chiede dove può fare le seguenti cose in paese. Osserva l'immagine e completa il dialogo con le preposizioni corrette.**

opposite • close • next to
along • on the corner • by
between • behind • at



1 **Marco** Can I buy a cake for dinner?
John Yes. The baker's is *next to* the chemist's.
2 **Marco** I need a haircut.
John Go to The Curl. It's _____, _____ to the baker's.
3 **Marco** Where can I go for a walk?
John You can go for a walk _____ the river. It's _____ the shops.
4 **Marco** Can I change my money in town?
John Yes, go to Barclays Bank. It's _____ the chemist's and the newsagent's.
5 **John** You can catch a bus to my house. It's _____ the hairdresser's.
6 **John** Why don't you meet me _____ the pub at 6 o'clock?
Marco Where is it?
John It's _____ the river.

3 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Lasciate i vostri zaini vicino la porta.
2 Non scrivere sotto questa linea.
3 Siediti qui accanto a me.
4 La stazione della metropolitana è sull'altro lato della strada.
5 Non puoi entrare in un pub se hai sedici anni ma puoi prendere una bevanda analcolica se stai fuori dal pub.
6 C'è un'area pedonale lungo la litoranea.
7 Il letto è contro il muro.
8 I soldati stavano aspettando il nemico al di là delle montagne.

69 Le preposizioni di moto (2)

Le principali preposizioni di moto sono *from* e *to*. → 20.2 Ecco le altre preposizioni di moto.

across	attraverso (da una parte all'altra)	*Ben is travelling **across** Africa.*	Ben sta viaggiando attraverso l'Africa.
along	lungo (da un punto all'altro)	*I like walking **along** the beach.*	Mi piace camminare lungo la spiaggia.
around	attorno, per (senza una direzione precisa)	*Black clouds are gathering **around** the mountain.*	Nuvole nere si stanno addensando intorno alla montagna.
away from	via da	*Go **away from** my room!*	Vai via dalla mia stanza!
as far as, up to	fino a	*Drive straight **as far as** the roundabout.* *They walked **up to** the waterfalls.*	Guida dritto fino alla rotonda. Camminarono fino alle cascate.
down	giù	*The ball rolled **down** the hill.*	La palla è rotolata giù dalla collina.
into	in, dentro	*The dog jumped **into** the puddle.*	Il cane saltò dentro la pozzanghera.
onto/up	su	*The cat jumped **onto** the tree.* *They are hiking **up** the mountain.*	Il gatto è saltato sull'albero. Stanno camminando su per la montagna.
off	(giù) da	*The thief jumped **off** the roof.*	Il ladro è saltato dal tetto.
over	sopra, al di là di	*Why are you jumping **over** the gate?*	Perché scavalchi il cancello?
out of	(fuori) da	*They went **out of** the building.*	Uscirono dall'edificio.
past	oltre	*Go **past** the cinema.*	Vai oltre il cinema.
round	intorno (movimento circolare)	*The Indians used to dance **round** the fire.*	Gli indiani ballavano intorno al fuoco.
through	attraverso	*She's going **through** the metal detector now.*	Sta passando attraverso il metal detector in questo momento.
towards	verso	*He ran **towards** the castle.*	Corse verso il castello.

- La parola *home* solitamente non è preceduta da alcuna preposizione.
  *I'm going/leaving **home**.* Sto andando a/uscendo di casa.
- Si usa il verbo ***get*** seguito dalle preposizioni ***on*** e ***off*** per indicare "salire" e "scendere" da mezzi di trasporto come *bus, train, bike, boat, plane.*
  *Can you see her? She **is getting on** the train.* La vedi? Sta salendo sul treno.
  ***Get off** my motorbike!* Scendi dalla mia moto.

English Usage

Con i mezzi sui quali è possibile stare in piedi si può usare ***get** + **onto***; con i mezzi di trasporto sui quali si entra e ci si siede si usano i verbi ***get in/into*** ("salire") e ***get out of*** ("scendere").

*They've already **got onto** the plane.* Sono già saliti sull'aereo.
*I **got into** the taxi while Jack was **getting out of** the car.* Salii sul taxi mentre Jack stava scendendo dalla macchina.

Esercizi

1 **Osserva le immagini e completa le frasi con la preposizione corretta.**



1 Go *along* this street.



2 Go _____ the corner.



3 Go _____ the church.



4 Go _____ the bridge.



5 Go _____ the market.



6 Go _____ the steps.

2 **Sottolinea la preposizione corretta.**

1 The train went *around/towards/through* the tunnel.
2 I walked *over/past/across* your house.
3 It's the first time I've flown *around/across/along* the Atlantic.
4 Everyone sitting at the table turned *towards/down/up to* me.
5 When the bus stops, get *in/off/down* quickly.
6 Go *into/at/out of* the house and wash your hands.

3 **Completa le frasi con le preposizioni corrette.**

1 When I walked *into* the room, everybody stopped speaking.
2 Why are you looking _____ the window?
3 Last summer I travelled _____ Europe with a group of friends.
4 It used to take a few hours to travel _____ the English Channel.
5 When we were in Paris we didn't go _____ the top of the Eiffel Tower.

4 **Osserva le immagini e completa il brano con le preposizioni nel riquadro.**

down • up • over • into • towards • onto • along • across • away from • out of • through



The two thieves walked (1) *across* the square. They climbed (2) _____ the building and (3) _____ the balcony railings. They climbed (4) _____ a box and got (5) _____ the bathroom window. They walked (6) _____ the corridor and went (7) _____ the master bedroom. Then they saw a dog coming (8) _____ them. They ran (9) _____ the dog, (10) _____ the stairs, (11) _____ the building and into the night!

70 Le preposizioni di tempo (2)

Le principali preposizioni di tempo sono *in*, *at* e *on*. → 21 Ecco le altre preposizioni di tempo.

after	dopo	*She always goes home **after** school.*	Va sempre a casa dopo la scuola.
ago	fa	*I met Sylvia two days **ago**.*	Ho incontrato Sylvia due giorni fa.
before	prima	*My grandad left **before** lunch.*	Mio nonno è partito prima di pranzo.
between... and	tra... e	*She is usually at the fitness club **between** 1 **and** 3 p.m.*	Di solito è in palestra tra l'una e le tre del pomeriggio.
by **(+ momento preciso)**	entro, per	*Kids, give me your papers **by** the end of the lesson.*	Ragazzi, consegnatemi i vostri compiti entro la fine della lezione.
during	durante	***During** the summer holidays Paolo studied Greek.*	Durante le vacanze estive Paolo ha studiato greco.
for **(+ periodo di tempo)**	per, da	*They went to Scotland **for** three weeks.*	Sono andati in Scozia per tre settimane.

! In uno stile informale si può omettere ***for*** in espressioni che indicano la durata.
*They've been in India **(for) two months**.* Sono in India da due mesi.

from... to	da... a	*She is always at the fitness club **from** 1 **to** 3 p.m.*	È sempre in palestra dall'una alle tre del pomeriggio.
in **(+ periodo di tempo)**	fra, entro	*Mum is arriving **in** half an hour.*	La mamma arriva fra mezz'ora.

! Per indicare il periodo di tempo è possibile anche la costruzione ***in...'s time***.
*I want to graduate from university **in three months' time**.* Voglio laurearmi entro tre mesi.

over **(con brevi periodi di tempo)**	per	*We usually go to London **over** the weekend.*	Di solito andiamo a Londra per il fine settimana.
since **(+ momento di inizio)**	da	*She's learned English **since** last year.*	Studia inglese dallo scorso anno.
till/until **(+ momento di conclusione)**	fino a	*He drove the car **until** January 2008.*	Ha guidato la macchina fino a gennaio 2008.
within **(+ periodo di tempo)**	fra, entro (più formale di *in*)	*Please apply **within** the end of the current month.*	Si prega di fare domanda entro la fine del mese corrente.

Esercizi

1 ■■■ **Completa le frasi sulla vita di John Lennon con le preposizioni nel riquadro.**

in • during • in (x 4) • after • from / to • by • at • for



1 When was John Lennon born? He was born on 9 October *in* 1940.
2 Who did he live with _____ 1946 _____ 1963? He lived with his aunt Mimi.
3 What happened _____ the summer of 1958? _____ July of that year his mother died.
4 Where did Lennon go _____ high school? He went to Art College.
5 When did he start his first band? _____ 1956.
6 Was he famous immediately? No, but _____ the time he was 24 years old he was an international star.
7 How long were the Beatles together? They were together _____ 10 years.
8 What did he do _____ his retirement? He stayed at home and looked after his son, Sean.
9 What happened _____ 1980? _____ about 10.50 p.m., when he was returning home, he was killed outside his apartment building in New York.

2 ■■■ **Completa la seconda frase con la preposizione corretta in modo che abbia lo stesso significato della prima.**

1 She arrived two days ago.
She has been here *since* Tuesday.
2 I started at this school in 2015.
I've been here _____ a few years.
3 Shops open at 9 o'clock and close at 5 o'clock in Britain.
Shops are open _____ 9 o'clock and 5 o'clock in Britain.
4 Dad always has dinner with us at 8 o'clock.
Dad is always home _____ 8 o'clock.
5 I met Adam at primary school.
I've known Adam _____ primary school.
6 I stopped smoking when I was 30 years old.
I smoked _____ I was 30 years old.
7 He has dinner. Then he reads the newspaper.
He always reads the newspaper _____ dinner.

3 ERROR CORRECTION ■■■ **Correggi le preposizioni sottolineate con quelle nel riquadro.**

by • after • in • until • within • since

1 Paolo is a good friend of mine. I've known him <u>for</u> I was six years old! *since*
2 Mum, can we eat <u>to</u> a quarter to nine so I can watch FC Bayern versus Real Madrid?
3 Filippo always watches *Modern family* <u>before</u> lunch. It starts at 3 o'clock.
4 You have <u>at</u> the end of the week to give me your homework.
5 The holidays have finished, and school starts <u>for</u> two days' time.
6 When I ordered the CD from Amazon, it arrived <u>before</u> three days as promised.

4 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Siamo andati a New York durante le vacanze di Pasqua.
2 Emma vive con i nonni dall'inizio dell'anno.
3 Ho studiato fino a mezzanotte ieri perciò oggi sono stanca.
4 Lo sciopero dei controllori di volo è dalle 19 alle 22.
5 Sono occupata ora, potresti richiamarmi tra mezz'ora?
6 È possibile restituire questo prodotto entro 7 giorni dall'acquisto.

71 Altre preposizioni

about	di/su (argomento)	*This book is **about** a young girl...*	Questo libro parla di una ragazza...
by **(+ sostantivo/ forma in *-ing* del verbo)**	per mezzo di (mezzo)	*I go to school **by** bus.*	Vado a scuola in autobus.
	con (modo, riferito a un'azione)	*He convinced me **by** explaining his choices.*	Mi ha convinto motivando le sue scelte.
despite/in spite of **(+ sostantivo)**	nonostante (concessione)	***Despite** the traffic, we got to the airport on time.*	Nonostante il traffico, arrivammo all'aeroporto puntuali.
for	per (vantaggio)	*This is **for** you.*	Questo è per te.
	per (scopo)	*These books are not **for** sale.*	Questi libri non sono in vendita.
with	con (compagnia)	*I'm coming **with** you.*	Vengo con te.
with, by means of **(più formale di *with*)**	con, per mezzo di (strumento)	*I opened the door **with** a screwdriver.*	Ho aperto la porta con un cacciavite.
	con (modo)	*He acted **with** authority.*	Agì con autorità.
without **(+ sostantivo/forma in *-ing* del verbo)**	senza (privazione)	*I'm not going **without** you.* *You can't leave without **informing** the teacher.*	Non vado senza di te. Non puoi andare via senza informare l'insegnante.

Esercizi

1 **Completa le frasi con le preposizioni nel riquadro.**

despite (x 2) • without • with (x 2) • about • by (x 2)

1 We went for a picnic *despite* the rain.
2 The prisoners escaped _____ climbing the wall.
3 It was very cold but she went out _____ a jacket.
4 I've got two tickets to see Laura Pausini. Do you want to come _____ me?
5 My parents arrived _____ taxi.
6 _____ his difficult childhood, he became a successful businessman.
7 You can clean the windows _____ this product.
8 The film is _____ people who become zombies.

2 **Abbina le due parti delle frasi e completale con le preposizioni corrette.**

1 You can get to the city centre	a ☐ _____ a big screen.
2 I had an argument with Jason	b ☐ _____ us later.
3 Schools are open	c ☐ _____ using the Internet.
4 Bart does his Latin translations	d ☐ _____ waiting for me.
5 We stopped at a fast food	e ☒ *by* train.
6 They left	f ☐ _____ the snow.
7 He wants a TV	g ☐ _____ how lazy he is.
8 Dad said he wants a word	h ☐ _____ lunch.

Esercizi

3 ■■■ **Riscrivi le frasi con le preposizioni fra parentesi e facendo tutti i cambiamenti necessari.**

1 I've come out. I haven't got my mobile phone. (without)
I've come out without my mobile phone.
2 She has a serious illness but she is very optimistic. (in spite of)
3 We travelled to Sardinia. We travelled in a plane. (by)
4 Christian passed his examinations. He worked hard. (with)
5 Giorgia made some money. She sold her school books. (by)
6 They organised a surprise party. It was my birthday party. (for)
7 Mrs Sharple was speaking to me. Our conversation was on her daughter. (about)
8 I deleted his email. I didn't read it. (without)

4 ■■■ **Completa il testo con le preposizioni corrette.**

The Tube



(1) *Despite* the number of lines and a complicated looking map, travelling (2) _____ Tube in London is actually quite easy. You just need to know the direction you want to travel so if you understand (3) _____ north-, east-, south- and westbound, you'll be fine. Frequent Tube travellers walk directly to the right platform (4) _____ looking at any maps or signs, so it's easy to spot the tourists (5) _____ the Tube map in their hands, not having a clue (6) _____ which way to go. The tickets (7) _____ a single journey are very expensive but you can save money (8) _____ buying a travel card or Oyster card. Don't travel (9) _____ a valid ticket because the fines are very high. And some final, important advice (10) _____ you: Remember to stand on the right of the escalators and to mind the gap!

5 ERROR CORRECTION ■■■ **Trova gli errori nelle frasi seguenti e correggili. Due frasi sono corrette.**

1 I don't think it was a good idea to fix my earbuds by superglue. *with*
2 I have to go to school with the bus tomorrow because my dad can't take me.
3 The film was about a man and a woman who fell in love while they were on holiday.
4 In spite public opposition, the council closed down the library.
5 Mum, I'm 18 and I'm old enough to go on holiday with you and Dad.
6 My little brother can't go to sleep without to cuddle his teddy bear.
7 Mr Cowley always buys flowers for his wife's birthday.
8 It's important to save energy by to unplug your phone charger when it's not in use.

6 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Nonostante il bel tempo, rimanemmo a casa.
2 C'è un articolo sul quotidiano su una nuova specie di orso, l'olinguito (*olinguito*).
3 Ho resettato il computer scaricando un nuovo sistema operativo.
4 Riesco ad arrivare a casa tua con l'autobus?
5 Mia sorella indossa sempre i miei vestiti senza chiedere.
6 È arrivata una lettera per te.
7 Maria è andata con Gianluca a vedere un film.
8 Non c'erano forchette così abbiamo mangiato con i cucchiai.

72 *as* e *like*

Le **preposizioni *as*** e ***like*** vengono generalmente tradotte in italiano con "come" ma con significato diverso. Si usa *as* per descrivere il ruolo di persone o la funzione di cose e si può tradurre, oltre che con "come", con "in qualità di", "nel ruolo di", "sotto forma di", ecc. Si usa *like* per fare paragoni e similitudini e si può rendere con "allo stesso modo di", "in modo simile a", ecc.

*She's talking to him **as** a sister.*	Gli sta parlando in qualità di sorella. (ed è la sorella)
*She's talking to him **like** a sister.*	Gli sta parlando come una sorella. (ma non è la sorella)

- *As* è seguito da sostantivo.

*She works **as production manager** at ABC Channel.*	Lavora come responsabile di produzione all'ABC Channel.
*My wife uses our dining room **as her office**.*	Mia moglie usa la nostra sala da pranzo come ufficio.

- *Like* può essere seguito da sostantivo, pronome o verbo alla forma in *-ing*.

*She walks **like a model**.*	Cammina come una modella.
*Your father works at the town council **like mine**.*	Tuo padre lavora in comune come il mio.
*It's **like fetching** water with a basket.*	È come raccogliere l'acqua con un cestino.

! • Per esprimere paragoni e similitudini si può usare anche la costruzione *as* + soggetto + verbo; in questo caso *as* ha funzione di congiunzione.

*I dropped out of school **as my father did**.*	Ho abbandonato la scuola come ha fatto mio padre.

• Nell'inglese moderno, in uno stile molto informale, e nell'inglese americano anche *like* può essere usato come congiunzione.

*Do **like I say**, not **like I do**.*	Fai come ti dico, non come faccio.

72.1 Espressioni con *as*

such as	ad esempio
as usual/always	come al solito/sempre
as you know	come sai
as we agreed	come eravamo d'accordo
as I thought/expected/said/suggested	come pensavo/mi aspettavo/ho detto/ho suggerito

72.2 Costruzioni con *like*

- *What's he/she/it like?* per chiedere informazioni sulla personalità e sulle caratteristiche di persone o cose.

*'**What are** your new schoolmates **like**?'*	"Come sono i tuoi nuovi compagni di scuola?"
'They're friendly.'	"Sono simpatici."
*'**What's** his flat **like**?' 'It's spacious and it's got a garden.'*	"Com'è il suo appartamento?" "È spazioso e ha il giardino."

! Non si usa *like* nella risposta.

- *What does he/she/it look like?* per chiedere dell'aspetto fisico.

*'**What does** Andy **look like**?' 'He's tall and thin.'*	"Che aspetto ha Andy?" "È alto e magro."
*'**What does** your dog **look like**?'*	"Che aspetto ha il tuo cane?"
'It's white with black patches.'	"È bianco con delle pezze nere."

! Questa costruzione è possibile anche con i verbi di percezione *feel, smell, sound* e *taste*.

*What does this sauce **taste like**? It's sweet!*	Che sapore ha questo sugo? È dolce!
*Your bedroom **smells like** a dump!*	La tua camera puzza come una discarica.

Esercizi

1 ■■■ **Sottolinea l'alternativa corretta.**

1 Anna went to Cambridge University, *as/like* her brother went a few years ago.
2 I've been working *as/like* a dog all afternoon.
3 Talking to Dario is *as/like* talking to a brick wall.
4 John's a doctor, *as/like* most of his family are.
5 *As/Like* you know, I'm leaving school in June.
6 Did you do *as/like* I told you?
7 Kia is very good at swimming. She swims *as/like* a fish.
8 Your bedroom is *as/like* a pigsty. Tidy it up!
9 Stop acting *as/like* a fool!
10 They were late *as/like* usual.
11 Nobody sings *as/like* she does.

2 ■■■ **Completa le frasi con *as* o *like*.**

1 She is the manager but she works *like* an office helper.
2 She has a very important job. She works _____ a manager in a multinational company.
3 _____ a boss he is very difficult to work with.
4 I've no time for people _____ you!
5 She dresses _____ a vagabond, but she has a lot of money.
6 She can play the piano _____ a professional.
7 Elizabeth I is known _____ a good queen.
8 _____ I promised, I came to help you.
9 She works _____ a secretary four days a week.
10 _____ I expected, she told everyone my secret.
11 Talking to you is _____ talking to a lamp post.

3 ■■■ **Katy sta raccontando ai suoi amici di una sua brutta esperienza lavorativa. Completa il testo con *as* o *like*.**

Last summer I applied for a job (1) *as* a waitress, but it didn't go (2) _____ I had thought! When my friends asked me what it was (3) _____, I told them it was (4) _____ being in Dante's hell. I never stopped rushing around and I was always hot. I was doing things that I didn't think were part of the job such (5) _____ cleaning the toilets and doing the washing-up. Every day after work I smelt (6) _____ French fries. By the end of the first week I felt (7) _____ I'd been hit by a bus. One day we were very busy (8) _____ usual, and by mistake I poured hot coffee on a lady. She started screaming (9) _____ a mad woman. The manager told me he had never seen someone work so incompetently (10) _____ I did and asked me to leave. I gave him my apron and walked out of the restaurant. I've never worked in a restaurant since that day!

4 ■■■ **Tina ha appena completato un anno di studi in Canada. Quando ritorna a scuola i suoi amici sono curiosi di sapere com'è andata. Riordina le parole per formulare delle domande corrette e poi abbinale alle risposte.**

1 does / what / look like / Canada / ?
What does Canada look like?
2 like / what / the weather / was / ?
3 are / like / what / Canadians / ?
4 the British / Canadians / look / do / like / ?
5 was / your flat / like / what / ?
6 like / the food / was / what / ?
7 was / what / like / your school / ?
8 your room-mate / what / was / like / ?

a ☐ They're very friendly.
b ☐ She was nice and funny, but she snored at night!.
c ☐ It was quite good actually. They eat a lot of meat.
d ☐ It was interesting. French and maths are compulsory.
e ☐ It was very cold in the winter, but spring was warm.
f ☐ Yes, they do. They can be white, black… if they were born in Canada, they're Canadian.
g ☐ It was tiny but cosy.
h ☐ It's a very green country, with forests and lakes.

73 I connettivi (1)

I connettivi sono congiunzioni, avverbi ed espressioni che uniscono fra loro parti di frasi, frasi e periodi. Oltre a *and*, *or*, *but*, *because* e *so* → 14, esistono altri connettivi.

73.1 Connettivi di tempo

after	dopo	*He went to bed **after** his friends left.*	Andò a letto dopo che i suoi amici andarono via.
as	mentre, quando	***As** she was sipping the tea, she felt a sudden pain in her stomach.*	Mentre sorseggiava il tè sentì un dolore improvviso allo stomaco.
	man mano	***As** the exam drew near, Tricia became more irritable.*	Man mano che si avvicinava l'esame Tricia era più nervosa.
as soon as	non appena	***As soon as** she finished her homework, she called her friend on the phone.*	Non appena finì i compiti chiamò la sua amica al telefono.
before	prima	*Sue went out **before** her mother came home.*	Sue uscì prima che sua madre tornasse a casa.
since	da quando	*She doesn't drive **since** she had that terrible accident.*	Non guida da quando ha avuto quel terribile incidente.
until, till	finché	*Don't go out **until** I'm back.*	Non uscire finché non torno.
when	quando	*I stay in bed **when** I've got the flu.*	Sto a letto quando ho l'influenza.
while	mentre	*I met Luke **while** I was going to school.*	Ho incontrato Luke mentre andavo a scuola.

! *After, before, when* e *while* possono essere seguiti dalla forma in *-ing* se il soggetto della principale e della subordinata è lo stesso.

*I usually have a snack **before/after training**.* — Di solito faccio uno spuntino prima/dopo l'allenamento.
*I never talk on the phone **when/while driving**.* — Non parlo mai al telefono quando/mentre guido.

73.2 Connettivi di sequenza

first	in primo luogo, per prima cosa	***First** peel the tomatoes and cut them into cubes.*	Per prima cosa pelate i pomodori e tagliateli a dadini.
then	poi	***Then** cube the bacon, put it in a pan and let it brown.*	Poi tagliate la pancetta a dadini, mettetela in una padella e fate rosolare.
next	successivamente	***Next** add the tomatoes to the bacon and let it cook for 10 minutes.*	Successivamente aggiungete i pomodori alla pancetta e cuocete per 10 minuti.
after that, afterwards	dopodiché	***After that** put the pasta in the pan and let the tomato sauce flavour the pasta.*	Dopodiché mettete la pasta nella padella e fate insaporire con la salsa di pomodoro.
last	in/per ultimo	***Last** add some fresh cream and stir well.*	In ultimo aggiungete della panna fresca e mescolate bene.

Esercizi

1 ■■■ **Completa le frasi con *before* o *after*.**

1 *After* I had read the question carefully, I answered it.
2 _____ going to bed, I brushed my teeth.
3 _____ you go out, can you take the dog for a walk?
4 _____ Jane got up, she went for a run.
5 _____ starting this school, Edoardo was at a private one.
6 _____ I had seen the film, I thought about it for days.

2 ■■■ **Abbina le due parti delle frasi.**

1	I take off my shoes as soon as	a ☐	you've cleaned your bedroom.
2	I always listen to music when	b ☐	since James left her.
3	You can't go out until	c ☐	we have dinner.
4	Can I go out after	d ☐	while I was having a shower.
5	We always watch the news while	e ☐	I get home.
6	I heard someone call my name as	f ☐	I was walking down the road.
7	Karl phoned me	g ☐	we have lunch?
8	I left the house as	h ☐	I go to bed.
9	She hasn't been out with anyone	i ☐	it started to rain.
10	I'll phone you as soon as	j ☐	I get to the party.

3 ■■■ **Usa la forma in *-ing* nelle frasi seguenti dove possibile.**

1 After I had read the instructions, I downloaded the computer game. *reading*
2 I like to repeat things aloud when I study for a class test.
3 Before I invite Tom to dinner, I asked my mum.
4 He saw Sally while she was waiting for the bus.
5 When you catch a bus in England, don't forget to queue!
6 After he had fallen over, he left the room without saying a word!

4 ■■■ **Riordina le istruzioni su come fare un perfetto tè all'inglese. Poi completale con gli avverbi nel riquadro.**

first • then • after • next • last • afterwards



a ☐ _____ take the tea bag out of the mug.
b ☐ _____ pour the hot water into the mug with the tea bag.
c ☐ _____ add sugar and milk.
d ☐ *First* boil some water, _____ put a tea bag in a mug.
e ☐ _____ that wait for five minutes.

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Mi riposai sul divano dopo aver fatto il bucato.
2 Per favore, apparecchia la tavola mentre preparo la cena.
3 Man mano che invecchia, Louise assomiglia sempre più (*more and more*) a sua madre.
4 Telefonami appena puoi.
5 Controlla sempre di avere le chiavi di casa prima di uscire!
6 Sono sempre contento quando incontro Carl.
7 Si è rotta la gamba mentre sciava.
8 Visse in Svizzera dal 1815 al 1818, dopodiché si trasferì in Inghilterra.
9 In primo luogo vorrei ringraziare…
10 In ultimo vorrei aggiungere…
11 Poi mescolate bene tutti gli ingredienti nello shaker.

74 I connettivi (2)

74.1 Connettivi di scopo

to	per	*I'm here **to** help you.*	Sono qui per aiutarti.
so as (not) to, in order (not) to **(più formale di *so as to*)**	per, al fine di	*She is training hard **so as to** participate in the next national athletics games.*	Si allena molto per partecipare ai prossimi giochi nazionali di atletica.

! Quando la frase è negativa non si può usare *to*, ma è obbligatorio usare *so as not to/in order not to.*
*He left the party **so as not to** meet his old girlfriend.* Andò via dalla festa per non incontrare la sua ex-fidanzata.

74.2 Connettivi di causa

because	perché	*Her eyes were red **because** she had been crying.*	I suoi occhi erano rossi perché aveva pianto.
as, since	dal momento che, poiché	***As** he didn't apologise, they didn't give him another chance.*	Dal momento che non si è scusato, non gli hanno dato un'altra possibilità.
because of, due to, owing to **(+ sostantivo)**	a causa di, per	*We stayed at home **because of** the bad weather.*	Rimanemmo a casa per il maltempo.
for	poiché	*He apologised profusely **for** he knew he was to blame.*	Si scusò abbondantemente poiché sapeva di essere colpevole.

! *For* è più formale di *as/since*, e non precede mai la proposizione principale.

74.3 Connettivi di conseguenza

so	così, quindi	*I have to wake up early tomorrow, **so** I'm going to bed now.*	Devo alzarmi presto domani, quindi vado a letto ora.
so... (that)	così... che	*It was **so foggy (that)** I couldn't see anything.*	C'era così tanta nebbia che non riuscivo a vedere niente.
such a, an... (that)	così, tale... che	*I've had **such a busy day (that)** I haven't had time to eat yet.*	Ho avuto una giornata così piena che non ho ancora avuto il tempo di mangiare.


In inglese è possibile omettere *that*, mentre in italiano "che" è sempre espresso.

74.4 Connettivi di concessione e contrasto

although, though **(più informale di *although*)**	benché, sebbene, nonostante	***Although** he was very tired, he did the weekly shopping.*	Nonostante fosse molto stanco, fece la spesa settimanale.
whereas, while	mentre	*My twins are different: Tom is hard-working, **whereas** Tim is lazy.*	I miei gemelli sono diversi: Tom è un gran lavoratore, mentre Tim è pigro.

Esercizi

1 ■■■ **Anna non vuole andare allo stadio a vedere la partita di calcio, così regala il suo biglietto a un suo amico inglese e gli dà dei consigli. Sottolinea l'alternativa corretta.**

1 *Due to/Since* a knee injury, Balotelli isn't playing in the Italy versus Brazil friendly.
2 *As/Because of* his absence in the game, I don't want to go and see the match.
3 *Because of/As* the cheap price of the ticket, you can have it for free.
4 *Since/Due to* the traffic, go by Tube to the match.
5 *Because of/For* the hot weather, take some water and a hat.
6 *For/Owing to* security checks, take some ID.

2 ■■■ **Rispondi alle domande in modo personale usando le preposizioni tra parentesi.**

1 Why do you study English? (in order to)
I study English in order to travel without any problems.
2 Why do you usually go out? (to)
I go out to meet my friends.
3 Why do you do a sport? (in order to)
4 Why do you go on Facebook? (so as to)
5 Why did you choose this type of school? (to)
6 Why do you want to get your driving licence? (so as to)
7 Why do you study? (in order not to)
8 Why do people use WhatsApp? (to)

3 ■■■ **Completa la seconda frase con *so... (that)* o *such a... (that)* in modo che abbia lo stesso significato della prima.**

1 We live in a very small house so there isn't enough room for everything.
We live *in such a small house that there isn't enough room for everything.*
2 The jacket was very expensive so she couldn't afford it. The jacket was _____.
3 Matt is a very fast driver so I get quite scared. Matt is _____.
4 She was very pretty so he fell in love with her immediately. She was _____.
5 The meal was very delicious so he ate too much. It was _____.
6 The book is very boring so I can't finish it! It's _____.

4 ■■■ **Formula delle frasi corrette con *although* basandoti sulle informazioni date.**

1 she / tired / she go out / friends
Although she was tired, she went out with her friends.
2 there be / six of them / they go / car
3 it / cold / they go / walk
4 Marco / study English / five years / he / not speak it
5 he eat / a lot / he / very thin
6 the village / far / we / decide to walk
7 he stand / in front of her / he not listen to her

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Aveva idee così brillanti che ottenne una promozione dopo due mesi di lavoro.
2 Mentre Laura fa tutto il lavoro a casa, Ellen non fa niente.
3 Andò via presto dal lavoro per non rimanere bloccato (*get stuck*) nel traffico.
4 Susan è a dieta dalla settimana scorsa per dimagrire.
5 Sebbene sia la mia migliore amica, non posso perdonarla.
6 Sonya aveva dato così tante versioni (*accounts*) della storia che non sapevamo cosa era effettivamente successo.
7 Ha vinto così tanti soldi che ha smesso di lavorare (*gave up working*).
8 Non sono potuti andare a scuola a causa della neve.

Esercizi di riepilogo

1 **Scrivi l'opposto delle seguenti preposizioni.**

1 get into the car / get *out of* the car
2 go under the bridge / go _____ the bridge
3 get out of the kitchen / come _____ the kitchen
4 walk up the hill / walk _____ the hill
5 he's inside / he's _____
6 before 26th April / _____ 26th April
7 I want to go with you / I want to go _____ you
8 behind the school / _____ the school

2 **Sottolinea l'alternativa corretta.**

1 She walked *across/through* the road.
2 Is there a problem *between/among* you and Marzia?
3 Students, can you talk quietly *between/among* yourselves while I go and speak to Mr Evans in class 6?
4 I'm at home all day today *until/before* 4 o'clock.
5 Do you think you can learn English *in/by* six months?
6 I have to finish this composition *by/until* Friday, so I can't go out this week.
7 I go to school *by/with* bus.

3 **Osserva le immagini e formula delle frasi con le preposizioni nel riquadro basandoti sulle informazioni date.**

close to • around • across • through • in front of • above



1 my house / tube station
My house is close to the tube station.
2 you can take a shortcut, if / walk / park
3 our flat / a fish and chip shop
4 my best friend / live / road
5 there / big building / ours, so we can't see the sea
6 there / a lot of green areas / my house

4 **Completa le frasi con le parole nel riquadro.**

away from • through • within • beyond • as far as • under

1 We drove slowly *through* the tunnel.
2 I'm sorry, I can't think _____ my exams. After my exams I can think about our summer holidays.
3 Dario is playing for the _____ 18s Juventus FC.
4 Please keep _____ the dog. It can be dangerous!
5 Before their mother found the small children, they had walked _____ the end of the road.
6 Doctor: 'If your knee doesn't stop hurting _____ a few days, come back and see me!'

5 **Irene ha studiato cinese all'università di Milano. Completa le risposte nei diversi modi possibili con le preposizioni corrette.**

1 'When did Irene move to Milan?' 'She moved to Milan *in* 2003/over fourteen years *ago*.'
2 'How long did she live in Milan?' 'She lived in Milan ____ 2003 ____ 2008/____ 2008/ ____ five years.'
3 'When did she move to Shanghai?' 'She moved to Shanghai ____ she finished university.'
4 'How long has she lived in Shanghai?' 'She has lived in Shanghai ____ 2008/____ a long time.'

6 ERROR CORRECTION Trova gli errori nelle seguenti frasi e correggili. Una frase è corretta.



1 My brother is blond ~~since~~ whereas I'm a redhead.
2 They want to get married between two years.
3 We had extra homework to do due of our bad behaviour in class.
4 I've got such many things to do that I don't know where to start.
5 I had a shower until I got home from the gym.
6 Book tickets online so to obtain the best seats.
7 Zac went to the party although his parents had forbidden it.
8 Despite of the noise, I managed to sleep on the coach.

7 Completa le frasi con *as* o *like*.

1 I'm blonde, my mum is dark so I don't look ___like___ her.
2 When I was on holiday in the Bahamas, it was _____ living in a dream.
3 I used my shoe _____ a hammer to try to fix the table.
4 Your dad is a bus driver _____ mine.
5 That scented candle is wonderful. It smells _____ Christmas.
6 Kelly worked _____ a care assistant in order to fund her university studies.

8 PRELIMINARY Leggi alcune informazioni sul Wembley Stadium a Londra e scegli l'opzione corretta.



The new Wembley Stadium opened (1) ___in___ 2007. It is on the site of the original Wembley Stadium, which was officially known (2) ___ the Empire Stadium. The stadium generally hosts important football matches, (3) ___ the *FA Cup Final* and home matches (4) ___ the England national football team. The old Wembley closed (5) ___ October 2000, with plans to open the new one in 2003. Mutiplex, the construction company, promised demolition (6) ___ that year. However, (7) ___ problems with the project, demolition of the old Wembley was not completed (8) ___ February 2003. (9) ___ many financial problems, the new stadium was finished (10) ___ 9 March 2007 for the 2007 *FA Cup Final*. This delay caused problems (11) ___ Wembley National Stadium Limited and Multiplex, who lost a lot of money on the project. (12) ___ Wembley is primarily a football ground, it can hold many other events, particularly major concerts. This is an economic necessity for the FA (13) ___ cover the original high cost of the stadium. However, the regular use of the pitch (14) ___ concerts means that the quality of the pitch is not good.

1	A	in	B on	C at
2	A	how	B as	C like
3	A	so as	B as	C such as
4	A	from	B of	C at
5	A	in	B at	C on
6	A	for	B within	C until
7	A	because	B for	C owing to
8	A	until	B within	C at
9	A	Before	B After	C As soon as
10	A	at	B on	C in
11	A	among	B about	C between
12	A	Although	B Despite	C Whereas
13	A	for	B in order to	C so
14	A	for	B because of	C when

9 TRANSLATION Traduci il seguente testo in inglese.

Mi dispiace ma lavoro sabato perciò non posso venire a prenderti all'aeroporto. Non preoccuparti, è molto facile arrivare a casa mia da Heathrow. Prendi la metropolitana e scendi a South Ealing – sono circa 8 fermate. Esci dalla stazione e gira a sinistra. Vai in fondo alla strada e poi gira a destra. La mia casa è su questa strada, di fronte alla farmacia. Uno dei miei coinquilini sarà (*will be*) a casa.

75 Gli aggettivi in *-ing* e *-ed*; gli aggettivi composti

75.1 Aggettivi in *-ing* e *-ed*

In inglese molti aggettivi si ottengono aggiungendo alla forma base del verbo il suffisso *-ing* del participio presente (*present participle*) e *-ed* del participio passato (*past participle*).



Come in italiano, anche in inglese il participio presente ha valore attivo: l'elemento a cui si riferisce è quello che compie l'azione espressa dal participio presente; il participio passato ha invece valore passivo e indica l'effetto dell'azione sull'elemento a cui si riferisce.

It has been a ***boring*** *day.* — È stata una giornata noiosa.
Daniel looks very ***bored****.* — Daniel sembra molto annoiato.

75.2 Aggettivi composti

Gli aggettivi composti sono formati da due o più elementi, solitamente uniti tra loro dal trattino (*hyphen*). Gli aggettivi composti possono essere formati da:

sostantivo/aggettivo/avverbio + participio presente	***mouth-watering*** *dessert* ***English-speaking*** *country* ***never-ending*** *story*	dolce che fa venire l'acquolina in bocca paese di lingua inglese storia infinita
sostantivo/aggettivo/avverbio + participio passato	***wind-powered*** *house* ***cold-blooded*** *animal* ***deeply-rooted*** *tradition*	casa a energia eolica animale a sangue freddo tradizione profondamente radicata
aggettivo + sostantivo	***last-minute*** *deal*	offerta dell'ultimo minuto
sostantivo + aggettivo	***sugar-free*** *snack*	snack senza zucchero
numero + sostantivo	***three-page*** *article*	articolo di tre pagine
numero + sostantivo + aggettivo	***twelve-year-old*** *boy*	ragazzo di dodici anni

75.3 Aggettivi non graduabili

Sono non graduabili gli aggettivi che:

- identificano una caratteristica del tutto presente o assente (*rectangular, golden, nuclear, pregnant, German/Italian/British*, ecc.)

  Tax evasion is an ***Italian*** *issue.* — L'evasione fiscale è una questione italiana.

- esprimono di per sé il massimo grado di una qualità (*boiling, freezing, excellent*, ecc.)

  You did an ***excellent*** *job!* — Hai fatto un lavoro ottimo! (qualità al massimo grado)

- indicano una qualità che non ha uguali (*impossible, unique, dead*, ecc.).

  This problem is ***impossible****.* — Questo problema è impossibile. (qualità senza uguali)

Questi aggettivi sono accompagnati dagli avverbi di intensità che ne rafforzano il significato estremo come *absolutely, totally, utterly*, ecc. 78

Esercizi

1 ■■■ **Completa le frasi in modo che abbiano lo stesso significato della prima. Usa gli aggettivi in *-ing* o *-ed* dei verbi dati.**

1 I don't understand these instructions.
confuse a I am *confused* by these instructions.
b These instructions are *confusing*.

2 Kim is getting anxious about her exam tomorrow.
worry a Kim is getting _____ about her exam tomorrow.
b Kim's exam is difficult. It's a _____ test.

3 I didn't expect the film to end in that way.
surprise a The end of the film was _____.
b I was _____ by how the film ended.

4 I didn't enjoy Stephanie Meyer's new book.
disappoint a Stephanie Meyer's new book was _____.
b I was _____ by Stephanie Meyer's new book.

5 All the students listened to the old man tell them about his experience in Auschwitz.
horrify a The students were _____ by the old man's experience in Auschwitz.
b The old man's experience in Auschwitz was _____.

6 We watched *Crime Watch* yesterday night. Mum loves it.
shock a There was a _____ story about a teenager.
b Mum was _____ by the story about a teenager.

2 ■■■ **Trasforma le parole in corsivo in aggettivi composti.**

Aggettivo + sostantivo + *-ed*	Numero + sostantivo + aggettivo	Numero + sostantivo
1 Vicky writes with *her left hand*. Vicky is *left-handed*. 2 James is the boy *with blue eyes*. He's sitting behind Jack. James is the _____ boy who is sitting behind Jack. 3 Sarah is the girl *with curly hair*. She's sitting near the door. Sarah is the _____ girl who is sitting next to the door.	4 Jackie's baby is *ten months old*. Jackie has a _____ baby. 5 Fabio is *15 years old* and very intelligent. Fabio is an intelligent _____ boy. 6 I'm selling my car, which is *two years old*. I'm selling my _____ car.	7 We live near Glasgow. If you drive, it's *twenty minutes*. We live near Glasgow. It's a _____ drive. 8 Every year we go on holiday *for two weeks*. Every year we go on a _____ holiday. 9 I live in a building *with six floors*. I live in a _____ building.

3 ■■■ **Abbina l'aggettivo graduabile sottolineato in ogni frase a un aggettivo non graduabile.**

1 I was <u>tired</u> after running the marathon.
2 I'm afraid that Colin is a <u>bad</u> singer.
3 This sushi is <u>good</u> – the best I've ever eaten.
4 I was <u>angry</u> about what had happened.
5 My hands were <u>dirty</u> after fixing my motorbike.
6 Can you do that <u>big</u> pile of ironing for me, please?

a ☐ fantastic
b ☐ filthy
c ☑ exhausted
d ☐ enormous
e ☐ terrible
f ☐ furious

76 Ordine degli aggettivi

Quando un sostantivo è preceduto da due aggettivi, che hanno cioè funzione di attributo, questi non sono solitamente separati da virgola né uniti da *and*. Ma se due aggettivi hanno funzione di nome del predicato sono uniti da *and*.

He lives in a ***lovely tiny*** *flat.*	Abita in un delizioso piccolo appartamento. (attributo)
His flat is lovely ***and*** *tiny.*	Il suo appartamento è delizioso e piccolo. (nome del predicato)

Quando un sostantivo è accompagnato da più aggettivi, questi vengono espressi seguendo un ordine fisso. Solitamente non si usano più di tre aggettivi consecutivi per uno stesso sostantivo.

opinione	dimensione	età	forma	colore	origine	materiale	scopo	sostantivo
a practical	*large*	*new*	*square*	*blue*	*Italian*	*leather*	*shopping*	*bag*
a lovely	*little*	*old*	*round*	*brown*	*Moroccan*	*wooden*	*coffee*	*table*

⚠ • Si usa solitamente la virgola per aggettivi appartenenti allo stesso gruppo.

A ***beautiful, impressive*** *dress.*	Un vestito bello e di grande effetto.

• Si mette *and* se i due aggettivi appartenenti alla stesso gruppo sono due colori o descrivono due parti diverse del sostantivo che segue.

A ***blue and red*** *sofa.*	Un divano blu e rosso.
A ***woollen and leather*** *jacket.*	Una giacca di lana e pelle.

• Si può variare l'ordine degli aggettivi per sottolineare una determinata caratteristica. In questo caso si usa la virgola per separare gli aggettivi.

A ***new, revolutionary*** *approach to English teaching.*	Un nuovo, rivoluzionario approccio all'insegnamento dell'inglese. (in questo caso si dà maggiore enfasi a *new*)

Se un sostantivo è accompagnato da un aggettivo possessivo, dimostrativo o numerale, questo occupa la prima posizione.

My new English *teacher lived in South Africa for many years.*	La mia nuova insegnante d'inglese ha vissuto in Sud Africa per molti anni.
Where did you buy ***those beautiful red*** *shoes?*	Dove hai comprato quelle bellissime scarpe rosse?
Two little *birds are singing on the balcony.*	Due uccellini stanno cantando sul balcone.

⚠ Gli aggettivi possessivi e i dimostrativi precedono gli aggettivi numerali.

Sheila gave me ***these two*** *leather jackets.*	Sheila mi ha regalato queste due giacche di pelle.

Esercizi

1 **Osserva gli aggettivi in corsivo e inserisci una virgola o *and* dove necessario.**

1 The Irish flag is very similar to the Italian one. It's got *green, white and orange* strips.
2 There are only *old derelict* buildings in the centre of town.
3 By June, the students were feeling *tired unhappy restless.*
4 It had been a *hot sunny* day.
5 Jake was an *angry difficult* teenager.
6 *The Artist* is a *black white* film.
7 The flat had *new modern* furniture.
8 We had a *fantastic relaxing* holiday last year.
9 He was *tall dark handsome.* Just your type!

Esercizi

2 ■■■ **Riordina le espressioni e inserisci ogni parola nella colonna corretta.**

1 a bright green large ridiculous hat
2 a/an antique bronze Dutch magnificent statue
3 a/an oblong dining room ugly table
4 a brick low red wall
5 a/an business new exciting idea
6 a summer cotton brand-new dress
7 a dark dangerous street
8 brown farm six eggs

	opinione	dimensione	età	forma	colore	origine	materiale	scopo	sostantivo
1	*a ridiculous*	*large*			*bright green*				*hat*
2			antique						statue
3				oblong					
4							brick		
5								business	
6								summer	
7	a dangerous								
8						farm			

3 ■■■ **Inserisci gli aggettivi tra parentesi al posto giusto. Aggiungi *and* dove necessario.**

1 Look at that old ✓ black leather ✓ jacket. (old / leather)
2 He's got blond hair. (straight)
3 It was a boring film. (long)
4 These are my blue jeans. (new)
5 We would like a glass coffee table for the living room. (chrome)
6 Kenya has beautiful white beaches. (sandy)
7 Tammy and Jeff have two beautiful girls. (little)
8 Is this your big blue umbrella? (white)
9 It was a/an easy test. (short)
10 My best friend bought a/an enormous hat yesterday afternoon. (red / yellow)

4 ■■■ **Completa le frasi con gli aggettivi tra parentesi. Aggiungi *and* dove necessario.**

1 The lounge has a *comfortable black leather* sofa. (leather / comfortable / black)
2 Thieves stole _____ paintings from the National Gallery yesterday. (19th-century / priceless / seven)
3 Can you put _____ boots on the balcony, please? (walking / dirty / your)
4 What happened to _____ CDs I lent you? (two / those / hip-hop)
5 Let's use _____ cups you have in the cupboard for the party. (plastic / red / those)
6 This flat used to have _____ bedrooms, but we made one into a study. (large / bright / three)

5 ■■■ **Leggi la descrizione della scuola di Tania. Riordina gli aggettivi in corsivo e aggiungi *and* dove necessario.**

My school is a *big modern* (1) ✓ building. You need to go down a ~~*narrow long*~~ (2) *long narrow* road to get to it. There is a *tall iron* (3) _____ gate, which closes at 8.15 a.m.
There's a/an *short unfriendly* (4) _____ caretaker who sits behind the *glass reception wide* (5) _____ area. My classroom is a *dark small* (6) _____ room, with *blue white* (7) _____ walls and *broken Italian* (8) _____ tiles. We sit on *low uncomfortable* (9) _____ chairs at *wooden and metal* (10) _____ desks. We are a *numerous noisy* (11) _____ class!

77 Gli avverbi di modo

Gli avverbi di modo descrivono il modo in cui avviene un'azione. Possono anche precedere un aggettivo o un altro avverbio per enfatizzarne il significato.

Mary eats ***quickly***.	Mary mangia velocemente.
It's ***unusually*** *hot for this time of the year.*	È insolitamente caldo per questo periodo dell'anno.
Sam played ***surprisingly*** *well.*	Sam ha giocato sorprendentemente bene.

FORMA

Gli avverbi di modo si formano aggiungendo il **suffisso *-ly*** all'aggettivo.

bad → *bad**ly*** *clear* → *clear**ly*** *quiet* → *quiet**ly*** *sudden* → *sudden**ly*** *usual* → *usual**ly***

VARIAZIONI ORTOGRAFICHE

Aggettivi	Variazione	
terminanti in *-y*	si sostituisce la *y* con ***i*** e si aggiunge ***-ly***	*easy* → *eas**ily**, happy* → *happ**ily**, noisy* → *nois**ily*** MA *shy* → *sh**yly**, dry* → *dr**yly***
terminanti in consonante + *-le*	la *e* cade e si aggiunge solo ***-y***	*possible* → *possib**ly**, responsible* → *responsib**ly**, simple* → *simp**ly***
terminanti in *-ic*	si aggiunge ***-ally***	*automatic* → *automatic**ally**, frantic* → *frantic**ally**, tragic* → *tragic**ally***

FORME IRREGOLARI

aggettivo = avverbio	*deep, early, fast, hard, high, late, low, loud, near, straight*
aggettivo diverso da avverbio	*good* → *well*
aggettivi che terminano in *-ly*	*friendly* → *in a friendly way, lively* → *in a lively way*

⚠ Gli avverbi *deep, hard, high, late* e *near* hanno anche la forma in *-ly* ma il significato è diverso.

deep (in profondità) → ***deeply*** (profondamente, intensamente)
hard (molto, duramente) → ***hardly*** (a malapena, appena)
high (alto, in alto) → ***highly*** (altamente, estremamente)
late (tardi) → ***lately*** (recentemente)
near (vicino) → ***nearly*** (quasi)

English Usage

- In alcune espressioni informali si può usare *easy* come avverbio.

*Take it **easy**!* Stai tranquillo!/Rilassati!

- Si può usare *fair* come avverbio dopo alcuni verbi, come *play* e *fight*.

*He didn't play **fair**.* Non ha giocato lealmente.

POSIZIONE

Gli avverbi di modo di solito **seguono il verbo** e, se presente, anche il **complemento oggetto**, ma possono precedere o seguire un complemento introdotto da preposizione.

The door ***closes automatically***.	La porta si chiude automaticamente.
He ***plays the violin wonderfully***.	Suona benissimo il violino.
She listened ***(carefully)*** *to her story* ***(carefully)***.	Ascoltò attentamente la sua storia.

⚠
- Si può mettere l'avverbio prima del verbo per dare maggiore rilievo all'avverbio stesso.

*He **quietly drew** near her.* Le si avvicinò senza far rumore.

- Se il complemento è formato da più di due parole, l'avverbio può precedere il verbo o il complemento.

*The president **(personally)** signed **(personally)** all the Christmas cards.* Il presidente firmò personalmente tutti i biglietti di Natale.

Esercizi

1 ■■■ **Sottolinea gli aggettivi nella prima frase, poi completa la seconda frase con l'avverbio corrispondente.**

1 My grandad is a slow driver. My grandad drives *slowly*.
2 She is a fast walker. She walks _____.
3 Lisa has a beautiful voice when she sings. Lisa sings _____.
4 He wasn't very sincere when he said sorry. He didn't say sorry _____.
5 He was quick to leave. He left _____.
6 The lights on the stairs are automatic. The lights on the stairs turn on _____.
7 Max didn't give an honest answer. Max didn't answer _____.
8 Gabriella has a friendly smile. Gabriella smiles _____.

2 ■■■ **Leggi il racconto di Yula e sottolinea l'alternativa corretta.**

I'd (1) *hardly/hard* taken off my jacket when the phone rang. I'd worked (2) *hard/hardly* all morning. It had been a six-hour school day! It was my great aunt Zuzia from Poland, and I'd forgotten her birthday. We had a very (3) *deep/deeply* conversation about old age and how people can easily forget the old! I was (4) *deep/deeply* sorry. I had (5) *nearly/near* finished the conversation when she asked me about Jason, my boyfriend. He was standing (6) *near/nearly* me so I didn't want to say anything. But she insisted on asking lots of questions. It was (7) *highly/high* embarrassing. I told her he was a schoolmate. I could see a photo of us together on a (8) *high/highly* shelf in my bedroom during happier times. It was getting (9) *lately/late* and I wanted to get off the phone. I hadn't seen Jason (10) *lately/late* and I wanted to tell him something important.

3 ■■■ **Abbina i verbi agli avverbi. Poi completa le frasi con la forma corretta del verbo.**

arrive	clearly
rain	patiently
listen	carefully
breathe	well
work	smartly
explain	early
dress	hard
sleep	deeply
wait	heavily

1 Amanda always *arrives early* at school. She is never late.
2 While I _____ in line at the supermarket, an old lady pushed in front of me.
3 When Ernest got up this morning, it was a cold grey morning and it _____.
4 If you get very angry, _____ and count to ten!
5 You can't go to a job interview in your jeans, you must _____.
6 Please _____. I don't want to repeat myself.
7 'You look terrible!' 'I know. I _____ (not) last night. I only slept for two hours!'
8 I don't understand physics. The teacher _____ (not) enough.
9 I'm afraid Tom _____ (not) this term so he isn't doing well in some subjects.

4 ■■■ **Leggi la storia e inserisci gli avverbi tra parentesi al posto giusto.**

1 When I saw the letter lying near the door, I picked it up *excitedly* and walked into the kitchen and put it on the table. (excitedly / quickly / carefully)
2 'Aren't you going to open it?', my mother asked. 'I'm worried that the letter says that I can't go and study in America,' I replied. 'Shall I open it for you?', my mother offered. (casually / helpfully / unhappily)
3 'No,' I said. I picked up the letter and opened it. Then I was dancing around the kitchen. I was going to New York for a year. (slowly / nervously / happily)

78 Gli avverbi di intensità e di affermazione

78.1 Avverbi di intensità

Gli avverbi di intensità si usano per rafforzare o attenuare il significato di un verbo o di un aggettivo o di un altro avverbio.

*The bus is **very** crowded.* — L'autobus è molto affollato.
*You did **quite** well in the practical test.* — Hai fatto abbastanza bene nella prova pratica.

Per rafforzare

*absolutely**	assolutamente
*completely**	del tutto
dreadfully	tremendamente
*extremely**	estremamente
fully	completamente
immensely	enormemente
just	precisamente
*really**	proprio
very	molto

Per attenuare

a bit	un po'
a little	un po'
almost	quasi
enough	sufficientemente
fairly	abbastanza
pretty	abbastanza
*quite**	abbastanza
rather	abbastanza
slightly	leggermente

• Gli avverbi con l'asterisco (*) possono essere usati con gli aggettivi non graduabili. 75.3
*The film was **absolutely awful**.* — Il film è stato proprio terribile.

• *Fairly*, *pretty*, *quite* e *rather* significano tutti "**abbastanza**", ma con gradi e sfumature di significato diverse.
- ***quite***: indica un grado superiore rispetto a *fairly*
- ***rather***: esprime un grado di qualità superiore rispetto a *quite* e indica che la qualità è presente in misura maggiore del consueto
- ***pretty***: ha la stessa sfumatura di *rather* ma è più informale

*'I got 7 in the English test.' 'That's **rather/pretty** good. You usually get 6.'* — "Ho preso 7 nel compito di inglese." "È un voto abbastanza buono. Di solito prendi 6."

POSIZIONE

Gli avverbi di intensità **precedono le parole a cui si riferiscono**.

*This TV programme is **really interesting**.* — Questo programma televisivo è proprio interessante.
*I've **almost done** my homework.* — Ho quasi finito i compiti.

78.2 Avverbi di affermazione

Ecco alcuni comuni avverbi di affermazione.

Per esprimere certezza

certainly	certamente
clearly	chiaramente
definitely	di sicuro
obviously	ovviamente

Per esprimere dubbio

maybe	forse
perhaps	forse
possibly	forse
probably	probabilmente

POSIZIONE

Gli avverbi di affermazione solitamente si trovano in **posizione intermedia** (prima del verbo con i verbi di una sola parola, fra l'ausiliare e il verbo principale, dopo il verbo *be*); *maybe* e *perhaps* vanno invece all'inizio della frase.

*She **certainly** forgot our appointment!* — Si è sicuramente dimenticata del nostro appuntamento.
***Maybe** I'll join you later.* — Forse vi raggiungo più tardi.

Esercizi

1 ■■■ **Osserva le temperature. Formula delle frasi con *a bit, fairly/quite/pretty, extremely, very* e *cold/hot*.**

1 -20°C *It's extremely cold.*
2 -5°C _____
3 8°C _____
4 15°C _____
5 25°C _____
6 40°C _____

2 ■■■ **Sottolinea l'alternativa corretta.**

1 He is *extremely/rather* overweight. He weighs 250 pounds!
2 He is *really/slightly* overweight. He needs to lose 5 pounds.
3 Mr Smith is *quite/very* short; he's only 1.50 m.
4 Gavin is *rather/almost* short so he doesn't like going out with tall girls.
5 My test result was *rather/absolutely* fantastic; ten out of ten. I can't believe it!
6 I wanted an 8, but my test result was *fairly/very* good.
7 It's *a little/almost* midday.
8 Let's go to bed. It's *really/slightly* late.

3 ■■■ **Abbina gli avverbi di intensità agli aggettivi. Poi completa le frasi.**

extremely	excellent
fully	late
dreadfully	sorry
completely	booked
nearly	ready
absolutely	satisfied

1 I'm *extremely sorry* I'm late. There was a lot of traffic on the roads this morning.
2 They have been building this hospital for 10 years, but it's _____, finally!
3 We can't get tickets to see The Muse. The concert is _____.
4 I think the atmosphere in this restaurant is very nice but I'm not _____ with the food; too cold and not fresh enough.
5 She is an _____ assistant.
6 You are _____. Where have you been? I was expecting you an hour ago!

4 ■■■ **Leggi il dialogo e riordina le parole in corsivo.**

Mrs Patel Hello is that the police station? I can't get in contact with my son.
Police officer Are you sure he's not upstairs in his bedroom, madam?
Mrs Patel No, no, Officer. (1) *left / this morning / definitely / he / the house.*
He definitely left the house this morning.
Police officer Where did he say he was going, madam?
Mrs Patel (2) *told me / certainly / he / the library / he was going to*, but his friends say he hasn't arrived!
Police officer There is always a perfectly good reason. (3) *obviously / stopped / somewhere / has / he.*
Mrs Patel Yes. (4) *you / perhaps / right / are*, but the appointment was at 11 o'clock and now it's midday!
Police officer (5) *is / now / on his way / he / probably.*
Mrs Patel (6) *missed / maybe / the bus / he.*
Police officer Yes, probably. I'm sure there's no need to worry. Have you tried phoning him?
Mrs Patel Of course I have, Officer. He's not picking up.
Police officer Well, (7) *is / something wrong / there / clearly*, if you can't contact him on the mobile. Please stay calm. (8) *probably / has / his mobile / got / he / in his school bag* and can't hear it! Let's wait for another few hours and see what happens.
Mrs Patel OK Officer, if you say so…

79 Gli avverbi di luogo e di tempo

79.1 Avverbi di luogo

Gli avverbi di luogo indicano il luogo o la direzione dell'azione.

*There's no one **here**.* — Non c'è nessuno qui.

Gli avverbi di luogo più comuni sono:

abroad	all'estero	*in/out*	in/fuori casa
ahead	avanti	*in-/outside*	dentro/fuori
away	via	*left/right*	a sinistra/destra
back	indietro	*near*	vicino
behind	dietro, indietro	*nearby*	nelle vicinanze
down-/upstairs	al piano di sotto/sopra	*over there*	laggiù
for-/backwards	in avanti/all'indietro	*sideways*	lateralmente
here/there	qui/là	*straight*	dritto

⚠ Molte preposizioni (*in, out, inside, outside, near*, ecc.) hanno anche funzione di avverbio.

*The dog is playing **in** the garden.*
Il cane sta giocando in giardino. (preposizione)

*Sorry, Mum is not **in**.*
Mi dispiace, la mamma non c'è. (avverbio)

⚠ Nota le seguenti differenze:

- ***out*** ("via" per parte del giorno o un giorno) – ***away*** ("via" per più di un giorno)

*Franca is **out** at the moment. She's gone shopping.* — Franca è fuori in questo momento. È andata a fare la spesa.
*Franca is **away**. She's on holiday.* — Franca è via. È in vacanza.

- ***near*** (da solo oppure seguito da un altro avverbio) – ***nearby*** (da solo)

*The shops are **near** here.* — I negozi sono qua vicino.
*The school is **nearby**.* — La scuola è nelle vicinanze.

POSIZIONE

Gli avverbi di luogo **seguono il verbo principale oppure il complemento oggetto**.

*The bedrooms are **upstairs**.* — Le camere sono al piano superiore.
*And now let me show you the bedrooms **upstairs**.* — E ora vi mostro le camere al piano superiore.

79.2 Avverbi di tempo

Gli avverbi di tempo (definito e indefinito) descrivono quando si verifica l'azione.

Tempo definito	
now	ora
today	oggi
yesterday	ieri
tomorrow	domani

Tempo indefinito	
already	già
just	appena
recently	recentemente
long	a lungo

REMEMBER

L'avverbio ***long*** si usa in frasi negative e interrogative, mentre alla forma affermativa si usa l'espressione ***for a long time***. → 61

POSIZIONE

Gli avverbi di **tempo definito** sono solitamente collocati **alla fine della frase**, ma possono occupare anche la prima posizione se l'enfasi non è sull'avverbio. Gli avverbi di **tempo indefinito** si trovano in **posizione intermedia** oppure in **posizione finale**.

***(Yesterday)** I bought a new pair of jeans **(yesterday)**.* — Ho comprato un nuovo paio di jeans ieri.
*The baby can **already** walk!* — Il bambino sa già camminare!
*She didn't date Martin **long**.* — Non è uscita con Martin a lungo.

Esercizi

1 ■■■ **Osserva le immagini e completa le frasi con gli avverbi nel riquadro e la forma corretta dei verbi tra parentesi.**

back • away • behind • upstairs • out • ahead



1 She *is going upstairs*. (go)



2 They _____. (drive)



3 They _____. (go)



4 He _____. (go)



5 '_____ for about 300 metres.' (go)



6 She _____ her bag _____. (leave)

2 ■■■ **Completa le frasi con gli avverbi nel riquadro.**

backwards • over there • abroad • downstairs • nearby • forwards • outside • here

1 Can we have lunch *outside*? It's a beautiful day!
2 'You look very brown. Where have you been?' 'I've been _____ for a few weeks.'
3 'Where is the nearest chemist?' 'Look, it's _____ by the bank.'
4 'Hello is anyone at home?' 'Yes, I'm _____, in the kitchen.'
5 Shhh! Can you hear anyone? I think we've got thieves _____ in the living room!
6 'Does it take you long to get to school?' 'No, I live _____.'
7 My grandmother used to say always look _____ into the future, never _____ into the past!

3 ■■■ **Riscrivi le frasi basandoti sulle informazioni tra parentesi.**

1 The cinema is here. (*laggiù*)
The cinema is *over there*.
2 The cat is sleeping upstairs. (*al piano di sotto*)
The cat is _____.
3 The lights are on outside. (*in casa*)
The lights are _____.
4 Look straight at the camera. (*lateralmente*)
_____ at the camera.
5 The car is going forwards. (*all'indietro*)
The car is _____.

4 ■■■ **Traduci in inglese le espressioni di tempo tra parentesi e rispondi alle domande.**

1 What time are you home today? (*alle due e mezzo*)
I'm home at half past two.
2 When is your brother going to New York? (*l'anno prossimo*)
3 When did Mandy phone you ? (*ieri pomeriggio*)
4 How long have you been friends with Lorna? (*a lungo*)
5 Have you finished your homework yet? (*non ancora*)
6 When do you have English lessons? (*il lunedì e il giovedì*)

Esercizi di riepilogo

1 **Abbina le parole per formare degli aggettivi composti. Poi completa le frasi.**

mouth	storey
blue	range
last	eyed
free	dried
part	watering
six-week	minute
sun	old
twenty	time

1 That cookery magazine always has lots of photos of *mouth-watering* dishes.
2 Mr and Mrs DeVere don't get much sleep as they've got a _____ baby.
3 I'm looking for a _____ job so I don't have to ask my parents for money.
4 _____ tomatoes are great for making red pesto.
5 Craig works on the 12th floor of a _____ building.
6 Molly is careful about the food she eats so she only buys _____ eggs.
7 We found a _____ deal on the Internet so our holiday was really cheap.
8 My grandma still calls me her _____ baby and I'm nearly 18 now!

2 **Sottolinea l'alternativa corretta.**

1 John is always *careful/carefully* with his money.
2 I was *terrible/terribly* nervous before my maths exam.
3 Please be *quiet/quietly*. I'm trying to concentrate.
4 Mark has been studying *frantic/frantically* in order to pass his driving test.
5 I'm not feeling very *good/well*. I think I'm going to be sick.
6 After ten years of lessons, Claire speaks French *fluent/fluently*.
7 Where are you? I've been waiting *patient/patiently* for over half an hour.
8 I think you were very *selfish/selfishly* not to invite Susan to your party.

3 **Completa le frasi con l'aggettivo corretto aggiungendo *-ed* o *-ing* ai verbi nel riquadro.**

bore (x 2) • disappoint • disgust • excite • fascinate • interest • worry

1 This is a *worrying* situation: everyone is really anxious about the effects of the economic crisis.
2 I had an _____ time at the indoor ski slope. I really enjoyed myself.
3 The guest speaker wasn't very good. I was rather _____ as I had expected him to be more _____.
4 There is litter and broken glass all over the kids' playground: I'm quite _____ at how some people behave.
5 Whenever I moan about having nothing to do, my mum always says that only _____ people get _____.
6 Have you ever read any of Stephen Hawking's books? They're absolutely _____.

4 **Leggi il testo sul videogioco *Grand Theft Auto V* e sottolinea l'alternativa corretta.**

Grand Theft Auto V is (1) *a fantastic American/an American fantastic* video game. It is (2) *real/really* only (3) *suitable/suitably* for people over 18, but I know lots of my friends (4) *secret/secretly* play it. (5) *Luckily/Lucky* my parents don't mind if I play it but (6) *natural/naturally* I can't play it (7) *near/nearly* my (8) *12-year-old/12 years old* brother as some parts of it are quite (9) *violently/violent*. It is set in the (10) *sun-soaked/sun-soaking* metropolis of Los Santos, full of weird and (11) *dangerous/dangerously* characters. This (12) *exciting/excited* game allows you to (13) *repeated/repeatedly* jump in and out of the lives of the three protagonists who are three criminals (14) *desperate/desperately* looking for success and money.

5 **Leggi l'articolo su Justine, una giovane cantante, e riordina le parole in corsivo.**

Justine, (1) *you as know probably,* as you probably know first came to the attention of the public on the (2) *talent / popular / TV / immensely / show* The Voice. She did (3) *well / extremely* in the first two stages but she didn't actually go on to win the final. 'It was (4) *impossible / almost*,' she said, 'the competition was (5) *tough / really*.' Although she didn't win, she secured a recording contract with a (6) *company / record / major*. After the programme ended, she had a (7) *short / abroad / holiday* before starting to record her first album. 'I worked (8) *hard / dreadfully*,' she explained, 'and never left the studio before 10 at night.' She released her CD two weeks ago. It is (9) *recognisable / instantly* because of the cover design she chose – a close-up of her (10) *Great Dane / white / cute / dog / and / black* which was on set with her during her TV appearances. Both of them are set to become big stars in the future!

6 **Riordina le parole per formulare delle frasi corrette.**

1 out of the pub / quickly / at midnight / he / walked
He walked quickly out of the pub at midnight.
2 fell over / in the main street / I / awkwardly
3 went / late / to bed / Gavin / last night
4 last Saturday / take / your mobile phone / did / to school / you / ?
5 icy pavement / Sue / carefully / on the / walked
6 in the afternoon / a siesta / Spanish people / have / often
7 in the afternoons / always / her friends / meets / at the shopping centre / Monica
8 strange / in the garden / see / you / that / five minutes ago / did / animal / ?

7 **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 The concert was wonderful because the musicians all played brilliantly.
The concert was wonderful because the musicians were all brilliant players.
2 I was astonished to find out my aunt had worked for the FBI.
The fact that my aunt had worked for the FBI _____ for me.
3 Josephine gave a beautiful performance at the end of year show.
Josephine performed _____ at the end of year show.
4 She couldn't give her presentation because she forgot to take her laptop.
She couldn't give her presentation because she left her _____.

8 **ERROR CORRECTION** **Trova altri 8 errori nel testo e correggili.**

carefully
I careful opened the door and went inside into the garden. It was surprising bright as the moon was shining, but I couldn't see what had made that terribly scream. I went towards the wooden old shed at the bottom of the garden. I was heavily breathing and was absolutely terrifying. Then I saw a dark large shape. It ran past quickly me and disappeared into the night.

9 **TRANSLATION** **Traduci il seguente testo in inglese.**

Ho un lavoro part-time in un ristorante molto noto nel centro della città. Ho lavorato sodo recentemente poiché voglio disperatamente comprare i biglietti per un importante concerto rock allo stadio di Wembley la prossima estate. I biglietti sono molto costosi così ogni fine settimana faccio due turni da dieci ore e sono davvero esausto.

80 Il comparativo di maggioranza

VIDEO

Esistono tre tipi di comparativo: maggioranza, uguaglianza e minoranza. Il comparativo di maggioranza si usa per indicare che un elemento (primo termine di paragone) possiede una determinata qualità in misura maggiore rispetto a un altro (secondo termine di paragone).

FORMA

aggettivi monosillabici	forma base dell'aggettivo/ avverbio + ***-er*** + ***than***	*Your bedroom is **smaller than** mine.*	La tua camera è più piccola della mia.
aggettivi bisillabici terminanti in *-e*, *-er*, *-le*, *-ow* e *-y*		*The chocolate cake is **tastier than** the cheesecake.*	La torta al cioccolato è più gustosa del cheesecake.
avverbi con la stessa forma degli aggettivi → 77		*She stayed **longer than** expected.*	È rimasta più a lungo del previsto.
aggettivi bisillabici e polisillabici	***more*** + forma base dell'aggettivo/ avverbio + ***than***	*Science is **more interesting than** maths.*	Scienze è più interessante di matematica.
avverbi in *-ly*		*Matt runs **more quickly than** Sebastian.*	Matt corre più velocemente di Sebastian.
sostantivi	***more*** + sostantivo + ***than***	*The zoo has got **more lions than** tigers.*	Lo zoo ha più leoni che tigri.
verbi	verbo + ***more*** + ***than***	*You **talk more than** your mother!*	Parli più di tua madre!

⚠ Alcuni aggettivi bisillabici hanno due forme di comparativo di maggioranza, ma la forma con *more* è più comune.
common → *commoner/**more common*** *polite* → *politer/**more polite*** *quiet* → *quieter/**more quiet***

VARIAZIONI ORTOGRAFICHE DEL COMPARATIVO IN *-ER*

monosillabici terminanti in *-e*	si aggiunge solo ***-r***	*fine* → *finer* *nice* → *nicer*
monosillabici terminanti in consonante preceduta da una sola vocale	si raddoppia la consonante finale e si aggiunge ***-er***	*big* → *bigger* *tall* → *taller*
bisillabici terminanti in *-y* preceduta da consonante	cambiano la *-y* in ***i*** e aggiungono ***-er***	*happy* → *happier* *nasty* → *nastier*

Il **secondo termine di paragone** è introdotto da ***than*** che può essere seguito da sostantivo, pronome personale complemento, pronome possessivo o genitivo sassone.

*Chinese is more difficult **than Spanish**.* Il cinese è più difficile dello spagnolo.
*Rob arrived later **than me**.* Rob arrivò più tardi di me.
*Her shoes are nicer **than mine/Bet's**.* Le sue scarpe sono più belle delle mie/di quelle di Bet.

⚠ Con i comparativi di origine latina, come ***superior, inferior, prior, minor, major, interior, exterior, posterior,*** il secondo termine di paragone è introdotto da ***to***.

*Remember, my girl, you're **inferior to** no one.* Ricordati, ragazza mia, tu non sei inferiore a nessuno.
*Your happiness is **prior to** anything for me.* La tua felicità viene prima di qualsiasi cosa per me.

Esercizi

1 ●●● **Sottolinea l'alternativa corretta.**

1 Can you speak *slower/more slowly* please? I can't understand you.
2 I can't understand your handwriting. Can you write it again *more clearly/clearer*?
3 You're walking too fast. Walk *slower/more slowly*. We're not in a hurry.
4 Young men usually drive *very dangerous/more dangerously* than young women.
5 I'm pleased with you. You are behaving *more responsibly/more responsible*.
6 I think my mum works *very hard/harder* than my dad.
7 My homework took *longer/more long* than I thought.
8 Can you drive *faster/more fast*, please? My train leaves in five minutes!

2 ●●● **Formula delle frasi con il comparativo di maggioranza basandoti sulle informazioni date.**

1 Mark / is / tall / than / Brian
Mark is taller than Brian.
2 yesterday / was / hot / than / today
3 travelling by taxi / is / quick / than / travelling by bus
4 Lea / is / happy / than / Sam
5 Berlin / is / modern / than / Rome
6 Jenny / is / pretty / than / her sister
7 Tom / is / thin / than / Philip
8 Alex / is / tired / than / Jill

3 ●●● **Leggi le informazioni nella tabella e completa le frasi usando il comparativo degli aggettivi tra parentesi.**

	Mike	Jack
age	17	15
free-time activities	watches TV	goes to gym three times a week
food	pizza, sweets, cola	vegetables, meat, water
school report	Maths 8, Italian 8, English 9 — studies an hour a day	Maths 4, Italian 5, English 6 — studies three hours a day
housework	cleans bedroom once a week	cleans bedroom once a month

1 Mike is *older* than Jack. Jack is *younger*. (old / young)
2 Jack is _____ than Mike. Mike is _____. (active / lazy)
3 Jack is _____ than Mike. Mike is _____. (healthy / unhealthy)
4 Jack studies _____ than Mike, but Mike is _____. (long / intelligent)
5 Mike is _____ than Jack. Jack _____. (tidy / untidy)

4 ●●● **Completa le frasi con il comparativo degli aggettivi e degli avverbi nel riquadro. Aggiungi *than* dove necessario.**

weak • near • careful • hard • fast • easy • clear • old • fit • confident • efficient

1 Amy runs *faster than* Paul.
2 You are working _____ last year.
3 Alice is playing the violin _____ last year.
4 This time I found your flat _____ last time.
5 Please choose your words _____ next time!
6 I'm trying to use energy _____ before.
7 Can you write your email address _____? I can't read it!
8 My health gets _____ as I get _____.
9 When I train regularly, I feel _____.
10 The bus stop was _____ I expected.

81 Il comparativo di uguaglianza e minoranza

81.1 Comparativo di uguaglianza

Il comparativo di uguaglianza indica che una determinata qualità è presente in misura uguale o simile in un elemento rispetto a un altro.

FORMA

as* + aggettivo/avverbio + *as	*Our house is **as large as** Fred's.* *Jonathan arrived at school **as late as** me yesterday.*	La nostra casa è (tanto) grande quanto quella di Fred. Ieri Jonathan è arrivato (tanto) tardi a scuola quanto me.
as much* + sostantivo non numerabile + *as	*Your daughter doesn't show **as much interest** in school **as** in music!*	Sua figlia non mostra tanto interesse nella scuola quanto nella musica!
as many* + sostantivo plurale + *as	*I've got **as many friends as** you.*	Ho tanti amici quanto te.
the same* + sostantivo + *as	*Mick loves **the same girl as** Keith.*	Mick ama la stessa ragazza di Keith.
verbo + *as much* + *as*	*You should **train as much as** Paul.*	Dovresti allenarti (tanto) quanto Paul.

Osserva le seguenti costruzioni.

- In frasi negative si può usare ***so* + aggettivo + *as* + secondo termine di paragone**.

*Chris is **not so good** at playing chess as her father.* Chris non è (tanto) brava a giocare a scacchi quanto suo padre.

- Si possono usare le espressioni ***half/twice/three... times*** davanti a ***as* + aggettivo/avverbio + *as***.

*Messi is **twice as good as** all the other footballers.* Messi è due volte più bravo di tutti gli altri calciatori.
*Bolt runs **three times as fast as** you.* Bolt corre tre volte più veloce di te.

- Si usano le espressioni ***as much as/as many as*** + numero per dare enfasi a una quantità. In italiano si traducono con l'espressione "fino a".

*He can eat **as many as 3 hamburgers** in 5 minutes!* Riesce a mangiare fino a 3 hamburger in 5 minuti!

81.2 Comparativo di minoranza

Il comparativo di minoranza si usa per indicare che una determinata qualità è presente in misura minore in un elemento rispetto a un altro.

FORMA

less* + aggettivo/avverbio + *than	*Her shoes are **less expensive than** mine.* *Marta studies **less carefully than** me.*	Le sue scarpe costano meno delle mie. Marta studia con meno attenzione di me.
less* + sostantivo non numerabile + *than	*This year we've spent **less money than** last year.*	Quest'anno abbiamo speso meno soldi dello scorso anno.
fewer* + sostantivo plurale + *than	*I've had **fewer presents than** my brother.*	Ho ricevuto meno regali di mio fratello.
verbo + *less* + *than*	*In the last match I **played less than** Jackie.*	Nell'ultima partita ho giocato meno di Jackie.

English Usage

In inglese al posto del comparativo di minoranza si preferisce usare la forma negativa del comparativo di ugualianza oppure il comparativo di maggioranza con significato contrario.

*He is **less tall than** his sister.* → *He is **not as tall as** his sister.* = *He is **shorter than** his sister.*
È meno alto di sua sorella. → Non è alto quanto sua sorella. = È più basso di sua sorella.

ESPRESSIONI PARTICOLARI

as black as night	nero come la pece	*as quick as a flash*	veloce come un fulmine
as blind as a bat	cieco come una talpa	*as much as possible*	il più possibile
as brave as a lion	coraggioso come un leone	*as long as*	a patto che
as clear as crystal	chiarissimo	*as sly as a fox*	furbo come una volpe
as early as possible	il prima possibile	*as soon as possible*	il più presto possibile
as hard as nails	duro come la pietra	*as stubborn as a mule*	testardo come un mulo
as little as possible	il meno possibile	*as white as a ghost*	bianco come un fantasma
in less than no time	in men che non si dica	*more or less*	più o meno
less is more	(fai/ottieni) di più con meno	*no less than*	niente meno che
the less said, the better	meno si dice, meglio è	*still/much less*	ancora meno

Esercizi

1 ●●○ **Riordina le parole per descrivere le immagini.**



1 as / the River Po / as / the River Tiber / long / isn't
The River Tiber isn't as long as the River Po.
2 isn't / high / Kilimanjaro / as / K2 / as
3 isn't / the Pantheon / as / old / the Colosseum / as
4 are / the soft drinks / as / as / the beer / expensive / ?
5 as / isn't / a Fiat / fast / a Ferrari / as
6 Alex / so / isn't / as / Sharon / tall

2 ●●○ **Completa le frasi con *as... as* e gli avverbi nel riquadro.**

well • carefully • early • hard (x 2) • fluently • often • fast • quickly • quietly

1 When I heard there was a problem, I came *as quickly as* I could.
2 Paola doesn't speak English half _____ Mattia.
3 Carrie is a hard worker. She works twice _____ the other staff.
4 Mum doesn't drive _____ Dad.
5 Nowadays, people don't work half _____ we used to.
6 I'm going to be late tomorrow, but I'll try to arrive _____ possible.
7 My grandchildren don't come to visit _____ they used to.
8 Susan didn't do _____ expected in her exam.
9 I opened the door _____ I could because I didn't want to wake anyone up.
10 Your work is very imprecise. Your sister works twice _____ you.

Esercizi

3 **Completa le frasi con *as much/many* + sostantivo + *as*.**

1 Bill doesn't earn *as much money as* Jill. (money)
2 Janice hasn't got _____ Peter. (friends)
3 Steve hasn't got _____ Sally. (luggage)
4 I don't send _____ you do. (text messages)
5 Amy hasn't been abroad _____ Bart. (times)
6 My husband hasn't got _____ I have. (patience)
7 My old apartment didn't have _____ this new one. (space)
8 A small town doesn't usually offer _____ a big one. (facilities)

4 **Formula delle frasi con il comparativo di minoranza basandoti sulle informazioni date.**

1 This year / Jack / go to the gym / often / last year
This year Jack has been to the gym less often than last year.
2 I / get / ice cream / she did
3 Francesca / earn / Bruna
4 people / come to Maria's birthday party / she expected
5 money / important / health
6 there / be / cars on the road on Sundays
7 Granpa / walk / quickly / I remembered

5 **Completa la seconda frase con *as... as* e i pronomi personali oggetto in modo che abbia lo stesso significato della prima.**

1 John is more clever than me.
I'm not *as clever as him*.
2 Jane is luckier than her brother.
He isn't _____.
3 My brother is more independent than me.
I'm not _____.
4 The Jacksons are richer than us.
We aren't _____.
5 You are more worried than me about Jim.
I'm not _____ about Jim.
6 I was busier than you yesterday.
You weren't _____ yesterday.
7 Katy and I were earlier than you.
You weren't _____.
8 We were more excited than them.
They weren't _____.

6 **Riscrivi le frasi con la forma negativa del comparativo di uguaglianza.**

1 Their new CD is less successful than their first one.
Their new CD isn't so/as successful as their first.
2 My mother is less healthy than she used to be.
3 That jacket is less expensive in the sales now.
4 The film is less good than the book.
5 My new flat is less noisy than my old one.
6 This history test was less difficult than the last one.
7 Munich is less exciting than London.

7 **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 Africa is bigger than Australia.
Australia *isn't as big as Africa*.
2 Your mobile is older than mine.
My mobile _____.
3 This summer is very hot. Last summer wasn't this hot.
Last summer wasn't _____.
4 My dad never relaxes, but my mum always relaxes.
My dad isn't _____ my mum.
5 The cinema in the evening is more expensive than in the afternoon.
The cinema in the afternoon doesn't cost _____.
6 I can't eat anymore!
I've eaten _____ I can!
7 With this new job, I'm not as stressed as I was before.
I'm _____ now I've got this new job.

8 ●●● **La famiglia Jefferson sta per mettersi in viaggio da Londra a Parigi. Completa il dialogo tra Jessica e sua madre con le espressioni nel riquadro.**

as far as • as soon as • as much as • as little as possible • as long as
as early as possible • as well as • the same... as (x 2)

Jessica What time are we leaving, Mum?
Mum Well, I'd like to leave (1) *as early as possible*, so (2) _____ your dad gets back from the garage, we are off!
Jessica Can I take some CDs for the journey?
Mum Yes, alright. You can play a few of your CDs (3) _____ it's not heavy rock. It gives me a headache.
Jessica How long is the journey, Mum?
Mum Well, we are driving (4) _____ Folkestone and then catching the Channel Tunnel train. We will probably be in Paris by tonight. What luggage are you taking?
Jessica I'm taking this trolley case (5) _____ three bags.
Mum That's too much stuff. Please take (6) _____. There isn't enough space in the car! This is (7) _____ story _____ last year when you took too many clothes and you didn't wear them.
Jessica Mum, you don't understand. It's important to look your best! I want to go out (8) _____ possible. Paris is full of nightlife and discos!
Mum Jessica, you can't go to the disco. You are only 14 years old!
Jessica My brother used to go dancing when he was (9) _____ age _____ me!
Mum Yes, but Danny used to go to school discos, not nightclubs in Paris!

9 ●●● **Abbina gli aggettivi ai sostantivi. Poi completa le frasi.**

pretty	gold
busy	picture
good	giraffe
tall	ice
blind	night
cold	bat
black	bee

1 You have a beautiful sister. She is *as pretty as a picture*.
2 I haven't seen you for ages. You're always _____.
3 Year 7 behaved very well on the school trip. They were _____.
4 Where are my glasses? I'm _____ without them.
5 He's a horrible person. His heart is _____.
6 When we went into the house, we couldn't see anything, it was _____.
7 Have you met Lizzy's brother? He is a giant. He's _____.

10 ●●● **Leggi le frasi e sostituisci le espressioni sottolineate con quelle nel riquadro.**

the less said, the better • in less than no time • less is more
more or less • no less than a hundred • still/much less

1 My train was leaving in five minutes, but when I got to the station there were an incredible number of people at the ticket office! *no less than a hundred*
2 Don't worry, I'll be ready very quickly.
3 I've never travelled by train, certainly not by plane.
4 You're wearing too much make-up. Remember simplicity looks better.
5 I've noticed that this new edition is practically the same as the old one!
6 You're right, but don't forget that silence is golden.

82 Il superlativo

VIDEO

Il superlativo si usa per indicare che una qualità è presente in un elemento di un insieme al massimo (superlativo di maggioranza) o al minimo grado (superlativo di minoranza) rispetto all'insieme stesso a cui appartiene.

82.1 Superlativo di maggioranza

FORMA

aggettivi monosillabici	***the*** + forma base dell'aggettivo + ***-est*** + ***of/in***	*That's **the** small**est** house **in** the world.*	È la casa più piccola del mondo.
aggettivi bisillabici terminanti in *-e*, *-er*, *-le*, *-ow* e *-y*		*Sandra is **the** pale**st** girl **of** the team.*	Sandra è la ragazza più pallida della squadra.
avverbi con la stessa forma degli aggettivi → 77		*Both brothers study hard, but Mattia studies **the hard**est.*	Entrambi i fratelli studiano molto, ma Mattia studia di più.
aggettivi bisillabici e polisillabici	***the most*** + aggettivo/avverbio + ***of/in***	*The Bean Tower is **the most modern** building **in** town.*	La Bean Tower è l'edificio più moderno in città.
avverbi in *-ly*		*Andrea does his homework **the most quickly of** all.*	Andrea fa i compiti più velocemente di tutti.
sostantivi	***the most*** + sostantivo + ***of/in***	*This car has **the most accessories** of all luxury cars.*	Quest'auto ha più accessori di tutte le auto di lusso.
verbi	verbo + ***the most*** + ***of/in***	*Julian **studies the most** of all.*	Julian studia più di tutti.

L'aggiunta del suffisso *-est* comporta le stesse variazioni ortografiche dell'aggiunta del suffisso *-er*. → 80

⚠ Come per il comparativo, anche il superlativo di alcuni aggettivi bisillabici può avere due forme.

common → ***the** common**est/the most common***
quiet → ***the** quiet**est/the most quiet***
polite → ***the** polite**st/the most polite***
simple → ***the** simple**st/the most simple***

Il **secondo termine di paragone** è introdotto da:

- ***of/among*** + sostantivo plurale se il termine di paragone è costituito da un insieme di elementi
  - *Jack is the most popular **of the boys**.* — Jack è il più apprezzato dei ragazzi.
  - *This car is the cheapest **among** compact **cars**.* — Questa macchina è la più economica delle utilitarie.
- ***in*** + sostantivo singolare se il termine di paragone è espresso da un luogo; ma davanti ai sostantivi ***earth*** e ***island*** si usa la preposizione ***on***
  - *The cheetah is the fastest animal **in the world**.* — Il ghepardo è l'animale più veloce del mondo.
  - *This is the largest room **in the house**.* — Questa è la stanza più grande della casa.
  - *I think Ragusa is the hottest place **on earth**.* — Penso che Ragusa sia il posto più caldo della terra.
  - *This is the most secluded beach **on the island**.* — Questa è la spiaggia più appartata dell'isola.

⚠ Non confondere ***the most*** con ***most*** → 47.2

***The most** important people stay at the Astoria in New York.* — Le persone più importanti alloggiano all'Astoria a New York.
***Most** important people stay at the Astoria in New York.* — La maggior parte delle persone importanti alloggia all'Astoria a New York.

82.2 Superlativo di minoranza

FORMA

the least* + aggettivo/avverbio + *of/in	*She is **the least experienced** employee **of** the company.* *They danced **the least gracefully of** all.*	È l'impiegata con meno esperienza dell'azienda. Hanno ballato con meno grazia di tutti.
the least* + sostantivo non numerabile + *of/in	*Lorenzo pays **the least attention of** all during the lessons.*	Lorenzo presta meno attenzione di tutti durante le lezioni.
the fewest* + sostantivo plurale + *of/in	*Vatican City is the country with **the fewest inhabitants in** the world.*	La Città del Vaticano è il paese con meno abitanti al mondo.
verbo + *the least* + *of/in*	*Stefano **earns the least of** all.*	Stefano guadagna meno di tutti.

English Usage

Al posto del superlativo di minoranza si preferisce usare il superlativo di maggioranza con significato contrario.
*He is **the least tall of** the boys.* → *He is **the shortest of** the boys.* È il meno alto dei ragazzi. → È il più basso dei ragazzi.

ESPRESSIONI PARTICOLARI

at least	almeno
at the earliest	al più presto
at the latest	al più tardi
at the most	al più, al massimo
last but not least	ultimo ma non meno importante
least of all	tanto meno
not in the least	per niente, affatto



*'**At least** he made eye contact this time.'*

Esercizi

1 **Completa le frasi con il superlativo di maggioranza degli aggettivi tra parentesi.**

1 That was *the most delicious* ice cream I've ever had. (delicious)
2 'What's _____ thing that has happened to you?' 'Once, I thought I saw a ghost.' (strange)
3 The day Pete passed his exams was _____ day of his life. (happy)
4 The blobfish has been voted _____ animal in the world. It really is horrible to look at. (ugly)
5 My mouth is on fire! This is _____ chilli I've ever eaten! (hot)
6 'What's _____ sport you've ever done?' 'Bungee jumping.' (dangerous)

2 **Completa le frasi con il superlativo di maggioranza degli avverbi nel riquadro.**

long • beautifully • high • fast • loud • slow

1 The cheetah runs *the fastest*. It can run up to 110 km/h.
2 The bird which sings _____ is the mockingbird.
3 The seahorse swims _____. It swims at 0.016 per hour.
4 The Asian goose is _____ flying bird. It can fly over the Himalayas.
5 A blue whale calls _____. Their calls are similar to a jet plane at take-off.
6 The giant turtle lives _____. The oldest one lived for 177 years.

Esercizi

3 ●●○ **Completa le frasi con il superlativo degli aggettivi tra parentesi e sottolinea la preposizione corretta.**

1 They say South Africa is one of *the most beautiful* (beautiful) places *in/of* the world.
2 My elder brother is _____ (successful) *in/of* my family.
3 _____ (common) surnames *in/of* the UK are Smith and Patel.
4 Camden in New Jersey is _____ (dangerous) city *on/in* earth.
5 Jack is _____ (lazy) *among/in* my cousins.
6 Greta is _____ (intelligent) *of/in* the class.

4 ●●○ **Leggi i mini-dialoghi e sottolinea l'alternativa corretta.**

1 **Boy** Can we change channels? This is the *least/most* interesting programme ever!
Girl Well, there isn't much on tonight. I think this is the *least/most* boring thing.
2 **Boy** Sir, I haven't got my homework because the *most fierce/fiercest* dog you've ever seen chased me and I lost my book.
Teacher That's the *most silly/silliest* excuse you've given me this week and the *least/fewest* believable!
3 **Girl** Have you heard the *latest/later* Coldplay CD? Chris Martin has got *the most/most* amazing voice.
Boy I can't stand him. He's one of the *most/least* boring artists *of/in* the world.
4 **Sister** Why has he got more roast potatoes than me? It's not fair! I always get the *fewest/least* potatoes on my plate.
Brother Stop complaining! Look, you've got the *least/most* broccoli!
5 **Boy** Who is the *least/fewest* practical person in your family?
Girl I am. I'm the *most clumsy/clumsiest of/in* us all.

5 ●●○ **Una classe sta discutendo dove andare in gita scolastica. Osserva le diverse possibilità e completa le frasi con il superlativo di maggioranza degli aggettivi tra parentesi.**

	Austria (skiing)	Paris (sightseeing)	Wales (climbing)
cost	£500	£250	£200
dates	March 7-14	March 7-9	March 7-12
travel time	plane (3 hours)	coach (5 hours)	train (2 hours)
hotel	The Cube	Le Petit Maison	YHA hostel
built	1990	1880	1975
cost per night	£35 each	£50 each	£15 each
morning activities	skiing lessons	visit city	mountain climbing
afternoon activities	bobbing/ snowboarding	free	mountain biking
night	disco	free	free

1 The weekend trip to Austria is *the most expensive* (expensive); it costs £500.
2 The students could go on the skiing trip for seven days; it's _____ (long) holiday of the three.
3 The journey to Wales is _____ (short), because it only takes two hours.
4 The five-hour journey to Paris is _____ (long).
5 Le Petite Maison is _____ (old) hotel; it was built in 1880.
6 The Cube is _____ (modern) hotel; it was built in 1990.
7 The YHA hostel is _____ (cheap); it only costs £15.
8 The skiing holiday has _____ (wide) choice of activities. The students have activities all day.

6 ●●○ **Ora formula delle frasi sulle gite scolastiche dell'esercizio 5 con il superlativo di minoranza.**

1 trip Wales / be / expensive
The trip to Wales is the least expensive.
2 trip Wales / involve / amount of travel
3 trip Paris / offer / activities
4 trip Wales / have / exclusive place to stay in
5 trip Paris / last / days

7 ●●● **Descrivi le immagini con *the most*, *the least* o *the fewest* come nell'esempio.**



1 Sally / Jack / make / mistakes
Sally made the fewest mistakes.
Jack made the most mistakes.
2 eat / food / Tom / Amy
3 have / friends / on Facebook / Elena / Paolo
4 this armchair / those chairs / be / comfortable / the room
5 the girls / the boy / have / luggage
6 water / cola / have / calories

8 ●●● **Millie e Joe sono in un ristorante per il loro primo appuntamento. Completa il dialogo con il superlativo di maggioranza (+) o minoranza (-) delle parole tra parentesi.**

Millie This place is fantastic. They say it is (1) *the most exclusive* (+ exclusive) restaurant in the country.
Joe It certainly has (2) _____ (+ long) waiting list. I was lucky to get a cancellation.
Millie Is it true that the chef is really one of (3) _____ (+ famous) in the world?
Joe Well, he's got his own TV show where he does (4) _____ (+ weird) experiments you've ever seen. He's definitely one of (5) _____ (- conventional) chefs around.
Millie I'm not sure I want (6) _____ (+ crazy) chef in the world to cook my dinner! The lobster sounds nice and simple. It has (7) _____ (- ingredients) which I don't recognise.
Joe Erm… Please don't order the lobster. It's (8) _____ (+ expensive) thing on the menu and I haven't got much money.
Millie What? Why on earth did you choose this restaurant? Didn't you know it's (9) _____ (- economical) place around?
Joe I wanted to make a good impression.
Millie You've certainly made an impression. As (10) _____ (+ idiotic) person in the world. I've had people behave strangely on a first date but you have behaved (11) _____ (+ ridiculously) of them all!

9 ERROR CORRECTION ●●● **Decidi se le seguenti frasi sono corrette (✓) o sbagliate (✗). Poi correggi quelle sbagliate.**

1 This dinosaur skeleton is the older exhibit in the museum. ✗ *oldest*
2 The art gallery has had the least visitors ever this month.
3 I think jazz is the least popular kind of music of my friends.
4 That was the most funny joke I've ever heard.
5 The winner is the person who can eat the most hotdogs in five minutes.
6 Of all the politicians at the debate, the Labour politician spoke most convincingly.
7 Nobody in my family spent a lot of money on holiday, but my brother spent the fewest.
8 Even the most carefully considered plans can go wrong.

83 Comparativi e superlativi irregolari

Alcuni aggettivi e avverbi formano il comparativo e il superlativo in modo irregolare.

good ***well***	***better***	migliore, meglio	***the best***	il migliore, il meglio
bad ***badly***	***worse***	peggiore, peggio	***the worst***	il peggiore, il peggio

Belinda plays volleyball ***well****, but Laura plays* ***better****.*
Belinda gioca bene a pallavolo, ma Laura gioca meglio.

Your test was ***bad****,* ***worse*** *than all your previous tests, but Tom's was* ***the worst****.*
Il tuo compito era fatto male, peggio di tutti i tuoi compiti precedenti, ma quello di Tom era il peggiore.

Altri aggettivi e avverbi con **forme di comparativo e superlativo** irregolari sono:

far	***farther/ further***	più lontano	***the farthest/the furthest***	il più lontano (in distanze spaziali)
	further	ulteriore, più avanzato	***the furthest***	l'ulteriore (in distanze spaziali e temporali)
late	***later***	più tardi	***the latest***	l'ultimo, il più recente
	the latter	il secondo (fra due)	***the last***	l'ultimo (di una serie)
near	***nearer***	più vicino	***the nearest***	il più vicino (nello spazio)
			the next	il prossimo (nel tempo e nello spazio)
old	***older***	più vecchio, più anziano	***the oldest***	il più vecchio
	elder	maggiore	***the eldest***	il maggiore, il più anziano

⚠ • ***Latter*** si usa per riferirsi a qualcuno/qualcosa che è già stato nominato, spesso in contrapposizione a *the former* ("il primo").

John and James are British. The former comes from Edinburgh, ***the latter*** *from Manchester.*
John e James sono britannici. Il primo viene da Edimburgo, il secondo da Manchester.

• ***Elder*** si usa per indicare la differenza d'età fra due membri di una famiglia. Non è mai seguito da *than*.

My ***elder*** *sister lives in New York.*
Mia sorella maggiore abita a New York.

• La forma ***eldest*** si usa per indicare la differenza d'età fra più di due membri di una famiglia.

My ***eldest*** *brother has bought a new boat.*
Mio fratello maggiore ha comprato una barca nuova. (i fratelli sono almeno tre)

ESPRESSIONI PARTICOLARI

all the better	tanto meglio	*go from bad to worse*	andare di male in peggio
all the worse	tanto peggio	*have seen better days*	avere visto giorni migliori
better late than never	meglio tardi che mai	*have seen worse*	avere visto di peggio
better left unsaid	meglio non dire	*if worst comes to worst*	nel peggiore dei casi
better safe than sorry	la prudenza non è mai troppa	*or, to put it better*	cioè
better than nothing	meglio di niente	*prevention is better than cure*	prevenire è meglio che curare
fate worse than death	destino peggiore della morte	*worse still*	peggio ancora
for better or for worse	nel bene e nel male		

Esercizi

1 **Sottolinea l'alternativa corretta.**

1 Excuse me, where is *the nearest/next* bus stop?
2 Come to Outlet Shopping Centre for *the last/the latest* fashions at the lowest prices!
3 I've had a terrible day! This has been *the worst/the worse* day of my life.
4 Use this pen. It works *better/the best* than the one you are using.
5 For *further/farther* information about the school trip ask Mr Stevens.
6 This is *the oldest/the eldest* part of the city.
7 My *eldest/older* daughter is studying at Oxford University.

2 **Osserva le immagini e completa le frasi con i comparativi e i superlativi corretti.**



1 a Ben swims *better than* Alex.
b Peter swims *the best* of the three.
2 a The weather in Berlin is _____ the weather in Paris.
b Rome has _____ weather today.
3 a Berlin is _____ Dublin from London.
b Barcelona is _____ from London of the three.
4 a Jason is _____ Keira.
b Rob is _____ of the three.

3 **Sottolinea l'alternativa corretta.**

1 a Are you leaving school at 19 or are you going on to *farther/further* education?
b Are we nearly there? John's house is *farther/furthest* than I thought.
2 a My *elder/the oldest* sister is in her last year at school.
b I think *elder/the oldest* preserved house is in Scotland; it dates from 3700 BC!
3 a Burgers and pizza are both popular in the school café, but most students prefer *later/the latter*.
b I want to watch a film on TV. Can I go to bed *later/the latter* this evening?
4 a Have you read *the last/the latest* Niccolò Ammaniti book? It's great!
b What was *the last/the latest* book that Niccolò Ammaniti wrote?

4 **Completa l'articolo sul traffico di Londra con la forma corretta degli aggettivi tra parentesi.**

Why today is (1) *the worst* (bad) **day for traffic jams**
If you're reading this at breakfast before driving to work, perhaps taking the train today is a (2) _____ (good) idea; because, according to (3) _____ (late) reports from the traffic information company INRIX, Wednesday is (4) _____ (bad) day for traffic jams.
However, (5) _____ (far) problems are expected today as London Underground workers start a twenty-four-hour strike. (6) _____ (late) strike happened a month ago when thousands of workers stopped work causing problems for London travellers.
INRIX found, however, that Monday is (7) _____ (bad) than Wednesday for morning traffic. In fact, (8) _____ (bad) time to travel for drivers is between 8 a.m. and 9 a.m. on Mondays, with Friday having (9) _____ (bad) evening traffic. INRIX says that, despite the evening traffic jams, Friday is still (10) _____ (good) weekday for less traffic.

84 Rafforzare i comparativi e i superlativi

Osserva come si possono rafforzare o attenuare i **comparativi di maggioranza** e **minoranza**.

a lot **(+ aggettivi/avverbi/ sostantivi)**	molto	*He drives **a lot slower** since he was fined.* *I made **a lot fewer mistakes** than you.*	Guida molto più piano da quando ha preso la multa. Ho fatto molti meno errori di te.
far **(+ aggettivi/ avverbi/sostantivi)**		*Elena is **far taller** than her sister.* *I've got **far fewer computer games** than my friends.*	Elena è molto più alta di sua sorella. Ho molti meno videogiochi dei miei amici.
much **(+ aggettivi/ avverbi/sostantivi non numerabili)**	molto/molti	*He works **much harder** than in the past.* *They've made **much more money** than Bill Gates.*	Lavora molto di più che nel passato. Hanno fatto molti più soldi di Bill Gates.
many **(+ sostantivi plurali)**	molti	*Our children have **many more possibilities** than us.*	I nostri figli hanno molte più possibilità di noi.
even **(+ aggettivi/ avverbi/sostantivi)**	ancora, perfino	*She is behaving **even more responsibly** than usual.* *He's read **even fewer books** than his little brother.*	Si comporta in modo perfino più responsabile del solito. Ha letto perfino meno libri del suo fratellino.
rather **(+ aggettivi/avverbi/ sostantivi)**	piuttosto, alquanto, decisamente	*Train fares are **rather more expensive** than last year.* *She has got **rather fewer problems** than me.*	Le tariffe del treno sono alquanto più care dello scorso anno. Ha decisamente meno problemi di me.
a little, a bit **(+ aggettivi/avverbi/ sostantivi non numerabili)**	un po'	*The show was **a bit more boring** than I expected.* *You should exert **a little less pressure**.*	Lo spettacolo è stato un po' più noioso di quanto mi aspettassi. Dovresti fare un po' meno pressione.
a few **(+ sostantivi plurali)**	qualche	***I need a few more hours** to complete the report.*	Ho bisogno di qualche altra ora per completare il rapporto.
slightly **(+ aggettivi/avverbi/ sostantivi)**	leggermente, un po'	*Could you please sit **slightly more properly**?* *She eats **slightly fewer chocolates** than she used to.*	Potresti stare seduto in modo leggermente più composto? Mangia un po' meno cioccolatini di prima.
any, no **(+ aggettivi/avverbi)**	non... affatto, per niente	*She looks like a teenager, but she isn't **any younger** than me!* *We will get married **no sooner** than next year.*	Sembra una ragazzina, ma non è affatto più giovane di me! Ci sposeremo non prima del prossimo anno.

- Per modificare il **comparativo di uguaglianza** si può usare l'avverbio ***nearly*** ("quasi").

  *My boyfriend is **nearly as beautiful as** Brad Pitt!* — Il mio fidanzato è quasi tanto bello quanto Brad Pitt.
  *Benicio Del Toro acted **nearly as well as** Johnny Depp.* — Benicio Del Toro ha recitato quasi tanto bene quanto Johnny Depp.
  *Flo has got **nearly as many followers** on Twitter **as** Neeva.* — Flo ha quasi tanti follower su Twitter quanto Neeva.

- Per rafforzare i **superlativi** si possono usare ***by far***, ***much*** e avverbi di grado come ***quite***, ***almost***, ***nearly***.

  *Her house is **by far the most beautiful** one I've ever seen.* — La sua casa è di gran lunga la più bella che abbia mai visto.
  *Pearl died **quite the most tragically**.* — Pearl è morta proprio nel modo più tragico.

- Per rafforzare un superlativo terminante in *-st* e i superlativi *next* e *last* si usa invece ***very*** con il significato di "in assoluto".

  *She's **the very best** writer I've ever read.* — È in assoluto la migliore scrittrice che abbia mai letto.

Esercizi

1 ●●● **Completa le frasi con le parole tra parentesi.**

1 This phone contract is expensive. I need to find something *a bit cheaper*. (a bit / cheap)
2 I can't understand you, you're speaking too quickly! You need to speak _____. (much / slowly)
3 John gets £100 a week from his parents. That's _____ than I get. (far / money)
4 It's still cold today, but it's _____ than yesterday. (slightly / warm)
5 Your younger brother has grown a lot. He's _____ you are now. (nearly / tall)
6 You said you were good at tennis, but you're _____ than I am. (no / good)
7 The exam didn't go very well. I made _____ than I thought. (many / mistakes)
8 I thought my cold was getting better but actually it's getting _____. (even / bad)

2 ●●● **Completa le frasi con le parole nel riquadro.**

almost • a little • very • many • by far • even • any • nearly

1 Sir, I'm sorry but I can't finish my essay for Tuesday. Can I have *a little* more time, please?
2 I know we're late but I can't drive _____ faster. The traffic is really bad today.
3 I enjoyed the film but it wasn't _____ as good as the book.
4 That ride was _____ the most exciting one in the theme park, but not quite.
5 The number of blood donors has increased recently, but AVIS is running a campaign to get _____ more people to do it.
6 That was delicious. It was _____ the best ice cream I've ever had.
7 There were _____ more applicants for the part-time job than we expected.
8 Nobody is here yet. In fact, I think you're the _____ first to arrive.

3 ●●● **Elimina l'opzione sbagliata.**

1 Everyone had *much/a lot/many* more fun at my party than they did at yours.
2 We can't wait for Simon *any/no/much* longer. We have to leave.
3 The reviews said that the film was frightening, but it was *any/even/much* more frightening than I thought.
4 That performance was *by far/quite/very* the best one in this series of *The X Factor*.
5 'Are you feeling *any/even/a little* happier today?' 'No, I still feel depressed.'
6 I went shopping and spent *rather/slightly/a few* more money than I wanted to.

4 ●●● **Leggi il testo sulle città di Bainsford e Longhampton e rafforza i comparativi e i superlativi sottolineati. Prova a usare un rafforzativo diverso ogni volta.**

The Towns of Bainsford and Longhampton

Bainsford is (1) *by far* the loveliest town in the area and it offers visitors (2) more attractions than Longhampton. It has a museum which has (3) the biggest collection of Anglo-Saxon artefacts in the area and, after the recent renovation, it is (4) better organised. The town hall, built in 1682, is (5) the oldest building in town, as the church is from the early 17th century.
The Golden Duck restaurant is wonderful, probably (6) the best restaurant in town and it isn't (7) more expensive than the others. Hotels in Bainsford however are (8) more expensive than those in Longhampton. For this reason, we recommend staying in Longhampton even if it is (9) further from the main tourist attractions. The town has been redeveloped recently so it now offers (10) more places to go in the evening.

Esercizi di riepilogo

1 **Completa le frasi con i comparativi di maggioranza corretti.**

1 This week's test was easy. Last week's test was *more difficult*.
2 Those trainers are too expensive. You need to find some which are _____.
3 This programme is boring. Can we watch something _____?
4 Your bedroom is very tidy. Mine isn't. It's _____ than yours.
5 I don't like living a long way from the city centre. I want to live _____ to the centre.
6 My MP3 player is old. Yours isn't. It's _____ than mine.
7 Kids, that game is a bit noisy. Can you play something _____?
8 The book I read last week was very good but this one isn't. It's _____.

2 **Completa la seconda frase in modo che abbia lo stesso significato della prima. Utilizza la forma comparativa degli avverbi nel riquadro.**

dangerously • ~~slowly~~ • casually • early • fast • well

1 Pat works more quickly than Jenny.
Jenny *works more slowly than* Pat.
2 Andy plays tennis worse than Steve.
Steve _____ Andy.
3 Monica drives more safely than Pete.
Pete _____ Monica.
4 I got up later than Tom this morning.
Tom _____ me this morning.
5 I dress more smartly than Sally.
Sally _____ I do.
6 Boris works more slowly than Angie.
Angie _____ Boris.

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

~~deep~~ • expensive • good • hot • long • old • polluted • popular

DID YOU KNOW THAT... ?

- (1) *the deepest* lake in the world is Lake Baikal
- the Nile is (2) _____ river in the world
- (3) _____ painting was sold for about $300 million
- (4) one of _____ cities in the world is Ahwaz in Iran
- (5) _____ place in the USA is Death Valley
- the University of Bologna is (6) _____ university in Europe
- the iPhone 6 was (7) _____ smartphone in 2016
- Leonardo DiCaprio won his first Oscar for (8) _____ actor in 2016

4 **Leggi il resoconto sul cibo servito nelle mense scolastiche di tre scuole e sottolinea l'alternativa corretta.**

The aim of this report is to analyse how healthy the food is in the secondary schools in our town. Jefferson Secondary has the (1) *more healthy/healthiest* school meals. It serves (2) *many/much* more salad than the other schools and far (3) *less/fewer* chips. The students eat the same number of sandwiches (4) *than/as* those at Silverton Comprehensive, but they eat (5) *a lot/a few* more fruit. They also eat the (6) *fewest/fewer* burgers. At St Barnaby's they serve (7) *even more/much more* chips than at Silverton, but twice (8) *as/the* much fruit. Students at Silverton eat (9) *a little/a few* more salad than those at St Barnaby's but (10) *any/a lot* more pasta. In conclusion, the school meals at Silverton aren't really (11) *any/no* better than those at St Barnaby's while those at Jefferson are (12) *by far/very* the best.

5 Completa le frasi utilizzando i suggerimenti e facendo tutti i cambiamenti necessari.

1 I have eaten in many Bangladeshi restaurants but *this / be / by far / good.*
this is by far the best.
2 The demonstration outside parliament was a disaster because *few / people / turn up / than / we / expect.*
3 I'm sorry I'm late but I couldn't get here *any / quick / because the traffic / be / far / busy / than usual.*
4 '*Who / be / less / musical / member / your / family?*' 'My dad. He can't sing to save his life.'
5 These *trainers be / twice / expensive / those* ones because of the designer name.
6 I had to take my driving theory test five times. *I be / bad / student / the class.*

6 PRELIMINARY Scegli l'opzione corretta.

Jake Did you know that Russia has (1) *the worst* drivers (2) _____ the world? They have more accidents per driver than any other country.
Gail Which country has the (3) _____ accidents?
Jake Canada, because there are not as (4) _____ cars and there is (5) _____ more space.
Gail Isn't Russia (6) _____ than Canada?
Jake You're right. I don't think these facts are as reliable as I thought.
Gail Here it says that people under 20 are (7) _____ as likely to cause an accident than people over 40.
Jake That's probably right as they often drive (8) _____.
Gail And women over 30 are (9) _____ the safest drivers.
Jake That's the (10) _____ ridiculous thing I've ever heard. It's as silly as saying men are better chefs or women are better teachers.
Gail I agree. Anyway, the article is by an insurance company so they want to sell as (11) _____ insurance policies as possible and make as (12) _____ money as they can!



1	A worse	B the worst	C worst
2	A in	B of	C among
3	A fewer	B least	C fewest
4	A many	B much	C more
5	A as	B a few	C a lot
6	A as big	B the biggest	C bigger
7	A more	B once	C twice
8	A quicker	B more quickly	C quickest
9	A by most	B by far	C very
10	A more	B most	C less
11	A few	B more	C many
12	A much	B little	C more

7 ERROR CORRECTION Trova altri 8 errori nel testo e correggili.

Some people think that today we have most *more* money and free time than in the past but we're least happy. Is this true? Have we got less things to worry about or most? Do we spend by far too much time working or thinking about work? For many, families and friends are most important things but do we give them as much attention than we should? Last but not less, could we be more happier with less technology?

8 TRANSLATION Traduci il seguente testo in inglese.

Sono la più grande della famiglia. Mio fratello è due anni più giovane di me e mia sorella è tre anni più piccola. Mio fratello è alto quasi come me e i suoi cappelli sono più lunghi. È la persona più socievole della famiglia e ha molti più amici di me e mia sorella. Lui dice di essere più bravo di me nello sport ma non sono d'accordo. Certamente non è affatto più intelligente di me. I suoi voti a scuola sono molto peggiori dei miei.

Towards PRELIMINARY

READING

1 PART 2 **Match each person to the most suitable sport or activity. There are three extra activities.**

1 ☐ **George** loves individual, competitive sports. He wants to do an activity at least twice a week.

2 ☐ **Moira** has a bad back and is looking for a sport which she can do easily. She is free in the afternoon and wants a course where there are not too many people.

3 ☐ **Freddie** hasn't done any sport for a few years and he wants to get fit. He is looking for something which can be done outside and at the weekend.

4 ☐ **Isabelle** is fond of team sports and ball games. She wants to do a sport twice a week, but she does not have enough money to buy any new equipment.

5 ☐ **Jane** loves trying new sports and activities and is very fit. She gets bored with lessons which are too slow. She is free any evening of the week.

A **Total Body Reboot** is the latest fitness craze from the USA, perfect for a dynamic, full-body work out. You need a good level of general fitness and it is not suitable for anyone with any health issues. Since the lessons are extremely popular, especially in the evenings, you need to sign up in advance.

B Our **fitness training lessons** are based on the idea of army training camps, with various obstacles and activities. The outdoor course has different levels of difficulty so that anyone can take part and gradually improve their level of fitness. Lessons are on Tuesdays or Saturdays and last 90 minutes.

C For anyone who has recently had an injury or has other physical difficulties, we recommend our **low-impact stretching lessons**. They provide a good work out and a valid addition to any fitness routine. While lessons during the afternoons are always busy, evening lessons are much quieter.

D **Archery** is a new course for our gym this year. We provide all the equipment so you do not need to buy anything. It is remarkably easy to learn and suitable for any level of fitness. We also hold friendly competitions with other local and regional clubs. Lessons are once a week on Fridays.

E Our **five-a-side football** teams play on Mondays and Thursdays at 9 p.m. The matches are indoors in winter, but on our outside pitch in the summer. You do not need any special trainers though. There are mixed, as well as male and female only teams.

F **Yoga** is the perfect solution for anyone who is feeling tired and stressed. Our lessons allow you to progress independently so instructors can take into consideration any physical restrictions. There are lessons throughout the day and numbers are limited so as to keep the sessions calm and relaxing.

G Our **Judo** instructor is a former Olympic competitor and his lessons, from beginners to advanced, are by far the most popular lessons at our centre. For this reason, we have increased the lessons to four evenings a week. There is also the possibility to take part in competitions, at all levels.

H **Cross-country running** is a great outdoor sport. Our course is from 3 to 10 miles across the local countryside, and includes some hills. For beginners this course is on Wednesday evenings, while advanced levels are on Saturdays. We recommend also doing our basic fitness training course.

2 PART 4 **Read the text and choose the correct option.**

Spelling Bees

A Spelling Bee is a competition where the contestants, usually children of primary or middle school age, have to correctly spell words at increasingly difficult levels. English has much more irregular spelling than other languages which is probably why these competitions are more popular in the USA than in other countries. In the States, they hold competitions at school, local, regional and national levels, with the top competition being the Scripps National Spelling Bee, held once a year in Washington DC.

This national event, which has been held for around 90 years, is as intense and competitive as any national school sport competition. The words given to the contestants become progressively more difficult, with the most obscure words and those of foreign origin reserved for the final. There is also a time limit within which the contestant must reply. Reference materials and word lists from previous years are available to help contestants prepare. The final of the Scripps National Spelling Bee is shown on national TV, with commentators who analyse the contestants' style and performance during each round. The prizes on offer have become bigger and better over the years, with large cash sums, technical equipment, reference books and dictionaries for the finalists and the overall winner.



There are some concerns that it is the parents who pressurise their children to take part and are more anxious about the results. One contestant's mother has said that it is impossible to convince a child to take part and do well. Indeed, it seems that the children themselves enjoy this kind of competitive spelling and the preparation and study it involves, just like any sporty child enjoys training hard before a football or baseball game.

1 What's the writer doing in this article?
- A encouraging young people to take part in competitions
- B providing techniques to help you win a spelling bee
- C giving a description of a spelling bee competition
- D talking about the difficulties of English spelling

2 The popularity of spelling bees in the USA can be due to…
- A the fact the Americans held the first one.
- B the irregularity of English spelling.
- C the number of school children in the country.
- D the fact they are annual events.

3 During the Scripps final, contestants…
- A take as long as they want to answer.
- B can consult the reference material and word lists.
- C give interviews on TV.
- D have more complicated spellings than in previous rounds.

4 For both sports competitions and spelling bees, participants…
- A need to do a lot of preparation.
- B have a lot of pressure from their parents.
- C can go on television.
- D become anxious about not winning.

5 What could a spelling bee contestant say?
- A My parents wanted me to take part more than I did.
- B I would like more time to give the correct spelling.
- C You can work hard and have fun too.
- D The prizes on offer for the winner used to be better.

Towards PRELIMINARY

3 PART 5 **Choose the correct option.**

John Keynes

John Keynes is (0) *probably* one of the most important figures in the history of economic thought. Born in 1883, Keynes attended Eton College and (1) _____ Cambridge University where he graduated in mathematics in 1905. He worked for the British Government in India and then as a lecturer at Cambridge University, before (2) _____ to work for the Treasury in 1915. (3) _____ he had an (4) _____ successful career and was an advisor for the government, he resigned from the position (5) _____ to a difference in political opinion. His (6) _____ work is *The General Theory of Employment, Interest and Money*, published in 1936. It is considered one of the most influential economics books (7) _____ history. In this book he explains his theory that when economic activity is depressed, the government should spend (8) _____ and it should spend (9) _____ when the economy is booming. This is (10) _____ different from the laissez-faire theory. Keynes was an important negotiator at the Bretton Woods Conference in 1944 and he died in 1946.

0	A completely	B quite	C slightly	D probably
1	A then	B last	C while	D when
2	A gone	B go	C going	D to go
3	A Whereas	B Despite	C Although	D As soon as
4	A slightly	B extremely	C enough	D just
5	A since	B as	C because	D due
6	A more famous	B the most famous	C most famous	D famously
7	A in	B among	C on	D from
8	A fewer	B more	C the more	D fewest
9	A fewest	B fewer	C at least	D less
10	A almost	B enough	C completely	D bit

WRITING

4 PART 1 **Here are some sentences about a play. For each question complete the second sentence so that it means the same as the first. Use a maximum of three words.**

0 The subject of the play was a family during the war.
The play was *about* a family during the war.

1 The play started at 11 p.m.
The play didn't start _____ 11 p.m.

2 Our seats were better than any other seat in the theatre.
Our seats were _____ in the theatre.

3 The protagonists acted wonderfully.
The protagonists were _____ actors.

4 My friend didn't like the play as much as I did.
I liked the play _____ my friend did.

5 It was such a good play that I want to see it again.
The play was _____ that I want to see it again.

5 PART 3 **This is part of a letter you receive from an English friend. Write a reply of about 100 words.**

My aunt's just given me some money for my birthday. Do you get money as a present? Do you save it or spend it? Which is best?

6 PART 3 **Write a story of about 100 words. The first sentence of your story is:**

I jumped in fright as my phone beeped to say I had received a new text.

WRITING TIPS

Use this checklist to help you include a variety of tenses and expressions in your story:

- Past tenses: *past simple, past continuous, past perfect*
- Linkers: *while, because, in order to*, etc.
- Adverbs: *well, quietly, finally, outside, then*, etc.
- Intensifiers: *absolutely, really, a little*, etc.

LISTENING

7 T 17 PART 1 **Choose the correct option.**

0 Where are the man's keys?



A ☐ B ☑ C ☐

1 Which present do they buy?



A ☐ B ☐ C ☐

2 Which subject does the girl prefer?



A ☐ B ☐ C ☐

3 Where is the girl's house?



A ☐ B ☐ C ☐

4 How did the man get to work?



A ☐ B ☐ C ☐

5 What did the woman like best about her holiday?



A ☐ B ☐ C ☐

8 T 18 PART 3 **Listen to some information about a wildlife park and fill in the missing information.**

PEAK WILDLIFE PARK

- You can get to the park by car and by (1) _____.
- Entrance for children under 6 is (2) _____.
- The information desk is opposite the (3) _____.
- It is important to wear appropriate clothes for the (4) _____.
- Activity for school holidays: accompany a (5) _____ around the park.
- Email: (6) _____.org

Grammar in context

The artistic chameleon

1 WARM UP **Answer the questions.**

1 Have you heard of David Bowie?
2 Have you ever listened to his music? If so, do you like it? Why/Why not?

Pop's supreme alien



David Bowie – the artistic chameleon *par excellence* – continually reinvented himself and his sound throughout his long career. He took inspiration from many different musical genres, from the hippy folk sound of *Space Oddity* to the jazz, hip hop and industrial rock inspired *Blackstar*, while always remaining recognisably Bowie. Like his music, his persona changed during the years. When he first arrived on the music scene in the early 1970s, he had bright orange hair, pastel make-up and, for that time, quite outrageous costumes. He was different from anyone else at that time, stranger, a lot more extravagant and with more nuances.

He had embraced his alter ego Ziggy Stardust, a rather sexually ambiguous alien rock star, for little more than a year when he moved on to create the darker, more sinister Aladdin Sane with a new hairstyle, new outfits and a lightning bolt painted over his face. The name came from the phrase 'a lad insane'. This persona didn't last long either, and the next, to coincide with the album *Station to Station*, was The Thin White Duke, an extremely cold and emotionless alien character. Bowie's inspiration for this came from the role he had played in the film *The Man Who Fell To Earth*. During this period, Bowie was living in the United States and was struggling with a drug addiction. His music, and appearance, changed again at the end of the 70s. The three albums he made in Berlin with Brian Eno had a more minimalist sound, and the changes continued with the 80s new romantic and pop sounds, and the electronic trend of the 90s and beyond. Bowie's lyrics were often about being an outsider, an alien, but as an artist he was definitely an important and influential figure, an inspiration, an icon. Since Bowie first 'became' Ziggy, many other artists from Eminem to Beyoncé and Lady Gaga have invented an alter ego, but Bowie remains above them all as one of the most revolutionary, talented and visionary artists of our times.



2 **COMPREHENSION CHECK** **Read the article and answer the questions.**

1 Why was Bowie 'an artistic chameleon'?
2 What did Bowie look like when he first became famous?
3 Which alter egos did Bowie have?
4 What did his songs often talk about?

3 **FOCUS** **Look at the article again and underline an example of each of the following:**

- *past simple* irregular verb (affirmative)
- *past simple* (negative)
- *past continuous* (affirmative)
- *past perfect* (affirmative)
- *present perfect simple* (affirmative)
- a comparative and a superlative

WATCH OUT!

- Did you ~~saw~~ the documentary on Bowie's life? *see*
- He didn't ~~used~~ to play the guitar. *use*
- We ~~have stayed~~ there last summer. *stayed*
- It ~~was~~ been a difficult period for me. *has*
- How long ~~do you know~~ him? *have you known*
- ~~I've been having~~ this CD ~~from~~ 2012. *I've had... since*
- This is the first time I ~~listen~~ to this song. *have listened*
- I was really ~~boring~~ because the film wasn't ~~excited~~. *bored, exciting*
- He worked ~~hardly~~ in order to pass his music exams. *hard*
- I'm ~~more older~~ than you. *older*
- The concert wasn't as ~~better~~ as I expected. *good*
- It was ~~the less~~ expensive item ~~of~~ the shop. *the least, in*

4 **ERROR CORRECTION** **Correct the 10 mistakes in this text.**

had

Iman Mohamed Adbulmajid, known simply as Iman, is the widow of David Bowie. Bowie and Iman have both been married before they had got together. Iman is born in Somalia and as a child she has lived in Kenya and Egypt. She has been one of the most famous super models of the world in the late 1970s and 1980s and was been involved in the modeling and fashion business ever since. Her successful cosmetics company has been in business for 1994. She had won many awards for her modelling and philanthropic work. In fact she is working with various charities for many years. In the past, she use to spend more of her time in London, but recently has living full-time in Manhattan.



Grammar in context

BOWIE FACTS

Born 8/1/1947, London **Died** 10/1/2016, New York

Real name David Robert Jones

Marriage Angie Barnett (1970-1980)
Iman (1992-2016)

Children Duncan Jones (1971)
Alexandria Jones (2000)

Genres glam rock, pop, electronic, experimental

Albums 27 studio albums, 9 live albums, 49 compilation albums

Copies sold about 140 million during his career



- At school, Bowie and a friend were fighting over a girl when his friend punched him in the eye and permanently damaged his pupil, so one eye looked different to the other.
- His first hit in the UK was *Space Oddity* in 1959, while his first US number one was *Fame* in 1975.
- He recorded a version of *Space Oddity* in Italian called *Ragazzo Solo, Ragazza Sola* although the lyrics in Italian are completely unconnected to the original song.
- He played the keyboard and saxophone.
- He appeared in several films, including *The Prestige* (2006) with Hugh Jackman, and he voiced the character of Lord Royal Highness in the cartoon *SpongeBob SquarePants* (2007).
- He hadn't made an album for three years before he released *Blackstar*, two days before he died.

5 **Look at the information above and complete the exercise.**

1 Bowie _____ on 8/1/1947 and he _____ on 10/10/2016.
2 He _____ married twice and _____ two children.
3 He _____ 27 studio and 9 live albums.
4 During his career, he _____ approximately 140 million copies of his albums.
5 Why / eyes / look /different?
6 What / first hit / in UK / USA?
7 ever / be / in / films?
8 before *Blackstar* / how long / since / release / album?

6 SPEAKING **With a partner, practise asking and answering questions about Bowie's life and career.**

A *What kind of music did he play?*
B *He played many different genres from glam rock to electronic.*

A *How old was he when he died?*
B *He was 69.*

7 WRITING **Write a short description of someone you admire (artist, scientist, entrepreneur, political leader, etc.). Include the following information:**

- biographical facts, such as family, background and education
- main details and highlights of his/her career and achievements
- influences he/she had/has had on others and society
- why you admire him/her

Life skills - Discussing the issue of fame

SPEAKING **What are the pros and cons of being famous? Discuss the following statements in small groups.**

Nowadays many people have become famous only because they are glamorous or wealthy, not because of their talent or accomplishments, and this is a negative role model for young people.

Being famous means you have the power to implement real change in people's lives and the world around you.

USEFUL PHRASES

In my opinion, ...
I/Some people (don't) feel/believe/think/reckon that...
It's (not) true that...
A definite advantage/disadvantage is...
Another benefit/drawback could be...
What do you think?
Don't you think so?
Do you agree?

LIFE SKILLS

Thinking
- Critical thinking

Working
- Communication and collaboration

Social
- Cultural awareness

85 Il *present simple* e il *present continuous* con valore di futuro; *be* + infinito

In inglese si possono usare sia il *present simple* → 25 che il *present continuous* → 31 per indicare un'azione futura. Entrambe queste forme verbali possono essere espresse in italiano con il futuro o con il presente.

85.1 *Present simple* con valore di futuro

Si usa il *present simple*:

- per indicare **orari e programmi prestabiliti** (mezzi di trasporto, spettacoli, eventi, ecc.)

*What time **does** the ferry to Croazia **leave** on Friday?*	A che ora partirà il traghetto per la Croazia venerdì?
*Hurry up! The film **starts** at 8.20.*	Sbrigati! Il film comincia alle 8.20.

- nelle frasi **subordinate temporali** introdotte da *when* ("quando"), *after* ("dopo"), *before* ("prima"), *while* ("mentre"), *as soon as* ("non appena") e *until* ("fino a")

***As soon as** you **finish** your homework, you can go to the playground.*	Non appena finirai i compiti, puoi andare al parco giochi.

85.2 *Present continuous* con valore di futuro

Si usa il *present continuous* per parlare di **programmi futuri definiti e stabiliti**. In questo caso il *present continuous* è spesso accompagnato da **espressioni di tempo** futuro come *tomorrow*, *next Saturday/summer*, *in March*, *in one week*, ecc.

*They'**re going** to the theatre **next Saturday**.*	Andranno a teatro il prossimo sabato. (Hanno già comprato i biglietti.)
*I'**m taking** Sara and her friend Maria to the cinema **tomorrow**.*	Porto Sara e la sua amica Maria al cinema domani. (Ho già preso accordi per domani.)

! Quando il *present continuous* non è accompagnato da un'espressione di tempo futuro, si riferisce al presente. Osserva gli esempi:

She is playing tennis.	Gioca/Sta giocando a tennis. (*present continuous* con valore di presente)
*She is playing tennis **tomorrow**.*	Gioca/Giocherà a tennis domani. (*present continuous* con valore di futuro)

85.3 *be* + infinito

Si può usare la costruzione *be* + infinito per:

- parlare di **programmi** e **comunicazioni ufficiali**

*The EU ministers of Foreign Affairs **are to meet** in Paris next Monday.*	I ministri degli affari esteri della UE si incontreranno a Parigi il prossimo lunedì.

Esercizi

1 ●●● **Jessica andrà ad Amsterdam la prossima settimana. Leggi il suo programma e riordina le parole per formulare delle domande, poi rispondi alle domande.**

1 open / time / Anne Frank's house / on Saturday morning / what / does / ? *What time does Anne Frank's house open on Saturday morning?' 'It opens at 9.'*
2 start / does / time / what / the live music / ?
3 does / what / Bar Kamer 401 / time / close / ?
4 leave from / does / where / the boat / ?
5 long / the boat / does / tour / last / how / ?

✔ visit the home of Anne Frank (9 a.m.-9 p.m.)
✔ Bar Kamer 401 for live music (10 p.m.-12 p.m.) closes at 3 a.m.
✔ Canal Tours from St Nicolas Boat Club (lasts 90 minutes)

Esercizi

2 ●●● **Jessica sta descrivendo alla sua amica Monica il viaggio che farà. Formula delle domande e delle risposte complete basandoti sulle informazioni date.**

1 'when / leave?' 'next Friday'
'When are you leaving?' 'I'm leaving next Friday.'
2 'how long / stay?' 'for three days'
3 'go / with anyone?' 'with Paul'
4 'how / get there?' 'by plane'
5 'where / stay?' 'with my Dutch friend, Regina'

3 ●●● **Osserva l'agenda dei Robinson per la prossima settimana. Formula delle domande, poi rispondi basandoti sulle informazioni come nell'esempio.**



1 Sara / have / a German lesson on Monday?
Is Sara having a German lesson on Monday?
No, she isn't. She's having a German lesson on Tuesday.
2 Tom / go to / the dentist on Monday afternoon?
3 Steve / fly / to Palermo on Wednesday?
4 Steve and Rita / meet / their friends for drinks on Friday evening?
5 Rita / pick up / Steve from the airport on Saturday afternoon?
6 Rita's parents / arrive / early on Sunday morning?
7 the Robinson family / do / anything on Sunday?

4 ●●● **Emily e Fiona si stanno organizzando per vedersi nel fine settimana. Completa il dialogo con il *present simple* o il *present continuous* dei verbi tra parentesi.**

Emily What (1) *are you doing* (do) at the weekend?
Fiona Some friends of the family (2) _____ (come) to stay on Saturday, but as soon as they (3) _____ (leave) on Sunday morning, I can go out. Why?
Emily I (4) _____ (go) to that new shopping centre that has just opened. There's a new store that's got some cheap trainers. I want to get a pair before they (5) _____ (sell) them all. Do you want to come?
Fiona Alright. What time (6) _____ (you / go)?
Emily I (7) _____ (catch) the 3 o'clock train. There's a cinema complex in the shopping centre. It (8) _____ (show) that new James Bond film on Saturday.
Fiona What time (9) _____ (the film / start)?
Emily It (10) _____ (start) at 4.
Fiona What time (11) _____ (come / you) back?
Emily Mum (12) _____ (collect) me after the film (13) _____ (finish) at about 7 o'clock.
Fiona OK then.

5 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Che cosa fai questa sera?
2 Il signor Stevens arriverà alle 3.
3 Il Primo Ministro visiterà la Germania il prossimo mese.
4 Hai lezioni sabato prossimo?
5 A che ora finisce la partita?
6 Simon e Claire si sposano in agosto.

6 WRITING ●●● **Scrivi un paragrafo sui tuoi programmi per la prossima settimana.**

86 *be going to*; eventi futuri imminenti

VIDEO

86.1 *be going to*

FORMA

Il futuro con *be going to* si costruisce con il presente di ***be*** + ***going to*** + la **forma base del verbo** che esprime l'azione.

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
*I **am/'m going to buy** a new car.*	*I **am not/'m not going to buy** a new car.*	*Am I **going to buy** a new car?*	*Aren't I **going to buy** a new car?*	*Yes, I **am**.* *No, I **am not/'m not**.*
*He/She/It **is/'s going to buy** a new car.*	*He/She/It **is not/isn't going to buy** a new car.*	*Is he/she/it **going to buy** a new car?*	*Isn't he/she/it **going to buy** a new car?*	*Yes, he/she/it **is**.* *No, he/she/it **is not/isn't**.*
*You/We/They **are/'re going to buy** a new car.*	*You/We/They **are not/aren't going to buy** a new car.*	*Are you/we/they **going to buy** a new car?*	*Aren't you/we/they **going to buy** a new car?*	*Yes, you/we/they **are**.* *No, you/we/they **are not/aren't**.*

Nella lingua parlata *going to* è spesso pronunciato /gnnə/. Nella lingua scritta, specialmente in inglese americano, *going to* si può scrivere ***gonna***.

T 19 **Osserva e ascolta.**

*Are you **going to** hang out with us at the weekend?*
*I'm **going to** miss you, baby.*

*I'm never **gonna** give you up.*
*You're **gonna** get in trouble.*

FLIP BOOK

USO

Si usa *be going to* per:

- parlare di **intenzioni** e **decisioni** relative a progetti per il futuro; in italiano questa forma si rende con il futuro del verbo che indica l'azione oppure con il presente di espressioni come "avere intenzione/deciso di"

  *Giulia **is going to work** in the summer* — Giulia lavorerà in estate. (Questa è l'intenzione di Giulia, chissà se lo farà.)

  *I'm **going to move** to the countryside.* — Ho deciso di trasferirmi in campagna. (Non so ancora quando, ma prima o poi lo farò.)

- indicare **previsioni** basate su informazioni disponibili nel momento in cui si parla; in italiano si rende con il futuro del verbo che indica l'azione

  *Sara has twisted her ankle. She's **not going to play** tennis for a while.*
  Sara si è slogata la caviglia. Non giocherà a tennis per un po'.

Quando si parla di previsioni riferite a un futuro imminente, l'uso di *be going to* esprime un avvertimento; in questo caso si traduce in italiano con il presente dell'espressione "stare per".

*You're **going to burn** the steak. Turn down the flame!*
Stai per bruciare la bistecca. Abbassa la fiamma!



'The kids are in college... what are we going to do with ourselves?'

86.2 *be going to* o *present continuous*?

Spesso è possibile usare sia il *present continuous* che *be going to* per parlare di programmi e progetti futuri.

*We **are staying/going to stay** for another week.* Ci tratterremo per un'altra settimana.

⚠ • Solitamente *be going to* non si usa con i verbi *go, come* e *leave*, con i quali si preferisce usare il *present continuous*.

*Giada **is going to** a summer camp next August.* Giada andrà a un campo estivo il prossimo agosto.

• Si preferisce usare *be going to* quando la frase o il contesto non chiariscono se il *present continuous* ha valore di presente o di futuro.

I'm studying for the English test. → *I'm going to study for the English test.*

Solitamente si usa *be going to* per sottolineare l'intenzione o la decisione di fare qualcosa in un futuro, e il *present continuous* per parlare di un'azione futura programmata.

*Hurray! My parents **are going to increase** my weekly pocket money.* Evviva! I miei genitori mi aumenteranno la paghetta settimanale. (decisione)

*We **are moving** into our new house next Monday.* Ci trasferiremo nella nostra nuova casa il prossimo lunedì. (programma)

English Usage

Si possono usare sia il *present continuous* che *be going to* per esprimere ordini e rifiuti in modo enfatico.

*Stop making a fuss! You **are going to come** on holiday with us.* Smettila di protestare. Verrai in vacanza con noi.

*You haven't even passed one exam! **I'm not paying** your tuition fees next year.* Non hai superato neanche un esame! Mi rifiuto di pagarti/Non ti pagherò le tasse universitarie il prossimo anno.

86.3 Eventi futuri imminenti

Per indicare che un'azione sta per avvenire in un **futuro imminente** si possono usare anche le seguenti costruzioni

• *be about* + infinito

*The water **is about to boil**.* L'acqua sta per bollire.

*'Did you call Lisa?' 'No. **I'm just about to**.'* "Hai telefonato a Lisa?" "No. Sto proprio per farlo."

English Usage

La forma negativa di *be about* + infinito esprime l'idea di "non essere disposto a fare qualcosa".

*She **isn't about to let** him go.* Non è disposta a lasciarlo andar via./Non lo lascerà andare via.

• *be on the point of/on the verge of* + sostantivo/verbo alla forma in *-ing*

*The world **is on the verge of a major economic crisis**.* Il mondo è sull'orlo di una grave crisi economica.

*They **are on the point of breaking** up.* Sono sul punto di/Stanno per lasciarsi.

Esercizi

1 ●○○ **Paul e Linda non hanno uno stile di vita molto salutare. Osserva la lista dei buoni propositi per il nuovo anno e formula delle frasi. Poi volgi le frasi alla forma interrogativa e rispondi basandoti sulle informazioni.**



1 they / be on a diet (✓)
2 Paul / cycle to work (✓)
3 they / start eating healthily (✓)
4 Linda / use the car (✗)
5 Paul / join a gym (✓)
6 they / eat fast food (✗)
7 Paul / drink fizzy drinks (✗)
8 Linda / go swimming (✓)

1 *'They are going to be on a diet.'*
'Are they going to be on a diet?' 'Yes, they are.'

2 ●●○ **Decidi se le seguenti frasi esprimono un'intenzione (I) o un programma prestabilito (P).**

1 What are you going to do when you finish school? Are you going to go to university? *I*
2 'What are you doing this weekend?' 'I'm meeting Sally for lunch. Do you want to come?'
3 See you later. I'm going to have a nap.
4 Lory is having a party on the 26th. Have you been invited?
5 'When's Dad coming back?' 'He's arriving on Thursday evening.'
6 'Are you going to come home early or late this evening?' 'Well, if the traffic isn't too bad, I'm going to get home early.'

3 ●●○ **Completa le frasi con *be going to* o il *present continuous* dei verbi tra parentesi.**

1 I'm sorry I can't see you tomorrow. My cousins *are arriving* (arrive) from America.
2 What _____ (you / wear) to Rick's party?
3 I _____ (not / see) my boyfriend this evening so I can come out with you.
4 Valerio _____ (paint) his room black!
5 _____ (you / come) to school tomorrow?
6 It's my dad's birthday and I _____ (buy) him a hat.

4 ●●○ **Osserva l'agenda di Carol e completa le frasi con *be going to* o il *present continuous* dei verbi tra parentesi.**



Next week, I know I (1) *'m going to have* (have) such a busy week.
I (2) _____ (start) my new diet on Monday so before work I (3) _____ (go) swimming on Monday morning.
I think Tuesday (4) _____ (be) a hard day. I (5) _____ (work)all day until 6.30. Then I (6) _____ (see) Eddy at 7 o'clock.
I don't want to have a late night because on Wednesday morning I (7) _____ (catch) the 6 o'clock train to Manchester. I'm going to be very tired when I get back so I (8) _____ (go) to bed early. I (9) _____ (spend) the next day at home relaxing and doing some paperwork. On Friday morning I (10) _____ (meet) Mr Black at 9.00 in the office, but in the afternoon I (11) _____ (not / work) because I'm going to pack my suitcase. I'm going away with my boyfriend next weekend. We (12) _____ (leave) at 10 o'clock, and we (13) _____ (not / do) anything all weekend!

5 ●●● **Che cosa sta per accadere? Descrivi le immagini usando le parole nel riquadro e i suggerimenti tra parentesi.**

rain • leave • fall • have • crash • hit • run out of • be



1 She *is going to have* a baby. (going to)



2 They _____ _____! (about)



3 It _____ _____. (going)



4 They _____ _____ petrol. (going)



5 She _____ _____ off the wall. (about)



6 'You _____ _____ late!' (going)



7 He _____ _____ him. (about)



8 They _____ _____ the cinema. (going)

6 ●●● **Completa la seconda frase in modo che abbia lo stesso significato della prima usando le parole tra parentesi.**

1 Please be quiet. The film is going to start. (point)
Please be quiet. The film *is on the point of starting*.
2 He can't answer the phone now. He is just going out the door. (about)
He can't answer the phone now. He _____ out the door.
3 Scientists think they are on the point of finding a cure for cancer. (going)
Scientists think they _____ a cure for cancer very soon.
4 I have no intention of lending him £1,000. (not)
I am _____ lend him £1,000.
5 Susan is very angry with her boss. I think she is going to cry. (verge)
Susan is very angry with her boss. I think she _____.
6 I'm sorry but I have no intention of apologising for something I didn't do! (about)
I'm sorry I am _____ for something I didn't do.

7 TRANSLATION ●●● **Matteo racconta di suo fratello in una mail al suo amico inglese Ben. Traduci la seguente mail in inglese.**

Sto per esplodere se non racconto a qualcuno cosa è successo a casa mia!!! Domani mio fratello volerà in America per un mese, mentre io rimango qui a fare ripetizioni (*private lessons*). Quando ho chiesto a mio padre il motivo, mi ha risposto arrabbiato: "Non sono disposto a mandarti da nessuna parte!" Non è giusto! Filippo ha intenzione di rimanere una settimana a New York con una vecchia amica di famiglia e il 12 partirà da New York e andrà da zio Gino in New Jersey. Lì farà un corso di inglese che inizierà il 19. Ma ha anche intenzione di viaggiare e visitare Atlantic City e Philadelphia.
Quando ritorna penso che non gli parlerò per un bel pezzo (*for a while*)! ☹

87 *will*

VIDEO

FORMA

Il futuro con *will* si costruisce con ***will*** + **forma base del verbo** che esprime l'azione. In italiano corrisponde al presente o al futuro.

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
*I/You/He/She/It/ We/They **will/'ll buy** a new computer.*	*I/You/He/She/It/ We/They **will not/ won't buy** a new computer.*	***Will** I/you/he/she/ it/we/they **buy** a new computer?*	***Won't** I/you/he/she/ it/we/they **buy** a new computer?*	*Yes, I/you/he/she/it/ we/they **will**. No, I/you/he/she/it/ we/they **won't**.*

Alla prima persona singolare e plurale si può usare ***shall***, ma nell'inglese corrente è più comune la forma con *will*. La forma affermativa contratta di *shall* è *'ll*, quella negativa contratta è *shan't*.

*We **shall** never surrender.* — Non ci arrenderemo mai.

USO

La forma di futuro con *will* indica azioni o avvenimenti non premeditati. Si usa infatti per:

- indicare **eventi futuri certi** perché avverranno indipendentemente dalla nostra volontà

  *The sun **will rise** soon.* — Il sole sorgerà presto.

  *Samuele **will be** sixteen next month.* — Samuele avrà sedici anni il prossimo mese.

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

  *It's sunny. **I'll open** the windows.* — C'è il sole. Apro le finestre.

  *Paola has just had a baby girl. **I'll send** her some flowers.* — Paola ha appena avuto una bambina. Le manderò dei fiori.

- esprimere **previsioni frutto di conoscenze o basate su opinioni personali**

  *The development of new vaccines **will help** save human lives.* — Lo sviluppo di nuovi vaccini contribuirà a salvare vite umane.

- Si usa *will* dopo i verbi di opinione come *be sure, believe, expect, hope, think, doubt, suppose*, ecc.

  *Mia has got another bad mark in maths. I **doubt** her mum **will let** her go the party.* — Mia ha preso un altro brutto voto in matematica. Dubito che sua madre la lascerà andare alla festa.

- Con i verbi di opinione la forma negativa si rende mettendo alla forma negativa il verbo nella principale e non *will*.

  *I **don't think** his parents **will buy** him a new mobile phone.* — Non penso che i suoi genitori gli compreranno un cellulare nuovo./Penso che i suoi genitori non gli compreranno un cellulare nuovo.

  NON ~~*I **think** his parents **won't** buy him a new mobile phone.*~~

- Per attenuare o rafforzare una previsione si possono usare avverbi come *definitely, certainly, perhaps, probably*, ecc.

  *Temperatures **will definitely** rise in the next twenty years.* — Le temperature aumenteranno sicuramente nei prossimi venti anni.

REMEMBER

Nelle frasi **subordinate temporali** introdotte da *when, after, before, while, as soon as* e *until*, non si usa *will* ma il *present simple* → 85, mentre nella frase principale è possibile usare *will, be going to* → 86, un verbo modale → 89 o un imperativo → 13.

***As soon as I pass** my driving test, daddy **will buy** me a car.* — Non appena passerò l'esame di guida, papà mi comprerà la macchina.

ALTRI USI DI *WILL*

Oltre che per parlare del futuro, si usa *will* per:

- **offrirsi** o **rifiutarsi** di fare qualcosa, con la forma contratta *'ll/won't* o con *shall* alla forma interrogativa 93

*'I'm exhausted.' 'Don't worry. I'll **do** the washing-up.'*	"Sono stanchissima." "Non preoccuparti. Laverò/Lavo io i piatti."
*Stop asking! I **won't tell** you anything.*	Smettila di chiedere! Non ti dirò/dico niente.
***Shall** I close the window?*	Chiudo/Devo chiudere la finestra?

- **promettere** di fare qualcosa

*I know it's a secret. **I'll keep** it to myself.*	So che è un segreto. Lo terrò per me.

- fare **richieste** 91

***Will** you **turn** the light off, please?*	Puoi spegnere la luce, per favore?

- fissare **appuntamenti** in contesti formali

*I'll **meet** you in the conference room tomorrow morning.*	Ci vediamo nella sala conferenze domani mattina.

87.1 *will* o *be going to*?

Quando si parla di **previsioni** spesso sia la forma con *will* che quella con *be going to* sono possibili.

*You **won't/are not going to** believe me!*	Non mi crederai!

Solitamente si usa *be going to* per parlare di previsioni basate su circostanze presenti e *will* per previsioni frutto di conoscenze o ipotesi personali. Osserva la differenza.

*Slow down! We're **going to bump** into that SUV!*	Rallenta! Stiamo per tamponare quel SUV! (previsione basata su circostanze presenti)
*Camilla bumped into a SUV while she was talking on her mobile phone. Her father **won't be** very happy.*	Camilla ha tamponato un SUV mentre parlava al cellulare. Suo padre non sarà affatto contento. (previsione basata su opinioni o ipotesi)

Per esprimere **decisioni** si possono usare sia *be going to* che *will*.

*I **won't/'m not going to** tell him.*	Non glielo dirò.

Si usa ***be going to*** per decisioni premeditate prese prima del momento in cui si parla, mentre si usa *will* per decisioni spontanee prese nel momento in cui si parla. Osserva la differenza.

*I'm **going to pick up** Lisa at school because there's a bus strike.*	Andrò a prendere Lisa a scuola perché c'è sciopero dell'autobus. (decisione già presa)
*'Mum, there's a bus strike tomorrow!' 'Don't worry. I'll **pick you up**.'*	"Mamma, c'è lo sciopero degli autobus domani!" "Non preoccuparti. Verrò a prenderti." (decisione spontanea)

⚠ Non si usa *will* dopo i verbi di memoria come *remember, recall, forget*, ecc. In questo caso si usa la forma passata di *be going to* 134.

*I **recall** that his teacher **was going to** call his parents.*	Mi ricordo che la sua insegnante avrebbe chiamato i suoi genitori.
NON ~~*I **recall** that his teacher **will** call his parents.*~~	
*I **remember** that they **were going to** arrive today.*	Mi ricordo che sarebbero arrivati oggi.
NON ~~*I **remember** that that they **will** arrive today.*~~	

Esercizi

1 ●●○ **Completa le frasi con *will* o *won't* e i verbi nel riquadro.**

apologise • know • introduce • believe • get on • pass • be (x 4) • want • say

1 You *will* never *believe* what Tom has just told me! It's incredible!
2 Darling, I _____ probably _____ home late as there's still lots to do in the office.
3 Don't worry. I _____ long. See you in ten minutes.
4 Do you think Jake _____ the exam? He hasn't been studying much lately.
5 I _____ you to my cousin. He's lovely and I'm sure you _____ well.
6 You should visit Paris. It's so romantic and beautiful you _____ to come home.
7 Don't panic. Someone _____ what to do and get us out of here.
8 Don't bring your dictionaries to the exam. You _____ allowed to use them.
9 She believes he _____, but I'm sure he _____ a word to her.
10 I agree with his point of view and I think his plan _____ a success.

2 ●●○ **Che cosa credi che accadrà nel giro dei prossimi cinquant'anni? Scrivi delle frasi alla forma affermativa o negativa, poi formula delle domande e delle risposte brevi come nell'esempio.**

In fifty years' time...

1 the climate / be hotter
The climate will be hotter.
'Will the climate be hotter?' 'Yes, it will.'
2 we / have our lessons at home
3 robots / do all the housework
4 there / be a woman prime minister in Italy
5 we / make contact with extraterrestrial life
6 Europe / become one of the poorest continents in the world
7 people / do all their shopping online

3 ●●○ **Che cosa diresti nelle seguenti situazioni? Completa le frasi con *will* o *shall* e i verbi nel riquadro.**

pay • win • come out • help • text • have • not be • answer

1 You support Chelsea, but they aren't playing well.
I don't think they *'ll win* the Champions League this year.
2 Your friend asks you to tell Pamela about the change of plans.
'Can you tell Pam about Saturday?' 'Yes, I _____ her now.'
3 You are offered cola or lemonade. You want a cola.
I _____ a cola, please.
4 You are at your friend's house and the phone rings. You offer to answer the phone.
_____ I _____ the phone?
5 You are feeling tired. What do you say to your friend when he phones to invite you out?
I don't think I _____ with you. I'm too tired.
6 Tomorrow is Saturday but you can't go to school. What do you say to your teacher?
I _____ here tomorrow.
7 You see a woman waiting for the bus, with a young baby in a pushchair and lots of shopping. What do you say to her when the bus arrives?
I _____ you carry the pushchair on the bus.
8 You are at the cinema and your friend lends you some money for the ticket. What do you say to him?
Thanks. I _____ you back next week.

4 ●●● **Completa le frasi con *will* o *be going to* e i verbi tra parentesi.**

1 One day, I think people *will be* (be) able to buy package tours to the moon.
2 'What are your future plans?' 'I _____ (leave) school at 19 to look for a job.'
3 Jack says he _____ (meet) you at 6 o'clock outside the tube station.
4 I've got six hours of lessons today. It _____ (be) a long hard day.
5 'Please remember to double lock the door when you leave.' 'Don't worry, I _____ (not / forget).'
6 'I've forgotten my purse.' 'It's my turn anyway. I _____ (pay).'
7 'Where's Daniele?' 'He's having a shower. He _____ (go) to bed early!'
8 'It's May. It _____ (be) hot soon and we can go to the beach.'
9 I _____ (study) belly dancing next year.
10 Who do you think _____ (win) this year's *MasterChef*?
11 'What _____ (you / do) this summer?' 'I don't know. I _____ (think) of something!'
12 Be careful! You _____ (spill) your milk.

5 ●●● **Completa i mini-dialoghi con *will* o *be going to* e i verbi nel riquadro.**

not accept • buy • not come • go • have • help • stay • text

1 'Do you want to stay for dinner?'
'Thanks, but I *'ll text* my dad to see if it's OK.'
2 'Have you planned your skiing holiday yet?'
'Yes, we _____ to Austria.'
3 'I've got a problem with my homework.'
'Ask your brother. He _____ you.'
4 'Why are you taking my bag?'
'I _____ something online so I need your credit card.'
5 'I'm going out for a walk. Do you want to come?'
'No, I think I _____ at home.'
6 'I want to tell you that I _____ to the party after all.'
'Why have you changed your mind?'
7 'Are you ready to order?'
'Yes, I _____ the chicken salad, please.'
8 'Have you decided what to do?'
'Yes, I have. I _____ the offer.'

6 ●●● **Sam sta partendo per Sydney. Completa il dialogo con *when, after, before, while, as soon as* o *until* e la forma corretta dei verbi tra parentesi.**

Mum Bye my love. Have a great trip. (1) *Will you phone* me *as soon as* you *land* (phone / land)?
Sam I can't phone from the aeroplane. I (2) _____ you _____ I _____ (ring / get off) the aircraft.
Mum What are you going to do (3) _____ you _____ (be) in Sydney?
Sam (4) _____ I _____ (arrive), I'm going to look for a job.
Mum I hope you find a job (5) _____ you _____ (run out) of money.
Sam Don't worry Mum. I think I (6) _____ enough money _____ I _____ (have / find) a job.
Mum Before I forget, here's your aunt Jean's address. She's expecting a visit from you (7) _____ you _____ (get) to Sydney.
Sam The last time I saw her I was six years old!



88 I futuri a confronto

Osserva le diverse forme per esprimere il futuro.

present simple			***present continuous***		
orari e programmi prestabiliti	*The train **arrives** at 11.25.*	Il treno arriverà alle 11.25.	**azioni programmate**	*I'm arriving with the 5 o'clock train.*	Arrivo con il treno delle cinque.
present continuous			***be going to***		
programmi futuri definiti	*We're spending a week in Paris at Easter. I'm looking forward to it.*	Trascorreremo una settimana a Parigi per Pasqua. Non vedo l'ora.	**intenzioni relative a progetti per il futuro**	*Where are you going to spend your summer holiday?*	Dove trascorrerete le vacanze estive?
be going to			***will***		
decisioni premeditate	*I'm going to tell him what I think of his behaviour.*	Gli dirò quello che penso del suo comportamento.	**decisioni spontanee e immediate**	*You've ruined my new T-shirt. I'll tell Mum.*	Hai rovinato la mia maglietta nuova. Lo dirò alla mamma.
be going to			***will***		
previsioni basate su dati presenti	*He's running the fastest. He's going to win the race.*	Corre più forte di tutti. Vincerà la gara.	**previsioni basate su opinioni personali**	*I don't think they'll win the match.*	Non penso che vinceranno la partita.

Esercizi

1 **Abbina le frasi agli usi corrispondenti.**

1 This weekend I'm going to watch all the Star Wars films.
2 Mum is not working this afternoon, so I think she'll be back early.
3 What is he going to do with the money he's won at the lottery?
4 I don't know if I can come to the party. I'll ask Dad.
5 The Caribbean cruise sails on 17th March from Miami.
6 Our teachers have given us lots of homework. It isn't going to be a relaxing summer!
7 I'm so excited. I'm interviewing Leonardo DiCaprio tomorrow morning.
8 We're flying to New Zealand in two weeks.

a [1] decisioni premeditate
b [ ] intenzioni
c [ ] orari e programmi prestabiliti
d [ ] previsioni basate su circostanze presenti
e [ ] programmi futuri definiti
f [ ] previsioni personali
g [ ] decisioni immediate
h [ ] azioni programmate

Esercizi

2 ●●○ **Scegli l'opzione corretta.**

1 'When *are we playing* football?' 'Tomorrow at 6. Don't forget!'
A do we play B are we playing C will we play
2 Alice _____ a big party on her eighteenth birthday.
A have B will have C is going to have
3 This Wednesday I _____ double maths.
A am having B will have C have
4 'Do you know where I live?' 'Draw me a map. I don't think I _____ it without one!'
A won't find B will find C am finding
5 Take an umbrella because it looks like it _____.
A will rain B is going to rain C rains
6 The best student _____ a prize of £100.
A will win B is winning C is going to win

3 ●●○ **William studia all'Università di Edimburgo e sta tornando a casa per le vacanze estive. Sottolinea l'opzione corretta.**

Hi Mum,

Just want you to know that university (1) *finishes/is going to finish/will finish* on the 3rd July. Can you believe it? I've got two months' holiday! University (2) *isn't starting/won't start/doesn't start* until 5th October! I've booked my coach ticket and I (3) *am going to arrive/arrive/am arriving* in London at 6 o'clock Saturday evening.
I (4) *will come/am coming/come* down by coach because it's cheaper than by train. Don't worry because Jack and Mandy (5) *are going to pick me up/pick me up/will pick me up*. They (6) *get/will probably get/are getting* lost. Jack (7) *is having/will have/has* a party on Saturday night so I think I (8) *am staying/will probably stay/stay* in London for the weekend. I know you (9) *will work/are working/are going to work* on Monday, so don't worry about coming to collect me. I can catch the train to Guildford. There (10) *will be/is going to be/is* a train every 30 minutes.

Love,
Will

4 ●●● **Completa l'email con la forma futura corretta (*will*, *be going to*, *present simple* o *present continuous*) dei verbi tra parentesi.**

I've finally decided what I (1) *'m going to do* (do) to celebrate the end of my exams. A party of course! I'm sure I (2) _____ (want) to start celebrating as soon as the last exam (3) _____ (be) over, but do you think I should wait until I (4) _____ (get) my results? But what about if I fail my exams? I (5) _____ (feel) disappointed and I (6) _____ (not want) to celebrate. I don't know. (7) _____ you _____ (help) me organise something? With your help, it (8) _____ (be) a great success! I had a brilliant idea the other day so I (9) _____ (plan) something incredible for the end of the party. Tomorrow it's my last free day before my exam (10) _____ (start) and in the afternoon I (11) _____ (go) to the sports centre. Meet me there and I (12) _____ (tell) you everything about it!
Bye for now.
Paul

Esercizi di riepilogo

1 **Rispondi alle domande utilizzando le espressioni date tra parentesi.**

1 'Did Mr Brown see his lawyer last Wednesday?' (this Wednesday)
'No, *he's seeing him this Wednesday*.'
2 'Did your aunt arrive yesterday?' (tomorrow)
'No, _____.'
3 'Did you go to the doctor's yesterday?' (the day after tomorrow)
'No, _____.'
4 'Did Ramon leave school last summer?' (this summer)
'No, _____.'
5 'Did Mike and Gloria fly to New York last weekend?' (this weekend)
'No, _____.'
6 'Did you play tennis last Saturday?' (next Saturday)
'No, _____.'

2 **Sottolinea l'alternativa corretta.**

1 Rajid *won't eat/isn't going to eat* that for lunch. I know he's very fussy about his food.
2 'The concert starts at 7.' 'Oh no, it's really late. We'*re going to miss/miss* the start.'
3 Chelsea is playing well this year but who do you think *will win/is going to win* the Cup?
4 Take a map because, knowing you, you'*ll get/'re going to get* lost!
5 I can't believe it. That man *will walk/is going to walk* over those hot coals with bare feet.
6 It's my gran's birthday next week. She *will be/is going to be* 90!

3 **Completa le frasi con un verbo nel riquadro alla forma futura più adatta.**

have • help • make • not see • send • text

1 It's my birthday on Saturday. *I'm having* a party. Would you like to come?
2 Don't worry Dad, I _____ you as soon as I get my results.
3 I've decided what to do about Steve. I _____ him again.
4 'Kim has just got engaged.' 'Really? I _____ her a congratulations card.'
5 I'm hungry so I _____ something to eat. Do you want anything?
6 Are you having problems with that crossword? I _____ you. I'm good at them.

4 **Completa il dialogo con i verbi tra parentesi nella forma futura più adatta.**

John What (1) *are you doing* (you / do) after school? Do you want to come to my place?
Rick I (2) _____ (go) into town. I want to choose a new phone.
John I (3) _____ (come) with you, if that's OK.
Rick Sure. But I (4) _____ (meet) my parents at 5.30. We (5) _____ (go) to the hospital to see my gran. She (6) _____ (have) an operation tomorrow.
John Oh. I'm sorry. I'm sure she (7) _____ (be) fine.
Rick Yes. Luckily it's nothing too serious.
John So where do you want to go? We can go to Phones Direct, but I think it (8) _____ (close) at 4.30 today.
Rick That's fine. I (9) _____ (not buy) one today, anyway. My parents (10) _____ (pay) for half of it and so they want to see it too.
John Apple (11) _____ (release) a special edition iPhone next month. You could get that.
Rick Far too expensive! I definitely (12) _____ (not get) that!

5 PRELIMINARY Scegli l'opzione corretta.

Latham Music Festival

It's time to talk about next year's music festival. First the dates: it (1) *is* _____ from 14th to 19th June and, as usual, there (2) _____ be a huge firework display on the last night. Some top bands and singers have already confirmed. Folk singer Lee Davis, who (3) _____ a set on the first night, has said 'Playing at Latham is always fantastic and I'm sure this year will (4) _____ the same.' The R&B band Dude told us 'The festival is a great opportunity for us as we (5) _____ releasing our new album in June.' As soon as we (6) _____ confirmation from other artists, we (7) _____ the details on our website.

Now in its tenth year, Latham Music Festival has always been successful, but I promise it (8) _____ more stars and more spectators than ever before. Follow us on Twitter and Facebook to know all the developments (9) _____ they happen. You (10) _____ disappointed!



1	A is	B going to be	C is being
2	A will	B is going	C is
3	A does	B is going to do	C are doing
4	A to be	B being	C be
5	A are going to	B are	C will
6	A have	B will have	C are having
7	A publish	B publishing	C will publish
8	A attracts	B will attract	C about to attract
9	A before	B as soon as	C until
10	A won't be	B will be	C aren't

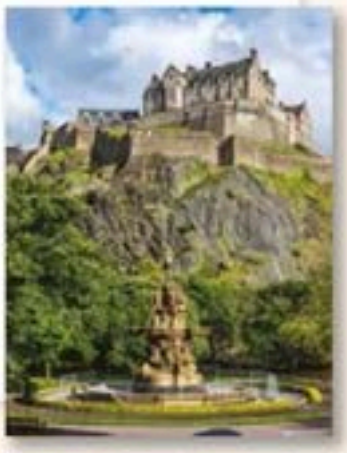
6 ERROR CORRECTION Trova altri 7 errori nel testo e correggili.

Trip to Edinburgh – 27th May

The coach *leaves* ~~is leaving~~ at 6.30 a.m. so we are meet in the school car park at 6.15. The journey is taking 1½ hours. It is being a busy day as we have tickets for the Castle and the Scottish National Gallery, and, if the weather is good, we are going to walk up Arthur's Seat too.

You are needing to bring a packed lunch and something to drink. We won't to visit the Palace of Holyroodhouse as there is being an important ceremony on that day.

Shall everyone please bring back the confirmation slip by tomorrow? Without this, you cannot go on the trip.



7 TRANSLATION Traduci il seguente testo in inglese.

Lo zio David verrà a trovarci da Singapore la settimana prossima. Arriverà venerdì. L'aereo atterrerà alle 4.30 del mattino, così abbiamo già deciso che prenderà un taxi. Sarà molto stanco quando arriverà e non penso che vorrà fare molto. Resterà per dieci giorni così avremo molto tempo per recuperare (*catch up*) in seguito.

Towards PRELIMINARY

READING

1 PART 1 **What does each text say? Choose the correct option.**

0



A There will be more traffic throughout the day because of the roadworks.
B The road will be closed from the 26th October.
C It will take longer to drive along this road at certain times from 26th October.

1

Greg, tickets for the reggae concert are $45. Let me know if that's OK and I'll book them before they sell out. Amy

Amy wants Greg to
A confirm that the cost is acceptable.
B pay for his concert ticket tomorrow.
C buy the tickets before they sell out.

2

We are pleased to inform all our customers that our new sportswear department is to open on the second floor next week.

A A new department store is opening here next week.
B The sportswear department is moving to the second floor.
C It will be possible to buy sports gear here from next week.

3

Sam, Can you pick Kate up at the station tomorrow? Her train arrives at 6 p.m. Please call me tonight if you can't and I'll do it. Thanks. Megan

A Sam has offered to pick Kate up at the station for Megan.
B Megan will collect Kate and Sam at the station tomorrow.
C Megan will go to the station tomorrow if Sam is not able to.

4

Will any Club Members who have not yet paid their annual membership fee please do so before Saturday? After this date, there will be a penalty of $20.

A The yearly membership fees will increase this year.
B There will be an additional cost for members who pay after Saturday.
C After Saturday, members will have to pay $20 to use the club.

5

Carol, I'll get some takeaway on the way home for our supper. I'll be back around 8. And you? See you later. Martin.

A Carol and Martin are going to eat takeaway tonight.
B Carol and Martin will decide what to eat when they get home at 8 p.m.
C Martin will eat before Carol gets home.

2 PART 3 **Read the text about a tour around an industrial site and decide if each sentence is true (T) or false (F).**

		T	F
1	Pittsburgh had an important industrial role for the USA.	☐	☐
2	The furnaces and steel mills in the area are no longer operational.	☐	☐
3	The tour will take you up to the top of the furnaces.	☐	☐
4	Some of the guides used to have jobs in the steel industry.	☐	☐
5	It is possible to choose the length of the tour.	☐	☐
6	They have run tours for children before.	☐	☐
7	The minimum age for the children's tour is 5.	☐	☐
8	Children will receive free gifts when they participate in a tour.	☐	☐
9	The tour won't take place in bad weather.	☐	☐
10	It is not possible to buy tickets on the day you visit.	☐	☐

Rivers of Steel National Heritage Area – Tour of the Carrie Blast Furnaces



Pittsburgh and southwestern Pennsylvania were once the heart of steel production in the USA and from 1906 to 1979 the Carrie Blast Furnaces produced more than 1000 tons of iron a day. Now the defunct factory sites have become a learning opportunity and a symbol of Pittsburgh's steel heritage.

On our tour of the Carrie Blast Furnaces, huge structures over 90 feet tall, a guide will lead you around the furnaces and surrounding areas, explaining the history and technology behind iron and steel making. Some of our guides are former steel mill workers, which makes the experience even more personal. They will show you what it was like to work in a blast furnace and illustrate the life of the workers from the peak of industrialisation to the post-industrial present. The tour lasts for two hours and you will have plenty of time to ask questions.

This year, for the first time, we are organising tours of the blast furnaces specifically for children between the ages of 5 and 10. As well as learning how iron and steel are made, they will have the chance to use the interactive exhibits. Each child will get a hard hat and an album with stickers and quizzes as part of the tour.

Given that the tour takes place whatever the weather and that it is on a former industrial site with much of it outside, we advise you to wear suitable clothing and sturdy shoes or boots for your visit. We also recommend booking your tickets in advance online as we cannot guarantee tickets will be available on the day, due to limited numbers.

WRITING

3 PART 2 **Write a short note (35-45 words) to an English-speaking friend who has invited you to stay next weekend.**

- thank him/her for the invitation
- tell him/her you can't go and why
- suggest another time to see each other

Towards PRELIMINARY

4 PART 3 **This is part of a letter you receive from an English friend. Write a reply of about 100 words.**

My school finishes in ten days' time for the Christmas holidays. What about your school? What plans have you got for this holiday period?

WRITING TIPS

Think carefully about which future form/s to use. These questions can help you.

- Have you already arranged to do something? What?
- What are you planning to do? When? Who with?
- Is there anything you think you will or won't do? Why?

LISTENING

5 T 20 PART 2 **Listen to an interview with Carlos, a teenager who develops apps, and choose the correct option.**

1 When did Carlos start developing apps?
A at the age of 8
B at the age of 13
C at the age of 17

2 On the Apple store, Carlos has got some apps
A which you pay for.
B which cost more than $1.
C which he designed with someone else.

3 Where do the ideas for his apps come from?
A He always copies existing apps.
B His friends give him the ideas.
C He gets his ideas from various sources.

4 Carlos says his current project
A will be ready soon.
B will be a great success.
C will sell for millions of dollars.

5 Carlos believes that
A he will become a millionaire in the future.
B he has been lucky with his app ideas.
C he is good at designing apps.

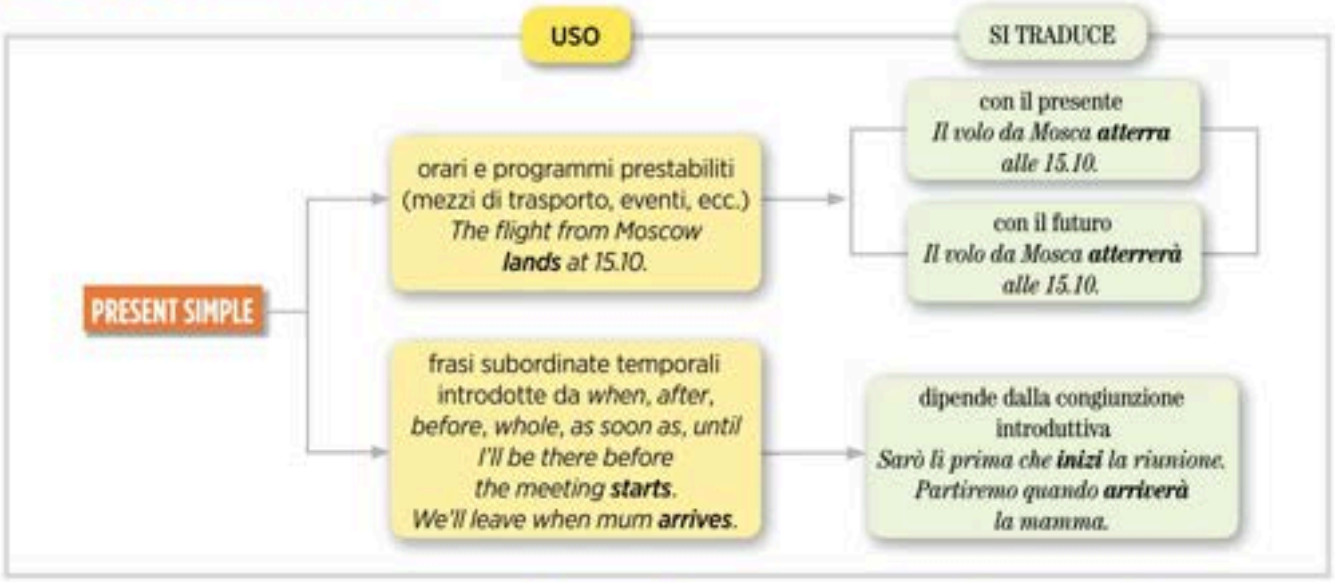
6 In the future, Carlos says
A he will become a business manager.
B he won't go to college.
C he will continue designing apps.

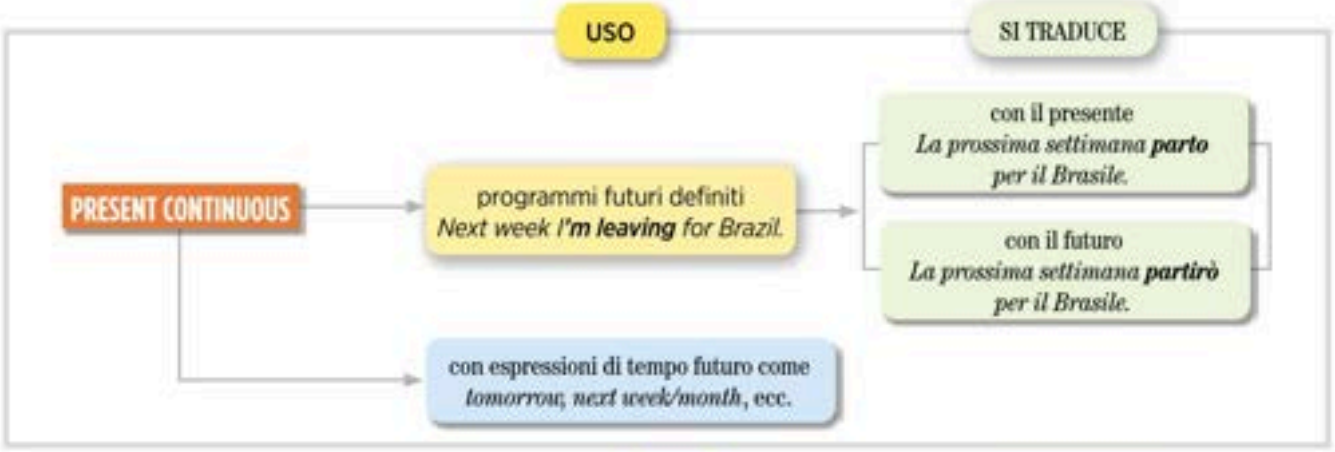
6 T 21 PART 4 **Listen to a conversation between Jeremy and his mother about a camping trip. Decide if each sentence is true (T) or false (F).**

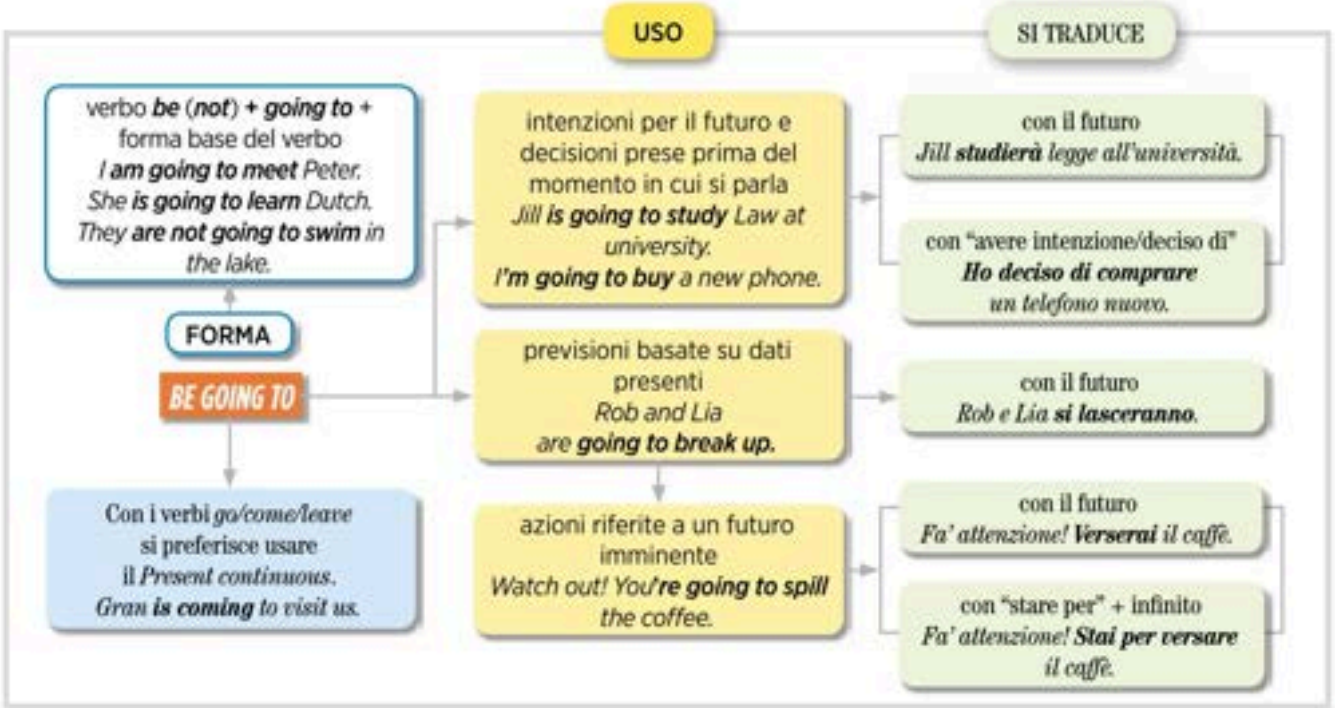
	T	F
1 Jeremy thinks he will enjoy the camping trip.	☐	☐
2 Jeremy's mother agrees that Jeremy will want a break after his exams.	☐	☐
3 She is not worried about the location of the campsite.	☐	☐
4 Jeremy promises to pay for the trip.	☐	☐
5 Jeremy thinks the trip will be quite expensive.	☐	☐
6 Jeremy's mother refuses to let Jeremy go on the trip.	☐	☐



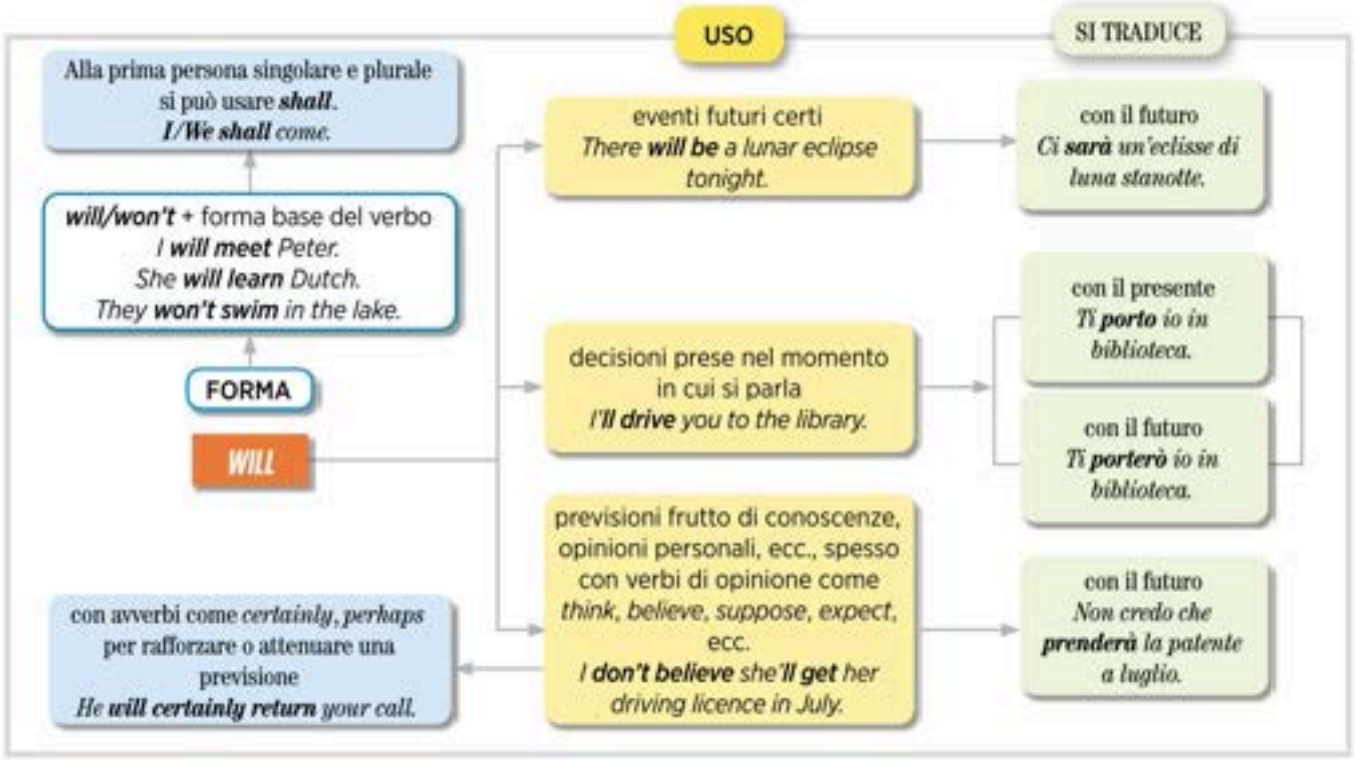
Mappa concettuale

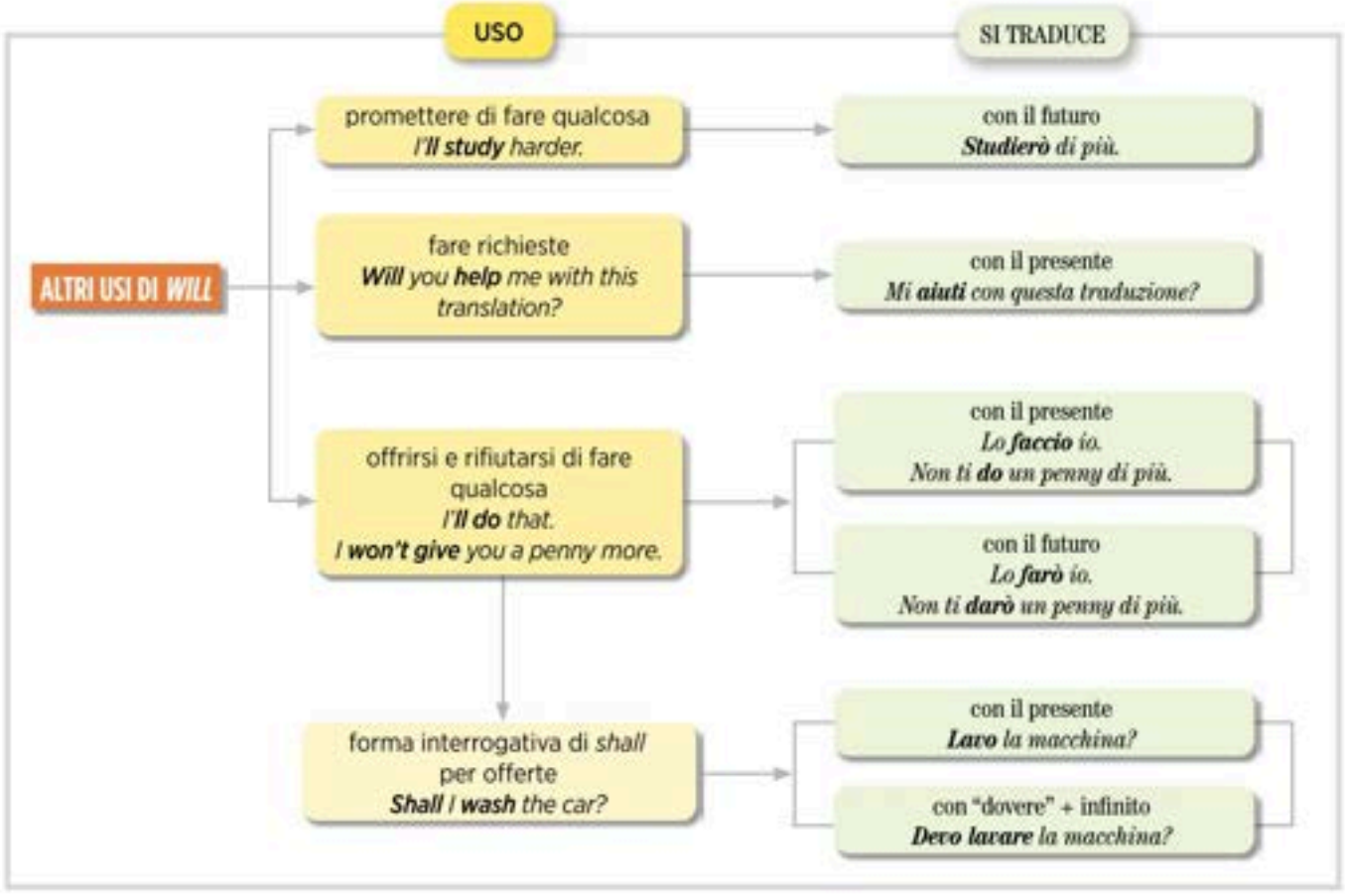






Mappa concettuale





Esercizi

1 PRESENT SIMPLE O PRESENT CONTINUOUS? **Completa il dialogo con i verbi nel riquadro.**

are you doing • is picking me up • leave • am catching • does it start
are you going • am going • starts • sell • are coming

Sam What (1) *are you doing* tomorrow?
Tim My uncle and aunt (2) _____ for lunch, but as soon as they (3) _____, I'm free. Why?
Sam I (4) _____ to the city centre. There's a new store that's got some cheap trainers. I want to get a pair before they (5) _____ them all. Do you want to come?
Tim Alright. What time (6) _____?
Sam I (7) _____ the 4 o'clock train. We can also see the new Matt Damon film.
Tim What time (8) _____?
Sam It (9) _____ at 5.30. Then Mum (10) _____ at about 8 o'clock. So, what do you think?
Tim Sounds good.

2 GOING TO O WILL? **Sottolinea l'alternativa corretta.**

1 Jack says he ***will/is going to*** meet you at 6 o'clock outside the Tube station.
2 Be careful! You ***are going to/will*** spill your milk.
3 'Have you planned your skiing holiday yet?' 'Yes, we ***will/are going to*** go to Austria.'
4 'Why are you taking my bag?' 'I ***will/am going to*** buy something online so I need your credit card.'
5 'I'm going out for a walk. Do you want to come?' 'No, I think I ***will/am going to*** stay at home.'
6 I've got six hours of lessons today. It ***is going to/will*** be a long hard day.
7 'Are you ready to order?' 'Yes, I ***am going to/will*** have the chicken salad, please.'
8 'I've forgotten my purse.' 'It's my turn anyway. I ***will/am going to*** pay.'
9 Who do you think ***is going to/will*** win this year's ***Master Chef***?
10 'Have you decided what to do?' 'Yes, I have. I ***am going to/will*** accept the offer.'

3 I FUTURI A CONFRONTO **Scegli l'opzione corretta.**

1 'I've got a problem with my homework.' 'Ask your brother. He *will help* you.'
A will help B helps C is helping
2 Have a great trip. _____ me as soon as you arrive?
A Will you call B Do you call C Are you calling me
3 'Where's Daniele?' 'He's having a shower. He _____ to bed early!'
A will go B is going C goes
4 The Caribbean cruise _____ on 17th March from Miami.
A will sail B is going to sail C sails
5 I don't know if I can come to the party. I _____ Dad.
A will ask B ask C am asking

89 *can, could* e *be able to* per abilità

VIDEO

89.1 Verbi modali

I **verbi modali** (*can*, *could*, *may*, *might*, *must*, *should*, *will*, *shall*, *would*) precedono un altro verbo e ne modificano il significato aggiungendovi un'idea di capacità, possibilità, volontà, obbligo o necessità.
Ecco le principali caratteristiche comuni a tutti i verbi modali:

- non hanno la forma base e difettano delle forme derivate come infinito, forma in *-ing*, participio passato; nei tempi e nelle forme verbali mancanti vengono sostituiti da altri verbi o espressioni verbali;
- hanno un'unica forma, uguale per tutte le persone;
- sono seguiti dalla forma base del verbo che indica l'azione;
- svolgono la funzione di ausiliari: alla forma negativa sono seguiti da *not* e alla forma interrogativa precedono il soggetto.

89.2 *Can, could*, e *be able to* per abilità

Per esprimere **abilità o incapacità** si usano i verbi modali ***can*** → 12, ***could*** e ***be able to***, che possono essere tradotti in italiano con "potere", "sapere", "essere in grado/capace di", "riuscire a".

COULD: FORMA

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
I/You/He/She/It/We/They ***could swim.***	*I/You/He/She/It/We/They* ***could not/couldn't swim.***	***Could*** *I/you/he/she/it/we/they* ***swim?***	***Couldn't*** *I/you/he/she/it/we/they* ***swim?***	*Yes, I/you/he/she/it/we/they* ***could.*** *No, I/you/he/she/it/we/they* ***couldn't.***

BE ABLE TO: FORMA

Be able to non è un verbo modale, ma un'espressione verbale formata dal verbo ***be*** + l'aggettivo ***able*** + l'**infinito** (*to* + forma base) del verbo che indica l'azione.

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
I am/'m able to swim.	***I am not/'m not able to swim.***	***Am I able to swim?***	***Aren't I able to swim?***	*Yes,* ***I am.*** *No,* ***I'm not.***
He/She/It ***is/'s able to swim.***	*He/She/It* ***is not/isn't able to swim.***	***Is*** *he/she/it* ***able to swim?***	***Isn't*** *he/she/it* ***able to swim?***	*Yes, he/she/it* ***is.*** *No, he/she/it* ***isn't.***
You/We/They ***are/'re able to swim.***	*You/We/They* ***are not/aren't able to swim.***	***Are*** *you/we/they* ***able to swim?***	***Aren't*** *you/we/they* ***able to swim?***	*Yes, you/we/they* ***are*** *No, you/we/they* ***aren't.***

USO

can	al presente	***She can dance*** *in high-heeled shoes.*	Sa ballare con le scarpe con il tacco alto.
could	al passato	*In the past, Ian* ***could speak*** *German.*	In passato, Ian sapeva parlare tedesco
be able to	in tutti i tempi	*They* ***are able to come*** *on their own.* *She* ***wasn't able to deliver*** *her speech.* *I* ***haven't been able to sell*** *the house so far.* ***Will*** *they* ***be able to join*** *us?* *I hate* ***not being able to*** *drive.*	Sono in grado di venire da soli. Non è stata in grado di fare il suo discorso. Non sono riuscito a vendere la casa per ora. Riusciranno a raggiungerci? Odio il fatto di non saper guidare.

⚠ È preferibile usare *could* con riferimento a una abilità/capacità generica e abituale nel passato, e il *past simple* di *be able to* (*was/were able to*) per riferirsi a una abilità/capacità in un momento specifico del passato. Nel primo caso in italiano si usa l'imperfetto, nel secondo caso il passato prossimo o remoto. Confronta gli esempi:

*At seven I **could ski** very well.*	A sette anni sapevo sciare molto bene. (capacità generica)
*The animals in the zoo **weren't able to escape** the fire.*	Gli animali dello zoo non riuscirono a sfuggire all'incendio. (capacità in un momento specifico del passato)

Can e *could* si usano anche con i **verbi di percezione involontaria** (*hear, see, smell, taste* e *feel*) e con alcuni verbi che indicano **attività mentale** (*imagine, understand* e *remember*) ➔ 33 con il significato di "essere in grado/capace di", "riuscire a".

*She **could smell** a flowery scent in the air.*	Sentiva il profumo di fiori nell'aria.
*I **can't understand** his behaviour.*	Non riesco a capire il suo comportamento.

Esercizi

1 ●●● **Completa le frasi con *can/can't* o *could/couldn't*.**

1 Jane *can* speak English quite well now, but last year when she went to Britain she *couldn't* say a word!
2 How _____ you say that? You know it's a lie!
3 I _____ understand these instructions. Can you help me?
4 Our chemistry test was terrible. We _____ answer half the questions!
5 My mum _____ use a computer!
6 I _____ imagine why he was so rude to the teacher!
7 I'm sorry I _____ come earlier, I missed the bus.
8 '_____ you play a musical instrument?' 'Not now, but when I was younger, I _____ play the guitar.'

2 ●●● **Abbina le due parti delle frasi. Poi completale con *can, can't, could* o *couldn't*.**

1 I met a really nice boy at Mia's party last night but
2 A Japanese tourist stopped me to ask for directions but
3 I've got soap in my eyes and
4 Shh, I _____ hear some strange noises downstairs.
5 When we went into the house,
6 I put some lemon essence in the cake.

a ☐ we _____ smell burning.
b ☐ I _____ see a thing!
c ☐ _____ you taste it?
d ☒ I *can't* remember his name.
e ☐ I _____ understand a word he said!
f ☐ Do you think it is thieves?

3 ●●● **Completa le frasi con la forma corretta di *be able to* basandoti sulle informazioni date.**

1 Mr Sacks is in the office tomorrow so he *will be able to* see you. (✓)
2 My granny is quite old now, she _____ go up the stairs. (✗)
3 '_____ (you) get Balotelli's autograph at the football match yesterday?' 'No, he was too far away.'
4 We _____ go on holiday since my dad lost his job. (✗)
5 Young people usually hate _____ do what they want. (✗)
6 I'd love to _____ stay in bed in the mornings and not go to school. (✓)
7 '_____ (Agnese) stay out late on Saturday night?' 'I don't think so.'
8 I'm so sorry we _____ come to your party next weekend. (✗)

Esercizi

4 ●●○ **Che cosa diresti nelle seguenti situazioni? Completa le frasi con la forma passata corretta di *be able to*.**

1 Your mum asked you to buy some bread from the shops, but you went late and there wasn't any bread left.
Sorry Mum, I *wasn't able to buy* any bread. There was none left!
2 You are showing your friends your new T-shirt which you bought online at half price.
I _____ it at half price!
3 You had a headache last night so you didn't do your homework. Now your history teacher wants to test you.
I'm sorry Miss but I _____ my homework because I had a headache.
4 You are watching the news about some Sicilian fishermen who rescued five African migrants from the sea.
Fishermen, near the coast of Sicily, _____ five migrants from the sea.
5 Yesterday there was a bank robbery, but when the police arrived the robbers had gone.
Police _____ catch the bank robbers who escaped in a black van.
6 You want to know if your friend spoke to your teacher about a school trip the class want to go on.
_____ to the teacher about the school trip?

5 ●●○ **Sottolinea l'alternativa corretta. A volte entrambe sono possibili.**

1 I *can't/couldn't* see anything. Turn on the light!
2 Look what I've got! I *was able to/could* get the last tickets for the Adele concert in July.
3 The meal was good, but because of his cold he *wasn't able to/couldn't* taste anything.
4 We went all the way to the hospital but we got there late and we *can't/weren't able to* visit Granny.
5 I *was able to/could* get some money from my dad this morning.
6 Mark *was able to/could* walk when he was 10 months old.
7 One day people *will be able to/can* travel to the moon.

6 ●●○ **Osserva la tabella con i voti di alcuni studenti italiani e i loro propositi per il prossimo anno e completa le seguenti frasi con la forma corretta di *can*, *could* e *be able to*.**

	last year	this year	next year
Sandra and Emanuela	English 3	English 5	work in London next summer (✗)
Diego and Emma	French 3	go to France	take DELF (✓)
Mattia	second year (failed)	third year (✗)	third year (✓)
Alessia	Italian 4	Italian 6	high school specialising in classics (✗)
Noemi	Maths 5	Maths 8	high school specialising in scientific subjects (✓)

1 Last year Sandra and Emanuela *couldn't* speak English. Now they *can* understand a little English. They probably *won't be able to* work in a restaurant in London next summer.
2 Last year Diego and Emma _____ take DELF. This year they are going on a study holiday to France. Next year they _____ probably _____ take the examination.
3 Last year Mattia failed the second year, so this year he _____ do the third year, but maybe he _____ go into the third year next year.
4 Alessia studied hard this year and she _____ pass her Italian class tests. However, next year she probably _____ go to a high school specialising in classics.
5 Last year Noemi _____ get a pass mark in Maths, but this year she has considerably improved her marks. Next year she _____ go to a high school specialising in scientific subjects.

7 ●●● **Julie vorrebbe trascorrere un anno a Torino come ragazza alla pari presso la famiglia Bianchi. La signora Bianchi sta raccontando di Julie a suo marito. Completa le frasi con la forma corretta di *can, could* o *be able to*.**

1 She has only been learning Italian for six months. She *can't* speak Italian very well.
2 Both her parents are French. She _____ speak French since she was a child.
3 She passed her driving test at 16. She _____ drive when she was 16.
4 She wants to spend a year in Italy before she starts university. She'd like _____ work for us.
5 She has just finished school and she is free. She _____ start work immediately.
6 She is a very good cook. She _____ cook.

8 ●●● **Leggi questo articolo tratto dal sito dell'associazione Mensa su come capire se tuo figlio è un possibile genio e completalo con la forma corretta di *can, could* e *be able to*. A volte più di una risposta è possibile.**

Intelligent children (1) *can* usually do things sooner than other children, but remember – Einstein (2) _____ talk until he was three, and even though Mozart (3) _____ play the violin brilliantly by the age of seven, he had spent hours and hours practising it. Was this why he (4) _____ play so well?

We, at Mensa, are frequently asked by parents how they (5) _____ tell if their child is a genius. Here are some of the things that parents of gifted children have noticed.



- Most parents (6) _____ remember their children talking at an early age.
- Intelligent children wanted to know what things were and how they worked. A five-year-old boy shocked his teacher by (7) _____ identify a machine that eighteen-year-olds (8) _____ recognise.
- These children (9) _____ learn things quickly without much repetition.
- However, don't forget that not every genius (10) _____ do the above things early, and a few children who (11) _____ do them are only of average intelligence.

9 ERROR CORRECTION ●●● **Correggi gli errori nelle seguenti frasi.**

1 Jack phoned yesterday but I can't speak to him because I was busy. *couldn't*
2 I was very happy that I could meet your new boyfriend when I came to visit you in Manchester.
3 Are you able to hear the neighbour's TV? It's very loud!
4 They can't buy a flat yet because they haven't got enough money.
5 She couldn't see me tomorrow because she's at school.
6 I like being can help other people.

10 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 "Sai cantare?" "Sì."
2 Marco sa parlare inglese.
3 Non riesco a capire perché lui mi ha lasciata.
4 Elena sapeva leggere e scrivere prima di iniziare la scuola.
5 Sarai in grado di cucinarti da solo il pranzo domani?
6 Non siamo in grado di prendere bambini al di sotto dei cinque anni per motivi di sicurezza.
7 Non è riuscito a prendere un appuntamento con il dottore.
8 Vengono alle due? Io non vedo nessuno ancora.

90 *can, could, may* e *might* per possibilità

Si possono usare vari verbi modali per parlare di possibilità. La scelta del modale più appropriato dipende dal tipo di possibilità.

can	possibilità concreta al presente o al futuro in base alla situazione presente o a condizioni generali	*It **can be** cold in Berlin in winter.* *They **can enjoy** a long weekend because it's a bank holiday next Monday.*	Può fare freddo a Berlino d'inverno. Possono fare un fine settimana lungo perché il prossimo lunedì è festa.
could	possibilità al passato (indicativo imperfetto)	*Americans **could travel** in Iran safely before the 1979 Islamic revolution.*	Gli americani potevano viaggiare in Iran in modo sicuro prima della rivoluzione islamica del 1979.
	possibilità dubbia al presente o al futuro (condizionale presente)	*He **could visit** his parents when he is in Milan.* *You **could take** a sabbatical leave next year.*	Potrebbe andare a trovare i suoi genitori quando si trova a Milano. Potresti prendere un anno sabbatico il prossimo anno.
may	possibilità al presente o al futuro	*They **may be** late.*	Possono essere/Può darsi/È probabile che siano in ritardo.
might	possibilità remota al presente o al futuro	*She **might lose** her job.*	Potrebbe perdere/Può darsi che perda il lavoro.

Osserva le seguenti particolarità.

- La forma negativa di *could* si usa solo per indicare abilità al passato → 89; per esprimere possibilità presenti o future non si usa *couldn't* ma *may/might not*.

*She **might not catch** the last train to London tonight.* Potrebbe non prendere l'ultimo treno per Londra stasera.
NON ~~*She **couldn't catch** the last train to London tonight.*~~

- *May* e *might* non hanno la forma negativa contratta.
- Non si usa *may* alla forma interrogativa per esprimere possibilità.

English Usage

Nella lingua parlata si usa ***can/could** + **always*** per rendere il concetto di "se non c'è altro di meglio".

'I need to talk with Lavinia, but she isn't answering my calls.' "Ho bisogno di parlare con Lavinia, ma non risponde alle mie telefonate."
'You ***can/could always** text her.'* "Puoi/Potresti sempre mandarle un messaggio."

Esercizi

1 **Sottolinea l'alternativa corretta.**

1 It's a lovely day, so we *can/might* go for a picnic.
2 Marco doesn't like Gemma so he *could not/may not* invite her.
3 I'm worried about school. I haven't studied hard this year so I *couldn't/might not* pass this year.
4 When we went to Sardinia, we *might not/couldn't* catch the ferry because I suffer from seasickness.
5 'How is James getting to the cinema?' 'I'm not sure. He *couldn't/might* come with us or go by bike.'
6 'Do you think they will finish the building quickly?' 'I don't know. It *can/could* be months before it's finished!'
7 We *couldn't/could* always meet up after school tomorrow afternoon.
8 At primary school we *could/might* play outside during the break.

Esercizi

2 ●●● **Sono le sei e stai aspettando da mezz'ora una tua amica che di solito è puntuale. Che cosa pensi sia successo? Completa le frasi basandoti sulle informazioni date e usando *could*, *may* o *might*. A volte più di un modale è possibile.**

1 be / ill
She *could/might/may be ill*.
2 not want to / come out
She _____.
3 bus / be / late
The bus _____.
4 there / be / a lot of traffic
There _____.
5 not have / mobile
She _____.
6 think / appointment / be later
She _____.

3 ●●● **Sam è un ragazzo molto indeciso. Leggi le domande e completa le risposte usando *might* e le parole nel riquadro.**

home / ~~with friends~~ • pasta / pizza • a job / to university • video games / my homework
the mountains / a beach holiday • the stadium / the match on TV

1 'What are you doing after school?'
'I'm not sure. *I might go home after school or I might go out with my friends.*'
2 'What are you doing on Sunday afternoon?'
'I don't know yet. _____.'
3 'What are you going to have for lunch?'
'I don't know. _____.'
4 'What are you going to do this afternoon?'
'I'm not sure. _____.'
5 'Where are you and your family going for your summer holiday?'
'I don't know. _____.'
6 'What are you going to do when you leave school?'
'I'm not sure. _____.'

4 ●●● **Ora rispondi alle domande dell'esercizio 3 in modo personale.**

5 PRELIMINARY ●●● **Completa la seconda frase in modo che abbia lo stesso significato della prima. Usa non più di tre parole.**

1 It's possible your house keys are in the car.
Your house keys *may be* in the car.
2 Scientists believe it is possible that there is life on other planets.
Scientists believe that _____ life on other planets.
3 Perhaps it will rain later.
It _____.
4 There is a possibility she won't like the present.
She _____ the present.
5 It's possible to leave your bike here.
You _____ your bike here.
6 Perhaps we won't go on holiday this year.
We _____ on holiday this year.
7 It's possible the airport will close because of bad weather conditions.
The airport _____ because of bad weather conditions.
8 It's possible to walk to the station. It isn't very far.
You _____ to the station.
9 There's a possibility that she will call you this evening.
She _____ call you this evening.
10 They're late! Perhaps they are coming on foot.
They _____ on foot.

91 can/could, will/would, do/would you mind per richieste

In inglese si possono usare vari verbi modali per fare una richiesta. La scelta del modale più appropriato dipende dalla situazione, più o meno formale.

INFORMALE			FORMALE		
can	***Can** you **take** the dog for a walk?*	Puoi portare fuori il cane?	**could**	***Could** I **speak** to Mr Porter?*	Potrei parlare con il signor Porter?
will	***Will** you **stop** shouting, please?*	Volete/Potete smettere di urlare per favore?	**would**	***Would** you **sign** here, please?*	Potrebbe firmare qui, per favore?
do you mind + -ing	***Do you mind giving** me a lift home?*	Ti dispiace darmi un passaggio a casa?	**would you mind + -ing**	***Would you mind closing** the window?*	Le dispiacerebbe chiudere il finestrino?

Risposte informali		Risposte formali	
Yes, OK.	Sì, va bene.	*Yes, of course.*	Sì, certo.
Yes, sure.	Sì, certo.	*Yes, certainly.*	
Sorry, but...	Mi dispiace, ma...	*I'm sorry, but...*	Mi dispiace, ma...

Per rendere più cortese una richiesta si usa ***please***; le risposte negative sono seguite da una **motivazione**.

*'Can you do the washing, **please**?'*
"Puoi fare il bucato, per favore?"

*'Sorry, I can't. **I'm studying now**.'*
"Mi dispiace, non posso. Ora sto studiando."

English Usage

- Si può usare ***will*** in frasi affermative per formulare **ordini di tipo impersonale**.

*All athletes **will** have an anti-doping test.* — Tutti gli atleti si sottoporranno al test anti-doping.

- La costruzione ***do/would you mind*** + forma in ***-ing*** implica che la richiesta potrebbe arrecare disturbo o disagio. Per rispondere in modo positivo si usa ***No, of course not***.

*'**Do you mind lending** me your mobile?'* — "Ti dispiace prestarmi il tuo cellulare?"
*'**No, of course not**.'* — "Certo che no."

- Nelle richieste in cui chi parla vuole chiedere un **permesso** si usa ***do you mind + if*** seguito dal ***present simple*** in situazioni informali, e ***would you mind + if*** seguito da ***past simple*** in situazioni più formali.

***Do you mind if** I invite her to dinner tonight?* — Ti dispiace se la invito a cena stasera?
***Would you mind if** I took off my shoes?* — Le dispiacerebbe se mi togliessi le scarpe?

Esercizi

1 **La signora Lee è molto stanca e vorrebbe che la famiglia la aiutasse nelle faccende domestiche. Scrivi delle richieste con i verbi nel riquadro. Usa *can* o *will*.**

iron • clean • take • lay • turn off • empty • feed • pick up • water • put

1 Can/Will you lay the table?
2 _____ the cat?
3 _____ the plants?
4 _____ the rubbish out?
5 _____ your school bags in your bedrooms?
6 _____ the TV?
7 _____ the dishwasher?
8 _____ the dry leaves in the garden?
9 _____ the windows?
10 _____ your shirts for school?

2 ●●○ **Osserva le immagini e scrivi delle richieste con *could*.**



1 have / water?
Could I have a glass of water?
2 open / door?
3 lend / money?
4 pay / credit card?
5 close / window?
6 speak / more quietly?

3 ●●○ **Scrivi delle richieste formali o informali a seconda delle situazioni usando *will* o *would*. Poi scrivi delle risposte appropriate basandoti sulle informazioni date.**

1 to a stranger on a train: close / window? (✓)
'Would you close the window, please?'
'Yes, of course.'
2 to your father: pick me up / after orchestra practice? (✗ / busy)
3 to your teacher: give me an extra day / to finish / essay? (✓)
4 to your mother: ask dad / for me? (✗ / you ask)
5 to a friend: come with me / the snack bar (✓)
6 to a shop assistant: gift-wrap it? (✓)
7 to your brother: make / a cup of tea? (✗ / make / yourself)
8 to the waiter: bring / a clean glass? This one is dirty. (✓)

4 ●●○ **Lucrezia è a Londra, ospite della famiglia Willis. Completa i mini-dialoghi con i verbi tra parentesi. Usa *would you mind + -ing* o *would you mind + if*.**

1 **Lucrezia** *Would you mind if I watch* (I / watch) a film on Channel 4 this evening?
Mrs Willis I'm sorry but Mr Willis is watching the opera on BBC3.
2 **Lucrezia** _____ (I / not / eat) this? I'm allergic to tomatoes.
Mrs Willis Oh, of course my dear!
3 **Lucrezia** _____ (I / do) some washing?
Mrs Willis Of course not. The washing machine is in the kitchen.
4 **Mrs Willis** _____ (sit) next to Mr Willis? That's my place.
Lucrezia Of course not, sorry!
5 **Mrs Willis** _____ (not / make) so much noise after 11 o'clock?
Lucrezia Of course not. I'm so sorry.

5 ●●● **Formula delle richieste per le seguenti situazioni basandoti sulle informazioni date.**

1 You have the flu. You are in bed. (bring / some water)
Can you bring me some water, please?
2 You are watching TV. Your mum is in the kitchen. (make / a cup of tea)
3 You are in your bedroom. The phone is ringing. (answer / phone)
4 You are going on a school trip. You are leaving at 8 o'clock. (wake me up / 7 o'clock)
5 It's break time at school. Your friend is going to the snack bar. (get me / a ham roll)
6 Your room is untidy. Your duvet is on the floor. What does your mother say? (make / the bed)
7 You are speaking to an English person. They are speaking very fast. (speak more slowly)

92 *can, could, may, might, be allowed to* per permessi

VIDEO

Per **chiedere e dare un permesso** si usano i verbi modali *can*, *could* e *may*. La scelta del modale appropriato dipende dal contesto, più o meno informale, e dal grado di cortesia.

INFORMALE			
can	al presente e al futuro	***Can I feed** the turtle, Mum?* *You **can go** to the concert next Saturday.*	Posso dar da mangiare alla tartaruga, mamma? Puoi andare al concerto il prossimo sabato.
FORMALE			
could	al presente e al futuro, solo alla forma interrogativa	***Could I take** a day off tomorrow, boss?*	Potrei prendere una giornata libera domani, capo?
may	al presente e al futuro	***May I ask** a few questions later?* *You **may leave** your coat here, madam.*	Posso farle alcune domande più tardi? Può lasciare il suo cappotto qui, signora.
might	al presente e al futuro, soprattutto in domande indirette 123.2	*I wonder if I might drive you home.*	Mi chiedo se potrei accompagnarla a casa.



*'**Can** we **avoid** going through the insurance company?'*

Risposte informali	
Yes, you can./Yes, sure. *No, you can't./Sorry but...*	Sì./Sì, certo. No./Mi dispiace ma...

Risposte formali	
Yes, of course/certainly. *I'm sorry but...*	Sì, certo. Mi dispiace ma...

Per **parlare di ciò che è permesso fare in generale** solitamente si preferisce usare *can*, *could* e l'espressione *be allowed to*. Come *be able to*, anche *be allowed to* non è un verbo modale ma un'espressione verbale formata da ***be** + **allowed** + l'**infinito** (*to* + forma base) del verbo che indica l'azione. La forma *be allowed to* + infinito può essere utilizzata nel significato di "avere il permesso di/essere consentito".

*Only disabled passengers **will be allowed to get off** the train.* — Solo ai passeggeri disabili sarà consentito scendere dal treno.

- Si preferisce usare *could* con riferimento a un permesso abituale nel passato, e il *past simple* di *be allowed to* (*was/were allowed to*) per riferirsi a un permesso concesso in un momento specifico del passato. Nel primo caso in italiano si usa l'imperfetto di "potere", nel secondo caso il passato prossimo o remoto. Confronta gli esempi:

*She **could go** to the disco when she was 13!* — Poteva/Aveva il permesso di andare in discoteca quando aveva 13 anni! (permesso abituale)

*She **was allowed to go** to the disco on her 14th birthday.* — Le fu permesso di andare in discoteca per il suo quattordicesimo compleanno. (permesso in un momento specifico del passato)

- Alla forma negativa si può usare *could not* per indicare un permesso negato in un momento specifico del passato.

*Lars **couldn't come** on the school trip because of his bad behaviuor.* — Lars non ha avuto il permesso di partecipare alla gita scolastica causa del suo cattivo comportamento.

Esercizi

1 ●●● **Riordina le parole per formulare delle richieste di permesso. Poi abbinale alle risposte.**

1 I / may / Miss / an hour early / leave / today / ? *May I leave an hour early today, Miss?*
2 use / I / please / the / can / computer / ? _____
3 have / I / please / may / your name and address / ? _____
4 I / more cake / can / some / have / ? _____
5 could / use / please / this classroom / we / ? _____
6 if / here / might / I / I / wonder / sit / . _____
7 my bag / I / leave / please / could / here / ? _____
8 a call on / can / make / your mobile / I / ? _____

a [1] Yes, you can, but have you got permission from your parents?
b [ ] No, you can't. You've already had two pieces.
c [ ] Yes, OK. Leave it with me.
d [ ] Yes, of course. It's Andrea Romano and I live at…
e [ ] No, you can't. I've just started using it!
f [ ] I'm sorry but my friend is sitting there.
g [ ] I'm sorry but I haven't got much credit left.
h [ ] No, sorry. Students aren't allowed in here.

2 ●●● **Che cosa diresti nelle seguenti situazioni? Formula delle richieste di permesso con le parole tra parentesi. Usa *can, could* o *may*.**

1 A waitress wants to help a customer with his coat. (take / coat) *May I take your coat, sir?*
2 You want to invite your friend Liam to dinner. (invite / dinner)
3 A girl wants to use her father's car. (borrow / car)
4 You are going into your doctor's office. (come in)
5 You are in class and want to go to the toilet. (go / toilet)
6 At a wedding party a guest wants to eat the last slice of cake. (have / another slice of cake)

3 ●●● **Completa le frasi con *could* o con la forma corretta di *be allowed to*.**

1 When I was 15 years old I *couldn't* (not) go out at night.
2 John _____ have his eighteenth birthday party at home.
3 Our house was always full of people. We _____ invite friends for dinner at the last minute!
4 Parents _____ (not) smack children in Britain. It's against the law!
5 I don't think I _____ go on the student demonstration. Dad thinks they are dangerous.
6 Gaia _____ (not) wear make-up until she was 16!
7 _____ (you) ride in the back of a car without seatbelts?
8 I _____ (not) use my dad's car last month because I had got too many speeding fines!

4 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 "Possiamo aspettare qui?" "Si, certo!"
2 "Posso entrare?" "Puoi aspettare fuori un minuto?"
3 "Mi chiedo se potrei prendere in prestito il suo giornale?" "No, mi dispiace. Lo sto leggendo."
4 "Posso farle una domanda personale?" "Dipende dalla domanda!"
5 "Possiamo usare il dizionario nel compito in classe?" "No, ragazzi."
6 "Posso uscire stasera?" "Sì, ma a che ora ritorni?"
7 Avevamo il permesso di indossare vestiti normali, non la divisa, per la gita scolastica.
8 Non ha avuto il permesso di indossare scarpe con il tacco alto alla festa del suo diciottesimo compleanno.

Esercizi di riepilogo

1 **Abbina le due parti dei mini-dialoghi.**

1	Can I take photos in here?	a ☐ Sure. What can I do?
2	Do you think you could give me a lift to the airport?	b ☐ I'm not sure. I may come at Easter.
3	Were you able to finish the essay on time?	c ☑ No, sorry. It's not allowed.
4	Would you mind doing me a favour?	d ☐ Yes, I handed it in yesterday.
5	Can I sleep over at Mary's tonight?	e ☐ Yes, if it's OK with her parents.
6	When are you coming to stay?	f ☐ It depends on what time.

2 **Elimina l'opzione sbagliata.**

1 *'Are you able to/~~Could you~~/Can you* play any musical instruments?'
'I could/was able to/couldn't play the recorder when I was younger, but now I've forgotten everything.'
2 Even after three years of lessons, Brian still *can't/wasn't able to/could* speak Japanese.
3 John *hasn't been able to/won't be able to/can't* eat bread since he was diagnosed as coeliac last year.
4 Sam *can/is able to/can't* sing quite well but he *can't/couldn't/isn't able to* read music at all.
5 *Can you/Will you be able/Are you able* to come to see my dance show next Tuesday?
6 When I went to New York, I got lost in the subway and I *couldn't/wasn't able to/can't* find the right train for ages.

3 **Formula delle richieste in base alle situazioni usando una diversa struttura per ogni richiesta.**

1 boy to mum: Help me with my homework.
Can you help me with my homework, please?
2 teacher to teacher: Cover my lesson tomorrow.
3 hotel receptionist to customer: Fill in this form.
4 customer to company: Explain the conditions again.
5 boss to assistant: Bring me that report.
6 man to a woman on the street: Tell me where the pharmacy is.

4 **Leggi le seguenti informazioni sul Science Museum di Londra e completa le frasi con *can/can't, could, may/might*.**

Science Museum – London

- Open: 10-18 every day except for 24th, 25th and 26th December
- Free entrance
- Fully wheelchair accessible
- Nearest tube station: South Kensington
- Special exhibitions are organised throughout the year (see the calendar on our website for details)
- Two main cafés and a picnic area for you to consume your own food – no food to be eaten outside these areas
- Shop with a great selection of gifts, gadgets and gizmos
- *Launchpad* on the 3rd floor with more than 50 interactive exhibits, a favourite with children of all ages

1 You *can* stay in the museum until 6 p.m.
2 You _____ visit the museum on Christmas Day.
3 You _____ visit the museum without paying anything.
4 Someone in a wheelchair _____ get around all the museum.
5 You _____ travel to the museum by underground.
6 There _____ be a special exhibition on when you visit.
7 You _____ buy something to eat or drink in the museum.
8 You _____ bring your own food but you _____ only eat it in a specified area.
9 You _____ want to visit the shop to buy a present.
10 Young children _____ like the *Launchpad* area.

5 **Completa la seconda frase in modo che abbia lo stesso significato della prima. Usa non più di tre parole.**

1 It is possible that there will be some rain tomorrow.
It _____may_____ rain tomorrow.
2 The twins' parents say they can't go to the shopping centre at the weekend.
The twins aren't _____ to the shopping centre at the weekend.
3 Could you help me with the pushchair on the escalator please?
_____ helping me with the pushchair on the escalator please?
4 My sister-in-law is a very good swimmer.
My sister-in-law is _____ very well.
5 I'm unsure whether to have the chicken or the fish.
I _____ the chicken or maybe the fish, I don't know.

6 **Scegli l'alternativa corretta.**

Carol So, *can you/able you* come to the music festival next month?
Anna No, I'm *can't/not allowed to*. My parents say it *might not/could* be dangerous sleeping in a tent.
Carol *Can/Do* you ask them again?
Anna I've asked lots of time. But they still say I *might not/cannot* go. *May/Will* you talk to them for me? They *can't/might* listen to you.
Carol OK.
Anna Thanks. When I ask, they just say that if I can't look after myself for two hours at home alone, I *wasn't/won't* be able to do it for a weekend.
Carol Well, they have a point! Last time, you *weren't able/couldn't* to work out how to use the oven and ate cold pizza!
Anna That's not a problem in a tent!
Carol It *can't/might* help if you pay for your ticket yourself. They're quite expensive.
Anna You're right. So when *can/may* you talk to them? I *couldn't/might not* find a ticket if I wait much longer.

7 **ERROR CORRECTION** **Trova altri 8 errori nel testo e correggili.**

Recent research shows that differences in parenting methods can't depend on parents' upbringings. might
It seems that parents who were able do what they wanted when they were young, are actually stricter with their own children. On the other hand, parents who wasn't allowed to have a lot of freedom are much more relaxed. So if your parents can't stay out late on their own, the chances are that you will can do this. Brothers and sisters are often treated differently too. It is common that the oldest children in a family couldn't to do things until a certain age, while younger children can be able to do the same things much sooner. The reason for this could to be that parents want to avoid more battles or they can't just be more relaxed.

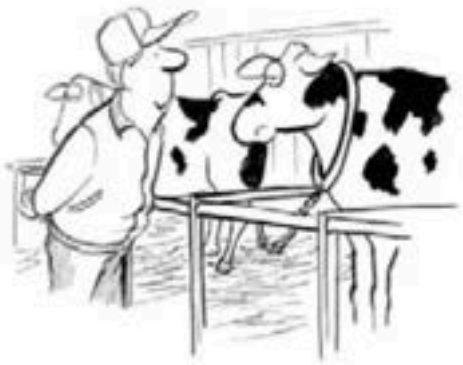
8 **TRANSLATION** **Traduci i seguenti mini dialoghi in inglese.**

1 "Ti dispiace rispondere al telefono? Sono occupata".
"Certo che no."
2 "Cosa farai questo weekend?"
"Non lo so. Può darsi che vada al cinema."
3 "Pensi che potremmo vivere su Marte in futuro?"
"Secondo me non saremmo mai in grado di fare una cosa simile."
4 "Buongiorno, signora. Possa aiutarLa?"
"No, grazie. Sto solo guardando."
5 "Avevi il permesso di uscire sabato sera con gli amici quando eri più giovane?"
"Sì, ma non avevo il permesso di stare fuori dopo le 22.30."

93 *can, will, shall, could, would like* per offerte

Per offrirsi di fare qualcosa per qualcuno si usano i modali *can*, *will*, *shall*, *could* e *would like*.

NEUTRO (informale e formale per offerte spontanee)		
can	***Can I help** you?*	Posso aiutarti/aiutarla?
will	***I will wash** the dog for you.*	Ti lavo io il cane./Le lavo io il cane.
shall	***Shall I help** you?*	Vuoi/Vuole che ti/la aiuti?
FORMALE		
could	***Could I take** your jacket, sir?*	Posso prendere la giacca, signore?
would like	***Would** you **like** a dessert?* ***Would** you **like** to take a rest?* ***Would** you **like** me to help you prepare the presentation?*	Vuole un dessert? Vuole riposarsi? Vuole che la aiuti a preparare la presentazione?



*'**Would** you **like to see** a menu of tonight's specials?'*

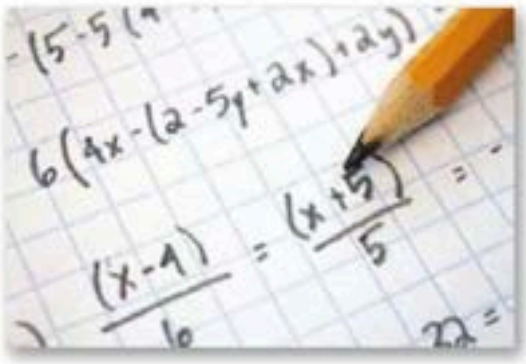
Risposte neutre (informale e formale)		Risposte formali	
Yes, thanks./Thank you.	Si, grazie./Grazie.	*Thank you very much.* *That's very kind of you.*	Grazie mille. Molto gentile.
No, thanks./Thank you, but...	No, grazie./Grazie, ma...	*That's very kind of you, but...*	Molto gentile da parte sua, ma...

Esercizi

1 **Tuo fratello ha sempre bisogno del tuo aiuto. Leggi quali sono i suoi problemi e formula delle offerte con i verbi nel riquadro. Usa *I'll*.**

explain • get • lend • buy • help • show

1 'I don't understand this maths homework.'
'*I'll explain it* to you.'
2 'How do you send text messages on this mobile?'
'Give it to me. _____'
3 'I have got so many things to do before we leave for our holidays.'
'_____ if you like.'
4 'I forgot to get some milk.'
'_____ some on my way to your house.'
5 'I'm going to walk to the cinema.'
'You can't go on foot, it's miles away. _____ my bike.'
6 'I want to buy Amy a birthday present but I'm too busy.'
'I'm going into town this afternoon. _____ a present if you like.'



Esercizi

2 ●●● **Osserva le immagini e completa le offerte con i verbi nel riquadro. Poi abbinale alle risposte.**



1 Can I carry your bags for you?



2 _____ the phone?



3 _____ you?

~~can~~ / ~~carry~~
could / help
can / help
shall / get
shall / answer
shall / open



4 _____ a tablet for your headache?



5 _____ you with the washing-up?



6 _____ the window?

a [1] Yes, thank you. That's very kind of you. They are quite heavy!
b [ ] No, thank you. You go and sit down and relax.
c [ ] No, thanks. I think it's Susan and I don't want to talk to her.
d [ ] That's very kind of you. It's very hot in here.
e [ ] No, thanks Mum. I think it'll go away after I have a rest.
f [ ] Yes, thank you very much.

3 ●●● **Leggi le seguenti frasi e formula delle offerte con *would like* e le parole nel riquadro.**

me to take you • come for a walk with me • ~~a drink~~ • meet him • me to order for you
have a break • some information

1 'I'm very thirsty.'
'Would you like a drink?'
2 'I don't want to stay at home this afternoon.'
3 'I've never had a Chinese meal before.'
4 'I don't know how to get to Jamie's house.'
5 'I don't know anything about voluntary work.'
6 'I really like your brother.'
7 'I'm getting really tired.'

4 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Ti prendo qualcosa da bere?
2 Posso parlare con il mio capo circa il suo problema, signor Seymour? Sono sicuro che sarà in grado di aiutarla.
3 Posso venire a prenderti prima, così non farai tardi?
4 Sto andando a fare la spesa. Posso prenderti qualcosa?
5 "Posso aiutarla con le sue valigie, signora?" "Sì, grazie. È molto gentile da parte sua."
6 "Posso accompagnarti all'aeroporto?" "Sì, grazie!"
7 "Posso pagare io per queste bibite?" "No, hai pagato la volta scorsa!"
8 "Posso rimanere dopo la festa e aiutarti a pulire?" "Sì, grazie!"
9 "Vuole che le mostri questo nuovo modello, signora?" "Sì, grazie."
10 "Vuoi che ordino delle pizze per stasera?" "Buona idea, grazie!"

94 *shall, let's* e altre espressioni per proposte

Per fare proposte si possono usare le seguenti espressioni.

NEUTRO (informale e formale)		
shall	***Shall** we **go** to the cinema?*	Andiamo al cinema?
INFORMALE		
let's	***Let's have** a surprise party for Mum.*	Facciamo una festa a sorpresa per la mamma.
why don't we...?	***Why don't we buy** some fruit?*	Perché non compriamo della frutta?
how/what about + -ing + ?	***How/What about having** a break now?*	Che ne dici/diresti di fare una pausa ora?
do you fancy + -ing + ?	***Do you fancy going out** tonight?*	Ti va/andrebbe di uscire stasera?



*'Helen, you're the Team Leader, **why don't you jump** first?'*

Risposte neutre (informale e formale)	
Yes, let's./That's a good idea!/Yes, OK/great./Why not?	Sì./Ottima idea!/Sì, okay/bene./Perché no?
No, let's not./No, I'd (would) rather not./Sorry, I can't.	No./No, preferirei di no./Mi dispiace, non posso.

Per fare una **controproposta** si possono usare queste espressioni: ***Let's... instead***, ***I'd rather*** + verbo alla forma base e ***I'd prefer*** + verbo all'infinito.

'Let's have Chinese tonight!'	"Mangiamo cinese stasera!"
*'**Let's have** Indian **instead**.'*	"Mangiamo indiano invece/piuttosto."
*'**I'd rather have** Mexican.'*	"Preferirei mangiare messicano."
*'**I'd prefer to have** vegan.'*	"Preferirei mangiare vegano."

Esercizi

1 ●●○ **Sandra e Dora stanno pensando a che regalo comprare per la festa del papà. Completa il dialogo con le espressioni nel riquadro.**

what about • why not • ~~sorry, I can't~~ • what shall we • let's get • why don't we

Sandra Shall we go into town tomorrow afternoon to buy Dad a present for Father's Day?
Dora (1) *Sorry, I can't*. Can we go this afternoon?
Sandra OK. (2) _____ get him?
Dora (3) _____ getting him a sweater?
Sandra That is such a bad idea. It's so boring. (4) _____ him a gadget.
Dora No, I'd rather not. I haven't got much money.
Sandra (5) _____ get him a digital key ring? It doesn't cost much and it's quite an original idea.
Dora (6) _____?

Esercizi

2 ●●● **Alcuni amici stanno decidendo cosa fare sabato sera. Sottolinea l'alternativa corretta.**

Jeff What (1) *shall/do* we do this evening?
Sarah (2) *Let's/How about* go to that new place that has opened in town.
Sam No, (3) *let's not/I don't want*. My cousin went last weekend and said it was terrible!
Jeff (4) *Do you fancy/Why don't we* coming round to my house and watching a DVD (5) *on the contrary/instead*? My parents are going out this evening.
Sarah I'd (6) *rather/prefer* go out. I don't want to stay in this evening.
Jeff (7) *What about/Shall we* going to the cinema? They are showing that new film with Bradley Cooper.
Sam Yes, (8) *great/good*. I'd (9) *prefer/rather* to go to the cinema, too.

3 ●●● **Jennie e Tom stanno discutendo se fare una festa di fine anno scolastico. Riscrivi le battute del dialogo in modo che abbiano lo stesso significato usando le parole tra parentesi.**

Jennie Let's have a party for the end of the year. (how about)
(1) *How about having a party for the end of the year?*
Tom That's a good idea. When do you fancy having it? (shall)
That's a good idea. (2) _____
Jennie Let's have it in July. (what about)
(3) _____
Tom I'd rather have it in June before everyone goes away on holiday. (instead)
(4) _____ before everyone goes away on holiday.
Jennie Where shall we have it? (fancy)
(5) _____
Tom How about having it in my garden? It's big enough! (why)
(6) _____. It's big enough!
Jennie What happens if it rains? I'd prefer to have it inside. (rather)
What happens if it rains? (7) _____
Tom Why don't we use the garage if the weather isn't good? (let's)
(8) _____
Jennie I'd rather have it somewhere nicer. (prefer)
(9) _____
Tom We can put up some decorations!

4 TRANSLATION ●●● **Ben e Mandy si stanno organizzando per andare al cinema. Traduci il seguente dialogo in inglese.**

Ben Ti va di andare a vedere il nuovo film con Tom Cruise al cinema?
Mandy Preferisco di no. Non mi piacciono i film violenti. Che ne dici di andare a vedere *Bad Moms*?
Ben Va bene. Andiamo a vedere quello allora.
Mandy È alle otto. Andiamo a mangiare qualcosa prima?
Ben Perché no? Che ne diresti di andare a mangiare un hamburger alle sette?
Mandy Preferirei una pizza.
Ben Buon'idea. Perché non ci vediamo fuori dal cinema alle sette meno un quarto?
Mandy OK!

95 *shall, should, ought to* e *must* per consigli e obbligo morale

95.1 Consigli

shall	presente del verbo "dovere"	per chiedere consigli con la prima persona singolare e plurale (*I* e *we*)	*What **shall** I **tell** her?* *__Shall__ we __resit__ the exam?*	Cosa devo dirle? Dobbiamo ridare l'esame?
should	condizionale del verbo "dovere"	per chiedere e dare consigli	*__Should__ I __stay__ or __should__ I __go__?* *You __should read__ this book. It's really interesting.*	Dovrei restare o andare via? Dovreste leggere questo libro. È molto interessante.
		per esprimere rimprovero o critica (alla forma negativa)	*You __shouldn't waste__ so much food.*	Non dovreste sprecare così tanto cibo.
ought to	condizionale del verbo "dovere"	per chiedere e dare consigli	*They __ought to tell__ the teacher.*	Dovrebbero dirlo all'insegnante.
		per esprimere rimprovero o critica (alla forma negativa)	*You __ought not to behave__ so childishly.*	Non dovresti comportarti in modo così puerile.

! Osserva le seguenti particolarità.

- *Ought to* è seguito dalla forma base del verbo che indica l'azione. È molto più formale e meno frequente di *should*
- La forma interrogativa con *ought to* è poco usata; si preferisce usare *should*.
- La risposta breve negativa di *ought to* non si usa.

must	presente del verbo "dovere"	per dare consigli	*You __must listen__ to this CD. It's great.*	Devi ascoltare questo CD. È bellissimo.

95.2 Obbligo morale

Should e *ought to* si usano anche per esprimere un dovere sentito come obbligo morale e per dire cosa è giusto, opportuno o corretto fare. Si usa *must* per fare raccomandazioni forti anche a se stessi.

I __should/ought to help__ Mum when Dad is away on business.	Dovrei aiutare la mamma quando papà è via per lavoro.
They __should/ought to be__ more careful with their money.	Dovrebbero stare più attenti ai soldi.
You __shouldn't/ought not to leave__ late because there's a lot of traffic.	Non dovreste partire tardi perché c'è molto traffico.
You __must give up__ smoking.	Devi smettere di fumare.
I __must go__ to bed earlier.	Devo andare a letto prima.

!

- Spesso *should* e *ought to* sono preceduti da espressioni come ***In my opinion/I think***.

In my opinion *you __should/ought to study__ more.*	Secondo me dovresti studiare di più.
I think *you __should stop__ arguing now.*	Penso che dovreste smettere di litigare ora.

- Nota che in frasi di senso negativo la negazione viene espressa con ***I don't think*** seguito dalla forma affermativa di *should/ought to*.

I don't think *the dog __should/ought to sleep__ on the child's bed.*	Penso che il cane non dovrebbe dormire sul letto del bambino.

Esercizi

1 ●●● **Leggi i seguenti consigli su come comportarsi bene a scuola e sottolinea l'alternativa corretta.**

1 You *should/ought not to* get to school on time.
2 You *shouldn't/should* copy in a class test.
3 You *ought to/shouldn't* talk during the lesson.
4 You *should/ought not to* always do your homework.
5 You *should/ought not to* write on school desks.
6 You *ought to/shouldn't* wear appropriate clothes to school. Not shorts and flip-flops.

2 ●●● **Anna chiede sempre consigli alla sua migliore amica Marta. Completa i mini-dialoghi con i verbi tra parentesi. Usa *shall*, *should*, *ought to* e *must*.**

1 Both Mark and Andy have asked Anna out. (go out)
Anna *Shall I go out* with Mark or Andy?
Marta *You should/ought to go out* with Mark. He's the nicest.
2 Anna is having a birthday party. (invite)
Anna _____ Elena?
Marta Yes, I think you _____. She invited you to hers!
3 Anna has seen a very expensive pair of trainers. (buy)
Anna _____ those trainers?
Marta No, _____. They're too expensive!
4 Anna hasn't got much money. (get)
Anna _____ a Saturday job?
Marta I don't think _____. You've got too much homework.
5 Anna is very angry with a friend. (speak / tell)
Anna _____ to Pamela?
Marta Yes, _____ her why you are so angry with her.
6 Anna is feeling very tired. (go)
Anna _____ to the doctor's?
Marta No, _____ to bed earlier!

3 ●●● **Scegli quattro delle situazioni seguenti e formula delle frasi che siano vere per te.**

study more • go to bed late • drink a lot of fizzy drinks • clean my bedroom more often
read more • help more around the house • get angry with my parents

I should study more. I must clean my bedroom more often.

4 ●●● **Scrivi dei consigli appropriati basandoti sulle informazioni date. Usa *I think/I don't think* e *should/ought to*.**

1 Emma has seen a friend's boyfriend with another girl. (not tell) *I don't think she should tell her.*
2 You are doing badly in maths. (extra lessons)
3 Matthew's mum is always tired. (have / holiday)
4 Your friend has an important test tomorrow. (not go out)
5 Lisa's father is very unfit. (stop smoking / start exercising)
6 Your friend hasn't got money. (get a job)

5 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Secondo me, dovresti scegliere di studiare in un'università all'estero.
2 Proviamo quel ristorante nuovo questo weekend? Dicono che sia molto buono.
3 Dovresti fare una pausa, stai studiando da più di tre ore.
4 Devi leggere questo libro. È fantastico.
5 Non si dovrebbe sprecare l'acqua.
6 I dipendenti dovrebbero rifiutare l'offerta e continuare a scioperare.
7 Secondo te, dovrei chiamarlo?

96 *must/mustn't, have (got) to, can't* per obblighi e proibizioni

96.1 Obblighi

must (forma affermativa)	per esprimere obblighi, doveri, ordini (al presente e al futuro)	*Passengers **must have** a valid ticket.* *You **must complete** the test by the end of the lesson.*	I passeggeri devono essere in possesso di un biglietto valido. Dovete finire la verifica entro la fine della lezione.
have to (sostituisce *must* nei tempi mancanti)	per esprimere obblighi, doveri, ordini (in tutti i tempi)	*They **have to sell** their car because they can't pay the loan.* *Dante **had to leave** Florence.* *I **will have to tell** your father.*	Devono vendere la macchina perché non possono restituire il prestito. Dante dovette andare via da Firenze. Dovrò dirlo a tuo padre.

⚠ Osserva le seguenti particolarità.

- Con *have to* non si usano le forme contratte.
- Nella lingua parlata al presente è comune la forma ***have got to***. In questo caso si possono usare le forme contratte.

*She's **got to** go because the bus is leaving in ten minutes.* Deve andare perché l'autobus parte fra dieci minuti.

96.2 *must* o *have to*?

Alla **forma affermativa** e **interrogativa** *must* e *have to* hanno significato molto simile, ma si preferisce usare:

- *must* per parlare di obbligo sentito come tale da chi lo impone o parla

***Must** I work on Sundays too?*	Devo lavorare anche la domenica?
*I had an argument with the art teacher. I **must** tell Mum.*	Ho avuto una discussione con l'insegnante di arte. Devo dirlo alla mamma.

- *have to* per parlare di obbligo imposto da altri

*I **had to** wear a uniform at school.*	Dovevo indossare la divisa a scuola.
***Does** he **have to** look after his little brother?*	Deve guardare il suo fratellino?

Alla **forma negativa** *must* e *have to* hanno un significato completamente diverso. Mentre *mustn't* indica un divieto o una proibizione, *don't/doesn't have to* indica mancanza di obbligo o necessità. 97.2

96.3 Proibizioni

mustn't	per esprimere proibizioni e divieti assoluti (al presente e al futuro)	*Students **mustn't run** in the school hall.*	Gli studenti non devono correre nell'atrio della scuola. (divieto)
can't	per indicare mancanza di permesso di fare qualcosa (al presente e al futuro)	*You can't **go to** the playground.*	Non puoi andare ai giardinetti. (negazione di permesso)

Esercizi

1 **Osserva i seguenti segnali stradali britannici e formula delle frasi con *must* o *mustn't/can't* e i verbi nel riquadro.**

drive (x 2) • swim • turn • stop • go in


1



2


3

1 *You can't/mustn't drive* here.
2 _____.
3 _____ right here.



4 _____ here.
5 _____ more slowly.
6 _____ here.

2 ●●● **Federica è sempre molto impegnata. Completa le frasi con *must/mustn't* e i verbi nel riquadro.**

upload • forget • spend • phone • pick up • buy

1 *I must phone* my mum.
2 _____ my jacket from the dry-cleaner's.
3 _____ my dental appointment.
4 _____ some paper for my class test tomorrow.
5 _____ the afternoon watching soap operas on TV.
6 _____ my new photos on Instagram.

3 ●●● **Completa la seconda frase con la forma corretta di *have to* in modo che abbia lo stesso significato della prima.**

1 It was necessary to tell your father.
I *had to tell* your father.
2 Is it necessary for me to pay now?
_____ now?
3 It was necessary for us to catch the early train.
We _____ the early train.
4 He doesn't want to go by bus but it is necessary.
He _____ by bus.
5 Will it be necessary to take notes on the school trip?
_____ we _____ notes on the school trip?
6 It has never been necessary for Elena to study during the summer.
Elena _____ during the summer.

4 ●●● **Daniel ha telefonato al servizio clienti di una nuova compagnia aerea per alcune informazioni. Leggi il regolamento della compagnia e completa il dialogo con *can*, *must* o *have to*. A volte più di una forma è possibile.**

Daniel (1) *Do I have to have* (I / have) a passport?
Clerk No, but you (2) _____ (have) a valid ID card.
Daniel (3) _____ (check in) at the airport?
Clerk No, you (4) _____ (check in) online and print your boarding pass. If you don't, you (5) _____ (pay) an extra £40.
Daniel How much (6) _____ (the hand luggage / weigh)?
Clerk It (7) _____ (weigh) more than ten kilos.
Daniel How big (8) _____ (my suitcase / be)?
Clerk It (9) _____ (be) quite small: 55 cm x 40 cm x 20 cm. You (10) _____ (take) only one bag onto the aeroplane.

Important Things to Remember when Flying Cheap Flight
- ✔ No passport necessary. European travellers can travel on valid Identity Card.
- ✔ It is now required that you check in online.
- ✔ It is not necessary to book your plane seat online.
- ✔ Maximum weight ten kilos for hand luggage.
- ✔ Maximum suitcase size 55 cm x 40 cm x 20 cm; only one bag per passenger.

5 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Ho dovuto lavorare sabato scorso perché il ristorante non aveva abbastanza personale.
2 Mi dispiace, ma non puoi parcheggiare qui.
3 Devo ricordarmi di fare gli auguri a mia nonna domani.
4 'Perchè Janice è dovuta andare via?' 'Sua madre ha trovato un nuovo lavoro all'estero.'
5 I tuoi amici devono rientrare la sera entro una certa ora?
6 Devo andare ora. È tardi.
7 I giocatori non possono entrare in campo senza l'allenatore.
8 Gli impiegati sono dovuti uscire dall'ufficio a causa di una fuga di gas.

97 need to/don't need to, needn't, don't have to per necessità e mancanza di necessità

97.1 need to/don't need to e needn't

Il verbo *need* è un verbo semi-modale. Si usa come:

- **verbo regolare** (*need – needed – needed*) con il significato di "avere bisogno di/dovere". È seguito dall'infinito del verbo (*to* + forma base)

*I **need to buy** a new bike.*	Ho bisogno di/Devo comprare una bici nuova.
*They **don't need to cut** the tree.*	Non hanno bisogno/Non devono tagliare l'albero.
***Did** you **need to download** a spam filter software?*	Hai avuto bisogno/Hai dovuto scaricare un software antispam?

Need può anche essere seguito da un **complemento oggetto** e da un **complemento oggetto + infinito** 104.1.

*She **needs a new pair of shoes**.*	Ha bisogno di un nuovo paio di scarpe.
***Do** you **need me to book** the flight for you?*	Hai bisogno che ti prenoti/Devo prenotarti il volo?

Con verbi come *wash, clean, polish, repair, mend, fix* si usa la costruzione ***need*** **+ verbo in *-ing*** con valore passivo.

*Your jeans **need washing**!*	I tuoi jeans hanno bisogno di essere lavati!

- **verbo modale** con il significato di "essere necessario che". Ha un'unica forma per tutte le persone ed è seguito solo dal verbo alla forma base. Si usa soprattutto alla forma negativa (***needn't***) per esprimere **mancanza di necessità**

*You **needn't go** to the laundry.*	Non devi andare in lavanderia.

⚠ Nota che *need* come **verbo regolare** si usa per esprimere una necessità/mancanza di necessità **sia abituale che momentanea**; *need* come **verbo modale** si usa **solo** per indicare una necessità/mancanza di necessità **momentanea**.

*They live far away in the country. They **need to drive** their children to school.*	Vivono lontano in campagna. Devono portare i bambini a scuola in macchina. (necessità abituale)
*I **needn't complete** the article today. I can finish it tomorrow.*	Non devo finire l'articolo oggi. Lo posso finire domani. (mancanza di necessità momentanea)

English Usage

Per esprimere mancanza di necessità si può usare anche l'espressione ***there's no need to***. In questo caso *need* è sostantivo, non verbo.

***There's no need to shout**. I'm not deaf!*	Non c'è bisogno di urlare. Non sono sorda!

97.2 don't need to e don't have to

Per esprimere mancanza di obbligo/necessità, oltre a *don't need to*, si può usare *don't have*.

*University students **don't have to attend** all the lessons.*	Gli studenti universitari non devono frequentare tutte le lezioni. (mancanza di obbligo)
*You **don't have to walk** to school, you can take a bus.*	Non devi andare a scuola a piedi, puoi prendere l'autobus. (mancanza di necessità)

La forma negativa di *need* (*don't/doesn't need*), *needn't* e *don't have to* possono essere tradotte in italiano, oltre che con la forma negativa del verbo "dovere", con espressioni come "non è necessario che", "non c'è bisogno che", "non occorre".

*You **don't need to/needn't/don't have to go** to the supermarket.*	Non è necessario/Non c'è bisogno/Non occorre che tu vada al supermercato.

Esercizi

1 ●●● **Descrivi le immagini usando *need* e i verbi nel riquadro alla forma in *-ing*.**








wash • clean (x 2) • cut • repair • paint

1 The car *needs cleaning*.
2 Your hair _____.
3 My watch _____.
4 Those windows _____.
5 The house _____.
6 The curtains _____.

2 ●●● **Volgi le seguenti frasi alla forma negativa usando *needn't* o *don't need (to)*. A volte entrambe le forme sono possibili.**

1 We need a holiday.
We *don't need* another holiday!
2 I need to go to the supermarket today.
I _____ go to the supermarket today.
I went yesterday.
3 The boys need new shoes.
The boys _____ new shoes.
4 They need a lot of time to finish the project.
They _____ much time to finish the project.
5 Barbara needs to leave early.
Barbara _____ leave early.
6 Mark needs to charge his mobile phone.
Mark _____ charge his mobile phone.

3 ●●● **Valentina sta andando a trovare il suo amico Alex a Dublino. Completa le loro email con la forma corretta di *need*.**

Hi Alex,
As you know I'm arriving in Dublin next week. I'm not sure about the weather.
I (1) *need* some advice.
What (2) _____
(I / pack)? I'm worried I might forget something.

Love
Vale
xx

Hi Vale,
Don't worry. You (3) _____ (bring) a raincoat and umbrella. It's wet and cold here so you (4) _____ (not / put) any summer clothes in your suitcase. ☹ You (5) _____ (have) some comfortable walking shoes. We're going to do a lot of walking! You (6) _____ (not / bring) towels. I can lend you those. You (7) _____ (not) a car in Dublin, I live in the city centre. I can't come and collect you so you (8) _____ (catch) the bus into Dublin. You (9) _____ (buy) a five-day travel card.
(10) _____ (you / know) anything else? Let me know!
Can't wait to see you.
Alex

4 ●●● **Riscrivi la seconda frase in modo che abbia lo stesso significato della prima. Usa le parole tra parentesi.**

1 It's not necessary to take your coat today. It's quite warm. (have)
You don't have to take your coat today. It's quite warm.
2 It's not necessary to hurry. We've got plenty of time. (needn't)
3 You don't need to carry ID with you in Britain. (have)
4 I don't have to get up early tomorrow. It's Sunday! (needn't)
5 Does he have to listen to his music so loudly? (need)
6 It's not necessary to worry. Everything will be fine in the end. (there)

Esercizi di riepilogo

1 **Completa le offerte con le espressioni appropriate.**

1 '*Would you like* a coffee?' 'No, thanks. I've just had one.'
2 '_____ turn the heating up?' 'Yes, please. It's a bit cold in here.'
3 '_____ to help you with that suitcase?' 'That's very kind of you, but I can manage.'
4 '_____ take the dog for a walk.' 'Thanks. I'm a bit tired.'
5 '_____ to sit here?' 'Thank you very much.'
6 '_____ help you?' 'No, thank you. I'm just looking at the moment.'

2 **La famiglia Blair vuole mangiare fuori stasera. Completa la loro conversazione con le parole nel riquadro.**

why don't • instead • Shall we • good idea • How about
Let's • do you fancy • I'd prefer • would you like • fancy

Dad (1) *Why don't* we go out for something to eat tonight? I don't want to cook. Where (2) _____ to go?
Mum Do you (3) _____ going to Bella Napoli?
Dad No, I don't want a pizza. Let's go to The Spice Hut (4) _____.
Mum That's a (5) _____. I love their vegetarian curry.
Son You know I don't like spicy food. (6) _____ going to American Diner?
Dad That's just like junk food on a plate, and you already eat too many burgers.
Son Ok. (7) _____ go to that new Japanese place! They say it's very good.
Mum (8) _____ to go to a Chinese because I don't know if I like Japanese food.
Dad We're getting nowhere! (9) _____ let Sally decide? Where (10) _____ going, Sally?

3 PRELIMINARY **Scegli l'opzione corretta.**

When in Rome...

The proverb 'When in Rome, do as the Romans do' means that when you are in another country you (1) *should* behave in the same way as those around you. But do you (2) _____ shake hands or bow, eat with cutlery or your hands? What (3) _____ you do so as not to offend people? What (4) _____ you talk about? These cultural differences (5) _____ cause problems but you (6) _____ to do some research before you leave. In Japan, for example, you (7) _____ remember to take off your shoes in someone's house. However, you (8) _____ worry about making a noise when you're eating noodles because it's OK to slurp. If the custom is to eat with your hands, you (9) _____ be careful because in countries like Thailand and Singapore you (10) _____ use your left hand. The list goes on, but the most important thing to remember is to enjoy your holiday!

1	A should	B mustn't	C can't
2	A must	B have to	C need
3	A have to	B mustn't	C don't have to
4	A need to	B have to	C can't
5	A don't need	B have	C needn't
6	A have	B must	C should
7	A must	B don't have	C need
8	A mustn't	B don't need	C don't have to
9	A mustn't	B need to	C don't have to
10	A can't	B have	C need



4 PRELIMINARY **Completa la seconda frase in modo che abbia lo stesso significato della prima. Usa un massimo di tre parole.**

1 Mario suggested going bowling on Saturday afternoon.
Mario said, '*Why don't* we go bowling on Saturday afternoon?'
2 It is not possible to park in the main square at the weekend.
You _____ in the main square at the weekend.
3 When I was at school, there was a compulsory assembly every morning.
I _____ go to an assembly every morning when I was at school.
4 Shopping online is a good idea if you don't have much time.
If you don't have much time, you _____ online.
5 It isn't necessary for you to bring anything to the party as I've organised everything.
You _____ to bring anything to the party as I've organised everything.

5 **Leggi le lettere della posta del cuore e le risposte. Scegli l'alternativa corretta e abbina le domande alle risposte.**

1 Dear Sue,
I've had a really bad argument with my best friend and now he won't talk to me. What *should/would* I do? I want to be friends again.

2 Dear Sue,
Can/Shall you help me? I want to go away for the weekend with my friends, but I've spent all my money. *Would/Should* I ask my parents for some more?

3 Dear Sue,
Two months ago my family moved to a small village and I *did must/had to* leave all my friends. I feel quite lonely here. What *shall/will* I do?

A ☐ First of all, you *mustn't/have to* worry. With social networks and mobile phones you *need to/needn't* lose touch with your old friends. Secondly, you *ought/should* find out about some clubs or activities in your area. You *have to/don't have to* make an effort to talk to new people but you *ought to/shouldn't* pretend to be someone different.

B ☐ I think you *needn't/ought to* find a quiet time when you can speak calmly together. And the first thing you *can't/should* do is apologise. And you *don't have to/shouldn't* force him to talk so you *need/must* to be patient until he is ready.

C ☐ You *can't/must* learn to handle your money better. You *can/have to* save up in case you need to buy something or do something important. You *don't have to/can't* expect your parents to keep giving you money every time you ask. *Why don't you/How about* getting a part-time job to earn some extra money?

6 ERROR CORRECTION **Trova altri 8 errori nei mini-dialoghi e correggili.**

1 'Would you like me ~~cooking~~ *to cook* dinner tonight?'
'No, that's alright. I'll do it.'
2 'Mum, where's my black hoodie?'
'It needed to wash, so it's in the washing machine.'
'Oh no. I told you that you mustn't to touch my things.'
3 'Do you fancy to have fish for lunch today?'
'I'd prefer have pasta, if that's alright.'
4 'I've got get up early tomorrow morning for rugby training.'
'Didn't you must get up early yesterday for training too?'
'Yes, we've got an important match which we don't have to lose.'
5 'Do you need that I to do anything?'
'No thanks. I can manage.'

Towards PRELIMINARY

READING

1 PART 3 **Read the article about a new gadget for shopping and decide if each sentence is true (T) or false (F).**

		T	F
1	Dash buttons are available from several online providers.	☐	☐
2	Only members with the company priority account can have Dash buttons.	☐	☐
3	You can have a dash button for any product you would like.	☐	☐
4	The range of products is the same all over the world.	☐	☐
5	The buttons may cost you nothing in certain circumstances.	☐	☐
6	The button is immediately ready to use when you receive it.	☐	☐
7	You must be careful not to press the button accidentally and order too much stuff.	☐	☐
8	You are guaranteed to get the best price by using a dash button.	☐	☐
9	Delivery times can vary according to your location.	☐	☐
10	You can also compile a shopping list with these gadgets.	☐	☐

Press to order!



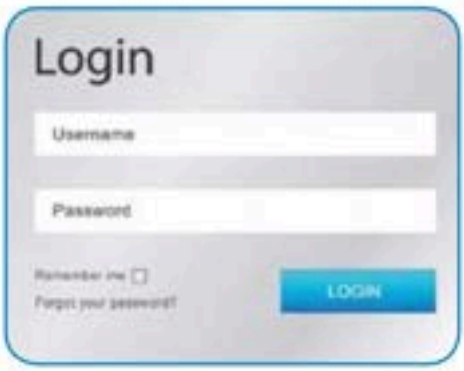
An online shopping company has added Dash Buttons to its services. These are wi-fi connected devices which will reorder your favourite products. So how do they work?

First of all you need to have the company priority account. Then you can go online and choose which buttons you want: you have to have a separate button for each product and they are mostly available for household items that people use a lot like toothpaste, detergents, nappies and pet food. The brands available may be different depending on your country. You pay a small amount for each button, but this money is often refunded with your first purchase. Once you have received your button and set it up using their app, you can stick it near the washing machine or dog bowl, ready to press when you realise you're about to run out of that important product. There's no need to worry about receiving multiple orders – for example if a child plays with the button – as there is a notification service with messages to your smartphone.

One problem, as far as I can see, is that you don't have any control over the price you pay. Before getting the Dash button you should obviously check to see if it's a good deal, but after that you have to pay whatever the company price is and, while they are normally very competitive, there could be a better special offer elsewhere. In some areas delivery can be within a few hours, other places might take longer so this is also a consideration. My final thought, if I'm honest, is do we really need this kind of device? Why don't we write a shopping list like in the past? We could always write it on our smartphone instead of a piece of paper if we are afraid of being too old-fashioned.

2 PART 5 **Choose the correct option.**

Online Safety



Both adults and children (0) *should* take online safety very seriously, both for their personal safety and for the security of personal information. First, (1) _____ talk about children. Children who (2) _____ to surf the web without any parental controls or filters are at risk of seeing obscene and offensive content. Malicious users (3) _____ utilise techniques like phishing and cyberstalking to take advantage of young children. They might also pretend to be someone else. Children, especially teenagers, love using social networks and chat rooms. They (4) _____ stop using them, but they (5) _____ be aware of the dangers and risks of sharing too much personal information online.

What about (6) _____ a password? Often, people are (7) _____ to guess weak passwords very easily so you (8) _____ to think of a strong password, with at least 10 characters, upper and lower case and a mix of random numbers and letters. In addition, you (9) _____ to change your password regularly. Finally, without a good antivirus programme, your computer (10) _____ be at risk of computer viruses and malware.

0	A should	B ought	C need	D have
1	A shall	B how about	C let's	D will
2	A can	B are allowed	C able	D must
3	A should	B can't	C need	D can
4	A needn't	B have to	C must	D ought
5	A must	B might	C may	D can't
6	A the choice	B to choose	C choose	D choosing
7	A allowed	B necessary	C able	D forbidden
8	A should	B can	C have	D must
9	A must	B ought	C should	D might
10	A mustn't	B can't	C needs to	D may

WRITING

3 PART 1 **Here are some sentences about a leisure centre. For each question complete the second sentence so that it means the same as the first. Use a maximum of three words.**

0 It is possible to go to the leisure centre every day.
You *can* go to the leisure centre every day.

1 It isn't necessary to be a member of the leisure centre.
You _____ be a member of the leisure centre.

2 Eating and drinking is forbidden in the gym and pool areas.
You _____ eat or drink in the gym and pool areas.

3 It is a good idea to buy a season ticket to save money.
You _____ to buy a season ticket to save money.

4 It is necessary to pay extra to use the sauna.
You _____ pay extra to use the sauna.

5 I sometimes suggest that my friend comes with me.
I sometimes say to my friend, '_____ coming with me?'

Towards PRELIMINARY

4 PART 3 **This is part of a letter you receive from an English friend. Write a reply of about 100 words.**

The teachers at my secondary school are quite strict and there are lots of rules. We can't use a cellphone during the break or lunch, for example. What about your school or college? What can and can't you do? Was it different at your primary school?

5 PART 3 **Write a story of about 100 words. The first sentence of your story is:**

I had to leave immediately before somebody found out.

WRITING TIPS

In order to make your letter interesting, remember to use a variety of ways to talk about obligation, permission, possibility and necessity or lack of.
For the story, you can use the checklist on page 283.

LISTENING

6 T 22 PART 1 **Choose the correct option.**

0 What do they decide to do?



A ☐ B ☐ C ☑

1 What did the boy have to do yesterday?



A ☐ B ☐ C ☐

2 What should the man do?



A ☐ B ☐ C ☐

3 What are they going to do tomorrow?



A ☐ B ☐ C ☐

4 What time will the girl's father collect her?



A ☐ B ☐ C ☐

5 What can't students take into the exhibition?



A ☐ B ☐ C ☐

6 Which instrument can the boy play the best?



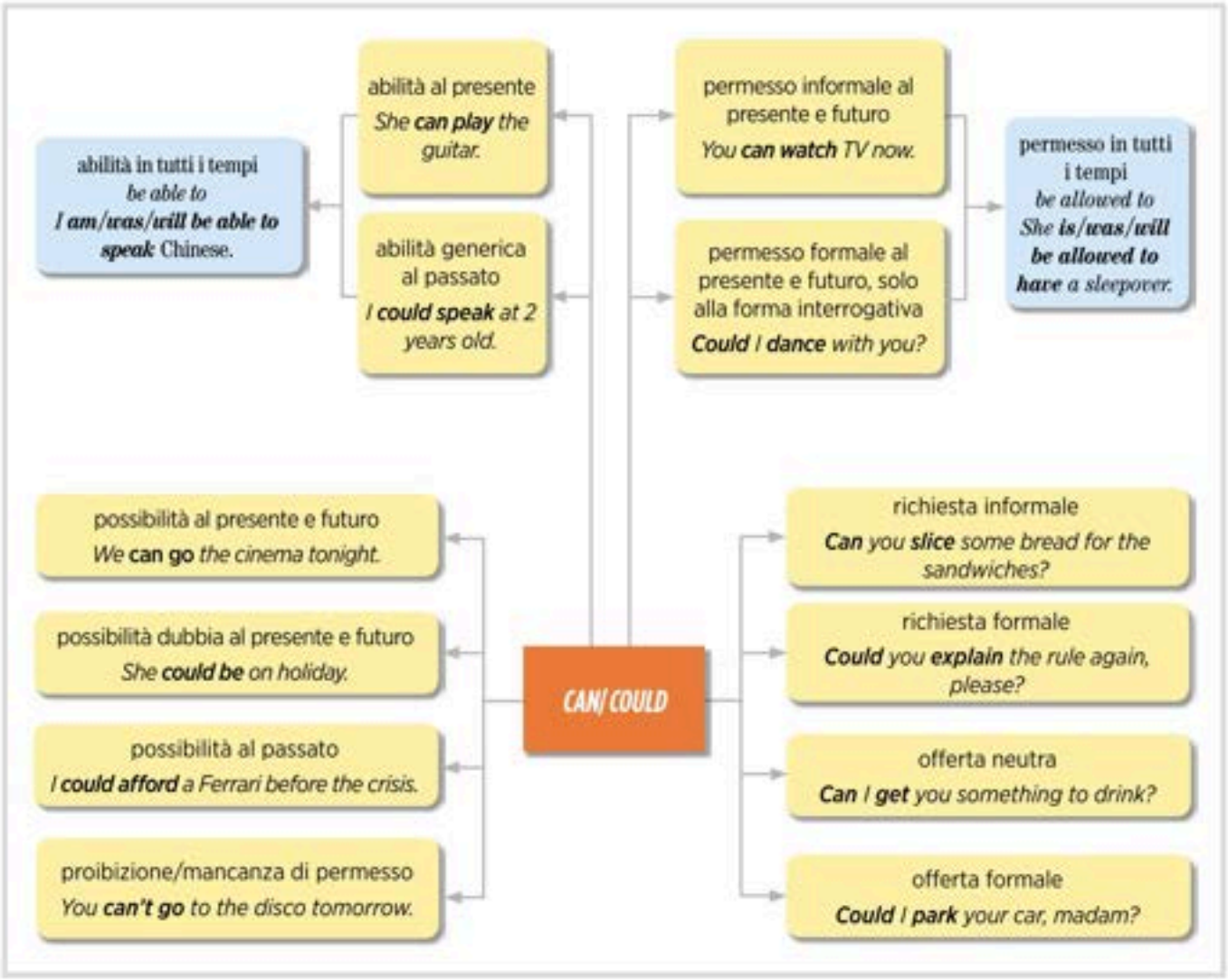
A ☐ B ☐ C ☐

7 Why couldn't the man go to the match yesterday?



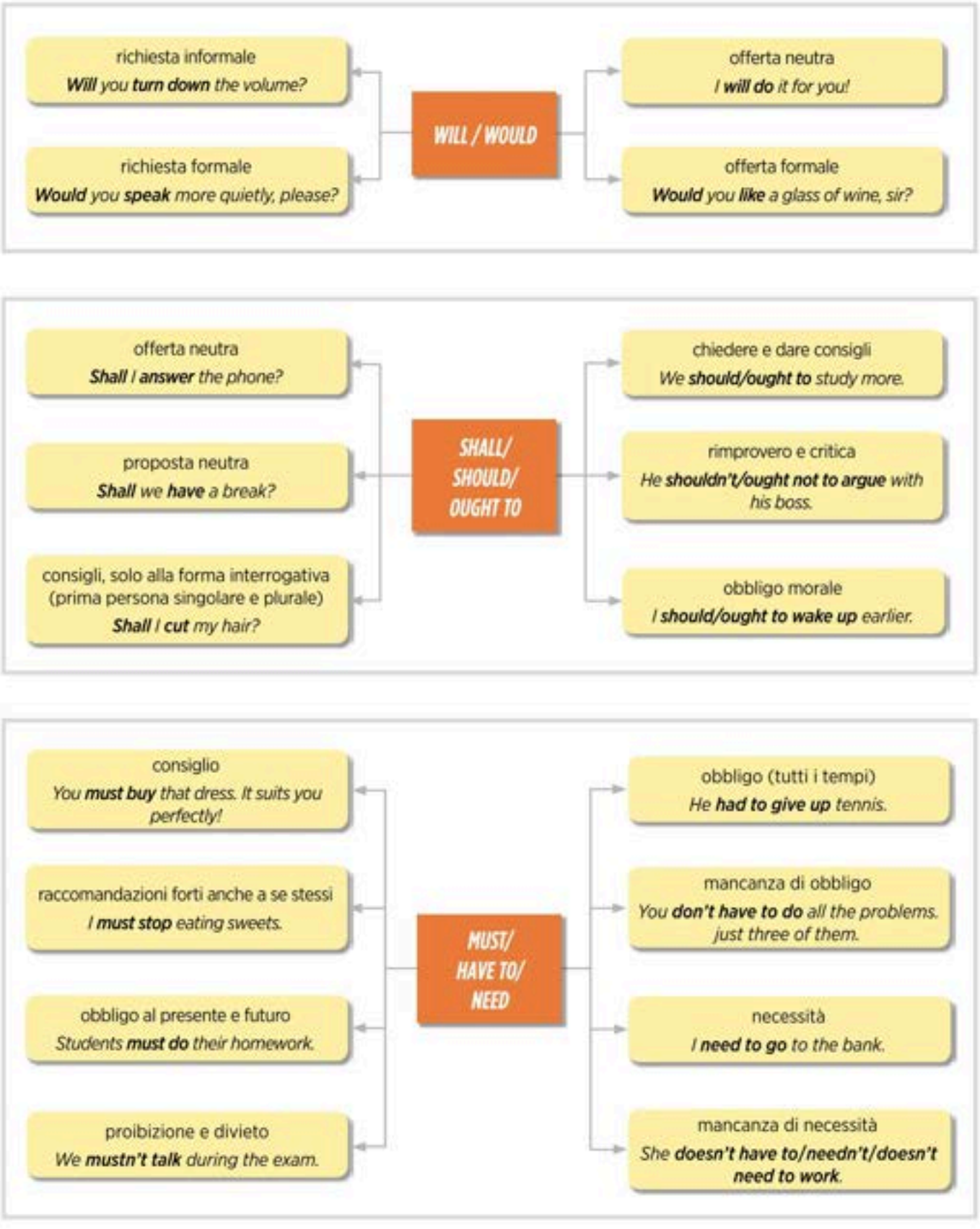
A ☐ B ☐ C ☐

Mappa concettuale





Mappa concettuale



Esercizi

1 CAN COULD MAY E MIGHT **Riordina le parole per formulare delle domande. Poi abbinale alle risposte.**

1 play / you / musical instrument / can / a / ?
Can you play a musical instrument?
2 hear / noises / I / downstairs / can / .
3 be / could /car keys / my / where / ?
4 holidays / go / we / Spain / might / to / our / for / .
5 closing / would / window / the / mind / you / ?
6 please / sign / you / here / would / sir / ?
7 I / to / go / Saturday / can / Isaac's house / on / ?
8 leave / earlier / may / today / I / an hour / Miss / ?

- ☐ No, of course not.
- ☐ Sorry, we've got your cousin's graduation party.
- ☐ No, but I'm quite good at singing.
- ☐ Yes. Have your got your permission slip?
- ☐ Do you think it's a burglar?
- ☐ Have you looked in your coat pocket?
- ☐ But we haven't decided yet.
- ☐ Certainly. Have you got a pen?

2 SHALL, SHOULD, OUGHT TO **Completa il dialogo con le espressioni nel riquadro.**

I should invite • shall I go out with • you should • should I look for
you shouldn't get • you ought not to behave • you ought to spend • shall I wear

Alice Do you think (1) ***I*** *should invite* Elena to my birthday party?
Molly Yes, (2) _____. She invited you to hers!
Alice Ok. You're right. What (3) _____? I could get some new jeans.
Molly You've got loads of clothes. (4) _____ anything new.
Alice You're right. And I haven't got much money. (5) _____ a Saturday job?
Molly I don't think so. (6) _____ more time doing your homework.
Alice That's boring! So, this weekend both Mark and Andy have asked me out. I went out with Mark last time. Who (7) _____ this time?
Molly You (8) _____ so selfishly. It's not nice.

3 MUST, HAVE TO E NEED **Sottolinea l'alternativa corretta.**

1 Dave ***must/needs*** to charge his phone. The battery is nearly dead.
2 Elena ***didn't have to/mustn't*** go to school last Saturday because it was closed.
3 You ***don't have to/mustn't*** open this door. There is an alarm.
4 You ***have to/need*** have a valid ID card or passport to travel to the UK.
5 The car ***needs/has to*** cleaning. Have you got time to do it today?
6 We ***needn't/had*** to catch the earlier train because of the rail strike.
7 I ***don't need/needn't*** to go to the supermarket today. I went yesterday.
8 You ***don't have to/mustn't*** bring anything to the party. I've organised all the food already.
9 You ***mustn't/needn't*** drive here. It's taxis and buses only.
10 We ***haven't got/needn't*** hurry as we've got plenty of time.

98 Il periodo ipotetico di tipo 0

VIDEO

98.1 Il periodo ipotetico

Il periodo ipotetico è formato da una proposizione principale (*main clause*) e da una proposizione subordinata introdotta da *if* (*if clause*). La subordinata con *if* indica la condizione necessaria affinché si realizzi quanto espresso nella principale.
In inglese si distinguono quattro tipi di periodo ipotetico: il periodo ipotetico di tipo 0 (*zero conditional*), di 1° tipo (*first conditional*), di 2° tipo (*second conditional*), di 3° tipo (*third conditional*). Ognuno indica un grado diverso di probabilità che la condizione espressa nella subordinata si verifichi.

98.2 Periodo ipotetico di tipo 0

FORMA

Principale	Subordinata con *if*
present simple	*if* + *present simple*

*Dad **gets** angry **if** Mum **is** late.*
Papà si arrabbia se la mamma è in ritardo.

⚠ • La subordinata con *if* può trovarsi all'inizio o alla fine del periodo ipotetico. Quando si trova all'inizio, le due proposizioni sono separate da una virgola.

If there is a power failure, household appliances don't work. — Se c'è un'interruzione di corrente gli elettrodomestici non funzionano.

• *If* può essere sostituito da *when* senza modificare il significato della frase.

***If/When** there is a bus strike, I go to school by bike.* — Se/Quando c'è sciopero degli autobus, vado a scuola in bicicletta.

USO

Il periodo ipotetico di tipo 0 si usa per parlare di **fatti sempre veri o abituali**, **procedure** e **leggi universali**. La condizione contenuta nella subordinata con *if* ha sempre come risultato quanto espresso nella principale.

*If the car **runs** out of petrol, it **doesn't move**.* — Se la macchina rimane senza benzina, non cammina.
*If I **drink** white wine, I **get** a stomach ache.* — Se bevo il vino bianco, mi viene il mal di stomaco.
***Does** the file **open** if you **double-click** this icon?* — Si apre il file se fai doppio clic su questa icona?
*If the temperature **reaches** 0°C, water **freezes**.* — Se la temperatura raggiunge lo 0, l'acqua congela.

VARIANTI

• Sia **nella proposizione principale che nella subordinata con *if***, oltre al *present simple*, si possono usare i **modali**, il ***present continuous*** e il ***present perfect simple***.

*If you **can't speak** English, you **cannot get** a work visa for Australia.* — Se non parli inglese, non puoi ottenere un visto per lavorare in Australia.
*If **I'm having** a rest, I don't answer the phone.* — Se sto riposando, non rispondo al telefono.
*If you **have studied**, you **can go** out.* — Se hai studiato, puoi uscire.

• Nella **proposizione principale** si usa l'**imperativo** per impartire istruzioni o divieti.

***Don't use** the elevator if there's a fire.* — Non usare l'ascensore se c'è un incendio.

• Per parlare di fatti veri o abituali nel passato si usa il ***past simple*** sia **nella subordinata con *if*** **che nella principale**.

*If a man **stole**, they **cut** off his hand.* — Se un uomo rubava, gli tagliavano la mano. (fatti veri)
*If I **watched** a horror film, I **turned** all the lights on.* — Se guardavo un film dell'orrore, accendevo tutte le luci. (fatti abituali)

Esercizi

1 ●●● **Abbina le due parti delle frasi.**

1	Oil floats	a	☐ you save ten percent.
2	If it rains,	b	☐ people buy less.
3	If you download WhatsApp,	c	☐ you don't have to pay for your text messages.
4	What happens	d	☑ if you pour it on water.
5	When you buy online,	e	☐ if you press this button?
6	If prices are high,	f	☐ you get wet.

2 ●●● **Bella sta raccontando a un'amica perché vuole lasciare il suo ragazzo. Scrivi delle frasi ipotetiche basandoti sulle informazioni date.**

1 I speak to another boy / he / get jealous
If I speak to another boy, he gets jealous.
2 he always / get annoyed / I / be late
3 we / go to a disco / he get / a headache
4 I / have a problem / he / not listen to me
5 he / not like it / I / want to go out with my friends
6 it / be hot / he / not want to go to the beach

3 ●●● **Completa le frasi con le parole nel riquadro.**

can't be • I'm doing • am chatting • ask • haven't done • must sleep

1 If *I'm doing* my homework, I don't like my sister coming into my bedroom.
2 She _____ in the band if she can't play an instrument.
3 If I _____ online to friends, my mum always tells me to turn the computer off!
4 You _____ if you feel tired.
5 If you need help, _____ me. I'm always here in my office.
6 If I _____ my homework, I'm not allowed to turn on the computer.

4 ●●● **Leggi l'articolo e completa le frasi con la forma corretta delle espressioni nel riquadro.**

want • be able to • need • can use • not have • want • ought to log out • not use • use • can usually discover

Did you know?

1 If hackers *want* to get into your computer, they *are able to* test hundreds of different passwords until they find yours!
2 If you _____ a difficult password, they _____ your password with password cracking software.
3 _____ your boyfriend's name or a hobby if you _____ a strong password.
4 If you _____ your passwords to be secret, you _____ a 'password manager', such as LastPass to encrypt and store them online.
5 If someone else _____ your computer, you _____ of LastPass so the other person is unable to access your information.

So be safe and spend some time on choosing your passwords!

5 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Se premi questo tasto la stampante si accende.
2 Se non riesco a dormire abbastanza mi sento molto stanca.
3 Non puoi nuotare qui se c'è la bandiera rossa.
4 Se hai dimenticato le chiavi di casa devi telefonare ai vicini.

99 Il periodo ipotetico di 1° tipo

VIDEO

FORMA

Principale	Subordinata con *if*
will + forma base	*if* + *present simple*

***I'll wear** Mum's black dress at the party **if** she **agrees**.*
Indosserò il vestito nero di mamma alla festa se lei è d'accordo.



In inglese non si può usare il futuro nella subordinata con *if*, mentre in italiano sono possibili sia il presente sia il futuro semplice.

*I'll explain my point of view, if you **let** me speak.*
Ti spiegherò il mio punto di vista se mi lasci/lascerai parlare.

Al posto di *if* si può usare:

- ***even if*** ("anche se") per sottolineare la condizione e renderla più remota

*I won't apologise **even if** it costs me the job.* — Non mi scuserò anche se mi costerà il posto di lavoro.

- ***unless*** ("a meno che non") seguito dalla forma affermativa del verbo se la frase subordinata con *if* è negativa (*if... not*)

*The butter will melt **if** you **don't put** it in the fridge.* — Il burro si scioglierà se non lo metti in frigo.
→ *The butter will melt **unless** you **put** it in the fridge.* — → Il burro si scioglierà a meno che tu non lo metta in frigo.

Trattazione completa delle alternative a *if*, 141.2

USO

Il periodo ipotetico di 1° tipo si usa per:

- parlare di **ipotesi reali o possibili** nel futuro che hanno un'alta probabilità di verificarsi

*You'll get into serious trouble if you **don't stop** going out with bad company.* — Ti metterai in guai seri se non la smetti di frequentare cattive compagnie.

- fare **offerte**, **proposte** e **avvertimenti**

*Mum, don't worry. If I **have** time, I **will help** you with the Christmas decorations.* — Mamma, non preoccuparti. Se ho tempo ti aiuto con le decorazioni di Natale.

VARIANTI

- Nella **proposizione principale**, oltre a *will* + forma base, si possono trovare i **modali** e ***be going to***.

***Can** you **pick** me up at the airport if there's a bus strike?* — Puoi venirmi a prendere all'aeroporto se c'è lo sciopero degli autobus?
*You **should read** this book if you like horror stories.* — Dovresti leggere questo libro se ti piacciono le storie dell'orrore.
***I'm going to cut** the grass if it stops raining.* — Taglierò l'erba se smette di piovere.

- Nella **proposizione principale** si può trovare l'**imperativo** per impartire istruzioni o divieti.

***Call** me if you have an emergency.* — Chiamami se hai un'emergenza.

- Nella **proposizione subordinata con *if***, oltre al *present simple*, si possono trovare i **modali**, il ***present continuous*** e il ***present perfect simple***.

*If Leonardo and Mattia **can't go** to the match, I won't go either.* — Se Leonardo e Mattia non possono andare alla partita, non andrò nemmeno io.
*If the baby **is sleeping**, I won't hoover.* — Se la bambina dorme, non passerò l'aspirapolvere.
*If they **have gone** to the cinema without me, I won't forgive them.* — Se sono andati al cinema senza di me, non li perdono.

Esercizi

1 ●●● **Cosa farà Lynn domenica se piove? Scrivi delle frasi basandoti sulle informazioni date.**



If it rains on Sunday…

1 stay at home — *If it rains on Sunday, I'll stay at home.*
2 make a chocolate cake — If I stay at home, _____.
3 eat it all — If I make _____.
4 feel sick — _____
5 go to bed — _____
6 sleep all day — _____

So let's hope it doesn't rain on Sunday!

2 ●●● **Sottolinea l'alternativa corretta.**

1 You *are able/will be able* to see better if you *will turn/turn* on the light.
2 We *miss/will miss* the bus if we *won't hurry/don't hurry.*
3 If I *will see/see* Mark tomorrow, I *give/will give* him your message.
4 I'*ll watch/watch* the football match if you *aren't watching/will not watch* TV tonight.
5 If he *won't answer/hasn't answered* my Facebook message, I *am/will be* annoyed with him.
6 Even if I *study/will study* all night, I *am not/won't be* prepared for the class test tomorrow.

3 ●●● **Leggi le frasi su alcune superstizioni diffuse in Inghilterra e completale con la forma corretta dei verbi tra parentesi.**



1 If a black cat *crosses* (cross) your path, you *'ll have* (have) bad luck.
2 If you _____ (put) salt on your doorstep, it _____ (keep) evil away.
3 If you _____ (catch) a falling leaf on the first day of autumn, you _____ (not / catch) a cold all winter.
4 You _____ (have) good luck if you _____ (find) a four-leafed clover.
5 If you _____ (make) a wish when you see a shooting star, it _____ (come) true.
6 A rabbit's foot _____ (protect) you from bad spirits if you _____ (carry) it in your pocket.

4 ●●● **Riformula le frasi usando *if* al posto di *unless* e viceversa.**

1 If we don't leave now, we'll be late.
Unless we leave now, we'll be late.
2 My parents will be angry unless I get good marks in my school subjects.
3 I won't be able to do this if you don't help me.
4 We won't find a seat unless we get there early.
5 You shouldn't get on a bus unless you have got a ticket.
6 If you don't have a valid identity card, you can't leave the country.

5 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Se non hai il permesso, non puoi uscire da scuola.
2 Se domani ci sarà uno sciopero dei mezzi, non andrò a scuola.
3 Se vanno via adesso, prenderò un taxi.
4 A meno che non parli bene l'inglese, è difficile trovare lavoro nel turismo.
5 Anche se puoi venire da sola, ti darò un passaggio.
6 Non dovresti andare in palestra se non ti senti bene.

100 Il periodo ipotetico di 2° tipo

VIDEO

FORMA

Principale	Subordinata con *if*
would + forma base	*if* + *past simple*

*You **would be** with your friends now if you **didn't spend** so much time on the Internet.*
Saresti con i tuoi amici ora se non perdessi così tanto tempo su internet.

La forma affermativa contratta di *would* è ***'d*** e si usa con i pronomi soggetto ma non con i sostantivi.
La forma negativa contratta è ***wouldn't***.

⚠ Attenzione a non confondere la **forma affermativa contratta** di ***would*** con quella di ***had***: la prima è seguita dalla forma base del verbo, la seconda dal participio passato (*past perfect*).

*She'**d be** fitter if she trained harder.* — Sarebbe più in forma se si allenasse di più.
*He'**d bought** his wedding suit without consulting his fiancée.* — Aveva comprato il suo abito da sposo senza consultare la sua fidanzata.

English Usage

- Nell'inglese formale nella **proposizione subordinata con *if*** si usa la forma ***were*** del verbo be per tutte le persone, compreso *I* e *he/she/it*; nel linguaggio colloquiale si incontrano anche le forme *if I/he/she/it was*.

***If I were** interested in your opinion, I would ask you for it.* — Se fossi interessato alla tua opinione, te la chiederei.

- L'espressione ***if I were you/him/her/them*** ("se fossi in te/lui/lei/loro"), che si usa per dare consigli, si costruisce esclusivamente con *were*.

***If I were you**, I'd go to the dentist.* — Se fossi in te, andrei dal dentista.

USO

Il periodo ipotetico di 2° tipo si usa per parlare di **ipotesi improbabili o impossibili nel presente** e **situazioni immaginarie o possibili nel futuro** che hanno scarsa possibilità di realizzarsi.

*If you **studied** harder, you'**d get** good marks.* — Se studiassi di più, otterresti buoni voti. (presente)
*If I **won** the lottery, I'**d buy** you a diamond ring.* — Se vincessi alla lotteria, ti comprerei un anello con diamante. (futuro)

VARIANTI

- Nella **proposizione principale**, oltre a *would* + forma base, si possono trovare i **verbi modali *could*, *might* e *should***.

*You **could run** faster if only you trained!* — Potresti correre più velocemente se solo ti allenassi!
*He **might win** the competition if he had a faster car.* — Potrebbe vincere la gara se avesse una macchina più veloce.
*Martin **should give** her another chance if she asked for it.* — Martin dovrebbe darle un'altra possibilità se lei glielo chiedesse.

- Nella **proposizione subordinata con *if***, oltre al *past simple*, si possono trovare il ***past continuous***, ***could*** e ***should***. L'uso di *should* sottintende che la condizione è molto improbabile che si realizzi.

*I wouldn't ask for your help if you **were studying**.* — Non ti chiederei aiuto se stessi studiando.
*Mrs Carter, I'd be very grateful if Stella **could sleep** over at my house on Halloween night.* — Signora Carter, le sarei molto grato se Stella potesse dormire a casa mia la sera di Halloween.
*How would you react if he **should ask** you to marry him?* — Come reagiresti se dovesse chiederti di sposarlo?

Esercizi

1 ●●● **Sottolinea l'alternativa corretta.**

1 Andy *wouldn't go/didn't go* to school on his scooter if he *lived/would live* nearer.
2 If I *would be/were* older, I *could go/can go* on holiday with my friends.
3 If I *saw/would see* a ghost, I *were/would be* petrified!
4 Our cities *weren't/wouldn't be* so polluted if there *would be/were* fewer cars.
5 What *would you do/did you do* if you *were/would be* in my situation?
6 Martha *read/would read* more if she *wouldn't have to/didn't have to* study so much.

2 ●●● **Che cosa faresti se vincessi una grossa somma di denaro? Formula delle frasi interrogative, affermative e negative basandoti sulle informazioni date.**



1 'buy / villa / beach?' 'no / Jamaica'
'Would you buy a villa on the beach?'
'No, I wouldn't. I would buy a house in Jamaica.'
2 'travel around world?' 'no / Australia'
3 'buy designer clothes?' 'yes / Abercrombie'
4 'give money to charity?' 'yes / WWF'
5 'put / money / bank?' 'no / spend'
6 'give money to / friends?' 'no / family'

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

1 We *'d have* (have) a dog if we *had* (have) a garden.
2 If I _____ (not / have) my computer, I _____ (not / know) what to do in the evenings.
3 If people _____ (be) more tolerant, there _____ (be) fewer wars.
4 How _____ (you / feel) if you _____ (get) lost on a dark empty road at midnight?
5 If it _____ (not / be) winter, we _____ (not / be) at home, sitting around the fire. We _____ (be) on the beach!
6 I _____ (not / wear) those shoes, if I _____ (be) you.

4 ●●● **Completa il dialogo con la forma corretta dei verbi tra parentesi.**

Margot Do you want to do this questionnaire on how honest you are?
Nicholas Well, I think I'm pretty honest.
Margot OK. What (1) *would you do* (you / do) if you (2) *crashed* (crash) into a parked car while you were on your bike?
Nicholas I think I (3) _____ (ride) away very fast.
Margot What (4) _____ (you / do) if you (5) _____ (discover) a way of making free calls on your mobile?
Nicholas I (6) _____ (tell) all my friends.
Margot If your best friend's girlfriend (7) _____ (invite) you out on a date, what (8) _____ (you / do)?
Nicholas I (9) _____ (not / go)!
Margot Yes, but (10) _____ (you / tell) him?
Nicholas No, I (11) _____. I (12) _____ (not / say) anything.
Margot What (13) _____ (you / do) if you (14) _____ (find) $50 on the ground?
Nicholas I (15) _____ (put) it in my pocket. So what's my score? Am I honest?

Esercizi

5 ●●● **Dai consigli in risposta ai seguenti problemi basandoti sulle informazioni date.**

1 I've got a headache. (have a rest)
If I were you, I would have a rest.
2 I'm angry with my friend, Monica. (speak)
3 Giulia has got a low mark in Italian. (study more)
4 I want to post a photo of my friend on Facebook. (ask him first)
5 Luca isn't happy at his school. (change)
6 I don't feel well today. (not / go to school)



6 ●●● **Formula delle frasi con il periodo ipotetico di 2° tipo.**

1 she / phone him / she / know his number
She would phone him if she knew his number.
2 I have / more free time / I / take up a musical instrument
3 what / your parents / say / you / have a tattoo / ?
4 you / can meet any famous person / who / you / want to meet / ?
5 you / can visit / any country in the world / where / you / go / ?
6 she / not / stay out late / every night / she / not be / so tired / in the morning
7 she / can go on holiday / she / not spend / all her money / on shoes
8 I / be / Samia / I / not forgive / him
9 we / may help / Lukas / he / not be / so arrogant
10 you / not drive / so slowly / we / can arrive on time

7 ●●● **Completa le frasi con le espressioni nel riquadro.**

could do • could afford • were being • should leave • might taste
might get • could check out • could be

1 I *could do* much better at school if I studied a little more.
2 He _____ the job if he wasn't so rude.
3 You _____ of the hotel in the evening if you preferred to.
4 If I were taller, I _____ a model.
5 If you _____ me, life wouldn't be the same without you.
6 If I _____ very honest, I'd tell him he looked terrible in those jeans.
7 This sauce _____ better if you added some salt.
8 You _____ those sneakers if you were more careful with your money.

8 ●●● **Completa le frasi con le parole nel riquadro.**

should • could (x 2) • might • wouldn't • couldn't • shouldn't • would

1 My dad *could* take us to the concert if you came to my house.
2 If he knew the answer, he _____ tell me. He has always helped me.
3 If you could drive, we _____ go to the night club by car.
4 If I asked him for some money, he _____ give me some. I'm not sure.
5 I _____ recognise him if I saw him again. It was such a long time ago.
6 You _____ call after 10 o'clock if he asked you not to. It's inconsiderate!
7 In my opinion, if he has apologised for what happened, you _____ forgive him. It's the right thing to do.
8 What a terrible week! Everything has gone wrong. It _____ get any worse if I tried!

9 ●●○ ***Desert Island* è un programma radiofonico inglese in cui si chiede a persone famose cosa porterebbero con loro su un'isola deserta. Completa il dialogo con il condizionale di 2° tipo dei verbi tra parentesi.**

Rickie Welcome to *Desert Island* and today we have as our special guest Matthew Bellamy, singer and guitarist of the Muse. Matt, good to have you with us.
Matthew Cheers Rickie.
Rickie OK Matt, what CD (1) *would you take* (you / take) if you (2) *had to* (have to) spend a year on a desert island?
Matthew No, I (3) _____ (not / take) a CD. I'd take my vinyl collection of Charlie Parker. I love jazz and he is the best.
Rickie What about a book Matt? What (4) _____ (you / read) on the island?
Matthew I (5) _____ (not read) anything modern. I (6) _____ (like) to read a classic, like *The Lord of the Rings*. It's such a big book. I've never had enough time to read it.
Rickie If you (7) _____ (have to) go with a person Matt, who (8) _____ (that person / be)?
Matthew That's easy Rickie. I'd go with my girlfriend.
Rickie If you (9) _____ (want) a luxury item on the island, which item (10) _____ (you / not / live) without?
Matthew I don't know. I think I (11) _____ (take) my guitar so I (12) _____ (sit) on the beach in the evening and play all my favourite songs.
Rickie What (13) _____ (you / miss) if you (14) _____ (be) on a desert island Matt?
Matthew It would be too quiet for me. I would miss life.

10 ●●● **Completa la seconda frase in modo che abbia lo stesso significato della prima usando le parole tra parentesi.**

1 I'm not going to the concert. I'm not happy. (were)
If I *were going to the concert*, *I would be* happy.
2 Thomas doesn't study. He isn't doing well at school. (studied)
If Thomas _____, _____ well at school.
3 I haven't got a big bedroom. I don't invite my friends round. (would)
If I _____, _____ my friends round.
4 Anita isn't a nice person. She hasn't got many friends. (nicer)
If Anita _____, _____ more friends.
5 I'm feeling ill. I'm not going out this evening. (weren't)
If I _____, _____ this evening.
6 We are friends, so I'm not angry with you. (be)
If we _____, _____ with you.

11 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 "Cosa faresti se vincessi tanti soldi?" "Farei compere."
2 Se fossi in te, non andrei con la macchina. Prenderei l'autobus.
3 Se facessi una buona colazione la mattina, non saresti così affamato alle undici.
4 Se non vivessero così lontano, li andremmo a trovare più spesso.
5 Mi piacerebbe guardare questo film in TV se non dovessi uscire.
6 Se non dovessi fare i compiti, pulirei la mia stanza.

Esercizi di riepilogo

1 **Abbina le due parti delle frasi.**

1	Nowadays if you can't speak English well,	a	☐ if the computer crashes?
2	Follow the evacuation procedure	b	☐ when you buy in factory outlets.
3	Don't enter the recording studio	c	☐ I can't sleep.
4	What happens to the data	d	☐ if the fire bell rings.
5	If I drink too much coffee,	e	☑ it's impossible to get a good job.
6	You can save money	f	☐ when the red light is on.

2 **Sottolinea l'alternativa corretta.**

1 I'*ll call/call* you if I *will have/have* any news.
2 *Will/Do* you go out later if you *have finished/will finish* your homework?
3 If it *will rain/rains* on Sunday for the summer festival, not many people *will/won't* come.
4 We won't get into the final *if not/unless* we train more.
5 If he *hasn't come/will come* back by 2 a.m., I *am going to call/call* the police.
6 She *will be able to/can* easily find the present if you *will hide/hide* it there.

3 **Completa le risposte basandoti sulle informazioni date. Usa il periodo ipotetico di 1° tipo.**

1 'Do you want a piece of cake with your tea?' 'No, thanks. *If I have a piece of cake, I won't want any lunch*.' (not want any lunch)
2 'Shall we walk to the station?' 'No. _____' (be late)
3 'How about watching this horror movie?' 'No. _____' (not sleep tonight)
4 'Let's have a party while Mum and Dad are away!' 'No. _____' (be cross)
5 'Are you going to buy those sneakers?' 'No. _____' (not have money left)
6 'Have you found my keys?' 'No. _____' (let you know)

4 **Sottolinea l'alternativa corretta.**

1 Joe, *would you be/were* you angry with me if I *broke/would break* your iPad?
2 If I *had/would have* more time, I'*d go/went* to the theatre more often.
3 You *could/should* really improve your marks if you *concentrated/didn't concentrate* more.
4 If you *would be/were* feeling better, we *should/could go* out somewhere tonight.
5 If I *were/would be* you, I *didn't/wouldn't* risk it. It's too dangerous
6 I'*d consider/considered* doing this cake design course if it *wouldn't/didn't* cost so much.

5 **Leggi la situazione descritta nella prima frase e completa la seconda frase in modo che abbia lo stesso significato della prima. Usa il periodo ipotetico di 2° tipo.**

1 He often gets a cold because he never eats any fruit.
He *wouldn't get a cold so often if he ate more fruit*.
2 I always run out of money before the end of the month because I spend too much.
If I _____.
3 A lot of people don't like politicians because they aren't honest.
More people _____.
4 There isn't any snow in the mountains so I can't go skiing this weekend.
If there _____.
5 Simon isn't going to the party so he won't see my surprise.
If Simon _____.

6 PRELIMINARY Scegli l'opzione corretta.

(1) *Would* you be prepared to leave everyone and everything behind to go and live on Mars? Well, if the Mars One Mission (2) _____ ahead, a select group of volunteers will have the chance to do this. If you are suitable for the mission, you (3) _____ in simulated environments on earth as practice for the real thing – if it actually (4) _____. (5) _____ you are strong, determined and lucky, you (6) _____ any closer to Mars than watching Matt Damon in *The Martian*. And what (7) _____ you do if you (8) _____ stranded there alone like him? (9) _____ you had the knowledge and skills, like the astronaut in the film, (10) _____ you really have the strength and courage to survive? If you think so, then maybe Mars is the place for you.

1	A will	B would	C were
2	A goes	B went	C will go
3	A live	B will live	C lived
4	A will happen	B would happen	C happens
5	A Unless	B If not	C If
6	A don't get	B won't get	C didn't get
7	A would	B will	C do
8	A was	B were	C would be
9	A Even if	B Unless	C When
10	A will	B did	C would

7 Completa il dialogo con la forma corretta dei verbi tra parentesi.

Julie I'm fed up with my bedroom. I (1) *'d like* (like) to change it.
Bridget How?
Julie Firstly, the colour. My mum has said that if I (2) _____ (do) the work myself, I can paint the walls any colour I want. What would it look like if I (3) _____ (paint) it all black?
Bridget Horrible. I wouldn't choose black if I (4) _____ (be) you. You could do one wall a dark colour, but I (5) _____ (not / do) all of them.
Julie (6) _____ (it / look) better if I move this old wardrobe into that corner?
Bridget Yes, I think so. And you (7) _____ (can) paint the wardrobe if you wanted to. That (8) _____ (make) it more interesting.
Julie So if I paint that wall black and the wardrobe red, it (9) _____ (look) really cool, right?
Bridget It might look like an AC Milan locker room if you (10) _____ (do) that.

8 ERROR CORRECTION Trova altri 8 errori nel testo e correggili.

would
What will you do if you had a time machine and you could travelled back in time? Which period would you chose to visit? Who do you like to meet? Could you want to change something? If you do that, what would the consequences to be? I know that I wouldn't travel back in time if I was sure I could get back to the present without any problems.

9 TRANSLATION Traduci il seguente brano in inglese.

Mio padre dice che se prendi buoni voti agli esami, avrai più possibilità di trovare un buon lavoro.
I miei voti sono buoni così se continuerò a lavorare sodo, passerò gli esami a pieni voti (*with flying colours*) a maggio. Se andrò all'università, studierò economia aziendale. Comunque preferirei trovare un buon lavoro all'estero, forse negli Stati Uniti. Non penso però che mia madre apprezzerebbe, le mancherei troppo!

Towards PRELIMINARY

READING

1 PART 1 **What does each text say? Choose the correct option.**

0

DOMINO PIZZA

Get a free bottle of cola when you order two 15" pizzas
Special offer ends tonight at midnight.

A You can get something for free today if you order certain food.
B This offer is valid on orders of over 15 pizzas.
C You get a free pizza if you buy a drink.

1

The student theatre trip will be cancelled unless we have a minimum of 10 participants.
Please talk to Mr Philips if you are interested.

A Mr Philips wants to cancel the theatre trip.
B A maximum of 10 students can go on the theatre trip.
C The theatre trip will not take place with less than 10 people.

2

Nigel,
If I'm not back before 7 p.m., can you take Julie to her music lesson? Remind her that she needs to cancel next week's lesson.
Thanks, Mum

Nigel's mother wants him to
A take Julie to her music lesson at 7 p.m.
B be ready to take Julie to her music lesson if she is late.
C tell Julie to cancel her music lesson tonight.

3

From: Mike
To: Jill
Subject: Tonight

Let me know if you want me to arrive early to help you set up the room. If not, I'll be there at 9.30 p.m. as we arranged. Mike

A Unless Jill contacts Mike, he will arrive at 9.30 p.m.
B If Mike does not hear from Jill, he won't go tonight.
C If Jill needs some assistance, Mike can only help after 9.30 p.m.

4

Would you do me a favour? I can't finish this project on time unless I get some help. Are you free at the weekend? Gavin

A Gavin would be able to finish the project if he had a free weekend.
B If someone helped him, Gavin could finish the project by the deadline.
C Gavin won't finish the project by the weekend.

5

To: Mr Jones, Head of Maths
From: Ms Wilson, Maths Teacher

Would it be a problem if we changed the date of the exam to the 16th? I've just noticed that the 13th is a Friday and the students might think it is unlucky if we have it then. What do you think?

A The students have asked their maths teacher to change the date of the exam.
B The maths teacher would like to postpone the exam because the students are not ready.
C The teacher thinks the students could be worried about the exam if it is on the 13th.

2 PART 4 **Read the text and choose the correct option.**

An Illustrator of Children's Books

I have been illustrating children's books for five years, but previously I was a designer in the advertising industry which paid a lot more but was so much more stressful. Now, because I am self-employed, I can choose my working hours although, if there is a tight deadline, I might have to work all night in order to finish on time. I would find it really difficult if I had to work fixed hours again.

As an illustrator, I love using my imagination and getting inside the minds of the children who will read the book. It is much better when I can choose which scenes to illustrate or what the characters look like, but if the author has a specific idea, I follow that input. It can be tough when I have to compete for a contract, submitting some of my previous work to be judged. I don't like being rejected, obviously, but if my style is not what the publisher or author is looking for, I have to accept it and move on to the next project.



My favourite stories are the ones for very young children although, by the end of a book, I sometimes think I will go mad if I have to draw another cute teddy bear. In the future, I would like to do more work on books for older children and, if I had more time, I would love to have a go at writing too.

1 What is the writer doing in this text?
- A comparing her two jobs
- B describing the main aspects of her work
- C complaining about her job
- D encouraging children to read more books

2 What is a benefit of working for herself?
- A She can choose when she wants to work.
- B There are no deadlines.
- C The job is less difficult.
- D She can earn more money.

3 Which situation does she prefer?
- A choosing which authors to work with
- B having clear instructions to follow
- C knowing the children who will read the book
- D inventing the appearance of the characters

4 Which aspect of her work does she find difficult?
- A working on more than one project at the same time
- B presenting examples of her work for a new commission
- C judging other people's work
- D being unable to work for a specific author

5 What would the writer say about illustrating books?
- A It's more difficult if you illustrate books for older children.
- B You won't get rich if you illustrate children's books.
- C It's great working at your own pace and using your imagination.
- D Unless you're very tough, you won't be successful in this field.

Towards PRELIMINARY

3 PART 5 **Choose the correct option.**

Crime Dramas

If you (1) *are looking* for a crime drama, you will love *The Killing*, a Danish TV series set in Copenhagen, which follows a detective investigating a murder. It's a great psychological drama (2) _____ the numerous plot twists make it complicated at times. Don't watch it if you (3) _____ easily upset because the tone is often very dark. The series hasn't been dubbed into English so (4) _____ you are happy reading subtitles (or you speak Danish!), you (5) _____ enjoy it. In fact, they remade the series for the American market because they thought US viewers (6) _____ reading subtitles. If you subscribe to Netflix or a similar service, you (7) _____ stream all the episodes and watch them back to back. If not, you (8) _____ have to wait until they repeat the series on TV again. They only produced three seasons of *The Killing* but the fans (9) _____ it if they (10) _____ more.

1	A are looking	B look	C looked	D would look
2	A unless	B even if	C when	D if not
3	A are	B were	C will be	D would be
4	A if not	B when	C unless	D if
5	A would	B didn't	C don't	D won't
6	A like	B will like	C liked	D wouldn't like
7	A would	B will	C can	D have
8	A can	B will	C won't	D wouldn't
9	A would	B would love	C loved	D have loved
10	A will make	B would make	C have made	D made

WRITING

4 PART 3 **This is part of an email you receive from an English friend. Write a reply of about 100 words.**

My parents would like me to go on holiday with them this summer, but I'd like to go somewhere with my friends. Would my parents be offended if I said I didn't want to go away with them? What would you do? Thanks for your advice.

WRITING TIPS

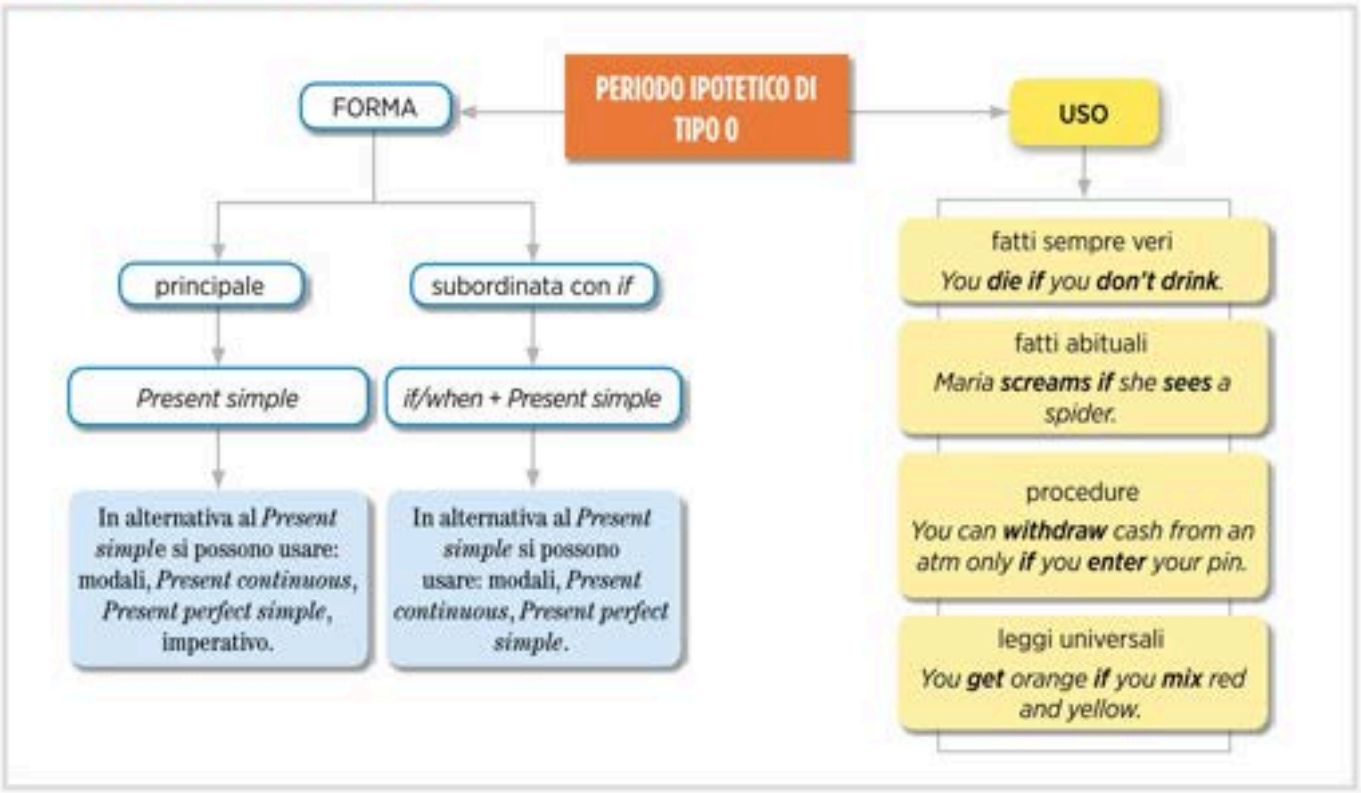
These prompts can help you.
If your parents are understanding, you could...
If I were you, I'd...
Would it be possible for you to...?
Unless you've got enough money, you won't be able to...
Remember to use a variety of different expressions to give advice and say what you would do.

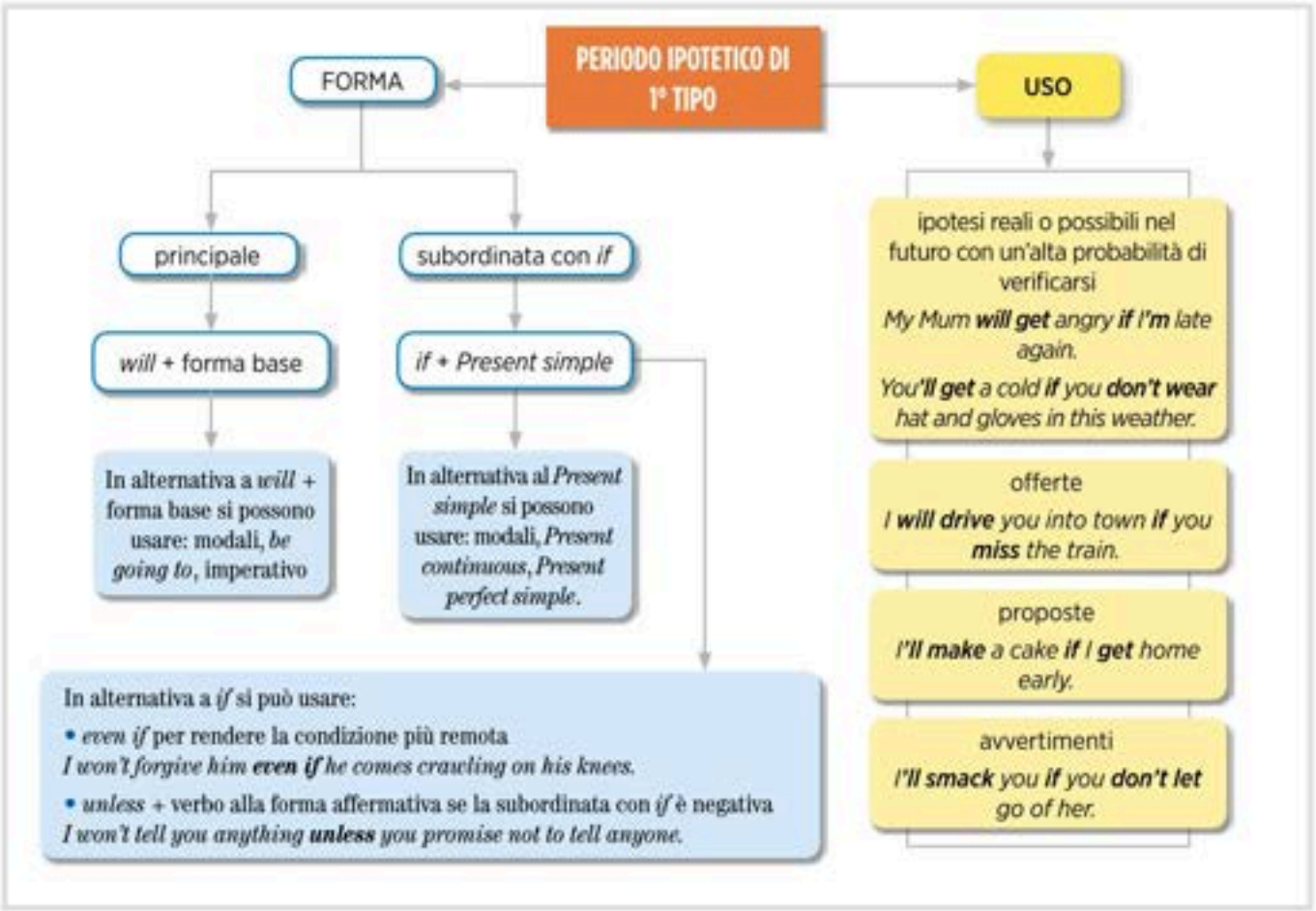
LISTENING

5 T 23 PART 3 **Listen to some information on the radio about a writing competition and fill in the missing information.**

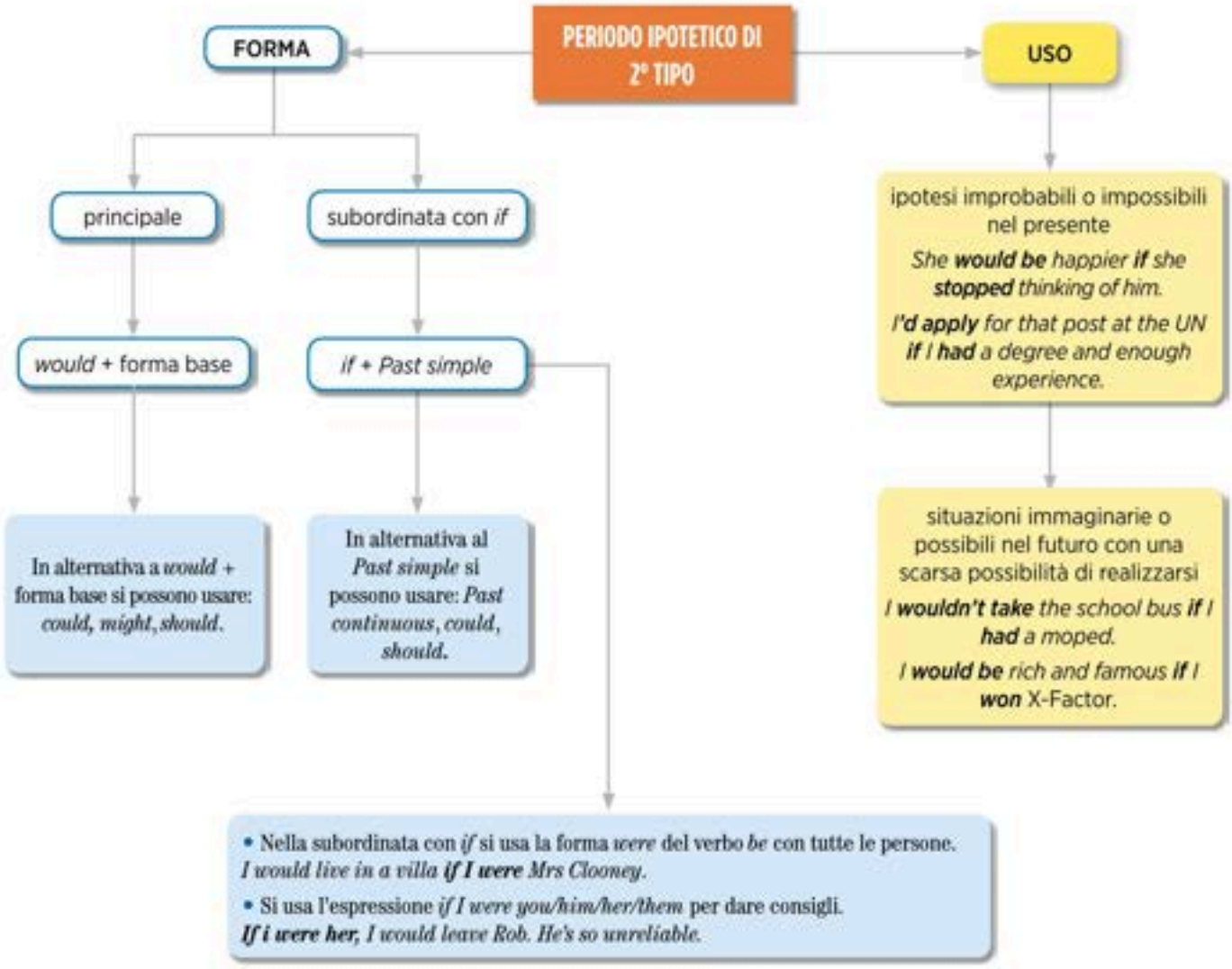
Prizes:	a signed copy of Stacey Kleinfeld's (1) _____; (2) _____ for Reid's Bookshop
Length of story:	maximum (3) _____ words
Competition closes:	(4) _____
How to send entries:	by post or by email (must be a (5) _____ document)
Website:	www.radio.(6) _____.com

Mappa concettuale





Mappa concettuale



Esercizi

1 PERIODO IPOTETICO DI TIPO 0 **Riordina le parole, poi abbina le due parti delle frasi.**

1 file / open / the /does
Does the file open
2 0° / if / temperature / the / reaches / ,
3 elevator / use / the / don't
4 English / if / can't / speak / you / ,
5 it / my / don't / parents / like
6 my / if / homework / am / I /doing
7 password / use / a / don't / simple
8 any / you / if / help / need / ,

☐ I don't like my sister coming into my room.
[1] if you double click this icon?
☐ if you want to keep your online data secure.
☐ just call me.
☐ it's difficult to find a good job.
☐ if there is a fire.
☐ if I stay out late with my girlfriend.
☐ water freezes.

2 PERIODO IPOTETICO DI 1° TIPO **Completa le frasi con la forma corretta dei verbi tra parentesi.**

1 I won't be able to do this unless you *help* (help) me.
2 If they have gone to the party without me, I _____ (not forgive) them.
3 Even if I _____ (study) all night, I _____ (be) prepared for the class test tomorrow.
4 If you _____ (not get up) now, you'll be late for school.
5 We _____ (not find) a seat unless we get there early.
6 If he hasn't answered my Facebook message, I _____ (be) annoyed with him.
7 My parents _____ (be) angry if I _____ (not pass) my exams next month.
8 If I _____ (see) Mark tomorrow, I _____ (give) him your message.
9 I _____ (watch) the football if you aren't watching anything special on TV.
10 He _____ (miss) the bus if he _____ (not hurry).

3 PERIODO IPOTETICO DI 2° TIPO **Sottolinea l'alternativa corretta.**

1 If I ***had/would have*** more free time, I ***took up/would take up*** a musical instrument.
2 Thomas ***would/did*** do better at school if he studied more.
3 What ***would/did*** your parents say if you ***would have/had*** a tattoo?
4 If I ***would feel/were feeling*** better, I'***d go/went*** out this evening.
5 If you kept quiet for a moment, I ***could/would*** concentrate.
6 We ***would arrive/arrived*** on time if you weren't driving so slowly.
7 I ***was/'d be*** angry with you if we ***weren't/wouldn't be*** such good friends.
8 If you ***would/could*** meet any famous sportsperson, who ***would you/did you*** want to meet?
9 Lara ***wasn't/wouldn't be*** so tired if she didn't stay out late every night.
10 If Ed ***would be/were*** nicer, he ***would have/had*** more friends.

Grammar in context

Health & safety

1 WARM UP **Have you ever attended any health and safety courses at school, college or work? What did you learn?**

Info Sheet No. 17: Health & safety in the workplace

Are you going to look for a job when you leave school? Do you think you will work as well as study? If so, it's important you know about your rights and responsibilities regarding health and safety in the workplace.



By law, every office, factory, shop, restaurant and building site must have a health and safety system to protect all the workers, and employers should provide all staff with adequate training and supervision.

But, as a young worker, you could be more vulnerable and at a bigger risk of injury or ill health because you lack experience and awareness.

One sector which employs a lot of young people, especially for short term or temporary contracts, is the hotel, restaurant and catering sector, and it is one which has many potential dangers, such as a heavy and physical workload, sharp or hot equipment, and extreme noise. A 16-year-old girl, for example, was working in a fast food restaurant when she slipped on some water. As she fell, her arm went into the deep fat fryer and she suffered extremely severe burns. The workers hadn't followed the company safety policy, which was to clean and dry any spills immediately, and had just put some cardboard on the floor to soak up the water.

Accidents such as this, and many fatalities which sadly occur each year in the workplace, could be avoided if people followed the rules and gave the correct importance to health and safety. It is, however, a collaborative matter, which means that you as a worker have your responsibilities as well as rights. You have the right to adequate training and supervision. But it is your responsibility to follow the instructions you receive in order to keep yourself and others safe. You must not try to do tasks you are not trained or authorised to do. You have the right to have protective equipment free of charge. But it is your responsibility to wear the goggles, gloves or ear defenders.

Don't think 'It won't happen to me'. Keep safe!

2 **COMPREHENSION CHECK** **Read the article and answer the questions.**

1 What is the purpose of this information sheet?
2 Who is it aimed at?
3 What responsibilities do employers have?
4 What responsibilities do employees have?

3 **FOCUS** **Look at the article again and underline an example of the following:**

- two different tenses used to talk about the future
- modal verbs to express obligation, prohibition, moral obligation and possibility
- *second conditional*

WATCH OUT!

- When I ~~will be~~ 18, I'll find a part-time job. *am*
- I ~~think they won't~~ start the training course next week. *I don't think they will*
- I decided last week what I ~~will do~~ next summer. *am going to do*
- They couldn't ~~to~~ speak English when they were young. *couldn't speak*
- I'm definitely coming but, Jake ~~couldn't~~ come to the party later tonight. *might not*
- Would you like ~~that I~~ prepare the information sheet? *me to*
- Yesterday I ~~must to~~ go to work because my colleague was ill. *had to*
- You ~~don't have~~ to use this machine without supervision. *mustn't*
- You ~~needn't to~~ go to the meeting; I'll go instead. *needn't/don't have to*
- I won't get the promotion unless I ~~don't do~~ the training course. *do*
- If I'll have time, I'll help you. *I have*
- There ~~were~~ less accidents if people ~~would drive~~ more carefully. *would be, drove*

4 **ERROR CORRECTION** **Correct the 10 mistakes in this text.**

Are you about ~~apply~~ *to* for a job in a restaurant? Well, you ought think about some of the typical questions interviewers ask and how to answer them. There is a lot of competition to get a job nowadays so you don't have to be prepared. Some questions an interviewer could to ask are: What did you do if a customer would complain about the service? If we will give you the job, you will have to work every weekend. Is that a problem for you? If you are an animal, what will you be? Ok, I think they won't ask you the last question, but you need being ready for any surprises.



Grammar in context

Safety in the workplace

- ! Only trained personnel are allowed to use this machine.
- ! This machine is not suitable for use with toxic, corrosive or hazardous liquids.
- ! Do not operate this machine if you are under 18.
- ! Always follow the instructions strictly so as not to pose a danger to yourself and others.
- ! Allow machine to cool completely before cleaning.
- ! Oil the mechanism after every use.
- ! Use only approved spare parts for repairs.
- ! Keep this manual near the machine at all times.





WEAR EAR PLUG AND GOGGLES







5 **Look at the signs and the information in the instruction manual and complete the exercise.**

1 You _____ wear protective eye and ear gear.
2 You _____ touch this surface of the machine.
3 You _____ use this machine if you are under 18.
4 You _____ put your hands near this part of the machine.
5 You cannot clean the machine unless it _____ cold.
6 If you don't read the instruction manual before operating the machine, you _____ hurt yourself.
7 What might happen if you didn't oil the mechanism after every use? _____
8 What could happen if an unauthorised person tried to repair the machine?

_____

6 SPEAKING **With a partner, say what a worker should/shouldn't/must/mustn't/can't do using the information in exercise 5. Explain the possible consequences if these rules are not followed.**

- before operating the machine
- while operating the machine
- after operating the machine

A *Before operating the machine, the workers must read all the instruction manual carefully.*
B *Yes, because if they didn't do this, they would risk hurting themselves or they could damage the machine.*

7 WRITING **Write a list of rules for a machine or device that you use at work/school/home (for example, a photocopier, IWB, kitchen mixer, etc.).**

Life skills - Preparing a health and safety report

WRITING **Do you go to school/university or do you work? Choose an environment you are familiar with (e.g. a laboratory, office, factory) and analyse the potential health and safety risks. Write a short report following the outline below:**

- describe the place and any risks
- explain any training on offer, as well as safety features or equipment which are present
- make recommendations to reduce the risks

USEFUL PHRASES

The aim/purpose of this report is to...
After analysing/examining/reviewing..., my findings are presented below.
It would appear/seems that...
The current situation/condition is...
A number of improvements/changes could be made...
I would therefore strongly recommend...
The school/management/staff should/must...
I believe we/the management should...
To sum up, ...
In conclusion, ...

LIFE SKILLS

Thinking
- Accessing and analysing information
- Critical thinking
- Problem solving

Social
- Social development

101 L'infinito

FORMA

	Forma affermativa	Forma negativa		
Presente	*to* + forma base del verbo	*not* + *to* + forma base del verbo	*The most frequently quoted sentence by Shakespeare is* ***'to be** or **not to be'**.*	La frase più citata di Shakespeare è "essere o non essere".
Presente progressivo	*to* + *be* + forma in *-ing*	*not* + *to* + *be* + forma in *-ing*	*It's lovely* ***to be sitting** in the shade and **not to be working** under the sun.*	È piacevole stare seduti all'ombra e non lavorare sotto il sole.
Passato	*to* + *have* + participio passato del verbo	*not* + *to* + *have* + participio passato del verbo	***To have ignored** her requests for help was a mistake on their part and I'm proud **not to have done** the same.*	Aver ignorato le sue richieste d'aiuto è stato un errore da parte loro e sono fiero di non aver fatto lo stesso.

Se due infiniti sono uniti da *and* o *or*, il secondo infinito non prende il *to*.

They want ***to buy** a new house **or renovate** their own.* — Vogliono comprare una nuova casa o ristrutturare la loro.

La particella *to* può corrispondere alle preposizioni "di", "a", "da" e "per" spesso usate in italiano con l'infinito.

USO

L'infinito si usa:

- come **soggetto** di una frase

  ***To have internet access** on a mobile is a must nowadays.* — Avere l'accesso a internet sul cellulare è indispensabile oggigiorno.

  ***To have confronted the thief** was really brave on your part.* — Aver affrontato il ladro è stato davvero coraggioso da parte tua.

  Madam, ***to be driving** the car in your condition is a hazard.* — Signora, guidare la macchina nelle sue condizioni è un azzardo.

English Usage

Nella lingua parlata si preferisce usare la costruzione impersonale con *it* oppure la forma in *-ing*. 30.1, 106

***To paint** the room blue was a great idea.*
***It** was a great idea **to paint** the room blue.*
***Painting** the room blue was a great idea.*
— Dipingere la stanza di blu è stata una grande idea.

- come **complemento oggetto** dopo il verbo *be*

  My greatest regret is ***to have left** school.* — Il mio più grande rimpianto è aver abbandonato la scuola.

- in sostituzione di una **frase relativa determinativa** 50.2

  There are many countries ***to visit.** (that we can visit)* — Ci sono molti paesi da visitare.

- per indicare lo scopo di un'azione

  He called ***to ask** me about Sienna.* — Ha telefonato per chiedermi di Sienna.

⚠ • Se il soggetto della frase principale e della subordinata sono diversi, la subordinata non si può costruire con l'infinito ma si deve esplicitare con ***so that*** + **frase**. 142.1

I'm going to Swansea next summer ***so that*** *the kids can enjoy the sea air.* — Andrò a Swansea la prossima estate in modo che i ragazzi possano godere dell'aria di mare.

• Al posto dell'infinito si possono usare le espressioni ***in order to*** e ***so as to*** + forma base del verbo. 74.1
Il loro uso è obbligatorio quando la frase è negativa (*in order* ***not*** *to/so as* ***not*** *to*).

Sally went to bed early ***in order not to/so as not to argue*** *with Peter.* — Sally andò a letto presto per non litigare con Peter.

Esercizi

1 ●●● **Indica se nelle frasi seguenti l'infinito ha funzione di soggetto (S), complemento oggetto (CO), se sostituisce una relativa (R) o indica lo scopo di un'azione (SC).**

1 To cure people is the most important thing for doctors. S
2 To leave your bike unlocked was silly.
3 There are so many things to do before leaving.
4 Letizia has gone to the post office to send a parcel.
5 The most important advice is not to share personal details on the Internet.
6 There are a lot of papers to read for tomorrow.
7 To pass the exam was almost impossible.
8 To understand this new computer program is not easy.
9 Lorna came this afternoon to return the mini-skirt she had borrowed from you.
10 Her plan is to resign from her post and travel around the world for one year.

2 ●●● **Ora riscrivi le frasi dell'esercizio 1 in cui l'infinito ha funzione di soggetto usando la forma in *-ing*.**

1 *Curing people is the most important thing for doctors.*

3 ●●● **Completa le frasi con l'infinito dei verbi nel riquadro.**

ask (x 2) • wait • cut • make • meet • learn • turn on • discuss • pay • decide

1 I'm writing *to ask* for some advice.
2 Luca went to Manchester _____ English.
3 Use this remote control _____ the DVD player.
4 Steve's gone to the station _____ his brother.
5 Last night, my parents stayed up late _____ for me.
6 Are you saying that _____ me angry?
7 Sheldon is going to his boss's office _____ for a salary increase.
8 We are here _____ the final details of the school trip to London.
9 The ministers of environment will meet in Warsaw _____ on measures _____ carbon dioxide emissions.
10 Matt has taken up a part-time job _____ for his studies.

4 ●●● **Abbina le due parti delle frasi e completale con *so that* o *so as to/so as not to*.**

1 My dad went to the cash machine
2 We got to the concert early
3 I did my homework on Friday afternoon
4 We left early
5 I use prepaid credit on my mobile
6 When we got home, we tried not to make any noise

a ☐ _____ I would be free all weekend.
b ☐ _____ spend a huge amount of money.
c ☑ *so as to* take out some money.
d ☐ _____ avoid the traffic.
e ☐ _____ wake up our parents.
f ☐ _____ we could stand at the front.

102 Costruzioni con l'infinito

Si usa l'infinito:

- dopo aggettivi che indicano stati d'animo come *anxious, happy, proud, sad, sorry*

I'm ***sorry to inform*** *you...* — Mi dispiace informarvi...

- dopo aggettivi che indicano caratteristiche come *boring, desirable, difficult, easy, important, interesting, lovely, (un)necessary, nice, (im)possible, ready, terrible*

It's ***unnecessary to turn on*** *the air conditioning.* — Non è necessario accendere l'aria condizionata.

- dopo i sostantivi *attempt, decision, desire, fool, need, opportunity, place, pleasure, reason, time, wish*

She has the ***opportunity to study*** *abroad.* — Ha l'opportunità di studiare all'estero.

- nella costruzione soggetto + *be* + participio passato (*doomed, forbidden, obliged, pleased, prohibited, shocked, surprised*)

He is ***doomed to fail****.* — È destinato a fallire.

- dopo i composti di *some, any* e *no*

There is ***nothing to add****.* — Non c'è niente da aggiungere.

- dopo gli interrogativi *who, what, where, when* e *how* in frasi subordinate

Please, tell me ***what to wear*** *at the party.* — Per favore, dimmi cosa indossare alla festa.

- dopo espressioni come *be the first/second/next/last/only*, ecc. in sostituzione di una frase relativa determinativa 50.2

Neil Armstrong ***was the first*** *man* ***to walk*** ***(who walked)*** *on the Moon.* — Neil Armstrong è stato il primo uomo a camminare sulla Luna.

- dopo aggettivi al grado superlativo con significato simile a una frase relativa determinativa

Gaurika Singh was ***the youngest athlete to take part*** *in the Olympic Games in Rio.* — Gaurika Singh è stata l'atleta più giovane a partecipare ai Giochi olimpici di Rio.

- dopo gli avverbi *too* e *enough* 43

You are ***too young to drive*** *a car.* — Sei troppo piccolo per guidare la macchina.

The customs officer was ***smart enough to identify*** *the smuggler.* — Il funzionario doganale fu abbastanza accorto da individuare il contrabbandiere.

English Usage

L'infinito si usa:

- in espressioni come *to be honest, to begin with, to tell the truth*

To tell *you* ***the truth*** *I haven't worked at all today.* — A dirti la verità, non ho lavorato per niente oggi.

- dopo *only* per indicare un esito inaspettato o negativo

Mila spent days preparing the application for the scholarship ***only to realise*** *that the terms had already expired.* — Mila impiegò giorni a preparare la domanda per la borsa di studio per poi accorgersi che i termini erano già scaduti.

Esercizi

1 **Completa le frasi basandoti sulle informazioni date.**

1 We *were sorry to hear* you were leaving school. (be / sorry / hear)
2 Emma _____ her parents the truth. (be / always / afraid / tell)
3 They _____ Davide last Saturday. (not be / happy / see)
4 Andy _____ when I arrived. (not be / ready / leave)
5 It _____ a steak! (be / easy / cook)
6 The judges _____ the winner until the end. (be / careful / not reveal)

Esercizi

2 ●●● **Filippo sta chiedendo consiglio a sua madre su come organizzare la sua festa dei diciotto anni. Leggi il dialogo e completalo con l'infinito dei verbi nel riquadro.**

be • organise • eat • spend • invite • ask • prepare • have • help • rent • start • find

Filippo I don't know if I want a party. I really don't know how (1) *to organise* one.
Mum Dad and I can do something (2) _____. It shouldn't be too difficult!
Filippo I don't know where (3) _____ the party. I don't want it at home.
Mum No, of course not. You could probably use Dad's friend's pub. It's quite small.
Filippo I'm not sure how many people (4) _____ or who (5) _____. Should I invite family?
Mum Just invite your friends. Family can come for something (6) _____ and drink at the beginning of the evening.
Filippo How much have I got (7) _____?
Mum I'm not sure. We need to find out how much it costs (8) _____ the pub for the evening.
Filippo What about food, Mum? Do you know what type of food (9) _____ for a birthday party? I don't want to spend hours preparing food only (10) _____ no one wants to eat.
Mum Don't worry. I can sort that out! What's the right time (11) _____ this sort of thing?
Filippo (12) _____ honest, I have no idea Mum.

3 ●●● **Sai per quale motivo queste donne italiane sono diventate famose? Abbina i nomi alle informazioni corrispondenti, poi completale con gli infiniti dei verbi tra parentesi.**

Dorotea Bucca (1360-1436) • Artemisia Lomi Gentileschi (1593-1653)
Grazia Deledda (1871-1936) • Anna Magnani (1908-1973)

A *Artemisia Lomi Gentileschi (1593-1653)* was the first female painter (1) *to become* a member of the Accademia di Arte del Disegno in Florence, at a time when it was considered unacceptable for a woman (2) _____ at nudes. (become / look – *presente*)

B _____ was the first Italian woman (3) _____ the Noble Prize for Literature (1926) and was one of the leading figures (4) _____ in the Verism movement in literature. (win – *presente* / take part in – *passato*)

C _____ was the first woman (5) _____ professor at the University of Bologna, and (6) _____ a chair of Medicine and Philosophy at the university for over 40 years. (become / hold – *presente*)

D _____ was the most celebrated Italian actress of the post-war era (7) _____ an Oscar for her acting. When most Italian actresses (8) _____ international success were glamourous sex symbols, she was an exception with her intelligence and simplicity. (win / earn – *presente*)

4 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Non c'è niente di interessante da vedere in questo paesino.
2 Tom è stato l'unico studente a parlare ieri.
3 Fu impossibile non dire niente.
4 È l'uomo più vecchio a vivere sull'isola.
5 Non c'era abbastanza luce per vedere dove stavo andando.
6 Fui orgogliosa di vincere il primo premio!
7 Questa macchina è troppo piccola per portarci tutti alla spiaggia.
8 È importante arrivare a scuola in orario.
9 Furono felici di vederci.
10 Penso che sia il vestito più strano da indossare a un matrimonio.

103 Verbi seguiti dall'infinito

103.1 Verbi seguiti dall'infinito con *to*

I principali verbi seguiti dall'infinito sono:

afford (permettersi)	*decide** (decidere)	*intend* (avere intenzione di)	*refuse* (rifiutare)
*agree** (essere d'accordo)	*demand** (richiedere)	*learn** (imparare)	*seem** (sembrare)
*appear** (apparire)	*deserve* (meritare)	*manage* (riuscire)	*swear** (giurare)
*arrange** (organizzarsi)	*expect** (aspettarsi)	*mean* (avere intenzione di)	*teach* (insegnare)
ask (chiedere)	*fail* (non riuscire, mancare)	*offer* (offrire)	*threaten** (minacciare)
attempt (tentare)	*help* (aiutare)	*plan** (progettare)	*wait* (aspettare)
bear (sopportare)	*hope** (sperare)	*pretend** (fare finta di)	*want* (volere)
choose (scegliere)	*hurry* (affrettarsi)	*promise** (promettere)	*wish** (desiderare)

⚠ • I verbi con l'asterisco (*) possono essere seguiti da ***that*** + **frase**. In particolare i verbi ***agree***, ***arrange***, ***ask***, ***decide*** e ***demand*** possono essere seguiti da ***that*** + ***should/would*** + **frase**.

*I **hope to improve** my English in London.*
*I **hope that I improve** my English in London.* — Spero di migliorare il mio inglese a Londra.

• Il verbo ***learn*** può essere seguito da **infinito** o da ***that*** + **frase**, ma con significato diverso.

*She **learned to walk** at 10 months.* — Ha imparato a camminare a 10 mesi. (imparare a fare qualcosa)

*We **learned** from our neighbours **that the cinema had closed down**.* — Apprendemmo dai nostri vicini che il cinema aveva chiuso. (apprendere un'informazione/una notizia)

L'infinito si usa anche:

• dopo le espressioni verbali ***would hate/like/love/prefer***

*I'd **prefer to live** in a big town.* — Preferirei vivere in una grande città.

• dopo ***be able to***, ***be allowed to***, ***ought to***, ***have to***, ***need to*** ➔ 89, 92, 95, 96.1-2, 97

*I **have to go**.* — Devo andare.

103.2 Infinito senza *to*

Si usa l'infinito senza *to* nei seguenti casi:

• dopo i verbi **modali** ➔ 89

*You **can achieve** great results.* — Puoi raggiungere grandi risultati.

• dopo i verbi ***let*** e ***make*** ➔ 105

***Let** me **go**!* — Lasciami andare!

• dopo le espressioni verbali ***would rather*** e ***had better*** ➔ 130

*You'**d better break up** with her.* — Faresti meglio a rompere con lei.

⚠ Se due infiniti sono uniti da ***except***, ***but***, ***than***, ***as*** e ***like***, il secondo infinito spesso non prende il *to*.

*You do nothing **but sleep** on the sofa!* — Non fai niente tranne che dormire sul divano.

English Usage

L'infinito senza *to* si usa:

• dopo i verbi di percezione ➔ 33 quando si è partecipi di tutto lo svolgimento dell'azione

*I **saw** the cat **jump** on the tree.* — Ho visto il gatto saltare sull'albero.

• dopo ***why*** e ***why not*** per esprimere sorpresa, rimprovero e suggerimento

***Why park** here? It's reserved for disabled.* — Perché parcheggiare qui? È riservato agli invalidi.

Esercizi

1 ●●● **Leggi l'articolo sui furti di smartphone e completalo con l'infinito dei verbi nel riquadro.**

love • get • keep • convince • buy • recognise • use • change • have • take

Learn (1) *to Love* **and (2)** _____ **Your Smartphones**

With many young people asking their parents and relatives (3) _____ them the latest smartphone model, there has been an increase in mobile phone thefts.

As one police officer said, 'Thieves who can't afford (4) _____ expensive smartphones have learnt (5) _____ them. We hope (6) _____ parents not to give these expensive items to their kids.'

To put a stop to these incidences mobile companies want (7) _____ the stylish design of some of the most popular mobiles among the young. A spokesperson said, 'If users pretend (8) _____ cheaper mobiles, it'll be difficult for thieves to see that they have got sophisticated technology on them, and therefore won't try (9) _____ them. However, as one young person said, 'Lots of young kids are saying that they would refuse (10) _____ mobiles that look like cheap phones'.



2 ●●● **Riscrivi le frasi modificando le parole sottolineate ma senza cambiarne significato.**

1 We arranged <u>to meet</u> in the afternoon.
We arranged that we would meet in the afternoon.
2 I decided <u>not to go</u> to university.
3 We hope <u>that we have</u> a good time in Barcelona with Bart.
4 I demanded <u>to have</u> my money back.
5 Dad agreed <u>to give me</u> an allowance of $50 a month.
6 He arranged <u>that he would do</u> Erasmus for a year in France.

3 ●●● **Abbina le due parti delle frasi e poi completale con i verbi nel riquadro.**

make • criticise • come • say • take • buy

1 My dad does all the housework
2 My parents do nothing
3 I didn't see
4 Mum makes me
5 Everyone heard Valeria
6 Why not

a ☐ you _____ in. What time did you arrive?
b ☐ but _____ me.
c ☐ _____ she would volunteer to be tested today.
d ☑ except *make* the beds.
e ☐ _____ the rubbish out.
f ☐ _____ Fabio a pair of sunglasses for his birthday?

4 ●●● **Riordina le parole per formulare delle frasi corrette. Aggiungi *to* dove necessario.**

1 this evening / what / do / do you want / ?
What do you want to do this evening?
2 by bike / had better / you / go / if you haven't got much time
3 promised / again / not forget / Steve / his girlfriend's birthday
4 must / something about / Marta and Marco's / do / problem / we

5 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Mi fa sentire nervosa.
2 Sondra ha tentato di copiare (*cheat*) all'esame, ma l'insegnante l'ha vista.
3 Preferirei vivere su un'isola deserta che sposarti.
4 Perché non usi il tuo tempo in qualcosa di utile come aiutarmi con i lavori domestici?

104 La costruzione oggettiva

Per rendere la costruzione italiana "volere/ordinare/desiderare" che qualcuno faccia qualcosa si usa in inglese la costruzione oggettiva: **verbo + (preposizione) + sostantivo/pronome complemento + infinito**.

*I **want you to eat** some vegetables.* — Voglio che tu mangi le verdure.

⚠ La costruzione oggettiva si usa quando il soggetto della principale è diverso da quello della subordinata con l'infinito.

*He **wants to give up** dancing.* — Vuole smettere di ballare. (stesso soggetto: verbo + infinito)
*He **wants me to give up** dancing.* — Vuole che io smetta di ballare. (soggetti diversi: costruzione oggettiva)

104.1 Verbo + complemento oggetto + infinito

Si usa la costruzione verbo + complemento oggetto (sostantivo/pronome complemento) + infinito con i verbi di volontà. I principali verbi usati con la costruzione oggettiva sono:

*advise** (consigliare)	*force* (costringere)	*request** (chiedere)
allow (permettere)	*help* (aiutare)	*require** (richiedere)
*ask** (chiedere)	*invite* (invitare)	*teach* (insegnare)
cause (causare)	*need* (avere bisogno di)	*tell* (dire)
*command** (ordinare)	*oblige* (obbligare)	*want** (volere)
convince (convincere)	*order** (ordinare)	*warn* (avvertire)
encourage (incoraggiare)	*persuade* (persuadere)	*would hate/like/love/prefer* (detesterei/vorrei/mi piacerebbe/ preferirei, ecc.)
*expect** (aspettarsi)	*recommend** (consigliare)	
forbid (proibire)	*remind** (ricordare)	

*The coach **requested the team to train**.* — L'allenatore ha chiesto alla squadra di allenarsi.
*Dad **allows me to use** his car.* — Papà mi lascia usare la sua macchina.

English Usage

I verbi con l'asterisco (*) possono essere seguiti da ***that** + **should** + **frase*** per sottolineare l'urgenza/importanza dell'azione.

*The ambassador **ordered all the staff to clear** the building.*
*The ambassador **ordered that all the staff should clear** the building.*
— L'ambasciatore ordinò a tutto lo staff di evacuare l'edificio.

I verbi ***want***, ***would like*** e ***expect***, seguiti dalla costruzione oggettiva, si usano per rendere l'espressione "voler far fare qualcosa a qualcuno/volere che qualcuno faccia qualcosa" e "aspettarsi che qualcuno faccia qualcosa".

In inglese questi verbi non sono mai seguiti da *that* + frase, mentre in italiano sono seguiti da "che" + frase.

*I **want Sandy to apologise** for her behaviour.* — Voglio che Sandy si scusi per il suo comportamento.

Come in italiano, la negazione si può ottenere volgendo alla forma negativa:

- *want/would like/expect*

*They **don't expect me to arrive** before midnight.* — Non si aspettano che arrivi prima di mezzanotte.

- l'infinito

*I'd **like you not to punish** him this time.* — Vorrei che tu non lo punissi questa volta.

⚠ *Want* si traduce in italiano con l'indicativo presente del verbo "volere"; *would like* si traduce invece con il condizionale presente ed esprime un maggior grado di cortesia rispetto a *want*.

*I **want/'d like you to take** the rubbish out.* — Voglio/Vorrei che tu porti/portassi via la spazzatura.

104.2 Verbo/Aggettivo + *for* + complemento + infinito

Si usa la costruzione verbo/aggettivo + *for* + complemento (sostantivo/pronome complemento) + infinito nei seguenti casi:

- dopo i **verbi che normalmente reggono la preposizione *for*** come *arrange*, *look*, *pay*, *take* e *wait*, e dopo il verbo ***take*** quando ha il significato di "impiegarci/volerci (di tempo)"

*They **arranged for Laura to go** on a summer camp.*	Hanno preso accordi affinché Laura vada a un campo estivo.
*It's **taking** too much time **for you to decide**.*	Ti ci vuole troppo tempo per decidere.

- dopo **aggettivi che esprimono uno stato d'animo** come *anxious*, *eager*, *delighted*, *impatient*, *willing*, *reluctant*

*She's **delighted for her daughter to take part** in the school ball.*	È felice che sua figlia prenda parte al ballo della scuola.

- dopo **aggettivi introdotti** da ***it*** che esprimono possibilità: *(im)possible*; necessità: *(un)necessary*; importanza e urgenza: *essential*, *important*, *vital*; giudizi di valore: *advisable*, *difficult*, *easy*, *dangerous*, *strange*

***It** seems **difficult for her to describe** the scene in every detail.*	Le è difficile descrivere la scena in ogni dettaglio.

⚠ Con questi aggettivi è possibile usare anche la costruzione ***that*** + (***should***) + **frase**.

*It is **impossible that he should still love me**.*	È impossibile che mi ami ancora.

- dopo gli avverbi ***too*** e ***enough***

*This sauce is **too hot for the baby to eat**.*	Questa salsa è troppo piccante da mangiare per il bambino.
*There is **enough wind for us to go** windsurfing.*	C'è abbastanza vento per andare a fare windsurf.
*The telephone bell is not **loud enough for granny to hear** it.*	La suoneria del telefono non è alta abbastanza perché la nonna la senta.

104.3 Aggettivo + *of* + complemento + infinito

Si usa la costruzione aggettivo + *of* + complemento (sostantivo/pronome complemento) + infinito dopo **aggettivi che indicano giudizi di merito** come *clever*, *cruel*, *kind*, *nice*, *silly*, *stupid*.

*It was **very kind of you to help** me.*	È stato molto gentile da parte tua aiutarmi.

Esercizi

1 ●●● **Abbina le frasi nella prima colonna a quelle con lo stesso significato nella seconda.**

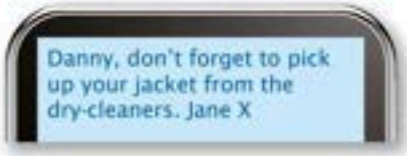
1 You shouldn't do it, Ben!	a ☐ Sally warned Ben not to do it.
2 This is how you do it, Ben.	b [/] Sally advised Ben not to do it.
3 Can you to do it for me, Ben?	c ☐ Sally reminded Ben to do it.
4 Ben, you are the best person to do the job.	d ☐ Sally taught Ben how to do it.
5 Ben, you know you'll enjoy it.	e ☐ Sally needs Ben to do it.
6 Ben, do it now!	f ☐ Sally asked Ben to do it for her.
7 Ben, don't forget to do it.	g ☐ Sally ordered Ben to do it immediately.
8 Don't do it, Ben, it's dangerous.	h ☐ Sally convinced Ben to do it.

Esercizi

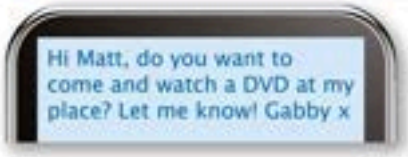
2 PRELIMINARY ●●● **Che cosa dicono i messaggi? Scegli l'opzione corretta.**

1 

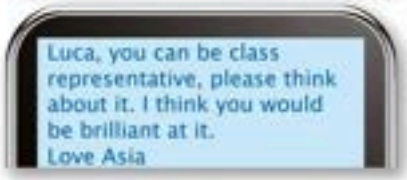
A It warns people not to enter.
B It encourages people not to enter.
C It commands people not to enter.

2 

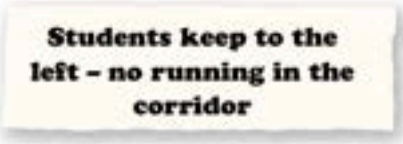
A It tells Danny to pick up Jane's jacket.
B It advises Danny not to pick up his jacket.
C It reminds Danny to pick up his jacket.

3 

A Gabby invited Matt to go and watch a DVD at her house.
B Gabby encouraged Matt to go and watch a DVD at her house.
C Gabby ordered Matt to go and watch a DVD at her house.

4 

A Asia requires Luca to become class representative.
B Asia requests that Luca should not become class representative.
C Asia is trying to persuade Luca to become class representative.

5 

A The school teaches students to run in the corridor.
B The school forces students to run in the corridor.
C The school forbids students to run in the corridor.

3 ●●● **Nick e Michael stanno parlando di quanto siano severi i loro genitori. Completa il dialogo con i pronomi complemento corretti e l'infinito dei verbi nel riquadro.**

behave • turn off • go out • eat • make • come • be • clean

Nick I think mine are stricter parents. They expect (1) *me to come* home and start my homework immediately after lunch.
Michael Yesterday, I'd arranged to go out with my friends, but my parents forbade (2) _____. They wanted (3) _____ my room and do my homework on Saturday afternoon!
Nick Well, my dad orders (4) _____ my computer at 10 o'clock! I'm not a baby!
Michael My mum still forces (5) _____ my vegetables!
Nick Now that I'm older, I'd like (6) _____ more relaxed about rules and allow (7) _____ my own decisions.
Michael Me too, but they never listen! I can't seem to teach (8) _____ properly!

4 ●●● **Leggi i problemi che alcuni genitori hanno con i loro figli adolescenti e scrivi che cosa vogliono che facciano. Usa la costruzione *want* + pronome complemento + infinito.**

1 Dario: his children don't study.
He *wants them to study*.
2 Rita and Fabrizio: their daughter always comes home late on a week night.
They _____.
3 Matilda: her son never cleans his bedroom.
She _____.
4 Marco: his children are always fighting with each other.
He _____.
5 Nicola: his son doesn't help around the house.
He _____.
6 Giacomo and Anna: their two boys are always playing video games.
They _____.

5 ●●● **Completa le frasi con le parole nel riquadro.**

you / have • ~~team~~ / ~~lose~~ • her / be home • me / pay • me / work • it / rain

1 I expect *our team to lose*.
2 Her father wants _____ at 11 o'clock.
3 I expect _____ later.
4 Maria always expects _____ for everything.
5 I would like _____ the present.
6 My boss wants _____ next weekend!

6 ●●● **Riscrivi le frasi utilizzando la costruzione *for* + complemento + infinito e le parole tra parentesi.**

1 You didn't call me back for a long time. Didn't you get my message? (take / you / call back)
It took a long time for you to call me back. Didn't you get my message?
2 I couldn't copy in my class test because the teacher kept looking at me! (difficult / me / copy)
3 You can't stay here while they are doing the experiment because it is dangerous. (not safe / you / stay)
4 My parents say we can use their flat for our meeting, but we have to finish by 9 o'clock. (happy / us / use)
5 The family gave my grandparents a holiday in Ischia for their anniversary. (pay / my grandparents / have)
6 I have to speak to my parents first before I make such an important decision. (necessary / me / speak)
7 Luca's parents didn't want him to buy a moped, but in the end they agreed. (reluctant / him / buy)
8 Don't start the rehearsal before I arrive because I want to a make an announcement. (wait / me / arrive)

7 ●●● **Completa le frasi basandoti sulle informazioni date e aggiungendo *too* e *enough* dove necessario.**

1 The film was on *too late for them to watch*. (watch / them / late)
2 There weren't _____. (sit / everyone / chairs)
3 He speaks _____ him. (quickly / understand / me)
4 Is there _____ on holiday this year? (go / money / us)
5 There hasn't been _____ in the workshop _____ it. (start / interest / us)
6 This puzzle is _____. (do / a small child / difficult)

8 ●●● **Abbina le due parti delle frasi e completale con gli aggettivi nel riquadro.**

rude • cruel • clever • right • nice • wrong

1 It was *rude* of you
2 It was _____ of them
3 It was _____ of him
4 It is _____ of you
5 It is _____ of the parents
6 It was _____ of you

a [i] not to warn them you couldn't go to.
b [ ] to go to the local press about the school.
c [ ] to complain about the terrible service.
d [ ] to tell Alessia he didn't like her new dress.
e [ ] to know the answer.
f [ ] to invite us round for dinner.

9 ERROR CORRECTION ●●● **Correggi gli errori nelle frasi seguenti. Usa la costruzione oggettiva.**

1 We recommended you aré careful.
We recommend you to be careful.
2 I want that you come and collect me.
3 She told to me not say anything.
4 Why is it so difficult that you understand me?
5 We arranged so Tom goes on a study holiday in Malta.
6 Elena's parents forbid she walk home when it's dark.
7 I like that you not chewing gum in class.

105 I verbi causativi (1): *let*, *make*, *have* e *get*

Per rendere l'espressione "far fare qualcosa a qualcuno" specificando chi compie l'azione indicata dall'infinito, si usa la costruzione causativa (*causative form*) con funzione attiva. In questa costruzione si possono usare i verbi *let*, *make*, *have* e *get*. La scelta del verbo più appropriato dipende dal significato del verbo "fare". Osserva la tabella.



let	**+ complemento oggetto (sostantivo/ pronome complemento) + forma base del verbo**	permettere/lasciare	*They **let their daughter do** whatever she wants.* *Mum **doesn't let me subscribe** to Facebook.*	Fanno fare a loro figlia quello che le pare. Mia madre non mi fa iscrivere a Facebook.
make		obbligare/costringere	*She made **him dig** the garden.* *Don't blame me! I **didn't make you do** that.*	Gli ha fatto zappare il giardino. Non dare la colpa a me! Non te l'ho fatto fare io.
		causare una reazione	*You **made me feel** uncomfortable!*	Mi hai fatto sentire a disagio!
have		per esprimere ordini, istruzioni e richieste	*The teacher **has the students read** a book per month.* *Why **did** the actress **have her agent cancel** the press conference?*	L'insegnante fa leggere agli studenti un libro al mese. Perché l'attrice ha fatto annullare al suo agente la conferenza stampa?
get	**+ complemento oggetto (sostantivo/ pronome complemento) + *to* + forma base del verbo**	convincere qualcuno a fare qualcosa	*Peter **got his old mother to sell** their country house.*	Peter ha convinto sua madre a vendere la casa di campagna.
		far funzionare qualcosa	*Dad is trying to **get the lawnmower to work**.*	Papà sta tentando di far funzionare il tagliaerba.
make	**+ complemento oggetto + aggettivo/ sostantivo**	rendere/fare qualcuno + aggettivo/sostantivo	*He**'s made her miserable** since they got married.* *Laura, you **make me** the happiest **man** in the world.*	La rende infelice da quando si sono sposati. Laura, mi rendi l'uomo più felice del mondo.
	+ pronome riflessivo + participio passato	farsi + infinito	*He **made himself heard** in the crowd.*	Si è fatto sentire nella folla.
have	**+ complemento oggetto + verbo alla forma in *-ing***	far provare/vivere un'esperienza a qualcuno	*Dad **had us laughing at** the president's speech.*	Il papà ci ha fatto ridere al discorso del presidente.
get		far iniziare qualcuno a fare qualcosa	*Please, **get her packing** her things.*	Per favore, falla iniziare a preparare le sue cose.

Esercizi

1 ●●● **Completa le frasi con le parole nel riquadro. Scrivi i verbi alla forma corretta.**

mum / ~~get~~ / ~~buy~~ • laugh / make / me • look / her / make • change / make / her
Dad / cook / get • go out / make / the lights

1 I hope I can *get mum to buy* me those new trainers.
2 They couldn't _____ her mind. She is so stubborn!
3 His jokes always _____. He is so funny!
4 The storm _____. We didn't have electricity for three hours!
5 Mum: 'I'm going to be late, Ally. _____. I should be home by 8.30.'
6 Her new hairstyle _____ younger.

2 ●●● **Matteo ha parecchie difficoltà in inglese. Completa la seconda frase in modo che abbia lo stesso significato della prima usando le parole tra parentesi.**

1 Nobody understands me when I speak English. (myself)
I can't *make myself understood* when I speak English.
2 I always ask my best friend to do my English homework. (get)
I always _____ my English homework.
3 I insist that I learn passages of English by heart when I have an oral test. (make)
I _____ passages of English by heart when I have an oral test.
4 Our English teacher doesn't allow us to use dictionaries in written tests! (let)
Our teacher _____ dictionaries in written tests!
5 Our teacher makes us watch films in English, but I don't understand a word. (has)
Our teacher _____ films in English, but I don't understand a word.
6 Last week she got us to speak about our favourite hobby for five minutes. I couldn't say a word. (made)
Last week she _____ about our favourite hobby for five minutes. I couldn't say a word.

3 ●●● **Leggi l'intervista a Ben e a sua madre sulle regole che ci sono a casa loro e sottolinea l'opzione corretta.**

Ben Hill – 17 years old

I'm always complaining about my parents but they aren't too bad. Yes, I do have some rules, but all in all Mum and Dad are quite relaxed. I'm 17 years old and they (1) *let/make/get* me go out when I want. Generally, they (2) *get/make/let* me do very much what I want, which (3) *lets/has/makes* me feel responsible. Mum's a working mum so she (4) *makes/lets/gets* me to help around the house; you know the usual, she (5) *makes/lets/gets* me clean my room, she (6) *makes/lets/has* me doing the washing-up once a day, and she (7) *makes/gets/has* me to take the dog out, too. One thing she (8) *doesn't get/doesn't have/doesn't let* me do is the washing. She's possessive about her washing machine. Go figure!

Ben's mother, Mrs Hannah Hill

I've always tried to bring up Ben to be as independent as possible. He's just passed his driving test and I (9) *let/make/get* him use my car, even though it (10) *let/makes/have* me feel very anxious when he is out at night. He has his own room and I (11) *get/make/let* him do what he wants in there, within reason. I don't even (12) *make/let/get* him to make his bed. If he wants to live in a pigsty, that's his business!



Esercizi di riepilogo

1 **Completa le frasi con le parole nel riquadro.**

an excuse not to • the first person to • pleased to • shocked to • impossible not to
not willing to • something to

1 Mr Brown was *pleased to* receive the award for citizen of the year.
2 We are sorry but we are _____ compromise on this matter.
3 Valerie was _____ go to university in her family.
4 I was _____ find out what he had done.
5 When I travel by train, I always take _____ read.
6 It's _____ like Mike. He's so friendly.
7 She used the fact her cat was ill as _____ go to the party.

2 **Leggi il dialogo e aggiungi *to* dove necessario.**

Raj I want to learn to drive but I can't convince my dad teach me.
Ellen In my opinion, the best thing is have lessons. That's what I plan do when I'm 17.
Raj I can't afford pay for lots of lessons by myself and I don't want ask my parents for any money.
Ellen Be honest, I don't think your dad should teach you. It would be impossible for him stay calm, like an instructor. And how could he tell you what do or not do without you getting angry?
Raj Perhaps you're right.
Ellen It's not necessary have that many lessons. Maybe you can agree pay for some lessons first and then your dad can help you improve once you know the basics.
Raj Yes, we would be able practise together at the weekends.
Ellen You need know the theory too. Let's go into town find some books. I'd like get one too.

3 **Completa la seconda frase con un verbo nel riquadro e il pronome complemento corretto.**

advise • ask • invite • tell • remind • warn

1 Andy said to me: Can you help me?
He *asked me* to help him.
2 Andy said to John: Please be there at 6.
He _____ to be there at 6.
3 Andy said to John and I: Don't talk to anyone!
He _____ not to talk to anyone.
4 Andy said to Sue: Remember to bring your camera.
He _____ to bring her camera.
5 Andy said to Dave: Do you want to come?
He _____ to come.
6 Andy said to them: You shouldn't go there.
He _____ not to go there.

4 **Leggi il testo e sottolinea l'alternativa corretta.**

A drone, also known as an unmanned aerial vehicle, is an aircraft without a pilot which *can be/to be* controlled by remote control or by onboard computers. The military use them *to/for* carry out various tasks and missions and commercial companies are attempting *find/to find* ways to use them in business. They are also popular with private citizens and nowadays it isn't even necessary *to spend/spending* a lot of money *so that/in order to* buy a small drone. Putting a camera on board *allows/lets* you to take aerial photographs, carry out surveillance or just have fun. It is essential *to/that* follow safety guidelines as improper use can cause many problems to air traffic. In fact many countries won't *make/let* you *to use/use* a drone without the proper licence or registration.

5 PRELIMINARY **Completa la seconda frase in modo che abbia lo stesso significato della prima. Usa un massimo di tre parole.**

1 We aren't allowed to take our mobiles to school.
Our school doesn't *let us* bring our mobiles.
2 The hacker easily accessed the computer network.
It was easy for the hacker _____ the computer network.
3 'Turn that off now' said Peter's mother.
Peter's mother ordered _____ turn it off.
4 Nobody in my family had gone to university before me.
I was the first person in my family _____ to university.
5 Zoe's parents arranged that she should have extra lessons.
Zoe's parents arranged _____ to have extra lessons.

6 PRELIMINARY **Leggi il testo su Twitter e scegli l'opzione corretta.**

Twitter is a global communication platform which gives you the chance (1) *to* share your thoughts, news and information in 140 characters of text. Anyone can see what you write – your tweets – unless you choose (2) _____ your profile private. You decide who to follow (3) _____ to know about particular topics or to talk with specific people. It's not necessary (4) _____ you to follow someone just because they follow you. If you (5) _____ mention another user in a tweet, you use @ before their handle. It is possible (6) _____ the hashtag symbol # (7) _____ mark a particular topic of conversation which then (8) _____ other people (9) _____ your tweets and (10) _____ you to search for other tweets on the same subject.

1	A for	B of	C to
2	A to make	B make	C making
3	A in order	B so that	C for
4	A for	B to	C that
5	A would like	B want to	C love
6	A using	B use	C to use
7	A for	B to	C in order
8	A makes	B lets	C gets
9	A find	B to find	C finding
10	A lets	B allows	C has

7 ERROR CORRECTION **Trova altri 8 errori nel testo e correggili.**

I would like ~~to~~ *to* study philosophy at university but my parents want that I choose something like economics or law. They have arranged to me to spend a day in my uncle's law firm in order I can see what the job is like. I don't want disappoint them but I know this job would be enough stressful for me. I know they can't let me do something I don't want to do but it's difficult for I to tell them what I think. Luckily, I don't have decide just yet.

8 TRANSLATION **Traduci il seguente testo in inglese.**

Mio cugino ha sempre desiderato andare a fare bungee jumping e la scorsa settimana mi ha persuaso ad andare con lui. Ha deciso che saremmo andati in un centro dove puoi saltare da un ponte sopra un fiume. Quando siamo arrivati l'istruttore ci ha aiutato a prepararci e poi era ora di saltare. Mio cugino fu il primo a saltare. Quando fu il mio turno ero troppo spaventato per stare sul ciglio del ponte e non ho avuto abbastanza coraggio per saltare. Mio cugino vuole che io provi ancora il prossimo fine settimana ma io preferirei tenere i piedi a terra!

106 La forma in *-ing* (2)

FORMA

	Forma affermativa	Forma negativa		
Presente	forma base del verbo + *-ing* → 30	*not* + forma base del verbo + *-ing*	***Not cheating** is more important than **winning**.*	Non imbrogliare è più importante che vincere.
Passato	*having* + participio passato del verbo	*not* + *having* + participio passato del verbo	***Having spent** a fortune and **not having saved** a single penny, at 60 he found himself penniless.*	Avendo speso una fortuna e non avendo messo da parte un penny, a 60 anni si trovava senza soldi.

USO

La forma in *-ing* si usa:

- per costruire i tempi verbali progressivi (*continuous tenses*)
  *They **were sleeping** when we arrived.* — Stavano dormendo quando arrivammo.
- come soggetto/oggetto di una frase con funzione di infinito sostantivato
  ***Queuing** at the doctor's practice gets on my nerves.* — Stare in coda all'ambulatorio medico mi dà sui nervi.
  *Her hobby is **collecting** stamps.* — Il suo hobby è collezionare francobolli.
- come aggettivo → 75.1
  ***Increasing** exports are boosting the Chinese economy.* — Le crescenti esportazioni stanno spingendo l'economia cinese.
- dopo una preposizione
  *You can't improve your English **without studying**.* — Non puoi migliorare il tuo inglese senza studiare.
- dopo la preposizione *for* per indicare la funzione di un oggetto o di un materiale
  *I need something **for cleaning** this copper bracelet.* — Mi serve qualcosa per pulire questo braccialetto di rame.
- dopo un verbo, un sostantivo o un aggettivo seguito da preposizione
  *She **insisted on talking** with the head teacher.* — Ha insistito per parlare con il preside.
  *John was thrilled by the **thought of moving** to New York.* — John era elettrizzato al pensiero di trasferirsi a New York.
  *I'm **excited about going** on holiday.* — Sono emozionato all'idea di andare in vacanza.
- in sostituzione di una frase relativa determinativa → 50.2 con funzione di participio presente
  *The woman **wearing** (who is wearing) the red hat is my aunt.* — La donna che indossa il cappello rosso è mia zia.
- dopo le congiunzioni temporali *after*, *before*, *on*, *since*, *when* e *while* se il soggetto della proposizione principale e della subordinata è lo stesso
  *Slow down **while crossing** the bridge.* — Rallentare quando si attraversa il ponte.

> ⚠ Con *after* e *before* si può usare il passato della forma in *-ing* senza modificare il significato della frase.
> *She left **before listening/having listened** to him.* — Se ne andò via prima di averlo ascoltato.

- in espressioni come *it's no good/use*, *it's worth*, *there's no point*
  *It's **worth trying**.* — Vale la pena provare.
- per indicare un divieto
  ***No bathing**.* — Divieto di balneazione.
- dopo *except* e *but* se precedute da una costruzione che richiede la forma in *-ing*
  *She's **interested in** nothing **except travelling**.* — Non è interessata a niente tranne che viaggiare.

Esercizi

1 ●●● **Leggi la filosofia di vita del quindicenne Andy. Abbina le due parti delle frasi e completale con la forma in *-ing* dei verbi nel riquadro.**

not be • take • have • talk • live • tell

1 Talking about your problems to friends
2 _____ a lot of money
3 _____ a few white lies
4 _____ your life to the max.
5 _____ one day at a time.
6 _____ selfish,

a ☐ is sometimes better than being completely honest.
b ☐ can help you make friends.
c ☐ can help you feel better.
d ☐ means you don't have to worry about the future.
e ☐ is not the most important thing in life.
f ☐ is better than having lots of regrets.

2 ●●● **Riscrivi le seguenti frasi usando la forma in *-ing* dove possibile.**

1 She sat in the corner of the café. She was drinking her tea.
She sat in the corner of the café drinking her tea.
2 I hurt my leg while I was playing football.
3 Think carefully before you answer the question.
4 After they had ordered the pizza, they sat down to wait.
5 Since he has won that swimming competition, he has become really big-headed.

3 ●●● **Riordina le parole per formulare delle frasi corrette. Usa la forma in *-ing*.**

1 get lost / afraid of / I'm
I'm afraid of getting lost.
2 bad at / he's / play football
3 his speech / interested in / we aren't / listen to
4 the English name / the TV / what's / of the thing for / from a distance / turn on and off / ?
5 go to Paris / very excited about / they weren't
6 the house / is crazy / renovate / your idea of

4 ●●● **Abbina le due parti delle frasi e completale con la forma in *-ing* dei verbi tra parentesi.**

1 Maria is afraid of nothing
2 Anna doesn't mind doing anything
3 He's keen on doing any form of exercise
4 You needn't worry about anything
5 There's no point in

a ☐ except flying (fly).
b ☐ but not _____ (go) swimming.
c ☐ _____ (spend) $7 on a film like that.
d ☐ except _____ (cook).
e ☐ but _____ (have) a good time.

5 ●●● **Leggi l'articolo e completalo con la forma in *-ing* dei verbi nel riquadro.**

climb • make • face • travel • reach • leave • carry • wait
exhaust • ruin • become • go • run • pay • open

With time even the greatest of achievements can be surpassed. Think of Bannister (1) running the four-minute mile or Yuri Gagarin (2) _____ into space. 60 years ago, after (3) _____ the top of Everest, Hillary and Norgay spent only 15 minutes there, before quickly (4) _____ back down. Now, this desolate mountain is (5) _____ as crowded as a Tokyo subway carriage at rush hour as more and more people try to test themselves against Everest, often (6) _____ over $100,000 for a guided climb, and also (7) _____ casualties inevitable. In 1996, during a storm, nine climbers died while (8) _____ for an (9) _____ near the summit. But this isn't the only problem (10) _____ Everest. (11) _____ Everest is (12) _____ work and needs a lot of equipment, for many climbers (13) _____ this equipment on the mountain rather than (14) _____, it saves vital energy. The result is that huge amounts of rubbish are (15) _____ the beauty of the mountain.

107 Verbi seguiti dalla forma in *-ing*

Si usa la forma in *-ing* dopo i seguenti verbi:

*admit to** (ammettere)	*deny** (negare)	*give up* (smettere)	*postpone* (posticipare)
appreciate (apprezzare)	*enjoy* (piacere)	*imagine** (immaginare)	*practise* (esercitare)
*avoid** (evitare)	*escape* (sfuggire)	*involve* (implicare)	*put off* (rimandare)
be busy (essere occupato)	*feel like* (sentirsi)	*keep (on)* (continuare)	*recommend* (consigliare)
consider (valutare)	*finish* (finire)	*mention** (menzionare)	*risk* (rischiare)
delay (tardare a)	*forgive* (perdonare)	*miss* (mancare)	*suggest** (suggerire)

*She **is considering resigning** from her post of director.* — Sta valutando di dimettersi dal suo incarico di direttore.

⚠ • I verbi con l'asterisco (*) possono essere seguiti da ***that* + frase** (per le variazioni dei tempi verbali → 121.1).

*He **denied meeting** the Smiths at the airport.*
*He **denied that he had met** the Smiths at the airport.* — Negò di aver incontrato gli Smith all'aeroporto.

• Il verbo ***suggest*** può essere seguito anche da ***that* + *should* + frase**.

*Paula **suggested seeing** a doctor.*
*Paula **suggestedthat I should see** a doctor.* — Paula mi suggerì di andare dal dottore.

La forma in *-ing* si usa inoltre dopo:

• **i verbi di gradimento** che esprimono sentimenti come *love, like, hate* → 33
*I hate **queuing**.* — Odio stare in coda.

• **i verbi di percezione** come *feel, hear, smell* → 33 **quando si è partecipi dell'azione solo parzialmente**
*I **heard** them **arguing**.* — Li ho sentiti litigare.

• i verbi ***come* e *go* seguiti da verbi** che indicano attività fisiche, sportive o del tempo libero
***Come dancing** with me!* — Vieni a ballare con me!
*Let's **go swimming**!* — Andiamo a nuotare!

• le **espressioni con *can't*** come *can't imagine, can't stand, can't bear, can't stop, can't help, can't resist*
*Darling, I **can't imagine living** without you.* — Cara, non posso immaginare di vivere senza di te.

⚠ Se il soggetto della principale è diverso da quello della subordinata, si possono usare le costruzioni:

• verbo + complemento oggetto + forma in *-ing*
*She always **keeps me waiting**.* — Mi fa sempre aspettare.

• verbo + aggettivo possessivo/genitivo sassone + forma in *-ing*
*I'm fed up with **her/Tiara's behaving** so inconsiderately.* — Sono stufa che lei/Tiara si comporti in modo così sconsiderato.

Esercizi

1 **Osserva quello che Owen ha fatto in vacanza in Grecia e scrivi delle frasi con *go* e la forma corretta dei verbi nel riquadro.**

fish • dance • ~~camp~~ • shop • sightseeing • swim



1 *On Monday Owen went camping.*

Esercizi

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

1 Since she moved to Germany, she *misses having* her family around her. (miss / have)
2 You need to _____ until your ankle feels better. (avoid / walk)
3 You should _____ your guitar more before the school concert. (practise / play)
4 Let's not cook in the forest. I don't want _____ a fire. (risk / start)
5 Have you _____ a hobby? (consider / take up)
6 Can you _____ in California? (imagine / live)
7 This project _____ in groups. (involve / work)
8 Do you _____ new people? (enjoy / meet)

3 ●●● **Leggi che cosa hanno risposto alcuni sedicenni alla domanda "Che cosa ti dà più fastidio?" e completa le frasi con la forma corretta dei verbi nel riquadro.**

find / lose • can't bear / leave • can't stop / give • ~~catch / steal~~
keep on / interrupt • hate / put • resent / tell • can't stand / talk

1 What really annoys me is people taking things that don't belong to them. The other day I *caught a boy stealing* my bike.
2 I hate it when people _____ me when I'm speaking. You're in the middle of saying something and they talk over you.
3 I _____ the house when it's cold. I _____ on all those clothes; I feel like a mummy!
4 I _____ people _____ me what to do. You tell a friend about a problem you have got and they _____ you advice; telling you what you should and shouldn't do!
5 I _____ people _____ nonsense about politics. I hate it when they say 'they're all thieves'. It's never black or white!
6 The other day I _____ myself _____ my temper with a post office employee. I know I'm young, but why do adults think they can be so rude to me!



4 ●●● **Che cosa stanno facendo queste persone? Completa le frasi con la forma corretta dei verbi tra parentesi.**

1 'I'm sorry I can't see you on Friday afternoon; can we do Saturday?' (postpone)
He *is postponing* his appointment with Lea.
2 'Why don't we have a pizza for dinner?' (suggest)
He _____ a pizza for dinner.
3 'Yes, Officer, I stole the money.' (admit to)
She _____ the money.
4 'No, I can't see you on Thursday evening. I'm busy, I'm working.' (put off)
He _____ her on Thursday evening.
5 'I think I might phone Teresa.' (mention)
She _____ Teresa.
6 'Go and see the latest Cameron film. It's fantastic!' (recommend)
They _____ the latest Cameron film.
7 'I could take the train. It would be quicker.' (consider)
He _____ the train.
8 'That's it! I'm not eating chocolate ever again.' (give up)
She is going to _____.

108 Verbi seguiti dall'infinito o *-ing*

108.1 Verbi seguiti dall'infinito o *-ing* senza variazione di significato

Alcuni verbi possono essere seguiti sia dall'infinito sia dalla forma in *-ing* senza cambiare di significato.

bear (sopportare)	*hate* (odiare)	*plan* (progettare)
begin (cominciare)	*intend* (avere intenzione di)	*prefer* (preferire)
cease (smettere)	*like* (piacere)	*propose* (proporre)
continue (continuare)	*love* (amare)	*start* (iniziare)

We'll ***begin to record/recording*** *in five minutes.* Inizieremo a registrare fra cinque minuti.

• Quando il verbo introduttivo è alla forma progressiva si preferisce evitare la forma in *-ing* e utilizzare l'infinito.

Tom ***is continuing to play*** *the drums loudly.* Tom sta continuando a suonare la batteria a volume alto.

• I verbi *hate*, *prefer*, *like* e *love* sono seguiti dall'infinito del verbo per indicare preferenza o gradimento rispetto a una situazione specifica e dalla forma in *-ing* rispetto ad una situazione abituale. Osserva la differenza:

Their baby girl has got a temperature. They ***prefer to stay*** *at home tonight.* La loro bambina ha la febbre. Preferiscono stare a casa stasera. (situazione specifica)

They ***love staying*** *at home in the evening.* Amano stare a casa la sera. (situazione abituale)

• I verbi *advise*, *allow*, *forbid* e *permit* sono seguiti dall'infinito quando è presente il complemento oggetto, ma dalla forma in *-ing* in assenza del complemento oggetto.

Sean ***forbids me to use*** *his tablet.* Sean mi proibisce di usare il suo tablet.

The EU ***has forbidden using*** *child labour.* La UE ha proibito di usare il lavoro minorile.

108.2 Verbi seguiti dall'infinito o *-ing* con variazione di significato

Altri verbi possono reggere sia l'infinito sia la forma in *-ing* ma con significato diverso.

Verbi	+ *-ing*		+ infinito	
be sorry for ***forget*** ***regret*** ***remember***	**azione passata**		**azione non ancora compiuta**	
	I ***remember giving*** *you your pocket money.*	Mi ricordo di averti dato la paghetta.	*I* ***won't forget to turn off*** *the lights.*	Non mi dimenticherò di spegnere le luci.
go on	**continuare**		**smettere di fare una cosa per farne un'altra**	
	He ***went on talking*** *for hours.*	Ha continuato a parlare per ore.	*She prepared lunch, then she* ***went on to do*** *some gardening.*	Preparò il pranzo, poi si mise a fare del giardinaggio.
mean	**significare, comportare**		**avere intenzione di**	
	Accepting that job ***will mean travelling*** *a lot.*	Accettare quel lavoro significa viaggiare molto.	*I* ***didn't mean to hurt*** *you.*	Non volevo ferirti.
stop	**smettere di fare qualcosa**		**fermarsi per fare qualcos'altro**	
	She ***stopped playing*** *tennis.*	Ha smesso di giocare a tennis.	*I* ***stopped to help*** *the lady cross the street.*	Mi fermai per aiutare la signora ad attraversare la strada.
try	**fare un esperimento**		**fare uno sforzo per fare una cosa difficile**	
	I ***tried connecting*** *to a different network.*	Ho provato a connettermi ad un'altra rete.	*Silence, please! I'm* ***trying to explain!***	Silenzio, per favore. Sto cercando di spiegare!

Esercizi

1 ●●● Abbina le due parti delle frasi.

1	My mum stopped	a	[2] to talk to everyone when we go shopping. It takes hours!
2	Mum stops	b	[1] speaking to her sister years ago. They had a very serious argument.
3	I meant	a	☐ practising for hours.
4	Becoming good at something means	b	☐ to call you back, but I forgot.
5	John has done very well. He has gone	a	☐ on reading until 2 o'clock!
6	Last night I went	b	☐ on to read History at Cambridge University.
7	I can remember	a	☐ being very happy in my childhood.
8	I didn't remember	b	☐ to close the windows. Mum is going to kill me.
9	He is starting	a	☐ to see the problem.
10	He started	b	☐ seeing Melissa a few weeks ago.
11	I tried	a	☐ plugging in the printer, it might work!
12	If you try	b	☐ to make a cake but it was a disaster!

2 ●●● Sottolinea l'alternativa corretta.

1 I detest *to go/going* for long walks. I prefer *to go/going* by car.
2 I'll never forget *to meet/meeting* Totti at the airport.
3 Mum tried *to call/calling* me on my mobile phone, but I'd switched it off and had forgotten *to turn/turning* it back on.
4 If you want to do well at school, it will mean *to study/studying* hard.
5 I'm beginning *to learn/learning* the bass, and I think I'm quite good at it!
6 I usually hate *to shop/shopping*, but I love *to visit/visiting* flea markets and buy something unusual.

3 ●●● Completa le frasi basandoti sulle informazioni tra parentesi.

1 He *stopped to have* lunch. (stop / have)
2 I _____ you the book a week ago. (remember / lend)
3 _____ milk and mint. It's delicious! (try / drink)
4 We _____ passengers that the 2.45 train to Milan is an hour late. (regret / inform)
5 If you go to that school, it will _____ for hours by bus. (mean / travel)
6 I _____ to bed early last night, but I couldn't sleep. (try / go)
7 I hope I _____ my dry-cleaning. (not forget / collect)
8 My ex-husband _____ our kids _____ junk food whenever they want. (allow / eat)

4 TRANSLATION ●●● Traduci le seguenti frasi in inglese.

1 Mi ricordo di averti incontrato un mese fa.
2 Odio andare a scuola il sabato mattina.
3 Durante la corsa mi sono fermata per riposarmi.
4 Quando ha iniziato a parlare di calcio tutti hanno lasciato la stanza.
5 Ho provato a scusarmi con lei, ma era troppo arrabbiata.
6 Scusate il ritardo.
7 Domani è il compleanno di mia zia, devo ricordarmi di telefonarle o si offenderà.
8 Ho intenzione di imparare a suonare il piano.

109 Il verbo *get*; *be used/get used to*

109.1 *get*

Il verbo *get* assume significati diversi in base al contesto. Ecco alcuni fra i significati più comuni.

ottenere, ricevere	*Let's celebrate! I **got** a promotion.*	Festeggiamo! Ho ottenuto una promozione.
procurarsi, prendere, comprare	*Where can I **get** the bus ticket?*	Dove posso comprare il biglietto dell'autobus?
capire, comprendere, sentire	*Sorry, I **didn't get** that.*	Scusi, non ho capito.
arrivare, giungere	*I **got** to school very late yesterday morning.*	Sono arrivato a scuola molto tardi ieri mattina.
andare a prendere (e portare)	*You're soaking wet. **I'll get** you a towel.*	Sei bagnato fradicio. Ti vado a prendere un asciugamano.
guadagnare, ricavare	*How much did you **get** for your old car?*	Quanto hai ricavato dalla tua vecchia macchina?

Il verbo *get* cambia di significato anche in base alla costruzione:

- ***get* + aggettivo o participio passato** Appendice, 8

  *I'm **getting angry**.* — Mi sto arrabbiando.
  *She **got irritated** when she heard the news.* — Si innervosì quando sentì la notizia.

- ***get* + preposizione/avverbio**, per formare i *phrasal verbs* Appendice, 10

  *Let's **get off** the bus at Union Station.* — Scendiamo dall'autobus a Union Station.
  *The project **is not getting ahead**.* — Il progetto non sta andando avanti.

- ***get* + complemento oggetto** (sostantivo/pronome complemento) **+ infinito** 105

  *Sheila **got him to marry** her.* — Sheila lo ha persuaso a sposarla.

109.2 *be used to* e *get used to*

be used to **+ sostantivo/ pronome complemento/ forma in *-ing***	essere abituato a qualcosa (di usuale)	*I'm **used to** his moody **behaviour**.* *Robinson **was used to living** alone.*	Sono abituato al suo comportamento lunatico. Robinson era abituato a vivere da solo.
get used to **+ sostantivo/ pronome complemento/ forma in *-ing***	abituarsi a qualcosa (di nuovo)	*She's **getting used to** the new **school**.* *I soon **got used to driving** on the left.*	Si sta abituando alla nuova scuola. Mi abituai presto a guidare a sinistra.

Non confondere *be/get used to* con *used to*. 56.1

- *be/get used to*: in questa costruzione *used* ha funzione di **aggettivo**.
- *used to*: *used* ha funzione di **verbo** ed è sempre seguito dall'infinito.

REMEMBER

Used to si usa solo al passato per indicare una situazione/abitudine che non è più vera nel presente.

*I **used to live** in the countryside and **I'm not used to the noise** of the city. Now **I'll have to get used to it**.* — Vivevo in campagna e non sono abituato al rumore della città. Ora mi ci dovrò abituare.



*'We **'ve got used to** the dampness.'*

Esercizi

1 ●●● **Qual è il significato di *get* nelle seguenti frasi? Abbina le frasi ai sinonimi nel riquadro.**

buy (x 2) • fetch • catch • understand • receive (x 2) • obtain • arrive

1 I didn't get the present I wanted at Christmas so I'm quite disappointed. *receive*
2 Where do you usually get your trainers?
3 Don't forget to get some milk when you are out shopping today. We haven't got any.
4 How do you get to school?
5 He got malaria when he was in Africa.
6 I don't think you get what I'm saying. (colloquial)
7 Can you get my glasses for me? They're near the armchair.
8 What mark did you get for your last English test?
9 How many texts do you get in a day?

2 ●●● **Completa le frasi con le preposizioni nel riquadro per formare dei *phrasal verbs* corretti.**

over • through (x 2) • on (x 2) • up (x 2)

1 She doesn't get *on* with her brother at all.
2 Please stop talking and get ____ with your work.
3 I have to get ____ early tomorrow.
4 Why are you two so quiet? I know you are getting ____ to something naughty.
5 I tried phoning Sandra all day, but I couldn't get ____ to her.
6 Sometimes I can't get ____ to Mum. She doesn't understand me!
7 I'm at home this week because I'm getting ____ the flu.

3 ERROR CORRECTION ●●● **Correggi le parole sottolineate nelle seguenti frasi.**

1 Now I use to wake up early. *'m used to waking up*
2 Please don't cook anything spicy for dinner, the kids not use to eat exotic food!
3 I didn't used to be friends with Marco, but this year we've become good friends.
4 Maria is an only child so she not use to share her things.
5 My eyes are watering because I'm wearing contact lenses and I have to be used to them.
6 It's always difficult when you start a new school, but you'll soon be use to it!

4 ●●● **Completa la seconda frase in modo che abbia lo stesso significato della prima. Usa le parole tra parentesi.**

1 I have no problems working nights. I've done it for years. (used)
I *'m used to working* nights. I've done it for years.
2 This was all open countryside before they built the shopping centre. (be)
This _____ open countryside before they built the shopping centre.
3 I'm starting to like my new maths teacher. (getting)
I _____ my new maths teacher.
4 I'm tired all the time, it's still difficult for me to get up at 6 o'clock. (get)
I'm tired all the time, I can't _____ at 6 o'clock.
5 Lucy goes to the gym four times a week and she is never tired. (going)
Lucy _____ to the gym four times a week so she is never tired.
6 I read *Topolino* when I was a child. (used)
I _____ *Topolino* when I was a child.

Esercizi di riepilogo

1 **Completa le frasi con la forma corretta dei verbi nel riquadro.**

fly • read • swim • cook • check • revise

1 Juan has never been abroad because he is afraid of *flying*.
2 I really recommend _____ this book. The ending is brilliant.
3 John can't go five minutes without _____ Facebook.
4 _____ is one of the best forms of exercise.
5 There's no point _____ five minutes before the exam. It doesn't help.
6 I don't feel like _____ tonight. Shall we get a takeaway?

2 **Completa la seconda frase usando i verbi nel riquadro.**

consider • recommend • admit • deny • suggest • mention

Alex said:

1 'Shall we eat out tonight?' He *suggested eating* out.
2 'We should go to that Japanese restaurant Mikado.' He _____ to Mikado.
3 'By the way, I know it costs a lot.' He _____ how expensive it is.
4 'Absolutely not. I've never been there before.' He _____ there before.
5 'OK, it's true. I like one of the waiters.' He _____ one of the waiters.
6 'I'll think about trying somewhere else.' He _____ somewhere else.

3 **Completa le frasi con l'infinito o la forma in *-ing* dei verbi tra parentesi. In una coppia di frasi entrambe le forme sono possibili.**

1 a Will you remember *to lock* the door before you go out? (lock)
b Do you remember _____ the door? It's open now. (close)
2 a I've stopped _____ coffee as I wasn't sleeping well. (drink)
b Kelly stopped _____ a coffee on her way to work. (have)
3 a Mum will never forget _____ Dad for the first time. (meet)
b Mum forgot _____ some bread on her way home. (buy)
4 a I've started _____ tennis after school on Fridays. (play)
b I've started _____ I'm quite good at it. (believe)
5 a He went on _____ even though the time limit for the exam was up. (write)
b He was good at languages so he went on _____ an interpreter for the UN. (become)
6 a I meant _____ you the news yesterday but I forgot. (tell)
b This news means _____ to a new town and a new school. (move)

4 **Nelle frasi seguenti sostituisci il verbo *get* con la forma corretta dei verbi nel riquadro.**

arrive • fetch • buy • earn • receive • understand

bought
1 I got two pairs of jeans in that designer outlet for only $50.
2 'Do children usually get presents at Eid?' 'Yes, they normally do.'
3 My train gets in at 7.30 p.m. Do you think you could pick me up?
4 Tony's got a strange sense of humour so I don't always get his jokes.
5 Dad, can you get me some water while you're in the kitchen, please?
6 In my opinion, nurses and doctors don't get enough money.

5 **Sottolinea l'alternativa corretta.**

Dr. Martens

Since (1) *to start/starting* production in 1960, Dr. Martens have been associated with youth subculture. If you saw people (2) *wearing/worn* Dr. Martens in the early 60s, they were probably working men, but soon skinheads (3) *started to/started* wearing them and their alternative status began. Today they are still associated with the spirit of (4) *been/being* different and rebellious. You can just as easily see someone in their forties (5) *to walk/walking* around in an old, scruffy pair as you can see a teenager (6) *wearing/wears* a shiny, brand new pair.

After (7) *to have moved/moving* the production to Asia, there was a (8) *growing/grown* interest in vintage styles which meant that the company was able to keep on (9) *production/producing* some one-off designs in the original factory in England. As with many brands, you can buy a copy but it's definitely worth (10) *getting/to get* the original with the distinctive yellow stitching and Airware label. (11) *Own/Owning* a pair of Dr. Martens, or Docs as they are often called, will continue to stand for (12) *being/to be* different and individual for many years to come.

6 **Completa l'intervista alla fotografa Jo Foxton con la forma corretta dei verbi e delle espressioni nel riquadro.**

be • be able to • be used to • change • do • forget • get used to • take • travel • write

Interviewer What's it like (1) *being* a wildlife photographer?
Jo Fantastic. (2) _____ photos is my life so I adore my job. I love (3) _____ see the incredible nature and animals we have around us.
Interviewer How do you cope with (4) _____ so much?
Jo Because I do it so often, I (5) _____ packing very quickly and without (6) _____ anything. When I arrive at my destination, I try (7) _____ to the local time as quickly as possible.
Interviewer Would you consider (8) _____ jobs?
Jo No way. I'll go on (9) _____ this job for as long as I can. Then maybe I'll think about (10) _____ a book about my experiences.

7 **ERROR CORRECTION** **Trova altri 9 errori nel testo e correggili.**

I remember ~~to meet~~ *meeting* my best friend for the first time. I was played in a school volleyball match and I could hear someone shouted really loudly for our team. We weren't use to have supporters at our matches as we weren't very good. In fact, we didn't feel like to take part in any more competitions as we never won. After lost the match, as always, I started to talking to this girl and we got over really well. She insisted on to come to all our matches that year and by the end of the season we were best friends.

8 **TRANSLATION** **Traduci le seguenti frasi in inglese.**

1 Non posso fare a meno di pensare che sia stato un errore venire qui.
2 Jack ha smesso di giocare a basket dopo che si è rotto il ginocchio.
3 Se si vola per lunghe distanze, può essere difficile superare il fuso orario
4 Vivo in Spagna da anni, ma ancora non mi sono abituato all'ora della siesta.
5 Vai d'accordo con i tuoi fratelli o litigate spesso?
6 Non ha senso provare a convincerlo a cambiare idea. Non lo farà mai.

Towards PRELIMINARY

READING

1 PART 3 **Read the text about courses at a technical college and decide if each sentence is true (T) or false (F).**

		T	F
1	Lime Hill Technical College wants to help its students find employment.	☐	☐
2	Exams are an obligatory part of all the courses on offer at the college.	☐	☐
3	You need to be able to speak perfect English to enroll on a course.	☐	☐
4	There is nobody available in the college to offer guidance and information.	☐	☐
5	During the open evening you have the chance to meet former students.	☐	☐
6	The motor vehicle maintenance course is for apprentices who already work in the trade.	☐	☐
7	To join this course it is not necessary to fulfill any particular conditions.	☐	☐
8	The first thing you will learn is health and safety procedures.	☐	☐
9	Space in the vehicle workshop is quite restricted.	☐	☐
10	There will be a lot of written exams in order to assess your progress.	☐	☐

Lime Hill Technical College WEBSITE

HOME | ABOUT US | HOW TO APPLY | PROGRAM DESCRIPTIONS | HIGH SCHOOL | STUDENTS/ ALUMNI | CONTACTS

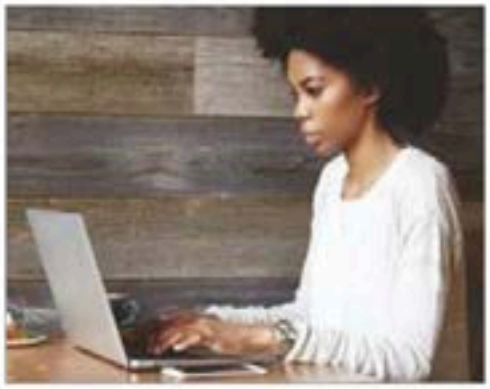


Here at Lime Hill Technical College we offer a variety of vocational and technical courses aimed at both teenagers and adults in order to help you get the skills and qualifications you need in order to find a job. Our modern college has all start-of-the-art equipment, labs and workshops so you will have the best environment for your training. You can choose between different levels of courses, from entry level to advanced, and it is possible to take all the national exams and qualifications in your chosen field. Working in partnership with local businesses, we are able to arrange for you to visit local factories and businesses and to have a period of work experience. For those with English as a second language or additional needs, we guarantee to give you all the specific support and help you need so that you can reach your goals. Below, you can find some details on one of our most popular courses. Full details of this and all our other courses, fees and starting dates can be found by clicking here. If you are not sure if a course is right for you, it is worth coming in to talk with our advisors who can help you. We also recommend coming to our open evening where you can talk with teachers, instructors and past students who will all be happy to offer their advice.

Motor Vehicle Maintenance – Learn the relevant skills to find an apprenticeship in the motor vehicle industry. This course, with options for both full-time and part-time study, is for anyone over the age of 17 and there are no entry requirements. Our professional instructors will help you to understand the health and safety aspects of working in this industry, before introducing the relevant tools, equipment and materials. Lessons take place in the classroom and in our new, industry-standard vehicle workshop with enough room for all students to work on real vehicles. You will have the chance to develop your skills in different areas, such as steering and suspension, braking systems and ignition components and operations. Testing is usually through practical assessments and oral questioning, which is less stressful for those who are not used to doing written exams.

2 PART 4 **Read the text and choose the correct option.**

BLOGGING



It's not easy to say how many blogs there are on the Internet because every day many people start writing a new one while others stop updating theirs. Bloggers talk about and give their opinions on topics as varied as food, pets, technology, parenthood and music and they can be both informative and entertaining. Some people prefer keeping their blog almost like a private diary, just for friends and family, other bloggers are trying to become rich and famous.

I certainly wasn't the first person to create a blog on beauty and make-up, but it was something that interested me and I was knowledgeable about. In addition, I considered myself to be good at writing. I remember getting my first comment and how proud I felt. Surprisingly, I quickly developed a small fan base and then companies started contacting me to ask me to promote their particular product. Consumers often use blogs to look for reviews and recommendations and, because my fan base was growing, I had come to the attention of several companies in the beauty sector who wanted to use my blog as a form of indirect promotion. It took me a while to get used to this 'fame', but then I let it take over my life and I regret doing this. The only thing I could think about was contacting new companies and negotiating fees for featuring them on my blog.

Now I've stopped reviewing and promoting products. I know many people are making a fortune by doing this and have even been able to give up their jobs, but I've gone back to keeping my blog simple and doing what I enjoy, which is writing.

1 What is the writer doing in the text?
- A promoting her blog about make-up
- B giving information on how to start a blog
- C criticising bloggers for accepting money to promote products
- D talking about her blogging experience

2 According to the writer, blogs are…
- A only for friends and families to read.
- B about thousands of different subjects.
- C never updated regularly enough.
- D a great way to make lots of money.

3 Why did companies start contacting the writer?
- A She had a lot of people following her blog.
- B She knew a lot about the beauty industry.
- C She was good at what she was doing.
- D She had written positive reviews about their products.

4 What does the writer regret?
- A accepting money to promote products on her blog
- B spending all her time thinking about and working on her blog
- C not negotiating bigger payments for her product reviews
- D not giving up her other job to concentrate on blogging

5 Which of these sentences could be on the writer's blog page?
- A Carry on reading to find my personal beauty product recommendations.
- B The oldest and most respected make-up blog, written by an expert.
- C My reflections and thoughts on the world of make-up and beauty.
- D Click here for some insights and reviews of the best beauty products on the market.

Towards PRELIMINARY

3 PART 4 **Choose the correct option.**

(0) *To sit* on the top of my car and watch a tornado is an amazing experience. I can still remember (1) _____ my first tornado. I was seven and my dad (2) _____ me go with him to film a tornado. Before (3) _____ a storm chaser, he (4) _____ to work in the meteorological department of our local university and he taught me (5) _____ the force of nature. I am now a professional storm chaser too and I organise trips to give people the opportunity (6) _____ experience a tornado up close. One of my clients wanted (7) _____ to refund his money because the tornado wasn't dangerous enough, while another suggested (8) _____ even closer to the worst twister I've ever seen. Nowadays there are many unprepared people who try (9) _____ this job and they risk (10) _____ their lives.

0	A To sit	B Sat	C Sitting	D To have sat
1	A see	B to see	C seeing	D saw
2	A let	B make	C have	D got
3	A became	B to become	C become	D becoming
4	A was used	B used	C got used	D is used
5	A respect	B to respect	C the respect	D respecting
6	A to	B for	C in order	D so
7	A that I	B I	C for me	D me
8	A to drive	B us to drive	C driving	D we to drive
9	A do	B to do	C doing	D of doing
10	A lose	B to lose	C for losing	D losing



WRITING

4 PART 1 **Here are some sentences about moving to the countryside. For each question complete the second sentence so that it means the same as the first. Use a maximum of three words.**

0 I lived in a busy city when I was a child.
I *used to* live in a busy city as a child.

1 I moved to the countryside so that I could have a better life.
I moved to the countryside _____ have a better life.

2 An estate agent said, 'Why don't you look at this converted barn?'
An estate agent _____ looking at a converted barn.

3 He said, 'You should get a dog.'
He advised _____ get a dog.

4 Getting up early is no longer unusual for me.
I've got _____ getting up early.

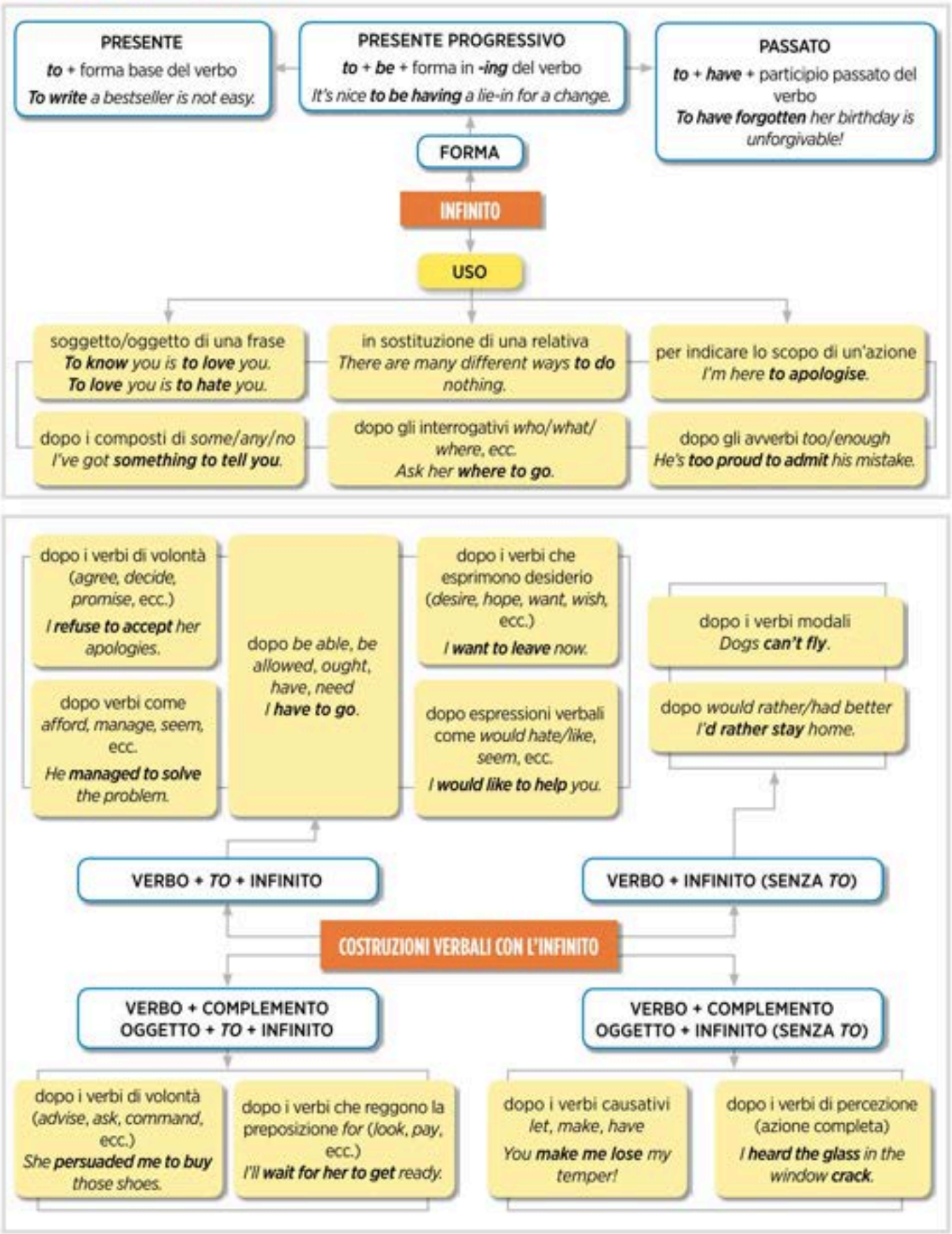
5 I feel better if I take the dog for a long walk.
Taking the dog for a long walk _____ me feel better.

LISTENING

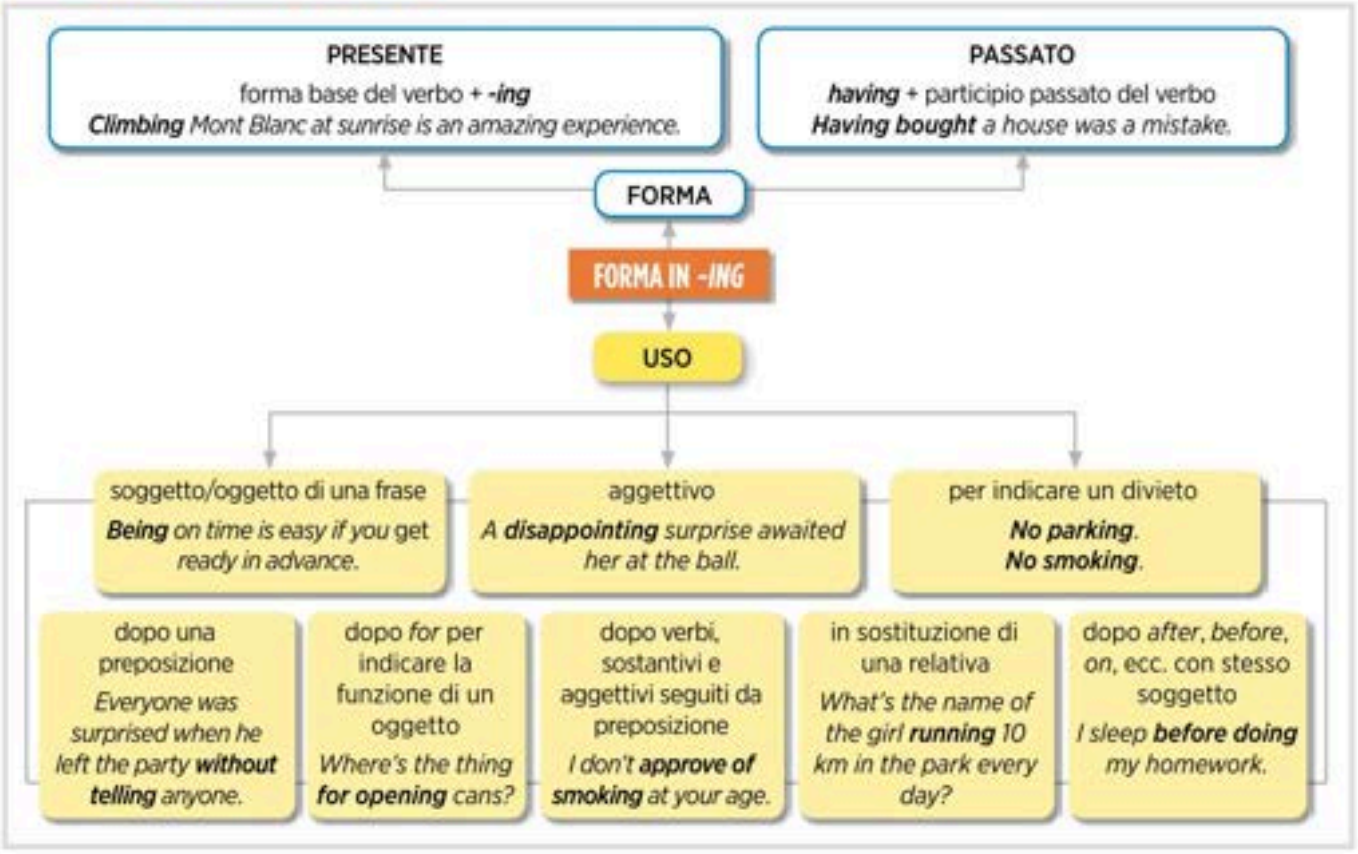
5 T 24 PART 4 **Listen to a conversation between Kai and Denise about a film they have just seen. Decide if each sentence is true (T) or false (F).**

	T	F
1 Kai is pleased that Denise persuaded him to see the film.	☐	☐
2 Kai and Denise agree that the behaviour of the man in front of them was unacceptable.	☐	☐
3 Kai and Denise both prefer watching films at home.	☐	☐
4 Kai and Denise had different reactions to the end of the film.	☐	☐
5 Kai thinks that the way Denise talks about films is silly.	☐	☐
6 Kai and Denise agree to see another film together next week.	☐	☐

Mappa concettuale



Mappa concettuale







Esercizi

1 L'INFINITO **Sottolinea l'alternativa corretta.**

1 We got to the concert early ***to/for*** be at the front of the queue.
2 Grazia Deledda was the first Italian woman ***who/to*** win the Nobel Prize for Literature.
3 I'm not sure how many people ***to invite/invite*** to my party.
4 My school can't afford ***to buy/buy*** interactive boards for every classroom.
5 Why not ***you get/get*** Julian a pair of sunglasses for his birthday?
6 I decided ***not to go/to go not*** to university but look for a job instead.
7 My girlfriend always expects ***that pay I/me to pay*** for everything.
8 It was nice of you ***to invite/inviting*** us round for dinner.
9 My son has just passed his driving test and I let him ***use/to use*** my car.
10 There weren't enough chairs for everyone ***to/for*** sit down.

2 LA FORMA IN *-ING* **Completa le frasi con la forma in *-ing* dei verbi nel riquadro.**

answer • give • go • have • interrupt • miss • revise • start • swim • win

1 Having a lot of money is not the most important thing in life.
2 Think carefully before _____ the question.
3 She's been worried all day about _____ his phone call.
4 Since _____ that competition, Jack has become really big-headed.
5 Let's not cook in the forest. I don't want to risk _____ a fire.
6 I hate it when people keep on _____ me when I'm speaking.
7 Sally can't stop _____ me advice I don't want!
8 Colin suggested _____ out for a pizza.
9 My brother is really good at all sports except _____.
10 There's no point _____ for the test now – it starts in ten minutes!

3 COSTRUZIONI VERBALI CON L'INFINITO E LA FORMA IN *-ING* **Sottolinea l'alternativa corretta.**

1 I meant ***to call/calling*** you back, but I forgot.
2 If you try ***to plug/plugging*** in the printer, it might work!
3 I didn't remember ***to lock/locking*** the door. Mum is going to kill me.
4 Last night I went on ***to read/reading*** until 2 a.m. The book was so exciting.
5 I'm beginning ***to learn/learning*** the bass and I think I'm quite good at it.
6 As the journey was quite long, he stopped ***to have/having*** lunch on the way.
7 We regret ***to inform/informing*** passengers that the 7.15 train to Milan is an hour late.
8 I'll never forget ***to meet/meeting*** Fedez at the airport in Rome last summer.
9 Becoming good at something means ***to practise/practising*** for hours.
10 You should really stop ***to drink/drinking*** so much coffee – it's bad for you.

110 Ordine delle parole nella frase

110.1 La frase minima

In inglese come in italiano la frase minima è formata da soggetto e predicato. Tuttavia in inglese l'ordine delle parole non è flessibile come in italiano ma segue determinate regole.

Forma affermativa	soggetto + verbo soggetto + ausiliare + verbo	***She is** Italian.* ***She has met** Lukas.*	È italiana. Ha incontrato Lukas.
Forma negativa	soggetto + verbo + *not* soggetto + ausiliare + *not* + verbo	*She **isn't** Italian.* *She **hasn't met** Lukas.*	Non è italiana. Non ha incontrato Lukas.
Forma interrogativa	(interrogativo +) verbo + soggetto (interrogativo +) ausiliare + soggetto + verbo	***Is she** Italian?* ***Where is she** from?* ***Has she met** Lukas?* ***Who(m) has she** met?*	È italiana? Di dov'è? Ha incontrato Lukas? Chi ha incontrato?

110.2 Ordine dei complementi

I complementi vengono espressi nel seguente ordine: **oggetto + modo + luogo + tempo**.

OGGETTO LUOGO TEMPO
*Matt shaved **his beard** **at the kitchen sink** **yesterday**.* — Matt si è fatto la barba nel lavello della cucina ieri.

OGGETTO MODO LUOGO
*Lou threw **the book** **in anger** **against the wall**.* — Lou scaraventò il libro con rabbia contro il muro.

Questo ordine si segue anche in mancanza del complemento oggetto.

MODO TEMPO
*She has sung **beautifully** **so far**.* — Ha cantato benissimo finora.

⚠ • Il **complemento oggetto non può essere separato dal verbo** da altri complementi.

*She **opened the letter** with trembling hands.* — Aprì la lettera con mani tremanti.

• I **complementi di moto non possono essere separati dal verbo** da altri complementi.

*I **go to school** by bike.* — Vado a scuola in bicicletta.

REMEMBER

• Gli avverbi di frequenza precedono il verbo anche in presenza di un ausiliare.

*They **never** listen!* — Non ascoltano mai!
*You're **always disturbing** the lesson!* — Non fai altro che disturbare la lezione!

• Le espressioni di frequenza di solito si mettono alla fine della frase.

*They hold a meeting **every month**.* — Tengono una riunione ogni mese.

• Le espressioni di tempo possono essere collocate all'inizio o alla fine della frase.

*(**Last week**) customer service answered nine hundred calls (**last week**).* — La scorsa settimana il servizio clienti ha risposto a novecento chiamate.

28

Esercizi

1 ●●● **Riordina le parole per formulare delle frasi corrette e inseriscile al posto giusto nella tabella a p. 389.**

1 a lot of friends / Annie and Simon / to the party / have invited
2 they / the question / don't understand
3 later / isn't meeting / Elly / he
4 in his free time / does / he / what / do / ?
5 know / why / didn't / the answer / Michela / ?
6 you / have / how long / had / that nose ring / ?

Esercizi

		soggetto	ausiliare (+ *not*)	verbo	compl. oggetto	altri complementi
Forma affermativa e negativa	1	Annie and Simon	have	invited	a lot of friends	to the party.
	2					–
	3					later.

		interrogativo	ausiliare (+ *not*)	soggetto	verbo	complemento
Forma interrogativa	4					
	5					
	6					

2 ●●● **Inserisci i complementi al posto giusto nella tabella.**

	oggetto	modo	luogo	tempo
1 He spoke	French	better		some years ago.
2 I had				
3 Jim woke up				
4 Did you leave				
5 Drive				
6 Eddy loses				

1 better / some years ago / French
2 in the bathroom / a bad fall
3 early / this morning
4 at my house / your jacket / last Saturday / ?
5 on the roads / this evening / carefully
6 these days / quickly / his temper

3 ●●● **Inserisci le parole tra parentesi al posto giusto nelle seguenti frasi.**

1 We're going away this weekend. (this weekend)
2 I've been here before. Is it a new place? (never)
3 Can I let you know? (tomorrow)
4 Emily and John only see each other. (two or three times a year)
5 I like to take a weekend break. (twice a year)
6 They go by train. (to work)
7 We met him at the stadium. (always)
8 Have you felt so happy in your life? (ever)
9 Before losing her job, she used to have a short holiday. (every two months)
10 My parents are coming to meet me at the airport. (by bus)

4 ERROR CORRECTION ●●● **L'ordine delle parole nelle seguenti frasi è sbagliato. Riscrivi le frasi correggendo gli errori.**

1 In Britain people quite early have dinner usually. *In Britain people usually have dinner quite early.*
2 Never I leave on the table money. _____
3 Four times I only went last year to the gym. _____
4 About something she's complaining always. _____
5 How long has been he going out with Chris? _____
6 Into town after school we go every Saturday. _____

5 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Perché arrivi sempre in ritardo?
2 L'hai vista prima o dopo lo spettacolo?
3 A Elisa non piacciono molto i film d'azione.
4 Matteo suona molto bene il piano.
5 Di solito rimaniamo a casa e leggiamo i giornali la domenica mattina.
6 Sarai fuori domani pomeriggio?
7 Da quanto tempo stai aspettando?

111 Complemento diretto e indiretto

Alcuni verbi come ***bring***, ***buy***, ***give***, ***offer***, ***pay***, ***promise*** possono essere seguiti da un complemento diretto (oggetto, generalmente espresso da una cosa) e da un complemento indiretto (termine o vantaggio, generalmente espresso da una persona). Questi verbi ammettono due costruzioni:

COSTRUZIONE PIÙ COMUNE (DOPPIO COMPLEMENTO OGGETTO)

soggetto	verbo	compl. indiretto	compl. diretto
Mum	*gave*	*her son/him*	*an adventure book.*
La mamma ha dato a suo figlio/gli ha dato un libro d'avventura.			

COSTRUZIONE MENO COMUNE

soggetto	verbo	compl. diretto	*to/for* + compl. indiretto
Mum	*gave*	*an adventure book/it*	*to her son/to him.*
La mamma ha dato un libro d'avventura/l'ha dato a suo figlio/a lui.			
My boyfriend	*bought*	*a very nice handbag*	*for me.*
Il mio ragazzo mi ha comprato una borsa molto carina.			

Osserva le seguenti particolarità.

- Se il **complemento diretto** è espresso da un **pronome**, si usa la seconda costruzione.
  *Mum gave **it** **to her son**.* — La mamma l'ha dato a suo figlio.
- Se il **complemento indiretto** è espresso da un **pronome**, sono possibili entrambe le costruzioni.
  *Mum gave **him** **an adventure book**.* — La mamma gli ha dato un libro d'avventura.
  *Mum gave **an adventure book** **to him**.* — La mamma ha dato un libro d'avventura a lui.
- Se **entrambi i complementi** sono **pronomi**, si usa la seconda costruzione.
  *Mum gave **it** **to him**.* — La mamma gliel'ha dato.
- I verbi ***ask***, ***cost***, ***phone*** e ***wish*** ammettono solo la prima costruzione.
  *She asked **me** **a favour**.* — Mi ha chiesto un favore.
- I verbi ***describe***, ***dictate***, ***explain***, ***introduce***, ***reply***, ***repeat***, ***report***, ***say***, ***suggest*** ammettono solo la seconda costruzione.
  *He said **something** **to me**.* — Mi ha detto qualcosa.

> ⚠ Con i verbi ***ask*** e ***tell*** il pronome personale oggetto ***it*** viene omesso.
> *Ask the teacher.* NON ~~*Ask it the teacher.*~~ — Chiedilo all'insegnante.
> *Don't tell her.* NON ~~*Don't tell it her.*~~ — Non dirglielo.

Esercizi

1 ●●○ **Riordina le parole per formulare delle frasi corrette.**

1 gave / a lift / Matty / him
Matty gave him a lift.
2 bought / Nicole / for her birthday / Jason / a bunch of flowers
3 on the Nile / her / a luxury cruise / promised / he
4 some money / has offered / for the damage to their car / she / them
5 $30,000 / a year / the company / pays / him
6 herself / bought / a pair of designer sunglasses / she

Esercizi

2 ●●● **Ora riscrivi le frasi dell'esercizio 1 usando la costruzione soggetto + verbo + complemento diretto + *to/for* + complemento indiretto.**

1 Matty gave a lift to him.
2 Jason bought _____.
3 He promised _____.
4 She has offered _____.
5 The company pays _____.
6 She bought _____.

3 ●●● **Inserisci le parole tra parentesi al posto giusto nelle seguenti frasi. Aggiungi *to* o *for* dove necessario.**

1 He kicked the ball to me. (me)
2 Can you get a paper at the newsagent's? (Dad)
3 We wish a Merry Christmas. (you)
4 I'll send you by email. (my essay)
5 Did you get a piece of cake? (Alessia)
6 I suggested to the teacher. (the film)
7 She asked for his number. (Sam)
8 Did you explain the problem? (them)
9 Susanna told a story. (the children)
10 Our maths teacher gave a test. (us)

4 ●●● **Elisa vuole presentare Johnny, il suo ragazzo americano, ai genitori. Johnny ha comprato per la mamma di Elisa una "zampa di coniglio", amuleto portafortuna in America. Osserva l'immagine e descrivi che cosa è successo basandoti sulle informazioni date. Usa entrambe le costruzioni dove possibile.**

1 Johnny / buy / a present / Elisa's mother
Johnny bought Elisa's mother a present.
Johnny bought a present for Elisa's mother.
2 Elisa / introduce / her parents / Johnny
3 Johnny / give / the present / Elisa's mother
4 he / explain / the meaning / her
5 she / say / thanks / him
6 she / give / the rabbit's foot / the dog



5 ERROR CORRECTION ●●● **Decidi se le seguenti frasi sono corrette (✓) o sbagliate (✗). Poi correggi quelle sbagliate.**

1 Claire bought a birthday present for her sister. ✗
2 My grandmother sent her first email to me yesterday.
3 The captain wished a pleasant flight the passengers.
4 Mr Jones explained the students the procedure again but they still didn't understand.
5 'Could you pass to me the salt please?' 'Here you are.'
6 Jonathan said us the truth about what had happened.
7 Tim owes $10,000 to a loan shark and doesn't know how to pay off the debt.
8 Andrew offered her something to drink.

6 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 Potresti prestarmi $50 per favore? Ho promesso una cena fuori alla mia ragazza.
2 Mio marito non mi ha mai comprato dei fiori.
3 L'insegnante ci ha spiegato che cosa dovevamo fare.
4 Non ti preoccupare. Posso comprartelo io mentre sono al supermercato.
5 Il negozio ha offerto ai suoi clienti un omaggio per ogni spesa superiore a $40.
6 Devo uscire. Mi daresti le chiavi della macchina, per favore?
7 La compagnia di assicurazione gli ha pagato solo €1000 dopo l'incidente.
8 Loris le ha detto qualcosa ma lei non ha sentito.
9 Se dai il libro a me, posso restituirlo a Frank quando lo vedrò domani.

112 *It/There* come soggetto della frase

In inglese il soggetto deve essere sempre espresso. In mancanza di soggetto la frase può essere introdotta da *it* o da *there*.

112.1 *It* come soggetto impersonale

Si usa *it*:

- per identificare qualcuno o qualcosa, parlare del tempo cronologico e atmosferico 1.1

*'Who's that?' **'It's** Mark.'*	"Chi è?" "È Mark."
***It's** Sunday and **it's** sunny.*	È domenica e c'è il sole.

- nelle seguenti **costruzioni con *be***

it + *be* + agg./sost. + infinito	***It's a pleasure to meet** you.*	È un piacere fare la sua conoscenza.
it + *be* + agg./sost. + *for* + complemento + infinito	***It's vital for me to get** a good mark in the English oral test.*	È fondamentale che io prenda un buon voto all'interrogazione di inglese.
it + *be* + agg./sost. + *-ing*	***It's a nightmare travelling** by train.*	È un incubo viaggiare in treno.
it + *be* + agg./sost. + *wh-/that*	***It's depressing that** so many students leave school.*	È deprimente che così tanti ragazzi abbandonino la scuola.

- con il verbo ***take*** quando significa "impiegarci/volerci" riferito al tempo cronologico

***It takes** two hours to get to Milan.*	Ci vogliono due ore per andare a Milano.

- con i verbi ***appear***, ***look***, ***seem*** e ***sound*** spesso seguiti da ***as if/as though*** 141.1

***It looks as if** it's going to rain.*	Sembra che stia per piovere.

- con le **espressioni negative** *no secret*, *no surprise*, *no wonder* **seguite da** *that*, **e** *no use* **e** *no good* seguite dalla forma in *-ing*

*It's **no wonder that** Miranda plays badly.*	Non c'è da meravigliarsi che Miranda giochi male.
*It's **no use cooking** all that food. We're on a diet!*	È inutile cucinare tutto quel cibo. Siamo a dieta!

- per introdurre una **frase passiva** con i verbi *believe*, *know*, *say*, ecc. 139

***It is said** that the company is going bankrupt.*	Si dice che la società stia per andare in bancarotta.

112.2 *There* come soggetto impersonale

Si usa *there*:

- per presentare o descrivere una persona, una cosa o un luogo con il verbo *be* seguito da articolo indeterminativo/nessun articolo, quantificatori indefiniti come *some*, *any* e *no*, e pronomi indefiniti come *somebody*, *anything*, ecc.

***There are no rules** in this house.*	Non ci sono regole in questa casa.
***Is there anything** to eat?*	C'è qualcosa da mangiare?

- con le espressioni ***wrong*** e ***the matter*** per dire che "qualcosa non va" 3.1

***There's something wrong** with him.*	C'è qualcosa che non va in lui./(Lui) ha qualcosa che non va.
***Is there** anything **the matter**?*	C'è qualcosa che non va?

- con i verbi ***appear***, ***happen***, ***seem***, ***tend*** seguiti dall'infinito del verbo *be*

***There seems to be** a misunderstanding.*	Sembra che ci sia un equivoco.

- con le espressioni ***bound***, ***certain***, ***likely***, ***sure*** seguiti dall'infinito del verbo *be*

***There is likely to be** panic among the investors when we announce the news.*	È probabile che ci sarà panico fra gli investitori quando annunceremo la notizia.

• con le **espressioni negative**
- *no alternative but, no choice but, no need, no reason* seguite dall'infinito del verbo
***There is no need to drive** so fast!* Non c'è bisogno di guidare così veloce!
- *no problem, no trouble, no point in, no chance of* seguite dalla forma in *-ing*
***There's no point in telling** them.* Non ha senso dirglielo.
- *no denying, no/any doubt* seguite da *that*
***There's no doubt that** he is guilty.* Non c'è dubbio che sia colpevole.

• con alcuni verbi di stato e moto come *lie, live, follow*, ecc. soprattutto **nello stile letterario**
***There stood** the clock tower in the fog.* La torre dell'orologio si ergeva nella nebbia.

Esercizi

1 ●●● **Sottolinea l'alternativa corretta.**

1 *It/There*'s a good play at my local theatre.
2 *There/It*'s eleven o'clock. We have to go now!
3 Don't forget *it/there*'s your mum's birthday tomorrow.
4 Let's go to the new shopping centre. *There/It* is a huge shoe store, there.
5 *It/There* was quite difficult to get membership for the new sports club.
6 *It/There*'s a film or a talent show on TV. Which one would you prefer?
7 *It/There*'s silly to smoke. It's bad for your health!
8 If you're hungry, *it/there*'s some cheese.

2 ●●● **Abbina le domande alle risposte. Poi completale con *it* o *there*.**

1 What are you eating?
2 What sort of restaurants are there in your town?
3 Who's your physics teacher this year?
4 Did you enjoy London?
5 What's the weather like in Australia this time of year?
6 Is there a music shop near here?

a ☐ _____'s a Mexican one and an Indian one.
b [1] __It__'s a Mexican dish. It's quite spicy.
c ☐ _____'s Mr Clark.
d ☐ _____'s sunny and quite hot.
e ☐ Yes, but _____ was very wet!
f ☐ I think _____'s one in the next street.

3 ●●● **Completa il dialogo con *it* o *there*.**

Lucy Dad, (1) __it__ looks as if (2) _____ is going to be a public transport strike on Friday.
Dad (3) _____'s bound to be a few buses running. (4) _____ are always some buses in the morning.
Lucy (5) Yes, but _____'s no guarantee and (6) _____ could take me hours to get to school. Dad, could I stay at home tomorrow?
Dad No, you can't. (7) _____'s no good asking your mother either, you know she'll say no.
Lucy Well, (8) _____'s no point in going to school if the teachers aren't there and (9) _____'s sure to be less than half the class present.
Dad Look Lucy, (10) _____'s important for you not to miss school. (11) _____ has been a drop in your grades and I think (12) _____'s wrong of you to think you can miss school.
Lucy (13) _____ looks as if I haven't got a choice!

4 TRANSLATION ●●● **Traduci le seguenti frasi in inglese.**

1 C'erano molte persone in fila, così ci abbiamo messo molto tempo per entrare.
2 Sono le 3 e non c'è nessuno in giro.
3 Non è molto pulito qui.
4 Non c'è niente da preoccuparsi.
5 È facile quando si è giovani.
6 È probabile che ci siano disordini durante la partita.

113 Gli interrogativi come soggetto e oggetto

Gli interrogativi *who*, *what*, *which* e *whose* possono avere funzione di soggetto e oggetto.
Osserva la tabella.

who	persone	soggetto	*'**Who** speaks French?'* *'**She** does.'*	"Chi parla francese?" "Lei."
who(m)		oggetto	*'**Who(m)** did you meet yesterday?'* *'I met **Robert**.'*	"Chi hai incontrato ieri?" "Ho incontrato Robert."
what	cose	soggetto	*'**What** polluted the water?'* *'**Industrial waste** polluted the water.'*	"Che cosa ha inquinato l'acqua?" "Le scorie industriali hanno inquinato l'acqua."
		oggetto	*'**What** do you want for dinner?'* *'I want **pizza**.'*	"Che cosa vuoi per cena?" "Voglio la pizza."
which	persone/cose	soggetto	*'**Which horse** arrived last?'* *'**The white one** arrived last.'*	"Quale cavallo è arrivato ultimo?" "Quello bianco è arrivato ultimo."
		oggetto	*'**Which** do you prefer?'* *'I prefer **the blue cap**.'*	"Quale preferisci?" "Preferisco il berretto blu."
whose	persone	soggetto	*'**Whose** car was stolen?'* *'**Fiona's car** was stolen.'*	"Di chi è che è stata rubata l'auto?" "È stata rubata l'auto di Fiona."
		oggetto	*'**Whose** book did you lose?'* *'I lost **Larry's book**.'*	"Di chi è il libro che hai perso?" "Ho perso il libro di Larry."

⚠ Quando gli interrogativi hanno funzione di soggetto sono seguiti direttamente dal verbo alla terza persona singolare, mentre quando hanno funzione di oggetto necessitano dell'ausiliare.

***Who studies** Latin?* Chi studia latino? ***Who(m) did** the boss **fire**?* Il capo chi ha licenziato?

Esercizi

1 **Sottolinea l'alternativa corretta.**

1 What *did it happen/happened* after the lesson?
2 Who *does come / is coming* on the school trip to Cambridge?
3 What *means this word/does this word mean*?
4 Whose *bag is/is bag* in the middle of the corridor?
5 Which scooter *is/is it* yours?
6 Who *said/did say* we can't sit here?

2 **Chi ha scritto a chi? Osserva le immagini e completa le domande e le risposte.**

1 '*Who* wrote to Lucy?' '*Ben* wrote to Lucy.'
2 '_____ wrote to Molly?' '_____ wrote to Molly.'
3 '_____ to Ben?' '_____ to Ben.'
4 'Who _____ Ben write to?' 'Ben wrote to _____.'
5 '_____ Lucy _____?' 'Lucy _____.'
6 '_____ Molly _____?' '_____ Ben.'



Esercizi

3 ●●● **Decidi se nelle seguenti frasi gli interrogativi hanno funzione di soggetto (S) od oggetto (O). Traduci le domande in italiano, poi abbinale alle risposte corrette.**

1 Who saw Paula at the shopping centre ? S *Chi ha visto Paula al centro commerciale?*	a [2]	I didn't see anyone!
2 Who did you see at the shopping centre? O *Chi hai visto al centro commerciale ?*	b [1]	Danny saw Paula.
3 What caused the accident?	a [ ]	She bought a purple city car!
4 What car did Giulia buy?	b [ ]	Giulia was talking on her mobile.
5 Which questions did you answer?	a [ ]	I think it's letter A.
6 Which is the right answer?	b [ ]	I only answered the first one.
7 Whose mother works at the school?	a [ ]	Edoardo's. She's a secretary.
8 Whose bike did you borrow?	b [ ]	I took Edoardo's.

4 ●●● **Katy sta raccontando al suo amico Josh di una sua brutta esperienza. Scrivi le domande che Josh le rivolge basandoti sulle informazioni date.**



Josh (1) why / leave / home?
Why did you leave home?
Katy I had an argument with my dad.
Josh (2) what / cause / the argument?
Katy He didn't like my boyfriend.
Josh (3) where / go?
Katy I went to London. I've got a friend there. I went to stay with her.
Josh (4) how long / stay?
Katy I stayed for a few weeks and then I moved out.
Josh (5) what / happen?
Katy Her mum said I couldn't stay any longer.
Josh What a terrible situation to be in. In London with no accommodation. (6) Who / help / you?
Katy My mum. I phoned her and she came to collect me.

5 ●●● **Scrivi le domande basandoti sulle informazioni date, poi scegli la risposta corretta.**

1 who / found / Nike? *Who founded Nike?*	A [✓] Phil Knight	B [ ] Adolf Dassler
2 who / marry / John Lennon / in 1969?	A [ ] Linda McCartney	B [ ] Yoko Ono
3 whose / young children / be / actors?	A [ ] Will Smith	B [ ] Brad Pitt
4 who / the Mafia / kill / in 1992?	A [ ] Giovanni Falcone	B [ ] Aldo Moro
5 what group / Chris Martin / sing with?	A [ ] The Muse	B [ ] Coldplay
6 who / invent / electric bulb?	A [ ] Edison	B [ ] Einstein

Esercizi di riepilogo

1 **Riordina le parole per formulare delle domande corrette.**

1 on Saturday morning / the bank / what time / open / does / ?
What time does the bank open on Saturday morning?
2 John's party / a lot of people / did / last week/ go to / ?
3 Sarah / university / is / next October / going to / in Munich / ?
4 well / does / behave / always / your little brother / ?
5 every month / money / Mark's parents / how much / give him / do / ?
6 always / your grandparents / you / have / once a month / visited / ?

2 **Riscrivi le frasi con la costruzione alternativa, poi sostituisci i complementi con i pronomi corrispondenti.**

1 She sent a card to her friend.
She sent her friend a card.
She sent it to her.
2 She bought her children a present.
3 She gave her son a games console.
4 He showed the games console to his friends.
5 She lent some money to her friend.
6 He showed his friend some photographs.

3 **Completa il dialogo con *it* o *there*.**

Boy Dad, (1) *there* 's something wrong with the computer.
Dad Well, (2) _____'s no point asking me to help. (3) _____ would take me hours to fix it.
Boy (4) _____'s a problem with the internet connection. (5) _____ looks as if it might be the modem.
Dad (6) _____'s no chance of finding someone to repair it today. (7) _____'s Sunday.
Boy I know. But (8) _____'s important for me to finish this piece of research or (9) _____ will be trouble on Monday at school.
Dad Maybe (10) _____ is someone you can email for help.
Boy (11) _____'s no use writing an email if I can't send it!
Dad OK! (12) _____'s no need to get angry! (13) _____'s bound to be one of your friends who can help. Try ringing one of them.

4 **Sottolinea l'alternativa corretta.**

Fiona Did you have (1) *at Glen's party a good time/a good time at Glen's party* last night?
Alice It was the best party I've been (2) *in ages to/to in ages.*
Fiona Who (3) *was there/there was* at the party?
Alice (4) *There/It* were lots of people I hadn't met before.
Fiona (5) *Who did you speak to/Who spoke to you?*
Alice I chatted to Glen for a bit but (6) *it/there* was impossible because the music was so loud.
Fiona What (7) *you did/did you do?*
Alice I danced for a bit, had a couple of drinks, you know, the usual.
Fiona How did you get home?
Alice I got a lift (8) *home at about 1 p.m./at about 1 p.m. home.*
Fiona Who (9) *did give/gave* you a lift?
Alice A really nice guy I met.
Fiona (10) *What happened/What did happen?*
Alice I gave (11) *my number him/him my number* and he promised (12) *to call me/me to call* today.

5 **Formula delle domande basandoti sulle informazioni date e abbinale alle risposte.**

1 which film / you / see / ?
Which film did you see?
2 who / you / go / with / ?
3 whose parents / take / you / cinema / ?
4 what seats / you / have / ?
5 who / direct / film / ?
6 which actor / play / role / best / ?
7 who / find / first body / ?
8 what / happen / end / film / ?

a ☐ Philip's mum took us.
b ☐ They were right in the middle.
c ☐ The killer pretended to find it by accident.
d ☐ I won't tell you in case you want to see it.
e [1] A crime movie with lots of murders.
f ☐ I can't remember his name.
g ☐ I think Tom Hanks was the best.
h ☐ I went with two of my friends.

6 PRELIMINARY **Kirk O'Connor vive in una casa galleggiante. Leggi l'intervista e scegli l'opzione corretta.**

Seattle Floating Homes

Which areas of Seattle (1) _have_ houseboats?
(2) _____ are two main areas for floating homes: Lake Union and Portage Bay. My grandad bought this home for his family and I wouldn't sell even if they offered (3) _____ $1 million. For this reason, (4) _____ is almost no chance of finding one for sale or rent.

What kind of person (5) _____ on a houseboat?
There doesn't (6) _____ be one particular type, but it is a close-knit neighbourhood. (7) _____ can be difficult if you are used to living in a traditional house with more space. And I always have to (8) _____ visitors to be careful not to drop things in the water.

What (9) _____ if there is a storm?
There can be big waves and winds which make the house move a little, but there is no (10) _____ to panic about feeling seasick all the time. They are very stable structures.

1	A have	B do have	C has
2	A It	B There	C We
3	A to me	B me	C for me
4	A there	B it	C they
5	A does live	B live	C lives
6	A appear	B seem to	C happen
7	A There	B You	C It
8	A tell to	B tell it to	C tell
9	A does happen	B is happen	C happens
10	A chance	B need	C doubt

7 ERROR CORRECTION **Trova altri 9 errori nel testo e correggili.**

It
~~There~~ was really windy yesterday and it was in the evening a big storm. It was a power cut and there was at home nobody with me. I didn't know what to do. There was dark and I couldn't find in the kitchen the torch. I remembered I had given to my mum a candle for her birthday and there was on a shelf in the living room. So I lit it and waited. Luckily, didn't take long for the electricity to return.

8 TRANSLATION **Traduci le seguenti frasi in inglese.**

1 Non abbiamo fatto visita ai miei nonni a Parigi l'anno scorso.
2 "C'è qualcosa che non va con la stampante." "È certamente un foglio di carta inceppato all'interno."
3 Penso che sia importante dirgli la verità.
4 C'era tanto traffico ieri perciò ci sono volute tre ore per arrivare all'aeroporto.
5 "Chi ha vinto la partita?" "Non è ancora finita, ma il Chelsea ha giocato divinamente fin ad ora."
6 Non ha senso dirglielo. Lei non si offrirà di aiutarci comunque.

114 Gli esclamativi: *how* e *what*, *so* e *such*

Si usano *how* e *what*, *so* e *such* **per esprimere esclamazioni di sorpresa, piacere, disappunto.**

how	**+ aggettivo/avverbio**	***How funny** he is!* ***How quickly** Veronica speaks Spanish!*	Com'è divertente! Come parla velocemente lo spagnolo Veronica!
so		*You were **so brave**!* *Dad cooks **so well**!*	Sei stato così coraggioso! Papà cucina così bene!
what a/an	**+ (aggettivo) + sostantivo numerabile singolare**	***What a** boring **book**!*	Che libro noioso!
such a/an		*Her speech was **such a disaster**!*	Il suo discorso è stato un tale disastro!
what	**+ (aggettivo) + sostantivo non numerabile/plurale**	***What luck**!* ***What** terrific **shoes**!*	Che fortuna! Che scarpe fantastiche!
such		*He gave me **such valuable information**!* *She's got **such white teeth**!*	Mi ha dato delle informazioni così preziose! Ha i denti così bianchi!

What, *so* e *such* possono essere usati **per porre enfasi sulla quantità.**

what	***+ a lot of/a big quantity of/ a great deal of** + sostantivo non numerabile/plurale*	***What a great deal of money** she spends every day!*	Quanti soldi spende ogni giorno!
such		*I've had **such a lot of problems** lately!*	Ho avuto così tanti problemi ultimamente!
so	***+ much/little** + sostantivo non numerabile*	*You can't spend **so much money** on a hat!*	Non puoi spendere così tanti soldi in un cappello!
		*I've received **so little help** from you in my life.*	Ho ricevuto così poco aiuto da te nella mia vita.
	***+ many/few** + sostantivo plurale*	***So many people** haven't decided for or against the referendum yet.*	Così tante persone non hanno ancora deciso a favore o contro il referendum.
		***So few students** attended the art lesson yesterday!*	Così pochi studenti hanno partecipato alla lezione di arte ieri!

So e *such* possono essere seguiti da ***that* + frase per esprimere il risultato o la conseguenza di un'azione/situazione.** 74.3

*She sang **so beautifully (that)** I started to cry.*
Cantò così meravigliosamente che cominciai a piangere.
*John had **such brilliant ideas (that)** he got a promotion last month.*
John ha avuto idee così brillanti che ha ottenuto una promozione lo scorso mese.



*'We are **so** lactose-intolerant **that** we arrested the milkman.'*

Esercizi

1 ●●● **Sottolinea l'alternativa corretta.**

1 a He is *so*/*such* a silly boy!
b He is *such*/*so* silly!
2 a You are *so*/*such* a lucky person!
b You are *so*/*such* lucky!
3 a *How*/*What* difficult you can be at times!
b *How*/*What* a difficult choice I have to make!
4 a I didn't realise that Peter's house was *so*/*such* far.
b Peter's house is *such*/*so* a long way to walk. Let's take the car!
5 a Alex is a careful driver, but he drives *so*/*such* slowly!
b You are *so*/*such* a slow walker!

2 ●●● **Completa le frasi con *how, so, what (a), such (a).***

1 You look *so* well after your holiday.
2 Why are you behaving _____ aggressively?
3 _____ shocked we were when we heard the awful news!
4 Thank you for _____ great day. We really enjoyed ourselves.
5 _____ happy I am to see you. Can you give me a lift to the station?
6 Ashley was _____ excited about going on holiday that she couldn't sleep.
7 It's _____ horrible weather today.
8 _____ beautiful jacket! Can I borrow it?

3 ●●● **Completa le seguenti espressioni con *so* o *such*.**

1	*so* much	3	_____ few	5	_____ little	7	_____ exciting
2	_____ many	4	_____ a lot of	6	_____ a great deal of	8	_____ a moving film

4 ●●● **Completa le frasi con alcune delle espressioni dell'esercizio 3.**

1 Some people don't realise that *so much* information on the Internet is wrong!
2 I want to travel to _____ different countries, but the one I'd like to visit the most is Canada.
3 I spend _____ time on Facebook. About four hours a day!
4 There was _____ interest in the trip to the theatre that we cancelled it.
5 Stop making _____ noise. It's 11 o'clock!
6 Big cities can be quite frightening when there are _____ people on the streets at night.

5 ●●● **Riscrivi la seconda frase in modo che abbia lo stesso significato della prima.**

1 Our house is so small that there isn't enough room for everything.
We live in *such a small house* that there isn't enough room for everything.
2 It was such a busy morning!
What _____ I had!
3 It is so annoying that he is always late.
How _____ that he is always late.
4 Matt drives so fast that I get quite scared.
Matt is _____ driver that I get quite scared.
5 He is such a good tennis player that I'm quite jealous.
He plays tennis _____ I'm quite jealous.
6 There was such a lot of people at the shopping centre that I couldn't park the car.
There were _____ people at the shopping centre that I couldn't park the car.
7 There were so many things to do on holiday that I never got bored.
There were _____ things to do on holiday that I never got bored.
8 Why are you so certain that you want to become an engineer?
Why do you _____ that you want to become an engineer?

115 Sostituzione ed ellissi

Nella lingua parlata e scritta è possibile sostituire (sostituzione) oppure omettere (ellissi) un sostantivo, un verbo o un'intera frase per evitare ripetizioni inutili, che renderebbero il discorso poco scorrevole, o quando il significato è comunque chiaro e comprensibile.

115.1 Sostituzione di sostantivi

Per evitare di ripetere un sostantivo già nominato in precedenza si possono usare:

- i pronomi personali → 1

*I met **John** at the station. **He** was leaving for Brussels.* — Ho incontrato John alla stazione. Stava partendo per Bruxelles.

- i pronomi dimostrativi *this/these* e *that/those* → 16 e i pronomi possessivi → 17.2

*This is your **room** and **that** is your sister's.* — Questa è la tua stanza e quella è di tua sorella.
*This is your **book**. **Mine** is on the table.* — Questo è il tuo libro. Il mio è sul tavolo.

- i quantificatori → 40

*You've got a lot of **plans**, but **some** are unrealistic.* — Hai molti piani, ma alcuni sono irrealizzabili.

- i pronomi *one/ones* → 52

*Please, give me a **pen**. The red **one**.* — Per favore, dammi la penna. Quella rossa.

115.2 Sostituzione ed ellissi di verbi

Nella lingua parlata si sostituisce il verbo con l'ausiliare o si omette il verbo principale quando il significato della frase è facilmente intuibile dal contesto.

*I've never ridden a horse, but my sister **did** in Texas.* (sostituisce: *rode a horse*) — Non ho mai cavalcato un cavallo, ma mia sorella sì, in Texas.
*Why don't you ever wear a skirt? All your friends **do**!* (sostituisce: *wear a skirt*) — Perché non ti metti mai la gonna? Tutte le tue amiche lo fanno!
*Thelma always replies to text messages, but today she **hasn't**.* (omesso: *replied*) — Thelma risponde sempre agli SMS ma oggi non l'ha fatto.
*I could study Greek but Sonya **couldn't**.* (omesso: *study Greek*) — Sono riuscito a studiare greco ma Sonya no.

L'ellissi avviene anche con i verbi che reggono la particella *to*, come *want to, would like/love/hate/prefer to, have to*.

*Bridget doesn't like working extra hours, but she **has to**.* (omesso: *work extra hours*) — A Bridget non piace fare lo straordinario, ma deve.
*'Go and have a shower!' 'I don't **want to**.'* (omesso: *have a shower*) — "Vai a fare la doccia!" "Non voglio."

115.3 Sostituzione di espressioni verbali con *do so/it*

Si usano le espressioni *do so/it* con i verbi che esprimono attività intenzionali per non ripetere un verbo o una frase.

*She's always speaking on the phone and **does so** even when driving.* (sostituisce: *speaks on the phone*) — Parla sempre al telefono e lo fa anche quando guida.

Si preferisce usare *do so* quando il soggetto della frase è lo stesso, *do it* quando il soggetto cambia.

*Dylan had decided to leave Bristol and **did so** in the morning.* — Dylan aveva deciso di lasciare Bristol e lo fece la mattina.
*Amalia was about to prepare the sauce, but to her surprise her husband had already **done it**.* — Amalia stava per preparare il sugo, ma con sua sorpresa suo marito lo aveva già fatto.

Esercizi

1 ●●● **Elimina le parole che non sono necessarie.**

1 Anthony had some breakfast and then he left the house.
2 I'm not coming out tonight, but Steve is coming out tonight.
3 You say you'll help me but I know you won't help me.
4 Max has travelled a lot but his sister hasn't travelled a lot.
5 The students didn't come to the lesson even though I had told them to come to the lesson.
6 'Were you able to do the maths homework?' 'No, I wasn't able to do the maths homework.'

2 ●●● **Abbina le frasi.**

1 Would you like to come round for dinner?
2 Why didn't you go into town with Max?
3 Are you still going on that trip with your friends?
4 Do you know Cambridge well?
5 You hurt me!
6 Have you confirmed your invitation?

a ☐ We hope to. We want to do InterRail.
b ☐ I'm sorry. I didn't mean to.
c ☒ I'd love to, but can I bring my boyfriend?
d ☐ No, I haven't. We didn't have to.
e ☐ I didn't want to. I wanted to stay in.
f ☐ I used to. I went to university there.

3 ●●● **Sottolinea l'opzione corretta.**

1 Ben hasn't been camping before but his friends *do/have/were*.
2 They say it isn't going to rain tomorrow, but I think it *is/has/does*.
3 Very few students bring their textbooks to class, but we always *did/do/has*.
4 I don't work as hard as he *does/is/has*.
5 By nine o'clock Alex had finished all his work, but I *haven't/hadn't/am not*.
6 Tom had a brilliant time on holiday, but the girls *didn't/aren't/weren't*.
7 I thought I could meet you, but now I *couldn't/can't/can*.
8 I might keep your secret or I *cannot/will not/might not*!

4 ●●● **Completa le frasi con le parole nel riquadro.**

do • didn't • doesn't • did • wasn't • can't • couldn't • won't

1 Mum thinks I don't like spending time at home, but I *do*.
2 We went on foot, but Steve _____.
3 She says she'll leave him, but she _____.
4 I know he is wrong, but he _____.
5 I didn't like the film, but Monica _____.
6 We were quite happy with the results, but Valentina _____.
7 Although I can easily take time off work, Lucy _____.
8 She said she could ski, but it was obvious that she _____.

5 ●●● **Riscrivi le frasi sostituendo le espressioni verbali sottolineate con la forma corretta di *do so/it*.**

1 She said she was leaving school and she left school at Christmas.
She said she was leaving school and she did so at Christmas.
2 I have promised to take you to see Radiohead in concert and I will take you.
3 I was really proud when I got 8 for my Italian essay. I had never got 8 for an Italian essay before.
4 I was going to take the recycled rubbish out, but the boys had already taken the recycled rubbish out.
5 'Who hit Paul?' 'I hit Paul. Sorry!'
6 Please take your belongings and leave this building and leave this building as quietly as possible.

116 Sostituzione nelle risposte brevi

116.1 *I think/hope so*

Si usa ***so*** dopo verbi come *appear, assume, be afraid, believe, expect, guess, hope, suppose, think* (in italiano "sembrare/suppore/temere, ecc. di sì") per sostituire un'espressione verbale.

*'Is this Sara's hat?' 'I **think so**.'* (*so = this is Sara's hat*) "Questo è il cappello di Sara?" "Immagino di sì."

La forma negativa si costruisce:

- verbo alla **forma affermativa** + ***not***

  *'Is Mirko coming to the party?' 'I'm **afraid not**.'* (*not = Mirko is not coming to the party*) "Mirko viene alla festa?" "Temo di no."

- verbo alla **forma negativa** + ***so***

  *'Will the Italian economy grow next year?' 'I **don't suppose so**.'* (*so = Italian economy will grow next year*) "L'economia italiana crescerà il prossimo anno?" "Non credo."

⚠ Con i verbi *hope* e *be afraid* si usa sempre la costruzione con *not*, con *think* è più comune la costruzione con *so*.

116.2 *So am I/Neither am I* e risposte brevi

Per **esprimere accordo** rispetto a un'affermazione senza ripetere l'affermazione stessa si usano le seguenti strutture con gli ausiliari.

so + ausiliare/ modale + soggetto (sostantivo/pronome soggetto)	accordo rispetto a una frase affermativa	*'She **is** allergic to dairy products.'* ***'So is her mother.'***	"È allergica ai latticini." "Anche sua madre."
		*'She **could ski** very well at seven.'* ***'So could I.'***	"Sapeva sciare molto bene a sette anni." "Anch'io."
soggetto + ausiliare/ modale + *too*		*'Thomas **speaks** French fluently.'* ***'His wife does too.'***	"Thomas parla francese in modo scorrevole." "Anche sua moglie."
		*You **must stop** shouting, and **your father must too**!*	Devi smettere di urlare, e anche tuo padre!
***nor/neither* + ausiliare/modale + soggetto** (sostantivo/ pronome soggetto)	accordo rispetto a una frase negativa	*'She **won't give up** smoking.'* ***'Nor/Neither will her husband.'***	"Non smetterà di fumare." "Neanche suo marito."
		*'I **can't afford** a Ferrari.'* ***'Nor/Neither can we.'***	"Non posso permettermi una Ferrari." "Neanche noi."
soggetto + ausiliare/ modale + *not* + *either*		*'You **don't understand**!'* ***'You don't either!'***	"Non capisci!" "Nemmeno tu!"
		*'I **can't study** after dinner.'* ***'I can't either.'***	"Non riesco a studiare dopo cena." "Neanche io."

English Usage

Nel linguaggio informale con la prima persona singolare si possono usare le espressioni: ***me too*** ("anch'io") e ***me neither*** ("neanch'io").

*'I love rock music.' **'Me too.'*** "Adoro la musica rock." "Anch'io."
*'I can't cook.' **'Me neither.'*** "Non so cucinare." "Neanch'io."

In inglese americano si usa *me either* al posto di *me neither*.

Per **esprimere disaccordo** rispetto a un'affermazione, senza ripetere l'affermazione stessa, si usano le seguenti strutture con gli ausiliari.

soggetto + forma negativa dell'ausiliare	disaccordo rispetto a una frase affermativa	*'Maria **bought** a new car.' 'I **didn't**.'*	"Maria ha comprato un'auto nuova." "Io no."
		*They **can forgive** her, but **I can't**.*	Loro possono perdonarla, ma io no.
soggetto + forma affermativa dell'ausiliare/ modale	disaccordo rispetto a una frase negativa	*Rudy **isn't interested** in art, but **his sister is**.*	A Rudy non interessa l'arte, ma a sua sorella sì.
		*'**I've never been** in Thailand.' '**My friends have**.'*	"Non sono mai stato in Thailandia." "I miei amici sì."

Esercizi

1 ●●● **Completa i mini-dialoghi con le espressioni *I think so, I don't think so, I'm afraid not, I expect so, I hope not.***

1 'Do you think it'll rain tomorrow?' '*I think so*. The weather forecast said it'll be wet.'
2 'Do you think Real Madrid will win the match?' '_____. They always do!'
3 'Do you have anything to drink?' '_____. I just have tap water.'
4 'Do you think we've missed the train?' '_____. If we have, we'll have to wait for three hours for the next one!'
5 'So have Mum and Dad booked the holiday?' '_____. Dad's still talking about camping and Mum wants to stay in a hotel!'

2 ●●● **Giulia e Matilda hanno molto in comune. Leggi le affermazioni che riguardano Giulia e scrivi quelle di Matilda usando entrambe le costruzioni per esprimere accordo.**

1 Giulia goes to Highlands Secondary School.
So does Matilda./Matilda goes too.
2 Giulia went out with Steve.
3 Giulia is scared of spiders.
4 Giulia hasn't got an expensive mobile phone.
5 Giulia can't do maths.

3 ●●● **Abbina le due parti delle frasi.**

1 I often forget people's names.
2 Rocky won't be here tomorrow, but
3 I don't like Viviana.
4 I thought Francesco and Valentina were going out together.
5 Tom doesn't eat fish and
6 When I got home, Mum had gone out and

a ☐ his wife will.
b ☐ Dad had too.
c ☑ So do I!
d ☐ Neither do I.
e ☐ his brother doesn't either.
f ☐ I didn't.

4 ●●● **Sottolinea l'opzione corretta.**

1 'I've got my own bedroom.' 'So *am/have/so* I.'
2 Marco watches films in English. So *do/does/has* his brother.
3 Sara wasn't listening to the teacher. Nor *were/was/did* the rest of the class.
4 Federica cheated in her class test. I *didn't/wasn't/haven't*.
5 You could be nicer to Claudio. I *can/must/could* too.
6 'My e-reader wasn't cheap.' 'Mine *wasn't/hasn't/isn't* either.'

Esercizi di riepilogo

1 **Completa le frasi con *how/what*, *so/such* e poi abbina le due parti.**

1 How terrible!
2 _____ a relief you're here!
3 _____ lucky!
4 _____ a wonderful view!
5 _____ a lot of nonsense!
6 _____ unusual!

a ☐ I've never seen _____ an original hairstyle before.
b ☐ You must be so upset about it.
c ☐ That's _____ a ridiculous thing to say.
d ☐ I was _____ worried about you.
e ☐ That's _____ a wonderful opportunity for you.
f ☐ You're _____ lucky to live close to the sea.

2 **Elimina le parole in esubero e fai tutti i cambiamenti necessari.**

1 Julian has never been to France but I have been to France.
2 I woke up, I jumped in the shower and I quickly got ready for work.
3 Samantha had a birthday party yesterday. Samantha's birthday party was great fun.
4 Why can't I stay out late tonight? All my friends can stay out late tonight.
5 Emma got a part in the school play but I didn't get a part in the school play.
6 I've just bought some new trainers. I'm going to wear my new trainers tonight.

3 **Sostituisci le espressioni sottolineate con le parole nel riquadro.**

done it • ones • do so • some • her • so • did • little

1 I'd like a pair of trainers. Can I see the trainers over there, please? ones
2 'Who played Newt Scamander in the film *Fantastic Beasts*?' 'Eddie Redmayne played Newt Scamander.'
3 Pete took his credit card to pay for the meal but Colin had already paid for the meal.
4 I haven't got much money but what money I have is yours.
5 I haven't thought about which university to apply for, I'll think about which university to apply for soon.
6 We don't need to buy any bananas at the market because we've got bananas already.
7 'Do you like Ellie Goulding?' 'No, I can't stand Ellie Goulding.'
8 'Will we have a class test tomorrow at school?' 'I think we will have a class test.'

4 **Abbina le due parti dei mini-dialoghi.**

1 'I think our holiday will be fantastic.'
2 'I didn't like that book at all.'
3 'We're having turkey for Thanksgiving.'
4 'I prefer yoga to Pilates.'
5 'He's never been here before.'
6 'Will Amir win the competition?'
7 'I won't go to the party tomorrow.'
8 'My brother has got a new girlfriend.'

a ☐ So has mine.
b ☐ 'I don't.'
c ☐ 'I expect so.'
d ☐ 'Neither did I.'
e ☐ 'So are we.'
f ☐ 'Nor will I.'
g ☐ 'Me too.'
h ☐ 'Neither have we.'

5 **Formula delle frasi per esprimere accordo con le seguenti affermazioni. Usa la struttura *so, nor/neither* + ausiliare/modale + il soggetto tra parentesi.**

1 Mum might not agree. (Dad) Neither might Dad.
2 I've always been allergic to pollen. (I)
3 I couldn't afford to see the Wimbledon final last year. (we)
4 I shouldn't have ice cream with cream. (I)
5 The buses weren't running because of the snow. (the trains)
6 We used to live in the north. (we)

6 PRELIMINARY Scegli l'opzione corretta.

Erika Do you realise it's only four weeks until school finishes?
Graham (1) *What* a relief! I can't wait.
Erika These four weeks are going to seem (2) _____ long though.
Graham Oh, I (3) _____ not. I'm fed up of studying and just want to be on holiday.
Erika (4) _____! But we've got to do the end of year exams first. Do you think they'll be difficult?
Graham I (5) _____ so. The maths (6) _____ is bound to be the hardest.
Erika I (7) _____ too. The maths teacher always gives us (8) _____ many questions and our French teacher (9) _____ too.
Graham And not enough time to work out the answers! I looked at last year's questions and (10) _____ were impossible.
Erika I've never failed an exam yet…
Graham … but I (11) _____. This is an absolute nightmare. I'm going to have to spend (12) _____ a lot of time revising.

1	A how	B what	C so
2	A such	B how	C so
3	A hope	B appear	C afraid
4	A I do	B Even I	C Me too
5	A expect	B know	C seem
6	A some	B one	C it
7	A suppose	B do so	C think so
8	A so	B such	C what
9	A same	B does	C gives
10	A some	B one	C it
11	A do	B had	C have
12	A such	B so	C what



7 ERROR CORRECTION Trova altri 9 errori nel testo (comprese le ripetizioni inutili) e correggili.

It's been ~~so~~ *such* a difficult year for me. How a relief it's nearly over. I've had such a bad luck it's unbelievable. My mum thinks yes too. My mum said next year is going to be better. I certainly hope too. What it could be worse I don't know! When I say I'm unlucky, everyone says, 'Also I', but it's not the same. I mean, I broke my leg and I broke my arm, then my first holiday was cancelled and my second holiday was cancelled too.

8 TRANSLATION Traduci il seguente testo in inglese.

Che notizia stupenda! Abbiamo vinto un viaggio negli Stati Uniti! Devi essere così contento. Io lo sono. Te lo saresti aspettato che avremmo vinto? Io no, perché era una gara così difficile! Alcune delle altre canzoni erano talmente migliori della nostra che pensavo non fosse possibile. Non ho ancora detto niente a mio padre, ma lo farò non appena tornerà a casa.

117 Il passivo (1): *present simple* e *past simple*

FORMA

Come in italiano, nella forma passiva il complemento oggetto della frase attiva diventa il soggetto di quella passiva, e il soggetto della frase attiva diventa il complemento d'agente. La forma passiva del verbo si costruisce con l'**ausiliare *be* seguito dal participio passato** del verbo che indica l'azione.

La forma passiva del ***present simple*** si costruisce coniugando *be* al presente.

SOGGETTO	*PRESENT SIMPLE* ATTIVO	COMPL. OGGETTO	
Custom officers	*check*	*passports.*	I funzionari dell'immigrazione controllano i passaporti.
SOGGETTO	*PRESENT SIMPLE* PASSIVO	COMPL. AGENTE	
Passports	*are checked*	*by custom officers.*	I passaporti sono controllati dai funzionari dell'immigrazione.

La forma passiva del ***past simple*** si costruisce coniugando *be* al passato.

SOGGETTO	*PAST SIMPLE* ATTIVO	COMPL. OGGETTO	
The referee	*interrupted*	*the match.*	L'arbitro sospese la partita.
SOGGETTO	*PAST SIMPLE* PASSIVO	COMPL. AGENTE	
The match	*was interrupted*	*by the referee.*	La partita fu sospesa dall'arbitro.

Nota che la forma passiva inglese può esprimere il "si passivante" italiano.

English ***is spoken*** *here.* — Qui si parla inglese.

Se alla forma attiva il verbo è seguito da una **preposizione**, alla forma passiva la preposizione resta e segue il participio passato.

My family ***approved of*** *my choice.* — La mia famiglia ha approvato la mia scelta.
My choice ***was approved of*** *by my family.* — La mia scelta è stata approvata dalla mia famiglia.

In inglese il **complemento d'agente**, cioè la persona o la cosa che compie l'azione, è introdotto da ***by***.

I wasn't selected for the national maths games ***by my teacher.*** — Non sono stato selezionato per i giochi nazionali di matematica dal mio insegnante.
He was killed ***by a heart attack.*** — È stato ucciso da un infarto.

- Il complemento d'agente **si omette quando non è noto oppure non è rilevante** ai fini dell'azione.

Fresh milk is delivered every morning. — Il latte fresco viene consegnato ogni mattina.

- Se il soggetto della frase attiva è un **pronome personale** (*you, we, they*) o **indefinito** (*someone, something*), nella frase passiva spesso **si omette** il complemento d'agente.

We *serve lunch from 12 to 2 o'clock.* — Serviamo il pranzo dalle 12 alle 2.
Lunch is served from 12 to 2 o'clock. — Il pranzo è servito dalle 12 alle 2.

Something *hit me on the head.* — Qualcosa mi ha colpito alla testa.
I was hit on the head. — Sono stato colpito alla testa.

- Nelle domande in forma passiva che iniziano con i pronomi interrogativi *who* e *what* 5.27 si mette *by* in fondo alla frase e nelle risposte il complemento d'agente non può essere omesso.

*'**Who** was this song written **by**?'* — "Da chi è stata scritta questa canzone?"
*'It was written **by Bob Dylan**.'* — "È stata scritta da Bob Dylan."
*'**What** was his allergic reaction caused **by**?'* — "Da cosa è stata causata la sua reazione allergica?"
*'It was caused **by milk**.'* — "È stata provocata dal latte."

Dopo un verbo passivo si può usare la preposizione ***with*** per introdurre il **complemento di mezzo**, cioè lo strumento con cui l'azione viene eseguita.

*This picture was painted by my son **with spray paint**.* — Questo quadro è stato fatto da mio figlio con la vernice a spruzzo.

⚠ Il complemento di mezzo può essere introdotto da ***by*** quando si vuole indicare la **casualità di un evento**.

*During the Battle of the Oranges the mayor was hit **by a rotten orange**.* — Durante la battaglia delle arance il sindaco è stato colpito da un'arancia marcia. (per caso)

USO

In inglese come in italiano, la forma passiva mette in evidenza un'azione o il suo risultato, piuttosto che chi la compie.

The Mona Lisa ***was stolen*** *in 1911.* — La Monna Lisa è stata rubata nel 1911.

La forma passiva si usa:

- quando chi compie l'azione non è conosciuto o è poco importante oppure facilmente deducibile dal contesto

  *Mr Rob **was released** on bail yesterday.* — Il signor Rob è stato rilasciato su cauzione ieri.

- in istruzioni, avvisi e divieti

  *Children under 16 **are not admitted**.* — I minori di 16 anni non sono ammessi.

- per descrivere procedure ed esperimenti scientifici

  *Sugar **is added** to the mixture.* — Lo zucchero viene aggiunto al composto.

English Usage

Nell'inglese informale è molto frequente usare ***get*** al posto di *be* per indicare che qualcosa si è verificato in modo fortuito o improvvisamente.

*What? She **got fired**?* — Cosa? È stata licenziata?

Esercizi

1 ●●● **Sottolinea l'alternativa corretta.**

1 Carol *invited/wasn't invited* to the picnic.
2 *Was the problem discussed/Did the problem discuss* about at the students' meeting?
3 Nobody *turned off/wasn't turned off* the TV last night.
4 The students' meeting *schedules/is scheduled* for the 24th November.
5 They *elect/is elected* a new prime minister every four years.
6 No alcoholic drinks *sell/are sold* here.
7 They *bought/were bought* their house at such a high price.
8 He *was sentenced/sentenced* to ten years.

2 ●●● **Completa le frasi alla forma passiva.**

1 They make bronze out of copper and tin.
Bronze *is made out of copper and tin*.
2 We feed the cat twice a day.
The cat _____.
3 Not everybody likes Lady Gaga.
Lady Gaga _____.
4 We don't use this room very often.
This room _____.
5 Amazon employs about 88,000 people in the USA.
About 88,000 people _____.
6 They base tax on how much you earn.
Tax _____ how much you earn.

Esercizi

3 ●●○ **Formula delle frasi alla forma passiva del *past simple* basandoti sulle informazioni date.**

1 Bill / hurt / car accident
Bill was hurt in the car accident.
2 when / the castle / build / ?
3 Nelson Mandela / imprison / on Robben Island
4 what / the film / call / ?
5 all the flights / cancel / due to bad weather conditions
6 this picture / paint / by you / ?

4 ●●○ **Trasforma le frasi alla forma passiva.**

1 Someone sent the letter in the post two days ago.
The letter was sent in the post two days ago.
2 Someone cleaned my bedroom yesterday.
3 They made this in China.
4 Someone locks the doors every night.
5 They publish the *Magazine* on Fridays.
6 Somebody forbids you to light a fire in the park. (It)

5 ●●○ **Descrivi le immagini basandoti sulle informazioni date. Usa la forma passiva con *get*.**



1 Linda's / jacket / steal / club
Linda's jacket got stolen at the club.
2 Andrea / hurt / in the fight
3 Jenny / stick in traffic
4 I / pay / on the 27th of every month
5 they / catch / stealing sweets from the sweet shop
6 he / bite / by a mosquito

6 ●●○ **Leggi le risposte e completa le domande del quiz sull'Italia basandoti sulle informazioni date.**

1 Who *was the nuclear reactor invented by* ? (the nuclear reactor)
It was invented by Enrico Fermi.
2 Who _____ ? (*Pinocchio*)
It was written by Carlo Collodi.
3 A huge truffle was found in Tuscany in 2007. Who _____ ?
It was found by a dog.
4 Who _____ in 1088? (the University of Bologna)
It was founded by the Catholic Church.
5 What _____ in the thirteenth century? (pasta)
It was eaten with honey and sugar.
6 Where _____ ? (*Romeo and Juliet*)
It was set in Verona.

7 ●●● **Completa le frasi con il *present simple* o il *past simple* passivo dei verbi tra parentesi e i complementi d'agente nel riquadro. Usa *by* o *with*.**

charcoal • cheap materials • a dangerous dog • their grandchildren
my girlfriend • a mixture of metals • a knife • my grandparents

1 She *was bitten by a dangerous dog*. (bite)
2 Stainless steel _____. (make)
3 Maria and Filippo _____. (love)
4 These blocks of flats _____. (build)
5 This drawing _____. (draw)
6 I _____. (bring up)
7 He _____. (attack)
8 I _____ Chinese. (teach)

8 ●●● **Leggi questa recensione cinematografica e completala con il *present simple* o il *past simple* passivo dei verbi tra parentesi.**

In this week's programme a film (1) *is recommended* (recommend) to our young audience.



Film critic: a film that kids should see by the age of 14 is *Bicycle Thieves*. It (2) _____ also _____ (know) as *The Bicycle Thief*.
The film (3) _____ (direct) by Vittorio De Sica in 1948 and (4) _____ (film) in Rome after the Second World War.
It tells the story of a poor father who (5) _____ (offer) a job, but on his first day of work his bike (6) _____ (steal). He and his son (7) _____ (show) in the film as they desperately look for the bike; without it he will lose his job.
The story (8) _____ (adapt) for the screen from a novel which (9) _____ (write) by Luigi Bartolini. Four years after it (10) _____ (released), it (11) _____ (give) an honorary Oscar, and today (12) _____ (classify) as the sixth greatest film ever.
So this is one not to be missed kids!

9 ERROR CORRECTION ●●● **Trova altri 9 errori nel testo e correggili.**

Mark Zuckerberg *was* is born in 1984 and is the founder of the social network Facebook. It were started by Zuckerberg and some of his college roommates while he was studying at Harvard University. He was decided to drop out of Harvard and he moved to California to continue developing Facebook. During this time, several law suits started against Zuckerberg by some of the other founders. In 2010 he were named as person of the year with *Time Magazine*. In the film *The Social Network*, in which the creation and rise of Facebook is show, the role of Zuckerberg were played with the actor Jesse Eisenberg. It is estimate that his personal wealth is close to US$ 50 billion.



118 Il passivo (2)

VIDEO

118.1 La forma passiva con i verbi seguiti da due complementi

I verbi che reggono due complementi come *bring, buy, give, offer, pay, promise* 111 ammettono **due costruzioni** anche alla forma passiva. Osserva gli esempi.

Costruzione personale (il soggetto del verbo passivo è una persona)	COMPL. INDIRETTO COMPL. DIRETTO *I gave Sally's mother the good news.*	Ho dato alla madre di Sally la bella notizia.
	SOGGETTO COMPL. DIRETTO *Sally's mother was given the good news.*	Alla madre di Sally è stata data la bella notizia.
Costruzione regolare (il soggetto del verbo passivo è una cosa)	COMPL. DIRETTO COMPL. INDIRETTO *I gave the good news to Sally's mother.*	Ho dato la bella notizia alla madre di Sally.
	SOGGETTO COMPL. INDIRETTO *The good news was given to Sally's mother.*	La bella notizia è stata data alla madre di Sally.

La costruzione più comune è quella personale, dove il complemento indiretto della frase attiva diventa il soggetto della frase passiva.

Nella costruzione regolare si può omettere la preposizione se il complemento indiretto è un pronome.

*I sent **her** a bunch of flowers.*	Le ho mandato un mazzo di fiori.
*A bunch of flowers was sent **(to) her**.*	Le è stato mandato un mazzo di fiori.

I verbi come *describe, explain, dictate, introduce, repeat, report, suggest* che alla forma attiva richiedono la costruzione **verbo + complemento diretto + *to* + complemento indiretto** 111, alla forma passiva ammettono solo la **costruzione regolare**.

She described the scene to the police officer.	Descrisse la scena al poliziotto.
***The scene** was described **to the police officer**.*	La scena fu descritta al poliziotto.

118.2 La forma passiva con i verbi seguiti dall'infinito con o senza *to*

I verbi come *ask, forbid, instruct, invite, order, request, tell, warn*, che alla forma attiva richiedono la costruzione **complemento oggetto + infinito con *to*** 104.1, **mantengono la struttura dell'infinito con *to*** anche alla forma passiva.

*He **asked** Melissa **to repeat** the explanation.*	Chiese a Melissa di ripetere la spiegazione.
*Melissa **was asked to repeat** the explanation.*	A Melissa fu chiesto di ripetere la spiegazione.
*They **told** their daughter not **to open** the door.*	Hanno detto alla figlia di non aprire la porta.
*Their daughter **was told** not **to open** the door.*	Alla figlia fu detto di non aprire la porta.

Il verbo *make* e i verbi di percezione che alla forma attiva sono seguiti dalla costruzione **complemento oggetto + infinito senza *to*** 103.2, alla forma passiva richiedono l'**infinito con *to***.

*He **made** the thief **confess**.*	Ha fatto confessare il ladro.
*The thief **was made to confess**.*	Il ladro fu fatto confessare.
*I **saw** him **climb** over the wall.*	L'ho visto scavalcare il muro.
*He **was seen to climb** over the wall.*	Fu visto scavalcare il muro.

English Usage

Con i verbi come *believe, feel, know, think*, ecc., che alla forma attiva sono generalmente seguiti da *that* + frase, alla forma passiva richiedono l'**infinito con *to***. Questa costruzione è particolarmente usata nei resoconti giornalistici. In italiano si rende con il "si passivante".

*He **is believed to be** the most wanted man by the FBI.*	Si crede che sia l'uomo più ricercato dall'FBI. 139

Esercizi

1 ●●● **Leggi le frasi alla forma attiva e scegli la forma passiva corrispondente più comune.**

1 She gave her sister a leather jacket.
   a A leather jacket was given to her sister.
   b Her sister was given a leather jacket.
2 After the interview, they offered him the job.
   a After the interview, he was offered the job.
   b After the interview, the job was offered to him.
3 My parents promised me an allowance of $50 a week.
   a An allowance of $50 was promised to me by my parents.
   b I was promised an allowance of $50 by my parents.
4 They pay me $300 a month for my internship.
   a I am paid $300 for my internship.
   b $300 is paid to me for my internship.
5 They refused Helen entry to the US because she had a criminal record.
   a Entry to the US was refused to Helen because she had a criminal record.
   b Helen was refused entry to the US because she had a criminal record.

2 ●●● **Completa la seconda frase alla forma passiva. Usa la costruzione personale.**

1 Claudia gave Matteo a kiss. Matteo was given a kiss.
2 They didn't send Flavia the relevant information. _____ wasn't sent _____.
3 They told me the truth. _____ was told _____.
4 Did they offer you the job? Were _____ offered _____?
5 They pay a lot of money to football players. _____ are paid _____.
6 They showed us the main sights of the city. _____ were shown _____.

3 ●●● **Trasforma le seguenti frasi alla forma passiva. Usa la costruzione regolare.**

1 They reported the theft to the police.
   The theft was reported to the police.
2 The teacher explained the problem to Martha's parents.
3 The politician introduced a new law on taxes to parliament.
4 They repeated her name to me several times.
5 They suggested an interesting day out to us.
6 The teacher dictated the sentences to the students too quickly.
7 My brother described the painting in detail to his girlfriend.

4 ●●● **Leggi i divieti e le istruzioni seguenti e riscrivili usando la forma passiva.**

1 Quiet please. No talking.
   you / not allow / talk in here
   You are not allowed to talk in here.
2 If you are late, you will not be able to go into class.
   students / warn / not be / late
3 No copying during test.
   you / not suppose / copy / during a test
4 Mobile phone use prohibited.
   students / tell / not use / their mobile phones at school
5 Please hand in homework on time.
   students / ask / hand in homework on time
6 NO SMOKING on premises.
   students / request / not / smoke at school

5 ●●● **Un ladro ha cercato di rapinare un ufficio postale, ma la polizia era presente nell'edificio. Trasforma le frasi seguenti alla forma passiva usando i soggetti tra parentesi.**

1 People saw Ryan Travis, 29, enter Merton High Street Post Office at 2 o'clock. (Ryan Travis)
   Ryan Travis was seen to enter Merton High Street Post Office at 2 o'clock.
2 Travis made the teller hand over the money. (the teller)
3 The customers saw two police officers approach Travis. (two police officers)
4 The police officer ordered Travis to stop and put his hands in the air. (Travis)
5 People saw the police put Travis into the police car. (police)
6 Police encouraged Travis to confess to the robbery. (Travis)

119 I verbi causativi (2); *need* + forma in *-ing*

119.1 *have/get something done* VIDEO



*'Yes, I know, I **should have** the roof **fixed**...'*

FORMA

Si usa la costruzione ***have/get* + complemento oggetto + participio passato** (+ *by* + complemento d'agente) quando l'oggetto subisce l'azione espressa dal participio passato, che ha infatti significato passivo. Solitamente il complemento d'agente si mette solo se diverso da chi normalmente svolge quell'attività.

*She **has** the carpet **hoovered** every day (by her maid).*
Fa aspirare il tappeto ogni giorno (dalla domestica).

⚠ In questa costruzione il verbo *have* non ha funzione di ausiliare e necessita degli ausiliari appropriati per essere coniugato.

*Where **do** you **have** your nails **done**? They look great.* — Dove ti fai fare le unghie? Sono molto belle.
*__Did__ you **have** the alarm system **tested** last week?* — Hai fatto testare il sistema di allarme la settimana scorsa?

USO

Si usa questa costruzione per esprimere il concetto di:

- fare in modo che qualcosa venga fatto da qualcun altro
  *__I'll__ **have** the sink **repaired** by my husband.* — Farò riparare il lavandino da mio marito.
- farsi fare qualcosa
  *She **has** her hair **cut** every month.* — Va a tagliarsi/Si taglia i capelli una volta al mese.
- subire (un danno, un incidente, ecc.)
  *__I__ **had** my passport **stolen** while I was on holiday.* — Mi hanno rubato il passaporto mentre ero in vacanza.

English Usage

Nell'inglese informale si può usare ***get*** al posto di *have*.

*Emma is always **getting** her Latin homework **corrected** by her father!* — Emma si fa sempre correggere i compiti di latino da suo padre!

119.2 *need* + forma in *-ing*

Il verbo *need* → 97.1 nell'accezione di "avere bisogno di" può essere seguito, oltre che da un infinito passivo, anche dalla forma in *-ing*. La forma in *-ing* mantiene comunque un significato passivo.

*Our Wi-Fi **needs to be updated**.*
*Our Wi-Fi **needs updating**.*
— Il nostro Wi-Fi ha bisogno di essere aggiornato.

Anche i verbi ***deserve*** e ***require*** possono essere seguiti dalla forma in *-ing*, mantenendo il significato passivo. Queste forme sono più comuni nell'inglese britannico che americano.

*The team doesn't **deserve to be promoted**.*
*The team doesn't **deserve promoting**.*
— La squadra non merita di essere promossa.

English Usage

Nell'inglese informale anche il verbo ***want*** può essere seguito dalla forma in *-ing* quando ha il significato di "avere bisogno di".

*My car **wants cleaning**.* — La mia auto ha bisogno di essere lavata.

Esercizi

1 ●●● **Formula delle frasi con la costruzione *have something done*.**

1 Steve / jacket / clean (present perfect)
Steve has had his jacket cleaned.
2 Ness / nails / do (present continuous)
3 we / house / paint (present continuous)
4 Joe / car / service (present perfect)
5 Sue / hair / cut (*be going to*)
6 Jordi / mobile phone / repair / yesterday (past simple)

2 ●●● **Ci sono molte cose da fare a casa di Mrs Benson. Completa le frasi con i verbi nel riquadro. Usa la costruzione *need* + forma in *-ing*/infinito passivo.**

water • take • cut • clear • paint • clean

1 The grass is very long.
It *needs cutting/to be cut*.
2 There are a lot of leaves in the garden.
They _____.
3 The windows are very dirty.
They _____.
4 The garden fence looks old and dirty.
It _____.
5 The dogs are spending too much time in the garden.
They _____ for a walk.
6 The plants in the garden are very dry.
They _____.

3 ●●● **Completa l'intervista a Laura Pace, un architetto che ha convertito dei bagni pubblici in monolocali. Usa le costruzioni *have something done* e *need* + forma in *-ing* nei tempi indicati.**

Laura When I saw the old Victorian building, I knew it (1) *needed saving* (save – past simple).
Intvw. Is it a difficult project?
Laura Yes, it is. The toilets (2) _____ (clear – past simple) of 20 years of rubbish. One morning I invited my friends and I (3) _____ (toilets / clear – past simple) by them.
Intvw. What other repairs do you have to do?
Laura Well, the building (4) _____ (waterproof – past simple) so I'm really happy that I (5) _____ (just / the roof / repair – present perfect).
Intvw. (6) _____ (you / the rooms / paint / yet – present perfect)?
Laura No. There's still a lot of work to do. I (7) _____ (the plumbing / do – present continuous) at the moment. Then I (8) _____ (the new wiring / put in – *be going to*).
Intvw. What about outdoor space?
Laura I (9) _____ (a new garden / lay – *be going to*) when I've finished indoors.
Intvw. What's been the worst moment on the build?
Laura It has to be when I (10) _____ (my building tools / steal – past simple) from the site last month. That was a low moment.
Intvw. I think it'll be truly amazing when it's finished.

4 ●●● **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 Someone is coming to put in new doors next week. (having)
We *are having new doors put in* next week.
2 The baby needs to be fed. (feeding)
The baby _____.
3 He is a lazy worker, so I was surprised at his promotion. (deserve)
He didn't _____.
4 You should get your hair cut. (cutting)
Your hair _____.
5 Jason is a difficult child, we must try to understand him. (requires)
Jason _____.
6 You should get your car repaired. (repairing)
Your car _____.

Esercizi di riepilogo

1 **Trasforma le frasi alla forma passiva. Ometti il complemento d'agente dove possibile.**

1 They employ 20 new graduates every year. *20 new graduates are employed every year.*
2 Mark Zuckerberg started Facebook at Harvard.
3 They cancelled the match because of the snow.
4 What do you use this object for?
5 Someone took these photographs in Scotland.
6 The architect Renzo Piano designed The Shard skyscraper in London.

2 **Completa le frasi alla forma passiva. Usa la costruzione personale.**

1 Nobody told me about the history test.
I *wasn't told about the history test*.
2 They give a lot of free gifts to their regular customers.
Regular customers _____.
3 She offered me a cup of tea.
I _____.
4 Somebody paid the hit man $250,000 to carry out the attack.
The hit man _____.
5 Do they ask you a lot of personal information?
_____ you _____?
6 She didn't tell me the truth about what happened.
I _____.

3 **Completa il testo con il *present simple* o il *past simple* dei verbi nel riquadro alla forma attiva o passiva.**

be • declare • design • give • limit • make • measure • reach
recognise • represent • renovate • stand



The Statue of Liberty (1) *is* an enormous neoclassical statue which (2) _____ to the United States of America by the French people in 1886. It (3) _____ by Frédéric Bartholdi and it (4) _____ the Roman Goddess of freedom. It (5) _____ on Liberty Island in the middle of New York Harbour in Manhattan and it (6) _____ the world over as a symbol of America and freedom. The statue (7) _____ of copper and steel and (8) _____ 46 metres. During the 1980s it (9) _____ and in 1984 UNESCO (10) _____ it a World Heritage Site. Today the number of visitors, who (11) _____ the island by ferry, (12) _____ for safety and security reasons.

4 **Completa le risposte con le strutture *have something done* oppure *need + -ing*. Fai attenzione ai tempi verbali.**

1 'Why are you getting the lawnmower out?' 'Because *the grass needs cutting*.' (grass / cut)
2 'Why are you going to the optician?' 'Because I _____.' (eyes / test)
3 'Why did you go to the garage?' 'Because _____.' (car / service)
'Because I _____.'
4 'Why are those workmen here?' 'Because we _____.' (house / paint)
'Because _____.'
5 'Why were you at the hair salon?' 'Because _____.' (hair / cut)
'Because I _____.'
6 'Why are you going to the jewellery shop?' 'Because I _____.' (eyebrow / pierce)
7 'Why are you getting that bucket of water?' 'Because _____.' (windows / wash)
8 'Why did you go to the dentist?' 'Because I _____.' (teeth / clean)

5 Leggi i due articoli di giornale e sottolinea l'alternativa corretta.

Yesterday 84-year-old Mrs Shearling, *had/was* her savings stolen when she failed to realise the two men at her door weren't real policeman. They told her that several neighbours had *had/been* their flats burgled so they were checking on everyone. Mrs Shearling quickly *was made/made* sure that her money was safe and then, while she was giving one of the men a glass of water, the other *stole/was stolen* all the cash. 'These despicable people need to *catch/catching* right away,' said Mrs Shearling. The police have assured her that it won't be long before they *be/are* arrested.

There was terror on the High Street yesterday when an unexploded Second World War bomb *was/did* unearthed. A team of builders *was discovered/discovered* it while they were demolishing a block of flats. The police and the bomb squad *called/were called* and arrived immediately. To be safe, the area *had/needed* evacuating and they had the entire area *cleared/clearing* in less than thirty minutes. By 6 p.m. everyone *was/were* allowed to return home.

6 PRELIMINARY Leggi l'email che Mike ha scritto ai suoi genitori dopo la sua prima settimana all'università e scegli l'opzione corretta.

Hi Mum and Dad,
How are things? I've got lots to tell you about my first week at university. My room in the hall of residence is OK. I (1) wasn't given a shared room in the end, thank goodness. I think it needs to (2) _____ a brighter colour, but we (3) _____ allowed to do it. It (4) _____ cleaned once a week which is great. Lectures (5) _____ in the main block which is only ten minutes away, which is good since I had my bike (6) _____ two days ago.
I (7) _____ invited to a party yesterday which (8) _____ organised (9) _____ my department. It wasn't as much fun as the one in our halls when I (10) _____ my head shaved! It needed (11) _____ anyway. You said it was too long. Anyway, I've got to go. I'm (12) _____ my tongue pierced.
Don't worry I'm only joking – maybe!
Speak soon,
Mike

1	A weren't given	B wasn't given	C didn't give
2	A be painted	B painting	C being painted
3	A don't	B isn't	C aren't
4	A needs	B is	C has
5	A hold	B get hold	C are held
6	A stolen	B stealing	C stole
7	A got	B were	C had
8	A is	B was	C has
9	A with	B from	C by
10	A will have	B had	C have had
11	A cutting	B to cut	C have cut
12	A doing	B needing	C getting

7 ERROR CORRECTION Trova altri 10 errori nel testo e correggili.

In this part of the factory we aré produce our famous chilli sauce. The fresh ingredients are deliver every morning and is checked with a team of specialised workers. We are then brought along this belt where they are mix together. After cooking, the sauce takes to the bottling section. We have just have the factory updated with the latest technology and machinery which means that human intervention is keep to a minimum. The equipment needs to clean every day and, as we operate 24/7, this be carried out on a rotational basis.

Towards PRELIMINARY

READING

1 PART 4 **Read the text and choose the correct option.**



When people think about robots, most of them imagine the kind of humanoid robots you can see on sci-fi films. Although there is a lot of research into creating machines that imitate and dynamically interact with humans, that's not the only thing that robotics is about.

First of all, robots are not a 21st-century invention and inventors have been imagining how to create robots for centuries. For instance, the mechanical knight was invented by Da Vinci in around 1495, but evidence of earlier attempts exists too. The first industrial robots were conceived and installed in the 1950s and 60s. Nowadays, there are thousands of robots in our lives and they are used in domestic, industrial, commercial and military situations. In the car industry, for example, robots are employed on assembly lines as they can perform tasks more accurately, more reliably and more cheaply than humans. In the military, robots are used for bomb disposal and reconnaissance duties, situations where it can be too dangerous or risky for humans. In a domestic setting, you can have your lawn cut or your floor vacuumed and washed by a robot instead of doing them yourself.

Robots generally need to have the following characteristics: an energy supply, a structure which allows movement, sensors and computer programming. It is this last factor which makes a robot 'intelligent' and able to carry out the tasks it is designed for. This means robotics is a complex science which involves a team of experienced, skilled people, with each member knowledgeable in a particular area such as engineering, electronics, computer science, artificial intelligence and mechatronics, as well as nanotechnology and bioengineering.

1 What is the purpose of this text?
- A To explain the history of robots.
- B To give an introduction to the field of robotics.
- C To describe future developments in robotics.
- D To explain how to make a robot.

2 The earliest interest in creating robots…
- A was in the 21st century.
- B was in the 15th century.
- C was before the 15th century.
- D was in the 20th century.

3 Which advantage of using robots in the automotive industry is not mentioned?
- A price
- B dependability
- C precision
- D speed

4 People working in robotics…
- A need to work with a group of specialists.
- B must have many years' experience.
- C must understand computer programming.
- D need to be skilled in several fields.

5 What might someone working in robotics say?
- A It's a complex and varied job as the potential use of a robot is so varied.
- B A robot that can do household chores hasn't been designed yet.
- C Computer programming and software is one of the least important parts of the process.
- D The aim of robotics is to create the perfect humanoid robot.

2 PART 5 **Choose the correct option.**

Using eBay



The online auction site eBay (0) _is_ used (1) _____ many people in order to buy and sell things. I've never used (2) _____ but my sister (3) _____. It (4) _____ so complicated and you have to do so many things when you want to sell something, such as taking photos and writing descriptions and choosing the type of listing. If you want to buy something, you have to check the seller's feedback rating, whether the price is competitive and if delivery charges (5) _____ included in the price. And what (6) _____ if someone doesn't send you the item? With all this hassle to go through, there's no (7) _____ selling just one or two items. My sister once had a very negative experience when she bought something. It was a nightmare to get the seller to give (8) _____ the money back. In the end, she (9) _____ her money refunded, but it (10) _____ so long she nearly gave up.

0	A is	B are	C be	D was
1	A from	B by	C with	D for
2	A it	B them	C its	D there
3	A uses	B was	C has	D hasn't
4	A looks as if	B looks like	C seems	D appears to
5	A are	B is	C be	D have
6	A does happen	B happening	C happens it	D happens
7	A wonder	B point	C doubt	D reason
8	A hers	B to her	C she	D her
9	A did	B has	C had	D was
10	A took	B used	C employed	D wanted

WRITING

3 PART 1 **Here are some sentences about a car. For each question complete the second sentence so that it means the same as the first. Use a maximum of three words.**



0 The car was so cheap that it sold really quickly.
It was _such a_ cheap car that it sold really quickly.

1 A young man bought the car.
The car _____ by a young man.

2 A mechanic repaired the engine.
He _____ the engine repaired by a mechanic.

3 Someone sprayed the car the wrong colour.
The car _____ the wrong colour.

4 The man was given the wrong documents by the insurance company.
The insurance company _____ the wrong documents.

5 He said, 'I think there is a mistake.'
He said, 'There _____ to be a mistake.'

Towards PRELIMINARY

4 PART 2 **You want to borrow a laptop from Molly, your English-speaking friend. Write an email (about 35-45 words).**

- ask to borrow her laptop
- say why you need it
- offer to do something to say thank you

5 PART 3 **This is part of a letter you receive from an English friend. Write a reply of about 100 words.**

My sister graduated from university last month. It was a lovely occasion. How are graduations celebrated in your country? What usually happens at a degree ceremony?

LISTENING

6 T 25 PART 1 **Choose the correct option.**

0 How has the man changed his appearance?


A ☐


B ☐


C ☑

1 What did the girl get for her birthday?


A ☐


B ☐


C ☐

2 Which school event was not held yesterday?


A ☐


B ☐


C ☐

3 What did the woman have repaired yesterday?


A ☐


B ☐


C ☐

4 Where is the girl's appointment tomorrow?



A ☐


B ☐


C ☐

5 What did the thieves steal?



A ☐


B ☐


C ☐

6 What was delivered to the house next door?


A ☐


B ☐


C ☐

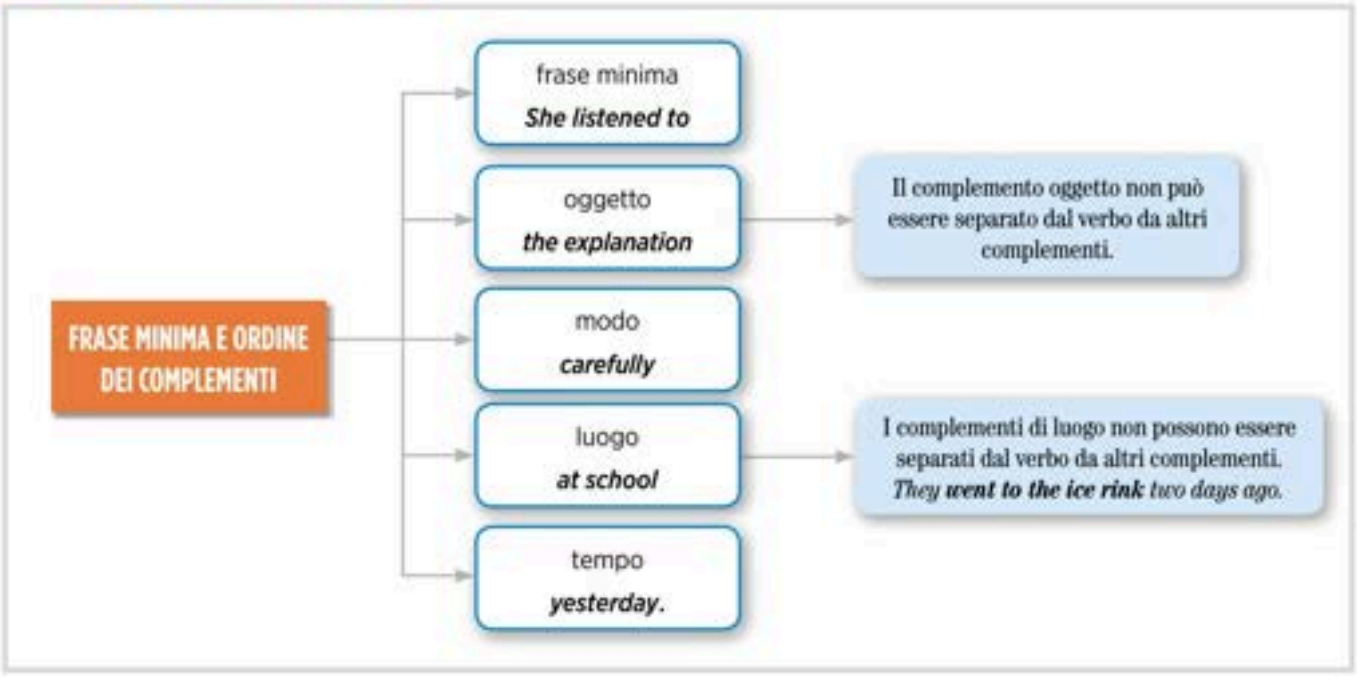
7 Where is the boy phoning from?


A ☐

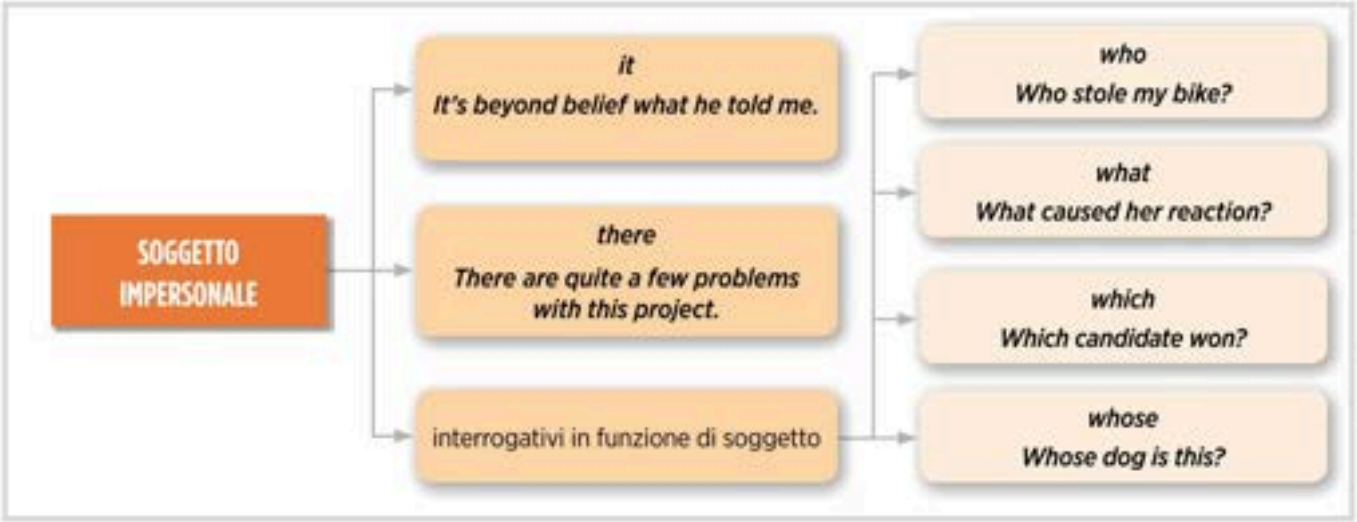

B ☐


C ☐

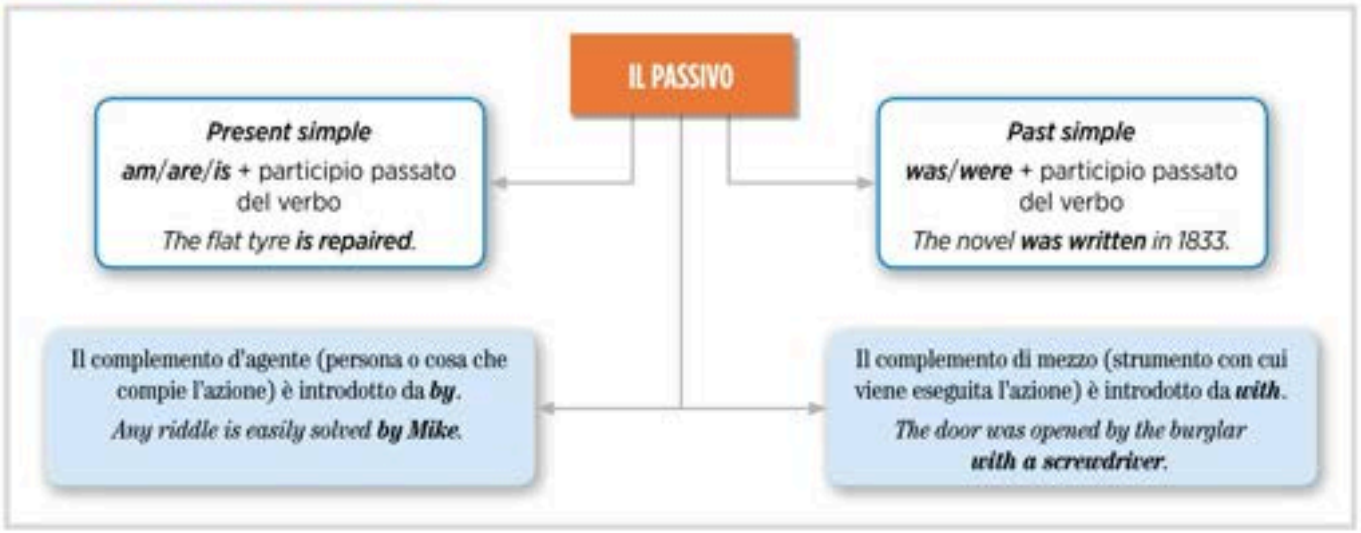
Mappa concettuale



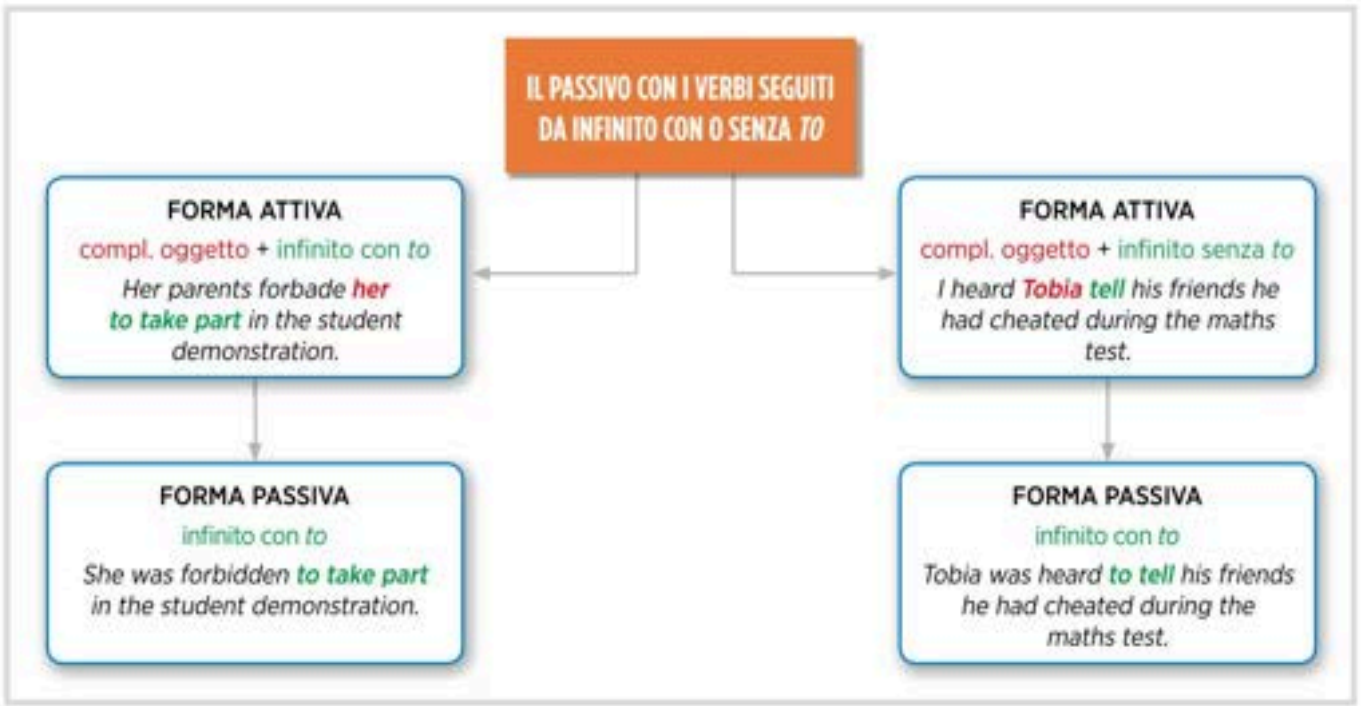




Mappa concettuale







Esercizi

1 ORDINE DELLE PAROLE **Riordina le parole per formulare frasi corrette.**

1 in Britain / quite early / usually / have dinner / people / .
People usually have dinner quite early in Britain.
2 I / to the gym / last year / four times / only / went / .
3 how long / with Chris / going out / has / been / he / ?
4 after school / into town / every Saturday / we go / .
5 we / him / at the stadium / always / meet / .
6 my parents / at the airport / by bus / to meet me / are coming / .
7 tomorrow / can I / know / let you / ?
8 she / about something / always / is / complaining / .
9 to take / I like / twice a year / a weekend break / .
10 by train / they go / do / to work / ?

2 SOGGETTO IMPERSONALE **Sottolinea l'alternativa corretta.**

1 'Who's your physics teacher this year?' '***There/It*** is Mr Clark.'
2 ***There/It*** looks as if I haven't got a choice. You've already decided for me.
3 'Is ***there/it*** a music shop near here?' 'I think ***there/it*** is one in the next street.'
4 ***There/It*** is no point going to school if ***there/it*** is a strike.
5 'What sort of restaurants are there in your town?' '***There/it*** are two Mexican places.'
6 'Did you enjoy London?' 'Yes, but ***there/it*** was very wet!'
7 'Which questions ***did you answer/you answered***?' 'Just the first one.'
8 'Whose mother ***does work/works*** at the school?' 'Edoardo's. She's a secretary.'
9 'What ***happened/did happen*** next?' 'They had to call the police.'
10 'What ***bought Giulia/did Giulia buy***?' 'A pair of jeans and a T-shirt.'

3 IL PASSIVO **Riordina le parole per formulare le domande per le seguenti risposte.**

1 Helen / refused / why / entry / to the US / was / ? *Why was Helen refused entry to the US?*
Because she had a criminal record.
2 were / offered / the job / you? _____
Yes, they called me yesterday morning.
3 ***Time*** Person of the Year / was / who /named / in 2016 / ? _____
Donald Trump.
4 stainless steel / made / what / is / with / ? _____
It's made with a mixture of metals.
5 ***Romeo and Juliet*** / is / where / the play / set / ? _____
It is set in Verona, Italy.
6 was / Nelson Mandela / where / imprisoned / ? _____
I think it was on Robben Island.
7 by / who / that photograph / taken / was / ? _____
I took it. It's the beach near my house.
8 alarm / how often / the / tested / is / ? _____
Every two weeks.

120 Il discorso diretto e indiretto; *say* e *tell*

120.1 Discorso diretto e indiretto VIDEO

Si usa il **discorso diretto** (*direct speech*) per riportare le parole esatte pronunciate da una persona. Il discorso diretto è racchiuso tra virgolette (singole in inglese britannico, doppie in inglese americano) e separato dalla virgola dalla frase introduttiva che può precederlo, seguirlo, oppure essere inserita al suo interno.

***Sandra said,** 'I'm tired.'*	Sandra disse: "Sono stanca."
*'Let's start the meeting,' **the director said**.*	"Iniziamo la riunione," disse il direttore.
*'It's too expensive,' **Mum said,** 'we can't afford it.'*	"È troppo costoso," disse la mamma, "non possiamo permettercelo."

Il discorso diretto può essere separato dal resto del testo anche dal punto esclamativo e interrogativo.

'Don't touch me!' she cried.	"Non toccarmi!" gridò.
'Will you please stop shouting?' Tom said.	"Volete smettere di urlare, per favore?" disse Tom.

⚠ Quando la frase introduttiva segue il discorso diretto, è possibile fare l'inversione fra soggetto e verbo se il soggetto è espresso da un sostantivo, ma non se il soggetto è un pronome. L'inversione soggetto-verbo è comune nella narrazione.

*'I'm sick and tired of this situation,' **Martina said/said Martina**.*	"Sono stufa di questa situazione," disse Martina.
*'I feel exhausted,' **he said.***	"Mi sento esausto," disse.
NON *'I feel exhausted,' ~~said he~~.*	

Si usa il **discorso indiretto** (*indirect/reported speech*) per riferire quello che qualcuno ha detto. Nel discorso indiretto cadono le virgolette e la frase viene riferita per mezzo di una proposizione subordinata retta da *that* e introdotta da verbi dichiarativi come *say* e *tell*.

*Roberta **says that** her father doesn't allow her to use his laptop.*	Roberta dice che suo padre non le permette di usare il suo portatile.

120.2 *say* e *tell*

Si usano i verbi *say* e *tell* per introdurre sia il discorso diretto sia il discorso indiretto.

	DISCORSO DIRETTO		DISCORSO INDIRETTO	
say	seguito o no da *to* + complemento di termine		generalmente non seguito da *to* + complemento di termine	
	*'There isn't anybody in there,' she **said (to me)**.*	"Non c'è nessuno lì dentro," (mi) ha detto.	*She **said** that the cake tasted delicious.*	Disse che la torta era deliziosa.
tell	sempre seguito dal complemento di termine (senza *to*)			
	*'Call me when you want,' he **told me**.*	"Chiamami quando vuoi," mi ha detto.	*He **told her** that he had a temperature.*	Le ha detto che aveva la febbre.

⚠
- Con il verbo *say* è possibile anche la costruzione **say** + **complemento oggetto** + ***to*** + **complemento di termine**. ➔ 111

*She **said goodbye to her family**.*	Disse addio alla sua famiglia.

- L'uso di ***that*** è **facoltativo** e spesso viene omesso nell'inglese informale.

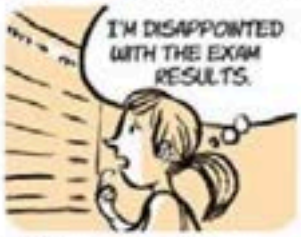
*The vet said **(that)** the dog was seriously ill.*	Il veterinario disse che il cane era gravemente malato.

- A differenza di *say*, ***tell*** può essere anche usato con la costruzione **complemento oggetto** + **infinito**.

*I **told them to go** home.*	Ho detto loro di andare a casa.

Esercizi

1 ●●● **Descrivi le immagini usando il discorso diretto. Fai attenzione alla punteggiatura.**



1 She *said, 'I'm disappointed with the exam results.'*



2 The politician _____



3 They _____



4 She _____ _____, John.'

2 ●●● **Sottolinea l'alternativa corretta.**

1 'Come here,' Martha *told/said*.
2 I don't understand. What are you *telling/saying* exactly?
3 'I'm going to get a new palmtop computer for my birthday,' *he said/said he*.
4 Has Simon *told/said* you he isn't coming tonight?
5 *Say/Tell* Mum I won't be home for dinner.
6 He *said/told* that he had missed her.
7 I'm sure he'll *tell/say* them the truth.
8 The teacher *said/told* that there wasn't a class test tomorrow.

3 ●●● **Completa le frasi con la forma corretta dei verbi *say* o *tell*.**

1 Can you *tell* me the time, please?
2 They _____ me to come to this office!
3 'This is the first time I've been here,' her friend _____.
4 'Don't make so much noise,' he _____ the children.
5 The doctor _____ that I should be better within the week.
6 I have _____ her I won't help her again!

4 ●●● **Gaia è arrabbiata con Daniele, il suo ragazzo, perché è sempre in ritardo. Completa il dialogo con la forma corretta dei verbi *say* o *tell*.**

Gaia I (1) *told* you to be here on time!
Daniele You (2) _____ me to get here for 5 o'clock.
Gaia I did not (3) _____ that.
Daniele I thought you (4) _____ 5 o'clock. In fact, I remember you (5) _____ five. Anyway, what's the problem? I'm only a few minutes late and I phoned to (6) _____ you I wouldn't be on time.
Gaia I wouldn't (7) _____ you're a few minutes late. I've been waiting here for half an hour! I'm sorry Daniele but I have to (8) _____ that I've had enough. I've (9) _____ you before that if you were late again for a date, I would leave you! Goodbye.
Daniele Wait Gaia. Let me (10) _____ you what happened!

5 ERROR CORRECTION ●●● **Decidi se le seguenti frasi sono corrette (✓) o sbagliate (✗). Poi correggi quelle sbagliate.**

1 'Go straight on,' I told. ✗
'Go straight on,' I said.
2 My parents said me they couldn't afford to buy me a digital camera for Christmas.
3 Nikki said goodbye to everybody and left.
4 She said me that she would meet us later.
5 Yesterday Michele was saying to us about his amazing trip to Russia.
6 'Come on. We're going to be late,' he said.
7 Can you say me how to get to the nearest underground station?
8 My parents always say me the same things.

121 Il discorso indiretto (1)

Nel passaggio dal discorso diretto a quello indiretto è necessario trasformare alcuni elementi della frase: tempi verbali, pronomi, aggettivi, avverbi di luogo e tempo.

121.1 Variazioni dei tempi verbali

Osserva come variano i tempi verbali **quando il verbo introduttivo è al passato**.

DISCORSO DIRETTO		DISCORSO INDIRETTO	
present simple		***past simple***	
*'The line **is** busy.'*	"La linea è occupata."	*The operator said (that) the line **was** busy.*	Il centralinista ha detto che la linea era occupata.
present continuous		***past continuous***	
*'**I'm talking** on the telephone.'*	"Sto parlando al telefono."	*Mum said (that) she **was talking** on the telephone.*	La mamma ha detto che stava parlando al telefono.
present perfect simple		***past perfect simple***	
*'**I've** just **met** him on the stairs.'*	"L'ho appena incontrato sulle scale."	*Beth said (that) she **had** just **met** him on the stairs.*	Beth ha detto che lo aveva appena incontrato sulle scale.
past simple		***past perfect simple***	
*'I **wrote** the book in Egypt.'*	"Ho scritto il libro in Egitto."	*The novelist said (that) she **had written** the book in Egypt.*	La scrittrice ha detto che aveva scritto il libro in Egitto.
past continuous		***past perfect continuous***	
*'He **was working** hard in those days.'*	"Lavorava sodo a quel tempo."	*They said (that) he **had been working** hard in those days.*	Dissero che lavorava sodo a quel tempo.
be going to		***was/were going to***	
*'**I'm going to rent** a flat in town.'*	"Prenderò un appartamento in affitto in città."	*Luke told me (that) he **was going to rent** a flat in town.*	Luke mi disse che avrebbe preso un appartamento in affitto in città.
will		***would*** (per un'azione che si è verificata) ***would have*** + participio passato (per un'azione che non è avvenuta)	
*'**I'll give** you a lift.'*	"Ti do un passaggio."	*He said that he **would give** me a lift.* *He said that he **would have given** me a lift.*	Disse che mi avrebbe dato un passaggio. Disse che mi avrebbe dato un passaggio. (ma non l'ha fatto)
imperativo		**infinito**	
*'**Don't touch** the pan!'*	"Non toccare la padella!"	*He told me **not to touch** the pan.*	Mi disse di non toccare la padella.

⚠ • Nel passaggio da discorso diretto a indiretto il ***past simple*** e il ***past continuous*** possono rimanere **invariati**.

*'I **was having** lunch when Sara **arrived**.'* "Stavo pranzando quando arrivò Sara."
*She said (that) she **was having** lunch when Sara **arrived**.* Disse che stava pranzando quando arrivò Sara.

• Il ***past perfect*** non subisce mai alcuna variazione.

*'I **had warned** you!'* "Ti avevo avvisato!"
*She said she **had warned** me.* Disse che mi aveva avvisato.

121.2 Altre variazioni: pronomi, aggettivi e avverbi

Come in italiano, nel passaggio al discorso indiretto variano i pronomi personali (soggetto e complemento), gli aggettivi e i pronomi possessivi, gli aggettivi e i pronomi dimostrativi, gli avverbi di luogo e gli avverbi e le espressioni di tempo.

	DISCORSO DIRETTO		DISCORSO INDIRETTO	
pronomi personali, aggettivi e pronomi possessivi	***I, you, we*** ***me, you, us*** ***my, your, our*** ***mine, yours, ours***		***he/she, they*** ***him/her, them*** ***his/her, their*** ***his/hers, theirs***	
	*'I'm not going to give **you** another chance.'*	"Non ho intenzione di darti un'altra possibilità."	*She said that **she** was not going to give **him** another chance.*	Ha detto che non aveva intenzione di dargli un'altra possibilità.
	*'**Your** handwriting is terrible, Tom, but **mine** is neat.'*	"La tua calligrafia è orribile, la mia invece è chiara."	*Jole told Tom that **his** handwriting was terrible, but **hers** was neat.*	Jole ha detto a Tom che la sua calligrafia era orribile, la sua invece era chiara.
aggettivi e pronomi dimostrativi	***this, these***		***that, those***	
	*'**These** shoes are very uncomfortable.'*	"Queste scarpe sono molto scomode."	*She said that **those** shoes were very uncomfortable.*	Ha detto che quelle scarpe erano molto scomode.
avverbi di luogo	***here***		***there***	
	*'It's in **here**.'*	"È qua dentro."	*He said that it was in **there**.*	Disse che era là dentro.
avverbi ed espressioni di tempo	***now*** ***today*** ***tonight*** ***tomorrow*** ***yesterday*** ***the day before yesterday*** ***the day after tomorrow*** ***a month... ago*** ***last week/month/year*** ***next week/month/year***		***then/at that time/at that moment*** ***that day*** ***that night*** ***the following day/the day after/the next day*** ***the previous day/the day before*** ***two days before*** ***in two days' time*** ***a month... before*** ***the previous week.../the week... before*** ***the following week/month/year***	
	*'We got married **two months ago** and we are leaving for our honeymoon **tomorrow**.'*	"Ci siamo sposati due mesi fa e domani partiamo per la luna di miele."	*She said that they had got married **two months before** and that they were leaving for their honeymoon **the next day**.*	Disse che si erano sposati due mesi prima e che il giorno seguente sarebbero partiti per la luna di miele.

⚠ Quando il discorso viene riportato all'interno dello stesso giorno o dopo un breve lasso di tempo gli avverbi e le espressioni di tempo non cambiano.

*'I'll come **tomorrow**.'* "Verrò domani."
*Grandma said she would come **tomorrow**.* La nonna ha detto che verrà domani.

Esercizi

1 **Completa le frasi con il discorso indiretto usando i tempi verbali corretti.**

1 'I never see Michael.' She said (that) she *never saw* Michael.
2 'Anja is studying medicine at university.' He said (that) Anja _____ medicine at university.
3 'Mark paid for the bill.' She said (that) Mark _____ for the bill.
4 'James has gone home.' He said (that) James _____ home.
5 'In 2001 Asia was living in Trentino.' She said (that) in 2001 Asia _____ in Trentino.
6 'I'm going to phone you tonight.' He said (that) he _____ phone me tonight.
7 'Say hello to your mother for me.' He told me _____ hello to my mother for him.
8 'I'll give you a hand with the shopping.' She said (that) she _____ me a hand with the shopping.

2 ERROR CORRECTION **Correggi le parole sottolineate.**

1 He told me to go to his house now. *at that moment*
2 Jim said to me that Linda was here with him.
3 Jackie said she had lost her house keys yesterday.
4 They said that they would arrive early tomorrow.
5 Mandy said I didn't like driving in the dark.
6 He told us he had finished school a month ago.
7 The tour guide said this picture was priceless.
8 The Jacksons said they were flying to Majorca next week.

3 **Completa le frasi con il discorso indiretto con i pronomi personali, gli aggettivi e i pronomi possessivi corretti.**

1 'We've been waiting in this queue for an hour,' John said.
He said *they* had been waiting in the queue for an hour.
2 'I don't want to talk to you about it,' she said to me.
_____ told _____ that _____ didn't want to talk about it.
3 'This isn't my jacket. Mine is leather,' Giulia said.
_____ said it wasn't _____ jacket because _____ was leather.
4 'I wanted to phone you but I forgot,' she said to Jack.
_____ said _____ had wanted to phone _____, but that _____ had forgotten.
5 'Please bring your textbooks to the next lesson,' the teacher said to me and my classmates.
The teacher told _____ to bring _____ textbooks to the next lesson.
6 'You aren't in classroom 12 today,' the secretary told the students.
The secretary told _____ that _____ weren't in classroom 12 that day.

4 **Trasforma le seguenti frasi al discorso indiretto.**

1 'The train leaves at 2 o'clock this afternoon.'
She said *the train left at 2 o'clock that afternoon*.
2 'I'm resigning from my position as Minister of Education next month,' said the politician to the journalist.
The politician told _____.
3 'The parcel will arrive the day after tomorrow,' he said.
He said _____.
4 'I live next door to you,' the man said.
The man said _____.
5 'I won't be home tonight because I'm staying with friends,' Poppy said.
Poppy said _____.
6 'I wasn't driving very fast when I hit the pedestrian, Officer.'
Theo told the policeman _____.

5 ●●● **Trasforma le seguenti frasi al discorso indiretto basandoti sulle informazioni date.**

1 'I arrived five minutes ago.'
Paul / tell / teacher
Paul told the teacher he had arrived five minutes before.
2 'I'll do the washing-up tonight.'
Ada's husband / tell / her
3 'I've left my snack at home today.'
Adrian / tell / me
4 'I need some help now.'
she / say / them
5 'I was walking down the street this morning when I saw the accident.'
he / tell / Chris
6 'We've just started eating.'
Eddy / tell / me

6 ●●● **Trasforma le seguenti frasi al discorso diretto.**

1 Francesco told Sabrina he would see her the following day. *'I'll see you tomorrow, Sabrina.'*
2 Tom told me he had sent me a message on Facebook the evening before.
'I _____ .'
3 Sophia said that was the first time she had been to a football match.
'This _____ .'
4 Liam told Abigail that he had given her the book the week before.
'I _____ .'
5 Alex said he was sure we would enjoy the film.
'I _____ .'
6 Lucas said that he was sorry and that he was wrong to get angry.
'I _____ .'
7 Marion said she would fly to Miami that night.
'I _____ .'
8 Angel said she had bought a present for Liam the day before.
'I _____ .'

7 ●●● **Monica sta raccontando a Luca dei suoi programmi per quando finirà la scuola. Leggi quello che dice Monica e poi completa il testo di Luca.**

1 'I'm leaving for the UK next month.'
2 'I'm going to live in London.'
3 'Last March I had an interview at London Business School.'
4 'In the summer they offered me to study Finance.'
5 'I've already organised accommodation.'
6 'I'll expect you to visit me during the Christmas holidays!'

Luca is telling his friend about Monica's plans...
Monica told (1) *me she was leaving* for the UK *the following month* and (2) _____ in London. (3) _____ March _____ an interview at London Business School and (4) _____ summer they _____ to study Finance.
(5) _____ told _____ that _____ accommodation. She said she (6) _____ during the Christmas holidays.

8 TRANSLATION ●●● **Traduci il seguente testo in inglese.**

Il Primo Ministro ha appena tenuto una conferenza stampa durante la quale ha annunciato che avrebbe indetto un referendum sulla questione di rimanere parte della Unione Europea oppure no. "Terrò questo referendum entro la fine dell'anno," ha informato i giornalisti presenti. Ha aggiunto che aveva parlato a lungo con il suo gabinetto e che erano sicuri che questo fosse il modo migliore per procedere. "I cittadini decideranno il nostro futuro," ha dichiarato.

122 Il discorso indiretto (2)

122.1 Discorso indiretto con i modali

Anche i verbi modali subiscono delle variazioni nel passaggio al discorso indiretto quando il verbo introduttivo è al passato.

DISCORSO DIRETTO		DISCORSO INDIRETTO	
can		***could***	
*'You **can use** the computer.'*	"Puoi usare il computer."	*Mum said (that) I **could use** the computer.*	La mamma ha detto che potevo usare il computer.
may		***might***	
*'They **may cancel** the flight.'*	"Potrebbero cancellare il volo."	*She said (that) they **might cancel** the flight.*	Disse che potrebbero cancellare il volo.
will/shall		***would/should***	
*'**I'll book** the flight for you.'*	"Prenoterò il volo per te."	*He said (that) he **should book** the flight for her.*	Disse che doveva prenotare il volo per lei.
must		***had to***	
*'I **must go** home.'*	"Devo andare a casa."	*He said (that) he **had to go** home.*	Disse che doveva andare a casa.

Must **rimane invariato** quando esprime un obbligo permanente → 96.1, un divieto → 96.3 o una deduzione logica → 127.1.

*'Exhibitors **must register** at reception.' → They said (that) exhibitors **must register** at reception.* — "Gli espositori devono registrarsi alla reception." → Hanno detto che gli espositori devono registrarsi alla reception.

*'You **musn't download** music from the Internet.' → Dad said that I **mustn't download** music from the Internet.* — "Non devi scaricare la musica da internet." → Papà ha detto che non devo scaricare la musica da internet.

*'Wendy **must be** ill because she is not at school.' → Monica said that Wendy **must be** ill because she was not at school.* — "Wendy deve essere malata perché non è a scuola." → Monica ha detto che Wendy deve essere malata perché non era a scuola.

Non vi è alcuna variazione con i verbi modali *could, might, needn't, ought to, should, had better* → 130.1 e *would*.

*'I feel so tired that I **could spend** the rest of the day in bed.' → She **said** (that) she felt so tired that she **could spend** the rest of the day in bed.* — "Mi sento così stanca che potrei passare il resto della giornata a letto." → Disse che si sentiva così stanca che poteva passare il resto della giornata a letto.

122.2 Discorso indiretto con il periodo ipotetico

Nel periodo ipotetico di **tipo 0** → 98.2 **non vi è alcuna variazione** dei tempi verbali.

*'If I **eat** chocolate, I **get** spots all over my body.' → She **said** that if she **eats** chocolate, she **gets** spots all over her body.* — "Se mangio la cioccolata, mi vengono le macchie su tutto il corpo." → Ha detto che se mangia la cioccolata, le vengono le macchie su tutto il corpo.

Nel periodo ipotetico di **1° tipo** → 99 i tempi verbali variano nel passaggio al discorso indiretto, **trasformandosi in periodo ipotetico di 2° tipo.** → 100

*'If it **keeps** snowing, the ferry **won't leave**.' → He **said** (that) if it **kept** snowing, the ferry **wouldn't leave**.* — "Se continua a nevicare, il traghetto non partirà." → Ha detto che se continuava a nevicare, il traghetto non sarebbe partito.

Nel periodo ipotetico di **2° e 3° tipo** 135 **non vi è invece alcuna variazione.**

*'If you **worked**, I **wouldn't work** overtime.'* → *He said that if she **worked**, he **wouldn't work** overtime.* "Se tu lavorassi, non farei lo straordinario." → Ha detto che se lei lavorasse, lui non farebbe lo straordinario.

*'If he **had listened** to us, he **wouldn't have lost** all his money.'* → *They said that if he **had listened** to them, he **wouldn't have lost** all his money.* "Se ci avesse ascoltato, non avrebbe perso tutti i suoi soldi." → Dissero che se lui li avesse ascoltati, non avrebbe perso tutti i suoi soldi.

122.3 Nessuna variazione dei tempi verbali

Non vi è alcuna variazione del tempo verbale:

- quando il verbo introduttivo è al **presente**, **futuro** o al ***present perfect simple***

*'I **can't stand** him.'* → *She **says** she **can't stand** him.* "Non lo sopporto." → Dice che non lo sopporta.

*'I'm **studying**.'* → *I **will tell** them (that) you **are studying**.* "Sto studiando." → Gli dirò che stai studiando.

*'You'**ll be** better soon.'* → *The doctor **has said** (that) you'**ll be** better soon.* "Presto starai meglio." → Il dottore ha detto che presto starai meglio.

- quando si riferisce **una verità assoluta** o una **situazione che non è cambiata**, anche con il verbo introduttivo al passato

*'The sun **rises** in the east.'* → *The teacher **said** that the sun **rises** in the east.* "Il sole sorge a est." → L'insegnante ha detto che il sole sorge a est.

*'You **don't speak** Spanish.'* → *She **said** (that) you **don't speak** Spanish.* "Non parli spagnolo." → Ha detto che non parli spagnolo.

- con ***had better*** e ***would rather*** 130.2

*'She'**d better** find a job.'* → *He **said** she'**d better** find a job.* "Farebbe meglio a trovarsi un lavoro." → Ha detto che farebbe meglio a trovarsi un lavoro.

*'I'**d rather** go by train.'* → *She **said** she'**d rather** go by train.* "Preferirei andare in treno." → Ha detto che preferirebbe andare in treno.

- con il *past simple* e il *past perfect simple* **dopo *wish*** 137.1

*'I **wish he were** taller.'* → *She **said** she **wished he were** taller.* "Vorrei che fosse più alto." → Ha detto che vorrebbe che fosse più alto.

*'I **wish he hadn't left**.'* → *She **said** she **wished he hadn't left**.* "Vorrei che non fosse andato via." → Ha detto che vorrebbe che non fosse andato via.

English Usage

Si **cambia** invece il tempo verbale:

- per sottolineare che chi parla non è d'accordo con quanto detto oppure non è certo che sia vero

*'I always **get up** early.'* *She **said** that she always **got up** early.* "Mi alzo sempre presto." Ha detto che si alzava sempre presto.

- nella lingua parlata

*'They **are** from Glasgow.'* *He **said** (that) they **were** from Glasgow.* "Sono di Glasgow." Ha detto che erano di Glasgow.



*'You **said that you could** come early, but something tells me you really can't.'*

Esercizi

1 **Sottolinea l'alternativa corretta.**

1 She says she *couldn't/can't* understand the problem.
2 The head teacher told the students that they *may not/might not* like it, but he *can't/couldn't* do anything about it.
3 I have said that I *may/might* be wrong!
4 Heidi said we *may/might* not like the film, and she was right!
5 She asked if we *shall/should* go now.
6 He says he *couldn't/can't* change my shoes without the receipt.

2 **Completa le frasi con il discorso indiretto.**

1 'I can't swim very well.'
She said *she couldn't swim* very well.
2 'We may have a problem.'
He said _____ have a problem.
3 'I'll ask him for you.'
She said she _____.
4 'I must phone my mum.'
He said he _____ mum.
5 'You mustn't leave your belongings in the changing room.'
She said we _____ belongings in the changing room.

3 **Completa le frasi con il discorso indiretto. Fai attenzione a utilizzare la forma corretta di *must*.**

1 'He must be Italian. He's too dark to be British.'
Rose said he *must be Italian because he was too dark to be British*.
2 'You must give me your contact number because I haven't got it.'
Lucas told Bella she _____.
3 'You must give me some form of identification to register at the hotel.'
She said we _____.
4 'You look tired. You must have gone to bed late last night,' Allie said to Mark.
Allie said _____ and that _____.
5 'You must help me with the housework.'
Mum said we _____.
6 'You mustn't use your mobile phone on this train because you're in a quiet carriage.'
She said I _____ a quiet carriage.

4 **Completa le frasi con il discorso indiretto.**

1 'You must be ready at eight o'clock sharp.'
He said she *had to be ready at eight o'clock sharp*.
2 'You can't park here.'
The traffic warden said I _____.
3 'I may not be at the family lunch tomorrow.'
He said he _____.
4 'We should leave now.'
He said that _____.
5 'You shouldn't wear shorts to school.'
The teacher told Max that _____.
6 'I needn't spend all evening studying. The teacher is not coming to school tomorrow.'
She said she _____ because the teacher _____.



5 ●●○ **Completa le frasi con il discorso indiretto.**

1 'I would do better at school if I studied harder.'
She said she *would do* better at school if she *studied* harder.
2 'If he invites me, I'll go.'
She said if _____, she _____.
3 'If you push this button, it starts.'
She says that if _____ this button, it _____.
4 'If I spoke good English, I'd travel more.'
He said if _____, he _____.
5 'If you had looked after your tablet, it wouldn't have broken.'
Her father said if _____, _____.
6 'I'll be 16 on my next birthday.'
He says _____.

6 ●●● **Trasforma le seguenti frasi al discorso diretto.**

1 Their father told them that they'd better not tell their mother.
'You *'d better not tell your mother.*'
2 He says he'd rather play video games than go out.
'I _____.'
3 Violet says she wishes she were good at playing the guitar.'
'I _____.'
4 Tom says he wishes he hadn't bought that second-hand mobile phone.
'I _____.'
5 He has told us that he won't be at the wedding.
'I _____.'
6 I will tell Ivy that you are too busy to come to the phone.
'She _____.'
7 Zack said that he wished his parents hadn't moved to the countryside.
'I _____.'
8 The teacher said that I could pass the test if I studied harder.
'You _____.'
9 The doctor said that I should take a holiday.
'You _____.'
10 Syd told me that he was going to leave home the next day. 'I _____.'

7 ●●● **Leggi l'articolo su un'anziana signora che ha bloccato un rapinatore in fuga da una banca. Poi trasforma le frasi con discorso indiretto in discorso diretto.**

80-YEAR-OLD WOMAN ATTACKS BANK ROBBER

Yesterday an 80-year-old woman told a bank robber that (1) if he wanted money, he had to get a job and stop being a lazy devil. As she hit him with her handbag, she told him that (2) he had better stop his silliness and give the money back.

Evie Ellis told journalists at her home in Dublin that she had to be careful with her small pension. She said (3) she would do it again if she saw someone stealing money and that (4) she'd rather be hurt than let someone steal. She told police that (5) people had to respect the law. She said that (6) if people didn't stand up to bullies, their cities would become unsafe. She said that (7) if the robber's parents had been stricter with him, he wouldn't have become a thief.

The police said that fortunately the robber's gun had been a replica, but (8) if the gun had been real, the incident might have ended very differently for the brave lady.

1 'If you *want money, you have to get a job and stop being a lazy devil!*'
2 'You _____.'
3 'I _____.'
4 'I _____.'
5 'People _____.'
6 'If people _____.'
7 'If your _____.'
8 'If the gun _____.'

Esercizi di riepilogo

1 **Sottolinea l'alternativa corretta.**

1 She *said/told* that she was feeling hungry.
2 He told *she/her*, 'I don't agree.'
3 'I really enjoyed myself!', *said she/she said*.
4 He told *to me/me* that they would arrive late.
5 Mark *said to/said* his parents that he was sorry.
6 *Said Claire/Claire said*, 'She'll be here soon.'
7 'It starts at 10 p.m.,' *said/told* Janet.
8 Roy said *to us/us*, 'I have to go now.'

2 **Trasforma le seguenti frasi al discorso indiretto.**

1 Mr Jones said, 'We're going to take the train.'
Mr Jones said that they were going to take the train.
2 Gavin told Marie, 'I don't want to go on the school trip next week.'
3 Sue said, 'I can't find my gloves anywhere.'
4 He said, 'I must finish this homework tonight.'
5 Paul said, 'I ate too much at lunchtime.'
6 The manager told the customer, 'If you don't pay by tomorrow, you will have to pay a penalty.'
7 Emily said, 'I've passed my Latin exam.'
8 Pete said to me, 'You should get this brilliant app for your phone.'

3 **Trasforma le seguenti frasi al discorso diretto.**

1 Martin said that he didn't have enough money to go to the restaurant.
Martin said, 'I don't have enough money to go to the restaurant.'
2 Dad said to me that he would pick me up outside the cinema.
3 She told me that I had been working too hard.
4 Chris told his mum that he wasn't going to be there the following weekend.
5 Amy said that she might be late for the meeting the day after.
6 Ms Evans told the class that she was organising some revision lessons.
7 Kathy said to her son that he couldn't use her tablet.
8 I said that Jim had broken the window.

4 **Una tua amica ti dice delle cose oggi che sono il contrario di quanto ti ha detto ieri. Completa le risposte.**

1 'My parents are going to let me go to the all-night party.'
'Really? But you said *they weren't going to let you go*.'
2 'Bridget is not very friendly.'
'What? You told _____.'
3 'I haven't revised for the exam.'
'Really? But you said _____.'
4 'I won't help to organise the school fair.'
'Why? You said _____.'
5 'I lost my mobile yesterday.'
'I don't get it. You said _____ your wallet.'
6 'My uncle bought me this fantastic bracelet for my birthday.'
'Really? But you told _____ a horrible jumper.'

5 Trasforma le frasi sottolineate al discorso diretto o indiretto.

Buying a second home somewhere hot is very popular and the organisers of A Place in the Sun say (1) their exhibition is one of the biggest property exhibitions in Europe. (2) 'We have been holding the exhibitions for over 10 years,' said the PR manager, (3) 'and they have always been successful.' At the height of the economic and financial crisis, admittedly there was a lull in people selling and buying but this has picked up now. (4) 'The cheapest place right now where you can get a second home is Cyprus,' said an international real estate broker, (5) 'Spain and Italy are still very popular destinations.' The places people are looking for can be anything from small apartments to mega villas right on the beach, with budgets ranging from modest to massive. One Spanish exhibitor at the show said that (6) he had seen an increase in the number of young people interested in buying. (7) 'People under 35 will be vital for the Spanish market this year,' he added. It used to be the generation nearer retirement age, but now the younger generation is ready to invest in property abroad. They say (8) they are thinking about building their future and perhaps moving abroad when they start a family. One buyer told us that (9) they didn't regret their decision to buy in Spain because the quality of life was better. She added that (10) the lovely climate was a bonus.

1 The exhibition organisers said, 'Our exhibition is one of the biggest property exhibitions in Europe.'.
2 The PR manager said that _____.
3 The PR manager added that _____.
4 An international broker said that _____.
5 The broker also said that _____.
6 A Spanish exhibitor said, _____.
7 He said that _____.
8 Young people say, _____.
9 A buyer said, _____.
10 She also said, _____.

6 ERROR CORRECTION Kevin Wiley è un collezionista. Leggi cosa ha detto al giornalista e l'articolo che poi è stato scritto. Trova altri 8 errori nell'articolo e correggili.

'I collect anything connected with Star Wars. I've been doing it for over 7 years. I have over 5,000 items, from key rings and models to posters and gadgets. My favourite is this prop from the first film which I found on eBay two years ago. It cost a lot of money but it was worth it. I don't let anyone touch my collection. I asked my parents if I could use the spare bedroom, but they told me I couldn't so I'm building some display shelves at the moment. I would love to get an original light sabre from the films but they are impossible to find.'

Last week I went to meet teenager Kevin Wiley who says that he ~~had~~ has a collection of over 5,000 items of *Star Wars* memorabilia. He said me that he have been collecting for more than 7 years and he showed me his favourite piece. He told me that he has found it on eBay. I couldn't pick up any of the items as he told me that he don't let anyone touch them. He said that he built some display shelves as his parents have told me he couldn't use the spare bedroom for his collection. At the end of the interview he said that he will love to find a light sabre used in one of the films.

123 Riportare domande e risposte

123.1 Verbi introduttivi nelle domande indirette

Per riportare una domanda in forma indiretta si usa solitamente il verbo *ask* seguito dal complemento di termine diretto (senza *to*).

*I **asked (a passer-by)** where the petrol station was.* Chiesi (a un passante) dov'era il benzinaio.

Altri verbi comunemente usati per esprimere **domande** in forma indiretta sono:

enquire	domandare	*want to know*	voler sapere
know	sapere	*wonder*	domandarsi/chiedersi

*He **wanted to know** if the Woods had sold their house.* Voleva sapere se gli Wood avevano venduto la casa.

*I **wonder** where she has bought those terrific shoes.* Mi chiedo dove abbia comprato quelle scarpe stupende.

***Do** you **know** what she told him?* Sai cosa gli ha detto?

123.2 Ordine delle parole nelle domande indirette

Per riportare una domanda la frase interrogativa diventa affermativa e non si usano gli ausiliari *do/does/did*.

*'**Does he love** her?'* "Lui la ama?"

*They asked if **he loved** her.* Chiesero se lui l'amava.

NON ~~*They asked if does **he love** her.*~~

Osserva la struttura della frase nella domanda indiretta.

DOMANDA DIRETTA		DOMANDA INDIRETTA	
yes/no question		***if/whether* + soggetto + verbo**	
'Have you ever been to Switzerland?'	"Sei mai stata in Svizzera?"	*He **asked** me **if/whether** I had ever been to Switzerland.*	Mi chiese se ero mai stata in Svizzera.
domande con *wh- question words*		***wh- question word* + soggetto + verbo**	
*'**What** are you doing?'*	"Cosa stai facendo?"	*The teacher **asked what** they were doing.*	L'insegnante chiese cosa stessero facendo.

123.3 Verbi introduttivi per riportare una risposta

Per riportare una risposta si possono usare i verbi *answer* e *reply*. *Answer* e *reply* possono trovarsi da soli oppure essere seguiti dal complemento di termine; *answer* richiede il complemento di termine diretto, mentre *reply* il complemento di termine preceduto da *to*.

*The spokesman **answered (the journalists)** that the opposition had won the elections.* Il portavoce rispose (ai giornalisti) che l'opposizione aveva vinto le elezioni.

*We **replied (to them)** that we had done our best.* (Gli) Rispondemmo che avevamo fatto del nostro meglio.

⚠ Per riportare una domanda o una risposta si seguono le stesse regole del passaggio dal discorso diretto al discorso indiretto (variazione di tempi verbali, pronomi personali, aggettivi e pronomi possessivi, ecc.). → 121

*'**Will** you **lend** me your car tomorrow?'* "Mi presterai la tua macchina domani?"

*He wanted to know whether she **would lend** him her car the day after.* Voleva sapere se il giorno seguente lei gli avrebbe prestato la sua macchina.

Esercizi

1 ●●● **Johnny sta raccontando ai suoi amici l'intervista che ha fatto a un famoso regista. Riordina le parole per formulare delle domande indirette.**

1 I asked him / had grown up / where / he
I asked him where he had grown up.
2 I asked him / the most / had influenced / who / him
3 I asked him / had become / he / a director / why
4 I asked him / was / which of his films / his favourite
5 I asked him / as a teenager / had had / he / if / a favourite book
6 I asked him / a new film / was planning / if / he
7 I asked him / retiring / he / if / was thinking of

2 ●●● **Scegli l'opzione corretta.**

1 I wondered...	A if he loved me.	B if did he love me.	C he loved.
2 She didn't even know...	A who was Pirandello.	B who Pirandello was.	C whether was Pirandello.
3 The teacher asked... history.	A if I did like	B what I liked	C whether I liked
4 I enquired...	A how much the car was.	B how much was the car.	C if the car was.
5 Do you know...	A what time are we eating?	B if are we eating?	C what time we are eating?
6 I was wondering...	A if can we start earlier.	B what time we start earlier.	C if we could start earlier.

3 ●●● **Trasforma le seguenti domande dirette di Jade in domande indirette usando i verbi introduttivi tra parentesi.**

1 'What time is it?' (wanted to know)
She wanted to know what time it was.
2 'Should I catch the bus or train to Brighton?' (wondering)
3 'Who are you?' (enquired)
4 'Are you coming home later?' (enquired)
5 'Where's my father?' (didn't know)
6 'What is the answer to question five?' (wanted to know)

4 ●●● **Un agente di polizia ha interrogato Harry perché ritiene che sia coinvolto nel tentato omicidio di Toby Spencer. Trasforma le domande dirette in domande indirette.**

1 'Did you see Toby yesterday?'
I asked him if/whether he had seen Toby the day before.
2 'Have you spoken to him today?'
3 'Were you angry with Toby?'
4 'Does your girlfriend get on with Toby?'
5 'Were you driving the car that hit Toby?'
6 'Are you going to visit Toby in hospital?'

5 ●●● **L'agente di polizia ha rivolto a Harry anche altre domande. Trasforma le domande e le risposte di Harry in discorso indiretto.**

1 'Where were you yesterday afternoon?'
I asked him where he had been the previous afternoon.
'I was at the shopping centre in town.'
He said he had been at the shopping centre in town in the afternoon.
2 'What were you doing?'
'I was buying my girlfriend a present.'
3 'How long have you been friends with Toby?'
'I've known him for six months.'
4 'Why didn't you get home at your usual time?'
'There was a lot of traffic and I got lost.'
5 'Who did you see at the shopping centre?'
'I didn't see anybody.'
6 'When are you going to tell me the truth?'
'I am telling the truth, Officer.'

124 Riportare ordini, richieste e consigli

Per riferire **ordini**, **richieste** e **consigli** in forma indiretta si usano rispettivamente i verbi *tell*, *ask* e *advise* seguiti dal **complemento di termine** e dal **verbo all'infinito** (*to* + forma base).

		DISCORSO DIRETTO		DISCORSO INDIRETTO	
tell	ordini	*'**Don't tease** the dog.'*	"Non tormentare il cane."	*Dad **told me not to tease** the dog.*	Papà mi ha detto di non tormentare il cane.
ask	richieste cortesi	*'**Could you open** your luggage?'*	"Le dispiace aprire il suo bagaglio."	*The customs officer **asked me to open** my luggage.*	Il funzionario doganale mi chiese di aprire il mio bagaglio.
advise	consigli	*'**Why don't you look** in that drawer?'*	"Perché non guardi in quel cassetto?"	*He **advised me to look** in that drawer.*	Mi suggerì di guardare in quel cassetto.

Altri verbi con la stessa struttura per esprimere ordini, richieste e consigli in forma indiretta sono:

command	comandare
forbid	proibire
instruct	dare istruzioni, istruire
order	ordinare
beg	supplicare
implore	implorare
invite	invitare
request	richiedere
recommend	raccomandare
warn	avvertire, mettere in guardia



*'**I begged** him to get an e-book reader.'*

*'**Stop** talking, Philip.'* *Mrs Peel **ordered Philip to stop** talking.*	"Smetti di chiacchierare, Philip." La sig.ra Peel ordinò a Philip di smettere di chiacchierare.
*'**Can** you please **look up** the words you don't know in the dictionary?'* *The teacher **invited us to look up** the words we didn't know in the dictionary.*	"Per favore, potete cercare le parole che non conoscete nel dizionario?" L'insegnante ci invitò a cercare le parole che non conoscevamo nel dizionario.
*'You **should avoid copying** from the Internet.'* *The teacher **recommended not copying** from the Internet.*	"Dovreste evitare di copiare da internet." L'insegnante ci ha raccomandato di non copiare da internet.

REMEMBER

- *Recommend* può essere seguito sia dalla costruzione *that* + (*should*) + frase sia dalla forma in *-ing*. 104.1, 107
- *Advise* può essere seguito sia dalla costruzione complemento oggetto + infinito 104.1 sia dalla forma in *-ing*. 108.1
- Per dare consigli si usa anche il verbo *suggest* seguito dalla forma in *-ing* o dalla costruzione *that* + (*should*) + frase. 107

Esercizi

1 ●●● **Osserva le immagini e riporta gli ordini alla forma indiretta.**



1 The clerk told *me to come back the next day*.
2 He told _____.
3 The girl told _____.
4 She told _____.
5 He told _____.
6 He told _____.

2 ●●● **Dylan è molto pigro e chiede sempre agli altri di fare le cose per lui. Riporta le seguenti richieste in forma indiretta usando la struttura *ask* + complemento oggetto + infinito.**

1 'Make me a cup of tea, will you Mum?' *He asked his mum to make him a cup of tea.*
2 'Mum, would you get me some biscuits from the kitchen?'
3 'I'm late Dad. Will you give me a lift to school?'
4 'Jack, can I copy your physics homework?'
5 'I'm sorry Miss, I'm not feeling well. Can you test somebody else?' (teacher)
6 'Do you mind doing the washing-up for me this evening Jackie? My hand hurts.' (sister)

3 ●●● **Abbina le frasi in forma diretta alle corrispondenti frasi in forma indiretta. Poi completale con i verbi nel riquadro.**

recommended • requested • implored • forbade • begged • warned

1 Don't take this to trial. Agree to give your ex-wife some money.
2 Please, please Mum, let me have a scooter.
3 Don't have too much to drink. It could be dangerous!
4 You cannot marry John!
5 Let's demonstrate peacefully today.
6 I'd like everyone to come.

a ☐ I _____ him not to consume a lot of alcohol.
b ☐ The trade unionist _____ the crowd to stay calm.
c ☒ His lawyers *recommended* making a quick settlement.
d ☐ Granny _____ everyone to be there for her eightieth birthday party.
e ☐ She _____ her parents to buy her a moped.
f ☐ Her father _____ her to marry her boyfriend.

4 ●●● **Trasforma le seguenti frasi nella forma indiretta usando i verbi introduttivi nel riquadro.**

advise • instruct • request • invite • command • order

1 'Why don't you have an early night?' She *advised me to have an early night*.
2 'Listen boys, put the sofa over there under the window.' She _____.
3 'Come skiing with us this winter.' They _____.
4 'Do not smoke on the premises.' You are _____.
5 'You must accompany me to the police station for questioning.' The police officer _____.
6 'All troops must leave the area immediately.' The general _____.

125 Altri verbi introduttivi del discorso diretto

Nel linguaggio informale si usano soprattutto i verbi *say* e *tell* per introdurre il discorso diretto e indiretto; nel linguaggio formale si usano verbi introduttivi dal significato più specifico.

solo verbo	*(dis)agree* *apologise* *refuse*	(non) essere d'accordo scusarsi rifiutarsi	*He **refused**. (He said that he didn't want to.)*	Si rifiutò. (Disse che non voleva.)
verbo + infinito	*demand* *offer* *propose* *refuse* *threaten*	esigere offrire proporre rifiutarsi minacciare	*They **threatened to go** on strike.*	Minacciarono di fare sciopero.
verbo + (oggetto) + infinito	*ask* *expect* *want*	chiedere aspettarsi volere	*She **asked (me) to turn** the light off.*	(Mi) Chiese di spegnere la luce.
verbo + oggetto + infinito	*allow* *encourage* *persuade* *urge*	permettere incoraggiare convincere sollecitare	*The minister of labour **urged the EU to take action** against unemployment.*	Il ministro del lavoro ha sollecitato l'UE a prendere provvedimenti contro la disoccupazione.
verbo + oggetto + (infinito) + complemento	*believe* *declare* *feel* *think*	credere dichiarare sentire pensare	*I **believe Ray to be the best surfer** I have ever met.*	Credo che Ray sia il miglior surfista che abbia mai conosciuto.
verbo + *-ing*	*admit* *apologise for* *deny* *propose* *recommend* *report* *suggest*	ammettere scusarsi negare proporre raccomandare riferire suggerire	*Sam **denied eating** the chocolate cake.*	Sam negò di aver mangiato la torta al cioccolato.
verbo + oggetto + preposizione + *-ing*	*accuse someone of* *congratulate someone on* *thank someone for*	accusare qualcuno di congratularsi con qualcuno per ringraziare qualcuno di/per	*I want to **thank my family for supporting** me during the election campaign.*	Voglio ringraziare la mia famiglia per avermi sostenuto durante la campagna elettorale.
verbo + *that*	*add* *confirm* *declare* *state* *think*	aggiungere confermare dichiarare affermare pensare	*The witness **stated that** the thief was wearing a black mask.*	Il testimone affermò che il ladro indossava una maschera nera.
verbo (+ compl. termine con *to*) + *that*	*announce* *complain* *explain*	annunciare lamentarsi spiegare	*The prime minister **announced (to the country) that** the war was over.*	Il primo ministro annunciò (al paese) che la guerra era finita.
verbo + complemento termine senza *to* + *that*	*advise* *inform* *remind* *warn*	consigliare informare ricordare avvertire	*The ticket inspector **informed the passengers that** the bus was late.*	Il controllore informò i passeggeri che l'autobus era in ritardo.

Esercizi

1 ●●● **Completa le frasi con la forma corretta dei verbi nel riquadro.**

propose • think • admit • deny • threaten • encourage • suggest • apologise

1 'I didn't do it.'
She *denied* doing it.
2 'Why don't we stay in and watch a DVD?'
He _____ staying in and watch a DVD.
3 'I'll hit you if you do that again!'
She _____ to hit him if he did it again.
4 'Perhaps he's 23.'
Isla _____ James is 23 years old.
5 'I'm so sorry I'm late.'
Tony _____ for being late.
6 'Come on Sue, apply for the job. I'm sure you'll get it!'
Sheila _____ Sue to apply for the job.
7 'Yes, it was me I stole Sienna's tablet.'
Jack _____ stealing Sienna's tablet.
8 'Let's change the name of the company.'
He _____ changing the name of the company.

2 ●●● **Completa le frasi con il discorso indiretto.**

1 'I really think you should see a doctor, Kate.'
Ellie persuaded *Kate to see a doctor*.
2 'People say the vases are worth $200 each.'
The auctioneer believed the vases _____.
3 'I'm afraid Mike has already left, Lisa.'
She informed _____.
4 'Please, come to the party Lucy. It'll be fun!'
She tried to persuade _____.
5 'I want to speak to the manager now.'
James demanded _____.
6 'I know absolutely nothing about the incident.'
He stated categorically _____.

3 ●●● **Leggi le affermazioni che David Beckham ha fatto quando si è ritirato dal calcio e completa le frasi con il discorso indiretto.**

1 'I'm retiring from football.'
David Beckham announced *that he was retiring from football*.
2 'Yes, it's true, we are moving back to Britain.'
He confirmed _____.
3 'I have always wanted to retire at the top of my game.'
He declared _____.
4 'It was a difficult decision to make.'
He admitted _____.
5 'I think I'm ready to go.'
He added _____.
6 'I want people to see me as a hard-working footballer.'
He wanted _____.
7 'I want to thank the fans who have supported me throughout my career.'
He thanked _____.

4 ERROR CORRECTION ●●● **Joe sta raccontando ai suoi amici di quando suo padre ha comprato una TV a schermo piatto. Decidi se le frasi seguenti sono corrette (✓) o sbagliate (✗), poi correggi quelle sbagliate.**

1 One day my dad proposed ~~to get~~ a new flat screen TV. ✗ *getting*
2 He thought the old TV to be too small for the living room.
3 We all thought that to be because of the start of the World Cup the following month.
4 Mum demanded to go to the shop with him because she didn't want him to buy a huge TV.
5 He wasn't allowed buying the biggest TV in the shop.
6 The shop assistant recommended getting the 32" screen.
7 Mum persuaded Dad agreeing with the shop assistant, who believed 32" was big enough!
8 At the cash desk the shop assistant congratulated Mum for that she convinced her husband.

Esercizi di riepilogo

1 **Trasforma le frasi seguenti in domande dirette.**

1 Dan asked me how much my phone cost.
Dan asked me, 'How much did your phone cost?'
2 He asked me how long I had had it.
3 He wanted to know if I would show him the special features.
4 He asked what kind of contract I had.
5 He wanted to know if it was easy to use.
6 He asked how many apps I had downloaded.
7 He wanted to know whether the shop was going to have a sale.
8 He asked if I could help him choose a new phone the following day.

2 **Trasforma le domande in discorso indiretto. Poi abbinale alle risposte corrette e trasforma anche queste in discorso indiretto.**

1 The teacher asked the students, 'Have you all revised for the test today?'
The teacher wanted to know *if the students had revised for the test that day*.
2 The boy asked his mother, 'Where did you put my football kit?'
The boy asked his mother _____.
3 'Mike, why don't you see a doctor if you don't feel better?' Molly said.
Molly advised _____.
4 The tourist asked the guide, 'What time does the museum open?'
The tourist wanted to know _____.
5 I asked Angela, 'Can you help me with my Spanish homework?'
I asked Angela _____.
6 Toby said to his parents, 'Don't touch my things.'
Toby told his parents _____.
7 'Are you going to come skiing with me tomorrow?' asked Marcus.
Marcus wanted to know _____.
8 Mr Briers asked, 'How long will it take you to finish the job?'
Mr Briers asked me _____.

a ☒ 'No, we haven't. Can we have it tomorrow?'
b ☐ 'We haven't touched anything of yours.'
c ☐ 'I'm not very good at it but I'll help you.'
d ☐ 'I think I'll need about four hours.'
e ☐ 'It's where you left it, by the front door.'
f ☐ 'It's nothing serious. I'll be OK tomorrow.'
g ☐ 'I don't fancy going, thank you.'
h ☐ 'Sorry, it's closed for restoration work.'

The students replied that they hadn't revised and asked if they could have the test the following day.

3 **Completa le frasi con la forma corretta dei verbi nel riquadro.**

stop • break • call • contribute • go • lend • pass • see

1 Even though it was obvious who had done it, Gail denied *breaking* the window.
2 He refused _____ to bed when his parents said.
3 She congratulated him on _____ his music exam with top marks.
4 I wanted her _____ a taxi as it was too late to walk home.
5 The customer demanded _____ the manager because of the terrible service.
6 At the awards ceremony, the director thanked everyone for _____ to the film.
7 The referee threatened _____ the match because the players were too violent.
8 I persuaded my dad _____ me the money for the music festival tickets.

4 **Formula delle frasi basandoti sulle informazioni date.**

1 yesterday / the president / announce / nation / he / receive / terrorist threat
Yesterday, the president announced to the nation that he had received a terrorist threat.
2 he / confirm / the army / be / on red alert
3 he / inform / everyone / government ministers / already / meet
4 he / declare / he / be / confident of / positive outcome
5 he / state / he / already / spoke / with heads of state / around the world
6 he / add / there / be / no immediate danger / citizens

5 PRELIMINARY **Scegli l'opzione corretta.**

In a recent interview actress Rosamund Pike spoke about *A United Kingdom*, a film based on the true story of an interracial marriage in the 1940s and 50s between a white office worker from London and Seretse Khama, the Prince of Botswana. One of the first things the journalist wanted (1) *to know* was what (2) _____ her want to audition for the role of the wife, Ruth Williams. Pike (3) _____ that it was after she had seen some old photos of the real life couple. She (4) _____, 'I'm sure my Academy Award Nomination for the film *Gone Girl* helped me get the part.' It was only during the actual filming, she said, that she really began to understand what the couple had gone through. 'They faced terrible racist, social and political attacks,' (5) _____. The journalist also asked (6) _____ she had enjoyed working with David Oyelowo, who played the part of her husband. When asked (7) _____ she hoped would see the film, Rosamund replied that she wanted to encourage everyone (8) _____ it because it is an inspiring story, especially in times of racial tension. At the end, the journalist asked Rosamund about how many roles (9) _____ for women in Hollywood. She replied that the good ones were few and far between. Other actors, in fact, have also accused the film industry (10) _____ not developing enough strong, convincing roles for women.

1	A know	B knowing	C to know
2	A made	B has made	C did make
3	A told	B replied	C answered to
4	A denied	B admitted	C warned
5	A said she	B said her	C she said
6	A whether	B did	C her
7	A who	B if	C when
8	A seeing	B see	C to see
9	A are there	B there were	C do exist
10	A to	B of	C for



6 **Ora trasforma le domande del giornalista sottolineate nell'articolo al discorso diretto.**

1 What made you want to audition for the role of the wife, Ruth Williams?

7 ERROR CORRECTION **Trova altri 10 errori nel testo e correggili.**

Listen to what happened with Paul yesterday. Firstly, he accused John ~~to~~ of not give him my message. Then he denied get my text. I answered to him that I didn't believe him and in the end he apologised that not reply to me. He asked do I could forgive him and I answered that it wasn't a big deal.
I then asked he if he did have enough time to help me. He suggested we going for a coffee first, but I persuaded him start work straightaway.

Towards PRELIMINARY

READING

1 PART 3 **Read the text about studying psychology at university and decide if each sentence is true (T) or false (F).**

		T	F
1	Psychology is only suitable for students who have exclusively studied science.	☐	☐
2	The length of your course can vary.	☐	☐
3	Work placements are available on all psychology degree courses.	☐	☐
4	One student experienced some disadvantages in having few male students on the course.	☐	☐
5	You are introduced to in-depth elements of psychology in the first year.	☐	☐
6	Being able to anyalse data is an important skill for this degree course.	☐	☐
7	In the final year, all the courses are compulsory.	☐	☐
8	The final year research can reproduce other studies carried out previously.	☐	☐
9	Universities pay less attention to psychology students than to those studying other subjects.	☐	☐
10	It is possible to work in many different fields with a psychology degree.	☐	☐

Studying Psychology

A psychology degree is an attractive choice for students who enjoy both arts and science. Often universities do not have a specific list of subject requirements in order to get accepted on a course, but the applications office at the University of London recommends having good science and maths at GCSE level and then a mix of humanities and sciences. Most psychology courses lead to a Bachelor of Science (BSc) qualification and last three years. However, it is possible at some universities to do a four-year course which includes a work placement. The majority of undergraduates are female. Frank, who studied at Sheffield University, said that 90% of his course was female which sometimes led to a loss of balance in discussions and team work.

As to the course content, the first year deals with core elements such as childhood, development and mental health, while the two subsequent years look in more detail at areas like neuroscience, cognitive processes, and the psychology of certain groups such as the elderly or criminals. Gillian, a second-year student, warns that you have to do a lot of statistics and data analysis too. 'It's not all just seeing how a mind works. You have to learn to carry out research and analyse the data.' In the final year, you have the chance to concentrate more on your specific area of interest which, as Melanie points out, is great if you want to drop a course you hate. You are also required to carry out some original research, either through observation or a scientific study of the brain.

As for the student life of a psychology undergraduate, once everyone has stopped asking you to read their mind, says Frank from Sheffield University, it is pretty similar to that of any other student. 'Students have a kind of hierarchy,' he joked, 'where your psychology degree is not considered as important as maths or physics, but at least you are above those who are 'just' studying sociology!' While other students may look down their noses at your choice of degree, employers appreciate the combination of critical thinking, statistics and writing that a psychology degree requires, which means you will have a wide choice of employment opportunities after graduation.

2 PART 4 **Read the text and choose the correct option.**

Didlington Performing Arts Event



The Performing Arts Event has just ended in the town of Didlington. It took place over two weekends and attracted many adults and children from the town and surrounding areas. The festival organiser, Mrs Yardley, said she was surprised by the interest the event had generated but that she was pleased that it had gone so well.

The theme of the event was the circus. The workshops on skills like juggling, stilt walking and spinning plates were reserved for children. Other events, such as the screening of some shows by incredible oriental acrobats and performances by young artists from across the country, as well as well-known circus performers, were open to everyone. One of the participants of the juggling workshop, 9-year-old Sophie, said, 'I found the lessons so much fun. It was really tough and I kept dropping the balls all the time, but the instructors were all brilliant. More people should try it.'

On the last day, the winners of the '2 Minute Acts' competition were announced. The judges congratulated all the entrants on their efforts, saying that the quality of the perfomances was exceptional, especially considering the limited time available to practise the routines. When asked whether there would be another festival next year, Mrs Yardley replied that she had already started planning it. She thanked the sponsors, Didlington Council and Draper's Theatre and Drama Club, for all their support and hoped they would be willing to sponsor next year's event too.

1 What is the writer doing in the text?
- A Describing the circus shows at a local event.
- B Explaining how to become a circus performer.
- C Encouraging young people to go to the circus.
- D Reviewing a local arts event.

2 What did Mrs Yardley say about the event?
- A It did not go as well as she had imagined.
- B She was pleased that people from other towns took part in the festival.
- C She had not expected so much interest in the event.
- D It generated a lot of work for her as it lasted for two weeks.

3 What does Sophie say about juggling?
- A It is amusing but challenging to try to juggle.
- B The instructors didn't like her dropping the balls.
- C It is so difficult that it is not enjoyable.
- D More people used to do juggling in the past.

4 What did the judges say about the competition?
- A They said they were surprised by the number of entries.
- B They apologised for not having enough time to see all the performances.
- C They praised the quality of the competitors' acts.
- D They criticised the amount of time the entrants were given to prepare.

5 Which of the following statements was used to advertise the performing arts event?
- A A two-week arts event, full of workshops, shows and competitions for everyone.
- B Lots of different events for children and adults to see and learn all about the world of the circus.
- C An event just for children with lots of activities and the chance to meet some famous artists.
- D A unique opportunity for those interested in a career in performing arts or the circus.

Towards PRELIMINARY

WRITING

3 PART 1 **Here are some sentences about a café. For each question complete the second sentence so that it means the same as the first. Use a maximum of three words.**

0 The café serves lunch every day from 11.30 a.m. to 2.30 p.m.
Lunch *is served* from 11.30 a.m. to 2.30 p.m. every day.

1 The customer asked, 'Is there a free table?'
The customer _____ know if there was a free table.

2 The waiter recommended trying the tomato soup.
The waiter said, '_____ try the tomato soup.'

3 The customer asked if the bread had been made that morning.
The customer asked, '_____ the bread made this morning?'

4 The waiter said, 'I'll bring your order straightaway.'
The waiter told them _____ their order straightaway.

5 Later, the waiter said, 'I'm sorry about the long wait.'
Later, the waiter _____ for the long wait.

4 PART 3 **Write a story of about 100 words. The first sentence of your story is:**

I was really disappointed when they told me I hadn't got a place on the course.

WRITING TIPS

Remember to include some examples of direct and indirect speech, with a variety of reporting verbs.

LISTENING

5 T 26 PART 2 **Listen to an interview with Kyle, a young motocross rider, and choose the correct option.**

1 Kyle became interested in motocross after he had
A learnt to ride a motorbike.
B had some practice sessions at a motocross club.
C tried a lot of other sports.

2 Kyle says that it is necessary to get a licence
A before taking part in a competition.
B before starting the training programme.
C if you want to become a professional rider.

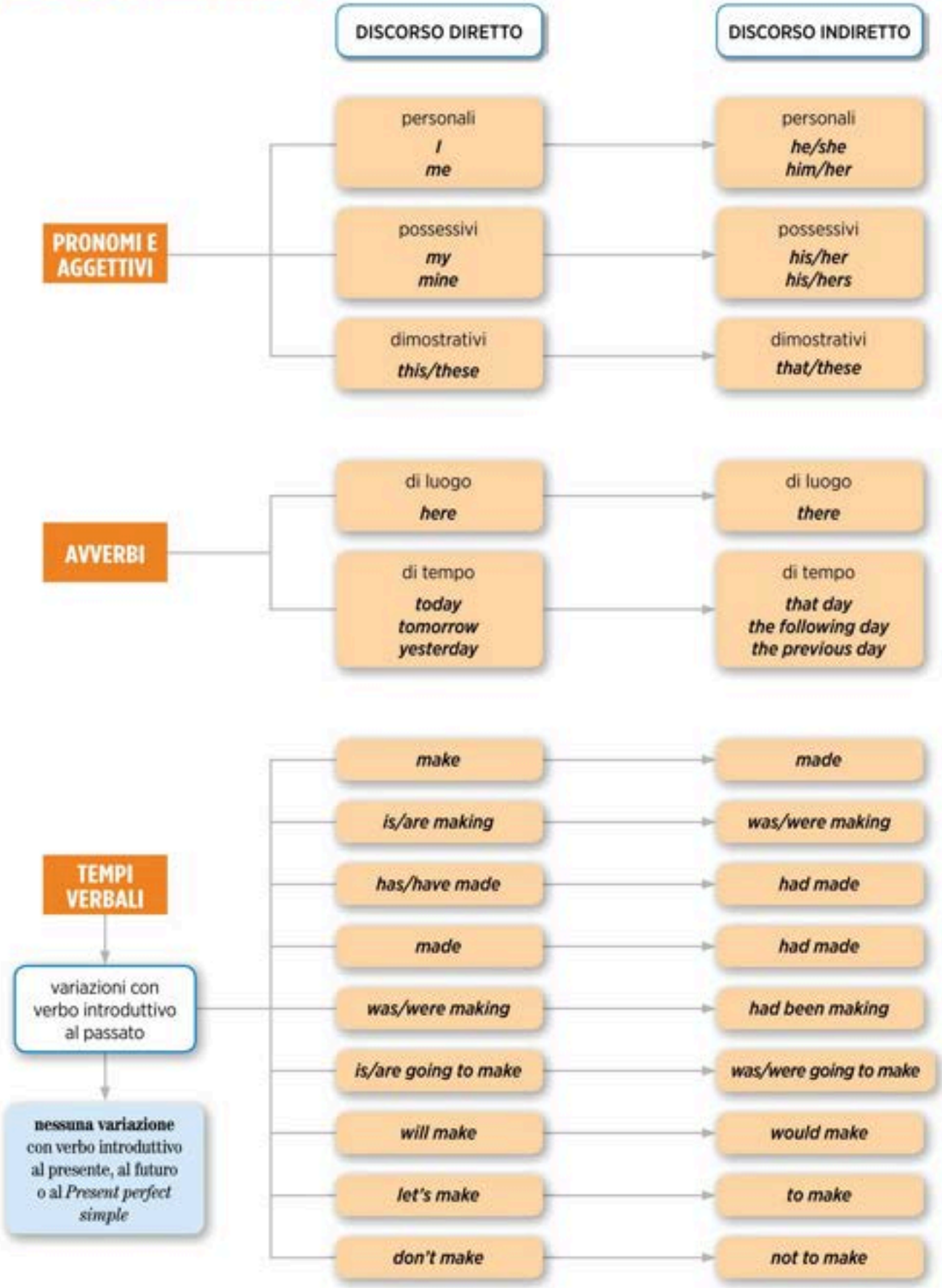
3 Kyle's parents
A have never agreed to let him compete in motocross races.
B agreed immediately that he could take part in competitions.
C spoke to his coach before agreeing he could race.

4 The thing Kyle appreciates the most about his parents is that
A they pay for everything he needs for racing.
B they take him around the country for national competitions.
C they support and encourage him in his choice of sport.

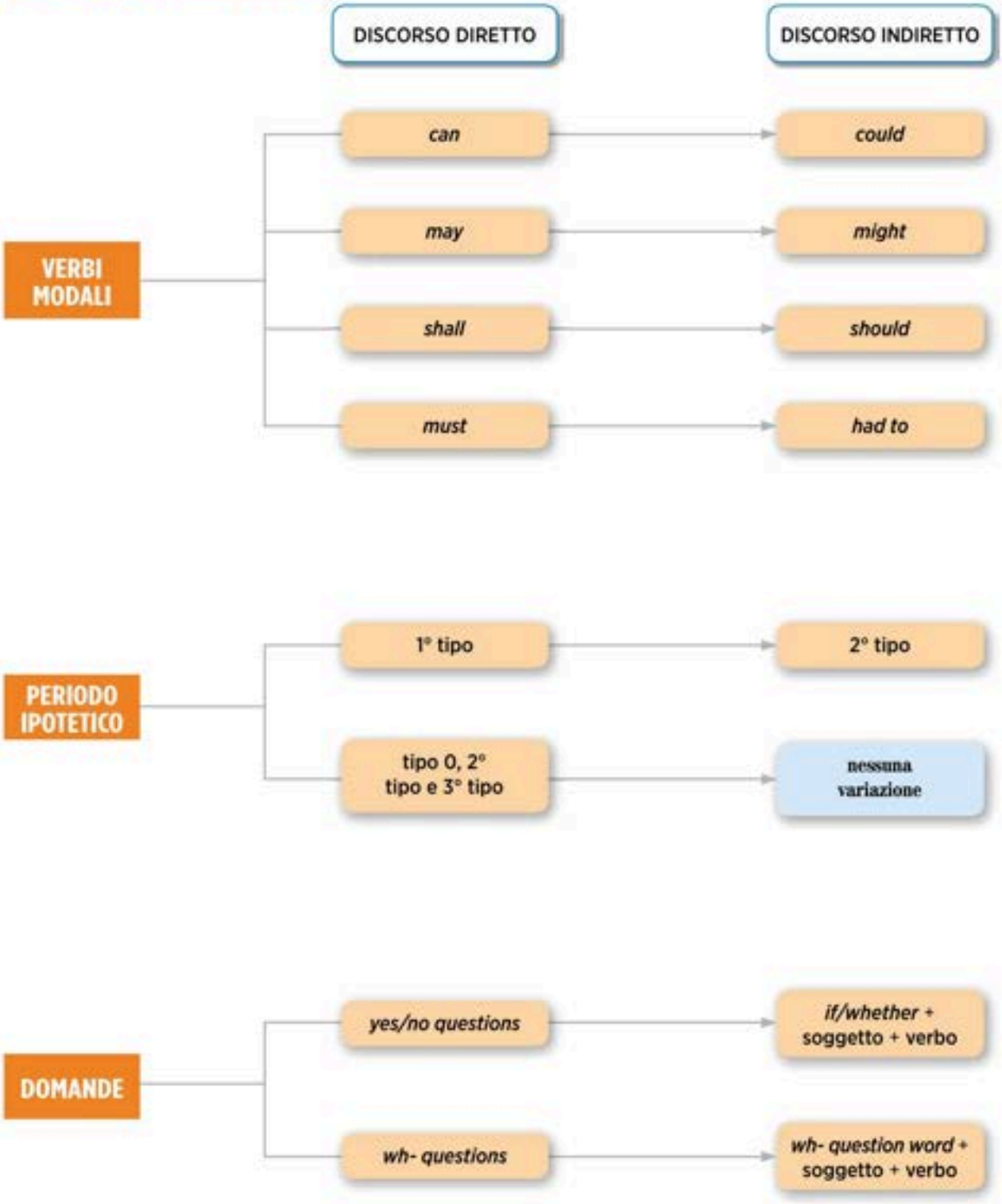
5 What advice did Kyle's first coach give him?
A Don't enter a race which is beyond your ability.
B Take part in easy competitions so you are sure to win.
C Always push yourself to the limit in a race.

6 People often ask Kyle if
A he will become Junior Champion.
B he will change sports in the future.
C he can do freestyle backflips.

Mappa concettuale



Mappa concettuale



Esercizi

1 **IL DISCORSO INDIRETTO – VARIAZIONE DI PRONOMI, AGGETTIVI E AVVERBI** **Completa le frasi con le parole nel riquadro.**

there • the month before • that • she • us
our • the following week • him

1 'Linda is here with me,' Jim said to me.
Jim said to me that Linda was *there* with him.
2 'Please bring your textbooks to the next lesson,' the teacher said to me and my classmates.
The teacher told _____ to bring _____ textbooks to the next lesson.
3 'We are flying to Majorca next week,' the Jacksons said.
The Jacksons said they were flying to Majorca _____.
4 'I wanted to phone you,' Sally said to Jack.
Sally said that _____ had wanted to phone _____.
5 'This picture is priceless,' the tour guide said.
The tour guide said that _____ picture was priceless.
6 'I finished school a month ago,' Liam told his grandparents.
He told them he had finished school _____.

IL DISCORSO INDIRETTO – VARIAZIONE DEI TEMPI VERBALI **Sottolinea l'alternativa corretta.**

1 'The parcel will arrive the day after tomorrow,' he said.
He said the parcel ***will/would*** arrive in two days' time.
2 'I wasn't driving very fast when I hit the pedestrian, Officer,' Theo said.
Theo told the policeman that he ***hasn't/hadn't*** been driving very fast.
3 'I'm resigning from my position as Minister of Education,' said the politician.
The politician said he ***was/is*** resigning from his position as Minister of Education.
4 'I won't be home early tonight,' Poppy said.
Poppy said she ***wouldn't be/wasn't*** home early that night.
5 Tom told me he had sent me a message on Facebook.
'I ***sent/send*** you a message on Facebook,' Tom said to me.
6 Sophia said that was the first time she had been to a football match.
'This ***is/has been*** the first time I ***have been/go*** to a football match,' said Sophia.

3 **IL DISCORSO INDIRETTO – RIPORTARE DOMANDE** **Sottolinea l'alternativa corretta.**

1 Julie wanted to know what time ***it was/was it***.
2 They asked whether ***I had/had I*** spoken to him about the surprise party.
3 She enquired if ***do they have/they have*** a permit.
4 He asked how long ***we had been/had we been*** friends.
5 He wanted to know when ***she was/was she*** going to tell him the truth.
6 Mum wanted to know where ***my brother was/was my brother***.
7 The teacher asked what ***were we doing/we were doing***.
8 I wanted to know what ***could I/I could*** do.

Grammar in context

Recycling

1 WARM UP **Answer the questions.**

1 What recycling facilities are there where you live?
2 What products and materials can and can't be recycled?
3 Do you always remember to recycle these things?

Eco-unfriendly coffee cups



As can be seen from the growing number of coffee shops lining the High Streets and the amount of people walking along them holding a cup of coffee, Britons love coffee. Unfortunately the environment doesn't. Or rather, it doesn't love the thousands of disposable coffee cups that are thrown away every day.

As part of his campaign on waste of all kinds in the food industry, Hugh Fearnley-Whittingstall, chef and environmental campaigner, decided to go out onto the streets of London with the slogan 'Wake up and smell the waste' to bring awareness to the matter. He informed the general public that around 3 billion cups had been thrown away the previous year, and that only about one in 1,000 were recycled every year.

Many customers are convinced that their coffee cup is green and they are used to throwing them into the correct rubbish bin for recycling. The truth is that this probably won't happen. The first reason for this is that many local councils don't actually collect and recycle disposable cups. 'Even if a council does,' said a representative of Keep Britain Tidy, 'throwing your cup in a bin in the street is probably the worst thing you can do.' The chances of cross contamination with other kinds of rubbish is so high that the whole lot is likely to go to landfill because it is too expensive to sort and separate the rubbish. Secondly, there are only two plants in the UK where these cups can be recycled due to how they are made. In order to be waterproof, the card the cups are made from is coated with polyethylene but this makes two layers which are then difficult to separate during the recycling process.



One solution, which many people have already adopted, is to use a personal, reusable coffee cup. Some coffee chains offer an incentive to customers who do this, but Fearnley-Whittingstall has urged more chains to introduce these schemes in order to make a real difference. He has also suggested investing in the development of a cup which is totally and easily recyclable.

2 **COMPREHENSION CHECK** **Read the article and answer the questions.**

1 Why did Hugh Fearnley-Whittingstall take to the streets of London?
2 What is the first reason given for why disposable coffee cups are not recycled?
3 And what is the second reason given?
4 What ideas has Hugh Fearnley-Whittingstall had to improve the situation?

3 **FOCUS** **Look at the article again and underline an example of the following:**

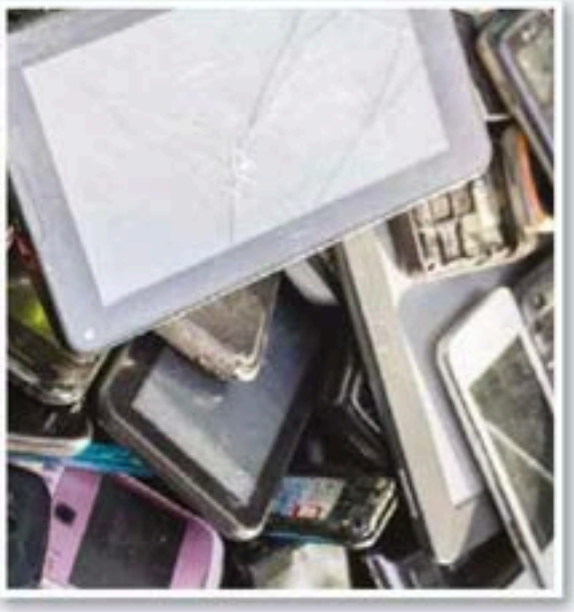
- a passive construction in the *present simple* and *past simple*
- indirect speech
- *be used to*
- infinitive of purpose
- verb + *-ing* form
- verb + infinitive

WATCH OUT!

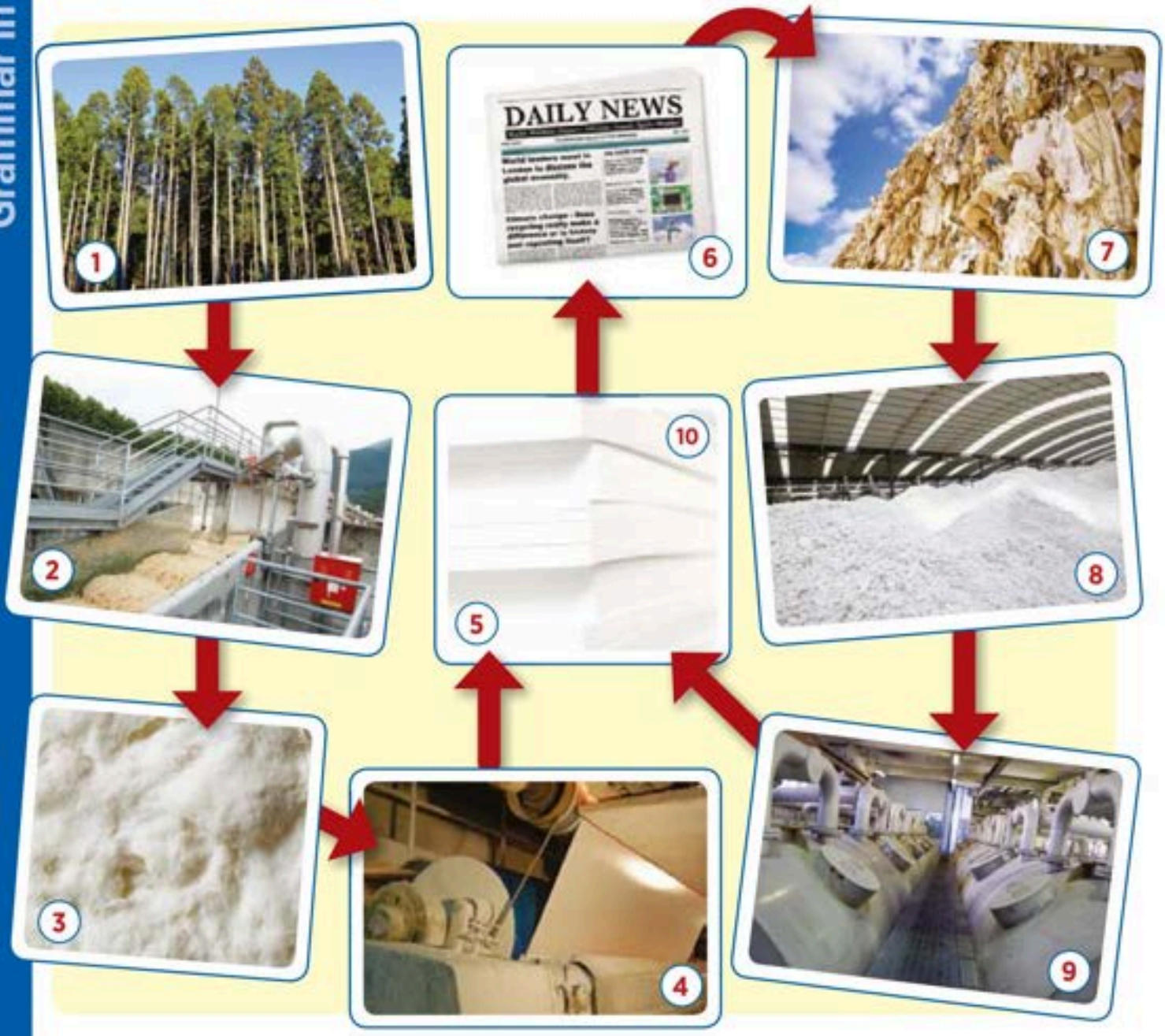
- There are many things ~~for~~ consider before ~~to make~~ a decision. *to consider, before making*
- We ~~arranged~~ meet outside the coffee shop. *arranged to*
- My parents ~~me encouraged~~ to study environmental sciences. *encouraged me*
- Alan suggested ~~we to visit~~ the history museum. *visiting/that we visit*
- I am sorry ~~for be~~ late. *for being*
- I ~~use to get~~ a coffee before work every morning. *am used to getting*
- Don't ask ~~it~~ me if you have a problem! *ask me*
- Which bar ~~does serve~~ the best coffee in town? *serves*
- The illegal dumping ~~was been done~~ at night. *was done*
- Sara ~~say me~~ she didn't want to go out. *said/told me*
- They asked us what we ~~did want~~ to eat. *we wanted*

4 **ERROR CORRECTION** **Correct the 10 mistakes in this text.**

Today many of us are used to changing our phones, laptops and other devices regularly but what does happen to all our old stuff? E-waste is a serious environmental matter in today's consumer society. Many of our electronic devices can to be repaired and resale on the second hand market. If this isn't possible then they should be taken to a recycling centre. Recycle circuit boards, however, isn't easy. An expert told that the mechanical method of shredding and separation had a low recycling efficiency. This means is more expensive and less environmentally friendly than putting them directly into landfill. A lot of e-waste are sent to developing countries, creating more problems and pollution for those countries. Perhaps it's worth think about this before to go out for to buy the latest model.



Grammar in context



1 The wood arrives from sustainably managed forests.
2 This machine removes the bark and cuts the wood into very small pieces.
3 The mechanical and chemical pulping machines turn the pieces into pulp.
4 The paper making machine adds water to the pulp in order to make the paper and then it dries it.
5 The paper, cut into small rolls or sheets, is ready for dispatch.
6 The production of newspapers, magazines and other paper products.
7 Lorries collect the paper from a recycling point.
8 The pulp machine separates the paper into fibres.
9 This machine removes the ink and glue from the pulp.
10 The recycled paper is ready for a new life cycle.

5 **Look at the flowchart which shows the production and recycling of paper and complete the sentences below.**

1 The wood _____ to the production plant from sustainably managed forests.
2 The bark _____ and the wood _____ into small pieces .
3 Here, the pieces of wood _____ into pulp.
4 Water _____ and then the paper _____ and _____.
5 The paper _____ into rolls or sheets and then _____.
6 Newspapers, magazines and other products _____ .
7 The paper _____ from recycling points.
8 The paper _____ into fibres by the pulp machine.
9 The ink and the glue _____ from the pulp.
10 The recycled paper _____ again and again.

6 SPEAKING **With a partner, practise asking and answering questions about the different stages of the paper-making process.**

A *What happens after the ink and glue are removed from the recycled paper pulp?*
B *The pulp is taken to the paper making machine.*

7 WRITING **Think of a product and how it is made, or a material and how it is recycled, and write down the different steps of the process.**

Life skills - Examining your environmental impact

SPEAKING **How can you reduce your carbon footprint? In small groups, decide what you could realistically do to reduce your carbon footprint, considering these factors:**

- where you live (area and type of house/flat)
- your lifestyle (work, study, transport, shopping, free time, vacations, etc.)
- services offered by your council or available in your town/city

USEFUL VOCABULARY

reduce, reuse, recycle
update/change/increase
packaging
rubbish
food miles
biodegradable
green
eco-friendly
car sharing

LIFE SKILLS

Thinking
- Problem solving
- Decision making

Working
- Communication

Social
- Social responsibility
- Citizenship

126 Abilità, possibilità e mancanza di necessità al passato

VIDEO

126.1 Abilità

could **+ forma base**	abilità generica e abituale nel passato	*When Viola lived in Germany she **could speak** German fluently.*	Quando Viola abitava in Germania sapeva parlare il tedesco in modo fluente.
was/were able to **+ forma base**	abilità in un momento specifico del passato	*I went to bed late but **was able to wake up** early.*	Sono andato a letto tardi ma sono riuscito ad alzarmi presto.

! Per indicare mancanza di abilità si può usare *couldn't* anche con riferimento a un'occasione specifica.

*Yesterday Mum **couldn't/wasn't able to help** me with my maths homework.* — Ieri la mamma non ha saputo aiutarmi con i compiti di matematica.

REMEMBER

Con i verbi di percezione involontaria (*hear, see, smell, taste* e *feel*) e con alcuni verbi che indicano attività mentale (*imagine, understand* e *remember*) si preferisce usare *could/couldn't* invece di *was/wasn't, were/weren't able to.* 89

*I was surprised he **could remember** my name.* — Ero sorpreso che riuscisse a ricordarsi/si ricordasse il mio nome.

managed to **+ forma base** ***succeeded in*** **+ *-ing***	abilità in situazioni difficili del passato	*He **managed to find/ succeeded in finding** a ticket for the concert.*	È riuscito a trovare un biglietto per il concerto.
could have **+ participio passato**	abilità ipotetica passata	*I **could have answered** all the questions.*	Avrei saputo rispondere a tutte le domande.

! **Alla forma negativa** *could have* + participio passato esprime incapacità di fare qualcosa nonostante sforzi o tentativi.

*She **couldn't have solved** the problem, so she left the exam room after 10 minutes.* — Non avrebbe saputo risolvere il problema, quindi abbandonò l'aula d'esame dopo 10 minuti.

126.2 Possibilità

could **+ forma base**	possibilità generica nel passato 90	*We **could swim** in the river when we were kids.*	Potevamo nuotare nel fiume da ragazzi.
may have **+ participio passato**	possibilità bassa che un evento passato si sia verificato	*Sue and John **may have changed** their plans.*	Sue e John potrebbero aver cambiato programma. (ma è poco probabile perché di solito non lo fanno)
could have/ might have **+ participio passato**	possibilità remota che un evento passato si sia verificato	*He **might have moved** to Paris to follow his girlfriend.*	Potrebbe essersi trasferito a Parigi per seguire la sua ragazza. (ma non credo perché ha un buon lavoro qui)

126.3 Mancanza di necessità

needn't have **+ participio passato**	azione che si è verificata nel passato e che non era necessaria	*You **needn't have paid** for me.*	Non era necessario che tu pagassi per me. (ma lo hai fatto)
didn't need **+ infinito**	azione non necessaria che non si è verificata oppure che non si sa se si sia verificata	*You **didn't need to hand in** your essay today.*	Non era necessario che tu consegnassi il saggio oggi. (non si sa se il saggio sia stato consegnato o meno)

Esercizi

1 ■■■ **Abbina le due parti delle frasi.**

1 Lisa wasn't able to speak to Jerry.
2 I'm sorry I wasn't able to print your boarding pass.
3 I needn't have bought milk.
4 I didn't need to get anything from the shops.
5 I could have stolen the necklace.

a ☐ But I didn't.
b ☐ There is plenty.
c ☐ So I didn't go shopping.
d [/] He wasn't answering his phone.
e ☐ My printer wasn't working.

2 ■■■ **Nora ha sempre voluto diventare una cantante di successo e lo scorso anno ha fatto le audizioni per *X Factor*. Completa le frasi con le parole nel riquadro.**

managed • succeeded (x 2) • manage • able

1 After she had queued for hours she *succeeded* in getting an audition in front of the producers.
2 She had three more auditions and her voice was so good that she was _____ to pass them easily.
3 Finally she _____ to sing in front of the judges and audience and they loved her.
4 She did well in the Judges House and eventually _____ in qualifying for the live finals.
5 Unfortunately, she didn't _____ to win the competition.

3 ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima. Usa *needn't have* o *didn't need*.**

1 I took my umbrella with me, but it didn't rain.
I *needn't have taken* my umbrella with me.
2 There was a teacher's meeting this morning so Leo didn't go to school.
Leo _____ to school this morning.
3 I hurried to meet Kayla on time but she arrived late.
I _____ to meet Kayla because she arrived late.
4 I didn't take my passport because I could travel with my identity card.
I _____ my passport because I could travel with my identity card.
5 They bought us a present when they came to dinner, but it wasn't necessary.
They _____ us a present when they came to dinner.
6 It wasn't necessary for you to explain as I understood the problem.
You _____ as I understood the problem.

4 FIRST ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima, usando la parola data. Puoi usare tra le due e le cinque parole, compresa la parola data.**

1 It was possible to play in the streets when we were young. (could)
We could play in the streets when we were young.
2 It was possible for me to go out with Kevin, but he was too immature. (might)
_____ with Kevin but he was too immature.
3 We arrived late at the cinema so we weren't able to get good seats. (couldn't)
We arrived late at the cinema so we _____ good seats.
4 Bart didn't manage to get a place at art school. (succeed)
Bart _____ a place at art school.
5 It wasn't necessary to cook dinner. I'm not hungry. (needn't)
You _____ dinner. I'm not hungry.
6 Did they succeed in booking a cheap flight to Dublin? (manage)
_____ a cheap flight to Dublin?

127 Deduzioni e supposizioni

Si possono usare varie forme verbali per esprimere deduzioni e supposizioni. La scelta della forma più appropriata dipende dal grado di certezza/possibilità/probabilità della deduzione/supposizione.

127.1 Certezza e impossibilità

must **+ forma base**	situazione presente	*She cries day and night. She **must be** homesick.*	Piange sempre. Deve avere nostalgia di casa.
must have **+ participio passato**	situazione passata	*They **must have left** their dog at home.*	Devono aver lasciato il loro cane a casa.
can't **+ forma base**	situazione presente	*They're too young. They **can't be** Judy's parents.*	Sono troppo giovani. Non possono essere i genitori di Judy.
can't have **+ participio passato**	situazione passata	*He **can't have missed** the flight. He was at the airport at check-in opening!*	Non può aver perso il volo. Era all'aeroporto all'apertura del check-in!

! • Per fare supposizioni esprimendo un **alto grado di certezza** si possono usare ***will/won't*** **+ forma base** con riferimento al presente, e ***will/won't*** **+** ***have*** **+ participio passato** con riferimento al passato.

*They've travelled all day. They **will be** tired.* — Hanno viaggiato tutto il giorno. Saranno stanchi.
*It's almost midnight. He **will have gone** home.* — È quasi mezzanotte. Sarà andato a casa.

• Per esprimere la convinzione che qualcosa avverrà sicuramente in un futuro vicino si usa l'espressione ***be bound/sure/certain to*** **+ forma base del verbo**.

*If you keep going to the same places, you **are bound to meet** him.* — Se continui a frequentare i soliti posti, lo incontrerai sicuramente.

127.2 Probabilità e improbabilità

Per fare una supposizione in base a circostanze presenti o passate si usano le seguenti forme:

should/ought to **+ forma base**	situazione presente o futura	*I haven't seen him this week. He **should/ought to be** on holiday.*	Non l'ho visto questa settimana. Dovrebbe essere in vacanza.
should have/ ought to have **+ participio passato**	evento passato	*Mum **shouldn't have/ought not to have talked** to my Latin teacher because he left school early.*	La mamma non dovrebbe aver parlato con il mio insegnante di latino perché è andato via da scuola presto.
be (un)likely to **+ forma base**	situazione presente o futura	*She's **unlikely to arrive** before noon.*	È improbabile che arrivi prima di mezzogiorno.

! Nella costruzione impersonale introdotta da *it*, *be (un)likely* è seguito da *that* + frase.

***It is likely that** we will change our travel plans.* — È probabile che cambieremo i nostri programmi di viaggio.

127.3 Possibilità

Per fare una supposizione in base a opinioni personali si usano le seguenti forme:

could/may/might **+ forma base**	situazione presente	*Daniel is not at work. He **could/may/might be** ill or he **could/may/might have taken** a day off.*	Daniel non è al lavoro oggi. Potrebbe essere malato oppure potrebbe aver preso un giorno libero.
could have/may have/might have **+ participio passato**	evento passato		

! Per esprimere l'idea di possibilità si possono usare in alternativa avverbi come ***maybe/perhaps*** ("forse"), ***possibly*** ("può darsi"), ecc. che attenuano il significato dell'affermazione.

***Maybe** he forgot the meeting.* — Forse si è dimenticato della riunione.

Per esprimere deduzioni e supposizioni riguardo **azioni in corso** si usano le seguenti costruzioni:

modale + *be* + *-ing*	azione in corso nel presente	*What a nice smell! She **must be cooking** a cake.*	Che buon profumo! Starà cucinando una torta.
modale + *have been* + *-ing*	azione in corso nel passato	*The lawn mower wasn't in the shed. Dad **should have been cutting** the grass.*	Il tagliaerba non era nella rimessa. Papà doveva star tagliando l'erba.

Esercizi

1 ■□□ **Scegli la risposta corretta a ciascuna frase.**

1	'Why is the dog barking?'	A 'It must have heard something.'	B 'It should have heard something.'
2	'Look. There's Sally talking to Jim.'	A 'It can't be Jim. He's too short.	B 'It might be Jim. He's too short.
3	'Jake hasn't called me back.'	A 'He is likely to read your message.'	B 'He might not have his mobile with him.'
4	'My team is losing 5-0.'	A 'They could be playing well.'	B 'They can't be playing well.'
5	'Can Beth speak German?'	A 'She's lived in Germany for years so she must speak quite well.'	B 'She's lived in Germany for years so she can't speak quite well.'
6	'The maths teacher made a mistake.'	A 'She can admit it, though!	B 'She's unlikely to admit it, though!'

2 ■■□ **Scrivi una risposta per ciascuna situazione basandoti sulle informazioni date. Usa *must/can't/might* + forma base/*be* + forma in *-ing*.**

1 'Who's that at the door?' (be / postman)
'It might be the postman.'
2 'The neighbours are playing loud music and I can hear a lot of people talking.' (have / party)
3 'I can't find my purse.' (be / in the car)
4 'I always see John in town in the mornings.' (not / work)
5 'I can't open this file.' (operating system / work)
6 'I want to go skydiving!' (be / mad)

3 ■■■ FIRST **Completa la seconda frase in modo che abbia lo stesso significato della prima, usando la parola data. Puoi usare tra le due e le cinque parole, compresa la parola data.**

1 Don't say anything to Monica, I'm sure she will tell her parents. (bound)
Don't say anything to Monica, *she is bound to tell* her parents.
2 I think the game will be over by 10.30. (ought)
The game _____ over by 10.30.
3 Can you tell aunt Lucy that we've cancelled Sunday lunch? I know Dad hasn't remembered. (won't)
Can you tell aunt Lucy that we've cancelled Sunday lunch? Dad _____.
4 Let's all meet after dinner. Perhaps that's the best solution. (possibly)
Let's all meet after dinner. That's _____.
5 The number of people using mobile phones to buy things online is bound to double by 2020. (likely)
The number of people using mobile phones to buy online _____ by 2020.
6 It isn't possible for me to be here for dinner. Can you leave me something for when I get in? (won't)
_____ for dinner. Can you leave me something for when I get in?

128 Obblighi e proibizioni

Oltre alle forme analizzate precedentemente 96, si possono usare le seguenti costruzioni per esprimere obblighi, doveri e proibizioni.

***be* + infinito**	obblighi e proibizioni (significato simile a *must*)	*At the end of the course, all students **are to take** an oral exam.* *You **were not to go** to the pub yesterday.*	Alla fine del corso tutti gli studenti devono sostenere un esame orale. Non dovevi andare al pub ieri.
! Non confondere *be* + infinito per esprimere obblighi e proibizioni con *be* + infinito con significato di futuro. 85.3			
***be expected to* + forma base**	obbligo imposto da altri (significato simile a *have to*)	*Immigrants **will be expected to speak** English.*	Gli immigrati dovranno parlare inglese.
! Alla forma negativa *be expected to* indica mancanza di necessità.		*I'm **expected to make** my bed, but I'm **not expected to do** my own washing.*	Devo rifarmi il letto, ma non devo fare il bucato.
***be supposed to* + forma base**	obbligo morale in base a leggi e regole (significato simile a *should*)	*They **were supposed to pay** the loan instalment on 10th of the month.*	Dovevano pagare la rata del mutuo il 10 del mese.
	proibizione o divieto alla forma negativa	*Students **are not supposed to use** mobile phones during classes.*	Gli studenti non devono usare i cellulari durante le lezioni.

English Usage

L'uso di *be supposed to* + forma base spesso sottintende che l'obbligo o il dovere non vengono rispettati.

Esercizi

1 **Decidi se *be* + infinito nelle seguenti frasi esprime un obbligo/una proibizione o un'azione futura.**

	obbligo/ proibizione	azione futura
1 The president is to visit India tomorrow.	☐	☑
2 You are to finish your homework before you turn on your computer.	☐	☐
3 Litter is to be thrown away in the bins provided.	☐	☐
4 Ministers are to meet tomorrow to discuss the military threat.	☐	☐
5 Pink is to perform three concerts in Italy next month.	☐	☐
6 You are not to answer your mother back. Apologise immediately!	☐	☐

2 **Completa le regole di un campo estivo per ragazzi, utilizzando la costruzione *be* + infinito alla forma affermativa o negativa.**

1 *You are not to* listen to loud music in your room.
2 _____ come back after midnight.
3 _____ make your own breakfast.
4 _____ keep the common room tidy.
5 _____ use mobile phones during the activities.
6 _____ follow the safety instructions at all times.

SUMMER CAMP RULES

Esercizi

3 ■■□ **Ieri Kim ha sentito pronunciare le seguenti frasi nella sua nuova scuola. Sottolinea l'alternativa corretta.**

1 You're not *expected/supposed* to have perfect English to pass First Certificate, but it should be quite good.
2 Why are you in the corridors? Aren't you *supposed/expected* to be in class?
3 You were *supposed/expected* to answer the questions in French, not in Italian. It's a French exam.
4 You are not *expected/supposed* to stay in class during break. You should go to the courtyard.
5 You aren't *expected/supposed* to cheat in exams, but a lot of students do.
6 I'm *expected/supposed* to get good results at school by my parents, otherwise they will punish me.

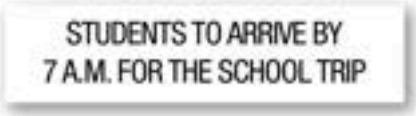
4 ■■■ **Leggi gli avvisi e completa le frasi con (*not*) *be expected/supposed to*.**

1 

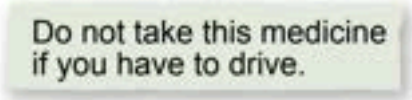
You *are not supposed to park* here.

2 

Under 18s _____ alcohol.

3 

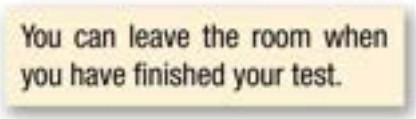
Students _____ by 7 a.m. for the school trip.

4 

You _____ this medicine if you have to drive.

5 

All staff _____ by 8.30 a.m.

6 

You _____ in the room after you have finished your test.

5 FIRST ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima, usando la parola data. Puoi usare tra le due e le cinque parole, compresa la parola data.**

1 You should read the instructions before you start assembling the bed. (supposed)
You are supposed to read the instructions before you start assembling the bed.
2 Rosie should have phoned me, but she didn't. (supposed)
Rosie _____, but she didn't.
3 You mustn't go into this room. (to)
_____ into this room.
4 I work in the kitchen, but I don't have to do the washing-up. (expected)
I work in the kitchen, but I _____ the washing-up.
5 You must wait here until I get back. (are)
_____ here until I get back.
6 While you stay here, you'll have to clean your own room. (expected)
While you stay here, you _____ clean your own room.

129 Rimprovero e rammarico

Per esprimere rimprovero e rammarico si possono usare le seguenti costruzioni verbali:

could have/might have **+ participio passato**	critica o rammarico per qualcosa che si aveva la possibilità di fare ma non si è fatto	*You **could/might have called** me.*	Avresti potuto telefonarmi.
	critica in base a una possibilità teorica che non si è concretizzata nella realtà	*You **could/might have broken** your leg.*	Avresti potuto romperti una gamba.

Fai attenzione al contesto della frase per comprenderne il significato e tradurla correttamente in italiano.

*She **could/might have called** when I was having a shower.* — Potrebbe aver telefonato mentre stavo facendo la doccia. (possibilità → 126.2)

*She **could/might have called** to let us know she was late.* — Avrebbe potuto telefonare per avvertirci che era in ritardo. (critica)

should have/ ought to have **+ participio passato**	rimprovero o rammarico (anche nei confronti di se stessi) per qualcosa che doveva essere fatto ma non è stato fatto	*I **should have/ought to have listened** to Mum.*	Avrei dovuto dare ascolto alla mamma.
	rimprovero per l'inadempimento di un dovere o di un obbligo	*You **should have/ ought to have informed** your boss.*	Avresti dovuto informare il tuo superiore.
shouldn't have/ ought not to have **+ participio passato**	critica per qualcosa che è avvenuto in passato	*He **shouldn't have/ ought not to have phoned** Liz.*	Non avrebbe dovuto telefonare a Liz.

Osserva la differenza.

*Soul **should have/ought to have spent** the weekend in London. Lucky him!* — Soul dovrebbe aver trascorso il fine settimana a Londra. Fortunato lui! (probabilità → 127.2)

*Soul **should have/ought to have spent** the weekend in London, but he was ill and stayed at home.* — Soul avrebbe dovuto trascorrere il fine settimana a Londra, ma si è ammalato ed è rimasto a casa. (rammarico)

Quando si esprime una critica o un rammarico l'accento va sul participio passato, quando si indica una possibilità o una probabilità l'accento va sul modale.

T 27 **Osserva e ascolta.**

*I could have **invited** them! (but I didn't)* — Avrei potuto invitarli! (ma non l'ho fatto)

*I **could** have invited them. (but I can't remember doing so)* — Potrei averli invitati. (ma non ricordo di averlo fatto)

FLIP BOOK

Esercizi

1 **Completa le frasi con i verbi nel riquadro. Poi abbina le due parti delle frasi.**

could have admitted • could have paid • could have said • could have apologised
could have phoned • could have told

1	You *could have said* something in my defence,	a ☐	now both of us are going to be punished!
2	You _____ to say you were going to be late,	b ☐	when Allie got so angry with me.
3	You _____ me the truth,	c ☐	I hate it when people lie.
4	He _____ for treading on my toe,	d ☐	he never spends any money.
5	You _____ that you had broken the window,	e ☐	dinner is already on the table.
6	He _____ for the coffees,	f ☐	it really hurt.

Esercizi

2 ■■■ **Decidi se le seguenti frasi esprimono possibilità/probabilità o rammarico/rimprovero.**

	possibilità/ probabilità	rammarico/ rimprovero
1 'I overslept this morning and got to work late.' 'You ought to have gone to bed earlier last night.'	☐	☑
2 He couldn't have slept well last night if he is having an afternoon nap.	☐	☐
3 You haven't bought everything I wanted from the shops. You should have written a shopping list.	☐	☐
4 You should have heard by now if they were coming to the wedding.	☐	☐
5 'Why is Mark so late?' 'He might have got lost.'	☐	☐
6 Jenny might have warned me she was bringing her boyfriend to stay!	☐	☐
7 I was only 15 minutes late. You could have waited for me!	☐	☐
8 Jill, I think I might have left my bag at your house last night. Have you seen it?	☐	☐

3 ■■■ **Completa le frasi con *should/shouldn't have* e i verbi tra parentesi per esprimere un rimprovero in risposta alle seguenti frasi.**

1 'Roberta copied all of my test.'
'*You shouldn't have let* (let) her copy.'
2 'I'm smoking a lot.'
'_____ (start) in the first place.'
3 'I'm feeling dizzy. I haven't eaten anything all day.'
'_____ (have) some lunch.'
4 'I've ruined my cashmere jumper in the wash.'
'_____ (wash) it by hand.'
5 'I knew that answer. Why did you tell me?'
'_____ (tell) you the answer.'
6 'I'm broke. I spent all my money shopping.'
'_____ (spend) all your money.'

4 ■■■ **Barbara sta raccontando a un'amica che cosa le è successo la scorsa notte. Riscrivi le battute di Angie con i modali tra parentesi.**

Barbara We were burgled last night. My husband and I had gone out and hadn't closed the curtains.
Angie (1) It was a mistake not to close the curtains. (should) *You should have closed the curtains.*
Barbara I'd left the back door open for the cat.
Angie (2) It was a mistake to leave the back door open. (shouldn't)
Barbara I told the kids to shut it but they forgot.
Angie (3) You didn't check. (could)
Barbara The kids heard noises downstairs but didn't phone anyone.
Angie (4) Why didn't they phone you to tell you? (could)
Barbara We were leaving the restaurant early, when we bumped into some friends and stayed longer.
Angie (5) So it was possible for you to get home earlier. (could)

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Avresti dovuto lasciare il tuo posto a quell'anziana signora.
2 Ero molto brava a pallavolo quando ero bambina. Avrei potuto essere una campionessa.
3 Avresti potuto almeno rifarti il letto.
4 Avresti dovuto comprare la giacca nera, non quella rosa!
5 Ero libero stamattina. Sarei potuto venire a prenderti, non c'era bisogno di prendere il taxi!
6 È stato molto sciocco da parte tua (*silly of you*) attraversare la strada senza guardare. Qualcuno avrebbe potuto investirti (*run over*).

130 Consigli e preferenze

130.1 *had better* per consigli

Per dare consigli, oltre ai modali *should* e *ought to* 95.1, si può usare la costruzione **had better/'d better + (not) + forma base del verbo**. La forma è uguale per tutte le persone. In italiano corrisponde alle espressioni "sarebbe bene/meglio che..."/"farei/faresti ecc. bene/meglio a...".

*You'**d better get** your things ready. We're leaving in half an hour.*	Sarebbe meglio che preparassi/Faresti meglio a preparare le tue cose. Partiamo fra mezz'ora.
*They **had better not leave** their luggage unattended.*	Farebbero meglio a non lasciare incustodita la loro valigia.
*'**Hadn't** he **better let** her go?' 'He'**d better** not.'*	"Non farebbe meglio a lasciarla andare?" "Sarebbe meglio di no."

Si usa *had better* anche per fare raccomandazioni forti a se stessi.

*I'**d better not buy** those gorgeous shoes, they are far too expensive.*	Farei meglio a non comprare quelle meravigliose scarpe perché sono troppo costose.

⚠ Osserva le seguenti particolarità.

- *Had better* si usa solo con riferimento al **presente** e al **futuro**, mai per parlare del passato.
- *Had better*, oltre a essere più informale di *should* e *ought to*, si usa per dare **consigli in casi specifici** e non in situazioni generali. Osserva la differenza:

*People **shouldn't smoke** in the presence of children and teenagers.*	Non si dovrebbe fumare in presenza di bambini e adolescenti. (caso generale)
*You'd **better apologise** for your rudeness.*	Faresti meglio a scusarti per la tua maleducazione. (caso specifico)

Per dare consigli si può usare anche il verbo ***advise*** 104.1, 108.1 e l'espressione *It's advisable.* 104.2

130.2 *prefer* e *would rather* per preferenze

Si usa il verbo *prefer* per esprimere una **preferenza generale** con le seguenti costruzioni:

***prefer** + sost. + **to** + sost.*	*She **prefers fish to meat**.*	Preferisce il pesce alla carne.
prefer** + **-ing** + **to** + **-ing	*She **prefers snowboarding to skiing**.*	Preferisce lo snowboard allo sci.
prefer** + **-ing** + **rather than** + **-ing	*I **prefer reading** a book **rather than watching TV**.*	Preferisco leggere un libro piuttosto che guardare la TV.
prefer** + infinito + **rather than** + forma base/**-ing	*My mum **prefers to do** the housework **rather than cook/cooking**.*	Mia madre preferisce fare le faccende domestiche piuttosto che cucinare.

Per indicare una **preferenza in un momento specifico** si usa l'espressione verbale ***would rather/'d rather + (not) forma base del verbo*** se ci si riferisce a una situazione presente o futura, e ***would rather/'d rather + (not) have + participio passato*** se ci si riferisce al passato. Il secondo termine di preferenza è introdotto da ***than + forma base***. In italiano si traduce con il condizionale del verbo preferire, "preferirei".

*I'**d rather go** by taxi **than wait** for the bus.*	Preferirei andare in taxi piuttosto che aspettare l'autobus. (presente)
*They'**d rather not have told** her the truth.*	Preferirebbero non averle detto la verità. (passato)

In presenza di due **soggetti diversi** si usa ***would rather* + secondo soggetto + *past simple*** del verbo con riferimento al presente e al futuro o ***past perfect simple*** per riferirsi a un evento passato.

*She **would rather Tom married** Pam.* Preferirebbe che Tom sposasse Pam. (presente/futuro)
***I'd rather we hadn't accepted** their offer.* Preferirei che non avessimo accettato la loro offerta. (passato)

Per esprimere una **preferenza specifica** si può usare anche ***would prefer*** 104.1 con le seguenti costruzioni:

- ***would prefer* + (*not*) + infinito/infinito passato** quando c'è un solo soggetto

I'd prefer not to go/to have gone to the cinema. Preferirei non andare/essere andato al cinema.

- ***would prefer* + complemento + infinito/infinito passato** se i soggetti sono diversi

I would prefer her to keep/to have kept the secret. Preferirei che lei mantenesse/avesse mantenuto il segreto.

Esercizi

1 **Completa i consigli con *had better* e i verbi nel riquadro.**

not wear • hurry up • lock • book • not take • download

1 'We're going for a pizza this evening.' 'It's Saturday evening. You *'d better book* a table.'
2 'I've got a new computer.' 'You _____ an antivirus software straight away!'
3 We're late for school. We _____. We've already been late six times this term.
4 'Do I look good?' 'We're going to a wedding. You _____ jeans.'
5 Don't leave your bike like that. You _____ it or it might get stolen.
6 'I'm going to take something for my headache.' 'You _____ medication on an empty stomach.'

2 **Completa le frasi con la forma affermativa o negativa di *should* o *had better*.**

1 a You *'d better not* cheat in Gerbino's test tomorrow. He's a really strict teacher.
b Students *shouldn't* cheat in tests.
2 a I don't think people _____ drive with earphones.
b Now that you've passed your driving test you _____ drive very carefully.
3 a You _____ eat a good breakfast if you are going trekking.
b People _____ always eat a good breakfast because it sets you up for the day.
4 a You _____ have a long nap in the afternoons, otherwise you won't be able to get to sleep at night.
b You _____ have a nap now. It's 5 o'clock!

3 **Completa le frasi sulle preferenze di Alice basandoti sulle informazioni date.**

1 Alice prefers pasta *to rice*. (rice)
2 She prefers working to _____. (study)
3 She prefers to drive _____. (walk)
4 She prefers to stay in _____. (go out)
5 She prefers beach holidays _____. (mountain holidays)
6 She prefers using the computer rather _____. (write)

4 **Sottolinea l'alternativa corretta.**

1 She would rather *spend/spending* money on clothes than books.
2 I'd rather *had/have* a takeaway than go to a restaurant. It would be quicker.
3 Maya would rather *not have spoken/not speak* about it now. She's too upset.
4 Andrea would rather Sue *drove/drives* to their house in the country because he's feeling quite tired.
5 I've got an invitation to Kevin's party. I'd rather not *be/have been* invited. I hardly know him.
6 The students would rather *have done/do* the test last week than today.

Esercizi di riepilogo

1 Completa le frasi con le parole nel riquadro.

was able • managed • didn't need • could • succeeded
wasn't able • couldn't • needn't have

1 Melinda *managed* to finish decorating the birthday cake in time for the party.
2 You _____ bought me anything. But this is so lovely. Thank you so much.
3 I _____ sleep last night because of the terrible storm.
4 Diego _____ to answer all the questions in the test.
5 I _____ see that there was something wrong as soon as you walked in.
6 I _____ in convincing him to take part in the competition.
7 In the end Luke had saved enough money so he _____ to borrow any from his parents.
8 Ms Pierce _____ to attend the meeting because she was ill.

2 Completa le frasi con *must* o *can't* e i verbi tra parentesi alla forma corretta (presente o passato).

1 You *can't have finished* (finish) all the biscuits already. I only bought them two days ago.
2 Dave _____ (enjoy) life in Paris. He always sounds so happy in his emails.
3 I can't find that book you lent me anywhere. I'm very sorry but I _____ (lose) it.
4 Those builders _____ (work) very hard. Every time I walk past, they're drinking tea.
5 Mrs Green _____ (feel) very proud of her daughter. She's in the tennis final.
6 Suzanne _____ (forget) the appointment. I sent her a text two hours ago to remind her.

3 Abbina le frasi e completale con le parole nel riquadro.

could • needn't • ought to • couldn't • shouldn't • must

1 I *needn't* have worried.
2 You _____ have lied to me.
3 You _____ have told me you were running late.
4 They _____ have been exhausted yesterday.
5 You _____ have told him yourself.
6 He _____ have been responsible for the damage.

a [1] The exam was much easier than I thought.
b [ ] Letting him find out that way was not nice.
c [ ] He wasn't in the room at the time.
d [ ] They worked non-stop for over 13 hours.
e [ ] I don't think I can trust you again.
f [ ] I waited for over an hour.

4 Sottolinea l'alternativa corretta.

1 Please note that the forms for the school trip *are/must* to be returned by the 17th February.
2 'Oh no, I'm so late.' 'You'd *better/rather* hurry up then.'
3 'I'm off out now, Dad.' 'OK, but you *mustn't/are not* to be back late.'
4 'When did we have to hand in our essays?' 'You were *supposed/expected* to hand it in last Monday.'
5 This medicine *is to be/has to* kept out of the reach of children.
6 You'*d better not/shouldn't* break that. It cost a lot of money.
7 I'd *prefer/rather* be alone on a desert island than spend another minute with you!
8 You're *bound/unlikely* to feel ill after eating all that junk food. It's not good for you.

5 FIRST Scegli l'opzione corretta.

Danny Do you know why Zac didn't come to band practice yesterday?
Simon No idea. I suppose he (1) *might* have forgotten, although it's not like him.
Danny Exactly. And I (2) _____ get hold of him this morning. His phone rang but he didn't answer. Something serious (3) _____ have happened.
Simon Don't panic! He (4) _____ have been sleeping. You know he gets up late at the weekend.
Danny But we're (5) _____ to be doing a gig next week and it's bound (6) _____ a disaster if we don't practise enough.
Simon What songs are we going to play?
Danny I'd (7) _____ do all our own stuff, but I think they (8) _____ prefer we did some covers too.
Simon Good idea. I'd rather have (9) _____ that in our last gig too. It might (10) _____ more successful.
Danny It (11) _____ have been that bad since we've got a second gig in the same place.
Simon That's true. And it was Zac who (12) _____ to convince them, so he's (13) _____ to miss it.
Danny Exactly. Let's try ringing him again. He (14) _____ be awake by now!

1	A might	B should	C can't
2	A wasn't able	B didn't manage	C couldn't
3	A couldn't	B must	C can't
4	A might	B needn't	C ought
5	A managed	B supposed	C expected
6	A to be	B being	C be
7	A better	B rather	C prefer
8	A should	B had	C would
9	A did	B do	C done
10	A be	B been	C have been
11	A can't	B needn't	C shouldn't
12	A could	B managed	C succeeded
13	A bound	B likely	C unlikely
14	A must	B can't	C ought

6 ERROR CORRECTION Trova altri 8 errori nel testo e correggili.

I'm so pleased that I've finally managed to ~~completing~~ *complete* my application form for a student summer job in the USA as it supposed to be submitted by the end of the week. It was a nightmare. They should have give clearer instructions on how to fill it in. And it could to be made a lot more simple. I'd better to get someone to check it. I can have read it a thousand times, but I might missed something important. If I get accepted, I had prefer to go to the west coast rather that the east coast, but it doesn't really matter.

7 TRANSLATION Traduci il seguente testo in inglese.

Non avresti dovuto parlargli in quel modo. Deve essersi sentito malissimo. Perché non potevi chiedergli la sua versione dei fatti prima? So che dovevi sentirti arrabbiato per ciò che era successo, ma non è stata colpa sua. Non è stato in grado di avvisarti in tempo. Si suppone che tu sia suo amico. Faresti meglio ad andare a cercarlo e scusarti subito.

Towards FIRST

READING AND USE OF ENGLISH

1 PART 2 **Read the text and think of the word which best fits each gap. Use only one word in each gap.**



Your online wish list

(0) *Are* you able to remember everyone's birthday? Or do you have to use the excuse 'Your card (1) _____ have got lost in the post!'? Do you manage (2) _____ buy the perfect present every time? Or do you regularly get told 'You (3) _____ have gone to all that effort' which can be translated as 'Have you still got the receipt?' Would you (4) _____ to choose your own presents rather (5) _____ receive random things you're expected to like? Such as that jumper from Great Aunt Mary who couldn't (6) _____ chosen a worse colour, or that knitted scarf from Grandma which you know must have taken her hours to make but is horrendous.

If all this sounds familiar, you'd (7) _____ join our website and start an online wish list. All your friends and family can consult it and you'll receive reminders and other people's lists too. Think of all the perfect gifts you (8) _____ receive and all the things you won't have to take back for a refund! Sign up now and you're unlikely to regret it!

2 PART 4 **Complete the second sentence using the word given so that it has a similar meaning to the first sentence. Use between two and five words, including the word given.**

0 I'm sorry I didn't spend much time with you.
SHOULD
I *should have spent* more time with you.

1 Monia took some cash with her but her friends paid for her.
TAKEN
Monia _____ some cash with her because her friends paid for her.

2 You mustn't open this present before your birthday.
ARE
You _____ this present before your birthday.

3 I am an apprentice so I don't have to do any overtime.
EXPECTED
I am an apprentice so I _____ do any overtime.

4 Beatrice should have gone to the club meeting, but she didn't.
SUPPOSED
Beatrice _____ go to the club meeting, but she didn't.

5 There isn't much chance that I will win the lottery.
UNLIKELY
I _____ win the lottery.

6 Stuart managed to get the promotion in spite of stiff competition.
IN
Stuart _____ getting the promotion in spite of stiff competition.

3 PART 6 **Read the article about an ancient form of therapy. Some sentences have been removed. Choose which sentence best fits each gap. There is one extra sentence.**

ARE ATHLETES GOING DOTTY?



During the 2016 summer Olympics in Rio de Janeiro many competitors, especially from Team USA, were seen with large red circles on their skin. When Michael Phelps competed in the men's 4 x 100m freestyle race, his back was covered in these spots. 1 Comments ranged from 'He might have had a fight with an octopus' to 'He could have been paintballing' and 'He must have fallen asleep on his medals.'

But these mysterious bruises are the result of a therapy called cupping, which originated in China some 3,000 years ago, and where heated cups are placed on the skin. 2 Before glass cups, ones made of bamboo were used to the same effect. The flame burns away the oxygen in the cup, which creates a vacuum. Once the flame goes out, the vacuum creates suction which sticks the cup to the body. Along with the drop in temperature, this sucks the skin away from the body and draws blood to the surface. 3

So what does cupping feel like? 4 It is slightly uncomfortable, but not painful. The sight of the skin being sucked upwards in a dome into the glass may be a little alarming – but it looks much worse than it feels. Once the cups are off - after about 10 minutes – the feeling of warmth remains for a while.

Practitioners declare that cupping helps with a huge variety of ailments from muscle problems, pain relief, arthritis, insomnia, fertility issues, and cellulite. 5 Mr Long, who has practised cupping for 20 years, says the idea is to help the flow of energy – known in traditional Chinese medicine as 'qi' – around the body, and rebalance its equilibrium – 'ying and yang'. The darker the mark left by the cup, he claims, the poorer the blood circulation is in that part of the body.

Athletes are using cupping to help ease aches and pains and to aid recovery after constant training and competing. Some of them say they would rather do this than other recovery techniques like massage, sauna and ice baths. 6 The practice has long proved popular among A-listers in search of the next best therapy. In 2004, Gwyneth Paltrow appeared at a film premiere revealing the signs of cupping on her back. Various other stars have been photographed with what could be cupping marks on their skin. It has also become an increasingly available and popular treatment in beauty parlours and spas, as well as traditional Chinese medicine shops where it is commonly on offer.

A Apparently, the main sensation is one of tightness, pressure and warmth where the cup is placed.
B This is a different technique known as 'wet cupping', which involves making a small cut in the skin before placing the cups.
C However, none of these claims have ever been scientifically proven.
D The technique, which is a form of acupuncture, is done by lighting flammable liquid in a glass cup.
E Social media went wild with fun speculations about what could have caused them.
F And it is not only athletes who use cupping.
G This creates the red marks, which are ruptured capillaries, that typically last for three or four days.

Towards FIRST

WRITING

4 PART 2 **You have received this email from your friend Jason, who you went to visit last weekend. Write a reply of about 140-190 words.**

From: Jason
Subject: Your visit

Thanks so much for coming to see me. Did you manage to get home alright? You must be exhausted. Sorry I wasn't able to drive you to the station but I had to go to that meeting.

I had a great time and I hope you did too. Should we have gone out more though? Perhaps you were bored at home. Let's meet up again soon. Would you prefer me to come to yours this time?

Take care
Jason

LISTENING

5 T 28 PART 4 **Listen to an interview with Laura, a student who has just taken part in an archaeological study programme. For each question, choose the best answer.**

1 Why did Laura choose to take part in the archaeological programme?
A She studies archaeology at school.
B She wanted to practise her Italian.
C She is fascinated by Roman history.

2 What concerns did she have before she left?
A that she had no previous experience
B that she didn't speak the language
C that she had to stay for at least two weeks

3 What does she regret not doing while she was on the trip?
A learning more Spanish
B getting to know more people
C studying harder

4 Why was she worried about using some of the equipment?
A because she could have broken it
B because it might have hurt someone
C because she could have damaged something

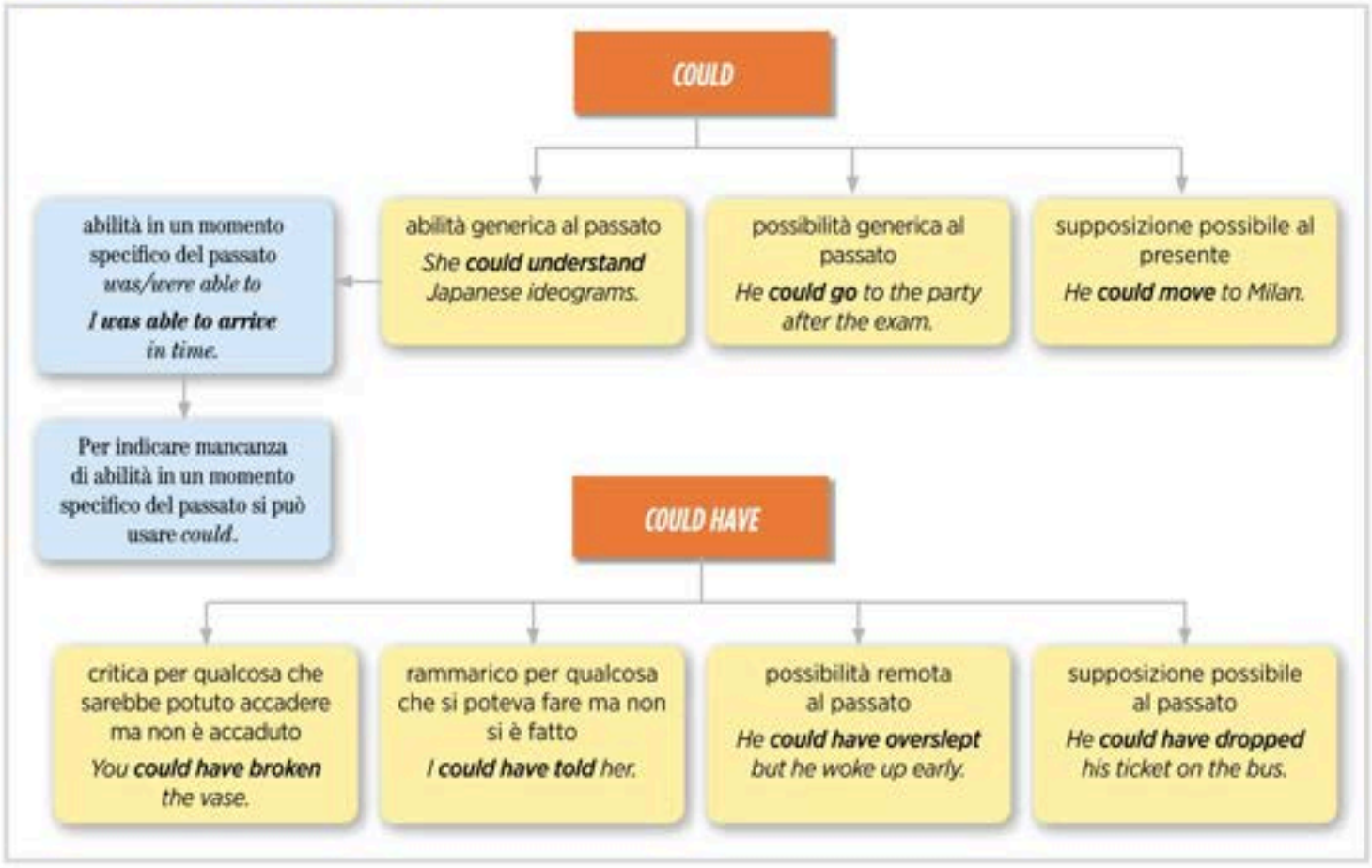
5 What did she particularly enjoy?
A finding a special Roman coin
B thinking about scenes of Roman life
C learning the history of the archaeological site

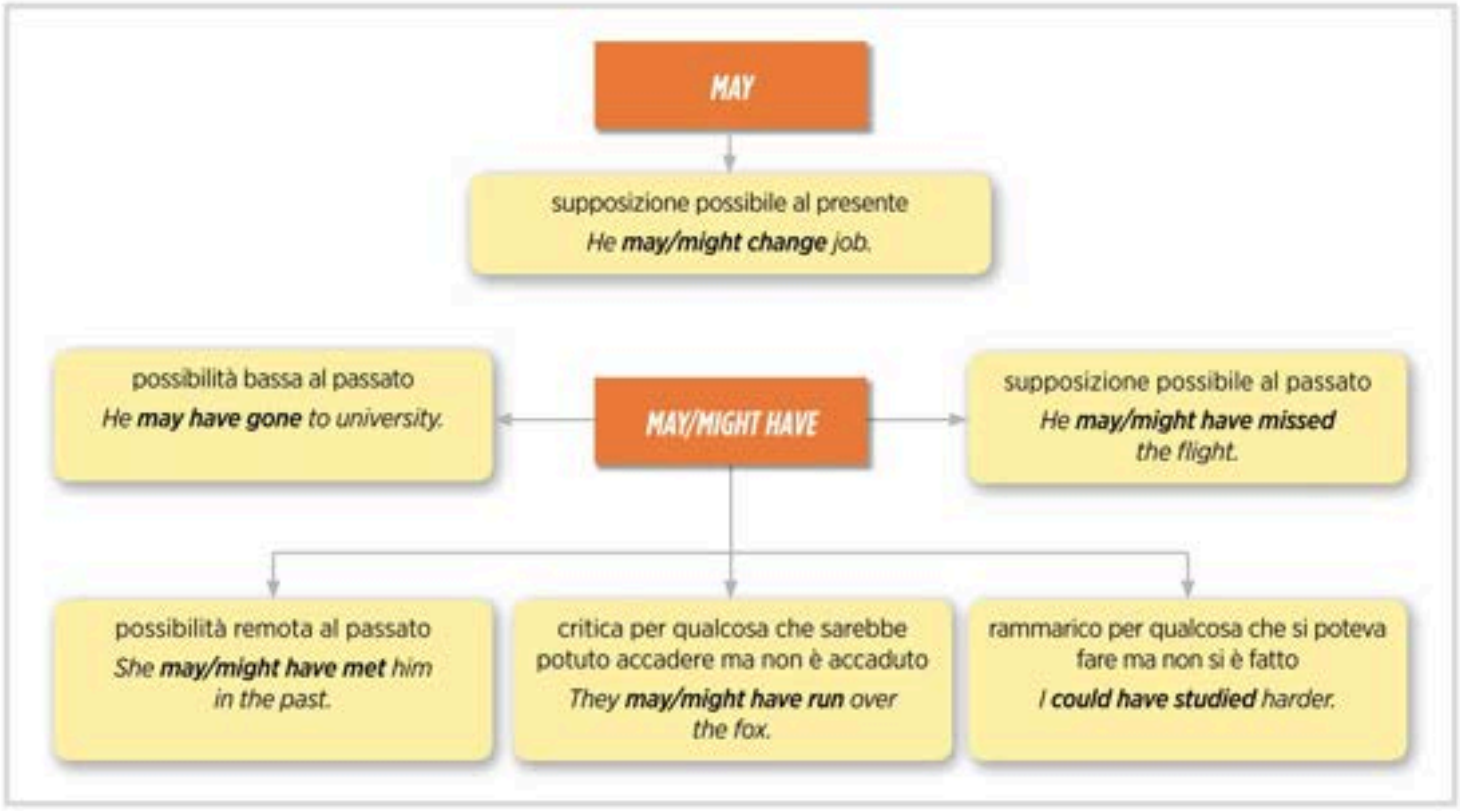
6 What aspect of the programme does she criticise?
A The participants didn't get on well with each other.
B There weren't many social events.
C The organisers didn't offer enough help.

7 What won't she do next year?
A go back to Mallorca
B use the same organisation
C pay as much money for the trip

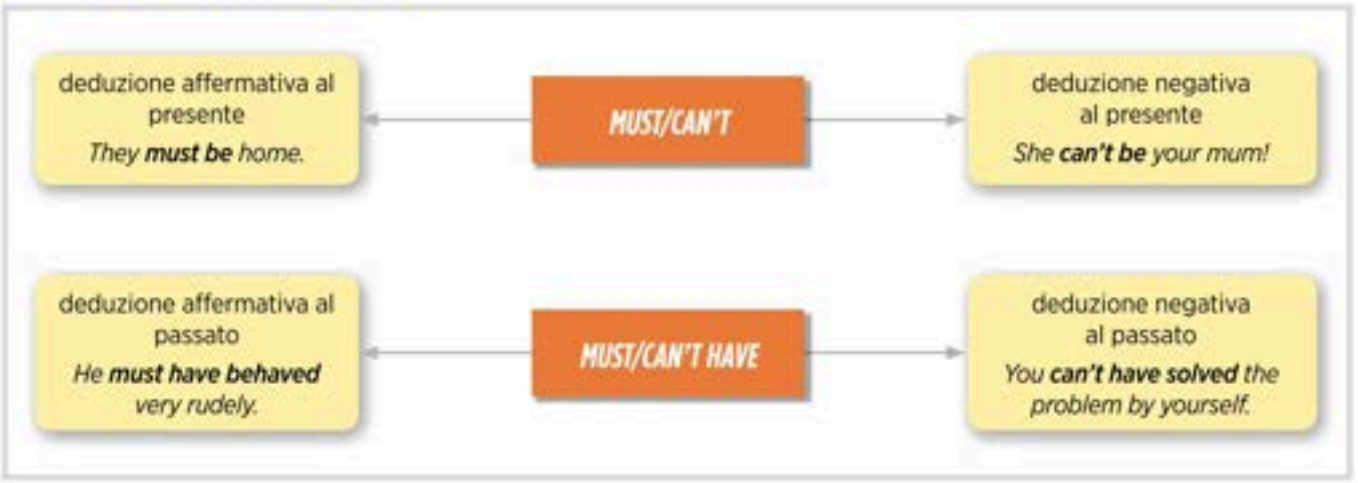


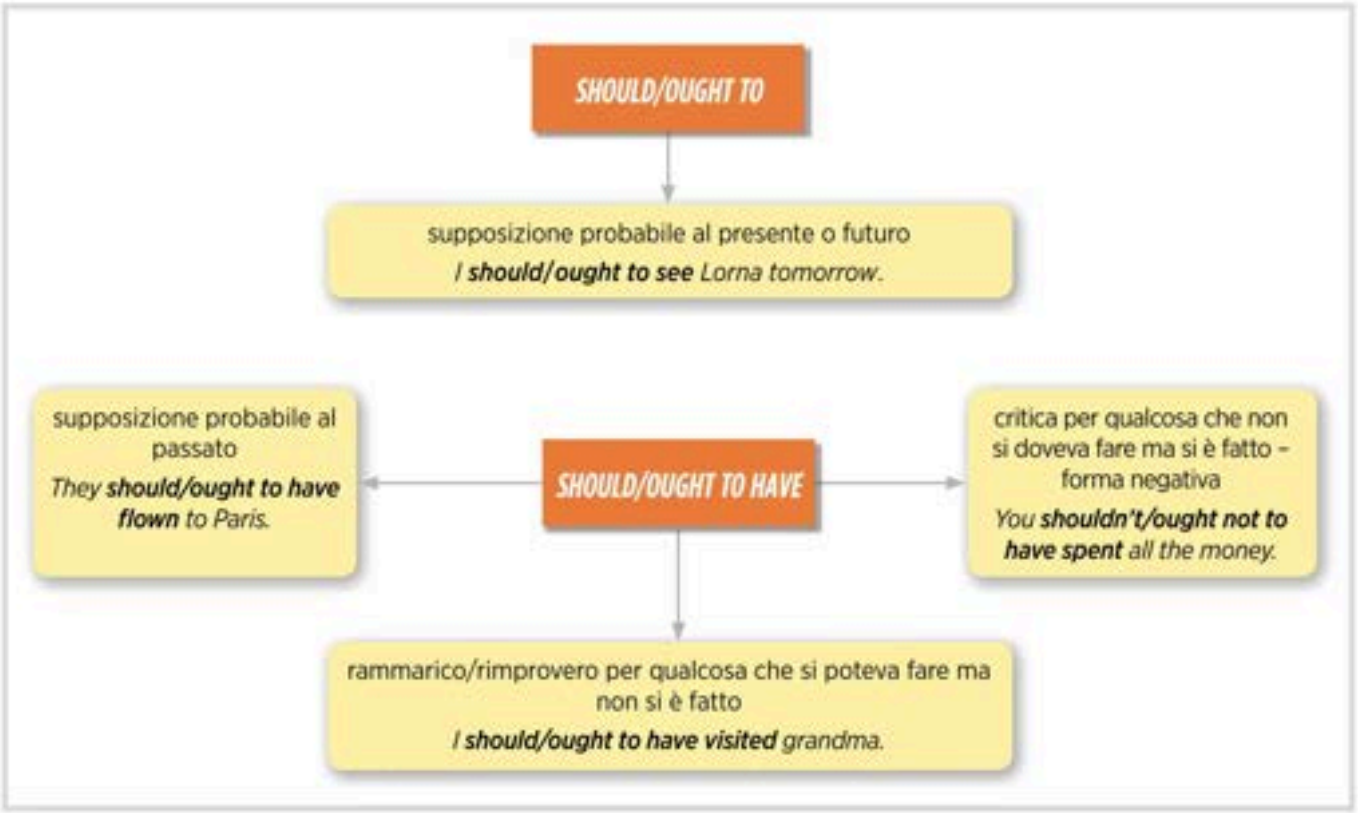
Mappa concettuale





Mappa concettuale







Esercizi

1 COULD/MAY/MIGHT (HAVE) Sottolinea l'alternativa corretta.

1 I ***could have stolen/was able to steal*** the necklace, but I didn't do it.
2 We arrived late at the cinema so we ***couldn't/may*** get good seats.
3 We ***could have/could*** play in the streets when we were children.
4 Daniel is not at work today. He ***may have taken/couldn't take*** the day off.
5 I ***might have/could*** gone out with Kevin but he was too immature.
6 Jake hasn't called me back. He ***could/might not*** have his mobile with him.

2 MUST/CAN'T (HAVE) Scegli l'opzione corretta.

1 I want to go skydiving.
A You must be mad! B You can't be mad! C You must have been mad!
2 What a nice smell!
A She must cook a cake! B She can't cook a cake. C She must be cooking a cake.
3 I can't find my phone.
A It can't have been lost. B You must have lost it. C You must lose it.
4 There's loud music coming from next door.
A They can't have had a party. B They must be having a party. C They must have a party.
5 How come Monica knows about it?
A Someone must have told her. B Someone must tell her. C Someone can't tell her.
6 Is that Jim over there?
A It must be. He's too short. B It must have been. C It can't be. He's on holiday.

3 SHOULD/OUGHT TO (HAVE) Completa con le espressioni nel riquadro.

ought to have • should have written • should have left • ought to have listened
should have washed • ought not to have spent

1 A 'You haven't bought everything I wanted from the shops.'
B 'Sorry, but you *should have written* me a list.'
2 A 'I've ruined my cashmere jumper in the wash.'
B 'You _____ it by hand.'
3 A 'I'm feeling dizzy. I haven't eaten anything all day.'
B 'You _____ some lunch.'
4 A 'I'm skint. I haven't got any money left.'
B 'It's your own fault. You _____ it all on that rubbish.'
5 A 'What am I going to do now?'
B 'You _____ to me. I told you it wasn't a good idea.'
6 A 'What are you doing still here? You _____ for school ages ago.'
B 'It's OK. I've got two free periods this morning.'

131 Il *future continuous*

FORMA

Il *future continuous* si forma con ***will + be* + forma in *-ing*** del verbo che indica l'azione. Si traduce in italiano con il futuro del verbo "stare" + il gerundio del verbo o il futuro semplice.

Forma affermativa	Forma negativa	Forma interrogativa
I/You/He/She/It/We/They ***will/'ll be flying*** *to New York in a week's time.*	*I/You/He/She/It/We/They* ***will not/won't be flying*** *to New York in a week's time.*	***Will*** *I/you/he/she/it/we/they* ***be flying*** *to New York in a week's time?*

Forma interrogativa-negativa	Risposte brevi
Won't *I/you/he/she/it/we/they* ***be flying*** *to New York in a week's time?*	*Yes, I/you/he/she/it/we/they* ***will****.* *No, I/you/he/she/it/we/they* ***won't****.*



'We ***won't be hibernating*** *this year. Too much cultural change to keep up with.'*

USO

Il *future continuous* è la forma futura del *present continuous* e si usa per:

- descrivere un'azione che sarà in corso in un determinato momento del futuro

  I'll be cooking *Jane's birthday cake in three hours' time.* — Starò cucinando la torta di compleanno di Jane fra tre ore.

- indicare azioni che si verificheranno sicuramente in un preciso momento futuro perché programmate

  I'll be waiting *for you when your train arrives.* — Sarò ad aspettarti quando arriva il tuo treno.

- indicare azioni abituali nel futuro

  We ***will be doing*** *the house chores as usual.* — Faremo i lavori domestici come al solito.

In questi casi il *future continuous* non ha significato progressivo, e in italiano viene tradotto con il futuro semplice.

- fare supposizioni sulle azioni o sui sentimenti di qualcuno nel presente o nel futuro

  The shutters are closed. He ***will be sleeping****.* — Le persiane sono chiuse. Starà dormendo.

- chiedere informazioni sui programmi di qualcuno in modo formale

  Will *you* ***be staying*** *for the night, sir?* — Si trattiene per la notte, signore?

English Usage

Per informarsi sulle intenzioni di qualcuno si possono usare sia il *future continuous* che *be going to* → 86 e *will* → 87 ma con diverse sfumature di significato.
Osserva la differenza.

Will *you* ***be coming*** *home early?*	Verrai a casa presto? (voglio solo saperlo)
Are *you* ***going to come*** *home early?*	Hai intenzione di venire a casa presto? (sollecito affinché tu decida)
Will *you* ***come*** *home early?*	Vieni a casa presto? (è una richiesta e voglio che tu venga a casa presto)

Il *future continuous* è spesso accompagnato da espressioni di tempo futuro come ***in three hours' time***, ***this time tomorrow***, ***at midday the day after tomorrow***, ***in a week's time***, ecc.

REMEMBER

Trattandosi di una forma progressiva, il *future continuous* non si usa con i verbi di stato → 33, ma solo con quelli di azione.

Esercizi

1 ■□□ **Vicky è in vacanza con i suoi amici e sta facendo una previsione su quello che accadrà a casa sua l'indomani che è domenica. Completa le frasi con i verbi nel riquadro.**

fight • sleep • get • shout • listen • complain

Well, tomorrow it's Sunday so...

1 my brother *will be sleeping*;
2 Mum _____ at my brother to get up;
3 Dad _____ to anyone who will listen that his house is not a hotel;
4 my granny _____ to the radio;
5 my grandad _____ ready to escape from the house;
6 the twins _____ with each other.

I'm so glad that I won't be at home!

2 ■■□ **È la fine di luglio e la prossima settimana saranno tutti in vacanza. Che cosa faranno queste persone nei momenti indicati? Formula domande e risposte basandoti sulle informazioni date.**

1 'what / Mary / do / next week?' 'she / lie / on beach'
'What will Mary be doing next week?'
'She'll be lying on the beach.'
2 'where / Joe / go / in two days' time?' 'he / fly / to Mexico'
3 'what / Annie and Tom / do / next week?' 'they / decorate / the living room'
4 'what / Liz and Simon / do / in a week's time?' 'they / drive / to the mountains'
5 'who / Joshua / see / next weekend?' 'he / see / his parents'
6 'what / Hannah / do / this time tomorrow?' 'she / be get / married'

3 ■■□ **Samuele sta intervistando una pop star americana che è venuta a Milano per pochi giorni. Completa il dialogo con i verbi tra parentesi. Usa il *future continuous*.**

Samuele I'm so excited to have the opportunity to interview you, Chris. How long (1) *will you be staying* (stay) here in Milan?
Chris About three days.
Samuele (2) _____ (visit) the city during your stay?
Chris Yes, we will. We (3) _____ (not / hide) in the hotel. I should imagine that this time tomorrow my wife (4) _____ (shop) in Via della Spiga.
Samuele I know you and your wife are expecting a baby girl. What will you call her?
Chris Pearl.
Samuele I've heard that you (5) _____ (give) a party to celebrate your 30th birthday.
Chris Yes, I will.
Samuele Who (6) _____ (invite) to the party?
Chris All my friends, Samuele. I (7) _____ (not / invite) any journalists I'm afraid!

4 ■■□ **L'agente di Chris sta controllando con la receptionist dell'hotel che tutto sia stato organizzato al meglio. Volgi le frasi della receptionist al *future continuous*.**

1 When is Mr Burns arriving, sir?
When will Mr Burns be arriving?
2 I'll send lunch for two to his room as requested.
3 He is having the interview at 3 o'clock.
4 Are Mr and Mrs Burns going to have any visitors in their suite in the afternoon, sir?
5 I am booking the limousine for 7 o'clock.

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Non fare tardi. Sarò ad aspettarti alle 10.
2 Staremo guardando la finale di tennis tra due ore.
3 Non chiamarlo ora. Starà lavorando.
4 Tra una settimana, staranno facendo l'esame.

132 Il *future perfect*

FORMA

Il *future perfect* si forma con ***will* + *have* + participio passato** del verbo che indica l'azione. In italiano corrisponde al futuro anteriore.

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
I/You/He/She/It/ We/They ***will/'ll have landed*** *in New York by midday.*	*I/You/He/She/It/ We/They* ***will not/ won't have landed*** *in New York by midday.*	***Will*** *I/you/he/she/ it/we/they* ***have landed*** *in New York by midday?*	***Won't*** *I/you/he/she/it/ we/they* ***have landed*** *in New York by midday?*	*Yes, I/you/he/she/ it/we/they* ***will.*** *No, I/you/he/she/it/ we/they* ***won't.***

USO

Il *future perfect* si usa per:

- indicare un evento che si sarà concluso entro un determinato momento futuro o prima di un'altra azione futura; in questo caso l'indicazione temporale può essere espressa da un complemento di tempo formato da *by, within, before, in, until/till* + sostantivo o da una frase subordinata introdotta da *before, by the time, until/till, when*

By *the end of next month she* ***will have had*** *her baby girl.*	Alla fine del prossimo mese avrà partorito la sua bambina.
He ***will have repaired*** *the roof* ***before*** *his wife* ***returns*** *home.*	Avrà riparato il tetto prima che sua moglie torni a casa.
They ***will have landed*** *in New York* ***by the time*** *we* ***have arrived*** *home.*	Saranno atterrati a New York per quando saremo arrivati a casa.

⚠ Solitamente *until* e *till* si usano in frasi negative.

The children ***won't have gone*** *to bed* ***until midnight.***	I bambini non saranno andati a letto fino a mezzanotte.

In inglese dopo le congiunzioni *before, by the time, until/till, when* si usa il *present simple* o il *present perfect simple* anche con riferimento al futuro; in italiano si usa il futuro semplice o anteriore.

By the time *the train* ***arrives/has arrived****, I will have bought the ticket.*	Quando arriverà/sarà arrivato il treno, avrò comprato il biglietto.

- fare supposizioni sul passato → 127.1

He didn't send me a birthday card this year.	Non mi ha mandato un biglietto di compleanno quest'anno. Si sarà dimenticato di mandarlo.
*He****'ll have forgotten to send*** *it.*	

Il *future perfect* può essere accompagnato dalla **forma di durata *(for)*** per sottolineare la durata dell'azione o dell'evento rispetto al momento futuro di cui si sta parlando, e dagli avverbi ***just*, *already*, *yet***.

*By next August, 31st we****'ll have been married for*** *one year.*
Il prossimo 31 agosto saremo sposati da un anno.

By the time Grace is twelve, they ***will have already moved*** *to Boston.*
Quando Grace compirà dodici anni, si saranno già trasferiti a Boston.



*By the time the next train arrives, we****'ll have seen*** *nine seasons of this soap.*

Esercizi

1 ■■■ **Un giornalista ha chiesto ad alcuni teenager come si immaginano all'età di 20 anni. Completa le frasi con il *future perfect* dei verbi nel riquadro.**

become • move • get • finish • start • not change • not leave

Sandra I don't think I (1) *will have got* married by the time I'm 20.
Ivan I hope I (2) _____ to another country and will be working in business.
Alice I (3) _____ much. I'll still be living in the same place with the same friends.
Yuri I think I (4) _____ university and I will be looking for a job.
Dimitri I (5) _____ my own business and I (6) _____ a multimillionaire.
Andy I definitely (7) _____ home. No, I'll still be living at home and having a good time!

2 ■■■ **Completa le frasi con le espressioni nel riquadro.**

by this time next year • before • by the time • by • within • by then

1 *By the time* you come home, I'll have cleaned my bedroom. I promise.
2 Madam, I can assure you that we'll have completed the job _____ next week.
3 The post office say the packet will have arrived _____ the week.
4 _____ I'll have left school. I wonder what I'll be doing.
5 We are buying the train tickets tomorrow. Will you have spoken to Ilaria _____ to see if she wants to come?
6 You can't phone Matteo _____ 11 o'clock. He won't be up!

3 ■■■ **Jane sta raccontando a una sua amica da quanto tempo avrà fatto queste cose quando sarà la fine del mese. Formula delle frasi basandoti sulle informazioni date.**

By the end of the month...
1 be / Jack / three months
I'll have been with Jack for three months.
2 be / a receptionist / two years
3 have / car / seven years
4 own / house / ten years
5 my father / be / retired / twelve years
6 my parents / be / married / fifty years

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

1 When we *get* (get) there, they *'ll have already had* (already / have) lunch.
2 By the time you _____ (come) home, I _____ (cook) dinner.
3 _____ (you / have) enough time to repair the car before I _____ (need) it on Saturday?
4 '_____ (we / eat) all this chocolate before it _____ (expire)?' 'Of course we will!'
5 If you _____ (wait) any longer to tell her your availability for the holidays, she _____ (book) a holiday by herself.
6 There's so much traffic! She _____ (have) the baby before we _____ (get) to the hospital.

5 TRANSLATION ■■■ **Quanto sarà cambiata la nostra vita entro il 2050? Traduci le seguenti frasi in inglese.**

1 "Avremo scoperto una cura per il cancro?" "Sì, penso di sì."
2 "I tablet avranno sostituito i libri di testo nelle scuole?" "Probabilmente sì."
3 "Gli uomini avranno clonato altri uomini?" "Spero di no."
4 "La popolazione mondiale avrà superato gli otto miliardi?" "È molto probabile."
5 "I robot avranno sostituito gli umani nel lavoro?" "No, assolutamente no."

133 Il *future perfect continuous*

FORMA

Il *future perfect continuous* si forma con ***will + have + been +*** **forma in *-ing*** del verbo che indica l'azione.

Forma affermativa	Forma negativa	Forma interrogativa	Forma interrogativa-negativa	Risposte brevi
*By the end of the day I/you/he/she/it/we/they **will/'ll have been travelling** for 24 hours.*	*By the end of the day I/you/he/she/it/we/they **will not/won't have been travelling** for 24 hours.*	***Will** I/you/he/she/it/we/they **have been travelling** for 24 hours by the end of the day?*	***Won't** I/you/he/she/it/we/they **have been travelling** for 24 hours by the end of the day?*	*Yes, I/you/he/she/it/we/they **will**. No, I/you/he/she/it/we/they **won't**.*

USO

Il *future perfect continuous* si usa per:

- indicare che un evento sarà ancora in corso nel momento futuro di cui si sta parlando; in questo caso è spesso accompagnato da espressioni di tempo introdotte da *by*, *next* e *for*

***By the end** of next month she **will have been working** for our company **for 20 years**!*	Alla fine del prossimo mese saranno 20 anni che lavora per la nostra azienda!
***Next October** Sara **will have been living** in Berlin **for three months**.*	Il prossimo ottobre saranno tre mesi che Sara vive a Berlino.

- enfatizzare una supposizione sul passato

Mario finished Tolstoy's War and Peace *in two weeks. He'**ll have been reading** day and night.*	Mario ha finito *Guerra e pace* di Tolstoj in due settimane. Avrà letto giorno e notte.

133.1 *Future perfect* o *future perfect continuous*?

Si usa il *future perfect* per parlare di un'azione che si sarà conclusa nel momento specificato dall'espressione temporale, e il *future perfect continuous* per dire che un'azione sarà ancora in corso di svolgimento nel momento indicato dall'espressione temporale.

*By this time tomorrow **I'll have driven** to Rome.*	Domani a quest'ora sarò andato a Roma in auto.
*By this time tomorrow **I'll have been driving** for 100 kilometres on the journey to Rome.*	Domani a quest'ora avrò fatto 100 chilometri per (andare a) Roma.

Si usa il ***future perfect*** e non il *future perfect continuous*:

- con i verbi di stato → 33

*By the beginning of next month we **will have known** each other for nine months.*	All'inizio del prossimo mese saranno nove mesi che ci conosciamo.

- con i verbi che indicano un'azione compiuta come *arrive*, *decide*, *finish*, *leave*, *start*, *stop*, ecc.

*They **will have arrived** at the theatre.*	Saranno arrivati a teatro.

- alla forma negativa (il *future perfect continuous* è possibile ma è usato raramente)

*By midday I **won't have reached** the top of Mount Snowdon.*	A mezzogiorno non avrò raggiunto la cima del monte Snowdon.

⚠ In alternativa si può riformulare la frase alla forma affermativa con il *future perfect continuous*.

*By the end of the month Sam **won't have lived** in Italy for three years.*	Alla fine del mese Sam non avrà vissuto in Italia per tre anni.
*By the end of the month Sam **will have been living** abroad for three years.*	Alla fine del mese Sam avrà vissuto all'estero per tre anni.

Esercizi

1 ■■■ **Riordina i verbi per formulare delle frasi con il *future perfect continuous*.**

1 by midday / been / speaking / have / you'll / on that phone for an hour!
By midday you'll have been speaking on that phone for an hour!
2 working / will / you / how long / been / have / here / when you retire next year / ?
3 when we land in Australia / will / we / been / travelling / have / for two days
4 they / been / will / fighting / have / how long / this war once peace is made / ?
5 in a week's time / have / living / I / been / will / here / for ten years

2 ■■■ **Completa le frasi con il *future perfect continuous* dei verbi tra parentesi.**

1 I started learning English in my first year of secondary school. (learn)
By the time I leave school I *will have been learning English for five years*.
2 Oliver and Mattie moved to the suburbs 23 months ago. (live)
By next month they _____.
3 Filippo went to bed at 9 o'clock last night. (sleep)
By nine o'clock this morning he _____.
4 The head teacher started speaking an hour and a half ago. (speak)
In another 30 minutes he _____.
5 The tennis match started at four o'clock. (play)
By 8 o'clock they _____.
6 They started going out together last month. (go out)
Next month they _____.

3 ■■■ **Completa le frasi con il *future perfect continuous* dei verbi nel riquadro.**

work • complain • live • travel • look for • shop

1 Next year I *'ll have been living* here for 25 years.
2 She'll come back with loads of bags. She _____ all day.
3 By next year, the construction company _____ on the hospital for 12 years!
4 I'm never going to find a flat to rent. By the end of this week _____ it for 8 months!
5 My mum has been to see the head teacher. She _____ about my marks again!
6 Stefano travels from Los Angeles every year. By the time he lands in Rome he _____ for 15 hours.

4 ■■■ ***Future perfect simple* o *future perfect continuous*? Sottolinea la forma corretta. A volte entrambe sono possibili.**

1 Everyone *will have been arriving/will have arrived* by 6, so we can set off at 6.30.
2 He *won't have slept/won't have been sleeping* all week worrying about his exam tomorrow.
3 By the time we arrive, he'*ll have been waiting/'ll have waited* for an hour. He's going to be mad with us.
4 When you've finished organising the party, how much do you think it *will have cost/will have been costing* you?
5 You said this was the shortcut to Jake's house. When we get there, we *will have been walking/will have walked* for an hour!
6 We don't need to pack a raincoat, it's July. It *won't have rained/won't have been raining* in Morocco for months.

134 Il futuro nel passato

In inglese per esprimere l'idea di futuro rispetto a un momento passato si usano le stesse forme verbali che si usano per il futuro ma volgendole al passato.

They ***'re going to visit*** *their grandparents* ***tomorrow***. — Faranno visita ai nonni domani.
They ***were going to visit*** *their grandparents* ***the day after***. — Avrebbero fatto visita ai nonni il giorno dopo.

REMEMBER

Ecco come cambiano le espressioni di tempo. 121.2

today → that day
tomorrow → the next day/the day after/the following day
next (week/month/March) → the following (week/month/March)

Come per il futuro, la scelta della forma verbale varia in base al concetto che si vuole esprimere: impegno definitivo, intenzione o decisione presa sul momento.

Forma presente/futura	Forma passata		
present continuous	***past continuous***	*He* ***was leaving*** *on the 3.30 train. I wanted to say goodbye, so I started running down the hill.*	Sarebbe partito/Partiva con il treno delle 3.30. Volevo salutarlo, quindi cominciai a correre giù per la collina.
be going to	***was/were going to***	*He* ***was going to leave*** *on the 3.30 train, but when I met him on the stairs, he was already late.*	Voleva partire con il treno delle 3.30, ma quando lo incontrai sulle scale era già in ritardo.
will	***would***	*He had made his decision: he* ***would leave*** *on the 3.30 train.*	Aveva preso la sua decisione: sarebbe partito con il treno delle 3.30.

Per riportare il futuro con *will* nel passato si usa il condizionale presente (***would*** + **forma base**) con riferimento a un'azione che si è verificata, e il condizionale passato (***would have*** + **participio passato**) per indicare un'azione che non è avvenuta. In italiano si usa in entrambi i casi il condizionale passato.

Thanks for the flowers, I knew you ***wouldn't forget*** *our wedding anniversary.* — Grazie per i fiori, sapevo che non avresti dimenticato il nostro anniversario di matrimonio.
The prime minister was confident that parliament ***would have passed*** *the bill by the end of the day, but it didn't.* — Il primo ministro era certo che il parlamento avrebbe approvato la proposta di legge entro la fine della giornata, ma non fu così.

be + **infinito**	***was/were*** + **infinito**	*The prime minister* ***was to deliver*** *the opening speech to parliament.*	Il primo ministro doveva fare il discorso di apertura di fronte al parlamento.

! Oltre alla forma *was/were* + infinito, esiste anche la forma ***was/were to*** + ***have*** + **participio passato**, usata per indicare un'azione che non è avvenuta.

I ***was to have interviewed*** *the Queen in June, but she cancelled it at the last moment.* — Avrei dovuto intervistare la Regina a giugno, ma ha disdetto all'ultimo minuto.

be about + **infinito**	***was/were about*** + **infinito**	*Lorenzo* ***was about to leave*** *for the summer camp, when he realised he hadn't packed his swimming trunks.*	Lorenzo stava per partire per il campo estivo quando si accorse che non aveva messo in valigia il costume da bagno.

Esercizi

1 ■■■ **Mrs Tassie sta chiedendo ai suoi studenti quali sono i loro programmi per l'estate. Completa le frasi con il futuro nel passato e le espressioni di tempo corrette.**

1 'I'm leaving for my grandparent's house in Ancona tomorrow.'
Giulia told the class that she *was leaving* for her grandparent's house in Ancona *the following day*.
2 'I don't know what I am doing. I think I'll get a summer job.'
Luca wasn't sure what _____, but he thought he _____ a summer job.
3 'My sister is about to get married. So I'm going to help my mum with the wedding preparations.'
Elena told the class that her sister _____ married so she _____ help her mother with the wedding preparations.
4 'We probably won't go away this summer.'
Giorgio thought that he probably _____ summer.
5 'I'm spending a week in the Seychelles with my family next month.'
Anna added that she _____ a week in the Seychelles with her family _____ month.

2 ■■■ **Completa le frasi con la forma corretta delle parole tra parentesi a seconda che l'azione sia avvenuta o meno.**

1 The winner of *Come Dancing* *was to have appeared* at the Sistina Theatre but she didn't come. (be / appear)
2 We _____ our connection at Malpensa but our flight from London was delayed. (would / catch)
3 He _____ the report by Friday evening and it was on my desk at the end of the week as promised. (be / finish)
4 When I went to Japan, I _____ there for 5 years but I became very homesick and returned home. (would / stay)
5 The minister _____ the new supermarket and many protesters turned out. (be / open)
6 Silvia _____ for her exam but she didn't. (be / revise)

3 ■■■ **All'inizio dell'anno scolastico gli studenti sono abbastanza preoccupati. Leggi le frasi e sottolinea l'opzione corretta.**

1 Tom had failed the previous year so he *was going/would try/is going* to study very hard *that/this* term.
2 Chloe was in a new class and wondered if she *was/would be able/will be able* to make new friends in the *next/following* week.
3 Stephanie hoped she *is going to/will/would* get good marks *this/that* year, because her parents *are planning/would plan/were planning* to send her on a study exchange the following year.
4 Simon thought he *wouldn't/won't/isn't going to* get on with anyone that year because all his friends had failed the *previous/last* year.

4 ■■■ **Completa le frasi con la forma corretta dei verbi tra parentesi basandoti sulle informazioni date.**

1 She said she *would be* (be) furious if the rumours were true. (previsione)
2 The tour guide told us we _____ (be) in the hotel foyer at 9 o'clock sharp. (comunicazione)
3 At the age of six he decided he _____ (become) a firefighter when he grew up. (intenzione)
4 She said she couldn't come because she _____ (see) Boris the following day. (azione programmata)
5 The following day we _____ (not / do) anything. We'd had such a hard week. (intenzione)
6 He said he _____ (do) the shopping for the dinner party. (decisione spontanea)

Esercizi di riepilogo

1 **Leggi il programma di un tour in Europa e segna (✔) la frase corretta in ogni coppia.**

1 a On the first day, we'll be walking around the shops in Milan. ✓
  b By the end of the first day, we won't have visited any famous places.
2 a On Tuesday, we'll be having a bus tour of the sights in Vienna.
  b By the end of Tuesday, we won't have eaten any local food.
3 a On Wednesday evening we'll be flying to Berlin.
  b By Wednesday night we'll have left Prague.
4 a By Thursday, we will have visited two countries.
  b By Thursday, we will have been travelling for four days.
5 a By day 5, we won't have seen the *Mona Lisa*.
  b On day 5, we will be walking around Paris.
6 a By the end of day 6, we will have climbed up the Eiffel Tower.
  b On day 6, we won't be visiting any museums.
7 a On Sunday, we will be touring London.
  b By Sunday, we will have visited 7 different cities.
8 a By the last day, we will have seen all of Europe.
  b By the last day, we will be feeling exhausted.

Whistlestop Tours – European Tour

Day 1 (Monday) Milan. Visit cathedral and *The Last Supper*. Shopping.
Day 2 Vienna. Bus tour of city. Coffee and typical cakes provided.
Day 3 Prague. Tour of centre. Travel by coach overnight to Berlin.
Day 4 Berlin. Visit the Brandenburg Gate and Reichstag Building.
Day 5 Amsterdam. Canal boat trip. Souvenir shopping.
Day 6 Paris. Visit to the Louvre and Eiffel Tour.
Day 7 Barcelona. Visit Parc Güell. Walk along La Rambla.
Day 8 London. Ride on London Eye. See Changing of the Guard.

2 **Completa le frasi con le espressioni nel riquadro.**

in two weeks' time • in ten years' time • until • this time tomorrow • next year • by the time

1 *In ten years' time*, I'll be nearly 30! It sounds so old when you're still a teenager.
2 Hurry up! _____ you're ready to go out, the restaurant will have closed!
3 Have you packed your suitcase? Just think, _____ we'll be flying over the Atlantic on our way to the USA.
4 I'm so glad our exams are nearly over. _____ we will have finished them all and we'll be able to celebrate.
5 _____, my grandparents will have been married for 50 years. I think we'll organise a party for them.
6 You won't be getting a motorbike _____ you've completed the training course.

3 **Sottolinea l'opzione corretta. In una frase, entrambe sono possibili.**

1 If you need to contact me, *I will be staying/will have stayed* at the Grand Station Hotel until Tuesday.
2 Don't phone them now! They *will have had/will be having* lunch.
3 We've been friends for ages. Next month, we *will have known/will have been knowing* each other for 25 years.
4 I can't wait to see you! I *will be waiting/will have been waiting* for you at the airport.
5 'Can we meet at 7.30?' 'Sorry, I *will be working/won't have finished working* then.'
6 This wedding is going to be expensive. How much *will we have spent/will we have been spending* by the time it's over?

4 **Elimina l'opzione sbagliata.**

1 We *were about to fly/~~were flying~~/were to have flown* to Scotland but our flight was cancelled.
2 He had a feeling that something *was to have gone/would go/was going to go* wrong with his plans.
3 I *was to have called/would have called/would call* you earlier, but my phone battery was dead.
4 At the age of ten, I knew I *was going to be/would be/was being* a surgeon.
5 Simon left early as he knew the roads *were being/were going to be/would be* icy.
6 Candice *was to/would/was going to* meet me outside the restaurant but she didn't turn up.

5 **Scegli l'opzione corretta.**

What will we be wearing in 2080?

1	A wearing	B wear	C worn
2	A years	B year's	C years'
3	A been	B have been	C have been being
4	A got	B getting	C get
5	A won't	B would	C will
6	A changing	B change	C changed
7	A until	B by	C when
8	A was	B would	C am
9	A will be	B will have	C will have been
10	A have been	B be	C being



Perhaps the first question to ask, is will we still actually be (1) *wearing* clothes in more than sixty (2) ____ time? Maybe there will (3) ____ some kind of world disaster and we will have had to go back to nature and will all be (4) ____ dressed in animal skins every morning. Personally, I don't think this will happen and we (5) ____ have stopped wearing clothes. I am sure, though, that their appearance will have completely (6) ____. Mind you, as fashion goes in cycles, we'll be probably wearing something that was trendy in 2015!

I think (7) ____ 2080 we will have developed new fabrics, for example something to withstand the cold and heat much better. I (8) ____ about to say that we (9) ____ also invented a fabric that never wears out but actually I don't think that will happen. In 2080, clothing manufacturers and retailers will still (10) ____ aiming to make a profit. So no difference there.

6 ERROR CORRECTION **Trova altri 8 errori nel testo e correggili.**

How far do you think we will be travelled *have* in the universe until 2100? Will we have discovering alien life forms? Maybe we will reached saturation point on earth so we'll have been having to move to another planet. Maybe we will living on Mars. I think that by time we are discovered inhabitable planets, we will definitely have been acted aggressively towards other life forms.

7 TRANSLATION **Traduci il seguente dialogo in inglese.**

Alice Mi chiedevo che cosa Claire starà facendo oggi a Malaga? Forse starà nuotando in piscina.
Mick O forse avrà appena iniziato la siesta.
Brenda Sono le dieci di mattina. Non starà facendo la siesta. Sarà a scuola.
Alice Sono sicura che non andrà a scuola prima d'aver imparato bene lo spagnolo.
Brenda Ha iniziato la settimana scorsa. Mi ha mandato un sms. Sapevo che non avrebbe dimenticato di rimanere in contatto.

Towards FIRST

READING AND USE OF ENGLISH

1 PART 2 **Read the text about a university club and think of the word which best fits each gap. Use only one word in each gap.**

University Graduate Club

What will you all (0) ___be___ doing 5,10,15 years after you have graduated? Will you have (1) _____ working solidly right from after graduation? Or maybe you'll have had a break. Will you be thinking about getting married or starting a family? Maybe one of you will (2) _____ developed a cure for a serious disease. Maybe you (3) _____ have become Prime Minister, but someone just as valuable. But, more importantly, (4) _____ you have lost touch with the people who today you consider to be your best friends? I was sure that I (5) _____ have kept in touch with everyone I had met here at uni. I (6) _____ going to stay friends on Facebook and contact them often, but it didn't work out like that. That's why, five years ago, I set up this club so that all graduates from this university can stay in touch. From next year, I will also (7) _____ organising anniversary dinners so we will all have a chance to meet up. There are already 300 members and I hope (8) _____ the time you all graduate in June, there will be even more.

2 PART 4 **Complete the second sentence using the word given so that it has a similar meaning to the first sentence. Use between two and five words, including the word given.**

0 I'll finish watching this film and then I'll start revising.
SOON
I'll start revising ___as soon as I___ have finished watching this film.

1 My parents took up ballroom dancing nearly two years ago.
DOING
By next month, my parents _____ ballroom dancing for two years.

2 Julie's phone is switched off so she's probably at work.
WORKING
Julie _____ as her phone is switched off.

3 Brittany realised the chicken wasn't cooked just before she started to serve dinner.
ABOUT
Brittany _____ dinner when she realised the chicken wasn't cooked.

4 Frank planned to call his mother for her birthday but he forgot.
GOING
Frank _____ call his mother for her birthday but he forgot.

5 This apprenticeship lasts 8 months and I have done 3 months so far.
MONTHS'
In _____ I will have finished my apprenticeship.

6 When you arrive, I will have already left.
TIME
I will have already left _____ you arrive.

3 PART 7 **Read the article about the future of our planet and choose the correct person for each question. The people can be chosen more than once.**

Which person says…

1 there will be a man-made catastrophe? ___
2 there will be no major differences? ___
3 they can see more positive than negative developments? ___
4 governments won't have changed? ___
5 they are hopeful that our ordinary lives will be better? ___
6 certain inequalities will still exist? ___
7 some predictions are very unrealistic? ___
8 they are pessimistic about the future? ___
9 the way people work will change? ___
10 they are thinking about future generations? ___



The Future of Our Planet

We asked four people their opinion about how the world will have changed in 50 years' time

A I can't see that it's going to be that dissimilar to today, to be honest. There obviously will have been developments in technology which will have affected fields like medicine, education or transport. I expect cars will be safer and more fuel efficient. I hope that someone will have developed an environmentally friendly car that is worthwhile driving. This new technology will make our lives easier or quicker, just as it did in the past when new things were introduced. But fundamentally, I think we will still be living the same kind of life we do today with, unfortunately, the same differences between the wealthy and poor, and between developed and developing countries.

B I really hope I'm wrong but I can only see a negative future, one which proves that we have not learned anything from our past mistakes and are still not learning from the errors we make today. By this I mean that I think there will have been a serious world conflict and also several terrible natural disasters, all of which will have caused enormous loss of life and irreparable environmental damage. Governments won't have done anything concrete to solve the problems and will still be wasting time and money as they are doing today. It really is worrying to imagine that things are not going to improve in the future, so let's hope I'm wrong.

C I'd love to believe in some predictions such as we'll be living on the moon or we'll all be going on space holidays, but I don't think these things will happen as soon as that. Anyway, I think that governments, multinationals and organisations will have invested in ways to improve our everyday lives. I hope they will have eradicated poverty and solved many of the problems such as poor education and healthcare, which are just so unacceptable today. I definitely won't be here to see 2050, but I want to imagine a better world for my grandchildren, where there are no longer inequalities and injustice.

D I'm optimistic about our future. If you look at the advances we've made in the last 50 years, imagine what we can do in the next 50. We will have developed more efficient and advanced machines, computers and systems which will have transformed working practices so that everyone will have more leisure time. A consequence of this will be happier people, without so much stress, who are more willing to help each other. This will mean a better quality of life and a lower risk of violence. I'm sure that there will be other problems and difficulties to face but on the whole, as I said, I'm optimistic.

Towards FIRST

WRITING

4 PART 1 **In your English class you have been talking about transport and how it might change in the future. Now your English teacher has asked you to write an essay.**

How will transport have altered by the end of this century? Discuss both positive and negative changes.

Notes

Write about:
- public transport
- fuel
- _____ (your own idea)

Write an essay of about 140-190 words using all the notes and give reasons for your point of view.

5 PART 2 **You have seen this announcement in a teen magazine.**

2050! Over the last fifty years, technology has dramatically changed our lives. What changes will technology have brought to our lives by 2050? Will things be better or will we be living in a disturbing world?
Send us your article and the best ones will be published in next month's magazine.

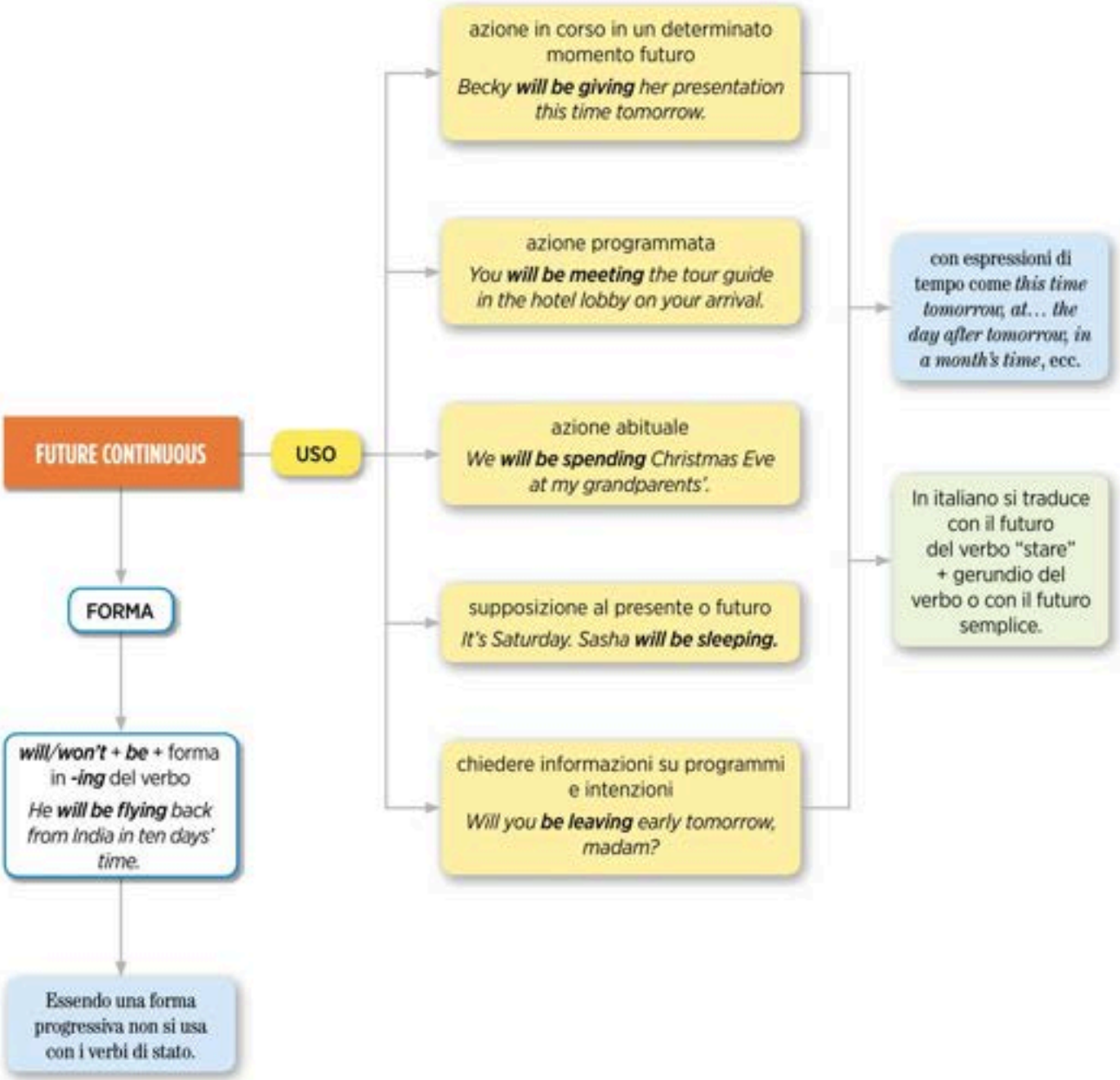
Write an article of about 140-190 words.

LISTENING

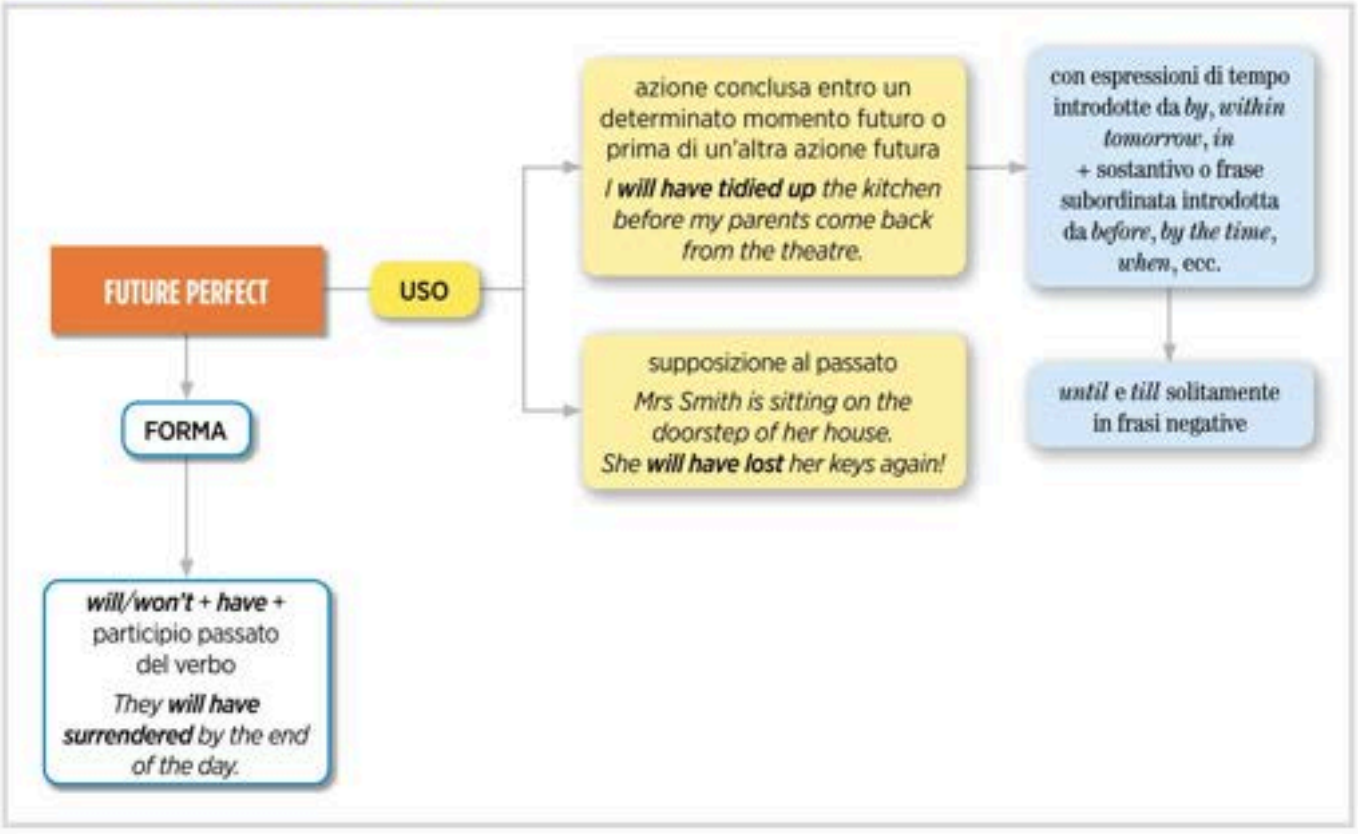
6 T 29 PART 2 **Listen to Mr Ingram, a teacher, about online learning and complete the sentences with a maximum of three words.**

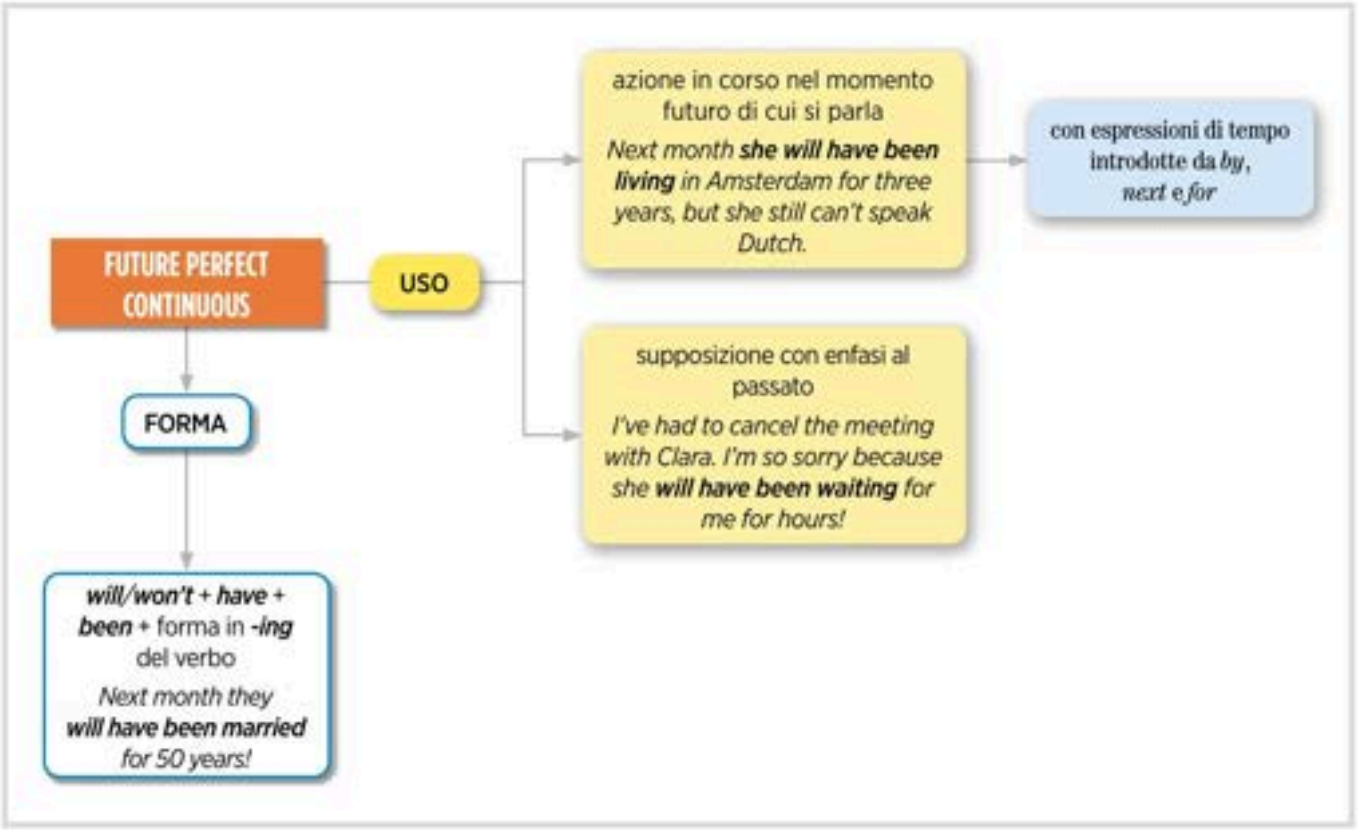
1 One prediction about education is that there will no longer be any _____ in 50 years' time.
2 Mr Ingram says that _____ is not guaranteed in developing countries.
3 A lot of students applied for online courses run by _____.
4 One difficulty with online exams is checking the _____ of the candidate.
5 Analysing the _____ of someone typing is a new development in identifying someone online.
6 With some online tests, students can get their _____ immediately.
7 Not all _____ can be corrected automatically.
8 Mr Ingram believes that _____ will remain an important part of a teacher's job.
9 Mr Ingram says that _____ is the same for online and normal exams.
10 According to Mr Ingram, students' _____ will always be an important factor.

Mappa concettuale



Mappa concettuale





Esercizi

1 IL *FUTURE CONTINUOUS* **Completa il dialogo con le espressioni nel riquadro.**

will you be staying • won't be inviting • will be doing • will you be inviting
will be leaving • will be shopping • won't be hiding • will be giving • will you be visiting

Paul Thank you for the interview, Grace. How long (1) *will you be staying* here in Los Angeles?
Grace About three days. I (2) _____ on the 17th, after the premiere.
Paul (3) _____ the city during your stay?
Grace Yes, I love Los Angeles. We certainly (4) _____ in the hotel. I should imagine that this time tomorrow my husband (5) _____ on Rodeo Drive.
Paul And you?
Grace I (6) _____ a photo shoot first thing in the morning, and then I'll join him.
Paul I've heard that you (7) _____ a party to celebrate your 30th birthday. Who (8) _____ to the party?
Grace Over 200 people, but I (9) _____ any journalists I'm afraid!

2 IL *FUTURE PERFECT* **Riordina le parole in corsivo per formulare frasi complete.**

1 By the time you come home, ***promise / I / cleaned / have / my bedroom / I'll***
I promise I'll have cleaned my bedroom.
2 When we get there, ***already / they'll / lunch / had / have***
3 If you don't tell her your availability, ***by herself / booked / she'll / a holiday / have***
4 There's so much traffic! ***before / to the hospital / get / we / she'll / the baby / had / have***
5 Our anniversary is 30th July. *married / we'll / for / been / five years / have*
6 I'm sorry I'm really busy, so *by Saturday / I won't / repairing / finished / the car / have*
7 The post office say ***will / the packet / by the end / arrived / of the week / have***
8 How time flies! ***each other / next month / have / we will / two years / known / for***

3 *FUTURE PERFECT O FUTURE PERFECT CONTINUOUS?* **Sottolinea l'alternativa corretta.**

1 Everyone will have ***been arriving/arrived*** by 6, so we can set off at 6.30.
2 The match started at 4 p.m. so by 8 p.m. they'll have ***been playing/played*** for 4 hours.
3 We're late. The film will have ***been starting/started*** by now.
4 By the end of the month, I will have ***been having/had*** my cat for 11 years.
5 My mum has been to see the head teacher. She will have ***been complaining/complained*** about my marks again.
6 Will you have ***been deciding/decided*** what to apply for before the deadline?
7 She'll have ***been taking/taken*** her driving test 5 times next week. Let's hope she passes.
8 We don't need to take an umbrella. It won't have ***been raining/rained*** in Spain for ages.
9 By this time tomorrow, I'll have ***been travelling/travelled*** for 28 hours and I still won't have ***been reaching/reached*** my destination.
10 How much money will you have ***been spending/spent*** by the time you've finished renovating the property?

135 Il periodo ipotetico di 3° tipo

VIDEO

FORMA

Principale	Subordinata con *if*
would have + participio passato	*past perfect simple*

*They **would have come** to Bali with us **if** they **hadn't bought** a new car.*
Sarebbero venuti a Bali con noi se non avessero comprato la macchina nuova.



*'If you **hadn't spoilt** him so much when he was younger, he **would have been** happy with a bucket and spade like a normal kid.'*

USO

Il periodo ipotetico di 3° tipo si usa per:

- parlare di **situazioni passate che avrebbero potuto realizzarsi** se si fossero verificate determinate condizioni

*I **would have come** home earlier if you **had asked** me.*
Sarei tornato a casa prima se me lo avessi chiesto.

*Sophia **would have gone** skiing if she **hadn't been** ill.*
Sophia sarebbe andata a sciare se non fosse stata malata.

- esprimere una **critica** nei confronti di terzi

*If you **hadn't pulled** the cat's tail, it **wouldn't have scratched** me.*
Se tu non avessi tirato la coda al gatto, non mi avrebbe graffiato.

- esprimere **rimpianto o rammarico** nei confronti di **se stessi**

*If I **hadn't** always **been** so unfriendly to Lisa, she **would have invited** me to the party.*
Se non fossi stata sempre così scortese con Lisa, mi avrebbe invitata alla festa.

VARIANTI

- Nella **proposizione principale**, oltre a *would have* + participio passato, si possono trovare ***could have***, ***might have*** e ***should have***.

*If I had attended the Greek course, I **could have passed** the test.*
Se avessi frequentato il corso di Greco, avrei potuto superare la verifica. (abilità → 126.1)

*If Marcus hadn't played so badly, his team **could/might have won** the match.*
Se Marcus non avesse giocato così male, la sua squadra avrebbe potuto vincere la partita. (possibilità → 126.2)

*You **shouldn't have told** her the truth if you had understood the gravity of the matter.*
Non avresti dovuto dirle la verità se tu avessi compreso la gravità della situazione. (rimprovero → 129)

- Sia nella proposizione principale che nella subordinata con *if* si possono usare le **forme progressive**.

*If I **had studied** during the school year, I **would have been leaving** for Ibiza with my friends now.*
Se avessi studiato durante l'anno scolastico, ora sarei partito per Ibiza con i miei amici.

*If you **hadn't been sleeping**, you **would have heard** the telephone.*
Se non avessi dormito, avresti sentito il telefono.

Esercizi

1 ■■■ **Sottolinea l'alternativa corretta.**

1 I *would have enjoyed/had enjoyed* school more if my classmates *had been/would have been* nicer.
2 If you *had gone/would have gone* to bed earlier last night, you *wouldn't have overslept/hadn't overslept* this morning.
3 If you *had been paying/would be paying* attention in class yesterday, you *would have known/can have known* about the class test today.
4 If you *hadn't come/had come* to pick me up, I'*d have been waiting/had been waiting* for hours.
5 We *could have visited/should have visited* far more things in Valencia if we *had had/would have had* more time.
6 If you'*d been looking/would have been looking* where you were going, you *wouldn't have walked/ hadn't walked* into the tree!

2 ■■■ **Un ex uomo d'affari racconta all'agente di polizia cosa accadde quando fu arrestato. Abbina le due parti delle frasi e completale con la forma corretta dei verbi tra parentesi.**

1 If there *hadn't been* (not / be) an economic recession,
2 If I _____ (tell) my wife, Marilyn, I was unemployed,
3 If Marilyn _____ (stop) spending money,
4 If I _____ (be able to) pay my bills,
5 If I _____ (wear) a mask,
6 If I _____ (hide) the money,

a ☐ I _____ (not / get) into so much debt.
b ☐ the clerk _____ (not / recognise) me.
c ☐ I *wouldn't have lost* (not / lose) my job.
d ☐ the police _____ (not / find) it.
e ☐ I _____ (not / try) to rob the post office.
f ☐ she _____ (stop) going on shopping sprees.

3 ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 I didn't buy the Diesel skinny jeans because Mum didn't give me the money.
If my mum had given me the money, I *would have bought* a pair of Diesel skinny jeans.
2 I didn't enjoy the film because Paola was talking all the way through it!
If _____ during the film, I would have enjoyed it.
3 We moved to Milan because my father's business relocated.
We _____ to Milan if my father's business hadn't relocated.
4 I didn't have your number on my speed dial list so I couldn't phone you.
If I had had your number on my speed dial list, I _____.
5 I didn't help him because he didn't ask nicely.
I might _____ if _____ nicely.
6 It was a mistake to change schools. I didn't know how bad this new one was before I came here.
If I had known how bad this new school was, I _____.

4 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Se non fossi andato alla festa, non avrei mai conosciuto la mia ragazza.
2 Mi sarei dimenticata del compleanno del mio ragazzo se la mia amica non me lo avesse ricordato.
3 Se avessi finito la scuola secondaria, avresti potuto avere un lavoro migliore.
4 Avresti riso anche tu per il suo ridicolo cappello se fossi venuto alla cerimonia.
5 Saremmo usciti la notte scorsa se non avesse piovuto.
6 Se tu avessi giocato meglio, avremmo potuto vincere la partita.

136 Il periodo ipotetico di tipo misto; omissione di *if* e inversione della frase

136.1 Il periodo ipotetico di tipo misto

In inglese si possono usare forme miste di periodi ipotetici (*mixed conditionals*) quando la proposizione principale e la subordinata appartengono a sfere temporali diverse.

- Si usa il **condizionale di 2° tipo nella proposizione principale** e il **condizionale di 3° tipo nella subordinata con *if*** per dire che la situazione presente o futura sarebbe diversa se la condizione fosse stata diversa nel passato.

Principale	Subordinata con *if*
would + forma base	*past perfect simple*

*He **wouldn't play** with the Wiener Philharmoniker now if he **hadn't played** the violin for years.*

Ora non suonerebbe con la Filarmonica di Vienna se non avesse suonato il violino per anni.

- Si usa il **condizionale di 3° tipo nella principale** e il **condizionale di 2° tipo nella subordinata con *if*** per dire che la situazione passata sarebbe stata diversa se la condizione presente fosse diversa.

Principale	Subordinata con *if*
would have + participio passato	*past simple*

*He **would have joined** us for dinner yesterday if he **didn't work** the night shift.*

Sarebbe venuto a cena con noi ieri se non facesse il turno di notte.

136.2 Omissione di *if* e inversione della frase

Nelle frasi subordinate con gli ausiliari ***were***, ***had*** e ***should*** è possibile omettere *if* invertendo l'ordine soggetto-verbo. Questa costruzione è usata nel linguaggio formale e letterario.

***If they weren't** on holiday, we'd invite them to lunch.*
***Were they not** on holiday, we'd invite them to lunch.*

Se non fossero in vacanza, li inviteremmo a pranzo.

***If he had been** more careful, he wouldn't have mixed up the reports.*
***Had he been** more careful, he wouldn't have mixed up the reports.*

Se fosse stato più attento, non avrebbe scambiato le relazioni.

***If the situation should get** worse, we'll leave the country.*
***Should the situation get** worse, we'll leave the country.*

Se la situazione dovesse peggiorare, lasceremo il paese.

REMEMBER

L'uso di *should* nella subordinata con *if* indica che è altamente improbabile che la condizione si verifichi.

Esercizi

1 ■■■ **Abbina le due parti delle frasi.**

1 If the airline pilots hadn't gone on strike,
2 If we hadn't got lost,
3 If I'd won the $50,000 prize money,
4 If we hadn't eaten so much chocolate,
5 If I hadn't worked so hard,
6 You wouldn't have got 8 for behaviour

a ☐ if you weren't always late for school.
b ☐ I'd be rich.
c [/] Angie would be in Los Angeles now.
d ☐ I wouldn't be where I am today!
e ☐ we wouldn't feel sick.
f ☐ we would be there now.

2 ■■■ **Completa le frasi con le forme verbali nel riquadro.**

wouldn't have got • were • weren't • wasn't • wouldn't have left • would have accepted

1 If you *were* taller, you could have become a model.
2 If he didn't have a drink problem, his wife _____ him.
3 If she _____ happy at her new school, she would have told us by now.
4 I _____ 4 for my last test if I were good at maths!
5 If she could speak good English, she _____ that job in New York.
6 We could have played cards at my house if my parents _____ at home this evening.

3 ■■■ **Completa le frasi con la forma corretta dei verbi tra parentesi per formulare delle frasi con il condizionale di tipo misto.**

1 You *wouldn't be* (be) here today if I hadn't met your father.
2 If my husband didn't have a good job in Sardinia, we _____ (move) to mainland Italy years ago.
3 I _____ probably _____ (read) more if the Internet hadn't been invented!
4 If I _____ (study) science at school, I would have more job opportunities now.
5 If I _____ (not / work) for IBM, I would have set up my own computer business.
6 If she didn't speak f uent Mandarin, she _____ (not / get) the job.

4 ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima usando gli ausiliari *were*, *had* o *should*, omettendo *if* e invertendo l'ordine soggetto-verbo.**

1 If you hadn't been apologetic about your behaviour, I wouldn't speak to you.
Had you not been apologetic about your behaviour, I wouldn't speak to you.
2 If they weren't very good friends of yours, I wouldn't have invited them.
_____, I wouldn't have invited them.
3 If she were not a hard worker, I would sack her.
_____, I would sack her.
4 If it hadn't been for John, we would have had a really boring evening.
_____, we would have had a really boring evening.
5 If I had known you were coming, I would have cooked dinner.
_____, I would have cooked dinner.
6 If you should wish to take advantage of the discount, you must subscribe to the gym before 1st June.
_____, you must subscribe to the gym before 1st June.
7 If you should see John, can you give him a message?
_____, can you give him a message?

137 wish, if only, hope, it's time

137.1 wish

Il verbo *wish*, utilizzato soprattutto al *present simple* e al *past simple*, può assumere vari significati in base alla costruzione.

- Si usa ***wish* + complemento indiretto + complemento diretto** con il significato di **"augurare"**.

I wish you a pleasant flight.	Vi auguro un buon volo.

⚠ Se il complemento indiretto è seguito da un verbo, si usa *hope* → 137.3 e non *wish*.

***I hope** Lea has a great weekend in Berlin.*	Spero che Lea trascorra un fantastico fine settimana a Berlino.

- Si usa ***wish* + (complemento oggetto) + infinito** con il significato di **"volere/desiderare"**. In questa costruzione *wish* ha lo stesso significato di *want/would like* + (complemento oggetto) + infinito → 104.1, ma è più formale.

***I wish to book** a double room.*	Voglio prenotare una camera doppia.
***I wish my son to attend** a public school.*	Desidero che mio figlio frequenti una scuola pubblica.

- Si usano le seguenti strutture per esprimere **desideri irrealizzabili** o rimpianti. In questi casi *wish* viene tradotto in italiano con il **condizionale presente di "volere"** ("vorrei", ecc.).

wish* + *past simple (desiderio irrealizzabile o insoddisfazione per una situazione attuale)	*I **wish I had** a scooter.* *Ellen **wishes her boyfriend didn't work** in a disco.*	Vorrei avere uno scooter. (ma non ce l'ho) Ellen vorrebbe che il suo fidanzato non lavorasse in discoteca. (ma è un DJ)

! Se *wish* è seguito dal verbo *be*, si usa la forma **were** per tutte le persone, anche se nella lingua parlata è comune l'uso di *was* con la prima e la terza persona singolare.

*I **wish I were/was** famous.*	Vorrei essere famoso.
*Fiona **wishes William were/was** her boyfriend.*	Fiona vorrebbe che William fosse il suo ragazzo.

wish* + *could (desiderio riferito a capacità o possibilità)	*I **wish I could skateboard**.*	Vorrei saper andare sullo skateboard.
wish* + *past continuous (desiderio riferito a una situazione futura)	*I **wish she weren't leaving** tomorrow.*	Vorrei che non andasse via domani.
wish* + *would (desiderio che dipende dalla volontà/ disponibilità di terzi – insoddisfazione, irritazione o impazienza da parte di chi parla)	*I **wish they would invite** us back.* *We **wish she wouldn't play** the violin in the middle of the night.*	Vorrei che ricambiassero l'invito. (ma non lo faranno) Vorremmo che non suonasse il violino nel mezzo della notte. (ma continuerà a suonare la notte)

! Si usa *wish* + *would*:

- solo quando il soggetto di *wish* e della subordinata non concordano, altrimenti si usa il *past simple* o *could*

*She **wishes her little sister would stop** wearing her jeans.*	Vorrebbe che la sua sorellina smettesse di indossare i suoi jeans.
*She **wishes she wore/could wear** her sister's jeans.*	Vorrebbe indossare/poter indossare i jeans di sua sorella.

- per parlare di comportamenti/azioni, ma non di situazioni/modi di essere

*I **wish she would cook** dinner sometimes.*	Vorrei che qualche volta preparasse la cena.
*I **wish she were** a better cook.*	Vorrei che fosse una cuoca migliore.

wish* + *past perfect simple/past perfect continuous (rammarico/ rimpianto per una situazione passata che non si è realizzata)	*I **wish I had taken** an umbrella.* *They **wish he hadn't been spending** all his money on video games.*	Vorrei aver preso l'ombrello. Vorrebbero che lui non avesse speso tutti i suoi soldi in videogiochi.
wish* + *could have (desiderio riferito a capacità/possibilità passate non realizzate)	*I **wish she could have come**.*	Vorrei che fosse potuta venire.

English Usage

Osserva la dif erenza di significato fra:

- ***wish* + *past simple*** e ***wish* + *would***

*I **wish he visited** us more often.*	Vorrei che venisse a trovarci più spesso. (ma non è fattibile perché abita lontano)
*I **wish he would visit** us more often.*	Vorrei che venisse a trovarci più spesso. (sono irritato perché non lo fa, la cosa dipende da lui e non da circostanze esterne)

- ***wish*** e ***would like***: *wish* esprime un desiderio da parte di chi parla, mentre *would like* la volontà da parte di chi parla che qualcuno faccia qualcosa

*I **wish** she sang in a band.*	Vorrei che cantasse in un gruppo. (desiderio)
*Sir, **I'd like** you to leave immediately.*	Signore, vorrei che se ne andasse immediatamente. (volontà)

137.2 *if only*

Per esprimere un desiderio e dare maggiore **enfasi** alla frase si può usare *if only* ("se solo/soltanto…").
I tempi verbali sono gli stessi di quelli che seguono *wish*.

I wish he spoke German.
***If only he spoke** German!* — Se solo parlasse tedesco!

I wish I hadn't sold the farmhouse.
***If only I hadn't sold** the farmhouse!* — Se soltanto non avessi venduto la fattoria!



*'Those bears were so cute... **if only we could have brought** them home!'*

137.3 *hope*

Per parlare di un **desiderio possibile o realizzabile** nel futuro si usa il verbo ***hope* + *present simple*/ futuro con *will***. La forma negativa si costruisce mettendo al negativo il verbo che segue.

*I **hope** he **recovers/will recover** from the flu.*	Spero si riprenda dall'inf uenza.
*I **hope** you **don't/won't download** the project from the Internet.*	Spero che tu non scarichi la ricerca da internet.

137.4 *it's time*

Si usa l'espressione ***it's time* + forma affermativa** del ***past simple*** per dire che è il momento di fare qualcosa e sottolineare che l'azione dovrebbe essere già fatta. Questa costruzione esprime una critica o una lamentela da parte di chi parla. In italiano si rende con l'espressione "è ora" o "sarebbe l'ora". In questo caso il *past simple* non ha significato di passato, ma si riferisce a una situazione presente o futura.

***It's time** you **found** a job.*	È ora che ti trovi un lavoro.

English Usage

Per dare maggiore enfasi all'af ermazione si usano gli avverbi ***about*** o ***high***.

***It's about/high time** you **went** to the hairdresser's.*	Sarebbe l'ora che tu andassi dal parrucchiere.

Si usa l'espressione ***it's time* + infinito** per dire che è il momento di fare qualcosa e si è in orario per farlo.
Per specificare chi deve compiere l'azione si mette ***for* + complemento** prima dell'infinito. Confronta:

*It's ten o'clock. **It's time (for you) to go** to bed, Costanza.*	Sono le dieci. È ora di andare a letto, Costanza. (Costanza va a letto alle dieci e quindi è il momento di andare a dormire)
*It's eleven o'clock. **It's time you went** to bed, Costanza.*	Sono le undici. Sarebbe ora che tu andassi a letto, Costanza. (Costanza va a letto alle dieci, sono le undici e dovrebbe essere già a letto)

Esercizi

1 ■□□ **Tom non è molto felice. Leggi che cosa desidererebbe e completa le frasi con la forma corretta dei verbi nel riquadro. Poi abbina le due parti delle frasi.**

can • not have • have (x 2) • not live • be

1 I wish I *had* more money
2 I wish I _____ so much homework
3 I wish I _____ better looking
4 I wish I _____ richer parents
5 I wish I _____ in a small town,
6 I wish I _____ drive

a ☐ so I could live in a bigger house.
b ☐ it's so boring.
c ☐ so I wouldn't have to walk everywhere.
d ☐ so I'd have more girlfriends.
e ☑ then I could buy an electric guitar.
f ☐ so I could go out more often.

2 ■■□ **Jenny si sta lamentando delle abitudini fastidiose che hanno alcune persone. Formula delle frasi con *wish + would/wouldn't*.**

1 My brother leaves his dirty socks in the toilet. *I wish he wouldn't leave his dirty socks in the toilet.*
2 My mother is always nagging me about my messy bedroom.
3 My sister never helps around the house.
4 Lorrie never arrives on time.
5 My neighbours always make a lot of noise early in the mornings.
6 Mrs Evans gives us so many class tests.

3 ■■□ **Lo scorso mese Sara è andata in vacanza ma non si è trovata bene. Leggi che cosa è successo e scrivi delle frasi per esprimere il suo rammarico basandoti sulle informazioni date.**

1 It was really cold. (take / winter clothes) *I wish I had taken winter clothes.*
2 I went to Scotland. (go / warmer country)
3 I didn't book early enough, so I wasn't able to find a cheap f ight. (book / earlier)
4 I stayed in the countryside, but it was boring. (not / rent / a cottage in the countryside)
5 I didn't have a car. (hire / a car)
6 I didn't lock my money in the room safe and the chambermaid stole it. (lock / money)
7 I argued with Jerry every day. (not go away / with Jerry)
8 Jerry didn't bring his passport to the airport and we missed our f ight. (remind / Jerry)
9 I gave in to temptation and bought some expensive shoes. (buy / shoes)

4 ■■□ **Sottolinea l'alternativa corretta.**

1 I wish you *a Merry Christmas/to have a Merry Christmas.*
2 Hello. Good morning, I wish *speak/to speak* to Mr Smith if he is available.
3 I wish Lorenzo *didn't live/wouldn't live* so far away. It takes ages to get to his house.
4 I wish you *wouldn't borrow/don't borrow* my clothes without asking.
5 It's hot in here. I wish I *wasn't wearing/didn't wear* a woollen dress.
6 If only George *had been/were* here. He'd know what to do.
7 I wish you *were coming/had been coming* with us. We'd have more fun!
8 I wish I *had visited/were visiting* Stonehenge when you could still walk around the stones.
9 If only I *could find/would find* the answer!
10 If only my classmates *would stop/could have stopped* talking!
11 Don't you wish you *had/would have* a big house?
12 I wish he *wouldn't chew/didn't chew* gum all the time.

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

1 Look at the traffic. I wish we *'d caught* (catch) the train instead.
2 If only I _____ (think) to bring more money with me. I could buy those earrings.
3 I wish I _____ (not / have) to go to school tomorrow.
4 I wish you _____ (not / do) that. It's really annoying.
5 Missing you. I wish you _____ (be) here!
6 If only I _____ (keep) quiet. Now Dan's absolutely furious with me.

6 ■■ **La signora Rossi crede che sua figlia Nadia di diciotto anni sia immatura e che è ora che cambi. Leggi che cosa dice a Nadia e completa le frasi con la forma corretta dei verbi nel riquadro.**

begin • start (x 2) • get • do • face up

1 It's high time you *started* looking after yourself.
2 It's time you _____ thinking about your future.
3 It's time you _____ to your responsibilities.
4 It's time you _____ a part-time job.
5 It's time you _____ your own laundry.
6 It's time you _____ buying your own clothes.

7 ■■ **Completa le frasi con la forma corretta dei verbi nel riquadro.**

not drive • see • not mind • go • not say • take

1 I hope you *don't mind*, but I borrowed your bike pump.
2 I hope he _____ no to our request.
3 Don't you think it's high time you _____ responsibility for your actions?
4 If only I _____, I wouldn't have had the accident.
5 I hope we _____ each other again soon.
6 It's time _____. Come on, get your coats.

8 FIRST ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima usando la parola data. Devi usare tra le due e le cinque parole, compresa la parola data.**

1 If you want to catch the 4.15 train, you should leave now. (time)
If you want to catch the 4.15 train, _____ *it's time to leave now* _____.
2 What a pity we didn't see the other film. (gone)
If only _____ see the other film.
3 I don't want it to rain tomorrow. (hope)
_____ rain tomorrow.
4 It's a pity that I don't have my own bedroom. (wish)
_____ my own bedroom.
5 I regret not going to see Lady Gaga in concert. (wish)
_____ to see Lady Gaga in concert.
6 It's a pity Federico refuses to speak English. (wish)
I _____ English.

Esercizi di riepilogo

1 **Abbina le due parti delle frasi.**

1	If we had followed the map,	a ☐	if I hadn't been working so hard recently.
2	They wouldn't have been able to buy that house	b ☐	if they hadn't won the lottery.
3	If only	c ☐	we wouldn't be lost now.
4	I wish	d ☐	they wouldn't have got into so much debt.
5	I couldn't have done this	e ☐	I hadn't said that horrible thing to my brother.
6	Had they read the small print on the contract,	f ☐	you had told me about your problem.
7	I wouldn't feel so tired	g ☐	we wouldn't have listened to you.
8	If we had known you were lying,	h ☐	if all of you hadn't helped me so much.

2 **Completa la seconda frase in modo che abbia lo stesso significato della prima. Usa il periodo ipotetico di 3° tipo o di tipo misto.**

1 She accepted the lift because she knew the driver.
If she *hadn't known the driver, she wouldn't have accepted the lift*.
2 We are late because you spent so long in the shower.
We _____.
3 Jake didn't come to the party because I forgot to send him an invitation.
If I _____.
4 You didn't work very hard last term so you are now in the bottom class.
If you _____.
5 I wasn't careful and I broke my new tablet.
I _____.
6 Gerry wasn't injured in the crash because he was wearing a helmet.
If he _____.
7 His parents decided not to go away for the weekend so Mike couldn't have a party.
Mike _____.
8 The head teacher cancelled sports day because it was snowing heavily.
If _____.

3 **Completa le frasi con le parole nel riquadro.**

you made • hope • could • wish • to make • should

1 If only you *could* have come with us. It would have been more fun.
2 I _____ you have a lovely holiday. Send me a postcard!
3 I wish _____ a complaint to the manager.
4 You _____ have behaved better especially if you want them to invite you again.
5 I _____ you all the best in your new job.
6 It's time _____ more of an effort around the house. I can't do it all.

4 **Leggi cosa dice Samuel e scrivi delle frasi con *I wish* o *If only*.**

1 I don't like living in a small town. *I wish I lived in a big city.*
2 I went to a rock concert and it was awful!
3 I can't swim and I want to learn.
4 I'm sad that you're leaving tomorrow.
5 I'm not happy about the fact that my best friend never calls me.
6 I wasn't able to go on the school skiing trip.

5 FIRST Scegli l'opzione corretta.

Mum What on earth were you thinking? You (1) *could* have seriously hurt yourself. You're lucky you're only bruised.

Sally I know, but it was safe. There were proper instructors and we had all the safety gear. I (2) _____ gone if it (3) _____ been organised properly. And I only fell off because Damien was mucking around. If he (4) _____ riding sensibly, the accident wouldn't have happened.

Mum I see, but it was so dangerous. I can't help thinking about what might (5) _____. (6) _____ been at home this morning, I would (7) _____ you from going.

Sally Dad knew and he was cool about it. I wish you (8) _____ stop going on about it, Mum. I'm fine and we all had a great time. I just (9) _____ it weren't so expensive.

Mum Well, I hope you (10) _____ do something like this again.

Sally Mum, it's about time (11) _____ I'm not a little girl anymore. (12) _____ I could do it every week! Motocross is awesome!

Mum Sally! No way! You're grounded for two months!

1	A could	B should	C would
2	A could have	B hadn't	C wouldn't have
3	A wouldn't	B hadn't	C weren't
4	A had been	B had	C was
5	A be happening	B have happened	C happen
6	A I wish I	B if only I	C had I
7	A have stopped	B stop	C be stopping
8	A would	B will	C did
9	A hope	B wish	C want
10	A won't	B didn't	C not to
11	A to realise	B you would realise	C you realised
12	A I hope	B if only	C if



6 ERROR CORRECTION Trova altri 10 errori nel testo e correggili.

If dinosaurs didn't *hadn't* become extinct, what will life on earth be like today? What should modern music be like if the electric guitar wasn't been invented? Questions like these are a lot of fun and we can apply them to our own lives too. What would happened if I didn't go to that concert last year where I met my girlfriend? I had been born in another country, my life wouldn't be the same. But what would I be like? I hope we could know! It's best, however, to remain philosophical rather than focusing on regrets, so no sentences like 'I had got a better mark if I would have revised more.' and 'I wish I haven't done that.'.

7 TRANSLATION Traduci il seguente testo in inglese.

Come sarebbe la vita senza internet? Dipende se intendiamo se internet non fosse mai stato inventato oppure se ci venisse sottratto oggi. Innanzitutto se non avessimo mai avuto internet, non ne avremmo sentito la mancanza e la vita sarebbe stata più lenta e meno globale. Se internet venisse eliminato, troverei molto difficile adattarmi dal momento che la vita con accesso a internet è tutto ciò che ho sempre conosciuto. Se fossi vissuto prima dell'arrivo di internet, come i miei genitori, non penso che sarebbe così difficile.

Towards FIRST

READING AND USE OF ENGLISH

1 PART 5 **Read the article and for each question, choose the answer which you think fits best according to the text.**

WORLDSCHOOLING

Where did you go to school? Probably the school in your village or the one on the other side of town. But what would you have said if your parents had told you that you weren't going to go to school anymore? That you would be travelling around the world instead? Welcome to the world of worldschooling, where parents quit work, for anywhere from a few months to several years, to take their children around the world. Every worldschooling family has a different approach as to how this actually works. Some insist on formal lessons and use the same curricula their children would be working on in their home countries. Others prefer a less rigid approach, working on the assumption that kids learn best through their own life experiences on the road. The common bond is the shared belief that travel is an essential part of being a well-educated and well-rounded person.

One UK family, who has been travelling and worldschooling for over four years now, started when their two children were 5 and 8. Before having children, travel had always been a big part of their relationship and they had both lived in different countries for extended periods. They said that this had led them to the fairly easy decision of wanting to travel as a family, but it was more difficult to decide the right moment. 'We wanted the children to be old enough, that they weren't babies but we didn't want them to be too old that they were getting to a critical point in their education,' they explained. 'If we had put the decision off any longer, we would have had to wait until the end of school.'

What difficulties might there be with worldschooling? Given that the emphasis should be on education, previous teaching experience



is certainly useful, although one worldschooling mum said she still would have done it even if she didn't have the experience. She explained that if you want the children to have quite a structured schooling, you can bring books based on your national curriculum for the core subjects like language and maths, and for the rest you should be inspired by where you are. So the Romans when in Italy and so on. If your trip is less than a year long, it should be fairly easy for your children to fit back into their local education system and catch up with their peers. If the period is longer, it perhaps becomes more important to get the **balance** right as the child could risk being at a disadvantage when they return to formal education.

Another potential problem is the social aspect. While you might meet many interesting people on your travels, it is difficult to form the same kind of long-term friendships that are usually made at school. And, finally, there is the question of how to pay for such a trip. Worldschooling certainly doesn't come cheap. I have to say that I wonder what these children will say in the future about their experiences: will it be 'If only I had had a normal childhood!' or 'I hope I can do the same with my kids.'? Only time will tell.

1 How can worldschooling methods differ?
A There can be longer or shorter periods of time studying.
B They can include study periods in your home country and abroad.
C They can focus on strict or relaxed teaching structures.
D There might be individual or group teaching sessions.

2 What is the main reason behind the decision to worldschool?
A The quality of education is better than you would get at home.
B It helps create a mature, balanced person.
C It teaches children how to share and to understand different beliefs.
D Learning while travelling is more fun.

3 Why was worldschooling an easy decision for the couple in the second paragraph?
A They had done it before with their older children.
B Their children had reached a critical stage in their education.
C They knew it was a good way to spend extended time in a foreign country.
D They had travelled extensively in the past and enjoyed it.

4 Why is the lack of teaching experience not necessarily a disadvantage?
A You do not have to do all lessons formally with textbooks.
B There are books available to help you teach.
C You can use local experts to teach relevant subjects.
D You only need to know a few key subjects.

5 What does the word 'balance' (in bold in the text) refer to?
A Spending adequate time both travelling and at home.
B Receiving a suitable degree of formal and non-formal education.
C Being able to meet many people but still make friends.
D Dedicating an equal number of hours to the study of various subjects.

6 In the final paragraph, the author is...
A concerned about how the children might feel after having been worldschooled.
C convinced that the social benefits of worldschooling outweigh any drawbacks.
B worried that many parents cannot afford to worldschool.
D sure that future generations will continue to worldschool.

2 PART 4 **Complete the second sentence using the word given so that it has a similar meaning to the first sentence. Use between two and five words, including the word given.**

0 Joe didn't arrive on time so he missed the start of the play.
WOULDN'T
If Joe had arrived on time, he *wouldn't have missed* the start of the play.

1 Gail regrets wasting so much time going out instead of studying at university.
WASTED
Gail wishes _____ so much time going out instead of studying at university.

2 The f yover really should be completed by now. It's taking too long.
HIGH
It _____ this f yover was completed. It's taking too long.

3 Patrick spent a lot of time in Japan as a child, so now he speaks Japanese f uently.
NOT
If Patrick _____ a lot of time in Japan, he wouldn't speak Japanese f uently.

4 They didn't visit her in hospital because they weren't aware she was ill.
BEEN
_____ was ill, they would have visited her in hospital.

Towards FIRST

3 PART 2 **Read the text and think of the word which best fits each gap. Use only one word in each gap.**

Family Holidays

When people used to send postcards from their holidays, a common sentence to write was 'I wish you (0) were here'. But did we really think that? What (1) _____ have happened if those people had (2) _____ on holiday with us? Perhaps we would have (3) _____ all day in museums or on the beach or somewhere we didn't actually want to be. We all have different tastes, but a holiday is not the right time to find out about them.
Two years ago I had a horrendous holiday with some of my relatives. If (4) _____ they had never suggested it in the first place! One of my uncles spent the whole holiday moaning. (5) _____ we chosen a hotel instead of an apartment, it would (6) _____ been better as I (7) _____ have escaped from him for a while.
It's (8) _____ time I had another holiday – on my own! And the relatives will have to be content with an update and selfie on Facebook.

WRITING

4 PART 2 **You have seen this announcement on a teen website. Write a review of about 140-190 words.**



5 PART 2 **You have seen this announcement in an international teen magazine. Write an article of about 140-190 words.**

Which modern invention has changed our lives the most? What would our lives be like if it hadn't been invented?
Send us your article and we'll publish the best ones in next month's issue.

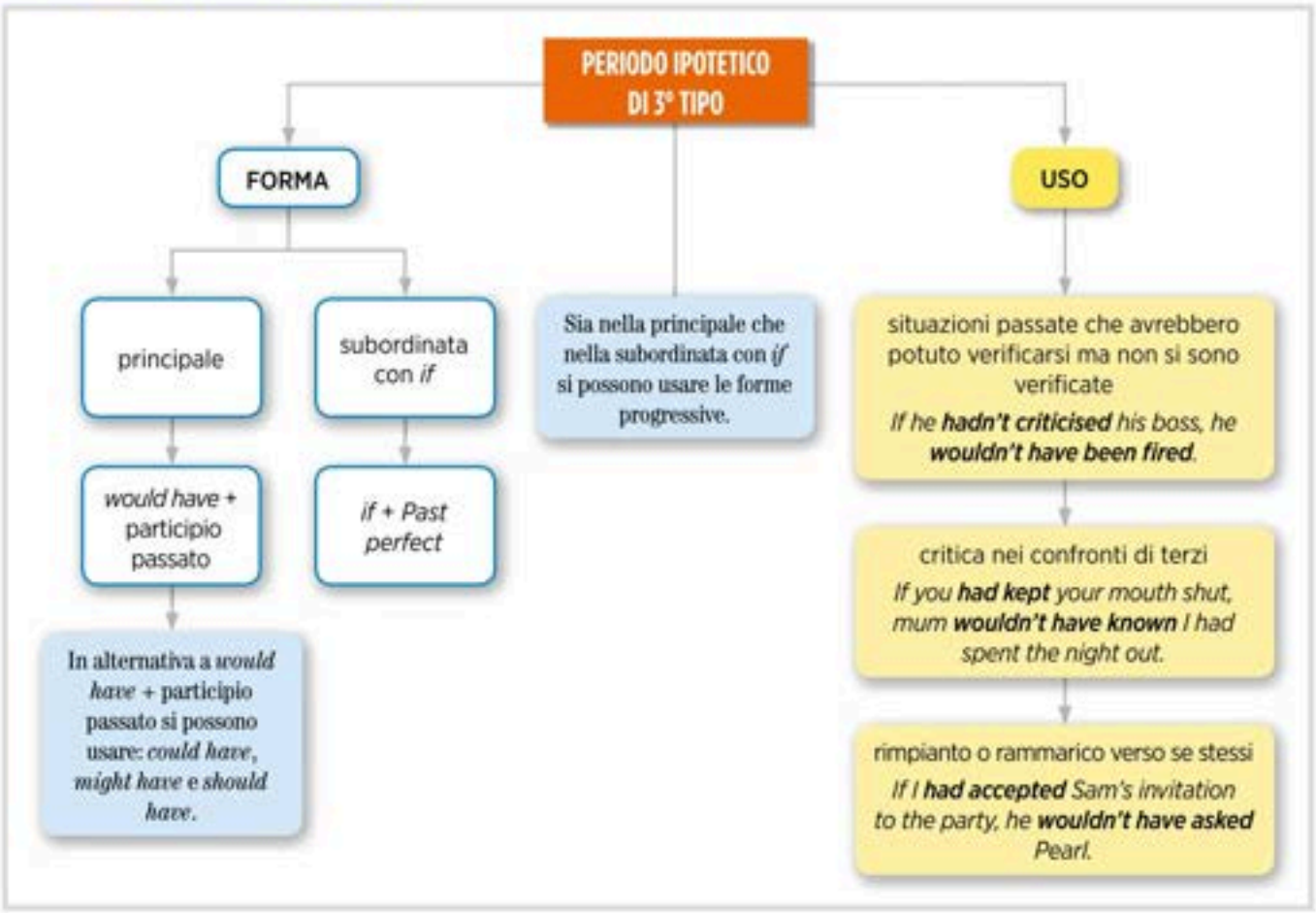
LISTENING

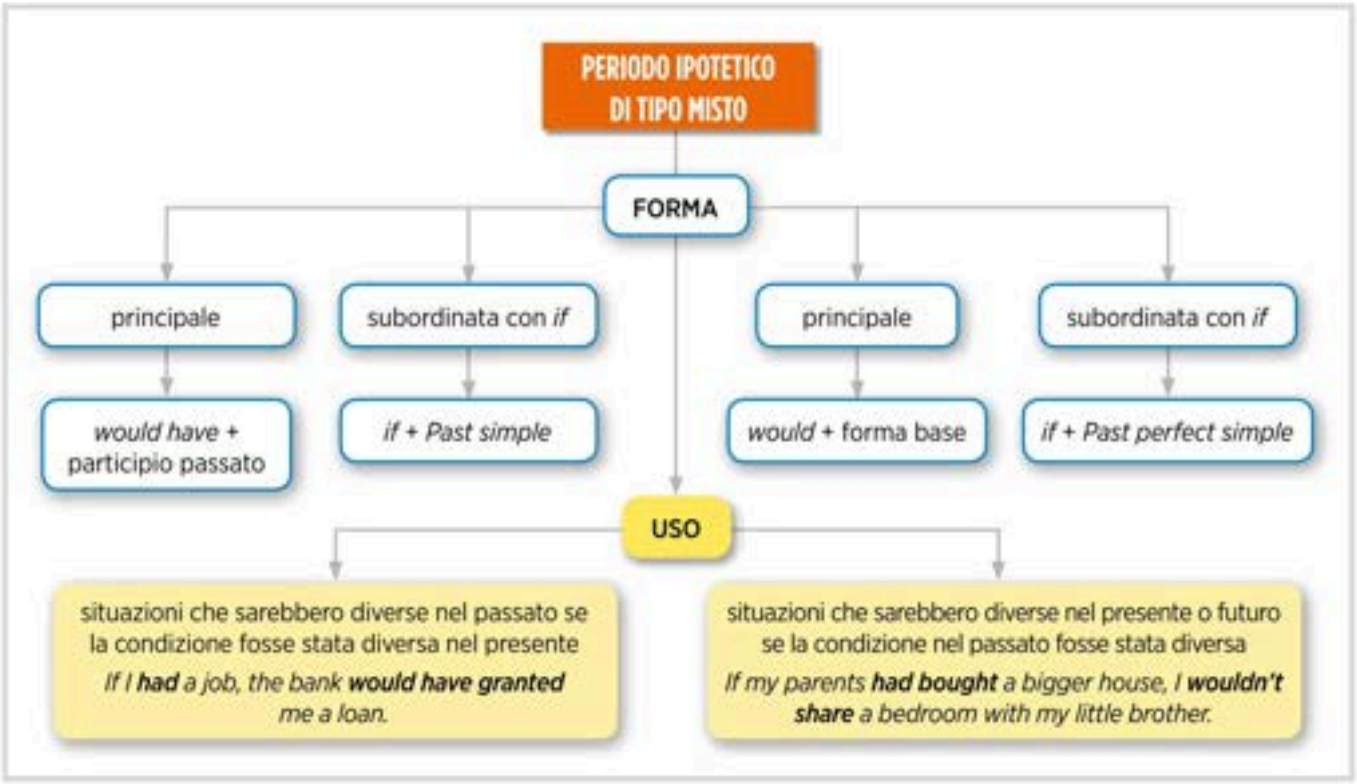
6 T 30 PART 3 **Listen to five young people talking about their feelings and match each statement to the correct speaker. Use each letter only once. There are three extra letters.**

A My parents interfered in an important decision.
B I was given a wonderful opportunity by accident.
C It is important never to have regrets.
D I can't see the situation changing in the near future.
E I'd like to know what might have happened.
F It's about time I had better luck.
G I'd like my dreams to come true.
H It's important to live in the present.

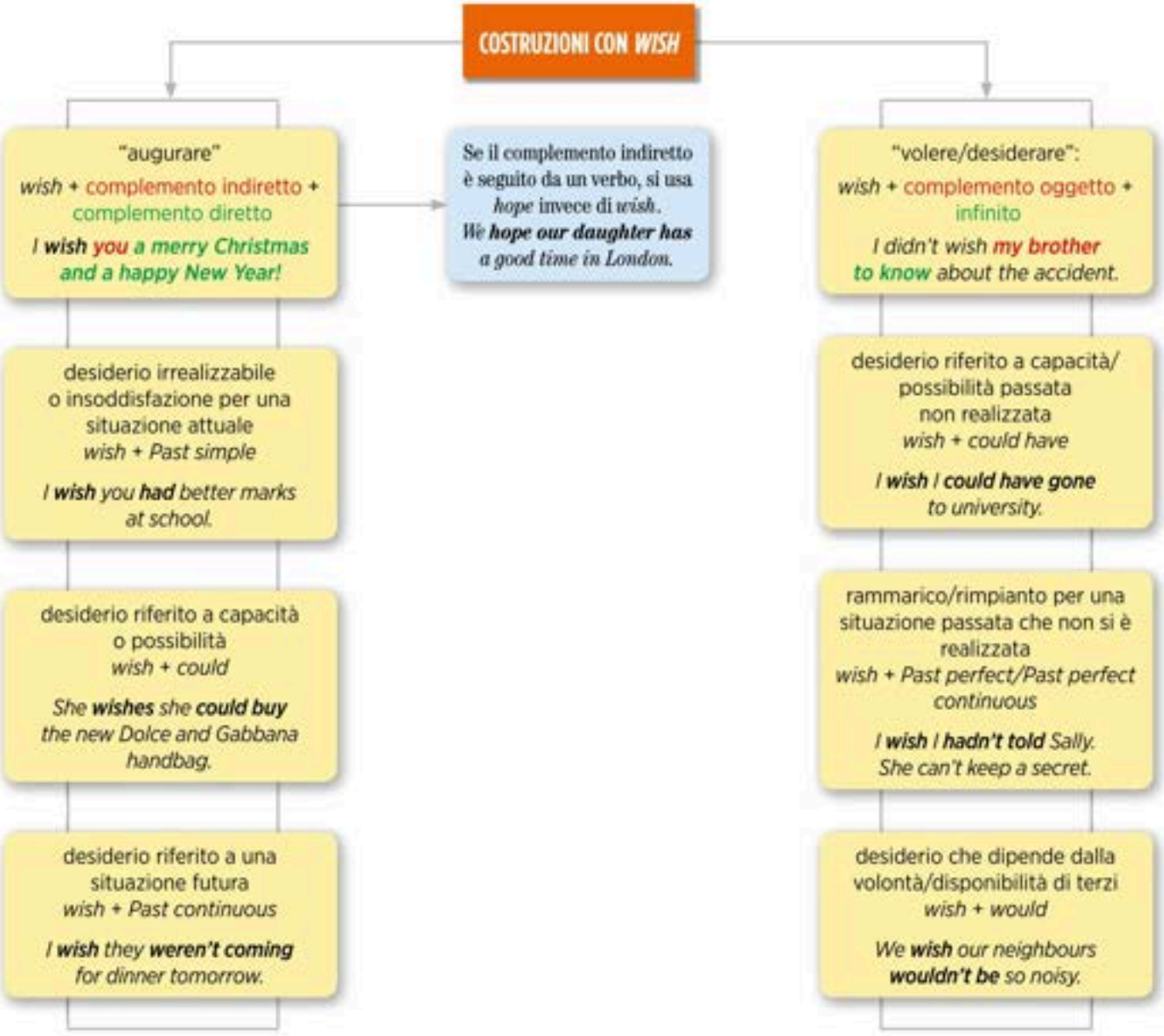
Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

Mappa concettuale





Mappa concettuale



Esercizi

1 PERIODO IPOTETICO DI 3° TIPO **Sottolinea l'alternativa corretta.**

1 If there ***hadn't been/wouldn't have been*** an economic recession, I ***wouldn't have/hadn't*** lost my job.
2 If Paola ***hadn't/wouldn't*** been talking during the film, I would have enjoyed it.
3 If I ***would have/had*** told my wife about my debts, she ***had/would*** have stopped going on shopping sprees.
4 I ***might have/had*** helped him if he ***would/had*** asked nicely.
5 If I ***had/would have*** known how bad this new school was, I ***couldn't/wouldn't*** have come here.
6 We ***wouldn't/hadn't*** have moved to Milan if my father's business ***wouldn't have/hadn't*** relocated.
7 If they had had more time, they ***could have/had*** gone to the National Gallery as well.
8 The team would have won if they ***would have/had*** played better.

2 PERIODO IPOTETICO DI TIPO MISTO **Abbina le due parti delle frasi.**

1 You wouldn't be here today	a ☐ he would have told us by now.
2 If he didn't have a drink problem,	b ☐ if the Internet hadn't been invented!
3 We could have played cards at my house	c ☐ we would have moved to mainland Italy years ago.
4 If Elisa didn't work for Microsoft,	d ☑ if I hadn't met your father.
5 If he wasn't happy at his new school,	e ☐ she would have set up her own computer business.
6 I wouldn't have got a D for my last test	f ☐ he would have more job opportunities now.
7 If I didn't have a good job in Sardinia,	g ☐ if I were good at maths!
8 If she could speak good English,	h ☐ his wife wouldn't have left him.
9 I would probably read more	i ☐ if my parents weren't at home this evening.
10 If Graham had studied science at school	j ☐ she would have got that job in New York.

3 COSTRUZIONI CON *WISH* **Sottolinea l'alternativa corretta.**

1 I wish I ***had kept/kept*** quiet. Now Dan is furious with me.
2 I wish you ***didn't/wouldn't*** do that. It's really annoying.
3 I wish I ***haven't/didn't have*** so much homework so I could go out this evening.
4 'Don't you wish you ***was/were*** famous?' 'Not really. I'm happy as I am.'
5 Congratulations! I ***wish/hope*** you both all the best for the future.
6 I wish you ***hadn't left/weren't leaving*** tomorrow. It's been so lovely having you to stay.
7 He wishes he ***could/can*** ski better then he could go on the school trip.
8 'Did you wish ***speak/to speak*** to me?' 'Yes, I'd like to make a complaint.'
9 I ***hope/wish*** you feel better soon. The flu this year is particularly nasty.
10 Gomez wishes his children ***don't/wouldn't*** chew gum all the time.

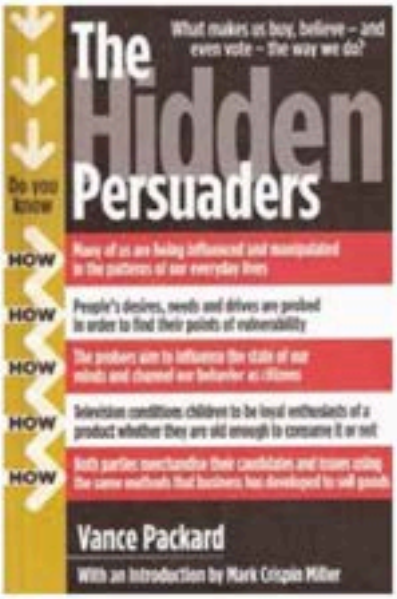
Grammar in context

The psychology of advertising

1 WARM UP **Answer the questions.**

1 How many forms of advertising can you think of?
2 How many adverts do you think you see in a day?
3 Can you remember all the products/brands/services that were being advertised?

The art of persuasion – aka advertising



In 1957 during the post-war consumer boom, with more products, more disposable income and consequently more advertising, Vance Packard published a book called *The Hidden Persuaders*. In this he explored the theme of psychological manipulation and questioned the morality of how advertising played on the fears and sub-conscious desires of consumers to compel them to buy products they did not want nor need. Had he not published this, would psychologists have become less involved in the advertising industry? Certainly not, as being able to understand the psychology behind consumer decisions and how to use this knowledge is fundamental in knowing how to persuade, convince and, therefore, sell.

Since then, consumers have changed and have become more sophisticated, more aware and less easy to convince. Accordingly the study of the psychology behind consumer behaviour has increased in order to develop new advertising techniques and to ensure consumers do not become immune to advertising messages.

Currently, consumer psychologists analyse people's reactions and comments in focus groups and consumer panels; they use special glasses to track and analyse a shopper's eye movements while walking through a supermarket. Neuro-scientists are carrying out experiments to look at how the brain responds in certain situations in a technique called neuro-marketing. And the future? Over the next 20 or so years what will happen in the world of advertising? It is not easy to make predictions but it is likely that advertising will have moved away from just communicating and will be extremely personalised. Technology will certainly have helped bring about this change. Wearables will be tracking how we feel and react through measuring heart rate and skin temperature in order to adjust the adverts we see. The division between content and advertising will have been blurred through the use of virtual reality, immersing us in a creative world based on our shopping history, likes and desires. However, the role of behavioural and consumer psychologists certainly won't have been replaced as the more we can understand people's behaviour and purchasing decisions today, the better we can guess what they might like tomorrow.



2 COMPREHENSION CHECK Read the article and answer the questions.

1 What was the book *The Hidden Persuaders* about?
2 Why is psychology important for the advertising industry?
3 What is neuro-marketing?
4 What predictions are there in the article for the future of advertising?

3 FOCUS Look at the article again and underline an example of the following:

- *future continuous*
- *future perfect* (affirmative and negative)
- expression of probability
- third conditional

WATCH OUT!

- The salesman succeeded ~~to convince~~ her to buy the set of saucepans. *succeeded in convincing/ managed to convince*
- You should have ~~check~~ the tyres before we left. *checked*
- I'd rather ~~to have~~ the red one. *rather have/would prefer to have*
- At this time tomorrow we are ~~travelling~~ to the conference. *will be travelling*
- She will have finished work by the time we will ~~have arrived~~. *we arrive/we have arrived*
- Next month, I'll ~~have been knowing~~ you for six months. *I'll have known*
- If they would ~~have heard~~ the news, they would have called you. *had heard*
- ~~Had been he~~ more careful, he wouldn't have hurt himself. *Had he been*
- ~~I hope you~~ a nice holiday. *I wish you/I hope you have*
- I wish I would ~~be~~ a better cook. *were*

4 ERROR CORRECTION Correct the 10 mistakes in this dialogue.

A This time next month, you will ~~be having~~ *have* have retired. 45 years! Do you hope you have done anything differently in your career?
B Not really. I can have tried harder for another promotion, I suppose, but I don't think I would had managed keeping such a good work-life balance if I would had got one.
A That's important.
B I wish I have won an award for that ad campaign last year. It was my best work ever.
A You were unlucky. Just one thing. I'll organising the whip round to get your leaving present. Would you rather to have a watch or a MacBook?
B Nothing, honestly, I'd better a good meal out with all the team.



Top tips for effective advertising



Make sure the brand name, company name and/or logo is clearly visible and recognisable

Great images, whether bright, fun or serious catch the consumer's attention but avoid clichés and stereotypes





A famous testimonial can really help sell a product or service, but do research their background and popularity properly



Stating the results or clear benefit of the product or service can help the consumer see how he or she will use it



Use of short, active, buzz words make an impact but normally you shouldn't have too much text which is difficult to take in

Humour and jokes can be extremely effective but make sure they work well for the country and target audience





Giving consumers a deadline or limited availability of a product can help prompt more immediate action



Free is one of the most powerful words in advertising so special offers and discounts can entice a consumer to buy

5 **Company X didn't follow the advice on page 504 when creating their advert. Read what they did and complete the sentences.**

1 The product name was written in very small letters. They should _____ bigger letters.
2 They used a stereotypical image to present the product. If only _____ a more original image.
3 Their testimonial was arrested soon after the campaign started. They wish they _____ more research before.
4 They wrote too much information about the product on the ad. They ought _____ less information.
5 Not many people bought the product. If only they _____ a special offer.
6 They used a joke which wasn't very funny. If / not use / it / people / react / better. _____
7 They didn't mention the benefits of the product. If / mention / them / consumers / be interested _____
8 Sales didn't increase because they didn't follow their advertising agency's advice. If / follow / it / sales / increase. _____

6 SPEAKING **With a partner think about a TV or a print ad that you have seen recently and that you really don't like. Say what they could have done differently to make the ad more informative/fun/original, etc.**

A *They could have thought of a better slogan.*

B *Yes, and it would have been better if they had chosen a more colourful image.*

Life skills - Challenging stereotypes

SPEAKING **Advertising is often accused of encouraging stereotypes, such as gender roles, but in what other areas of our lives are we faced with stereotypes and, consequently, discrimination? In small groups, discuss the impact and harm stereotypes can have, especially on young people, and what can be done to challenge them.**

USEFUL VOCABULARY

perception
diversity
equality
prejudice
belief
gender
religion
ethnicity
break down
threaten
oppose

LIFE SKILLS

Thinking
- Critical thinking

Social
- Social responsibility
- Cultural awareness
- Respecting diversity

138 Il passivo (3): tutti i tempi verbali

Come il *present simple* e il *past simple* 117, anche gli altri tempi verbali possono essere trasformati alla forma passiva coniugando il verbo *be* al tempo appropriato e facendolo seguire dal participio passato del verbo che indica l'azione. I tempi passivi si usano allo stesso modo dei rispettivi tempi attivi.
Osserva la tabella dei tempi verbali alla forma passiva.

Tempo	Forma attiva	Forma passiva
present continuous	*He **'s fixing** the door.*	*The door **is being fixed**.*
present perfect simple	*They **'ve consulted** a famous doctor.*	*A famous doctor **has been consulted**.*
past continuous	*The police **were checking** my driving licence when they received an emergency call.*	*My driving licence **was being checked** by the police when they received an emergency call.*
past perfect	*The press agent **had announced** the release of the new CD by Salmo.*	*The release of the new CD by Salmo **had been announced** by the press agent.*
futuro con *will*	*Italians **will elect** the new members of parliament next week.*	*The new members of parliament **will be elected** by Italians next week.*
futuro con *going to*	*They **are going to install** a new alarm system.*	*A new alarm system **is going to be installed**.*
future perfect	*They **will have opened** the museum by next week.*	*The museum **will have been opened** by next week.*
present conditional	*We **would repair** the car, but it's too old.*	*The car **would be repaired**, but it's too old.*
past conditional	*He **would have completed** the report.*	*The report **would have been completed**.*
infinito presente	*They want **to cancel** the concert.*	*They want the concert **to be cancelled**.*
infinito passato	*I'd like them **to have approved** my proposal.*	*I'd like my proposal **to have been approved**.*
forma in *-ing* presente	***Being welcomed** with applause is encouraging.*	Essere accolto da applausi è incoraggiante.
forma in *-ing* passato	***Having been welcomed** with boos he decided not to give the talk.*	Essendo stato accolto da fischi decise di non tenere il discorso.

REMEMBER

Il complemento d'agente si omette quando non è noto oppure non è rilevante ai fini dell'azione.

138.1 La forma passiva dei verbi modali

Anche i verbi modali ammettono la forma passiva. Osserva gli esempi.

Presente	*Unfortunately your car **must be scrapped as** it can't be repaired.* *The economic measures **could be approved** by the majority of the members of parliament.*	Sfortunatamente la sua auto deve essere rottamata in quanto non può essere riparata. Le misure economiche potrebbero essere approvate dalla maggioranza dei deputati.
Passato	*The fiscal issue **should have been discussed** during the meeting.* *Great results **might have been achieved** with the help of the international community.*	La questione fiscale dovrebbe essere stata discussa durante la riunione. Grandi risultati avrebbero potuto essere raggiunti con l'aiuto della comunità internazionale.

Esercizi

1 ■■■ **Sottolinea l'opzione corretta.**

1 The cause of the accident *is being investigated/were investigating/is investigated.*
2 The students' requests *have considered/are considering/are being considered* by the head teacher.
3 My bedroom *hasn't cleaned/hasn't been cleaned/isn't being cleaned* for weeks.
4 *Has she told/Has been she told/Has she been told* how her interview went?
5 Listen to this. You *will surprised/would be surprised/will be surprised*!
6 She came to the party without *be invited/being invited/has invited.*

2 ■■■ **Trasforma le frasi alla forma passiva.**

1 They are printing the report as we speak! *The report is being printed as we speak!*
2 The fire has destroyed large areas of woodland.
3 They are serving breakfast so we had better hurry up.
4 When I was walking home last night, I'm sure someone was following me.
5 I went to the cash desk to pay the bill but someone had already paid it.
6 By this time tomorrow we will have signed the contract.
7 They would have arrested him if he hadn't been a politician.
8 They ought to change the law.

3 ■■■ **Completa le frasi alla forma passiva con le coppie di verbi nel riquadro.**

might / delay • must / return • might / ask • could / send • must / steal
should not / keep • can / play • will / send

1 An email *will be sent* to confirm your booking.
2 The game _____ by young children.
3 Food _____ in opened tins.
4 This book _____ to the library before the 15th.
5 You _____ to show proof of identity.
6 My mobile _____ at the bar yesterday.
7 Emma _____ by traffic.
8 The letter _____ to the wrong address.

4 ■■■ **Completa l'email con la forma passiva corretta dei verbi tra parentesi.**

Dear Mr Green,
It is with regret that we now give you formal notice that your membership of our health club (1) *has been withdrawn* (withdraw).
Membership rules clearly state that membership cards (2) _____ (must / not / lend) to anyone. However, yesterday morning your card (3) _____ (use) by a member of your family. I am aware that you have asked us if your card (4) _____ (could / use) by relatives.
(5) _____ (inform) that this was not possible, you still allowed someone to use your card. As you (6) _____ (tell) on several occasions, guest passes (7) _____ (can / provide) by us at a cost. These, however, (8) _____ (never / ask) for.
Therefore in accordance with the club's contract we hereby wish to inform you that you will not be welcome at our club in the foreseeable future and that we would like your membership card (9) _____ (return) to us immediately.
Yours sincerely,

Joe Simmons
General Manager

139 La costruzione passiva personale e impersonale

Alcuni verbi come ***believe***, ***consider***, ***expect***, ***know***, ***report***, ***say***, ***think***, ecc. ammettono due costruzioni diverse alla forma passiva: una personale (soggetto + verbo passivo + infinito presente/progressivo/passato), più comune nella lingua parlata, e una impersonale (*it* + verbo passivo + *that* + dichiarativa), molto più formale. Entrambe traducono le espressioni impersonali italiane "si crede che", "si dice che", "si pensa che", ecc.

	Costruzione personale	Costruzione impersonale	
azione/ situazione presente e futura	***Michael is believed to be*** *the new Financial Director of the company.*	***It is believed that Michael will be*** *the new Financial Director of the company.*	Si crede che Michael diventerà il nuovo direttore finanziario dell'azienda.
azione/ situazione in corso	***He is thought to be spying*** *on his boss.*	***It is thought that he is spying*** *on his boss.*	Si pensa che stia spiando il suo superiore.
evento passato e concluso	***They are said to have won*** *the national lottery last year.*	***It is said that they won*** *the national lottery last year.*	Si dice che abbiano vinto la lotteria nazionale lo scorso anno.

Osserva le seguenti particolarità.

- Nella costruzione personale, la forma negativa si ottiene mettendo al negativo l'infinito.

Isabel is said ***not to be*** *a good student.* — Si dice che Isabel non sia una brava studentessa.

- Il verbo *suppose* si usa solo con la costruzione personale *be supposed to* + infinito.

John ***is supposed to belong*** *to a nationalist movement.* — Si suppone che John appartenga a un movimento indipendentista.

It ***is supposed to be*** *his best-selling book.* — Si suppone che sia il suo libro più venduto.

Entrambe le costruzioni possono essere usate al passato.

She ***was thought*** *to be a good dancer.*
It ***was thought*** *that she was a good dancer.*
→ Si pensava che fosse una brava ballerina.

They ***were believed*** *to be conducting secret experiments.*
It ***was believed*** *that they were conducting secret experiments.*
→ Si credeva che stessero conducendo esperimenti segreti.

He ***was known*** *to have cheated during the contest.*
It ***was known*** *that he had cheated during the contest.*
→ Si sapeva che aveva imbrogliato durante la gara.

Esercizi

1 ■■□ **Completa le frasi con la forma corretta dei verbi tra parentesi.**

1 It is said that Mrs Robinson *has* (have) 16 cats! (situazione presente)
2 It is expected that we _____ (work) on New Year's Eve. (azione futura)
3 It was thought that he _____ (be) murdered. (evento passato)
4 It was reported that several people _____ (arrest) at G8 demonstration. (evento passato)
5 He is reported _____ (do) well after his operation. (situazione in corso)
6 Denmark is considered _____ (be) the happiest country in Europe. (situazione presente)
7 Marco was thought _____ (steal) the money from the till. (evento passato)
8 My great-grandmother is said _____ (lose) her father in the First World War. (evento passato)

Esercizi

2 ■■□ **Leggi le seguenti informazioni sul furto d'identità e riscrivi le frasi con la costruzione passiva personale e impersonale.**

1 People believe identity theft is increasing.
It *is believed that identity theft is increasing*.
Identity theft *is believed to be increasing*.
2 Some people claim that 89,000 people were victims of identity theft last year.
It _____ victims of identity theft last year.
89,000 people _____ victims of identity theft last year.
3 They know that computers are making identity theft easier.
It _____ identity theft easier.
Computers _____ identity theft easier.
4 Some people report hackers are using an app for credit card theft.
It _____ an app for credit card theft.
Hackers _____ an app for credit card theft.
5 They believe that people don't know how to protect themselves from identity theft.
It _____ how to protect themselves from identity theft.
People _____ how to protect themselves from identity theft.

3 ERROR CORRECTION ■■□ **Decidi se le parti sottolineate sono giuste (✔) o sbagliate (✘). Poi correggi quelle sbagliate.**

1 It is said that he <u>didn't do</u> well at school. ✓
2 He is known <u>that he is quite intelligent</u>.
3 It is thought <u>the terrorist not to be alone</u>.
4 It is said <u>that she is</u> 20 years younger than her husband.
5 Where are you? <u>It was supposed that you were</u> here!
6 She was known <u>that she was</u> a great actress in her day.

4 ■■■ **Leggi il seguente articolo su una famosa coppia di Hollywood e completalo con la costruzione passiva personale e impersonale dei verbi tra parentesi.**

Trouble in Paradise

Hollywood's most beautiful couple (1) *are believed to be having* (believe / have) problems. It (2) *is known that Christie and Edmond are* (know / Christie and Edmond / be) inseparable. Yet eyebrows were raised last month when Christie started directing her new film in Australia, while her boyfriend, Edmond, is working 10,000 miles away in Oxfordshire. It (3) _____ (think / their six children / be) in Australia with Christie. Christie (4) _____ (report / find) working and looking after the children very tough. Her difficult work schedule (5) _____ (believe / affect) her health and consequently she is looking terribly thin. Edmond (6) _____ (expect / take) a break from filming to join his long-standing girlfriend in Australia. He (7) _____ (suppose / film) for another five months, but is said to be worried sick about Christie's health.

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Ci si aspetta che il tempo sia buono domani.
2 Si sapeva che l'atleta aveva abusato di farmaci proibiti durante l'allenamento.
3 Si ritiene che Bologna sia una delle migliori città italiane per la qualità di vita.
4 Mario è stato arrestato. Si sostiene (*to allege*) che abbia colpito un poliziotto.
5 Gli affari non vanno bene e si pensa che l'azienda chiuderà entro sei mesi.
6 Si credeva che il politico stesse mentendo.

Esercizi di riepilogo

1 **Trasforma le frasi alla forma passiva.**

1 They tested the drug on humans before the FDA had given the go ahead.
The drug *was tested on humans before the go ahead had been given by the FDA*.
2 They have just completed the new school building.
The new school building _____.
3 Someone will deliver your online order within 24 hours.
Your online order _____.
4 I can only wash my new cashmere jumper by hand.
My new cashmere jumper _____.
5 A journalist is going to interview the presidential candidates live on TV later today.
The presidential candidates _____.
6 They are analysing the levels of particulate contaminants in the air.
The levels of particulate contaminants in the air _____.
7 They were interrogating the suspects under the controversial anti-terrorism laws.
The suspects _____.
8 I want everyone to leave me alone.
I want _____.

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

1 Our dog disappeared last week and *he hasn't been seen since then*. (he / not / see / since then)
2 This bread is delicious. _____? (it / make / with wholemeal flour)
3 That photo of the beach at sunset is lovely. _____? (you / take / it)
4 I arrived late at the party and _____. (all the food / already / eat)
5 The kidnappers took the man a week ago and _____. (he / held captive / ever since)
6 The trial ended this morning and _____. (the verdict / should / issue / tomorrow)
7 The current presidential campaign is very interesting and _____. (it / follow / by many voters)
8 I had my eyes tested and _____. (the optician / give me / new glasses)

3 **Trasforma le frasi sottolineate alla forma passiva personale.**

1 'Mr Jacobs didn't get the promotion.' 'Really? <u>But everyone considered that he was first in line</u>.'
But he was considered to be first in line.
2 'Graham failed his exam.' 'Really? <u>Everyone expected him to pass</u>.'
3 'Janice is retiring next month.' 'Really? <u>Everyone thought she was going to retire next year</u>.'
4 <u>Everyone knows the company is making a profit</u>. It's doing really well.
5 The scientists have discovered some important facts. <u>Everyone thinks this is a break-through in their research</u>.
6 'Claire was top of the class.' 'Really? <u>But everyone understood that Katie was top of the class</u>.'
7 <u>The newspapers reported that several people had been injured</u>.
8 <u>Everyone felt Alice had done her best in the competition</u>, even if she didn't think so.

4 **Leggi che cosa dice la gente di Brian e formula delle frasi con la costruzione passiva personale e/o impersonale usando i verbi tra parentesi.**

1 He isn't very honest. (say) *It is said that he isn't very honest./He is said not to be very honest.*
2 He is working for the government on a secret mission. (believe)
3 He once walked to the North Pole. (report)
4 He has a ticket for the first tourist space flight. (suppose)
5 He didn't finish high school. (know)
6 He will meet the Prime Minister soon. (expect)

5 Sottolinea l'alternativa corretta.

Interviewer Please welcome Matt Green, whose life (1) *was/has been* dedicated to showing us life on our planet. Matt, your documentaries (2) *have been seen/saw* by millions. (3) *You are said/It is said* that you are the nation's favourite naturalist.

Matt I don't think so! Nature (4) *has/has been* fascinated me since I was a child and I love my job. I (5) *kicked/have been kicked* by kangaroos, stung by bees and on one memorable occasion, I (6) *was/were* chased by a lemur.

Interviewer What happened?

Matt I was working in Madagascar and a lemur (7) *tried/was tried* to bite me. Luckily the cameras (8) *had been/have been* switched off so there is no evidence of me (9) *being chased/chasing* by this crazy lemur!

Interviewer Where (10) *is/will* your next series be filmed?

Matt In Bolivia. It is (11) *supposed/thought* that over 20 species of fish are at risk of extinction, probably due to pollution but the reasons (12) *are being investigated/will be being investigated* still. It is known that the river (13) *is/to be* fundamental to the area's ecosystem so it's very worrying.

6 FIRST Scegli l'opzione corretta.

GLASTONBURY FESTIVAL



Glastonbury Festival, which (1) *is held* every year on a farm in Somerset, is (2) _____ to be one of the best festivals in the UK. Michael Eavis, who (3) _____ inspired by the hippie culture, held the first festival in 1970 and it attracted 1,500 people. Now the numbers are thought (4) _____ around 140,000. Since 1981, the festival (5) _____ held every year, with an occasional break, and it is still (6) _____ by local farmer and site owner Michael. There has been some opposition to the festival at times, with people wanting it (7) _____ due to drug use and crime. Tickets (8) _____ be bought in advance and are usually sold out within hours of going on sale. As the festival has grown, new performing areas and events (9) _____ and no doubt other improvements will be (10) _____ in the future. Next year's festival is expected (11) _____ better than ever, as several fantastic artists are said (12) _____ confirmed their presence already.

1	A is held	B holds	C to be held
2	A considering	B consider	C considered
3	A will be	B is	C had been
4	A to be	B to have been	C being
5	A was	B is	C has been
6	A organising	B being organised	C organise
7	A to moved	B to be moved	C move
8	A must	B have	C ought
9	A have added	B have been added	C added
10	A making	B made	C to made
11	A that it be	B be	C to be
12	A to have	B to be	C they have

7 ERROR CORRECTION Trova altri 10 errori nel testo e correggili.

'Happy Birthday' is a tune which is sang (sung) all around the world to celebrate people's birthdays. The words have be translated into many different languages but the tune is remains the same. It be thought that the tune were composed from two American sisters in 1893. However this fact are disputed. It is traditional for the birthday person to be giving a cake with candles. After the song was been sung, the birthday person is made a wish and is supposed blowing out all the candles in one go.

140 I connettivi di tempo e sequenza (2)

140.1 Connettivi di tempo

Oltre ai connettivi di tempo *after*, *as*, *as soon as*, *before*, *since*, *until/till*, *when* e *while* 73.1, vi sono anche:

as long as	finché/fintantoché	*Use my car **as long as** you need it.*	Usa la mia auto finché ti serve.
by the time (that)	quando/entro il tempo in cui	*The thief had already run away **by the time** the police arrived.*	Il ladro era già scappato via quando arrivò la polizia.
just as	proprio quando	***Just as** we were gelling as a team, our boss was assigned to another department.*	Proprio quando stavamo diventando una squadra, il nostro capo fu trasferito in un altro ufficio.
once	una volta che	***Once** you've understood the Pythagoras theorem, you won't have any difficulty in solving these problems.*	Una volta che avrai capito il teorema di Pitagora, non avrai alcuna difficoltà a risolvere questi problemi.
the instant/ minute/moment/ second (that)	nell'istante/ minuto/momento/ secondo in cui	***The moment that** I looked straight into his eyes, he burst into tears.*	Nel momento in cui lo guardai dritto negli occhi, scoppiò a piangere.

! Se il soggetto della principale e della subordinata è lo stesso si può usare in alternativa **on + forma in *-ing***.

***The moment that I turned on/On turning on** the light I realised that my flat had been burgled.* — Nel momento in cui accesi la luce mi resi conto che il mio appartamento era stato svaligiato.

140.2 Connettivi di sequenza

Oltre ai connettivi di sequenza *first*, *then*, *next*, *after that/afterwards* e *last* 73.2, vi sono anche:

after a while, some time later	dopo un po', un po' di tempo dopo	***Some time later** they divorced.*	Un po' di tempo dopo divorziarono.
at first	all'inizio/in un primo momento	***At first** I didn't like Chinese food, but then I began to appreciate it.*	All'inizio non mi piaceva il cibo cinese, ma poi ho iniziato ad apprezzarlo.

! Si usa *at first* e non *first* per indicare l'inizio di una situazione ed evidenziare un contrasto con gli avvenimenti successivi.

eventually, finally, in the end	alla fine, infine	*They had been engaged for 10 years but **eventually** they split up.*	Sono stati fidanzati per 10 anni ma alla fine si sono lasciati.

English Usage

- Si usa ***finally*** per esprimere sollievo per qualcosa che aspettavamo da tempo e si è realizzato. Ha lo stesso significato di *at last* ("finalmente"), ma si trova prima del verbo o fra l'ausiliare e il verbo.
*She has **finally** given up smoking (**at last**).* — Finalmente ha smesso di fumare.
- *Finally* non si può usare da solo come esclamazione. In questo caso si usa *at last*.
*'I proposed to Fiona.' '**At last!**'* — "Mi sono dichiarato a Fiona." "Finalmente!"
- *Finally* può avere anche il significato di "in conclusione", "per concludere".
***Finally**, I'd like to remind you that the dinner...* — Per concludere, vorrei ricordarvi che la cena...



"Eventualmente" si traduce con ***if necessary*** o ***in case***, non ***eventually***.

later (on)	in seguito	***Later on** he applied for a scholarship.*	In seguito fece domanda per una borsa di studio.
meanwhile, in the meantime	nel frattempo, intanto	*Please, get into the car. **Meanwhile** I'll check that the door is closed.*	Per favore, vai in macchina. Nel frattempo io controllo che la porta sia chiusa.

Esercizi

1 ■□□ **Abbina le due parti delle frasi.**

1	You can stay here	a ☐	have a piece of bread.
2	Dinner isn't ready yet. In the meantime,	b ☐	you won't change her mind.
3	It was only later on that	c ☑	as long as you like.
4	Once she has decided to do something,	d ☐	but in the end it was in the car.
5	I thought I'd lost my phone	e ☐	we get home.
6	It'll be dark by the time	f ☐	Julie understood what he had meant.

2 ■■□ **Sottolinea l'alternativa corretta. In una frase entrambe le alternative sono corrette.**

1 *The moment/Just as* I saw his face, I knew he hadn't passed his driving test.
2 *Once/As long as* the weather's good, we can go for a walk.
3 *The instant/Once* she had told one lie, she couldn't stop lying.
4 I got to the bus stop *just as/by the time* the bus was driving off.
5 *The instant I heard/On hearing* the good news I phoned her straightaway to congratulate her.
6 *By the time/Once* I realised my mistake, I was on the train to Rome, going in completely the wrong direction!

3 ■■□ **Sottolinea l'opzione corretta.**

1 He's answered my email *at last/in the end/finally*! What took him so long?
2 They *at last/finally* passed the law in 1989.
3 The bus has arrived *in the end/at last/eventually*! I've been waiting for hours!
4 We wanted to go to New York for our holiday but it cost too much. *In the end/At last/Finally* we went to Rimini.
5 Randi has paid me back *in the end/at last/eventually*!
6 Burt and Maggie argued throughout their engagement but *in the end/at last/finally* they got married.
7 Michele hopes to study Political Science and *eventually/finally/at last* become a journalist.

4 ■■■ **Completa la storia con i connettivi nel riquadro.**

once • just as • eventually • in the end • meanwhile • ~~at first~~
later on • after a while • in the meantime • the minute • finally

When Khalid went to the cashpoint machine recently to check his bank balance, he was surprised to find an extra $24,000 in his account. (1) *At first* he couldn't believe his eyes. '(2) _____ I saw the amount of money I knew there had been a mistake. I'm a poor student and only have a part-time job in a local shop', he told journalists. He went into the bank and told them, '(3) _____ they understood the problem, they weren't particularly grateful for my honesty. They just made me sit in a corner for half an hour. (4) _____ they checked my bank account and took the money back.' Khalid was quite relieved, but (5) _____ he thought the problem had been resolved, he found another $500,000 in his bank account. 'I told the bank again, but nothing happened and (6) _____ another $500,000 was deposited in my account. I was rich! (7) _____ my friends started saying I should move the money abroad and run away with it! (8) _____ I contacted the head office of my bank, and they sorted out the problem (9) _____ and after a few days my bank balance was (10) _____ back to normal: $240 in credit. However, it wasn't the end of the story. (11) _____ $300 appeared in my account. It was the interest earned!' Khalid says he's thinking of spending it on a weekend in Prague.

141 I connettivi di modo, condizione e dubbio

141.1 Connettivi di modo

Oltre ai connettivi di modo *as* e *like* 72, vi sono anche:

as if, as though* + *past simple/past perfect simple (per situazioni non vere al presente/passato)	come se	*She masters Russian **as if** she **were** a native.*	Padroneggia il russo come se fosse madre lingua. (ma non è russa)
		*He acted **as though** his team **had won** the match.*	Si comportava come se la sua squadra avesse vinto la partita. (ma la sua squadra non ha vinto la partita)

! *As if/As though* può essere seguito, oltre che dal *past simple* o *past perfect*, anche da altri tempi verbali dopo:

• i verbi di percezione come *feel, look, smell, sound* e *taste*, sia con costruzione personale che impersonale
*It **smells as if** she **has bathed** in rose water.* Sembra che abbia fatto il bagno nell'acqua di rose.

• verbi per parlare del modo in cui si compie un'azione
*He **talks as if** he **is going** to retire.* Parla come se stesse per andare in pensione.

(in) the way, (in) the same way as	nel modo in cui, nello stesso modo in cui	*I boned the fish **(in) the way** I was shown by chef Touille.*	Ho diliscato il pesce nel modo in cui mi è stato mostrato dallo chef Touille.

141.2 Connettivi di condizione

Oltre ai connettivi di condizione *if, even if* e *unless* 98, 99 vi sono anche:

as/so long as	purché	*We'll accept the faulty T-shirts **as long as** you give us a discount.*	Accetteremo le magliette difettose purché ci concediate uno sconto.
***in case of* + sostantivo**	in caso di	***In case of fire** use the stairs.*	In caso di incendio usare le scale.
on condition (that)	a condizione che	*She can come with us **on condition that** her parents agree.*	Può venire con noi a condizione che i suoi genitori siano d'accordo.
provided/providing (that)	a patto che	*You can have a party tonight **provided** you clear up the mess.*	Puoi fare una festa stasera a patto che tu rimetta a posto.
suppose/supposing (that)	supponi/supponendo che	***Suppose** you won one million euros. Would you tell me?*	Supponi di vincere un milione di euro. Me lo diresti?

 In inglese i connettivi di condizione non sono mai seguiti dal verbo al futuro.
*You can go on holiday **on condition that you pass** the exam.* Puoi andare in vacanza se supererai l'esame.

141.3 Connettivi di dubbio

if, whether	se	*I wondered **whether** she was still the same woman I had married.*	Mi chiedevo se fosse sempre la stessa donna che avevo sposato.

! Quando *if* esprime dubbio può essere seguito dal futuro. Confronta gli esempi:

*My parents wonder **if I'll find** a good job.* I miei genitori si chiedono se troverò un buon lavoro. (dubbio)
*My parents will be happy **if I find** a good job.* I miei genitori saranno felici se troverò un buon lavoro. (condizione)

Si usa **whether** e non *if*: dopo una preposizione; prima di un infinito; dopo verbi come *argue* e *discuss*; per introdurre una frase soggettiva; con *whether... or*.

*Her concerns **about whether** Timmy will pass the test are groundless.*	Le sue preoccupazioni se Timmy supererà il test sono infondate.
*I don't know **whether to order** Indian or Chinese food.*	Non so se ordinare indiano o cinese.
*They are **discussing whether** their son should go to university.*	Stanno discutendo se loro figlio dovrebbe andare all'università.
***Whether Liam P. will star in the new film on the Cuban Revolution is** a mystery.*	Se Liam P. sarà il protagonista del nuovo film sulla rivoluzione cubana è un mistero.
***Whether** you want to **or** not, you must talk to your father.*	Che tu lo voglia o meno, devi parlare con tuo padre.

Esercizi

1 ■■■ **Abbina le due parti delle frasi. Poi completale con *as if/as though* e i verbi tra parentesi.**

1 You're as white as a sheet,	a ☐ _____	(I / not / be – past simple) here! Stop it!
2 It's freezing outside,	b ☑ you look *as if you've seen*	(you / see – present perfect) a ghost.
3 You two are talking	c ☐ _____	(it / go off – present perfect).
4 He behaved	d ☐ it feels _____	(it / snow – *be going to*).
5 The milk smells	e ☐ _____	(nothing / happen – past perfect).

2 ■■■ **Alcuni studenti in gita scolastica hanno il pomeriggio libero. Leggi il dialogo con la loro insegnante e completalo con i connettivi nel riquadro.**

as long as • in case of • provided that (x2) • on condition that • supposing

Teacher You may have a free afternoon in town (1) *provided that* you are all back at the hotel for dinner at 6 o'clock.
Tania (2) _____ we get lost, miss, what should we do?
Teacher Please all take my mobile phone number (3) _____ emergency, but (4) _____ you keep to the city centre, you shouldn't get lost.
Sammie Can I go, miss?
Teacher I don't know if you should go unaccompanied. You can go (5) _____ you stay with Maria.
Maria He can come with us (6) _____ he doesn't complain, miss. We're going shopping!

3 ERROR CORRECTION ■■■ **Liam e Annie si sono lasciati da poco. Leggi il dialogo e decidi se l'uso di *whether* e *if* è corretto (✓) o sbagliato (✗). Poi correggi le frasi sbagliate.**

James I wonder (1) whether Liam will come to the party. ✓
Fiona (2) Whether he does, he's a brave man. ✗ *If*
Sophie There was a huge argument about (3) if he should have been invited.
James (4) Whether he comes depends very much on his mood.
Fiona Lucy couldn't decide (5) if to invite him or not. In the end she texted him about the party.
Sophie Oh look, he's here. He's talking to Annie.
James I think they are arguing about (6) whether he will stay or go.
Fiona I wonder (7) if he'll leave.
Sophie Well, I wouldn't stay (8) whether I were him. Annie's new boyfriend is here!

142 I connettivi di scopo e precauzione, causa e conseguenza (2)

142.1 Connettivi di scopo

Oltre ai connettivi di scopo *to* e *so as to/in order to* 74.1, vi sono anche:

so that **+ soggetto +** ***will/can*** **(per riferirsi al presente o al futuro)**	affinché, in modo che	*I want to improve my Spanish* ***so that*** *I* ***can*** *move to Spain.*	Voglio migliorare il mio spagnolo per potermi trasferire in Spagna.
so that **+ soggetto +** ***would/could*** **(per riferirsi al passato)**		*She left the party early* ***so that*** *she* ***wouldn't*** *miss the last train.*	Andò via presto dalla festa per non perdere l'ultimo treno.
for **+ oggetto +** ***to***	affinché, perché	*Speak slowly* ***for him to understand.***	Parla lentamente affinché lui capisca.

142.2 Connettivi di precauzione

in case **+ soggetto +** ***present simple***	nel caso in cui, nell'eventualità che	*I'll prepare an extra bed* ***in case*** *Camilla* ***stays*** *for the night.*	Preparerò un letto in più nel caso in cui Camilla rimanga a dormire.
in case **+ soggetto +** ***past simple***		*She didn't answer any phone calls* ***in case*** *Paul* ***called.***	Non rispose ad alcuna telefonata nell'eventualità che Paul chiamasse.
in case **+ soggetto +** ***might/should***		*Alex, take the dog for a walk now* ***in case*** *it* ***might rain*** *later.*	Alex, porta fuori il cane ora nel caso in cui dopo piovesse.



In italiano "nel caso in cui" può avere anche il significato di "se", in inglese *in case* e *if* hanno usi diversi.

I'll withdraw some cash ***in case*** *I run out of money.* — Preleverò dei contanti, nel caso in cui rimanga senza soldi. (ho un po' di soldi, ma faccio un prelievo)

I'll withdraw some cash ***if*** *I run out of money.* — Preleverò dei contanti se rimarrò senza soldi. (ho un po' di soldi, quindi per ora non faccio un prelievo)

for fear that **+ soggetto +** ***might/should*** **(se il soggetto della principale e della secondaria sono diversi)**	per paura che	*She locked the door* ***for fear that*** *her ex-husband* ***might/should*** *come.*	Chiuse a chiave la porta per paura che venisse il suo ex marito.
for fear of **+** ***-ing*** **(se il soggetto della principale è lo stesso della secondaria)**	per paura di	*The boy hid in the café* ***for fear of being*** *involved in the riot.*	Il ragazzo si nascose nel bar per paura di essere coinvolto nei disordini.

142.3 Connettivi di causa

Oltre ai connettivi di causa *as/since, for, because, because of/due to, owing to* 74.2, vi sono anche i seguenti connettivi, più formali rispetto ai precedenti:

given **+ sostantivo**	dato	***Given*** *the current political situation, there are serious economical problems.*	Data la situazione politica attuale, ci sono seri problemi economici.
given that **+ frase**	dato che	***Given that*** *you are afraid of flying, you'll have to travel by car.*	Dato che hai paura di volare, dovrai viaggiare in auto.
in view of (the fact that)	a causa di, per il fatto che	***In view of*** *the approaching storm, the island was evacuated.*	A causa della tempesta in arrivo l'isola fu evacuata.

142.4 Connettivi di conseguenza

Oltre ai connettivi di conseguenza *so, so/such… that* 74.3, vi sono anche i seguenti connettivi, più formali rispetto ai precedenti:

accordingly, as a result, as a consequence, consequently	di conseguenza	*I haven't been able to save up this year.* ***As a result*** *I'm not going on holidays.*	Non sono stato in grado di risparmiare niente quest'anno. Di conseguenza non andrò in vacanza.
hence, therefore, thus	quindi, perciò	*She was always late for work.* ***Therefore*** *she was fired.*	Era sempre in ritardo al lavoro. Perciò fu licenziata.

Esercizi

1 ■■■ **Abbina le due parti delle frasi.**

1 Eating habits formed in childhood tend to continue into adult life.
2 We admit full responsibility for the misunderstanding and
3 Our shop is doing very well.
4 The cost of petrol rose sharply last year.
5 We suspect they are not being truthful,

a ☐ therefore wish to apologise for any inconvenience.
b ☐ Consequently, we had to put up prices.
c ☐ Thus, the best way to prevent heart disease among adults is to encourage healthy food choices from an early age.
d ☐ hence the need for an independent enquiry.
e ☐ Therefore, we will be looking for new staff.

2 ■■■ **Completa le frasi con i connettivi nel riquadro.**

given • so that • for fear of • consequently • for • in case • if as a result • in case of • for fear that

1 We are giving extra time *for* students to complete the assignment.
2 I'm leaving 15 minutes early _____ there might be a traffic jam.
3 _____ of the accident, Marta couldn't go to school for a few weeks.
4 The USA does not want to worsen the situation. _____, they will not deploy troops there.
5 Can we set off early _____ we will be there for lunch?
6 _____ you forget our anniversary, I'll never forgive you.
7 She put her money in a belt bag _____ having her bag snatched.
8 _____ emergency, here's my mobile number.
9 _____ the circumstances, you've done really well!
10 They put gates on all the windows _____ they might be burgled.

3 ■■■ **Anna sta parlando dei suoi due figli. Riscrivi le frasi con le parole tra parentesi.**

1 We've given Filippo an allowance. We want him to be more responsible with money. (so that)
We've given Filippo an allowance so that he will be more responsible with his money.
2 We're sending Gemma to Germany this year. We want her to learn German. (for)
3 I organised extra tuition for Filippo. I was worried he might fail the year. (for fear that)
4 Gemma didn't go to school. She was worried about being tested in Italian. (for fear of)
5 Filippo studied maths because he could have had a test the following day. (in case)
6 Because Gemma did so well at school this year, we're letting her go to London with friends. (in view of the fact)

143 I connettivi per aggiungere, esprimere alternativa, contrasto e concessione

143.1 Connettivi per aggiungere e includere

Oltre ai connettivi *and* → 14, *both… and* → 47, vi sono anche:

also	anche, inoltre	*My mum works at the general hospital. She **also** works for Emergency in her free time.*	Mia madre lavora all'ospedale della città. Inoltre lavora per Emergency nel tempo libero.
as well, too	anche	*Boston is a historical town and a cultural centre **as well**.*	Boston è una città storica e anche un centro culturale.

! Osserva le seguenti particolarità:

• *also*, *as well* e *too* hanno tutti lo stesso significato, ma una diversa posizione: *also* precede il verbo o segue l'ausiliare, *as well* e *too* vanno alla fine della frase

*She had a successful career at MSC, but she **also** worked hard/but she worked hard **as well/too**.* Ha fatto una carriera veloce alla MSC, ma ha anche lavorato sodo.

• *too* è solitamente preceduto dalla virgola (,)

*Leo is friendly and good-looking, **too**.* Leo è simpatico e anche di bell'aspetto.

as well as	oltre che	*He is rude **as well as** unfriendly.*	È maleducato oltre che antipatico.
as well as + -ing	oltre a	***As well as studying** she works in a pub.*	Oltre a studiare lavora in un pub.
besides	inoltre	*She is beautiful. **Besides**, she is intelligent.*	È bella. Inoltre è intelligente.
besides + -ing	oltre a	***Besides living** in the country they live on the fruit of their own land.*	Oltre a vivere in campagna, vivono dei frutti della loro terra.
in addition (to)	inoltre	*Mattia came home late last night. **In addition**, he was drunk.*	Mattia è rincasato tardi ieri sera. Inoltre era ubriaco.
in addition (to) + -ing	oltre a	*Belinda had her driving licence suspended **in addition to being** fined.*	A Belinda è stata sospesa la patente oltre a essere stata multata.
furthermore, moreover **(formale)**	inoltre	*Carlo is one of the most prominent Italian scientists. **Furthermore**, he is involved in many international projects.*	Carlo è uno dei più insigni scienziati italiani. Inoltre è coinvolto in molti progetti internazionali.
not only… but also	non solo… ma anche	*Angie is **not only** a good tennis player **but also** a good swimmer.*	Angie non è solo una brava tennista ma anche una brava nuotatrice.
on top of that, what's more **(informale)**	inoltre, per di più	*I ran out of petrol and **on top of that**, the car had a flat tyre.*	Sono rimasta senza benzina e per di più la macchina aveva una gomma a terra.
to make matters/ things worse **(informale)**	inoltre, a peggiorare le cose	*I'm in such a bad mood today and **to make things worse** I have to go to the dentist.*	Sono di cattivo umore oggi e a peggiorare le cose devo andare dal dentista.

143.2 Connettivi per escludere e indicare alternativa

Oltre ai connettivi *or* → 14, *either... or/neither... nor* → 46, vi sono anche:

neither, nor	né, neanche, neppure	*Lucy didn't come to the party and* ***nor*** *did her boyfriend.*	Lucy non è venuta alla festa e neanche il suo fidanzato.
either **(alla fine di frasi negative)**	neanche, neppure	*Francesco didn't pass the exam and Daniele* ***didn't either****.*	Francesco non ha superato l'esame e Daniele neppure.
or else, otherwise	altrimenti, oppure	*Don't go to the party without me* ***or else*** *I'll leave you.*	Non andare alla festa senza di me altrimenti ti lascio.

143.3 Connettivi di contrasto e concessione

Oltre ai connettivi *but* → 14, *although/though e whereas/while* → 74 vi sono anche:

even though	anche se, sebbene	***Even though*** *I tried hard, I couldn't solve this equation.*	Anche se ci ho provato con tutto me stesso, non sono riuscito a risolvere questa equazione.

! Non confondere ***even though*** con ***even if*** → 99: il primo si usa con riferimento a situazioni concrete, il secondo esprime un'ipotesi.

Sandra ***won*** *the match* ***even though*** *she* ***didn't feel*** *well.* — Sandra ha vinto la partita anche se non si sentiva bene. (situazione reale)

Sandra ***would win*** *the match* ***even if*** *she* ***were*** *blindfolded.* — Sandra vincerebbe la partita anche se venisse bendata. (ipotesi)

however, nevertheless, nonetheless, even so, (and) yet, (and) still	comunque, nonostante ciò, tuttavia	*The bear didn't seem interested in us.* ***However****, I trembled with fear. This town fills up with tourists in the winter, but* ***even so****, they found a hotel room.*	L'orso non sembrava interessato a noi, però io tremavo dalla paura. Questa città è piena di turisti in inverno, ma ciò nonostante trovarono una sistemazione.
... though **(a fine frase)**	tuttavia, eppure	*Simon had slept all night. He felt very tired* ***though****.*	Simon aveva dormito tutta la notte. Tuttavia si sentiva molto stanco.
in spite of, despite **+ sostantivo**	nonostante	***Despite my ef orts*** *I cannot find a job.*	Nonostante i miei sforzi non riesco a trovare lavoro.
in spite of that, despite that	nonostante ciò	*Mary is overweight.* ***In spite of that****, she keeps eating like a horse.*	Mary è in sovrappeso. Nonostante ciò continua a mangiare come un lupo.
in spite of the fact that, despite the fact that	nonostante che	***Despite the fact that*** *the book is well written, we are not going to publish it.*	Nonostante che il libro sia ben scritto, non lo pubblicheremo.
in spite of/despite **+** ***-ing***	nonostante che	***In spite of taking*** *antibiotics she has not recovered.*	Nonostante (che) prenda gli antibiotici, non è guarita.
on the contrary	al contrario	*Miriam is always sulky.* ***On the contrary*** *her sister is friendly.*	Miriam è sempre imbronciata. Al contrario sua sorella è simpatica.
on the other hand **(spesso in correlazione con** ***on the one hand*****)**	d'altra parte	*On the one hand we'd like to move abroad.* ***On the other hand*** *it's not easy to leave your own country.*	Da una parte vorremmo trasferirci all'estero. Dall'altra non è semplice lasciare il proprio paese.

Esercizi

1 **Abbina le due parti delle frasi.**

1 There are some nice clothes in that shop.
2 Job placements in local businesses will help students understand the job market.
3 Since the new coach arrived, the team has won several matches.
4 The hurricane was devastating.
5 Her Majesty will not be present at the premiere

a ☐ In addition, the players are training harder.
b [/] What's more, the sales are on this week.
c ☐ Not a building nor a tree was left standing.
e ☐ and her husband will not be there either.
f ☐ Moreover, they will get work experience.

2 **Sottolinea l'alternativa corretta.**

1 *Even if/Even though* we explain what's happened, they won't believe us.
2 I'm going on the school trip, *even if/even though* I have to pay for myself.
3 I like Michele, *even if/even though* he can be a bit annoying at times.
4 *Even if/Even though* we left now, we would never get there on time.
5 They'll be happy with their performance, *even if/even though* they lose the match.
6 *Even if/Even though* he lost his job as Minister of Education, he continued to serve in the government.

3 **Riordina le parole per formulare delle frasi corrette.**

1 or else / hurry up / be late / we'll *Hurry up or else we'll be late.*
2 to do / I've got / talking to / so many things / besides / you
3 what's more / doing it / unkind / on purpose / you're / you're being / and
4 works / a university student / also / she's / and / part-time
5 my friends / I'm not / clubbing / keen on / and neither are
6 besides that / should eat / and / stop smoking / healthy food / you

4 **Leggi la lettera di presentazione di Elisa e sottolinea l'alternativa corretta.**

I am in the third year of secondary school. I'm specialising in the sciences. (1) *Besides/Moreover* playing in the school band, I am a volleyball instructor. (2) *As well as/In addition to* my busy schedule, I volunteer at a canteen for the homeless in our area.
I am afraid that I would not consider Asia (3) *nor/either* South America. I would prefer to study in the UK, (4) *also/otherwise* I will be too far from home. I wish to improve my English (5) *as well as/as well* learn more about the culture. There is, (6) *moreover/too*, the added benefit of gaining a valuable life experience. I do not think I will suffer from homesickness (7) *either/neither* as I have travelled extensively.
I think I would be ideal for the project. I am a good, hard-working student. (8) *On top of that/Furthermore*, I can speak good English and would have no difficulty in settling in.

5 **Sostituisci le parti sottolineate con le espressioni nel riquadro.**

having • ~~the rain~~ • being • his appearance • leaving

1 In spite of the fact that it was raining, we went for a walk.
In spite of the rain, we went for a walk.
2 Despite the fact that he looks unkind, he is actually a lovely person.
3 Despite the fact that I had the right qualifications, I didn't get the job.
4 In spite of the fact that she left school at 16, she was very well read.
5 Despite the fact that she is young, Amanda seems much older than her age.

6 ■■□ **Completa il tema di Marta sulla clonazione con le espressioni nel riquadro.**

as well as • furthermore • ~~and yet~~ • on the other hand • on the one hand
also • nevertheless • however • moreover

The Advantages and Disadvantages of Cloning Human Cells

Recently the controversy over human cloning has received a lot of news coverage, (1) *and yet* a clear examination of the advantages and disadvantages has been lacking in the media. Human cloning is illegal in many countries. (2) _____, some countries allow research into cloning cells. (3) _____ some scientists argue that cloning human cells will enable us to grow new body parts for transplants, (4) _____ cure diseases such as Parkinson's. (5) _____, it could help couples who are unable to have children. (6) _____ many people are concerned about the ethics of cloning. (7) _____, there is great concern that this therapy might be abused with scientists trying to create new humans. There is (8) _____ the belief that using cells from living embryos, which are later destroyed, is wrong. Many believe that cloning should be banned. (9) _____, when one thinks of how many lives could be saved I believe it should be allowed but with very strict controls on experiments.

7 ERROR CORRECTION ■■■ **Decidi quale delle tre frasi è quella giusta. Poi correggi quelle sbagliate.**

1 a As well as she's beautiful intelligent. ✗ *She's beautiful as well as intelligent.*
b She too is beautiful and intelligent. ✗ *She is beautiful and intelligent, too.*
c She is not only beautiful but also intelligent. ✓
2 a As well as be a talented artist she is a fantastic cook.
b Are you coming with us as well?
c I don't think I'll come. I'm tired. As well, I can't really afford it!
3 a She as well as taught maths and science in the mornings but also drama in the afternoons.
b I had to wait an hour for the bus, and on top of that, I lost my front door keys.
c Three of the players had the flu, our best player fell and hurt herself in the first half of the match and to make matters worse!
4 a They do really good sandwiches at that café, and they're very expensive neither.
b I can't work out this maths calculation and nor can Sara.
c Otherwise shut the window, it'll get cold in here!
5 a Despite the fact that the roads were busy, we arrived on time.
b The hotel was expensive, in spite of the fact that they had a good weekend away.
c Despite the fact finishing the report early, Jack was still told off by his boss.

8 FIRST ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 Although the weather was sunny, we stayed at home.
Despite *the sunny weather*, we stayed at home.
2 Despite studying hard, I didn't do well in the test.
Even though _____, I didn't do well in the test.
3 Although his salary is low, he enjoys his job.
Despite _____, he enjoys his job.
4 It's a small flat, and yet it's got two bedrooms.
Even though _____.
5 I know London quite well. I got lost, though.
In spite of _____, I got lost.

144 I connettivi per strutturare un discorso

144.1 Connettivi per iniziare

for a start, in the first place, to begin with, to start with	per cominciare, in primo luogo	***To begin with** I'd like to read this poem by Shelley out loud.*	Per cominciare vorrei leggere ad alta voce questa poesia di Shelley.

144.2 Connettivi per introdurre un argomento

as for, as to, as regards, regarding	per quanto riguarda, quanto a, riguardo a	***As regards** his attitude to life, don't forget that Leopardi...*	Quanto al suo atteggiamento nei confronti della vita, non dimenticate che Leopardi...
as far as... is, are concerned **(formale)**	per quanto riguarda, quanto a, riguardo a	***As far as** foreign politics **is concerned**, we exclude any commitment of our soldiers.*	Per quanto riguarda la politica estera, escludiamo qualsiasi impegno dei nostri soldati.
with reference to **(formale)**	con riferimento a	***With reference to** your request, we regret to inform you...*	Con riferimento alla sua richiesta, siamo spiacenti di informarla...
by the way	a proposito	*Pat is coming. **By the way**, she has been on a diet for 3 months and hasn't lost a kilo yet.*	Pat sta arrivando. A proposito, è a dieta da 3 mesi e non ha ancora perso un chilo.

144.3 Connettivi per elencare

first, firstly, first of all, in the first place, the first thing is	primo, per prima cosa	***First of all**, don't be late on your first day at work.*	In primo luogo non siate in ritardo il vostro primo giorno di lavoro.
second, secondly, in the second place	secondo, in secondo luogo	***In the second place**, dress in an appropriate way.*	In secondo luogo vestite in modo appropriato.
after that, next, then	poi, dopodiché	***Next**, don't ask for a day-off in your first month of work.*	Poi non chiedete un giorno libero il vostro primo mese di lavoro.
finally, last, lastly	in ultimo	***Last**, don't criticise your previous employer.*	In ultimo non parlate male del vostro precedente datore di lavoro.

144.4 Connettivi per generalizzare

as a (general) rule, in general	di norma, in generale	***As a rule**, students are not permitted to arrive late.*	Di norma agli studenti non è permesso arrivare tardi.
altogether, on the whole, by and large	nell'insieme, nel complesso	***Altogether**, the essay is clear and well written.*	Nell'insieme il saggio è chiaro e ben scritto.
broadly speaking, generally speaking	a grandi linee, in linea di massima	***Generally speaking**, the project is fine but it still needs some tuning.*	A grandi linee il progetto va bene ma servono ancora aggiustamenti.
to a great/large extent	in larga misura	***To a large extent**, I don't share his ideas.*	In larga misura non condivido le sue idee.
to a certain/some extent	entro certi limiti	***To a certain extent**, I agree with him.*	Entro certi limiti sono d'accordo con lui.

144.5 Connettivi per spiegare, precisare e riformulare

actually, in fact, as a matter of fact	effettivamente, in realtà, in effetti	*The economic crisis is affecting all EU countries.* ***As a matter of fact****, we are now facing a period of recession.*	La crisi economica sta colpendo tutti i paesi della UE. In realtà siamo di fronte a un periodo di recessione.
to tell the truth, to be perfectly honest	a dire la verità, in tutta sincerità	*I'm quite tired.* ***To tell*** *you* ***the truth*** *I'm really exhausted.*	Sono abbastanza stanca. A dir la verità, sono proprio distrutta.
or rather, better	o piuttosto, meglio	*I met Thomas on the stairs* ***or rather*** *I ran into him.*	Ho incontrato Thomas per le scale, o meglio mi sono scontrata con lui.
in other words, to put it in another way	in altre parole	*We cannot keep silent while our rights are being violated.* ***In other words*** *we must stand up for our rights.*	Non possiamo rimanere in silenzio mentre i nostri diritti vengono violati. In altre parole, dobbiamo lottare per i nostri diritti.

144.6 Connettivi per esprimere un'opinione

in my/your/his... opinion, in my/your/his... view	secondo me/te/lui..., a mio/tuo/suo... avviso	***In my opinion****, this is the best solution.*	Secondo me questa è la soluzione migliore.
from my/your/his... point of view	dal mio/tuo/suo... punto di vista	***From Lucy's point of view****, Tony shouldn't have accepted the job.*	Dal punto di vista di Lucy, Tony non avrebbe dovuto accettare il lavoro.
according to	secondo, stando a	***According to him****, Mary was very lucky.*	Secondo lui, Mary è stata molto fortunate.
to my mind	secondo me	***To my mind****, he didn't deserve a promotion.*	Secondo me non meritava la promozione.
personally I believe/feel/think (that)	personalmente ritengo/sento/penso che	***Personally I believe*** *(that) your attempt is doomed to fail.*	Personalmente ritengo che il tuo tentativo sia destinato a fallire.
as far as I'm concerned	per quanto mi riguarda	***As far as I'm concerned****, I've finished with them.*	Per quanto mi riguarda ho chiuso con loro.
as far as I know/I can see	per quanto ne so, per quanto posso vedere	***As far as I know****, the Moores have moved to California.*	Per quanto ne so, i Moore si sono trasferiti in California.

144.7 Connettivi per riassumere e concludere

in a word, in short, to put it brief y	in breve, in poche parole	***In short****, this is your chance of a lifetime.*	In breve, questa è l'occasione della tua vita.
to sum up, in conclusion, to conclude	per concludere, in conclusione	***In conclusion****, he's a real pain in the neck.*	In conclusione, è un vero e proprio rompiscatole.

144.8 Connettivi per fare esempi

for example/ instance	per esempio	*Organise your trip in advance. **For example** book flights and hotels early in the season to get good deals.*	Organizzate il vostro viaggio in anticipo. Per esempio prenotate voli e alberghi all'inizio della stagione per fare dei buoni affari.
such as	come	*There is a large variety of shops at shopping malls, **such as** shoe shops, clothes shops, etc.*	C'è una grande varietà di negozi nei centri commerciali come negozi di calzature, di abbigliamento, ecc.
namely, that is, that is to say	vale a dire, cioè	*'What happened to the car?' 'Someone, **namely** your son, has had parking problems.'*	"Cosa è successo all'auto?" "Qualcuno, vale a dire tuo figlio, ha avuto problemi di parcheggio."

! Osserva le seguenti abbreviazioni latine usate nei testi scritti.
e.g. (*exempli gratia*): *for example/instance* ***i.e.*** (*id est*): *that is/that is to say* ***viz.*** (*videlicet*): *namely*

Esercizi

1 ■■■ **Marco ha intenzione di frequentare un corso di inglese in Inghilterra quest'estate. Completa l'email con le espressioni nel riquadro.**

as to payment • as far as my arrival is concerned • with reference
as for my weakness in the language • as regards accommodation

Dear Sirs,
(1) *With reference* to your letter dated 11 March, I wish to inform you that I am very pleased to accept a place at your language school. (2) _____, I will be met at the airport by friends and therefore do not need to be collected. (3) _____, I would prefer to live in halls of residence rather than with a family. (4) _____, I will need extra lessons in writing, as I am to start a university course in the US in the autumn. (5) _____, I have already paid the first instalment as requested.
I look forward to meeting you in July.
Marco Rossi

2 ■■■ **Riordina i seguenti consigli su come affrontare un colloquio di lavoro, poi completali con le espressioni nel riquadro.**

broadly speaking • as a general rule • by the way • lastly • in second place • first of all • then

a ☐ _____, remember to thank the interviewer at the end!
b ☐ _____, you should answer the questions clearly and concisely. _____, don't forget to do some research about the company you want to work for.
c [1] *First of all* appearance is important. Dress smartly!
d ☐ When you meet the interviewer, shake their hand and smile confidently. _____ sit and wait for the interviewer to ask you the first question.
e ☐ _____ give yourself plenty of time to get to the interview. _____, leave the house about 15 minutes early in case there are unexpected hold-ups, such as traffic.

3 **Sottolinea l'alternativa corretta.**

1 *To start with/To tell the truth* I would like to thank you for inviting me here today.
2 I saw Giulio in town yesterday. *By the way/Actually* he says hello.
3 *Altogether/Broadly speaking*, state jobs are secure but badly paid.
4 *By and large/As a general rule*, I had a happy childhood.
5 *To put it another way/To a certain extent* I agree with you, but I think you're being very harsh.
6 I think you should tell her the truth. *In other words/To some extent* honesty is the best policy.
7 I know this isn't entirely your fault, but *to a large extent/as a rule* I blame you.
8 *By the way/On the whole*, we had a productive day.
9 'Wasn't that a delicious meal?' '*Actually/Or better*, I don't like fish.'
10 Let's meet at 5 o'clock, *in fact/or better* at six. That'll give me time to get there.

4 **Completa i mini-dialoghi con le espressioni nel riquadro.**

in her view • personally • I can see why • according to
as far as I know • in the teacher's opinion • to my mind

1 'Are Tony and Mel still together?' '*As far as I know* they've split up again.'
2 'Do you like Sally's new purple hair?' '_____, it was a ridiculous thing to do.'
3 'What do you think of Miley Cyrus?' '_____ she's popular, but I don't like her.'
4 '_____ this article, dieting makes you fat.' 'I think that's true!'
5 '_____ we should do quite well in the exams. _____ we've all worked really hard.' 'Of course we have!'
6 'What do you think of the Cohen brothers' new film?' '_____, I prefer their last one!'

5 **Sottolinea l'alternativa corretta.**

1 Some countries cannot provide basic essentials of life, *i.e/such as* housing, food and water.
2 The rocky planets, *for example/viz.*, Mercury, Venus, Earth and Mars, are the closest to the Sun.
3 I learnt an important lesson at the shop, *such as/namely* that the customer is always right.
4 Animals, *that is to say/such as* the grey wolf, are becoming extinct.
5 My brother and I share the same principles, *for instance/viz.* honesty and hard work.
6 Many brand names, *for instance/namely* Nike and Diesel, manufacture their goods abroad now.
7 It is believed that green leafy vegetables, *for example/that is to say* spinach and cabbage, are very nutritious.
8 In two days' time, *such as/that is to say* on Saturday, we are leaving for our holiday!

6 **Sostituisci le espressioni sottolineate con i sinonimi nel riquadro.**

to be perfectly honest • in conclusion • to put it briefly • in their opinion • actually • on the whole

1 To tell you the truth I didn't understand a word of what he was saying. *To be perfectly honest*
2 Jackie and Alex were at the wedding. According to them, the bride looked quite anxious.
3 They said it was going to be cloudy today. As a matter of fact, it's a beautiful day.
4 To sum up, using animals to test beauty products is both cruel and unnecessary.
5 We spent $1,000 on the flight and another $4,000 there. Altogether it was an expensive holiday.
6 This composition is too short, has too many mistakes and is disorganised. In short, it's terrible.

Esercizi di riepilogo

1 **Abbina le due parti delle frasi.**

1	In spite of the heavy traffic,	a	☐ such as painting, gardening and sailing.
2	My parents have a lot of interests,	b	☐ as long as you are sure about it.
3	It's going to snow tomorrow	c	☐ they've also got one in the mountains.
4	The Tube has been temporarily closed	d	☒ the bus arrived on time.
5	I'm happy with your decision	e	☐ as a result of two bomb scares.
6	As well as a holiday home by the sea,	f	☐ according to the forecast on this website.

2 **Completa le frasi con le espressioni nel riquadro.**

eventually • in addition • even though • with reference to • generally speaking
otherwise • as a consequence • on the other hand

1 Jillian waited for her friend for over an hour. *Eventually* she got fed up and went home.
2 _____, the mock exams went very well.
3 Keeping animals in captivity is often considered to be cruel. _____, it is useful to protect endangered species.
4 _____ we had terrible weather on our holiday, we really enjoyed ourselves.
5 Nowadays banks are not as willing to lend money to businesses. _____, many small companies are having financial difficulties.
6 _____ your application, we would like to inform you that you have been accepted on the course.
7 You must pay for the trip before the end of the week _____ you will not be allowed to go.
8 Please wear walking boots and a waterproof jacket. _____, you will need to bring a water bottle.

3 **Inserisci al posto giusto i connettivi tra parentesi.**

1 I started queuing at 3 a.m. *so that* I could be the first to get a ticket for the concert. (so that)
2 She looked at me I had two heads! (as if)
3 They raise enough money, they'll be able to repair the community hall. (as long as)
4 Carl went to work he was feeling ill. (although)
5 You've been working so hard, I'll cook dinner tonight. (given that)
6 We've still got enough time to get there. We'll have to walk quickly. (however)
7 We'll visit the science exhibition and we'll go to the restaurant for lunch. (firstly, then)
8 My brother came home I was leaving. (just as)

4 **Sottolinea l'alternativa corretta.**

1 Julian didn't want to camp overnight in the forest *for fear of/for fear that* wild animals.
2 *Though/Despite* the bad weather warning, many people risked driving to work.
3 My parents let me go on holiday with my friends *even though/even if* they were worried about something terrible happening.
4 *Eventually/If necessary*, we can always spend the night in a hotel.
5 He's already failed his driving test twice. *Nevertheless/On the contrary*, he's going to take it again.
6 *In case of/In case* emergency, please break the glass and sound the alarm.
7 *As well as/Furthermore* our local MP, who else will be at the meeting?
8 The guide opened the museum especially *so that the foreign visitors/for the foreign visitors to* see the rare collection of artefacts.

5 **Collega le due frasi con un connettivo nel riquadro facendo tutti i cambiamenti necessari.**

~~in spite of~~ • for fear of • despite • given • in addition to • provided that

1 I managed to finish the half marathon. I didn't train very much.
I managed to finish the half marathon in spite of not having trained very much.
2 You can go out later. You finish your homework first.
3 Jake didn't win the match. He was happy.
4 Samantha didn't tell her parents what had happened. She didn't want to be punished.
5 They overcharged me. They delivered my order late.
6 The tests were complex. The students did very well.

6 **Sottolinea l'alternativa corretta.**

The tourist industry is a key contributor to the economic progress of a country through export revenues. (1) *As a matter of fact/To a certain extent*, it is in fifth position after fuels, chemicals, food, and automotive products as a worldwide export category. (2) *To make matters worse/In addition* to the economic impact on the core hospitality and transportation sectors, the tourism industry (3) *also/as well* benefits other sectors, (4) *such as/or rather* agriculture, construction, food production, consumer goods and retail. Various factors may temporarily affect the tourism industry. (5) *For instance/Such as* terrorist attacks or natural disasters might mean people travel less (6) *for fear of/for fear that* being caught up in similar events. (7) *Accordingly/Nevertheless* the industry has continued to grow, almost without interruption, from the 1950s onwards. The reasons for this continued growth are manifold. (8) *Finally/Firstly*, more and more destinations have opened up to tourism and consequently investments in tourism facilities have increased. (9) *Secondly/Despite the fact that*, there is tougher competition between companies operating in the sector, such as airlines and tour operators. (10) *Finally/Namely*, it is important to remember that tourism is (11) *besides/not only* a family holiday (12) *meanwhile/but also* can be for business, religious and medical reasons.

7 **Leggi il tema di Nicole sui videogiochi e collega meglio le sue frasi inserendo al posto giusto i connettivi tra parentesi. Fai ogni cambiamento necessario.**

Playing computer games is bad for you.

In my opinion,

This statement is not true. There are several benefits of playing computer games. They can increase hand-eye coordination, especially in young children, and they can be educational. Simple games can help with number or colour recognition. (*as a matter of fact, firstly, for example, ~~in my opinion~~*)

Computer games do not automatically mean violent games. There are numerous games available. There are those which test your intelligence, logic and lateral thinking. You can find games where you have to build a community and help people survive and develop. All games are OK. You must follow age guidelines. (*for instance, generally speaking, in fact, provided that, secondly, such as*)

They say playing video games can isolate children. This is not true. It is possible to interact and play with other people online. You increase the enjoyment and social aspects of playing. (*thus, according to some people, on the contrary*)

Computer games can be good for you and useful. The number of hours spent playing them must be limited. Children could become addicted. (*however, in conclusion, otherwise*)

145 La frase relativa non determinativa

Si definisce frase relativa non determinativa (*non-defining relative clause*) la frase incidentale che fornisce informazioni sulla persona o sulla cosa di cui si sta parlando che non sono tuttavia indispensabili per definire quella persona o cosa. Per questo motivo la frase relativa non determinativa, che è **compresa fra due virgole**, **può essere omessa** senza che la reggente perda di significato. Osserva gli esempi:

*My father, **who works for the Italian, government** is always on the phone.*	Mio padre, che lavora per il governo italiano, è sempre al telefono.
*Jade stopped in front of the museum, **which was closed for maintenance**.*	Jade si fermò di fronte al museo, che era chiuso per lavori di manutenzione.

A differenza delle frasi determinative → 50:

- il pronome relativo non può mai essere omesso

*The Morgans, **who have a beautiful house on Lake Michigan**, are spending the summer in town.*	I Morgan, che hanno una bellissima casa sul lago Michigan, trascorrono l'estate in città.

- non si usa il pronome relativo *that*

*Saul's flat, **which had been renovated recently**, was burgled last week.*	L'appartamento di Saul, che era stato recentemente ristrutturato, è stato svaligiato la scorsa settimana.

Come nelle frasi determinative, se il pronome relativo è accompagnato da una **preposizione** sono possibili due costruzioni:

FORMALE	**preposizione + pronome relativo + soggetto + verbo**	*The* National Geographic, ***to which I have been a subscriber** for two years, is a monthly magazine.*	Il *National Geographic*, al quale sono abbonato da due anni, è una rivista mensile.
INFORMALE	**pronome relativo + soggetto + verbo + preposizione**	*The* National Geographic, ***which I have been a subscriber to** for two years, is a monthly magazine.*	

REMEMBER

Nell'inglese formale si mette la **preposizione** solo prima di **which** e **whom**, ma non *that*.

*Let me thank the woman **to whom** I owe everything: my wife Marion.*	Vorrei ringraziare la persona alla quale devo tutto: mia moglie Marion.

⚠ Si può usare ***which*** anche nel significato di "il che" e "la qual cosa" **per commentare o riferirsi a un'intera proposizione**.

*They met in June and got married the month after, **which left me quite astonished**.*	Si sono conosciuti a giugno e il mese dopo si sono sposati, il che mi ha lasciato abbastanza sbalordita.

145.1 Participi in sostituzione di frasi relative

Quando un pronome relativo ha funzione di soggetto, si può sostituire l'intera frase relativa (pronome + verbo) con:

- **participio presente** (forma in *-ing*) quando le due azioni sono contemporanee

*The office **dealing (which/that deals)** with tax payments is on strike.*	L'ufficio che si occupa dei pagamenti delle tasse è in sciopero.
*We apologised to the guests **staying (who were staying)** at the hotel for the inconvenience.*	Ci scusammo per il disturbo con gli ospiti che alloggiavano in albergo.

- **participio passato** quando il verbo della proposizione relativa è alla forma passiva

***The workers dismissed (who were dismissed)** by KMG are organising a protest march.*	I lavoratori licenziati dalla KMG stanno organizzando una manifestazione di protesta.
*Our teacher doesn't correct projects **copied (which/that are copied)** from the Internet.*	La nostra insegnante non corregge le ricerche copiate da internet.

Esercizi

1 ■□□ **Decidi se le seguenti frasi contengono frasi relative determinative (*defining*) o non-determinative (*non-defining*) e aggiungi le virgole dove necessario.**

1 Puglia, which lies in the heel of Italy, is a warm and sunny region. *non-defining*
2 There was a song on the radio this morning which reminded me of our holiday last year in Spain.
3 This is Christine with whom I work.
4 Sharon is the only person who understands me!
5 There's something which I have to tell you.
6 *The Big Lebowski* which was a disappointment at the US box office later became a cult movie.
7 Have you seen the awful shoes which Mrs Thompson is wearing today?
8 Emma hasn't rung yet which is a bit worrying.

2 ■□□ **Abbina le due parti delle frasi.**

1 We had roast beef,	a ☐ which annoyed the shop assistant.
2 She wouldn't leave,	b [1] which is my favourite meal.
3 He said he wasn't feeling well,	c ☐ which made me late for my appointment.
4 The customer didn't say thank you,	d ☐ which wasn't true.
5 We were out when you visited us,	e ☐ which was a pity.

3 ■■□ **Nelle frasi seguenti elimina le parole che potrebbero essere omesse.**

1 The boy ~~who~~ is standing by the door is looking for you.
2 Passengers who are travelling to Dubai please go to gate 5.
3 Homework which is handed in late will not be marked.
4 Somebody who is called Simon phoned while you were out.
5 Many of the clothes which are sold in markets these days have been made in China.

4 ■■□ **Completa le frasi con il pronome relativo e la preposizione corretta.**

1 There's a free concert on the 1st May, *which* I'm going *to*.
2 The bus, ____ we waited ____, didn't come!
3 My Uncle Gordon, ____ ____ I inherited my house, was quite wealthy.
4 There were thousands of fans at Violetta concert, most ____ ____ were young girls.
5 It was extremely hot on Lake Garda, ____ the tourist kept on complaining ____.
6 There are some very good pubs in town, ____ ____ the best is probably The Rose and Crown.

5 ■■■ **Unisci le frasi seguenti con un pronome relativo facendo tutti i cambiamenti necessari.**

1 The Colosseum is the largest amphitheatre ever built in the Roman Empire. It is an important landmark in the capital.
The Colosseum, which is an important landmark in the capital, is the largest amphitheatre ever built in the Roman Empire.
2 Michele is one of my oldest friends. I met him at primary school.
3 Hurricane Katrina flooded 80% of New Orleans. It hit the city in 2005.
4 Thank you for your present. I received your present in the post yesterday.
5 These CDs only cost £5. I buy them from Amazon.
6 Nelson Mandela died at the age of 95. He was imprisoned for 27 years for his anti-apartheid beliefs.

146 I composti di *ever*

Si usano i pronomi, gli aggettivi e gli avverbi relativi indefiniti composti di *ever* (*whoever*, *whatever*, *whichever*, *wherever*, *whenever* e *however*) per riferirsi a persone, cose, luoghi, ecc. generici, non definiti.

whoever	chiunque	persone	*She welcomes **whoever** comes.*	Accoglie chiunque arrivi.
whatever	qualunque cosa	cose	***Whatever** the company decides, I promise there will be no redundancies.*	Qualunque cosa decida l'azienda, prometto che non ci saranno esuberi.
***whatever* + sostantivo**	qualunque + sostantivo		***Whatever country** we decide to move to, you'll come with us.*	In qualunque paese decideremo di trasferirci, tu verrai con noi.

! Quando è presente il verbo *be* è possibile omettere il verbo.

***Whatever** her ideas **(are)**, she must respect mine!* — Qualunque siano le sue idee, deve rispettare le mie!

English Usage

- Si usa *whatever* dopo *any* e *no* per **enfatizzare un significato negativo**; in italiano si traduce con "affatto", "per niente/nulla".

*She doesn't deserve any pity **whatever**.* — Non merita affatto compassione.

- *Whatsoever* è la forma enfatica di *whatever* e si usa solitamente dopo un'espressione negativa.

*He seems to have no ambitions **whatsoever**.* — Sembra che non abbia proprio alcuna ambizione.

- Nella lingua parlata si usa *whatever* per esprimere indifferenza/rassegnazione; in italiano si può rendere con espressioni come "vabbé", "pazienza", "come ti pare", ecc.

'Your room is in a complete mess.' '***Whatever**.*' — "La tua camera è in un caos totale" "Pazienza."

whichever	chiunque, qualunque cosa che	persone e cose (quando la scelta è limitata a pochi elementi)	*I will give my daughter's hand to **whichever** of you kills the dragon.*	Concederò la mano di mia figlia a chiunque di voi uccida il drago.
***whichever* + sostantivo**	qualunque + sostantivo		***Whichever** decision you make, I'll stand by you.*	Qualunque decisione tu prenda, sarò al tuo fianco.
wherever	dovunque	luogo	***Wherever** I go, you're my home.*	Dovunque io vada, sei la mia casa.
whenever	in qualunque momento	tempo	***Whenever** you need me, don't hesitate to call me.*	In qualunque momento tu abbia bisogno di me, non esitare a chiamarmi.
	tutte le volte che		***Whichever** decision you make, I'll be at your side.*	Qualunque decisione tu prenda, sarò al tuo fianco.
however	in qualunque modo	modo	***However** the opposition votes, the law will be passed.*	In qualunque modo voti l'opposizione, la legge verrà approvata.

! Quando *however* è seguito da un aggettivo o da un avverbio ha valore concessivo e si rende in italiano con "sebbene", "per quanto".

***However** fluently he speaks English, he has a strong German accent.* — Per quanto parli l'inglese in modo fluente, ha un forte accento tedesco.

English Usage

Nella lingua parlata, in uno stile informale si possono usare i composti di *ever* come risposte brevi.

*'When/Where shall we go?' '**Whenever/Wherever**.'* — "Quando/Dove andiamo?" "Quando/Dove vuoi."

1 **Sottolinea l'alternativa corretta.**

1 *Whatever/However* you do, don't upset your mother.
2 *Whenever/Whoever* said you can't get 7 in a test without studying!
3 I've got lots of clothes. Borrow *whichever/whatever* you want.
4 He always makes friends quickly *wherever/whenever* he goes.
5 'How much shall I donate to the charity?' 'Give *however/whatever* you can afford.'
6 *Whoever/Whenever* I phone him, he is too busy to speak.

2 **Completa le frasi con i composti corretti di *ever*.**

1 You can do *whatever* you want.
2 Come _____ you want. I'll be there all afternoon.
3 _____ well I do, my parents are never satisfied.
4 The teacher gave us a choice of two books to read. We can read _____ one we want.
5 He'll never be happy _____ job he has.
6 _____ used the milk, didn't put it back in the fridge!

3 **Completa la seconda frase sostituendo le parole sottolineate nella prima. Usa i composti di *ever*.**

1 It doesn't matter how nice she is, I don't like her.
However nice she is, I don't like her.
2 I don't know what is going to happen, but don't say anything.
_____, don't say anything.
3 You can invite any person you like. It's your party!
You can invite _____ you like. It's your party!
4 It doesn't matter how far away I am, I will be thinking of you.
_____, I will be thinking of you.
5 Don't you have any money at all?
Don't you have any money _____?
6 It doesn't matter what you do, don't tell Mum and Dad!
_____ you do, don't tell Mum and Dad!
7 It doesn't matter how carefully I read the instructions, I still can't download this app.
_____ I read the instructions, I still can't download this app.
8 Every time Monica sees Luca, she gets angry.
_____ Monica sees Luca, she gets angry.
9 I have no plans at all for the weekend.
I have no plans _____ for the weekend.

4 **Completa le domande con un composto appropriato di *ever*.**

1 'Do you want to sit in the front or the back of the car?' *'Whatever'*.
2 'What time shall we meet?' _____.
3 'Do you think Melanie would prefer the black boots or the brown ones?' _____.
4 'What do you want to do this weekend?' _____.
5 'Would you prefer to stand near the stage or further back?' _____.
6 'It's about time you started revising or you'll be in trouble!' _____.

147 Costruzioni particolari con comparativi

147.1 Doppio comparativo (aggettivi e avverbi)

Si usa il doppio comparativo, ovvero **due comparativi uniti da *and***, per indicare una situazione in evoluzione. In italiano corrisponde all'espressione "sempre più", "sempre meno".

*My grandchild is getting **taller and taller**.*	Mio nipote sta diventando sempre più grande.
*At each doctor's appointment he was **more and more absent-minded**.*	A ogni visita era sempre più assente.
*I don't know what's wrong with him. He behaves **more and more childishly**.*	Non so cosa c'è che non va in lui. Si comporta in modo sempre più infantile.
*Italy is becoming **less and less attractive** for financial investors.*	L'Italia sta diventando sempre meno allettante per gli investitori finanziari.
*I realised that she was tired because she walked **less and less briskly**.*	Mi resi conto che era stanca perché camminava sempre meno veloce.
*There are **fewer and fewer job opportunities** for young people.*	Ci sono sempre meno opportunità di lavoro per i giovani.

ESPRESSIONI IDIOMATICHE

better and better	sempre meglio	*worse and worse*	sempre peggio

*I'm feeling **better and better** every day.*	Mi sento ogni giorno sempre meglio.
*As he is not studying, his results are getting **worse and worse**.*	Poichè non studia, i suoi risultati sono sempre peggio.

147.2 Comparativo di correlazione: *the... the*

Per parlare di due situazioni fra loro collegate si usano due comparativi preceduti da ***the*** e separati da virgola. In italiano corrispondono alle espressioni "più... più", "più... meno", "meno... più", "meno... meno".

***The older** he gets, **the more unreasonable** he becomes.*	Più invecchia, più irragionevole diventa.
***The more dangerous** the performance is, **the more excited** the audience is.*	Più pericolosa è la performance, più emozionato è il pubblico.
***The more** I know Patricia, **the less** I understand her.*	Più conosco Patricia, meno la capisco.
***The more renewable energy** we use, **the less** the environment is polluted.*	Più energie rinnovabili usiamo, meno l'ambiente è inquinato.
***The less** you scream, **the more** you'll be understood.*	Meno urli, più ti farai capire.
***The less food** you waste, **the better** I feel.*	Meno cibo sprechi, meglio mi sento.
***The fewer responsibilities** I have, **the happier** I feel!*	Meno responsabilità ho, più sono contento!

ESPRESSIONI IDIOMATICHE

The more, the merrier.	Più siamo, meglio è.
The sooner, the better.	Prima è, meglio è.
*The taller, the better.**	Più alto è, meglio è.

* E altre espressioni simili che terminano con *the better*.



Esercizi

1 ■■■ **Abbina le due parti delle frasi.**

1	The more you have	a	☐ the more expensive it is to heat it.
2	The bigger the flat,	b	[/] the more you want.
3	I'm getting more and more impatient	c	☐ for less money!
4	This book is getting better and better,	d	☐ I can't put it down.
5	We're working harder and harder	e	☐ the bigger the better.
6	As far as the hard disk is concerned,	f	☐ with her behaviour.

2 ■■■ **Completa le frasi con il doppio comparativo.**

1 Milk is getting *more and more expensive*. (expensive)
2 The weather is getting _____. (bad)
3 My French is getting _____. (good)
4 _____ people are getting married these days. (not many)
5 He's driving _____. (fast)
6 She's studying _____. (not much)

3 ■■■ **Completa le frasi basandoti sulle informazioni date.**

1 The *older* you get, the *more you look like* your father (you / look like / old).
2 Research says that the _____ people have, the _____ they are (money / generous).
3 The _____ the restaurant, the _____ the service is (full / bad).
4 The _____ the ride at the amusement park was, the _____ it (I / like / dangerous).
5 The _____ he waited, the _____ he became (long / angry).
6 The _____ the weather, the _____ I feel (good / warm).

4 FIRST ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima, usando la parola data. Devi usare tra le due e le cinque parole, compresa la parola data.**

1 It was growing darker all the time. (getting)
It was *getting darker and darker*.
2 When you drive fast, you need more petrol. (faster)
The _____ petrol you need.
3 The film was quite good at the beginning, but the story slowly became unbelievable. (more)
The film was quite good at the beginning, but the story became _____.
4 If we leave early, we will get there sooner. (sooner)
The _____ we will get there.
5 Julia is starting to look too thin. (thinner)
Julia is _____.
6 When you don't do very much, you become lazy. (less)
The _____ you become.

5 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 Questa città sta diventando sempre più pericolosa.
2 Mio figlio si comporta in modo sempre più irresponsabile.
3 Più mangi cibo spazzatura, peggio è per la tua salute.
4 Meno mia sorella dorme di notte, più diventa nervosa durante il giorno.
5 Se vuoi, puoi invitare anche i tuoi amici alla mia festa di compleanno. Più siamo e meglio è!
6 Prima finisci di fare i compiti per domani e meglio è.

148 Inversione della frase

Si fa l'inversione della frase, cioè si cambia l'ordine delle parole, nelle frasi interrogative o nelle frasi affermative se si vuol dare maggiore enfasi all'affermazione.

148.1 Inversione soggetto e ausiliare

Si inverte la posizione di soggetto e ausiliare o modale e **in loro assenza si ricorre a *do/does/did***, nei seguenti casi:

- dopo un **avverbio o un'espressione avverbiale di significato negativo o restrittivo**, soprattutto nella lingua formale e letteraria. L'avverbio in questo caso occupa la prima posizione nella frase per dare maggiore **enfasi** all'affermazione. Ammettono questa costruzione:

not only	non solo	***Not only can Tom*** *speak English and French, but he can also speak Japanese.*	Non solo Tom sa parlare inglese e francese, ma sa anche parlare giapponese.
not once	nemmeno una volta	***Not once has she washed*** *the dishes this week!*	Nemmeno una volta ha lavato i piatti questa settimana!
not until	solo	***Not until the end of the day did Leo realise*** *he had lost his wallet.*	Solo alla fine della giornata Leo si accorse di aver perso il portafoglio.
under no circumstances/ condition	in nessun caso	***Under no circumstances will the bank approve*** *the loan.*	In nessun caso la banca approverà il prestito.
at no time	in nessun momento	***At no time*** *in my life* ***have I felt*** *so embarrassed.*	In nessun momento della mia vita mi sono sentito così imbarazzato.
never	mai	***Never has Liam been*** *honest with her.*	Liam non è stato mai sincero con lei.
no sooner	appena	***No sooner had I drunk*** *a glass of wine, than I started feeling dizzy.*	Appena ebbi bevuto un bicchiere di vino, cominciò a girarmi la testa.
barely, hardly, scarcely	a malapena	***Barely had I sat*** *on the sofa, when the door bell rang.*	Mi ero seduto a malapena sul divano, quando suonò il campanello di casa.
seldom, rarely	raramente	***Rarely have I seen*** *her so happy.*	Raramente l'ho vista così felice.
little	poco	***Little did I understand*** *her behaviour.*	Capivo poco il suo comportamento.
only then	solo allora	***Only then did we become*** *good friends.*	Solo allora diventammo buoni amici.
only after	solo dopo	***Only after her marriage will she give up*** *her job.*	Solo dopo il matrimonio rinuncerà al suo lavoro.

- dopo ***as***, soprattutto nello stile letterario
  I was scared to death, ***as was Beth****.* — Ero spaventato a morte, come lo era Beth.
- per esprimere un augurio con ***may***
  May you have *a long and prosperous life!* — Possiate avere una vita lunga e felice.
- dopo ***so***, ***neither*** e ***nor*** per esprimere accordo 116.2
  Mark gave up drinking wine. ***So did I****.* — Mark ha smesso di bere il vino. Anche io.
- nelle frasi condizionali omettendo *if* 136.2
  Had they left *earlier, they wouldn't have missed the train.* — Se fossero partiti prima, non avrebbero perso il treno.

148.2 Inversione soggetto e verbo

Nella lingua formale e letteraria si inverte la posizione di soggetto e verbo nei seguenti casi:

- dopo **avverbi** ed **espressioni avverbiali di luogo** e **direzione** come *in, up, down, off, here, there* con soggetto espresso da sostantivo e con i verbi *come, go, lie, live, stand*

  Here lie the remains *of the most famous English poet.* Qui giacciono le spoglie del più famoso poeta inglese.

- quando la frase dichiarativa segue il discorso diretto e il soggetto è espresso da un sostantivo → 120.1

  'Come here!', ***shouted Mrs Whither.*** "Vieni qui!", urlò la signora Whither.

⚠ Se il soggetto è espresso da un pronome personale non si effettua l'inversione.

There she stands. Eccola là in piedi. *'Help!', he cried.* "Aiuto!", urlò.

Esercizi

1 ■■■ **Completa la seconda frase in modo che abbia lo stesso significato della prima.**

1 He is not only good-looking, but rich too.
Not only *is he good-looking, but he is also rich!*
2 I have never been so offended in my life.
Never _____.
3 She had seldom received such kindness.
Seldom _____.
4 I had barely started working, when I heard a knock on the office door.
Barely _____.
5 He not once offered to help us.
Not once _____.
6 You can't have a party under any circumstances while we are away!
Under no circumstances _____.
7 As soon as we sat down to have dinner his mobile rang.
No sooner _____.
8 Her parents had never told her that she was adopted.
At no time _____.
9 We hope she will rest in peace.
May _____.

2 ■■■ **Riscrivi le frasi in modo che inizino con le parole sottolineate.**

1 The kite went up in the sky.
Up went the kite in the sky.
2 The rain came down.
3 My father stood there.
4 A dense cloud of smoke came out of the tunnel.
5 The bride comes here.
6 The children ran into the sea.

3 ■■■ **Sottolinea l'opzione corretta.**

Hannah arrived home much later than she should have that night. (1) *Only after/Only then/Not until* standing on the doorstep and composing herself did she turn the key in the lock and let herself in.
(2) *Only after/No sooner/Never* had she closed the door than she heard a noise. There stood her father! 'Are you disobeying me intentionally?' (3) *asked he/her father asked.* 'Really I think you're overreacting', (4) *replied Hannah/replied she.* (5) *Out of the kitchen came her mother/Came the kitchen out of her mother* wrapped in her old dressing gown. 'We thought something terrible had happened,' (6) *said she/she said.* Her parents did not know that she'd had an argument with Clive, and he'd left her to walk home alone. (7) *Not once/Not until/Not only* she had seen the car drive away, did she realise that he truly was going to leave her in the middle of nowhere. 'Let's have this conversation tomorrow', (8) *whispered Hannah/whispered she* as she wearily climbed the stairs to her room.

149 Question tags

VIDEO

Le *question tags* sono **domande brevi** che seguono la frase principale, da cui sono separate dalla virgola. Si usano soprattutto nella lingua parlata e nella lingua scritta informale per **chiedere conferma di un'affermazione**; in italiano corrispondono alle espressioni "(è) vero?", "non è vero?", "no?".
Le *question tags* si costruiscono ripetendo nella *tag* l'**ausiliare** (*be/have*) o il **modale** della frase principale + il **pronome soggetto** corrispondente; in mancanza dell'ausiliare si mette la forma appropriata di *do* (*do/does/did*).

You are from Milan, ***aren't you?***	Sei di Milano, non è vero?
The Smiths ***have bought*** *a villa,* ***haven't they?***	Gli Smith hanno comprato una villa, non è vero?
Your father ***can't speak*** *English,* ***can he?***	Tuo padre non parla inglese, vero?
They ***went*** *to India last year,* ***didn't they?***	Sono andati in India l'anno scorso, non è vero?

Se la **frase principale è affermativa**, la ***question tag* è negativa**.

Clive ***lived*** *in England for two years,* ***didn't he?***	Clive ha vissuto in Inghilterra per due anni, no?
The Italian Ambassador ***is meeting*** *the US President tomorrow,* ***isn't he?***	L'ambasciatore italiano incontrerà il presidente americano domani, non è vero?

Se la **frase principale è negativa**, la ***question tag* è affermativa**.

The next FIFA World Cup ***won't take place*** *in 2017 but in 2018,* ***will it?***	Il prossimo Campionato mondiale di calcio non si svolgerà nel 2017 ma nel 2018, vero?
You ***haven't seen*** *much of Matilda lately,* ***have you?***	Non hai visto Matilda spesso ultimamente, è vero?

English Usage

Per mostrare sorpresa, interesse o irritazione si può usare una *question tag* affermativa dopo una frase affermativa

He ***knows*** *the password of your email account,* ***does he?***	Conosce la password della tua email, vero?

Osserva le seguenti particolarità.

- Se nella frase principale c'è ***I am*** nella *question tag* si mette ***aren't I***.

I'm late, ***aren't I?***	Sono in ritardo, non è vero?

- Se il soggetto della frase principale è ***there***, anche la *question tag* ha come **soggetto *there***.

There isn't *any bread left,* ***is there?***	Non c'è pane, vero?

- Se il soggetto della frase principale è ***this/that***, la *question tag* ha come **soggetto *it***.

That's Greta's hat, ***isn't it?***	È il cappello di Greta, non è vero?

- Se il soggetto della frase principale è ***nothing*** o ***everything***, il soggetto della *question tag* è ***it***.
  Se invece è ***nobody***, ***somebody***, ***everybody***, ***no one***, ecc. il soggetto della *question tag* è ***they***.

Everything *is going wrong,* ***isn't it?***	Sta andando tutto male, non è vero?
Somebody *has stolen Rick's car,* ***haven't they?***	Qualcuno ha rubato l'auto di Rick, non è vero?

- Se nella frase principale c'è ***have got*** (sia per possesso che per dovere) nella *question tag* si usa ***have***; se invece c'è ***have*** si usa l'ausiliare ***do***.

She ***has got*** *fancy clothes,* ***hasn't she?***	Ha vestiti stravaganti, non è vero?
You ***have*** *a new neighbour,* ***don't you?***	Hai un nuovo vicino, non è vero?

- Se la frase principale contiene **parole di significato negativo** o **restrittivo** (*never, no, nobody, nothing, hardly, scarcely, little*, ecc.) la **question tag è affermativa**.

We've ***never*** *seen her dancing,* ***have we?***	Non l'abbiamo mai vista ballare, vero?

- Se nella frase principale c'è l'**imperativo** con la *question tag* si rafforza la richiesta, l'ordine o l'invito.

Turn off *the TV,* ***won't you?***	Spegni la TV, se non ti dispiace? (richiesta cortese)
Close *the window,* ***would you?***	Chiudi la finestra, ti spiace? (richiesta)
Don't use *my mobile phone,* ***will you?***	Non usare il mio cellulare, va bene? (ordine)
Let's go *to the cinema,* ***shall we?***	Andiamo al cinema, va bene? (invito/proposta)

A seconda di come viene pronunciata, la *question tag* assume sfumature di significato diverse.

T 31 **Osserva e ascolta gli esempi:**

- intonazione ascendente: la *question tag* viene pronunciata come una vera e propria domanda perché non si è sicuri della risposta e si chiede una conferma all'interlocutore

You haven't been texting Steve since you woke up this morning, ***have you?*** Non ti stai messaggiando con Steve da quando ti sei alzata questa mattina, vero?

- intonazione discendente: la domanda è retorica perché si conosce già la risposta

You haven't been texting Steve since you woke up this morning, ***have you?*** Non ti stai messaggiando con Steve da quando ti sei alzata questa mattina, vero?

FLIP BOOK

Esercizi

1 ■■■ **Sottolinea l'alternativa corretta.**

1 She's English, *isn't she/is she*?
2 I'm next, *aren't I/am not I*?
3 You don't like her, *does she/do you*?
4 You were at school together, *weren't you/were they*?
5 Josh said that, *did he/didn't he*?
6 You weren't listening, *were you/weren't we*?
7 Your mum won't tell my mum, *will she/won't she*?
8 They'd have said something, *hadn't they/wouldn't they*?
9 Michael was angry with her, *didn't he/wasn't he*?
10 The photocopier isn't working, *is it/does it*?
11 My mum's feeling better, *hasn't she/isn't she*?
12 There is no news yet, *isn't there/hasn't there*?

2 ■■■ **Abbina le due parti delle frasi.**

1 There's been a misunderstanding, a ☐ shall we?
2 That's Mike's car, b ☐ isn't it?
3 I've got time for a shower, c ☐ didn't they?
4 I don't have any patience sometimes, d ☑ hasn't there?
5 Everybody had a good time, e ☐ did it?
6 Nothing happened, f ☐ will you?
7 Let's have a break, g ☐ do I?
8 Don't forget to feed the cat, h ☐ haven't I?

3 ■■■ **Sean e Clara si sono appena incontrati a una festa. Completa il dialogo con le *question tags* corrette.**

Sean You're Clara, (1) *aren't you* ?
Clara Yes, that's right. I don't know you, (2) _____?
Sean Well, you do actually. You were at my sister's last birthday party. I'm right, (3) _____?
Clara Now I remember. Sara's brother. You've been working abroad, (4) _____?
Sean Yes, in Dubai.
Clara I've been there. It's such a modern city, (5) _____?
Sean Yes, quite beautiful, if you like that sort of thing. You work in computers too, (6) _____?
Clara Yes, I do. Your plate is empty. You wouldn't like another sandwich, (7) _____?
Sean Good idea! Let's go to the table, (8) _____?

150 Reply questions e echo questions

150.1 Reply questions

Le *reply questions* sono domande brevi di uso comune nella lingua parlata utilizzate in risposta a un'affermazione per indicare l'attenzione o l'interesse di chi ascolta; in italiano corrispondono alle espressioni "davvero?", "ah sì/no?".

'She is a great opera singer.' ***'Is she?'*** "È una grande cantante d'opera." "Davvero?"
'We aren't going on holidays next summer.' ***'Aren't you?'*** "Non andiamo in vacanza la prossima estate." "Ah no?"

Come le *question tags*, anche le *reply questions* si costruiscono ripetendo nella domanda l'**ausiliare** o il **modale** contenuto nell'affermazione seguito dal **pronome soggetto corrispondente**. In mancanza di ausiliare o modale si usa la forma appropriata di *do*.
Ma a differenza delle *question tags*:

- se l'affermazione è **affermativa**, la *reply question* è **affermativa**

'My cousin ***found*** *$100,000 on the train.'* ***'Did he?'*** "Mio cugino ha trovato 100.000 dollari sul treno." "Davvero?"

- se l'affermazione è **negativa**, la *reply question* è **negativa**

'I ***didn't have*** *lunch.'* ***'Didn't you?'*** "Non ho pranzato." "Ah no?"
'Sandra ***has never been*** *to a concert.'* ***'Hasn't she?'*** "Sandra non è mai stata a un concerto." "Ah no?"

150.2 Echo questions

Le *echo questions* sono domande in cui **si ripete tutto o parte** di ciò che è stato appena detto per **chiederne conferma** perché non si è capito/sentito bene o per esprimere sorpresa o incredulità.
Nelle *echo questions* non si fa l'inversione fra soggetto e ausiliare, ma si mette il **punto interrogativo alla fine della domanda** e si pronuncia con un'**intonazione ascendente**.

'I've left my husband.' "Ho lasciato mio marito."
'You've left your husband?' "Hai lasciato tuo marito?"
'Mary'll be 18 next month.' "Mary compirà 18 anni il prossimo mese."
'Mary'll be 18 next month?' "Mary compirà 18 anni il prossimo mese?"

T 32 Ascolta l'intonazione in questi esempi.

Se la *echo question* si riferisce a una parte di una affermazione, si ripete la frase sostituendo la parte su cui si pone la domanda con la *wh- question word* corrispondente. Osserva gli esempi.

'The company fired ***Phil Morgan.'*** "L'azienda ha licenziato Phil Morgan."
'The company fired ***who(m)?'*** "L'azienda ha licenziato chi?"
'We've just bought ***a house.'*** "Abbiamo appena comprato una casa."
'You've just bought ***what?'*** "Avete appena comprato cosa?"
'The Jareaus built a swimming pool ***in their garden.'*** "I Jareau hanno costruito una piscina in giardino."
'The Jareaus built a swimming pool ***where?'*** "I Jareau hanno costruito una piscina dove?"
'My grandfather was born ***in 1920.'*** "Mio nonno è nato nel 1920."
'Your grandfather was born ***when?'*** "Tuo nonno è nato quando?"
'I've got ***1,000 friends*** *on Facebook.'* "Ho 1.000 amici su Facebook."
'You've got ***how many?'*** "Ne hai quanti?"

Esercizi

1 ■■■ **Completa le frasi con le *reply questions* nel riquadro.**

Are you? • Didn't you? • Are they? • Was he? • Can't you? • Has she?

1 'I'm starving.' 'Are you? Didn't you have any lunch?'
2 'Marta has failed the school year.' '_____ Her parents are going to kill her!'
3 'I didn't know you lived here.' '_____ I've lived here for years.'
4 'Alex was waiting for you.' '_____ I didn't know we had an appointment!'
5 'They're flying to Sharm el-Sheikh tomorrow.' '_____ Lucky devils.'
6 'I can't even boil an egg.' '_____ What do you eat?'

2 ■■■ **Abbina le frasi e completale con delle *reply questions*.**

1 'We're moving to Genoa.'	a ☐ '_____? So you're ambidextrous, then!'
2 'I don't mind getting up early in the mornings.'	b ☐ '_____? That was a bargain!'
3 'Dario has to wear a uniform at his private school.'	c ☐ '_____? That must be horrible.'
4 'I only paid $10 for these leather shoes.'	d ☐ '_____? I can't think before midday.'
5 'I can write with both hands.'	e ☑ 'Are you? You'll miss the south.'
6 'We'll have been married for 50 years next month.'	f ☐ '_____? That's such a long time to be with one person.'

3 ■■■ **Ruby è appena tornata a casa dopo aver trascorso un pomeriggio con Marlon. Alla madre di Ruby non piace Marlon ed è esterrefatta da quello che la figlia le sta raccontando. Leggi il dialogo e completalo con delle *echo questions* sostituendo le parti sottolineate con la *wh- question word* corretta.**

Ruby I saw Marlon Cooper.
Mum (1) You saw who ?
Ruby I went back to Marlon's place.
Mum (2) _____?
Ruby He showed me his turtle collection.
Mum (3) _____?
Ruby He's got 20.
Mum (4) _____?
Ruby Mr and Mrs Cooper said I could visit at any time.
Mum (5) _____?
Ruby I came back home on Marlon's motorbike.
Mum (6) _____?



4 TRANSLATION ■■■ **Traduci le seguenti frasi in inglese.**

1 "Quella borsa costa $1,000." "Davvero? Costa una fortuna!"
2 "Dovresti parlare con lui." "Davvero? Sono troppo timida."
3 "C'è un treno alle 2." "Davvero? Se ci sbrighiamo possiamo prenderlo."
4 "Alla fine non l'ha fatto." "Davvero? Che peccato!"
5 "Stephanie è andata a trovare sua nonna ieri." "Stephanie è andata a trovare *chi* ieri?"
6 "So parlare cinque lingue." "Sai parlare *quante* lingue?"
7 "Ero solito andare in bici con mio padre tutte le domeniche." "Eri solito andare *dove* con tuo padre tutte le domeniche?"
8 "Vado in piscina due volte alla settimana." "Vai in piscina *ogni quanto*?"

151 Enfasi

Ci sono vari modi per aggiungere enfasi a una parola, a una espressione o a una frase.

- Nella lingua scritta si può ricorrere ad accorgimenti grafici come il corsivo, il grassetto, la sottolineatura o l'uso delle lettere maiuscole.

This is the LAST time I forgive you.	Questa è l'ultima volta che ti perdono.

- Nella lingua parlata, per dare maggiore importanza a una parola si pone l'accento sulla parola stessa pronunciandola con un tono di voce più alto.

***Carlotta** texted me yesterday.*	Carlotta mi ha mandato un messaggio ieri. (Carlotta e non qualcun altro ha mandato un messaggio)
*Carlotta **texted** me yesterday.*	Carlotta mi ha mandato un messaggio ieri. (Carlotta ha mandato un messaggio, non ha telefonato)
*Carlotta texted **me** yesterday.*	Carlotta mi ha mandato un messaggio ieri. (Carlotta ha mandato un messaggio a me e non a qualcun altro)

English Usage

Spesso si pone l'accento sul verbo ausiliare per dare maggiore enfasi.

*You **must** answer me.*	Devi rispondermi

In mancanza dell'ausiliare si aggiunge *do* alla frase. Osserva gli esempi.

*You **do sound** very angry with him!*	Sembri molto arrabbiata con lui! (enfasi sul concetto espresso)
*'Why didn't you tell him?' '**I did tell** him.'*	"Perché non glielo hai detto?" "Glielo ho detto." (enfasi in contrasto con un'affermazione precedente)
***Do** come in!*	Vieni!/Entra! (con un imperativo per renderlo più cortese e invitante)

- Per dare maggiore enfasi a un'affermazione si possono usare inoltre parole come *so* e *such* → 114 *really*, *just*, ecc. → 78

*It was **such a shocking reaction** on his side.*	È stata una reazione così scioccante da parte sua.
*I **just hate** the way he behaves with the kids.*	Odio proprio il modo in cui si comporta con i figli.

- Per dare enfasi alle domande esprimendo sorpresa, irritazione o incomprensione si possono usare i composti di ever → 146. In questo caso *ever* è separato dalla *question word*: *who ever*, *what ever*, *where ever*, *when ever*, *how ever* e *why ever*.

Why ever have I come camping?	Perché mai sono venuta in campeggio?

English Usage

Nella lingua colloquiale al posto di *ever* si possono usare ***on earth*** e ***the hell***; in italiano queste espressioni si rendono con "mai", "diavolo" o altre espressioni colloquiali.

***What the hell** are you saying?*	Che diavolo stai dicendo?

- Si può dare maggiore importanza a un'espressione mettendola in una posizione diversa da quella solita di soggetto + verbo + complemento. Questa costruzione (*fronting*) è particolarmente usata nella lingua parlata.

I've already talked about your behaviour with Dad.	Ho già parlato del tuo comportamento con papà. (costruzione normale)
***About your behaviour** I've already talked with Dad.*	Del tuo comportamento ho già parlato con papà. (*fronting*)

⚠ Il *fronting* è comune con le espressioni precedute da una *wh- question word*.

***Where I'm going** I just don't know.*	Dove sto andando non lo so.

Esercizi

1 ■□□ **Aggiungi le parole tra parentesi al posto giusto per dare maggiore enfasi alle frasi.**

1 Lillian was happy about the promotion. (so) *Lillian was so happy about the promotion.*
2 I agree with you. We must take action now. (completely)
3 It was an unexpected result for the local volleyball team. (such)
4 We had a fantastic evening, thank you so much. (really)
5 My friends were flabbergasted when I told them the news. (absolutely)
6 It's not fair – my parents won't let me go to the concert. (just)
7 I'm sorry – I promise I won't do it again. (dreadfully)
8 Gill was brave about the whole thing. I couldn't have done it. (extremely)

2 ■■□ **Riscrivi le frasi con il verbo ausiliare per dare maggiore enfasi.**

1 The buffet is over there. Please, help yourself!
The buffet is over there. Do help yourself!
2 'You didn't like my present, did you?' 'I liked it, really.'
3 That meal was fantastic. You cook so well.
4 Mike works hard to provide for his family.
5 'Why didn't you say something earlier?' 'I said something, but nobody was listening.'
6 I'm so excited for you. Tell me how he proposed.
7 Fiona did a lot to help her sister, but it wasn't enough.
8 Sit down! I'll be with you in a moment.

3 ■■□ **Completa le frasi con le espressioni di sorpresa o irritazione nel riquadro.**

Why ever didn't you tell me? • What on earth are you wearing?
How ever did I manage • What the hell is going on here? • Who the hell are you?
Who on earth gives you • When ever will he see sense • What ever have you done to your hair?

1 *What on earth are you wearing?* Surely you're not going out dressed like that.
2 _____ It's green!
3 _____ when I had four small kids without a car?
4 _____ the right to be so sanctimonious?
5 _____ And what do you want?
6 _____ and stop gambling?
7 _____ I could have lent you some money.
8 _____ Stop shouting at each other.

4 ■■■ **Riscrivi le frasi utilizzando la costruzione *fronting* per dare maggiore importanza alla parte sottolineata.**

1 We went to the beach yesterday. We had a <u>wonderful day!</u>
What a wonderful day we had.
2 I screamed because there was a spider in the bath. It was <u>enormous</u>.
3 Julian bought a new phone. He paid <u>over €600</u> for it.
4 I can't imagine <u>why she changed her mind</u>.
5 Two prisoners escaped from jail last night. Nobody knows <u>how they did it</u>.
6 Fiona celebrated her graduation last Saturday. That was <u>a great party</u>.
7 Di Maio was <u>the fastest runner round the track</u>. Only 23.10 seconds.

152 Le *cleft sentences*

Si usano le seguenti costruzioni per sottolineare e dare enfasi a parole ed espressioni:

- *the person/man/woman/friend who* con riferimento a persone, e *what/the thing* per cose/animali + frase + *is/was* + frase

Antonio lives in Brasil.	Antonio vive in Brasile. (costruzione normale)
***The person who** lives in Brasil is Antonio.*	La persona che vive in Brasile è Antonio. (*cleft sentence*)
I didn't like the end of the film.	Non mi è piaciuta la fine del film. (costruzione normale)
***What** I didn't like about the film was the end.*	Quello che non mi è piaciuto del film è stata la fine. (*cleft sentence*)
She didn't deserve to be fired.	Non meritava di essere licenziata. (costruzione normale)
***The thing** she didn't deserve **was** to be fired.*	La cosa che non meritava era di essere licenziata. (*cleft sentence*)

⚠ Si usano le espressioni *the place where, the day/time when, the reason why* per dare enfasi a complementi di luogo, tempo e causa.

***The place where** she lives is a dump.*	Il posto dove vive è una topaia.
***The day when** we met is impressed in my heart.*	Il giorno in cui ci siamo conosciuti è impresso nel mio cuore.
***The reason why** he dropped out of school is to travel around the world.*	Il motivo per cui ha abbandonato la scuola è girare il mondo.

- *it is/was + that* + frase

My father didn't lose his job.	Mio padre non ha perso il lavoro. (costruzione normale)
***It wasn't my father that** lost his job!*	Non è stato mio padre a perdere il lavoro! (*cleft sentence*)

⚠ Quando il soggetto è espresso da un pronome, sono possibili due costruzioni: *it is I/you/he*, ecc. *who* (formale), e *it is me/you/him*, ecc. *that* (informale).

***It is she who** baked the cake.*
***It is her that** baked the cake.* — È lei che ha cotto la torta.

Esercizi

1 **Completa le frasi con le espressioni nel riquadro.**

The reason why • The person who • The thing • What • The place where • The day when

1 *The thing* I found the most amusing was when you slipped and fell in the pool.
2 _____ he left his girlfriend is she was cheating on him.
3 _____ the children loved about the zoo was the wombats.
4 _____ lied to you was Fredrick, not Joshua.
5 _____ we went sailing is one of my favourite memories.
6 _____ I stayed on holiday was really cheap but wonderful.

Esercizi

2 ■■□ **Leggi le seguenti frasi e scrivi una *cleft sentence* per ciascuna parte sottolineata.**

1 My uncle gave my brother a watch for his birthday.
a *It was my uncle who gave my brother a watch for his birthday.*
b _____.
c _____.
d _____.

2 Betty and Sam are getting married for the second time in June on a beach in the Caribbean.
a _____.
b _____.
c _____.
d _____.



3 FIRST ■■■ **Completa la seconda frase in modo che abbia un significato uguale alla prima, usando la parola data. Devi usare fra le due e le cinque parole, compresa la parola data.**

1 I didn't like the food they served last night.
WHAT
What I didn't like was the food they served last night.

2 The poet is famous because of his use of iambic pentameter.
IT
_____ of iambic pentameter that has made the poet famous.

3 You always pretend you can't hear me when I ask you for some help.
WHAT
_____ pretend you can't hear me when I ask you for some help.

4 The reason why he is so popular is his compassion towards others.
BECAUSE
He is so popular _____ towards others.

5 His attitude towards money really annoys me.
ANNOYING
_____ is his attitude towards money.

6 Jason wanted to become a famous boxer.
WAS
_____ to become a famous boxer.

4 ■■■ **Rispondi alle domande con una *cleft sentence* usando i suggerimenti tra parentesi. C'è più di una possibilità.**

1 What do you enjoy most about your job? (travelling to foreign countries)
What I enjoy most about my job is travelling to foreign countries.

2 What did Tom like about the book? (the protagonist)

3 What do you find relaxing? (cooking)

4 Why don't you go out more often? (not enough money)

5 Your brother is a civil servant, isn't he? (no, my sister)

6 What are they going to build? (passive house)



Esercizi di riepilogo

1 **Unisci le frasi seguenti con un pronome relativo.**

1 My brother Marek works in Edinburgh. He is older than me.
My brother Marek, who is older than me, works in Edinburgh.
2 The gym in town is new. I go there twice a week.
3 The museum was opened last week. It has a lot of Egyptian exhibits.
4 The head teacher was very interested in our project. We spoke to him after school.
5 Guy got the best results in the class. This was quite unexpected.
6 I hope that Joshua can help us. His dad is a policeman.

2 **Sostituisci la frase relativa, dove possibile, con il participio presente o passato.**

1 Gloria has got a sister who studies at Cambridge.
Gloria has got a sister studying at Cambridge.
2 My grandparents have got a large house which faces the sea.
3 The students who will be chosen for the competition will be announced next week.
4 The police, who are investigating the robbery, are looking for two men.
5 The man, who had already robbed five banks, was arrested.
6 The police didn't find the money which had been stolen in the robberies.

3 **Completa le frasi con il doppio comparativo.**

1 Mobile phones are becoming *cheaper and cheaper* (cheap).
2 If you keep practising, you'll get _____ (good).
3 The country's financial situation is getting _____ (worrying).
4 I was _____ (angry) as the story unfolded.
5 If Greg accepts this promotion, he'll have _____ (less) time with his family.
6 _____ (few) people come to the council meetings each month.

4 **Sottolinea l'alternativa corretta.**

1 The film was incredibly well made. At no time *did I suspect/I suspected* the killer's identity.
2 No sooner *had we left/we had left* than we had to go back as we had forgotten to lock the door.
3 Only when *had I spoken/I had spoken* to him for five minutes, did I remember having met him before.
4 Under no circumstances *you are/are you* to contact my client again.
5 Only after he had been arrested, *did the killer realise/the killer realised* who had tipped the police off.
6 Not once *has she/she has* apologised for her awful behaviour at the wedding.

5 **Riscrivi le frasi scegliendo un modo appropriato per dare enfasi alle parti sottolineate. Ci sono varie possibilità.**

1 I hate getting up early in the winter when it's dark.
I just hate getting up early in the winter when it's so dark.
2 We had a fantastic time at the party. Send us the photos!
3 What are you doing? Stop it at once!
4 I've no idea why he decided to marry her.
5 Claire trains hard, but I doubt she'll make the team this year.
6 I thought Bill would turn up to the funeral as they used to be good friends.

6 **Completa le frasi con una *question tag* e poi rispondi con l'informazione corretta, usando una *cleft sentence*.**

1 Sydney is the capital of Australia, *isn't it?*
No, it's Canberra that is the capital of Australia.
2 The attack on the Twin Towers was in 2002, _____?
_____.
3 Magritte painted *Sunflowers*, _____?
_____.
4 World War Two was triggered because of Germany's invasion of England, _____?
_____.
5 Oxygen and nitrogen are the components of water, _____?
_____.
6 The Titanic sank in the Pacific Ocean, _____?
_____.

7 **Sottolinea l'alternativa corretta.**

Ivan Mum, Lisa will be here soon. She's just joined our band.
Mum (1) *Did she/Has she*? She must be mad.
Ivan Don't embarrass me, (2) *would/will you* Mum? Please!
Mum (3) *Whatever/Whichever* are you on about? I never embarrass you.
Ivan (4) *Do you/You do* embarrass me. All the time. (5) *Not only/No sooner* do you start acting strangely (6) *whenever/wherever* you meet my friends, you also put on a funny voice.
Mum I don't!
Ivan Yes, you (7) *really/just* do. Anyway, sshhh, she's here now.
Lisa Hi Ivan. Hello Mrs Green.
Mum Hello. So, you've just joined Ivan's band, (8) *did/have* you? (9) *The more, the merrier/The merrier, the more*! And noisier, I expect. No one's coming to practise here today, are (10) *you/they*?
Ivan No Mum, we're just hanging out.
Mum Lisa, you (11) *would/will* stay and have something to eat, won't you?
Lisa Thanks, that's very kind.
Mum You're not allergic to nuts, (12) *do/are* you?
Lisa No, I'm not allergic to anything.
Mum Great, because I'm cooking nut roast.
Ivan (13) *You're/Are you* cooking what? (14) *The reason/It is* why I don't bring anyone home is your weird cooking. Why can't we have sausages like a normal family?!

8 **ERROR CORRECTION** **Trova altri 9 errori nel testo e correggili.**

Mike has had ~~so~~ *such* a lot of bad luck recently. Not until he has lost his job, but his wife has also left him. His office manager, that he had worked for more than ten years, had known about the redundancy plans but he had never said anything whatever Mike mentioned he was such worried. His wife had been getting more the more fed up with Mike's bad temper. But not once she did try to find out the cause. Mike thinks he has hit rock bottom, but little he does know how just bad it is about to get.

9 **TRANSLATION** **Traduci il testo in inglese.**

Come mi sono messo insieme con la mia ragazza è una storia interessante. Fu mentre viaggiavamo in autobus nella campagna indiana nel 2012 che ci incontrammo per la prima volta. Ero estremamente timido e stavamo viaggiando da più di 8 ore prima che finalmente presi il coraggio di parlarci. Appena iniziammo a chiacchierare, lei dovette scendere. E, come un idiota, non presi il suo numero, vero? Ma la cosa veramente incredibile è che ci imbattemmo di nuovo l'uno nell'altro quattro anni dopo su un autobus in Nigeria. Non potevo proprio crederci e siamo insieme da allora.

153 *Phrasal verbs* (1): verbi intransitivi

I *phrasal verbs* sono formati da **verbo + particella avverbiale (avverbio o preposizione)**.
Il verbo assume significati diversi a seconda della particella che lo accompagna.
Il verbo ***turn***, per esempio, significa "girare", ma ***turn down*** può significare sia "abbassare" (il volume) che "rifiutare", e ***turn off*** significa "spegnere".

Le due categorie più usate di *phrasal verbs* sono i verbi intransitivi e i verbi transitivi.

153.1 *Phrasal verbs* intransitivi

Sono intransitivi quei *phrasal verbs* che **non sono seguiti da un complemento oggetto**.

I usually ***get up*** *at a quarter to seven.* Di solito mi alzo alle sette meno un quarto.

back out (tirarsi indietro)
break down (guastarsi, scoppiare a piangere)
break in (irrompere)
break out (scoppiare)
break up (separarsi)
calm down (calmarsi)
carry on (continuare)
check in (fare il check-in/registrarsi)
check out (fare il check-out)
cheer up (tirarsi su di morale)
clear up (schiarirsi – di tempo atmosferico)
come down (scendere – di prezzi o livelli)
come out (essere pubblicato)
come round (fare visita)
come to (raggiungere)
die away (andare scemando)
die out (estinguersi)
dress up (vestirsi elegante)
drop off (avere un colpo di sonno)
fall apart (sgretolarsi)
fall through (non andare a buon fine)
get by (sopravvivere)
give in (arrendersi, cedere)
go by (passare)
go off (esplodere, andare a male)
hang on (attendere per poco)
hang up (riattaccare il telefono)
keep on (+ -ing) (continuare)
look out (fare attenzione)
pass out (svenire)
pull in/into (entrare – di veicolo)
pull out (uscire – di veicolo)
pull up (fermarsi – di veicolo)
set off/out (cominciare un viaggio)
show off (mettersi in mostra)
show up (farsi vedere ad un appuntamento)
slow down (ridurre la velocità)
stand for (rappresentare)
stand out (spiccare)
stay in (rimanere a casa)
stay up (stare alzati fino a tardi)
take off (decollare)
turn out (risultare, rivelarsi)
turn up (comparire inaspettatamente)

Esercizi

1 **Completa le frasi con le particelle nel riquadro.**

by • down (x 3) • out (x 4) • round • up

1 Property prices in the centre of town have come *down* recently.
2 Why don't you come _____ tomorrow? We can do our homework together.
3 'When is Lady Gaga's new album coming _____?' 'I've no idea, sorry.'
4 Even if so many years have gone _____, you still look beautiful to me.
5 We were supposed to meet at 7.30 p.m. It's 8 p.m and my friends haven't turned _____ yet.
6 'How did the birthday cake turn _____?' 'It was a disaster. Nobody liked it!'
7 The fire broke _____ during the night and destroyed the warehouse.
8 Just calm _____ on the chair and relax.
9 The white letters on this sign stand _____ clearly against the blue background.
10 You should slow _____. The speed limit is 50 km/hour.

Esercizi

2 ■■□ **Completa le frasi con i verbi nel riquadro. Fai attenzione al tempo verbale.**

pull up • break up • carry on • give in • check in • die out • go off • show off

1 Dinosaurs *died out* about 65 million years ago.
2 You're getting really big-headed. Stop _____.
3 You can _____ two hours before your flight.
4 They _____ talking although the teacher had told them to stop.
5 This milk smells horrible. I think it _____.
6 Do you know why Tony and Louise _____? They seemed so happy together.
7 The police switched on their siren and _____ alongside the vehicle.
8 I had been asking my parents for a car for ages before they finally _____ and got me one.

3 ■■□ **Sottolinea l'alternativa corretta.**

1 Violent riots broke *down/out* during the demonstration in front of the Houses of Parliament.
2 Why didn't you show *up/off* yesterday? You could have let me know.
3 His autobiography should come *to/out* next year. I can't wait to read it.
4 Thanks for the lift. You can *pull/turn* up here by the shops.
5 I know you can do it if you try. You shouldn't *stay/give* in so easily.
6 Hang *on/up* for a second and I'll see if he's free.
7 Jake really fell *apart/through* after Lucy left him.
8 If we *set/drop* off at 7 a.m., we should get there in plenty of time.

4 ■■■ **Completa le frasi con un *phrasal verb*.**

1 'What time do we have to *check out* of the hotel?' 'By 11 a.m., sir.'
2 You look so depressed. _____! It might never happen!
3 'What does GDP _____?' 'Gross Domestic Product.'
4 'Do you usually _____ late on Friday night?' 'No, because I have school on Saturday.'
5 'What time do we need to _____ tomorrow?' 'We have to leave around 6.30 a.m.'
6 Don't worry. I'm sure the weather will _____ in time for the picnic.
7 _____! There's a bus coming. It's not safe to cross the road.
8 You can't _____ now. You promised you would help us.

5 ■■■ **Sostituisci le parole sottolineate con un *phrasal verb*.**

1 The price of oil hasn't decreased as much as predicted. *hasn't come down*
2 At Heathrow Airport, a plane leaves approximately every minute.
3 It was so hot in the conference room that two board members fainted.
4 You can enter the lane after the red car – the road is clear.
5 My grandmother used to fall asleep in her chair after lunch.
6 I don't earn a lot but I can manage to survive.
7 It was quite scary as the car stopped working in the middle of the motorway.
8 Claire usually wears casual clothes but likes to wear elegant clothes for special occasions.

154 *Phrasal verbs* (2): verbi transitivi separabili

Sono transitivi quei *phrasal verbs* che **reggono il complemento oggetto**. Se il complemento oggetto è espresso da un sostantivo, la particella avverbiale può precederlo o seguirlo, ma se il complemento oggetto è espresso da un pronome, questo precede sempre la particella avverbiale.

She ***made up*** *the whole story./She* ***made*** *the whole story* ***up***. Ha inventato tutta la storia.
She ***made*** *it* ***up***. Se lo è inventato.

break off (staccarsi, mettere fine a)
bring about (causare)
bring back (richiamare alla memoria)
bring out (far spiccare, lanciare sul mercato)
bring up (allevare, crescere)
call off (annullare)
calm down (far calmare)
carry out (eseguire)
carry through (portare a termine)
check out (esaminare)
cheer up (tirar su il morale a qln)
clear up (mettere in ordine, chiarire un problema)
close down (cessare un'attività)
cross off (spuntare/eliminare da una lista)
cut off (isolare)
cut out (tagliare/non includere)
cut up (tagliare in piccoli pezzi)
do up (rinnovare, allacciare)
drink up (bere alla svelta)
fill in (riempire – es. un modulo)
finish off (finire, mangiare tutto)
get across (comunicare/far capire)
get down (buttare giù il morale a qln)
give away (dare via/regalare, rivelare)
give back (restituire)
give up (smettere/rinunciare)
hand in (presentare/consegnare)
hand out (distribuire)
help out (aiutare, dare una mano)
hold up (ritardare, rapinare)
keep back (tenere da parte)
leave out (tralasciare)
let down (deludere)
let in (far entrare)
let off (lasciare andare senza punizione)
look up (cercare informazioni)
make out (riuscire a vedere/sentire)
make up (inventare – es. una storia)
pay back (restituire i soldi)
pick up (raccogliere, andare a prendere in macchina)
pull down (demolire)
pull off (portare a termine qualcosa di difficile/in modo inaspettato)
put across (trasmettere con successo)
put aside (mettere da parte)
put away (mettere a posto)
put forward (proporre)
put off (posticipare)
put on (indossare, accendere)
put out (estinguere)
put up (dare alloggio)
run down (denigrare)
run up (accumulare, erigere)
save up (risparmiare)
see off (dire addio – es. a un luogo)
see through (portare a termine)
set aside (mettere da parte)
set up (avviare – es. un'azienda)
sort out (far fronte – es. a un problema)
take away (rimuovere)
take down (annotare)
take on (assumere, accettare)
take over (assumere il controllo, sostituire/subentrare)
take up (iniziare un hobby, un'attività)
tell off (sgridare)
throw away/out (buttare via)
try on (provare – es. abiti, scarpe, ecc.)
turn down (rifiutare un'offerta/una proposta, abbassare il volume)
turn up (alzare – il volume, il riscaldamento)
work out (trovare una soluzione)

Esercizi

1 **Abbina le due parti delle frasi.**

1 I asked her out last Saturday
2 They only set the company up last year,
3 The police are looking for
4 The report was unreliable as it was based on
5 Could you please fill in
6 Put on your scarf and hat;

a ☐ it's cold outside.
b ☐ this application form?
c ☐ it can't have closed down already.
d [/] but she turned down my invitation.
e ☐ the robbers that held up the post office.
f ☐ research carried out five years ago.

Esercizi

2 ■□□ **Completa le frasi con le parole tra parentesi.**

1 There is a lot of tension as the two countries *have just broken off diplomatic talks* (just / break off / diplomatic talks).
2 Last year _____ (I / take up / karate), but I soon stopped as I didn't like it very much.
3 This is the second time that _____ (you / hand in / your homework) late, Jonathan.
4 'I don't know what this word means.' '_____ (look up / it) in a dictionary then!'
5 'Could I _____ (try on / these jeans) please?' 'Of course. The changing room is over there.'
6 Greg was very angry but we managed _____ (calm down / him) in the end.
7 My grandfather is very good at _____ (make up / stories) to tell my little sister.
8 Mum, can you _____ (pick up / me) from Kevin's tonight, please?

3 ■■□ **Sottolinea l'alternativa corretta**

1 Mrs Hanks told the children *away/off* because they were making a tremendous noise.
2 Could you lend me fifty dollars? I'll *give/pay* you back by the end of the month.
3 What brought *about/out* her nervous breakdown?
4 Mary drew back the curtains to *let/fill* in some more light.
5 This is a dictionary; you can't *put/take* it away from the library.
6 I'm extremely disappointed. You've really let everyone *down/off*, including yourself.
7 Luckily it didn't take long for the firefighters to put *out/across* the fire.
8 The shop had some key rings to *take/give* away free on its first day of business.

4 ■■□ **Completa le frasi con un verbo alla forma adatta. Sono tutti seguiti da *up*.**

1 Can you *turn* up the radio, please? I love this song!
2 If you come to Liverpool we'd be happy to _____ you up for a few days.
3 We are finally _____ up our bedroom. It was last decorated 15 years ago.
4 _____ up! The pub's closing and we've got to go.
5 I'm glad we _____ that up. I hate it when there's a misunderstanding between friends.
6 Millie was _____ up on her grandparents' farm in Idaho.
7 I'm not going to spend the money I got for my birthday; I'm _____ up for a new phone.
8 He _____ up a lot of debt and was declared bankrupt.

5 ■■■ **Sostituisci le parole sottolineate con un *phrasal verb*.**

1 The doctor told her she had to <u>stop</u> smoking immediately. *give up*
2 When Donald moved from Manchester to the countryside, he felt very <u>isolated</u> at first.
3 The old shoe factory <u>was demolished</u> to make room for a new housing estate.
4 The head teacher decided <u>to postpone</u> the school concert since so many students were ill.
5 If you get the promotion, you'll have to <u>accept</u> a lot more responsibility.
6 It was a complicated discussion and it took me ages to <u>communicate</u> what I wanted to say.
7 I've got a new job <u>distributing</u> leaflets in the town centre, but it doesn't pay very well.
8 Organising the concert at such short notice wasn't easy, but we <u>succeeded in doing it</u>.
9 The school council wants to <u>propose</u> a proposal for more free study periods for students.
10 You <u>omitted</u> the best part of the story – what happened to Joe after he had lost his clothes!

155 *Phrasal verbs* (3): verbi transitivi non separabili e verbi seguiti da preposizione

155.1 *Phrasal verbs* transitivi non separabili

In alcuni *phrasal verbs* transitivi, **la particella avverbiale non può essere mai separata dal verbo** e pertanto il complemento (sostantivo/pronome) segue sempre la particella avverbiale.

She immediately ***dealt with*** *the question.* — Affrontò immediatamente la questione.

break into (scassinare)
bump into (incontrare per caso/imbattersi)
care for (prendersi cura, avere interesse per qln/qlc)
call (in) on (fare un salto da/passare a trovare)
come across (imbattersi)
come into (ereditare)
cut across (tagliare per una via più breve)
do without (fare a meno)
fall for (innamorarsi di, farsi ingannare da)
get over (riprendersi – es. da una malattia o un problema)
go after (rincorrere/andare dietro)
go off (disaffezionarsi/perdere interesse)
go over (esaminare – es. un problema)
go into (parlare/discutere di qlc)
go with (abbinare)
hang around (bighellonare/indugiare)
live on (vivere di)
live through (sopravvivere a)
look after (prendersi cura di/badare a)
look into (indagare/esaminare a fondo)
make for (dirigersi verso)
make into (trasformare in qualcos'altro)
run into (incontrare/imbattersi – es. in un problema)
see about (provvedere)
see through (non farsi ingannare/raggirare)
set about (cominciare)
stand by (stare vicino a qualcuno in un momento difficile)
stand for (accettare)
take after (somigliare)
turn to (rivolgersi – es. per aiuto o consiglio)

155.2 *Phrasal verbs* seguiti da preposizione

In alcuni *phrasal verbs* la **particella avverbiale è seguita da preposizione** e complemento.

He always ***comes up with*** *brilliant solutions.* — Escogita sempre soluzioni brillanti.

⚠ Alcuni di questi verbi possono essere usati senza complemento; in questo caso la preposizione si omette.

There's so much work that I cannot ***catch up****.* — C'è così tanto lavoro che non riesco a mettermi in pari.

come down with (prendere una malattia)
come up/run up against (imbattersi in un problema)
come up with (proporre un'idea/trovare una soluzione)
face up to (accettare/affrontare una situazione difficile)
get away with (cavarsela)
get back to (riprendere un'attività, ricontattare qln per fornirgli informazioni)
get down to (cominciare a fare qualcosa in modo serio)
get on to (passare a parlare di un altro argomento)
get over with (finire di fare qualcosa di necessario)
get through to (contattare/riuscire a comunicare con qln)
go along with (acconsentire/essere d'accordo con qln)
go back on (venir meno a una promessa/un accordo)
go in for (avere interesse – es. per uno sport/un hobby)
go over to (cambiare)
keep out of (evitare di coinvolgere/essere coinvolti in qlc)
keep up with (stare al passo con)
look down on (guardare dall'alto in basso)
look forward to (non vedere l'ora di)
look out for (fare attenzione a)
look up to (guardare con ammirazione)
make up for (compensare/rimediare a)
put up with (tollerare)
run up against (imbattersi in/fronteggiare delle difficoltà)
stand up for (difendere un'idea/una persona)
watch out for (fare attenzione a)

Esercizi

1 ■■■ **Completa le frasi con le particelle nel riquadro.**

after • around • by • into (x 2) • without

1 Which piece of modern technology could you do *without*?
2 My brother spends all his time hanging ____ bars and cafés.
3 Two burglars broke ____ the building.
4 The neighbours are going to look ____ our cat while we're on holiday.
5 His wife stood ____ him during the trial.
6 The article doesn't go ____ the details of the police investigation.

2 ■■■ **Completa le frasi con la preposizione corretta.**

1 I look forward *to* seeing you soon.
2 I phoned Kyle all morning, but I couldn't get ____ to him.
3 It's time you faced up ____ the truth!
4 I can't wait to get this exam over ____.
5 You can't go back ____ your word. It's not fair.
6 He needs to stand up ____ himself more often.



3 ■■■ **Sottolinea l'alternativa corretta.**

1 My dad came *across/into* some old photos while he was clearing out the attic.
2 I'll see *about/through* fixing the car when I get home from work.
3 I love the English expression 'Keeping *up with/out of* the Joneses'.
4 The CEO couldn't persuade the rest of the board to go *along with/in for* his proposal.
5 I can't believe that I *stood/fell* for all his lies. They seem so obvious now.
6 The refugees who arrived yesterday have lived *on/through* famine and a civil war.
7 They feel superior and look *down on/out for* her because of her working class origins.
8 The police *went/took* after the thieves and luckily they managed to catch them.
9 I've only just got over the flu and now I've come *up against/down with* measles.
10 Before we get *through to/on to* the next point on the agenda, are there any questions?
11 The robber was last seen making *into/for* the station.
12 It's no wonder that child is spoilt. You let him get *away with/along with* everything.

4 ■■■ **Sostituisci le parole sottolineate con un *phrasal verb*.**

1 The explorers experienced some bad weather two days into their trip. *ran into*
2 It took me a long time to feel better after I caught the flu.
3 Unfortunately, we have encountered many problems during our research.
4 Can I contact you again later when I have spoken to Tim about it?
5 I will examine this matter and get back to you as soon as possible.
6 The food was terrible at the party but at least the atmosphere compensated for it.
7 Julie has changed a lot recently. I've stopped liking her.
8 Guess who I met by chance in the town centre this morning?
9 Why haven't you entered for the race? I'm sure you'd win.
10 'Are there any celebrities who you admire?' 'Not really.'
11 Graham is similar to his father in many ways.
12 I've told him to avoid being involved in her problems.

Esercizi di riepilogo

1 Completa le frasi con le parole nel riquadro.

out • after • around • away • down (x2) • in • with

1 Jaime loves hanging *around* with friends at the weekend.
2 It is estimated that 300,000 companies have closed _____ due to this year's recession.
3 You won't get _____ with it. They'll find out it was you, sooner or later.
4 I take _____ my dad but my sister doesn't. She's more like my mum.
5 Susan, if you could take _____ notes during the meeting it would be very useful.
6 Can you please hand _____ your essays by next Friday?
7 Do you think this wine will go _____ the main course?
8 My favourite band has a new album coming _____ next month. I can't wait.

2 Sottolinea l'alternativa corretta.

1 What's that popular saying? Keep calm and carry *on/out*, that's it.
2 When is Sony *bringing/putting* out their new smart TV?
3 If you don't *let/slow* down, you'll have an accident.
4 Don't worry, I'll make *up/up for* you having to miss the concert.
5 You can always turn *to/out* me whenever you need to.
6 If you *cut/get* across the park, we'll get there quicker.
7 She really fell *apart/away* when her husband unexpectedly left her.
8 You shouldn't *let/put* off going to the dentist any longer. The pain will only get worse.

3 Completa le frasi con due *phrasal verbs* di significato opposto. Fai attenzione alla forma verbale.

get on • break up • come down with • fall for • get over • go out • look down on • get off
look up to • put on • put up • stay in • take down • take off

1 Yesterday I *took down* all the football posters that I had *put up* when I was 12.
2 I _____ pneumonia last August and I _____ it after a month.
3 I don't feel like _____ tonight: I'm too tired so I'll _____.
4 Many teenagers _____ celebrities but they tend to _____ ordinary people.
5 You have to _____ your shoes and _____ slippers in many Japanese homes.
6 The harder you _____ someone, the worse it is when you _____.
7 You must swipe your travel card when you _____ the bus at the start of your journey but not when you _____.

4 Completa le frasi con un *phrasal verb*, coniugandolo al tempo corretto.

1 The Pilgrim Fathers *set out* for the New World on a ship called 'Mayflower'.
2 I can't remember the English for 'pantofole'. I _____ it _____ in the dictionary.
3 That special offer I saw last week _____ to be an enormous rip-off.
4 Nobody believes her: she always _____ stories that are beyond belief.
5 We haven't got much time. _____ anyone _____ an idea for the school fete yet?
6 You'll never guess who I _____ in town this morning!
7 F.A.O. _____ Food and Agriculture Organization.
8 You should _____ that old jumper – it's full of holes.

5 **Completa ogni coppia di frasi con lo stesso *phrasal verb* MA con due significati diversi.**

1 I've never *taken off* my wedding ring since I got married.
Has the plane *taken off* yet? No, departure's at 9.10.
2 When Bob finally _____ the meeting had nearly finished.
Mr Ericson _____ the radio when he heard about the kidnapping.
3 We had to _____ after the party before my parents got home.
Let's _____ this misunderstanding between us!
4 My brother _____ the job he was offered because he didn't like the boss.
Have you _____ the heating? It's freezing in here!
5 The bus was _____ due to the heavy traffic.
The bank clerk was _____ at gunpoint by two robbers.
6 He goes to the gym every day to _____.
I can't _____ the answer to this crossword puzzle.
7 I was seven before I learnt to _____ my own shoelaces.
If you want to _____ a house, be prepared to spend a lot of time and money.
8 The homemade explosive device didn't _____, so luckily no one was injured.
That ham will _____ unless you put it back in the fridge.

6 **Sostituisci le espressioni sottolineate con un *phrasal verb*. Fai attenzione alla forma verbale.**

1 A I am extremely unhappy. I have never encountered such terrible service before. *come across*
B I do apologise, sir. I'll investigate the matter immediately and contact you again later today.
2 A OK everybody. The break is over. Let's continue. We need to examine the reasons for the drop in sales.
B Dave, it's obvious. You need to accept reality. People no longer like our product.
3 A Did you hear? Mike has cancelled the wedding!
B I'm not surprised. I expect he couldn't tolerate Jane's behaviour any longer.
4 A Are you excited and enthusiastic about the holidays?
B Yes, but my best friend has disappointed me and she can't take care of my cat. I don't know what to do.
5 A I've just had an email telling me I've inherited $1 million from a long lost relative.
B It's a scam. I hope you weren't tricked by it.
6 A Jason was stopped for speeding yesterday. Luckily they didn't punish him and he just got a warning.
B I'm always telling him to drive more slowly, especially in the city centre.
7 A I can't come with you. I promised Adrian that I would give him a hand with decorating his kitchen.
B I'm sure he can manage without you for an hour.
8 A And you'll need to be careful to notice pickpockets when you're on the subway.
B Mum, I'm 27 not 7. Stop getting agitated.

7 **ERROR CORRECTION** **Trova altri 8 errori nel testo e correggili.**

I was just outside the office on a cigarette break and I was putting ~~off~~ *out* my cigarette when I heard Mr Croft talking to another director. I couldn't sort out everything they were saying but it was about a company who wants to take over us and close off seven branches. And it's all top secret. Can you believe it? I know you'll say I should keep away of it, but I have to stand up my colleagues. I know what it's like to live through only one salary, not having enough money to get on each month and having to make without even the most simple things.

Towards FIRST

READING AND USE OF ENGLISH

1 PART 2 **Read the text and think of the word which best fits each gap. Use only one word in each gap.**

More and (0) *more* schools are playing music in the classroom to see if it improves exam results. Studies have (1) _____ conducted by a London University into the detrimental effects of noises, (2) _____ as traffic, sirens and the noise (3) _____ is generated by children in the classroom, on the ability of students to complete various cognitive tasks.



(4) _____, it is not the case of the quieter the classroom, (5) _____ better the performance (6) _____ that the studies revealed that performance is actually improved when the volume is medium rather than low. It (7) _____ believed that schools could enhance the learning of their students by playing music, (8) _____ long as they make careful choices. Mozart or Miley Cirus anyone?

2 PART 4 **Complete the second sentence using the word given so that it has a similar meaning to the first sentence. Use between two and five words, including the word given.**

0 Hey, someone has vandalised that shop window.
BEEN
Look, that shop window *has been vandalised.*

1 The students thought that Melissa had been a good class representative.
HAVE
Melissa was thought _____ a good class representative.

2 Henry got a lot of presents for his birthday and he received cash.
ADDITION
_____ cash for his birthday, Henry got a lot of presents.

3 Although the councillor was the favourite, he wasn't elected as mayor.
DESPITE
_____, the councillor wasn't elected as mayor.

4 I found it worrying that no one had said anything to him.
WHAT
_____ no one had said anything to him.

5 Reports say that thousands of people have been made homeless by the earthquake.
ARE
Thousands of people _____ made homeless by the earthquake.

6 You are not permitted to take photographs of the exhibits.
NO
_____ photographs to be taken of the exhibits.

3 PART 6 **Read the article about plans for a cyber-college. Some sentences have been removed. Choose which sentence best fits each gap. There is one extra sentence.**



Bletchley Park, the site of secret code-deciphering projects during World War Two, could become the centre for a new generation of codemakers and codebreakers. [1] It is thought that the college, developed by a not-for-profit group from the cybersecurity industry, will open in a few years' time as a boarding college, with around 10% of places for day students. [2] Nevertheless, there would still be a selection process based on aptitude tests or on the basis of exceptional technology skills – such as self-taught coders or students who dabble in making their own websites. With regards to the qualifications, the students would work towards a potential variety of qualifications including A levels or Extended Project Qualification (EPQs). Around 40% of the curriculum would be devoted to cybersecurity. [3]

Bletchley House was Britain's best kept secret for decades. [4] Not until a veteran code-breaker spilled the beans in 1974 did its existence become known. During the war, it housed the Government Code and Cypher School which worked on cracking the military codes that secured German, Japanese and other enemy nations' communications. The work of the wartime team, which included the computer scientist Alan Turing, heralded the dawn of the information age – creating the world's first computer, Colossus – and was famed for breaking the German Enigma encryption system. It was in 1987 after a 50-year association with British Intelligence that Bletchley Park was decommissioned and Government Communications Headquarters was relocated to Cheltenham. [5] Along with the security agencies MI5 and MI6, GCHQ works to keep the UK safe. It has a particularly strong relationship with the US National Security Agency, thanks to the collaboration it began at Bletchley Park and agreements it signed at the end of World War Two. In 1991, moves to demolish the site sparked an eight-year battle to save Bletchley Park and keep its wartime story alive. A ten-year plan has now been developed by the Bletchley Park Trust to transform the site into a world-class museum and education centre.

Funding and development for the cybersecurity school would come from various organisations, including the Cyber Security Challenge UK – a government and industry-backed competition that seeks people with the skills needed to help the UK beat cyber criminals, hacktivists and terrorists. Currently, according to the Institute of Information Security Professionals, cyber-education is 'disconnected and incomplete, putting us at risk of losing a whole generation of critical talent'. [6] It could be a major contributor to our national security and could 'harness the legacy of this historic location to inspire the next generation'.

A This project for a National College of Cyber Security would therefore help to provide a more unified approach to try to fill the gaps in training.
B No one was allowed to talk about the work that was carried out there during World War Two.
C The National College of Cybersecurity is expected to be free to all students, who, it seems, would not need to meet specific academic qualifications.
D There have been a rising number of sophisticated cyber-attacks in the UK over this period.
E In addition, there would be an extra focus on maths, physics, computer science or economics.
F There are plans for a training college to teach cybersecurity skills to 16-19-year-olds at the Buckinghamshire site.
G There are also smaller intelligence sites in Cornwall, North Yorkshire and Manchester.

Towards FIRST

WRITING

4 PART 1 **In your English class you have been talking about the importance of a balanced diet. Now your English teacher has asked you to write an essay.**

Everyone should eat more fruit and vegetables and stop eating junk food. Do you agree?

Notes

Write about:
- health
- cost
- _____ (your own idea)

Write an essay of about 140-190 words using all the notes and give reasons for your point of view.

LISTENING

5 T 33 PART 1 **You will hear people talking in eight different situations. For each question, choose the best option.**

1 You hear two friends talking.
What is the girl worried about?
A what her friends think
B how much pain she will feel
C her mother's reaction

2 You hear a teacher talking to some students about a school trip. What is she doing?
A warning the students about the risks involved
B explaining how it can help the students with their work
C giving her opinion on the place they will visit

3 You hear a girl leaving a voicemail message.
What is she doing?
A accepting an invitation to something
B suggesting something to do the next day
C informing someone of a change to a previous arrangement

4 You hear part of a news broadcast on television.
What are people being warned about?
A traffic hold-ups in the city
B the closure of the city hospital
C an armed and dangerous criminal in the city

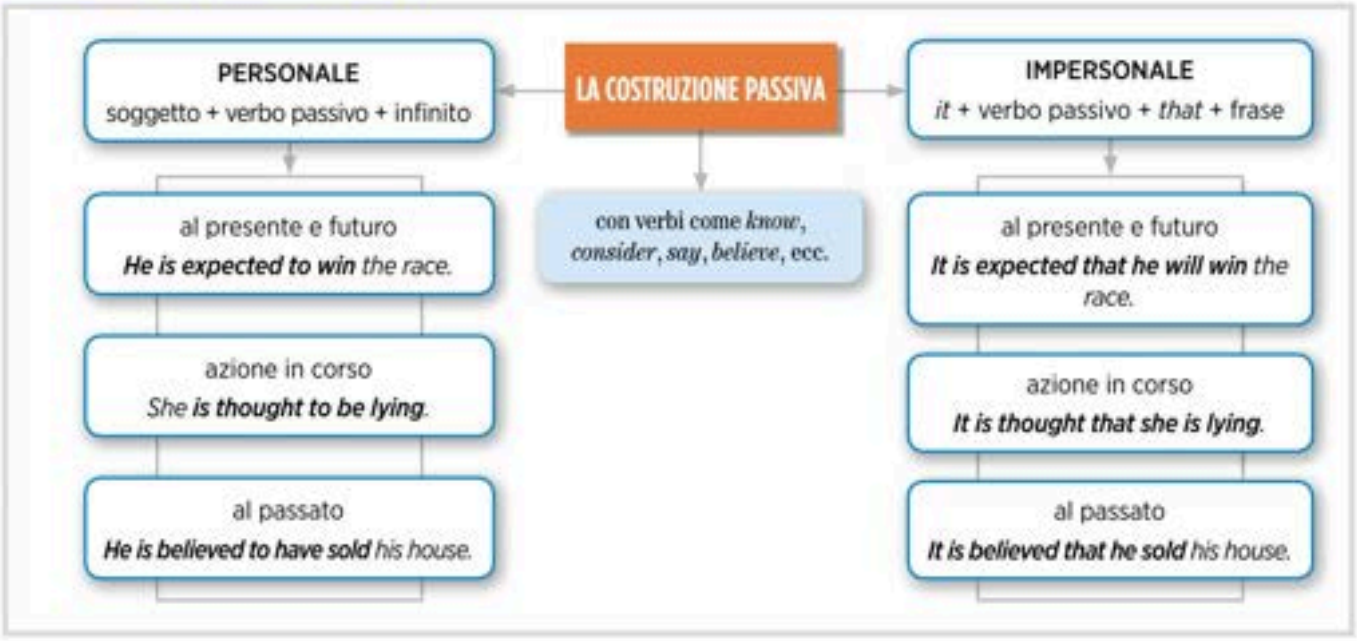
5 You hear two people talking about a book.
What do they agree about?
A the presentation of the main character
B the quality of the writing
C the ending of the book

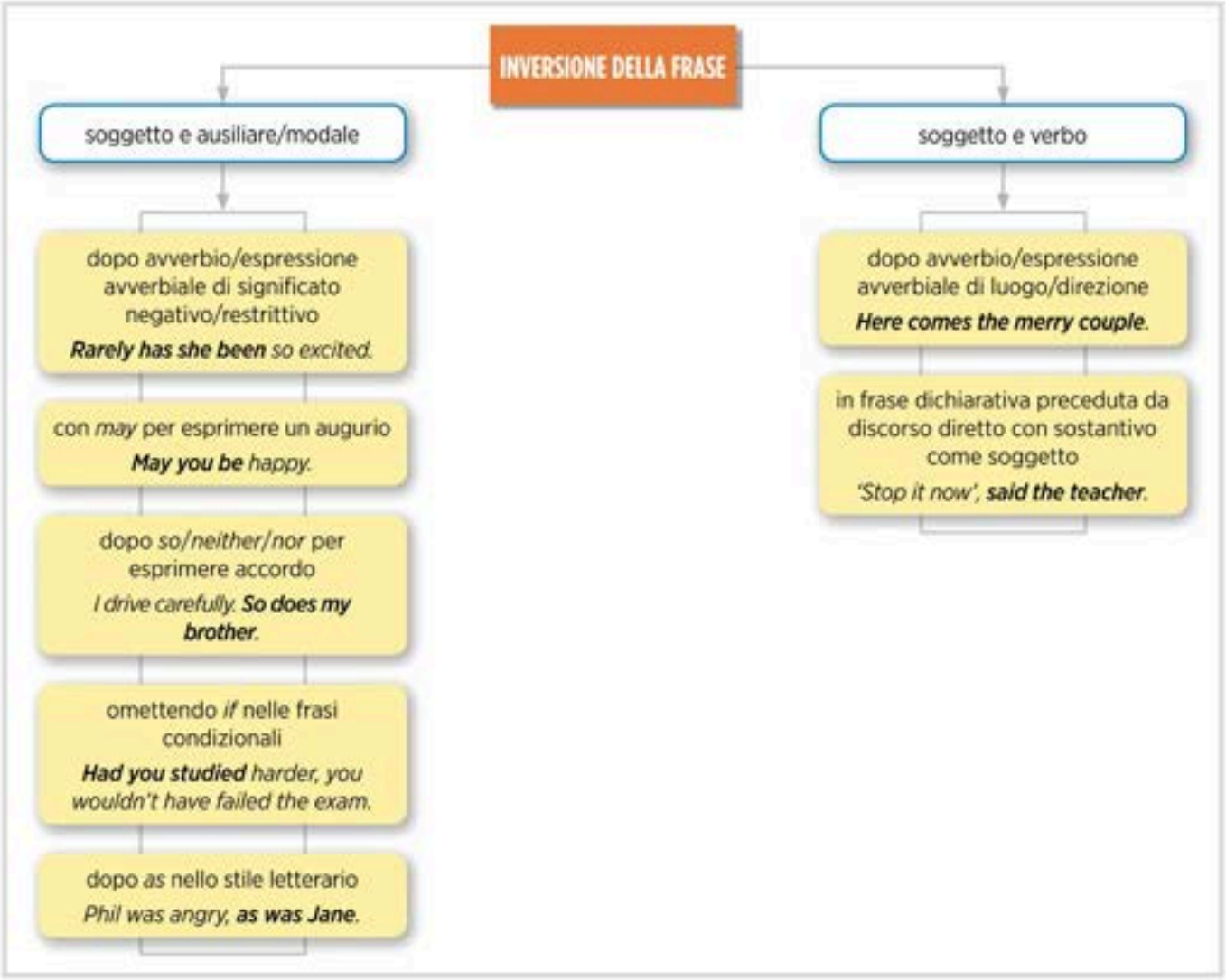
6 You hear a student talking to a teacher.
What is he asking for?
A help with writing an essay
B an extension for handing in an essay
C more information to write an essay

7 You hear an announcement on the television.
What kind of programme is about to start?
A a political debate
B a comedy show
C a nature programme

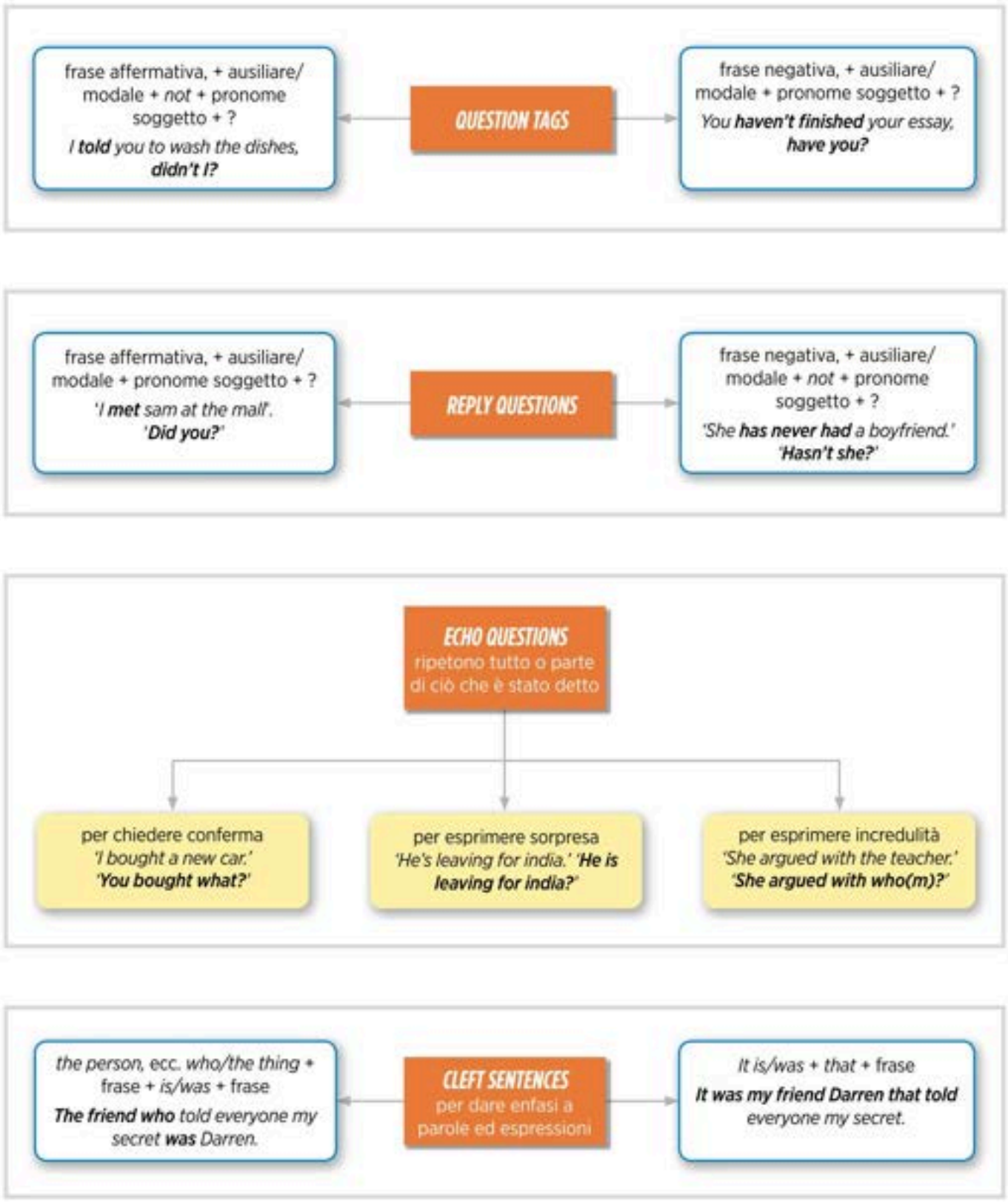
8 You hear a boy talking with his mother.
What do they disagree about?
A what the boy is going to do
B what time the boy is going to return
C who the boy is going to be with

Mappa concettuale





Mappa concettuale



Esercizi

1 LA COSTRUZIONE PASSIVA **Sottolinea l'alternativa corretta.**

1 The basketball player is reported to ***do/be doing*** well after the operation on his knee.
2 Samsung was believed to ***have made/make*** a takeover bid three months ago.
3 He is known ***that he is/to be*** quite intelligent.
4 People are believed ***to know not/not to know*** how to keep their online data secure.
5 She was known ***to have been/to being*** a great singer in her day.
6 The royal couple are believed ***to be/that they are*** expecting another baby.
7 It was known that the company ***to have been/had been*** accused of tax evasion.
8 It is ***expected/supposed*** that we will be working on Christmas Eve.
9 It is believed that the missing man ***has been murdered/to have been murdered***.
10 Tokyo is thought ***being/to be*** one of the most polluted cities in Japan.

2 INVERSIONE DELLA FRASE **Sottolinea l'alternativa corretta.**

1 ***Here comes/Comes here*** the bride.
2 The manager was furious about the mistake. Rarely ***have I/I have*** seen him so angry.
3 ***Not once/Not only*** has she apologised for her awful behaviour at the wedding.
4 My brother speaks fluent Spanish. So ***I do/do I***.
5 Under no circumstances ***you can/can you*** have a party while we are away!
6 Out of the tunnel ***a dense cloud of smoke came/came a dense cloud of smoke***.
7 ***No sooner/Not only*** had we sat down to have dinner than his mobile rang.
8 ***Had they/They had*** known about the unfinished building works, they would have chosen a different hotel.
9 ***May you be/Be may you*** happy together!
10 At no time ***did his parents/his parents did*** tell him he was adopted.

3 *QUESTION TAGS* E *REPLY QUESTIONS* **Completa le frasi con le espressioni nel riquadro.**

can you • is there • will you • haven't I • don't you
should I • have you • did it • isn't it • didn't they

1 'I can write with both hands.' '*Can you*? So you're ambidextrous then!'
2 'That's Mike's car, _____?' 'Yes, it's a real old banger.'
3 'I don't mind getting up early in the mornings.' '_____? I hate it.'
4 'Don't forget to feed the cat, _____?' 'Of course not.'
5 'We've been married for 50 years.' '_____? That's such a long time to be with one person.'
6 'I've got time for a shower, _____?' 'Yes, we're leaving in half an hour.'
7 'Everybody had a good time, _____?' 'Of course. It was a great party.'
8 'You should ask him out.' '_____? But I'm too shy.'
9 'Nothing happened, _____?' 'It was fine. Don't worry.'
10 'There's a bus at ten past two.' '_____? We should make it if we're quick.'

Grammar in context

Impressionism

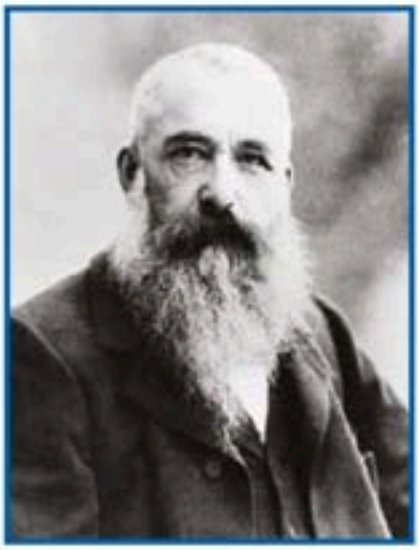
1 WARM UP **Answer the questions.**

1 Have you heard of Impressionism?
2 What artists were associated with this style of painting?



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PAINTING THE MODERN GARDEN: MONET TO MATISSE
(London, Royal Academy, 2016)



The Royal Academy's exhibition *Painting the Modern Garden*, featuring works from the likes of Monet, Renoir, Kandinsky and Matisse, reveals a passionate relationship between the artists and nature. Although not just about Impressionists, the star of the show is undoubtedly Claude Monet. 'In my opinion, Monet was the greatest painter of gardens in the history of art,' says William Robinson, co-curator of the exhibition. Monet was also a passionate gardener, and this show reveals that his lifelong love of gardening was a vocation rather than a hobby. 'I perhaps owe it to flowers that I became a painter,' Monet reflected. From youthful still lives of cut flowers to his late, great paintings of his garden at Giverny, where the artist moved to in 1883, the domestic pastoral was a constant – and constantly evolving – theme.

Not only does the exhibition follow Monet's early experiments with Impressionism, but also charts his mature adventures into Abstraction. Monet's career had stalled after the death of his wife in 1911 and the First World War cast a long shadow over his life. Nevertheless, in the midst of war, he created some of his most beautiful paintings, of water lilies floating in the pond at Giverny. Moreover, the exhibition curators make some fascinating juxtapositions. In the first room there is a picture by Renoir of Monet painting in his garden. Right beside it is the picture that Monet was painting at the time.

It is the entire wall of Monet's water lilies that is the climax of this exhibition. Monet painted these three pictures, known as the *Agapanthus Triptych*, as a group and they were always meant to be hung together. Despite his intention, this is actually the first time they have been seen together in Europe given that they all ended up in separate galleries in the USA. It is a fitting finale for this uplifting show, which makes you look at gardens in an entirely new and different way.

2 **COMPREHENSION CHECK** **Read the article and answer the questions.**

1 Where and when was the exhibition held?
2 What was the theme of the exhibition?
3 What do we learn about Monet in the article?
4 Why was his triptych considered to be the climax of the exhibition?

3 **FOCUS** **Look at the article again and underline an example of the following:**

- passive form
- non-defining relative clause
- *present participle* (*-ing*) to substitute a relative clause
- inversion
- cleft sentence
- connectives to add something, express contrast, and reason

WATCH OUT!

- It is thought ~~to have sold the collection~~ on the black market. *that the collection was sold*
- Don't worry! Eventually we can go tomorrow. *If necessary*
- We went to see the exhibition even ~~if~~ it was expensive. *though*
- In spite of ~~we got~~ there early, we couldn't get a ticket. *In spite of getting* or *In spite of the fact we got*
- Monet, ~~that~~ was born in Paris, spent his childhood in Le Havre. *who*
- The museum gets ~~always more~~ visitors every year. *more and more*
- Not until she died, ~~the painter did become~~ famous. *did the painter become*
- Somebody knows the answer, don't ~~it~~? *they*
- 'This portrait is worth over $1 million'. '~~Is it~~ worth how much?' *It's*
- What ~~do~~ we need now are actions not words. *What we need*

4 **ERROR CORRECTION** **Correct the 10 mistakes in this text.**

The Impressionists, ~~that~~ *who* took their name from Monet's painting *Impression, Sunrise*, was established in Paris during the 1870s. That was their use of bold brushstrokes and contrasts of colour that enabled them to capture the impression of the moment. Too depicting scenes of nature and landscapes, the subject matters included busy street scenes and city views. For start with, there was little interest in their work. Only then ten years, the public's opinion did begin to change. Over recent years, Impressionist paintings are sold for high and high prices at auction In view the popularity of the genre, Impressionism exhibitions are often held around the world.



Grammar in context

Artist:	Claude Monet (1840 - 1926)
Name:	The Water Lily Pond, Green Harmony
Date:	1899
Medium:	oil on canvas
Dimensions:	89.5 x 92.5 cms
Inscription summary:	Signed, Dated
Location:	Paris, Musée D'Orsay, Room 36
Description:	At Giverny, Monet created a water garden with an arched, Japanese style bridge. He painted 17 views of the bridge with its luxuriant foliage and water lilies, each under different light conditions.



5 **Look at what the people are saying and thinking about the Monet painting and complete these sentences so that they have a similar meaning.**

1 I feel *less and less* adequate as a painter when I look at this.
2 It is his _____ outstanding.
3 Wow! _____ painted this was a genius!
4 Monet, _____, created a series of 17 paintings.
5 Not _____, I've also got a Renoir.
6 Under _____ you touch the painting.
7 The painting _____ for six months.
8 What many people _____ Monet had many pictures rejected by the Salon in Paris.

6 SPEAKING **With a partner, give your personal opinion on the Monet painting.**

A *What I love is the sense of tranquility.*
B *It does look peaceful, doesn't it?*

Life skills - Appreciating art

7 WRITING **Learning to understand and appreciate art can help provide an insight into cultural, social, political, and religious concepts. Write a short critical appreciation essay on a work of art, using the outline below to help. You can choose a work of art from any period, style and medium.**

- short biography and history of the artist and the period
- the method, materials and description of the work
- any comments by the artist on the work and what he/she wanted to accomplish
- your reaction and opinions

USEFUL VOCABULARY

influence
evoke
emphasise
capture
size/colour/texture/shape/media
use of light/shadow/movement/space
theme/meaning/mood
symbolic/metaphorical

LIFE SKILLS

Thinking
- Creativity and imagination
- Critical thinking
- Accessing and analysing information

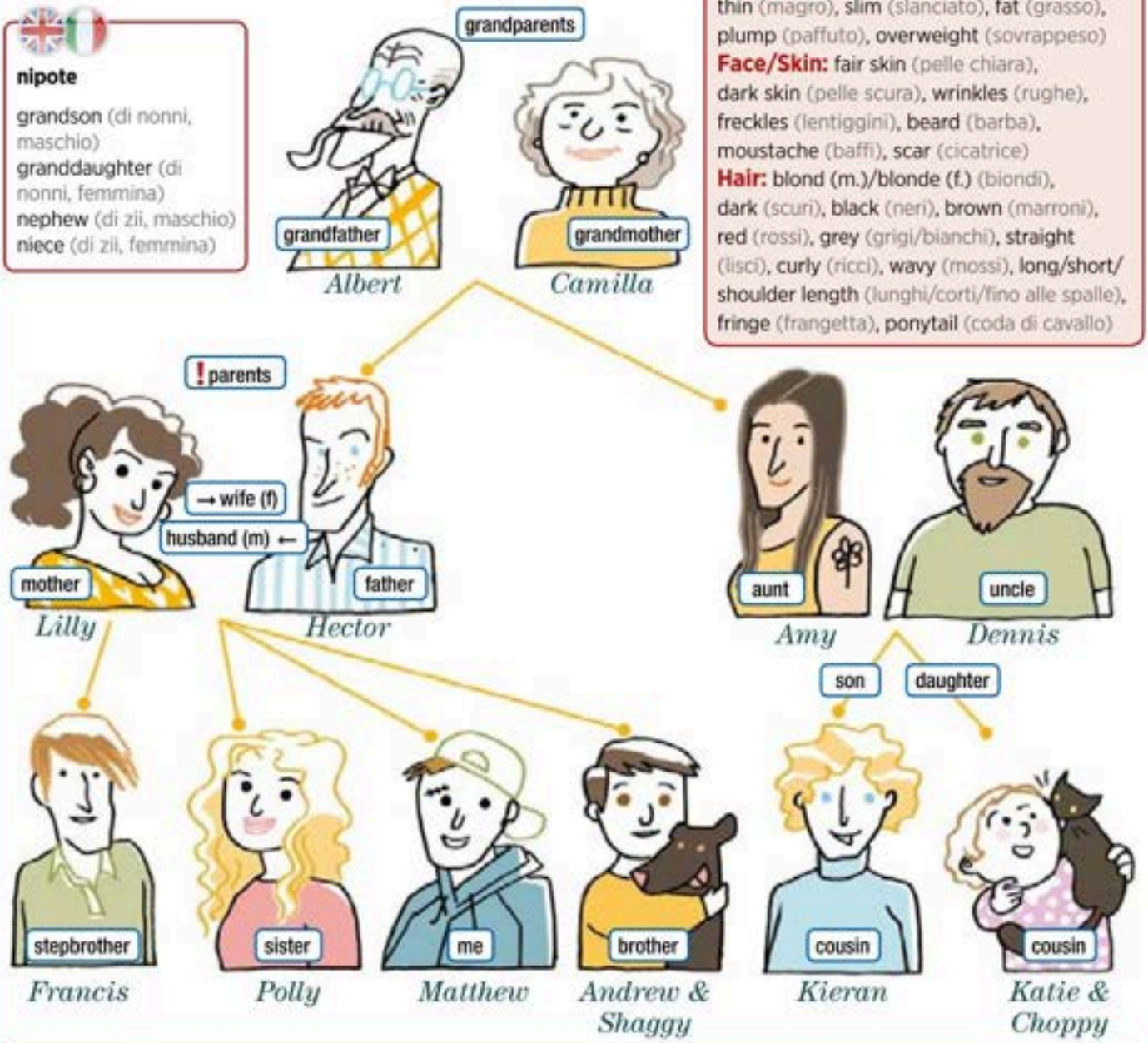
Social
- Cultural awareness



1 My family

nipote

grandson (di nonni, maschio)
granddaughter (di nonni, femmina)
nephew (di zii, maschio)
niece (di zii, femmina)



Physical descriptions

Appearance: pretty (carino), good-looking (di bell'aspetto), handsome (bello), beautiful (bella)
Body shape: tall (alto), short (basso), thin (magro), slim (slanciato), fat (grasso), plump (paffuto), overweight (sovrappeso)
Face/Skin: fair skin (pelle chiara), dark skin (pelle scura), wrinkles (rughe), freckles (lentiggini), beard (barba), moustache (baffi), scar (cicatrice)
Hair: blond (m.)/blonde (f.) (biondi), dark (scuri), black (neri), brown (marroni), red (rossi), grey (grigi/bianchi), straight (lisci), curly (ricci), wavy (mossi), long/short/shoulder length (lunghi/corti/fino alle spalle), fringe (frangetta), ponytail (coda di cavallo)

Personality opposites

ambitious (ambizioso) – unambitious (non ambizioso)
brave (coraggioso) – cowardly (codardo)
calm (calmo) – anxious (ansioso)
cheerful (allegro) – moody (imbronciato)
clever/intelligent (intelligente) – stupid (stupido)
creative (creativo) – unimaginative (privo di fantasia)
easy-going (alla mano) – uptight (teso, nervoso)
friendly (socievole) – unfriendly (poco amichevole)
funny (divertente) – serious (serio)
generous (generoso) – tight (avaro)
hard-working (laborioso) – lazy (pigro)
helpful (disponibile) – unhelpful (poco disponibile)
honest (onesto) – dishonest (disonesto)
interesting (interessante) – uninteresting/boring (noioso)
kind (gentile) – unkind (scortese)
patient (paziente) – impatient (impaziente)
polite (educato) – rude (scortese, maleducato)
punctual (puntuale) – unpunctual (ritardatario)
quiet (silenzioso) – noisy (rumoroso)
selfish (egoista) – unselfish (altruista)
! sensible (ragionevole) – foolish (imprudente)
! sensitive (sensibile) – insensitive (insensibile)
submissive (remissivo) – bossy (autoritaria, prepotente)
talkative (loquace) – shy (timido)
tidy (ordinato) – untidy (disordinato)
wise (saggio) – silly (sciocco)

Esercizi

1 ***to be*, genitivo sassone** **Completa le frasi con le parole nel riquadro.**

grandmother • aunt • granddaughter • sister • nephew • parents • grandchildren
uncle • husband • stepbrother • niece • brother • wife • grandson • stepsister

1 Hector is Lilly's *husband*.
2 Amy is Dennis's _____.
3 Matthew is Polly's _____.
4 Katie is Hector's _____.
5 Polly is Andrew's _____.
6 Camilla is Andrew's _____.
7 Lilly is Kieran's _____.
8 Kieran is Hector's _____.
9 Hector is Katie's _____.
10 Albert and Camilla are Hector's _____.
11 Francis is Andrew's _____.
12 Polly is Francis's _____.
13 Polly is Albert and Camilla's _____.
14 Kieran is Albert and Camilla's _____.
15 Francis, Polly, Matthew, Andrew, Kieran and Katie are Albert and Camilla's _____.

2 ***has got*** **Osserva l'albero genealogico a pagina 564 e completa le frasi con le parole nel riquadro.**

glasses • wrinkles • red • bald • scar • curly • short • brown • beard • blond • slim • straight • blue

1 Hector hasn't got long, black hair; he's got *short*, *red* hair.
2 Polly has got long, _____, blonde hair.
3 Andrew hasn't got green eyes; he's got _____ eyes.
4 Matthew has got a _____ above his right eye.
5 Uncle Dennis has got a _____.
6 Grandpa Albert is _____. He's got lots of _____ and wears _____.
7 Kieran has got _____ eyes and fairly long, wavy, _____ hair.
8 Auntie Amy is _____ and has got long, _____, brown hair and dark skin.

3 **Scegli il sinonimo corretto dei seguenti aggettivi.**

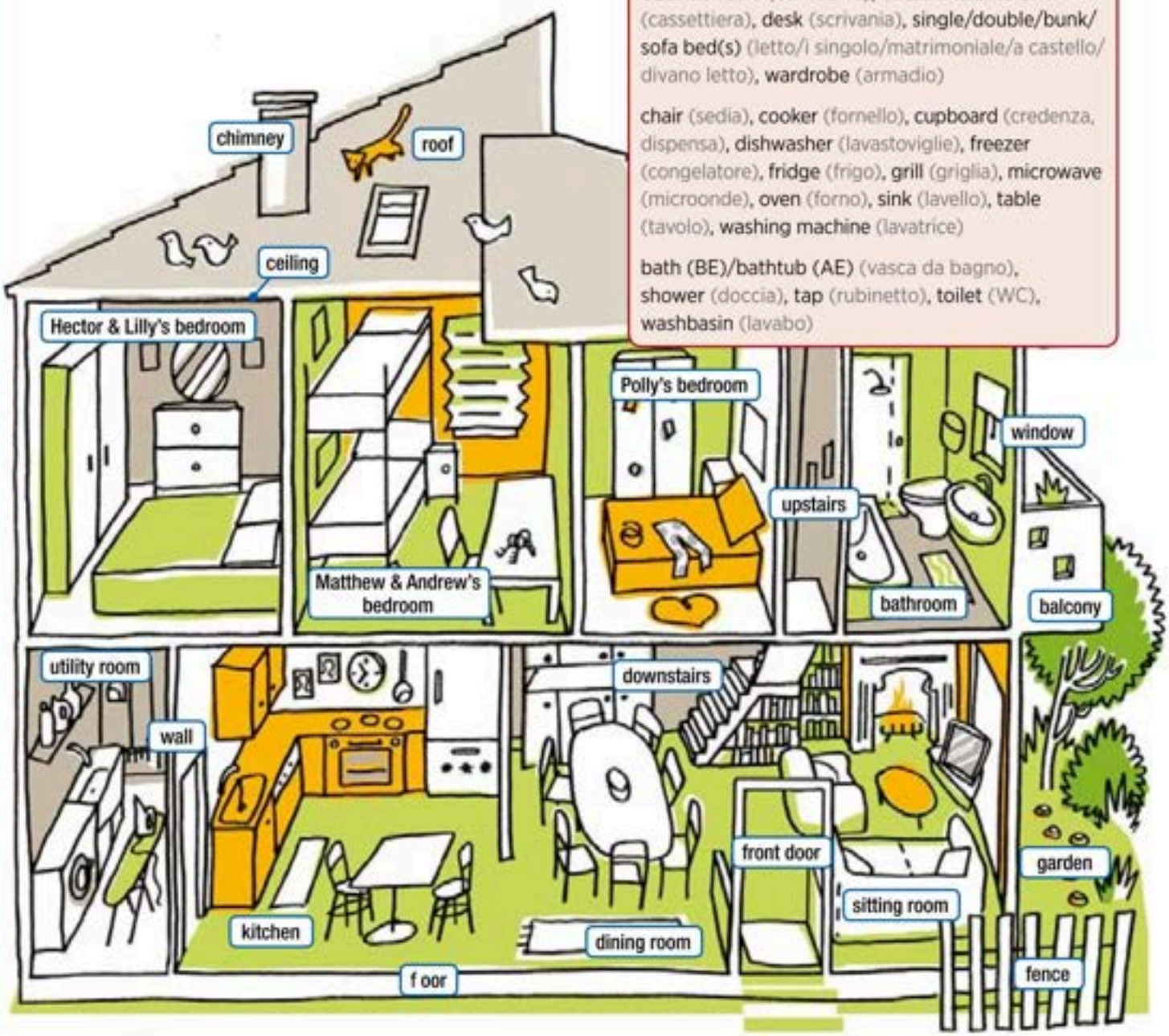
1 cheerful	A happy	B moody	C serious
2 lazy	A selfish	B helpful	C not energetic
3 clever	A creative	B intelligent	C stupid
4 polite	A selfish	B not helpful	C not rude
5 noisy	A not quiet	B boring	C not talkative
6 sensible	A sensitive	B practical	C selfish

4 **Completa le frasi con gli aggettivi di personalità.**

1 Lilly buys a lot of presents for her family. She's very *generous*.
2 Auntie Amy is usually late. She's not very _____.
3 Uncle Dennis is never uptight. He's very _____.
4 Grandma Camilla never gets anxious. She's very _____.
5 Matthew likes to help people. He's very _____.
6 Andrew makes people laugh. He's very _____.
7 Choppy the cat sleeps a lot. He's very _____.

5 WRITING **Ora descrivi la tua famiglia utilizzando il lessico presentato a pagina 490. Scrivi del loro aspetto fisico e della loro personalità (circa 60 parole).**

2 At home



Furniture
armchair (poltrona), bookshelf (libreria), coffee table (tavolino da salotto), fireplace (caminetto), sofa (divano)

bedside table (comodino), chest of drawers (cassettiera), desk (scrivania), single/double/bunk/sofa bed(s) (letto/i singolo/matrimoniale/a castello/divano letto), wardrobe (armadio)

chair (sedia), cooker (fornello), cupboard (credenza, dispensa), dishwasher (lavastoviglie), freezer (congelatore), fridge (frigo), grill (griglia), microwave (microonde), oven (forno), sink (lavello), table (tavolo), washing machine (lavatrice)

bath (BE)/bathtub (AE) (vasca da bagno), shower (doccia), tap (rubinetto), toilet (WC), washbasin (lavabo)

Bedroom
blanket (coperta)
pillow (cuscino)
sheet (lenzuolo)

Bathroom
comb (pettine)
sponge (spugna)
toilet paper (carta igienica)
toothbrush (spazzolino)
toothpaste (dentifricio)
towel (asciugamano)

Kitchen/Dining room
bin (BE)/trash can (AE) (cestino)
chopping board (tagliere)
coffee pot (caffettiera)
fork (forchetta)
glass (bicchiere)
kettle (bollitore)
knife (coltello)
jug (BE)/pitcher (AE) (brocca)
lid (coperchio)
mug (tazza)
pan (padella)
plate (piatto)
saucepan/pot (pentola)
spoon (cucchiaio)

Utility room
broom (scopa)
dustpan (paletta)
iron (ferro)
ironing board (asse da stiro)

Objects
bell (campanello)
blind (tendina)
carpet (moquette)
curtain (tenda)
cushion (cuscino)
lamp (lampada)
light bulb (lampadina)
mirror (specchio)
plug (spina)
rug (tappeto)
switch (interruttore)

Esercizi

1 **preposizioni di luogo** **Osserva il disegno della casa di Hector a pagina 566 e completa le frasi con l'opzione corretta.**

1 Matthew and Andrew's bedroom is next to *Polly's bedroom*.
A the kitchen B the bathroom C Polly's bedroom
2 The kitchen clock is above _____.
A the oven B the sink C the fridge
3 The washbasin in the bathroom is _____ the window.
A in B under C inside
4 Matthew's keys are _____ his desk.
A under B on C next to
5 The armchair is in front of _____.
A the sofa B the TV C the fireplace
6 The photos in the kitchen are _____ the wall.
A in B on C behind

2 SPEAKING *to be*, **preposizioni di luogo** **Osserva di nuovo il disegno a pagina 566 e a coppie formulate domande e risposte su dove si trovano le seguenti cose.**

coffee table • sink • cupboards • bunk beds • washbasin • chest of drawers • desk

'Where's the coffee table?' 'It's in the sitting room.'

3 **Abbina le definizioni alle parole nel riquadro.**

comb • plug • broom • rug • pillow • chopping board • mug • blind • towel • blanket

1 *chopping board*: a flat piece of (usually) wood for cutting food on
2 _____: a small object that connects an electrical device to the main electricity supply
3 _____: a piece of fabric to cover a window for privacy
4 _____: a flat piece of metal, plastic or wood to make your hair tidy
5 _____: a soft cloth used to dry yourself after a shower/wash
6 _____: a soft cushion to put on a bed under your head
7 _____: a warm fabric, often made of wool, to put on the bed
8 _____: a big cup for drinking tea or coffee
9 _____: a small piece of heavy material to put on the floor
10 _____: a brush with a long handle for cleaning the floor

4 *there is/there are* **Completa la descrizione sulla casa di Hector con le parole nel riquadro.**

downstairs • on • bathroom • kitchen • fireplace • pretty • bedrooms

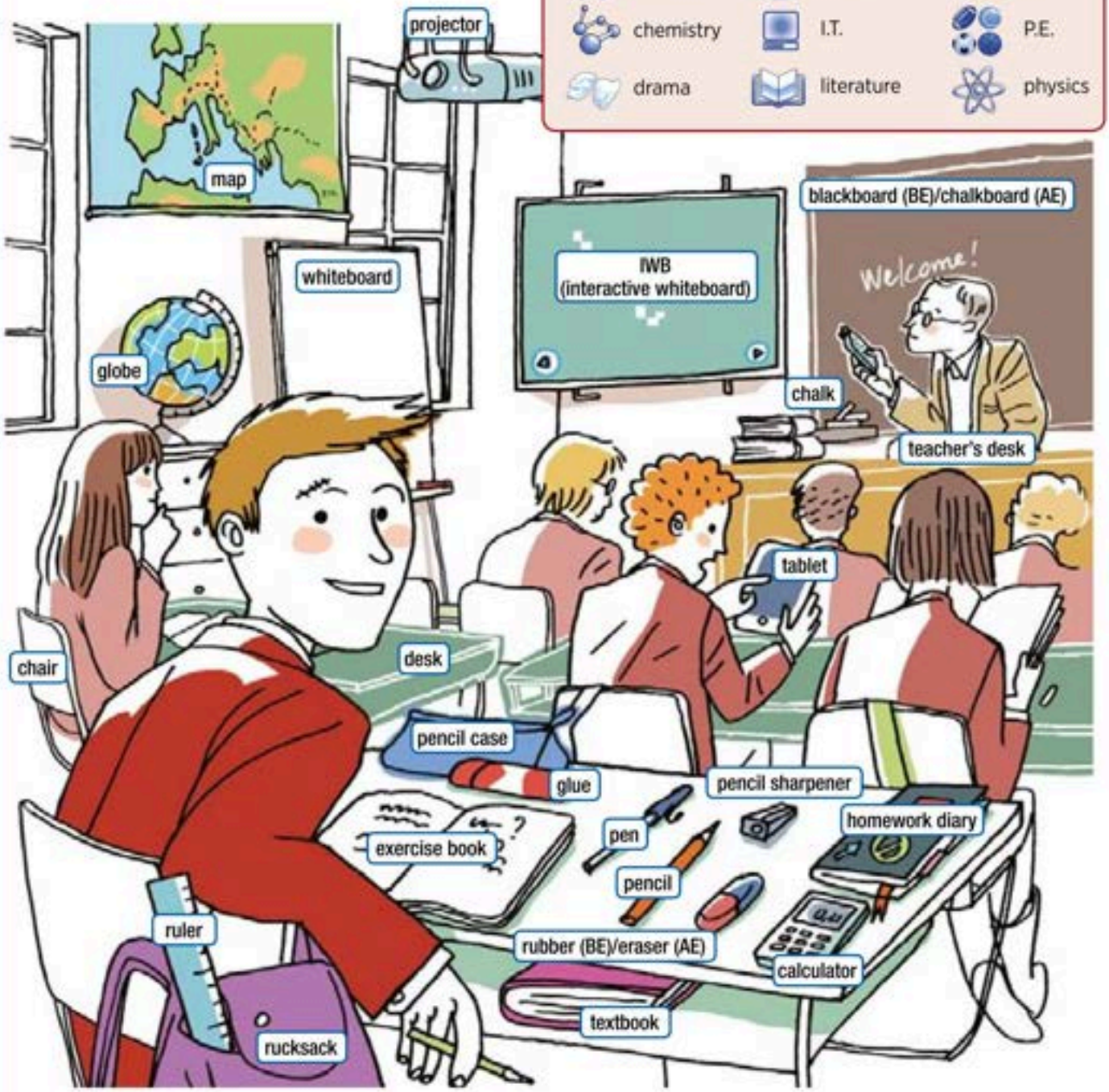
Hector has got a beautiful house with three (1) *bedroooms* and a (2) _____ upstairs. There is a large kitchen, a dining room, a sitting room and a utility room (3) _____. There is also a (4) _____ garden outside. There is a big sofa in front of the (5) _____ in the sitting room and there are lots of photos (6) _____ the wall in the (7) _____.

5 WRITING **Ora descrivi la tua casa (circa 60 parole). Prendi a modello la descrizione nell'esercizio 4.**

3 At school

Subjects

art, biology, chemistry, drama, geography, history, I.T., literature, maths, music, P.E., physics



Rooms
canteen (mensa)
classroom (aula)
computer room (aula informatica)
gym (palestra)
laboratory (laboratorio scientifico)
language lab (laboratorio di lingue)
library (biblioteca)
music room (aula di musica)
staff room (sala professori)

People
caretaker (bidello)
classmate (compagno di classe)
headmaster (m.)/headmistress (f.) (preside)
librarian (bibliotecario)
pupil (alunno)
secretary (segretario)
teacher (insegnante)
technician (tecnico)

School work
marks (BE)/grades (AE) (voti)
school report (pagella)
test (verifica, esame)
to be good/bad at (andare bene/male in)
to make progress (fare progressi)
to pass/fail an exam (superare/non superare un esame)
to take an exam (sostenere un esame)
to take notes (prendere appunti)

Esercizi

1 **Osserva l'immagine a pagina 568 e completa le frasi con l'oggetto corretto.**

1 You use a *calculator* to add, subtract, multiply and divide numbers.
2 You keep your pens and pencils in a _____ in your bag.
3 You use a _____ to draw and measure lines.
4 The teacher uses a piece of _____ to write on the blackboard.
5 You make a point on your pencil with a _____.
6 When the teacher gives you homework, you write a note in your _____.

2 **Abbina le materie agli oggetti.**

1 geography	a ☐	computer
2 art	b ☐	classical book
3 literature	c ☐	microscope
4 biology	d ☐	calculator
5 drama	e ☐	instrument
6 I.T.	f ☐	ball
7 maths	g ☐	costumes
8 P.E.	h ☐	pencil
9 music	i ☑	map

3 **Scegli l'opzione corretta.**

1 A librarian works in the *library*.
A music room B library C staff room
2 The teachers meet in the _____ between lessons.
A language lab B gym C staff room
3 The students in your class are called _____.
A classmates B secretaries C caretakers
4 The _____ is responsible for everyone in the school.
A technician B pupil C headmaster/headmistress
5 You can watch a film in its original language in the _____.
A language lab B canteen C science laboratory

4 **Completa il testo con le parole nel riquadro.**

marks • took • bad at • passed • history • studying • teacher • school report • progress

Matthew's (1) *school report* this year is quite good. He is good at (2) _____ and physics and he isn't (3) _____ art and P.E. He has made (4) _____ in chemistry and got good (5) _____ in literature because he likes the new (6) _____ a lot. He (7) _____ all the exams he (8) _____ without (9) _____ too much.

5 WRITING **Ora descrivi qual è il tuo rendimento scolastico (circa 60 parole). Prendi a modello la descrizione nell'esercizio 4.**

4 Daily routine and housework

During the week

to wake up (svegliarsi)

to get up
to get dressed

to go to sleep/
to fall asleep
(addormentarsi)

to brush your teeth (lavarsi i denti)
to comb your hair (pettinarsi)
to have a shower (fare la doccia)
to shave (radersi)

to have a break (fare una pausa)
to have a snack (fare uno spuntino)
to have lunch/dinner (pranzare, cenare)
to make some coffee (fare il caffè)



to practise (esercitarsi)
to study (studiare)

At the weekend

to get up late (alzarsi tardi)
to lie in/to have a lie-in
(stare a letto fino a tardi)



to hang out with friends
(passare il tempo con gli amici)
to have a late night
(andare a letto tardi)

to have a rest (riposarsi)
to have a nap (fare un pisolino)

to chat online (chattare)
to laze around (oziare)
to rent/watch a DVD (affittare/guardare un DVD)


to sweep the floor


to tidy up your room


to water the plants


to feed the cat/dog


to lay the table


to clear the table


to do the washing-up


to load/empty the dishwasher


to do the washing


to hang the washing out


to do the ironing


to take the rubbish out

Esercizi

1 **Completa le frasi con il verbo corretto scegliendo fra quelli a pagina 570.**

1 I don't usually *go* to bed late during the week.
2 Polly _____ dressed after she has a wash.
3 I like to _____ with friends at the weekend.
4 Do you _____ your teeth before or after breakfast?
5 Polly _____ in bed until lunchtime at the weekend.
6 Who _____ breakfast in your house?

2 **Abbina le espressioni simili.**

1 to get up late	a ☐	to do nothing in particular
2 to laze around	b ☐	to go to bed late
3 to have a late night	c ☐	to fall asleep
4 to tidy up	d ☑	to have a lie-in
5 to go to sleep	e ☐	to put things away

3 **Scegli l'opzione corretta.**

1 You *sweep the floor* with a broom.	A water the plants	B ✓ sweep the floor	C comb your hair
2 You _____ in the kitchen sink.	A do the washing	B do the washing-up	C have lunch
3 You _____ the ironing on an ironing board.	A hang	B do	C make
4 When you _____ the table, you put knives and forks on it.	A clear	B brush	C lay

4 T 34 PRELIMINARY **Stai per ascoltare una tipica conversazione mattutina a casa di Hector. Decidi se le seguenti frasi sono vere (T) o false (F).**

	T	F
1 At 7.30 a.m., Lilly is preparing breakfast.	☑	☐
2 At 7.30 a.m., Matthew is getting dressed.	☐	☐
3 Andrew has a wash after breakfast.	☐	☐
4 Matthew is meeting his friends at 9.15.	☐	☐
5 Hector has an appointment at 9.00.	☐	☐
6 Lilly feeds the dog.	☐	☐

5 **congiunzioni** **Completa il testo sulla routine di Hector con le parole nel riquadro.**

unless • until • and then • but • while • before • when

When he works, Hector usually gets up very early. He has a shave (1) *before* breakfast, says goodbye to his family (2) _____ goes to work by car. He usually gets to work at about half past seven in the morning (3) _____ he has an appointment in another place. He works until about 1 p.m. (4) _____ he has lunch with his colleagues. He usually gets home at about 4 p.m. and has a nap (5) _____ the children come home at about half five. He sometimes helps Andrew with his homework (6) _____ the others are preparing dinner. He works very hard during the week (7) _____ at the weekend Hector is a very different man!

6 WRITING **Ora descrivi una tua giornata tipica (circa 60 parole). Prendi a modello la descrizione nell'esercizio 5.**

5 Feelings and opinions



HAPPINESS
(felicità)

I am/feel...
amused (divertito)
confident (fiducioso)
delighted (contentissimo)
happy/glad (felice)
relaxed (rilassato)
It is...
amusing/funny (divertente)
relaxing (rilassante)
wonderful/marvellous (stupendo)



ENTHUSIASM
(entusiasmo)

I am/feel...
amazed (stupefatto)
curious (curioso)
excited (eccitato)
surprised (sorpreso)
It is...
amazing (sorprendente)
exciting (eccitante)
surprising (sorprendente)
! terrific (formidabile)



SADNESS
(tristezza)

I am/feel...
depressed (depresso)
gloomy (avvilito)
lonely (solo)
! miserable (infelice)
sad/unhappy (triste)
upset (turbato)
It is...
depressing (deprimente)
upsetting (sconvolgente)



TIREDNESS
(stanchezza)

I am/feel...
bored (annoiato)
exhausted (esausto)
fed up (stufo)
tired/sick (stanco)
It is...
boring (noioso)
tiring (stancante)



EMBARRASSMENT
(imbarazzo)

I am/feel...
ashamed (mi vergogno)
embarrassed (imbarazzato)
guilty (mi sento in colpa)
mortified (mortificato)
It is...
embarrassing (imbarazzante)
mortifying (mortificante)



ANXIETY
(ansia)

I am/feel...
anxious (ansioso)
confused (confuso)
nervous (teso)
worried (preoccupato)
It is...
confusing (confuso)
strange (strano)



FEAR
(paura)

I am/feel...
afraid (timoroso)
frightened (impaurito)
scared (spaventato)
It is...
frightening (terrificante)
scary (spaventoso)
terrible (terribile, angosciante)



DISAPPOINTMENT
(delusione)

I am/feel...
! annoyed (infastidito)
disappointed (deluso)
let down (deluso)
sorry (spiacente)
It is...
annoying (fastidioso)
disappointing (deludente)



ANGER
(rabbia)

I am/feel...
angry (arrabbiato)
cross (seccato)
furious (furioso)
irritated (infastidito)
It is...
infuriating (esasperante)
irritating (irritante)

Verbs and expressions

to be crazy/wild about (essere pazzo di)
to adore (adorare)
to love (amare)
to be delighted with (essere molto felice di)
to be keen on (essere appassionato di)
to enjoy/like (piacere)
to be enthusiastic about (essere entusiasta di)
to approve of (approvare)
to not mind (non avere preferenze)
to tolerate/put up with (sopportare)
can't stand (non sopportare)
to disapprove of (disapprovare)
to be against (essere contrario)
to dislike (non gradire)
to hate (odiare)
to detest (detestare)

Esercizi

1 **aggettivi in *-ing* e in *-ed*** **Sottolinea l'alternativa corretta.**

1 My face often goes red when I am *embarrassed/embarrassing*.
2 Most people feel *confusing/nervous* before an exam.
3 Do you want to hear a *funny/fun* story?
4 Today's lesson was really *boring/bored*.
5 I am *surprised/surprising* you remembered my birthday!
6 Aren't you *scary/scared* when you watch horror films?
7 He usually feels *tiring/tired* after football practice.
8 Do you feel *depressing/depressed* when it rains?
9 If you offend my family, I get very *hungry/angry*.
10 I feel *disappointed/disappointing* when I get bad marks.

2 **Completa le frasi con i sinonimi nel riquadro.**

miserable • irritated • exhausted • mortified • furious • worried • delighted • scared

1 If you feel very angry, you are *furious*.
2 If you feel very tired, you are _____.
3 If you feel very happy, you are _____.
4 If you feel very sad, you are _____.
5 If you feel very ashamed, you are _____.
6 If you feel frightened, you are _____.
7 If you feel nervous, you are _____.
8 If you feel annoyed, you are _____.

3 **Sottolinea l'alternativa corretta.**

1 Nelson Mandela was *against/keen on* apartheid.
2 Romeo and Juliet were *wild about/put up with* each other.
3 Dante *tolerated/was crazy about* Beatrice.
4 Pope Francis *doesn't mind/can't stand* world poverty.
5 Homer Simpson *enjoys/dislikes* eating lots of food.
6 Pirates *approve/disapprove* of finding treasure.

4 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

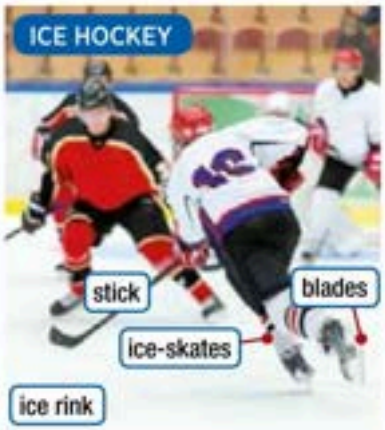
1 Kieran was *delighted* when he won a chess trophy. (delight)
2 Shaggy the dog tends to get very _____ at dinner time. (excitement)
3 The only time Uncle Dennis gets _____ is when his favourite team Arsenal lose. (crossly)
4 Lilly is _____ of Hector's female friends. (jealousy)
5 Choppy the cat was _____ of stealing the Christmas chicken last year. (guilt)
6 Polly rarely feels _____ as she has got lots of good friends. (loneliness)
7 Albert finds old comedy sketches _____. (amusement)
8 Aunt Amy sometimes gets _____ when Uncle Dennis comes home very late. (upsetting)
9 Kieran gets _____ when his little sister breaks his toys. (anger)
10 Francis loves telling jokes. He is usually _____. (fun)

5 **Ora scrivi nove frasi che descrivano emozioni e stati d'animo (felicità, entusiasmo, tristezza, stanchezza, imbarazzo, ansia, paura, delusione e rabbia) tuoi personali o di una persona che conosci. Prendi a modello le descrizioni nell'esercizio 4.**

6 Sports and free-time activities

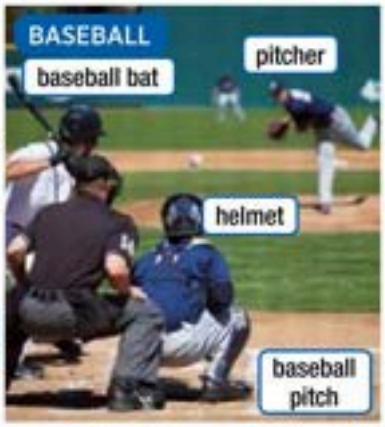












to play

- badminton
- table tennis
- golf
- volleyball

to go

- canoeing
- running
- cycling
- sailing
- dancing
- scuba diving
- hiking
- skateboarding
- horse riding
- skating
- jogging
- skiing
- parachuting
- (wind)surfing
- rollerblading
- swimming

to do

- aerobics
- exercises
- archery
- martial arts
- gymnastics
- yoga

Free-time activities

to collect things (collezionare cose)
to do photography (fare fotografia)
to draw (disegnare)
to paint (dipingere)
to play an instrument (suonare uno strumento)
to play chess (giocare a scacchi)

Sporting verbs

to beat (sconfiggere)
to bend (over) (piegarsi)
to bounce (far rimbalzare)
to catch (afferrare)
to dive (tuffarsi)
to draw (pareggiare)
to hit (colpire)
to jump (saltare)
to kick (calciare)
to lose (perdere)
to pass (passare)
to score (segnare)
to stretch (allungarsi)
to tackle (contrastare)
to throw (tirare)

Expressions

to do a team/an extreme/a water sport (fare uno sport di squadra/estremo/d'acqua)
to do an outdoor/indoor sport (fare uno sport all'aperto/al chiuso)
to get/keep fit (mettersi/tenersi in forma)
to have a hobby (avere un hobby)
to join a club (iscriversi a un'associazione)
to spend time doing sth (passare il tempo facendo qualcosa)
to take up a new hobby/sport (iniziare un nuovo hobby/sport)

Esercizi

1 **Completa le frasi con la forma corretta dei verbi *play*, *go* e *do*.**

1 He *plays* football every Tuesday, Thursday and Saturday for his local team.
2 They _____ aerobics once a week.
3 My brother _____ (not) any exercise.
4 My sister likes to _____ horse riding but it's quite expensive.
5 Graham and Michael _____ skateboarding with their friends after school.
6 Sandra _____ the guitar in a band with her friends.
7 Roger _____ karate several times a week.
8 They _____ (not) rugby but they like watching it on TV.

2 ***can/can't*** **Decidi se le frasi seguenti sono corrette (✓) o sbagliate (✗). Poi correggi quelle sbagliate.**

1 Competition swimmers can dive well. ✓
2 He can't scores goals when he is nervous.
3 Cans she get to the stadium on time?
4 Anybody can learns to go cycling.
5 Hurrah! I can finally do it!
6 They can't spending a lot of time at the gym!
7 Tom can play the drums very well.
8 Is it true that only artists can draw well?
9 Can you to get me some tickets for the match on Sunday?

3 **Completa le frasi con la forma corretta dei verbi nel riquadro.**

keen on • beat • bend over • join • stretch • draw • kick • throw

1 How far can you *kick* a ball?
2 Yoga is an excellent way to _____ your body.
3 Sports fans are very _____ their favourite team.
4 Our team needs to win this match. If they only _____, we're out of the championship!
5 A basketball player _____ the ball into the basket to score.
6 You need to _____ to touch your toes.
7 A fun way to get fit is to _____ a gym.
8 Germany _____ Argentina in the 2014 football World Cup final.

4 **Sottolinea l'alternativa corretta.**

What Matthew does in his free time

Matthew (1) *plays/goes* various sports (2) *on/in* his free time including football and tennis. He is good at running fast so he (3) *plays/does* left wing for his local football (4) *group/team* but unfortunately he doesn't (5) *score/win* very many goals! To keep fit, he also (6) *does/makes* full-contact karate and got the (7) *scar/hair* over his eye during a training session!

He (8) *plays/does* the bass guitar in a band with three friends so (9) *exercises/practises* with them a couple of times a week. He also (10) *listens/plays* to a lot of music in his room and (11) *watches/naps* DVDs in the evenings when he can. He would like to (12) *make/join* the school chess club but doesn't have any more free time at the moment!

5 WRITING **Ora descrivi quali sport o attività fai nel tempo libero (circa 60 parole). Prendi a modello la descrizione nell'esercizio 4.**

7 Food and nutrition

The eatwell plate



Food and diet	Describing food	Recipe words	
canned food (cibo in scatola)	bitter (amaro)	clove (spicchio)	to grate (grattugiare)
! convenience food (cibo precotto)	gone off (andato a male)	filling/stuffing (ripieno)	to grill (grigliare)
! fast food (cibo da fast food)	oily/greasy (unto)	pinch (pizzico)	to mince (macinare)
frozen food (cibo surgelato)	raw (crudo)	sauce (salsa)	to mix (mischiare)
junk food (cibo spazzatura)	rare (al sangue)	slice (fetta)	to peel (sbucciare)
organic food (cibo biologico)	ripe (maturo)	tablespoon (cucchiaio)	to pour (versare)
street food (cibo da strada)	salty (salato)	dressing (condimento)	to roast (arrostire)
whole food (cibo integrale)	sour (aspro, acido)		to slice (affettare)
a good source of (una buona fonte di)	spicy (piccante)	to add (aggiungere)	to spread (spalmare)
healthy (salutare)	sweet (dolce)	to bake (cuocere al forno)	to squeeze (spremere)
rich in (ricco di)	tasty/savoury (saporito)	to boil (bollire)	to steam (cuocere al vapore)
unhealthy (non salutare)	tender (tenero)	to chop (tritare)	to stir (mescolare)
vegan diet (dieta vegana)	tasteless/bland (insipido)	to cut (tagliare)	to stuff (farcire)
vegetarian diet (dieta vegetariana)	well-done (ben cotto)	to fry (friggere)	to whisk (frullare)

Esercizi

1 **Scegli l'opzione corretta.**

1	Junk food is generally *unhealthy*.	A unhealthy	B healthy	C organic
2	_____ food means it is less processed.	A Street	B Canned	C Whole
3	A _____ doesn't eat any meat or dairy products.	A vegan	B vegetarian	C carnivore
4	_____ food requires less preparation.	A Organic	B Convenience	C Whole
5	Street food is ready to _____.	A eat	B cook	C put in a can
6	Fish is a good source of _____.	A protein	B carbohydrate	C vitamin C
7	Red meat is rich in _____.	A sugar	B iron	C calcium
8	_____ food is produced without using chemicals.	A Canned	B Frozen	C Organic

2 **Completa le frasi con le parole nel riquadro.**

ripe • spicy • raw • sour • rare • salt

1 *Raw* fish in Japanese cuisine is known as sashimi.
2 Fruit becomes sweet when it is _____.
3 Freshly squeezed lemons taste _____.
4 Hot chilli peppers are _____.
5 Bland food generally needs more _____.
6 A _____ steak means that it is only lightly cooked.

3 **Decidi se le seguenti frasi sono vere (T) o false (F).**

1	You can peel butter. *F*	6	Crisps are made from fried potatoes. _____
2	You can add a pinch of salt _____	7	You can't steam cauliflower. _____
3	You can't buy sliced bread in the supermarket. _____	8	A whole garlic is composed of cloves. _____
4	Bread isn't baked in an oven. _____	9	Yogurt is often spread on toast. _____
5	You can grate carrots. _____	10	You can squeeze an orange. _____
		11	You can chop an onion. _____

4 **imperativo** **Completa la ricetta con le parole a pagina 576. L'iniziale di ciascuna parola è già data.**

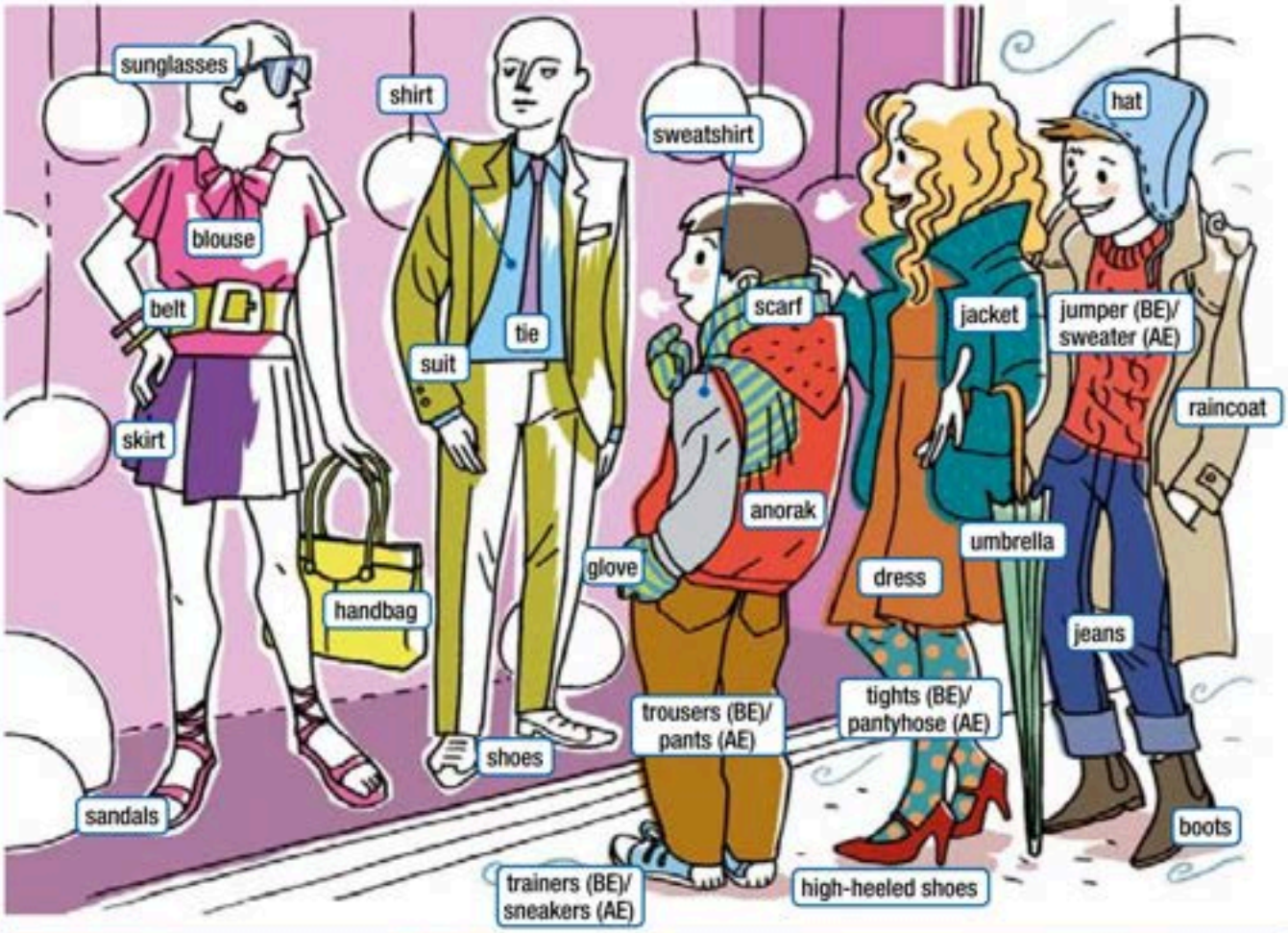
Pasta with Courgettes



1 *Chop* the onions and slice the courgettes.
2 F_____ the chopped onions in some olive oil in a large frying pan for a couple of minutes.
3 Add the s_____ courgettes to the lightly fried onion and cook until both are well done.
4 Start to b_____ the water in a pot for the pasta.
5 A_____ a handful of salt to the boiling water and then cook the pasta until it is *al dente*.
6 Put the pasta into the pan with the f_____ courgettes and onions.
7 M_____ the pasta and sauce together on a high heat for half a minute.
8 Add a p_____ of salt and pepper to taste.
9 Serve with g_____ cheese if preferred.

5 **WRITING** **Ora descrivi come si prepara il tuo piatto preferito. Prendi a modello la descrizione nell'esercizio 4.**

8 Clothes and accessories



Underwear
bra (reggiseno)
pants (m.), knickers (f.) (BE)/ underpants (AE) (mutande)
pyjamas (pigiama)
socks (calzini)

Jewellery (BE)/**Jewelry** (AE)
bracelet (bracciale, braccialetto)
earrings (orecchini)
necklace (collana)
ring (anello)

Parts of clothing
button (bottone)
collar (colletto)
cuff (polsini)
hood (cappuccio)
neckline (scollatura)
pocket (tasca)
sleeve (manica)
strap (cinghia, tracolla)

Materials
cotton (cotone)
denim (jeans)
leather (pelle)
nylon (nylon)
silk (seta)
velvet (velluto)
wool (lana)

Describing clothes
baggy (largo)
casual (informale, sportivo)
checked (a quadretti)
comfortable (comodo)
elegant/smart (elegante)
fashionable (alla moda)
flowery (a fiori)
long-sleeved (a maniche lunghe)
old-fashioned (vecchio stile)
patterned (con un disegno/motivo)
plain (semplice)
scruffy (sciatto)
short-sleeved (a maniche corte)
sleeveless (senza maniche)
stripy (a righe)
tight (stretto, aderente)
V-necked (con scollo a V)
waterproof (impermeabile)
woollen (di lana)

Verbs
to do up/undo (zip, buttons) (allacciare/slacciare)
to fit (essere della taglia giusta)
to fold (piegare/piegarsi)
to get dressed/changed/undressed (vestirsi/cambiarsi/svestirsi)
to go (well) with/to match (abbinarsi)
to put on (indossare)
to roll up (arrotolare)
to suit you (stare bene, donare)
to take off (togliere)
to try on (provare)
to wear (indossare)

Esercizi

1 **Osserva l'immagine a pagina 578 e scegli l'opzione corretta.**

1 Polly is wearing *high-heeled* shoes.	A flat	B high-heeled	C running
2 Matthew is wearing a _____ jumper.	A V-necked	B flowery	C wool
3 Andrew is wearing a _____ scarf.	A stripy	B checked	C plain
4 Andrew is wearing _____.	A boots	B trainers	C sandals
5 The female mannequin is wearing _____.	A a pink belt	B pink sunglasses	C a pink blouse
6 The male mannequin is wearing an olive green _____.	A tie	B suit	C shirt
7 Polly is wearing _____ tights.	A patterned	B plain	C stripy
8 The female mannequin is wearing pink _____.	A boots	B sandals	C shoes

2 **Abbina gli opposti.**

1 baggy	a ☐ patterned
2 elegant	b ☐ to put on
3 plain	c ☐ to match
4 long-sleeved	d ☐ to get undressed
5 to take off	e ☐ scruffy
6 to get dressed	f ☐ old-fashioned
7 fashionable	g ☐ sleeveless
8 to clash	h ☑ tight

3 **Completa le frasi con le parole nel riquadro.**

ring • fit • leather • try on • belt • tie • anorak • scruffy • nylon • sleeves

1 *Nylon* is a synthetic material.
2 Vegans don't usually wear _____.
3 An _____ is a waterproof coat.
4 Men often wear a _____ with their suit.
5 You wear a _____ on your finger.
6 You can roll up your _____ to do the washing-up.
7 You usually _____ new clothes before buying them.
8 If your clothes are the right size, they _____ well.
9 It's not a good idea to wear _____ clothes to a formal dinner.
10 A _____ is worn around your waist.

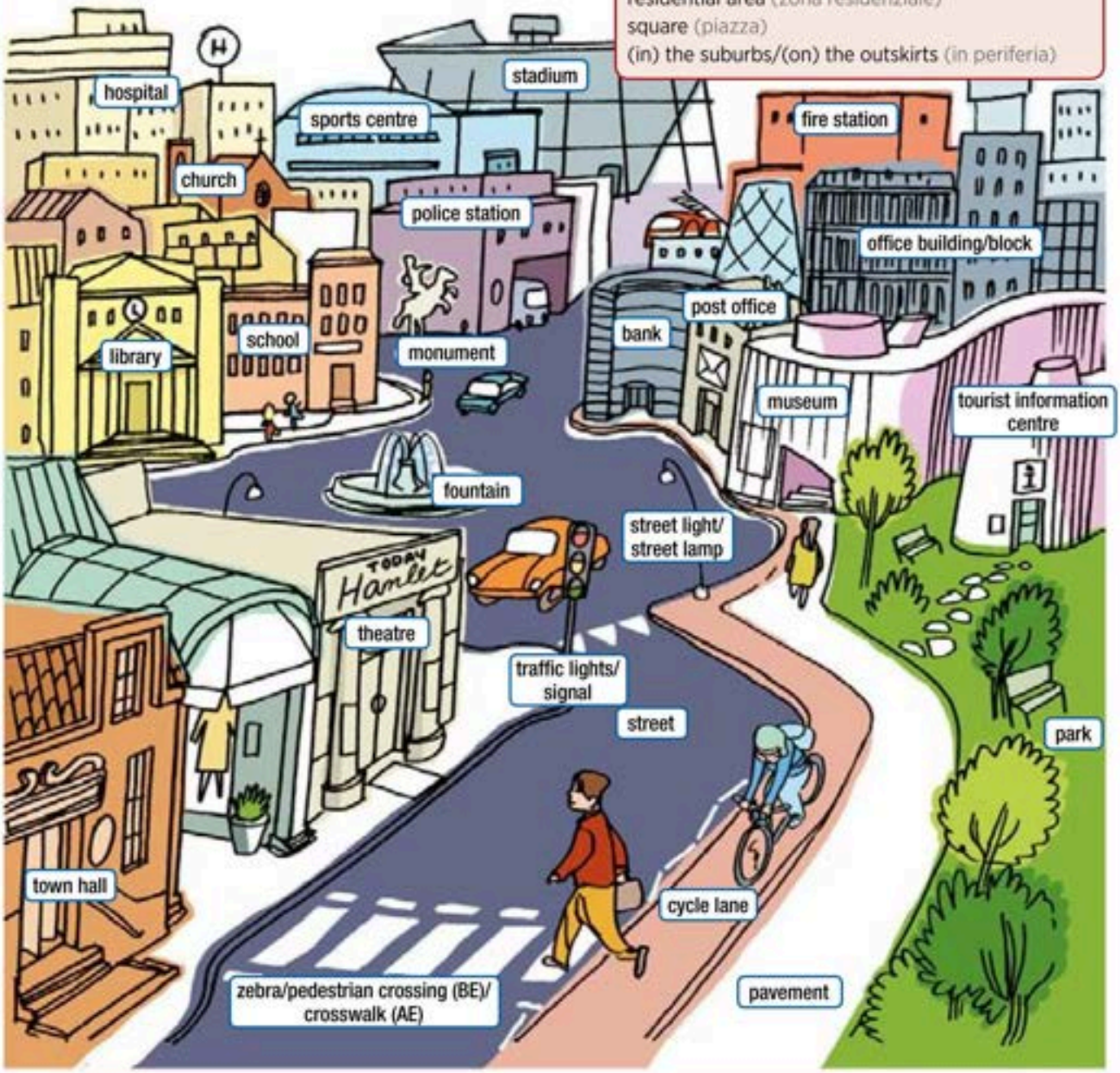
4 T 35 PRELIMINARY **Stai per ascoltare la conversazione fra Polly, Matthew e Andrew di fronte alla vetrina del negozio. Decidi se le seguenti frasi sono vere (T) o false (F).**

	T	F
1 Polly likes the blouse.	☐	☑
2 Matthew doesn't like the blouse.	☐	☐
3 Polly doesn't like the sandals.	☐	☐
4 Polly thinks the female mannequin is unattractive.	☐	☐
5 Matthew likes the shoes.	☐	☐
6 The shoes cost $215.	☐	☐

5 WRITING **Ora descrivi quali sono i vestiti che preferisci portare solitamente durante le quattro stagioni (circa 60 parole).**

9 In the city

Areas
city centre (BE)/city center (AE) (centro della città)
industrial zone/park (zona industriale)
inner city (quartieri popolari)
pedestrian zone (area pedonale)
playground (parco giochi)
residential area (zona residenziale)
square (piazza)
(in) the suburbs/(on) the outskirts (in periferia)



Shops
baker's (BE)/bakeshop (AE) (panetteria)
bookshop (libreria)
butcher's (macelleria)
chemist's (BE)/drugstore (AE)/ pharmacy (BE/AE) (farmacia)
clothes/shoe shop (negozio di vestiti/ scarpe)
delicatessen (gastronomia)
department store (grandi magazzini)
DIY shop (BE)/DIY store (AE) (negozio di bricolage)
fishmonger's (pescivendolo)
florist's (fioraio)
gift shop (negozio di articoli da regalo)
greengrocer's (fruttivendolo)
hairdresser's (negozio di parrucchiere)
ironmonger's (ferramenta)
jeweller's (gioielleria)
launderette (lavanderia)
market/supermarket (mercato/ supermercato)
newsagent's (edicola)
stationer's (cartoleria)
travel agency (agenzia di viaggi)

Esercizi

1 **Dove andresti per avere i seguenti prodotti o servizi?**

department store • town hall • DIY shop • stationer's • launderette
delicatessen • baker's • library • chemist's

1 You want to wash your clothes. *launderette*
2 You need to buy some medicine.
3 You want to buy some fresh bread.
4 You want to buy some designer clothes.
5 You want to borrow a book.
6 You want to get married without a religious ceremony.
7 You need materials to paint your room.
8 You want to buy a birthday card.
9 You want to buy some luxury cheese.

2 **Scegli l'opzione corretta.**

1 At a red traffic light *you must stop*.
A you must stop B you should stop C you can stop
2 Cars must not drive on _____.
A a zebra crossing B the pavement C a street
3 Pedestrians can safely cross the road on _____.
A a pavement B a cycle lane C a zebra crossing
4 Who must not travel on a cycle lane?
A pedestrians B bicycles C cars
5 I like reading so I spend lots of money at the _____.
A bookshop B library C sweet shop

3 PRELIMINARY **Scegli l'opzione corretta.**

Naples is (1) *like* a living theatre with the sea as (2) ____ backdrop. The inhabitants are famous (3) ____ their lively activities on the streets; from the noisy fishmonger's selling their fresh fish in the port (4) ____ the street vender's in the (5) ____ centre. It is also known as the city of a thousand churches, in fact it has (6) ____ churches per square kilometre (7) ____ any other city in Italy.
This historical city also offers numerous places to enjoy some shopping, above all, for arts, crafts, antiques, and souvenirs. Via San Gregorio Armeno is famous for being the street of the nativity scene artists. (8) ____ the Christmas period, more than half a million tourists come to see the specialised shops full of original miniature nativity figurines and scenes.
In Via San Sebastiano you can still find music shops that sell mandolins as (9) ____ as all the usual modern musical instruments. Port'Alba, the street of bookshops, is just around the corner with (10) ____ shops and stalls offering both new and antique books on Naples and its colourful past.

1	A about	B like	C must	D have
2	A it's	B their	C by	D its
3	A for	B about	C by	D on
4	A but	B to	C while	D of
5	A historical	B inner	C outskirts	D square
6	A enough	B less	C more	D almost
7	A than	B that	C of	D but
8	A All	B While	C During	D At
9	A well	B good	C bad	D addition
10	A much	B it	C it's	D its

4 WRITING **Ora descrivi una città che conosci (circa 60 parole). Prendi a modello la descrizione nell'esercizio 3.**

10 Houses and buildings


terraced house (BE)/row house (AE)


detached house


semi-detached (BE)/duplex house (AE)


cottage


bungalow/ranch house (only AE)


stately home/mansion


bedsit


f at (BE)/apartment (AE)


penthouse

Parts of buildings

arch (arco)
back door (porta sul retro)
basement (seminterrato)
beam (trave)
column (colonna)
doorstep (soglia)
drainpipe (grondaia)
foundations (fondamenta)
French window (porta finestra)
front door (ingresso principale)
lift (BE)/elevator (AE) (ascensore)
path (viottolo)
plaster (intonaco)
porch (portico)
roof tile (tegola)
shutter (serranda, persiana)
step (gradino)
thatched roof (tetto di paglia)
window sill (davanzale)
windowpane (finestra)

Materials

brick (mattone)
cement (cemento)
glass (vetro)
steel (acciaio)
stone (pietra)
wood (legno)

Verbs

to build/construct (costruire)
to decorate (decorare)
to demolish/pull down (demolire)
! to design (progettare)
to develop (sviluppare)
to erect (erigere)
to install (installare)
to paint (tinteggiare)
to put up (appendere)
to repair/fix/mend (riparare)
built/designed/decorated by (costruito/progettato/decorato da)
built/made of (fatto di)

Unusual houses

igloo (igloo)
lighthouse (faro)
log cabin (capanna di tronchi)
shelter/hut (rifugio, riparo)
tree house (casa sull'albero)

Esercizi

1 **Scegli l'opzione corretta.**

1	A bungalow has *one floor*.	A one floor	B two floors	C three floors
2	A terraced house has ___.	A no direct neighbours	B one direct neighbour	C two direct neighbours
3	A penthouse is situated on the ___.	A ground floor	B first floor	C top floor
4	A bedsit has ___ plus a bathroom.	A one room	B two rooms	C three rooms
5	A cottage is usually found ___.	A in the inner city	B in the country	C in an industrial zone
6	A stately home was originally built for ___.	A butchers	B horses	C aristocrats

2 **Decidi se le seguenti frasi sono vere (T) o false (F).**

1 A doorstep is found by the front and back door. *T*
2 Rain water flows down a drainpipe. ___
3 A porch is found inside a house. ___
4 A basement is situated on the top floor. ___
5 A path can lead you from the front door to the street. ___
6 Shutters are placed in front of the foundations. ___
7 Roofs are covered with either tiles or thatch. ___
8 You can walk through an open French window. ___

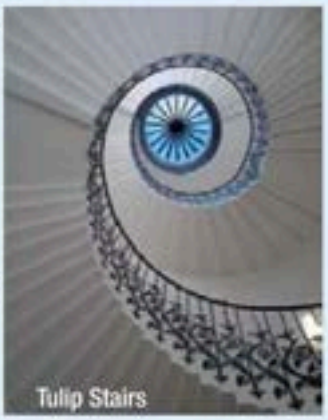
3 **Osserva le immagini a pagina 582 e sottolinea l'alternativa corretta.**

1 The ground floor of the detached house is made of *brick/stone*.
2 The cottage is built of *stone/steel*.
3 The windowpanes are all made of *glass/tile*.
4 The cottage roof is made of *thatch/tile*.
5 The beams in the bedsit are made of *wood/log*.

4 passivo **Completa la descrizione di questa famosa residenza reale inglese con il passivo dei verbi nel riquadro.**

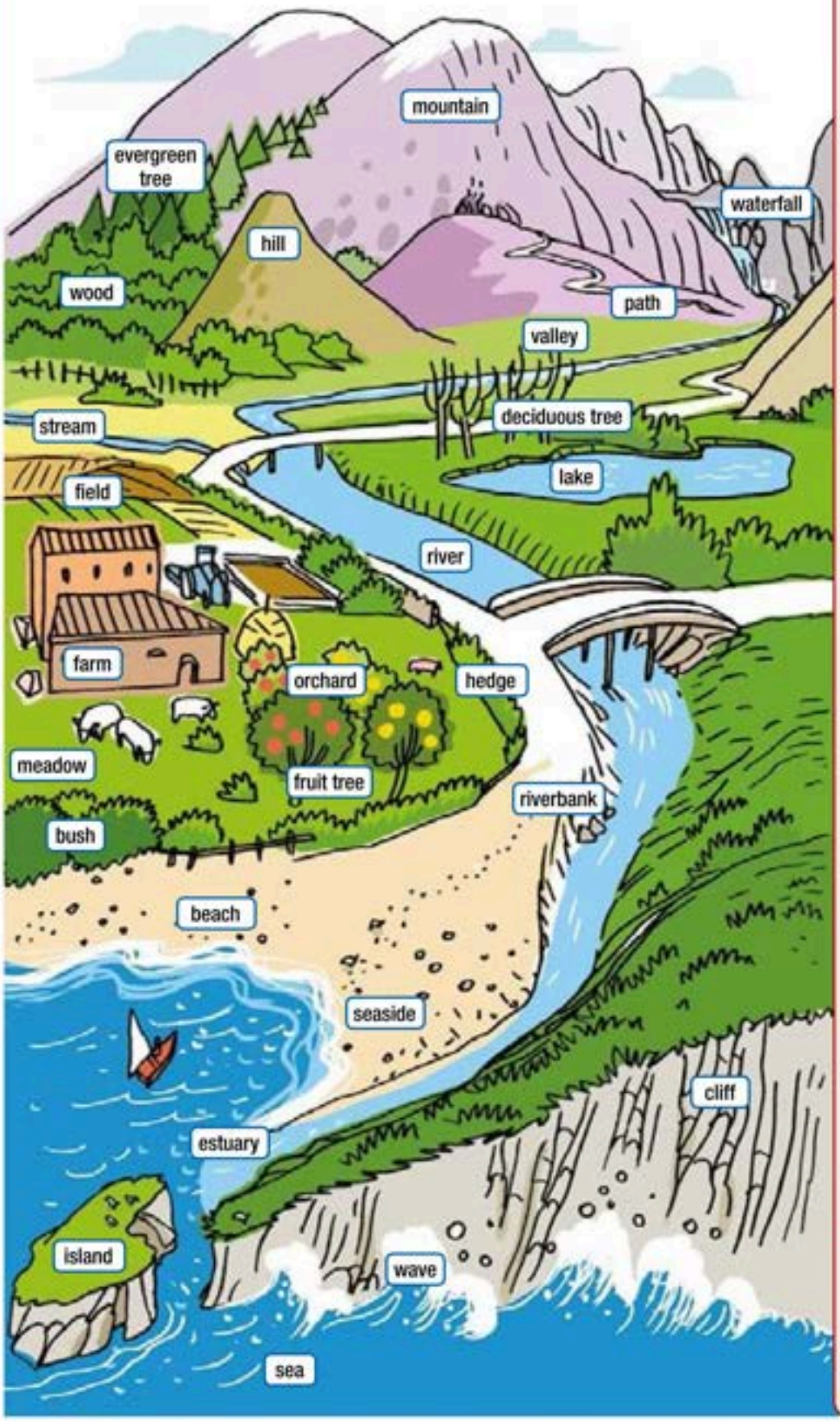
complete • use • build (x 2) • restore • design

Queen's House in Greenwich, London, (1) *was built* as an addition to the Tudor Palace of Greenwich and it is England's first classical building. It (2) _____ by Inigo Jones for Henrietta Marian, the Queen of Charles I and it is a late addition to the Palace of Greenwich. It (3) _____ in 1638 after Jones studied Roman and Renaissance architecture in Italy. Queen's House (4) _____ between 1986 and 1999 and today it houses a collection of marine paintings and portraits, and it (5) _____ for different events, among which the 2012 Olympic Games. The elegant Tulip Stairs is an unusual spiral staircase; based on Andrea Palladio's work, it (6) _____ by a very skilled mason and architect called Nicholas Stone.


Tulip Stairs

5 WRITING **Ora descrivi un edificio che conosci bene (circa 80 parole).**

11 The natural world



The animal world

amphibians (anfibi)
birds (uccelli)
fish (pesci)
insects (insetti)
livestock (bestiame)
living organisms (organismi viventi)
mammals (mammiferi)
reptiles (rettili)
species (specie)
wildlife (fauna selvatica)

ant (formica)
dragonfly (libellula)
duck (anatra)
eel (anguilla)
fly (mosca)
goat (capra)
goose (oca)
hen (gallina)
ladybird (coccinella)
lizard (lucertola)
lobster (aragosta)
! mosquito (zanzara)
octopus (polpo)
parrot (pappagallo)
scorpion (scorpione)
shark (squalo)
shrimp (gambero)
spider (ragno)
swallow (rondine)
toad (rospo)
tortoise (tartaruga)
turtle (tartaruga marina)
wasp (vespa)

Parts of a plant

blossom/bud (bocciolo)
branch (ramo)
foliage (fogliame)
leaf (foglia)
petal (petalo)
root (radice)
stem (stelo)
trunk (tronco)
twig (ramoscello)

Land

clay (argilla)
mud (fango)
pebble (ciottolo)
rock (roccia)
sand (sabbia)
soil (suolo)

Esercizi

1 **Scegli l'opzione corretta.**

1	Freshwater is only found in *a lake*.	A the sea	B a lake	C the ocean
2	A Christmas tree is an example of _____ tree.	A an evergreen	B a fruit	C a deciduous
3	A stream generally flows into _____.	A a river	B a cliff	C an island
4	An orchard contains _____.	A vegetables	B meat	C fruit trees
5	A hedge forms a boundary between _____.	A bushes	B fields	C riverbanks
6	The very high rocks by the sea are called _____.	A farms	B waterfalls	C cliffs

2 **Completa le frasi con le parole nel riquadro.**

roots • blossom • twigs • trunk • leaves

1 Small *twigs* are collected to start fires.
2 The _____ on a deciduous tree change colour and fall in the autumn.
3 The _____ go down into the ground.
4 The _____ is the widest part of a tree.
5 The beautiful flowers on fruit trees are known as _____.

3 **Decidi se le seguenti frasi sono vere (T) o false (F).**

1 Pigs like to roll in mud to protect their skin. *T*
2 Sand is used to make glass. _____
3 Pebbles are very big stones. _____
4 Land is 100% water. _____
5 Cliffs are made of rock. _____
6 Clay can be baked in a special oven to make pots. _____

4 PRELIMINARY **Leggi il testo sulla permacultura e scegli l'opzione corretta.**

Permaculture is an ecological (1) *system* designed to promote a sustainable form of agriculture which provides (2) _____ food and regenerates damaged ecosystems at the same time. It focuses on the relationships between the insects, plants and animals living on the land and their (3) _____ with the air, water and soil. The (4) _____ is an area of land with rich biodiversity and (5) _____ of food for the gardener or farmer. Animals (including birds and wildlife) are a critical component of (6) _____ sustainable ecosystem, as (7) _____ their participation and contribution, ecological integrity is diminished. Foraging is needed to cycle nutrients, clear fallen fruit, (8) _____ weeds down, eat and spread seeds, and eat pests. Water conservation (9) _____ a vital part in maintaining a productive biosphere. This is especially true in arid regions but remains important also in areas with reasonable rainfall (10) _____ the rainwater needs to be filtered slowly through the soil to provide nutrients for the plant life.

1	A mode	B style	C system	D type
2	A abundant	B plenty	C lots	D many
3	A relation	B net	C made	D connection
4	A prize	B result	C award	D end
5	A plenty	B many	C much	D abundant
6	A any	B some	C few	D many
7	A like	B for	C but	D without
8	A send	B put	C keep	D stay
9	A plays	B does	C makes	D do
10	A but	B like	C while	D as

5 WRITING **Ora descrivi un paesaggio naturale che conosci bene (circa 80 parole).**

12 On holiday

viaggio

travelling (BE)/traveling (AE) (atto di viaggiare)
journey (viaggio, tragitto)
trip (viaggio per un motivo specifico)
tour (gita turistica)
flight (viaggio in aereo, volo)
voyage (viaggio, di solito per mare)

winter/city/short break – business trip


hotel (half/full board)


apartment


B & B (bed and breakfast)

budget holiday


youth hostel (self-catering)



guest house (BE)/motel (AE) (single/double rooms)


couch-surfing

adventure/ activity holiday


chalet


caravan


campsite/tent

package holiday – honeymoon


resort


health spa


holiday village

People

foreigner (straniero)
guest (ospite)
host (colui che ospita)
interpreter (interprete)
tour guide (guida turistica)
tourist/holidaymaker (turista)
travel agency (agenzia di viaggio)
visitor (visitatore)
traveller (BE)/traveler (AE) (viaggiatore)

Types of bags

baggage/luggage (bagaglio)
case/suitcase (valigia)
money belt (cintura portadenaro)
rucksack/backpack (zaino)

Verbs and expressions

to book/reserve (prenotare)
to explore (esplorare)
to get lost (perdersi)
to go abroad (andare all'estero)
to go away/to leave (partire)
to go camping (andare in campeggio)
to go on holiday (andare in vacanza)
to go sightseeing (andare a fare un giro turistico)
to hitchhike (fare l'autostop)
to pack (fare i bagagli)
to rent (prendere in affitto)
to set off (mettersi in viaggio)
to stay in a B & B/etc. (alloggiare in un B & B/ecc.)
to take photos (fare fotografie)
to unpack (disfare le valigie)
to visit (visitare)

Esercizi

1 **Completa le frasi con le parole nel riquadro.**

couch-surfing • full board • health spa • youth hostel • caravan

1 Thermal spring baths and massages are a typical feature of a *health spa*.
2 _____ offers the opportunity to sleep on someone's sofa for a few days without paying.
3 A _____ is just like a small house on wheels.
4 A _____ is a cheap option for students who don't mind sharing a room.
5 _____ in a hotel means the price includes all meals.

2 **forma in *-ing*** **Completa le frasi con la forma in *-ing* dei verbi nel riquadro.**

go • explore • interest • pack • travel

1 Guests must leave their documents at reception before *going* up to their rooms.
2 I prefer _____ my bag before a holiday to unpacking it afterwards!
3 _____ by bus is usually cheaper than by train.
4 Hitchhiking is potentially dangerous but it's an _____ way to travel around.
5 A great way of _____ a new area is to go on a walking holiday.

3 **Scegli l'opzione corretta.**

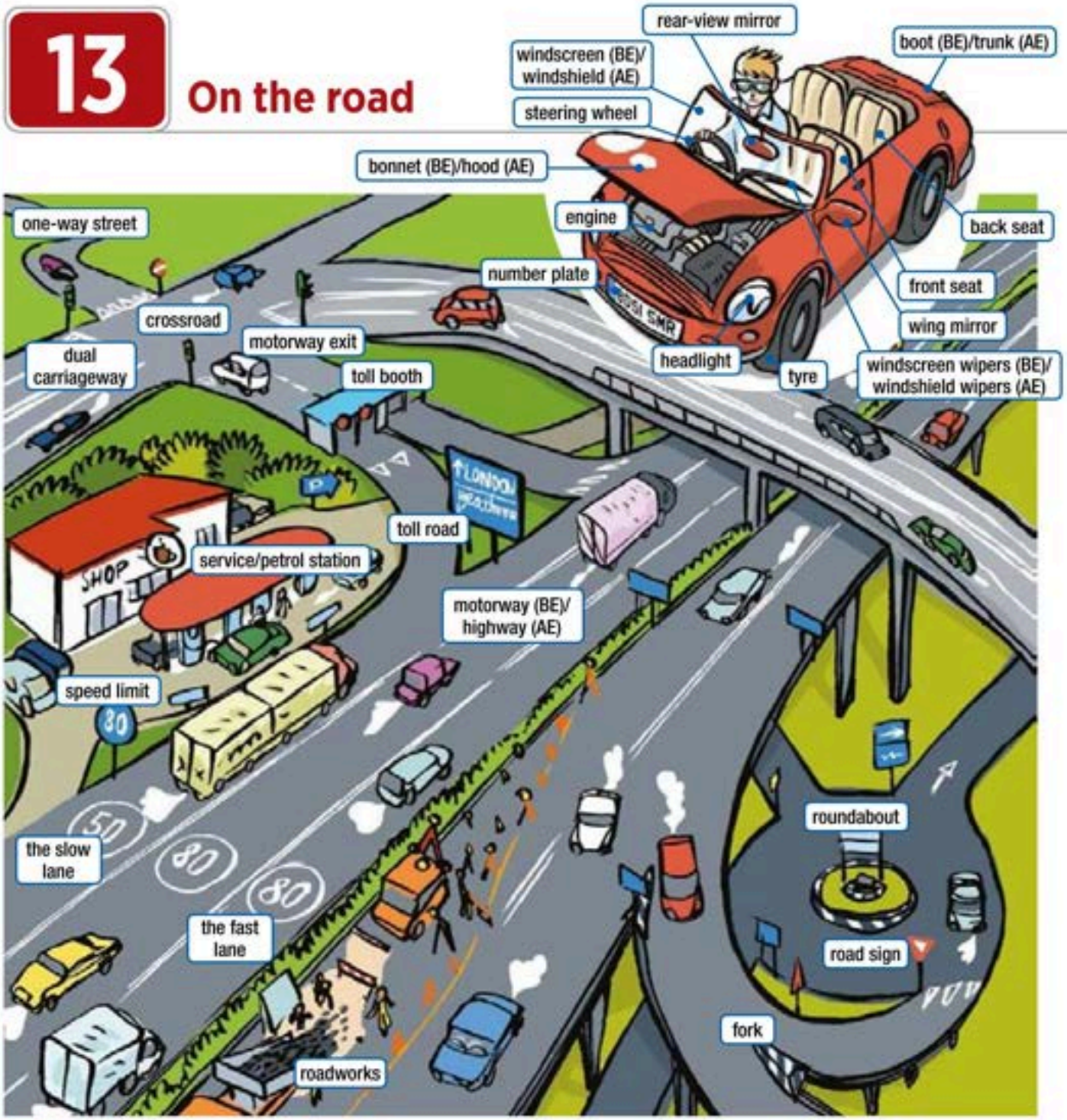
1 Many *travel agencies* are going out of business as people often book their own holidays online.
A tourists B guests C travel agencies
2 A _____ is the person who offers you hospitality.
A host B guest C visitor
3 Sven is a good friend of yours and he comes from another country. To you he is _____.
A a foreigner and a stranger B a foreigner but not a stranger. C neither a foreigner nor a stranger.
4 The _____ on the Titanic ended in disaster.
A voyage B flight C travel
5 A _____ is carried on your shoulders.
A suitcase B rucksack C luggage

4 **preposizioni** **Leggi il racconto di un'avventura in campeggio e sottolinea l'alternativa corretta.**

Last June, my girlfriend and I decided to (1) *go/take* on a cycling holiday to the South coast of Sardinia. We (2) *made/packed* our rucksacks and a tent and took the bus from Cagliari to Teulada. We (3) *missed/lost* the first bus because there wasn't (4) *enough/few* room for our bikes on the bus. We also discovered that if you put your bikes in a (5) *correct/suitable bag*, you don't have to pay (6) *for/by* a ticket for the bicycles. Unfortunately we found out (7) *too/much* late so we had to pay the extra! The bus took about an hour and a half and we passed (8) *over/through* some amazing scenery which we would like to explore better another time. When we arrived in Teulada, we (9) *unloaded/loaded* our bikes from the bus and set (10) *by/off* for the coast. Obviously we got completely lost but managed to find the campsite we had booked before dark. We put (11) *up/over* our tent and unpacked our rucksacks and headed straight (12) *from/to* the beach for a swim. And what a magnificent white sandy beach it was!

5 WRITING **Ora descrivi una vacanza recente (circa 80 parole). Prendi a modello il testo nell'esercizio 4.**

13 On the road



Types of vehicles

sports car (macchina sportiva)
convertible (decappottabile)
saloon (BE)/sedan (AE) (berlina)
estate (car) (BE)/station wagon (AE) (familiare)
van (furgone)
lorry (BE)/truck (AE) (camion)

Verbs and expressions

to accelerate (accelerare)
to brake (frenare)
to cross the border (attraversare il confine)
to drive on the left/right (guidare sulla sinistra/destra)
to fasten your seatbelt (allacciarsi la cintura)
to fill up with petrol (BE)/gas (AE) (fare benzina)
to find your way around (trovare la strada)
to get a flat tyre/a puncture (forare)
to get on/to get off the motorway (entrare/uscire dall'autostrada)
to have a flat battery (avere la batteria scarica)
to indicate (mettere la freccia)
to pay a toll (pagare il pedaggio)
to show your driving licence (BE)/driver's license (AE) (mostrare la patente)
to slow down (rallentare)
to stop off (fermarsi brevemente)

Esercizi

1 **Scegli l'opzione corretta.**

1 When the street is being repaired, it's known as *roadworks*.	A a fork	B roadworks	C a slow lane
2 A _____ has 4 lanes in total.	A dual carriageway	B motorway	C one way street
3 The _____ is found at the back of a car.	A bonnet	B boot	C steering wheel
4 A _____ displays the registration of a vehicle.	A speed limit	B road sign	C number plate

2 **Abbina le azioni alle situazioni.**

1 to fill up with petrol	a ☐ at the toll booth
2 to brake	b ☐ before a stop sign
3 to fasten your seatbelt	c ☑ at a petrol station
4 to pay	d ☐ before driving away

3 T 36 PRELIMINARY **Stai per ascoltare Francis che si trova in difficoltà in un'area di servizio. Decidi se le seguenti frasi sono vere (T) o false (F).**

	T	F
1 Francis slept near the motorway service station last night.	☑	☐
2 The petrol station attendant studied mechanics at university.	☐	☐
3 Francis has another meeting with his boss in an hour.	☐	☐
4 Francis noticed something strange with the car this morning.	☐	☐
5 The petrol station attendant thinks the problem isn't serious.	☐	☐
6 The petrol station attendant learnt to recharge a battery at night school.	☐	☐

4 PRELIMINARY **Leggi l'estratto da *On the road* di Jack Kerouac e scegli l'opzione corretta.**

We packed my brother's furniture in the back of the car and (1) *took* off at dark, promising to be back in thirty hours – thirty hours for a thousand miles north and south. But that's the way Dean (2) _____ it. It was a tough trip, and none of us noticed it; the heater was not working and consequently the windshield (3) _____ fog and ice; Dean kept reaching out while driving seventy to wipe it with a rag and make a hole to see the road. "Ah, holy hole!" In the spacious Hudson we had plenty of room for all four of (4) _____ to sit up front. A blanket covered (5) _____ laps. The radio was not working. It was a brand-new car bought five days ago, and already it (6) _____ broken. There was only one installment paid on it, (7) _____. Off we went, north to Washington, on 301, a straight two-lane highway (8) _____ much traffic. And Dean talked, no one else talked. He gestured (9) _____, he leaned as far as me sometimes to make a point, sometimes he had no hands on the wheel and (10) _____ the car went as straight as an arrow, not for once deviating from the white line in the middle of the road that unwound, kissing our left front tyre.

1	A took	B leave	C departed	D go
2	A like	B enjoy	C want	D wanted
3	A did	B developed	C made	D realised
4	A our	B we	C us	D my
5	A us	B my	C we	D our
6	A was	B has	C does	D did
7	A but	B and	C too	D even
8	A but	B without	C of	D a lot
9	A furious	B furiously	C mad	D crazy
10	A though	B yet	C also	D but

5 WRITING **Ora descrivi una tua esperienza durante un viaggio in macchina, moto o bicicletta (circa 80 parole). Prendi a modello il testo dell'esercizio 4.**

14 Public transport





Train
arrivals/departures board (tabellone degli arrivi/delle partenze)
the Tube (metropolitana di Londra)
train driver (macchinista)
tram (BE)/streetcar (AE) (tram)

Bus
! conductor (bigliettaio)
single-decker bus (autobus a un piano solo)
driver (conducente)
minibus (pulmino)
shuttle (navetta)







Plane
arrivals/departures (arrivi/partenze)
baggage check (controllo bagagli)
baggage reclaim (ritiro bagagli)
cockpit (cabina di pilotaggio)
customs (dogana)
duty free (esente da dazio)
flight attendant (assistente di volo)
gate (uscita)
hand luggage (bagaglio a mano)
passport control (controllo passaporti)
pilot (pilota)
propeller (elica)

Ship
boat (barca, battello)
cruise ship (nave da crociera)
harbour (BE)/harbor (AE) (porto piccolo e turistico)
pier (molo)
port (porto)
sailing ship (veliero)







Verbs and expressions
to board (imbarcarsi)
to catch the bus/train (prendere l'autobus/il treno)
to get/feel carsick/seasick/airsick (avere il/soffrire di mal d'auto/mare/aria)
to get into a car (salire in macchina)
to get on/off a bus/train/boat/plane (salire/scendere su/da autobus/treno/barca/aereo)
to get out of a car (scendere dall'auto)
to miss (perdere)
to land (atterrare)
to queue (stare in fila)
to take a flight (prendere un volo)
to take off (decollare)
to travel by (viaggiare in)
running late/on time (viaggiare in ritardo/in orario)

Esercizi

1 **Completa le definizioni con le parole nel riquadro.**

tracks • flight attendant • conductor • double-decker • platform • shuttle

1 A platform is the place where you wait to catch a train.
2 A _____ is the special bus you catch, for example, between a hotel and an airport.
3 A _____ is the person who checks your tickets on a bus or train.
4 The _____ are the long pieces of metal that a train travels on.
5 A _____ bus has two floors.
6 A _____ is available if you need help on a plane.

2 **Abbina le due parti delle frasi.**

1 A gate is found in
2 A pilot works in
3 Your bags are checked
4 You get a boat from
5 A plane lands on

a ☐ the cockpit of a plane.
b ☐ at customs.
c ☐ a pier.
d ☑ an airport.
e ☐ a runway.

3 ***present perfect*** **Decidi se le seguenti frasi sono giuste (✓) o sbagliate (✗). Correggi quelle sbagliate.**

1 Have you ever ~~catched~~ caught the wrong train? ✗
2 I haven't missed a plane yet!
3 The buses has been running late this week.
4 I am never seen such a long queue at check-in!
5 Have the plane taken off yet?
6 Have you ever felt seasick?
7 He have been travelling by train for years.
8 Has the president get out of the car yet?
9 I see they haven't board yet.
10 He hasn't got on the ferry yet.

4 **Completa il testo con le parole nel riquadro e sottolinea l'alternativa corretta.**

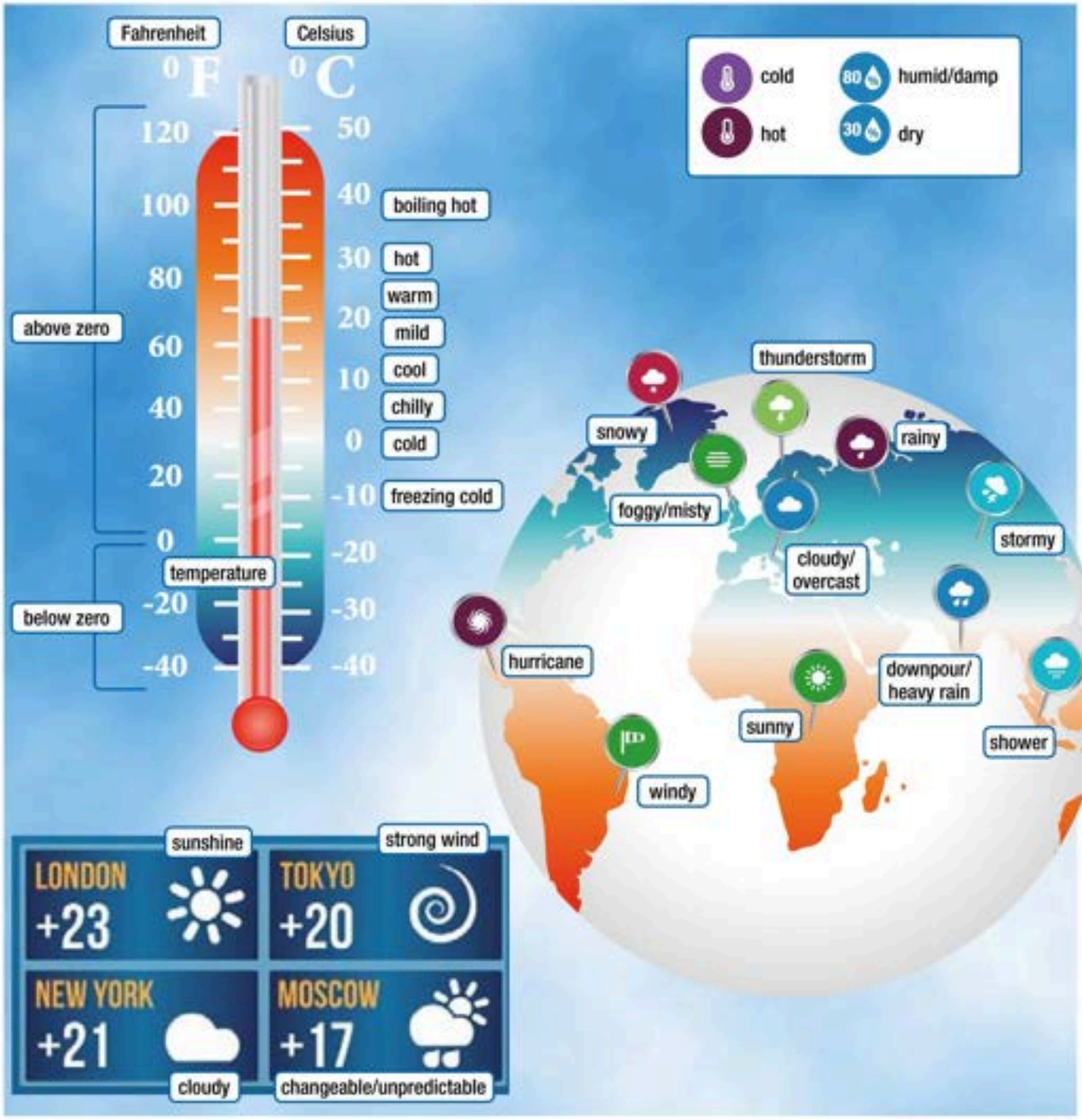
hand luggage • metal detector • boarding card • check-points • visa • scanner

Airport Security

Over recent years, airport security has changed in many ways meaning that it can now take longer to pass through the various (1) check points before (2) *boarding/board* your plane. However, with some airlines you can check in online (3) *after/up to* ten days before departure and print out your (4) _____ at home before you travel. Therefore you'll (5) *save/gain* time queuing at the check-in desk if you only have (6) _____. Large bags will still need to be checked in though. All hand luggage needs to pass (7) *over/through* a (8) _____ to check you don't have (9) *some/any* potentially dangerous objects or substances. You might be asked to take off your shoes before walking through a large (10) _____ and an officer (11) *could/must* well run his or her hands over your body to check you aren't carrying (12) *nothing/anything* illegal on your person! (13) *Then/When* you have to go through passport control if you're travelling abroad which can mean more lengthy queues. (14) *An/A* officer will check your passport and if necessary your (15) _____. If (16) *everything/something* is in order, you can proceed to the gate (17) *before/after* boarding.

5 WRITING **Ora descrivi una tua esperienza con i mezzi pubblici (circa 80 parole).**

15 Weather forecasts



frost (gelo)
gale (bufera)
hail (grandine)
hailstone (chicco di grandine)
lightning (lampo, fulmine)
raindrop (goccia di pioggia)
snowfall (nevicata)
snowflake (fiocco di neve)
thunder (tuono)

a grey day (una giornata grigia)
a light/strong wind (un vento leggero/forte)
a lovely/cool breeze (una brezza piacevole/fresca)
a violent/severe/terrible storm (una tempesta violenta/grave/terribile)
light/heavy rain (una pioggia lieve/battente)
light/heavy/thick snow (una nevicata leggera/forte/fitta)

to blow (soffiare)
to clear (schiarirsi)
to drizzle (piovigginare)
to flood (inondare, allagare)
to get wet (bagnarsi)
to pour (piovere a dirotto)
to shine (splendere)
to turn hot/cold (diventare caldo/freddo)

Esercizi

1 **Scegli l'opzione corretta.**

1 An overcast day means there *is no sun*.	A ~~is no sun~~	B are no clouds	C is no wind
2 A dry day means there is _____.	A rain	B snow	C no rain
3 A shower means there is _____.	A light rain	B heavy rain	C sun
4 A thunderstorm includes _____.	A sun	B lightning	C fog
5 A hurricane means there is _____.	A wind	B strong wind	C very strong wind

2 **Abbina le condizioni meteorologiche simili.**

1 fog	a ☐ light rain
2 gale	b ☐ heavy rain
3 drizzle	c [1] mist
4 breeze	d ☐ light wind
5 downpour	e ☐ full of water
6 flooded	f ☐ hurricane

3 **T 37** **Ascolta le previsioni del tempo e completa il testo con le informazioni mancanti.**

Good morning and welcome to today's world weather report. It's a lovely day here in London; the sun is (1) *shining*, it's (2) _____ °C and the skies are blue. It's going to (3) _____ this evening though, so don't forget your umbrella if you are planning to go out later. It's quite (4) _____ in New York at the moment; (5) _____ °C but (6) _____ with sunny spells. The (7) _____ are going to clear around 4 o'clock and you'll have a splendid sunny afternoon later. Tokyo is a little cooler; (8) _____ °C and plenty of sun but (9) _____ winds and rain forecast for this evening. Moscow is a little (10) _____ and changeable at (11) _____ °C with cloud, sun and light (12) _____. The sky is going to clear though and the sun will be out later this afternoon.

4 ***past perfect simple/continuous*** **Completa il testo con il *past perfect simple* o il *past perfect continuous* dei verbi nel riquadro.**

walk • stay • move • be • begin • become • get • check

Mountain Adventure

We (1) *had been walking* for a couple of hours in the mountains when it started to drizzle lightly. There (2) _____ a heavy snowfall the night before but no more snow had been forecast for that day; we (3) _____ the weather before setting off that morning. We were getting steadily wetter as the rain began to pour down and quickly turned into hail. It (4) _____ much colder as a strong wind (5) _____ to blow and it then started to snow really heavily. The snow storm (6) _____ violent in only a matter of minutes, we were obviously terrified but fortunately we (7) _____ on the track and could just about make out the lights of a building not far away. We all held hands and very slowly stumbled together through the thick snow towards the lights. We (8) _____ for a little while when we heard people calling our names in the distance. We were soon back safe and sound inside the hostel. It was an adventure that I don't want to repeat!

5 **WRITING** **Ora racconta una giornata che hai vissuto con caratteristiche meteorologiche particolari (circa 80 parole). Prendi a modello il testo nell'esercizio 4.**

16 Environmental change

ENVIRONMENTAL DAMAGE


traffic fumes


factory gases


toxic waste


hunting


rubbish (BE)/trash (AE)


deforestation


overfishing

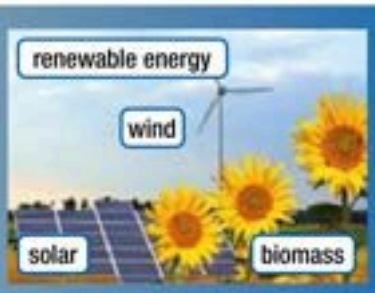
ENVIRONMENTAL CONSEQUENCES

- **acid rain** (piogge acide)
- **air/water/soil pollution** (inquinamento atmosferico/delle acque/del suolo)
- **climate change** (cambiamento climatico)
- **diseases** (malattie)
- **drought** (siccità)
- **famine** (carestia)
- **global warming/cooling** (riscaldamento/raffreddamento globale)
- **greenhouse effect** (effetto serra)
- **hole in the ozone layer** (buco dell'ozono)
- **melting ice caps** (scioglimento dei ghiacciai)
- **radiation** (radiazioni)
- **smog** (smog)

ENVIRONMENTAL SOLUTIONS


bike sharing


public transport


renewable energy
wind
solar
biomass


to protect endangered species


to recycle


to reuse


to plant trees



- **to ban** (vietare, proibire)
- **to be exposed to** (essere esposto a)
- **to contaminate** (contaminare)
- **to damage** (danneggiare)
- **to destroy** (distruggere)
- **to dump** (scaricare rifiuti)
- **to harm** (nuocere)
- **to leak** (fuoriuscire)
- **to pollute** (inquinare)
- **to prevent** (prevenire)
- **to reduce your carbon footprint** (ridurre la tua impronta ecologica)
- **to release** (rilasciare)
- **to save** (salvare)
- **to threaten** (compromettere)

Esercizi

1 **Abbina le definizioni alle parole nel riquadro.**

rubbish • overfishing • factory gases • hunting • deforestation • toxic waste

1 *factory gases*: the dirty smoke emitted from industrial chimneys
2 _____: the chasing and killing of wild animals, often only for sport
3 _____: dangerous chemical and nuclear materials that aren't needed anymore
4 _____: so many marine creatures are killed that they can't reproduce sufficiently
5 _____: the excessive cutting down of trees so that the land suffers
6 _____: any material that isn't needed anymore

2 **Sottolinea l'alternativa corretta.**

1 *Soil/Water* pollution is when harmful substances remain in the ground.
2 *Global cooling/Global warming* means that the earth's temperature is rising.
3 *Drought/Smog* occurs when no rain falls for a long time.
4 *Drought/Famine* occurs when there isn't enough food to eat for a long time.
5 Melting ice caps are a direct result of *climate change/smog*.

3 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 Many people would like to see vivisection *banned*. (ban)
2 Nature reserves help with the _____ of native wildlife. (protect)
3 The _____ of the Amazon rainforests is reaching a critical point. (destroy)
4 Illegal rubbish dumping can lead to a _____ of water supplies. (contaminate)
5 Becoming vegetarian will _____ your carbon footprint. (reduction)

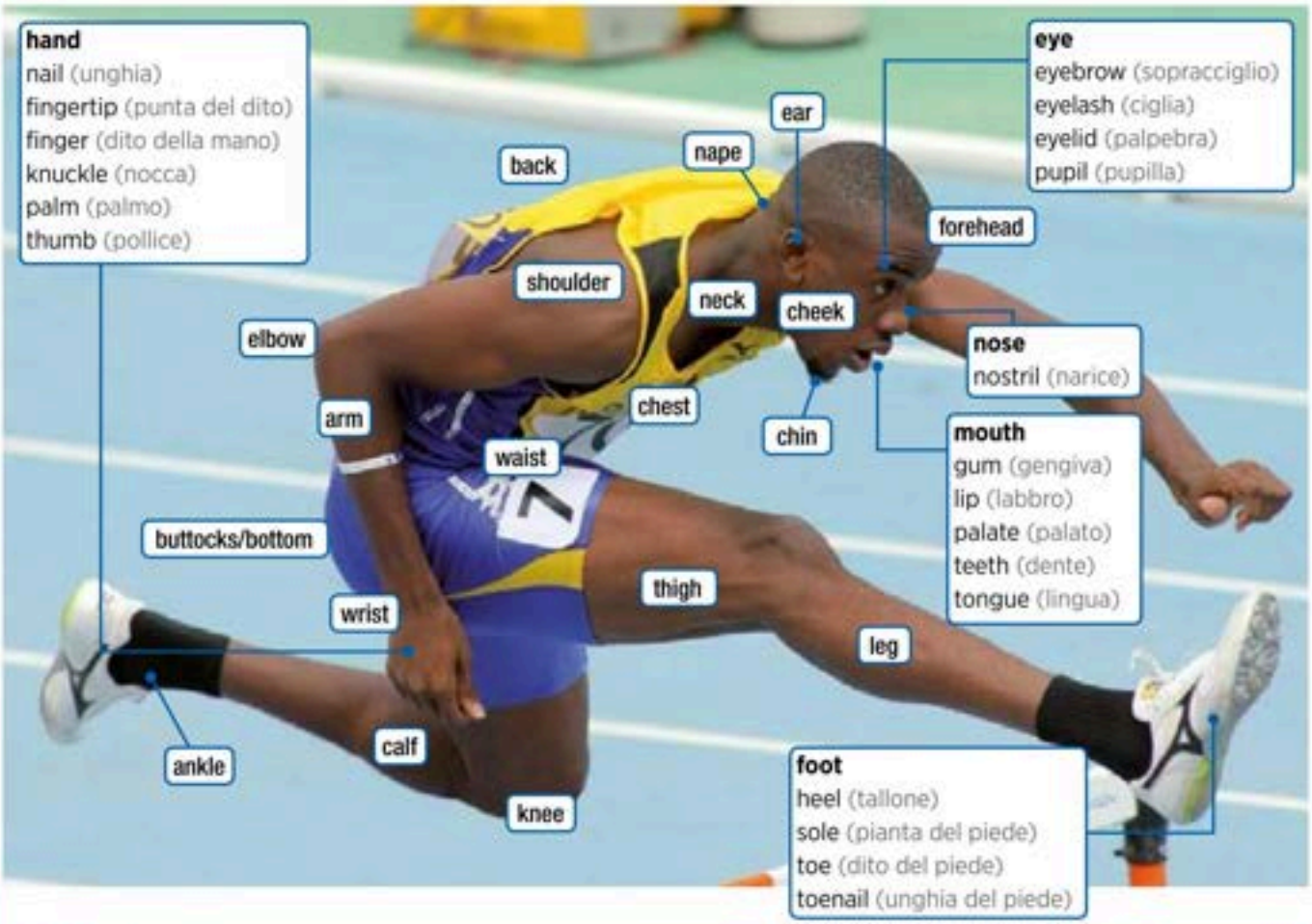
4 **Leggi l'articolo e sottolinea l'alternativa corretta.**

Is Hunting Good or Bad for the Environment?

The hunting debate will probably never be resolved to everyone's satisfaction, but green leaders are (1) *increase/increasingly* advocating for cooperation between hunters and environmental groups. After all, despite differences about the ethics of hunting, (2) *both/either* groups lament urban sprawl and habitat destruction. Like so many hot issues, the answer to this question depends (3) *by/on* who you ask. On the one hand, some say, (4) *nothing/anything* could be more natural than hunting, and indeed just about every animal species – including humans – has been either predator (5) *and/or* prey at some point in its evolution. And, ironic (6) *as/like* it sounds, since humans have wiped out (7) *much/many* animal predators, some see hunting as a natural way to reduce the number of prey animals that, as a result, now reproduce beyond the environment's carrying capacity.
(8) *By/On* the other hand, many environmental and animal advocates see hunting as barbaric, arguing that it is morally wrong to kill animals, regardless (9) *of/on* practical considerations. Hunting causes immense suffering to individual wild animals and is gratuitously cruel because (10) *unlike/as* natural predators, hunters kill for pleasure.

5 **WRITING** **Ora descrivi un problema ambientale che vorresti vedere risolto (circa 100 parole). Prendi a modello il testo nell'esercizio 4.**

17 Body and health



Skeleton

bone (osso)
collarbone (clavicola)
femur (femore)
hip (anca)
jaw (mascella)
rib (costola)
rib cage (cassa toracica)
shin (tibia)
skull (cranio)
spine (spina dorsale)

Inside the body

artery (arteria)
bladder (vescica)
blood (sangue)
blood vessel (vaso sanguigno)
brain (cervello)
heart (cuore)
intestine (intestino)
joint (articolazione)
kidney (rene)
liver (fegato)
lung (polmone)
muscle (muscolo)
nerve (nervo)
skin (pelle)
stomach (stomaco)
tendon (tendine)
throat (gola)
vein (vena)

Verbs

to beat (battere)
to bend (piegare)
to bite (mordere)
to blink (sbattere gli occhi)
to blow (soffiare)
to breathe (respirare)
to chew (masticare)
to digest (digerire)
to exhale (espirare)
to inhale (inspirare)
to lick (leccare)
to nod/shake your head (fare cenno di assenso/dissenso con la testa)
to scratch (grattarsi)
to smile (sorridere)
to sniff (tirare su col naso)
to swallow (ingoiare)
to wink (strizzare l'occhio)
to yawn (sbadigliare)

Health

ache/pain (dolore)
backache (mal di schiena)
cough (tosse)
earache (mal d'orecchio)
fever (febbre)
flu (influenza)
headache (mal di testa)
ill/sick (malato)
sore throat (mal di gola)
stomach ache (mal di stomaco)
toothache (mal di denti)
to hurt (far male)

Esercizi

1 **Abbina le parti del corpo che si trovano molto vicine.**

1	wrist	a ☐	knee
2	neck	b ☐	calf
3	ankle	c ☐	tongue
4	shin	d ☐	foot
5	knuckle	e [1]	hand
6	thigh	f ☐	eyelash
7	lip	g ☐	finger
8	eyelid	h ☐	shoulder

2 **Sottolinea l'alternativa corretta.**

1 You *inhale/exhale* when you breathe in.
2 When you *blink/wink*, you briefly close one eye.
3 You tend to *yawn/bite* when you are tired.
4 It's natural to *bend/sniff* when you have a cold.
5 When you're happy, you *smile/lick* at people you meet.
6 You *nod/shake* your head to say yes.

3 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 They say depression is a form of *illness*. (ill)
2 You must see a doctor if you start to _____ blood. (coughing)
3 Common symptoms of a fever include _____ muscles. (ache)
4 He's got a high _____. (feverish)
5 If you have a sore throat, you'll have difficulty _____. (swallow)
6 Reading in a moving car can make some people feel _____. (sickness)

4 **Completa il testo con le parole nel riquadro.**

bone • chews • lungs • eyes • skin • finger • ~~stomach's~~ • blood • spine • kidney

Amazing Facts About The Human Body

1 The *stomach's* digestive acids are strong enough to dissolve zinc. Fortunately for us, the cells in the stomach renew so quickly that the acids don't have time to dissolve it.
2 The _____ contain over 300,000 million tiny blood vessels. If they were put end to end, they would cover 2,400 km. That's almost the same distance as London to Moscow!
3 Human _____ is as strong as granite in supporting weight. A small piece the size of a matchbox can support 9 tonnes – that is four times as strong as concrete.
4 Each _____ and toe nail takes six months to grow from base to tip.
5 The largest organ in the body is the _____. In an adult man it covers about 1.9 m^2. It constantly flakes away – in a lifetime each person loses a total of about 18 kg.
6 When you sleep, you grow by about 8 mm each night. The next day you shrink back to your former height. The reason is that your cartilage discs in your _____ are squeezed by the force of gravity when you stand or sit.
7 The average person in the West _____ 50 tonnes of food and swallows 50,000 litres of liquid during his life.
8 Each _____ contains 1 million individual filters. They filter an average of around 1.3 litres of blood per minute, and expel up to 1.4 litres a day of urine.
9 The focusing muscles of the _____ move around 100,000 times a day. To give your leg muscles the same workout, you would need to walk 80 km every day.
10 A single human _____ cell takes only 60 seconds to make a complete circuit of the body.

5 **WRITING** **Ora descrivi ciò che ti senti quando hai l'inf uenza (circa 100 parole).**

18 Jobs

Medical
dentist (dentista)
doctor (dottore/dottoressa)
midwife (ostetrica)
pharmacist/chemist (farmacista)
surgeon (chirurgo)
vet (veterinario)


nurse

Public services
dustman/dustwoman (operatore ecologico)
forest ranger (guardia forestale)
police officer (agente di polizia)
postman/postwoman (postino/a)
security guard (guardia giurata)
soldier (soldato/soldatessa)


fireman/firefighter

Retail
baker (fornaio)
butcher (macellaio)
greengrocer (fruttivendolo)
newsagent (giornalaio)
salesman/woman (rappresentante)
shopkeeper (negoziante)
tradesman (commerciante)


shop/sales assistant (BE)/ salesclerk (AE)

Catering
barman (m.)/barmaid (f.) (barista)
cook (cuoco/a)


waiter (m.)/ waitress (f.)

Work places
assembly line (catena di montaggio)
building site (cantiere)
company (azienda)
! factory (fabbrica)
laboratory (laboratorio)
office (ufficio)
studio (studio)
surgery (only BE)/clinic (ambulatorio)

People
boss (capo)
colleague (collega)
owner (proprietario)
staff (personale)

Manufacturing
artisan (artigiano)
mechanic (meccanico)


factory worker/workman


engineer

Construction
architect (architetto)
builder (costruttore)
carpenter/joiner (falegname)
electrician (elettricista)
labourer (manovale)
! painter/decorator (imbianchino)
plumber (idraulico)


secretary

Business
accountant (contabile)
banker (banchiere)
businessman/businesswoman (uomo/donna d'affari)
buyer (responsabile acquisti)
consultant (consulente)
manager (dirigente)
office worker/clerk (impiegato)
PA (assistente personale)


fashion designer

Fashion and beauty
beautician (estetista)
dressmaker (sarto)
hairdresser (parrucchiere)
model (modello)

Esercizi

1 **Abbina i mestieri ai luoghi di lavoro.**

1 A scientist works in	a ☐ assembly lines.
2 A vet works in	b ☐ a building site.
3 A labourer works on	c [I] a laboratory.
4 A factory worker works on	d ☐ a studio.
5 A fashion designer works in	e ☐ a surgery.

2 **Scegli l'opzione corretta.**

1 A *midwife* specialises in delivering new born babies.	A midwife	B butcher	C cook
2 A _____ specialises in decorating houses.	A beautician	B model	C painter
3 A _____ specialises in working with wood.	A secretary	B joiner	C PA
4 A _____ specialises in installing and repairing pipes.	A plumber	B vet	C buyer
5 A _____ is responsible for taking away our rubbish.	A dustman	B banker	C baker

3 **Elimina la persona che NON lavora nel settore indicato.**

1 retail sector	A baker	B newsagent	C soldier	D shopkeeper
2 catering sector	A waiter	B barmaid	C cook	D fireman
3 medical sector	A banker	B nurse	C surgeon	D chemist
4 construction sector	A dressmaker	B engineer	C architect	D carpenter
5 public sector	A police officer	B beautician	C security guard	D postman

4 **Completa il testo con le parole nel riquadro.**

solve • routine • generous • lead • unconventional • money • thoughts • practical • repair

How to Find the Perfect Job for Your Personality

- The **realistic** individual is (1) *practical* and persistent. They like to work with their hands, build and (2) _____ things. Suitable professions include: farmer, police officer, truck driver, electrician.
- The **investigative** type is intellectual, independent and precise by nature. A curious individual, they always try to be more efficient and (3) _____ problems through experimentation and science. Suitable professions include: chemist, dentist, pharmacist, veterinarian, architect.
- The **artistic** type is sensitive, (4) _____, free-spirited, and emotional. They enjoy working on their own and expressing themselves. Suitable professions include: dancer, clothes designer, disc jockey, literary editor, actor.
- A **social**, responsible character is concerned with the well-being of others. They love to share opinions and (5) _____, and this (6) _____ personality is the epitome of altruism. Suitable professions include: librarian, counsellor, teacher, social worker, athletic trainer.
- The **enterpriser** values (7) _____ and material things. Being eloquent, they like to persuade and (8) _____ others. Suitable professions include: salesperson, travel agent, school principal, auctioneer, estate agent.
- The **conventionalist** is stable and reliable. They see themselves as a structured person with guidelines who likes to follow a (9) _____. Suitable professions include: secretary, accountant, postman, office clerk.

5 WRITING **Ora descrivi il lavoro dei tuoi sogni (circa 100 parole).**

19 Going out



Cinema

! director (regista)
dubbed (doppiato)
ending (finale)
film (BE)/movie (AE) (film)
plot (trama)
producer (produttore)
soundtrack (colonna sonora)
star (protagonista)
subtitles (sottotitoli)

Types of film

action (d'azione)
art house (sperimentale)
cartoon (cartone animato)
comedy (commedia)
documentary (documentario)
horror (dell'orrore)
romantic (romantico)
science fiction (di fantascienza)
thriller (giallo)



Theatre

ballet (balletto)
cabaret (spettacolo di varietà)
happening (evento)
improvisation theatre (teatro di improvvisazione)
performance (esibizione)
play (opera teatrale)
poetry reading (lettura di poesie)
role (ruolo)
script (copione)
stage (palco)

to clap (battere le mani)
to learn your lines (studiare la parte)
to rehearse (provare)



Art

drawing (disegno)
landscape (paesaggio)
portrait (ritratto)
sketch (schizzo)
still life (natura morta)

collection (collezione)
exhibition (mostra)
gallery (galleria)
museum (museo)



Music

beat/rhythm (ritmo)
chord (accordo)
gig (concerto di musica pop)
lyrics (testo, parole)
melody (melodia)
tune (motivo)

busker (musicista di strada)
composer (compositore)
lead singer (voce principale)
songwriter (autore del testo)

Adjectives

hilarious/funny/entertaining (divertente)
gripping (avvincente)
stunning (splendido)
exciting (emozionante)
great (fantastico)
moving (commovente)
decent (discreto)
predictable (prevedibile)
horrifying (terrificante)
appalling/awful/dreadful (terribile)



Esercizi

1 **Sottolinea l'alternativa corretta.**

1 Do you prefer original language films to be *dubbed/directed* or to have subtitles?
2 You walk down *the seat/the isle* in a cinema.
3 It was a wonderful show and the audience *clapped/rehearsed* enthusiastically at the end.
4 Actors generally perform their part on the *stage/script*.
5 Who *directed/ending* the film?

2 **Decidi se le seguenti frasi sono vere (T) o false (F).**

1 A busker plays on the street. T
2 A sketch is usually a completed drawing. _
3 Lyrics are the words of a song. _
4 A composer doesn't write the music. _
5 Still life is the art of drawing moving objects. _

3 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 *Django Unchained* was an entertaining view of a serious subject. (entertain)
2 I heard that the stage version was absolutely _____ (gripped)
3 The Bolshoi Ballet put on a _____ performance of Swan Lake. (stunned)
4 He found Coldplay's concert _____ and therefore rather dull. (predict)
5 In the end, his birthday party was _____ boring. (awful)

4 **Completa la recensione con le parole nel riquadro.**

action • scene • characters • version • actors • enjoyed
dreadful • director • screen time • special

THE HOBBIT – THE DESOLATION OF SMAUG

The (1) director Jackson seems to have listened to the movie critics of his previous film when he decided how to present his (2) _____ of Tolkien's story and I think Jackson has directed an excellent (3) _____ movie. It's just that *The Hobbit* is so much more than an action novel.
If the barrel scene is exciting, then the long sequence of the dragon that couldn't shoot straight is (4) _____! The decision by the dwarves to kill the dragon is a good one as it makes perfect sense in terms of the story as they're telling it. I quickly realised that for purposes of this (5) _____ all the dwarves and Bilbo were immortal, which removed all the drama. From then until Smaug's departure from the mountain it was just a matter of watching pretty (6) _____ effects. Once again Martin Freeman delivers a phenomenal performance as Bilbo. Then too, to have a movie in which one of the greatest (7) _____ of our times, Sir Ian McKellan, plays one of the great (8) _____ of all time, Gandalf the Grey, is something special. But I'm sorry that the individual dwarves have less to do. Of my three favourites, only Balin gets a good amount of (9) _____; Bofur is less prominent than in the first film, and Bifur disappears into the background. To summarise, although I (10) _____ the film, I would have liked more Tolkien with more amazement and less action.

barrel: *botte* dwarves: *nani*

5 **WRITING** **Ora descrivi un film, concerto, mostra o spettacolo che ti ha colpito (circa 100 parole). Prendi a modello il testo nell'esercizio 4.**

20 Modern communications



Software

application/app (applicazione)
browser (programma di navigazione)
cursor (cursore)
firewall (programma di protezione)
folder (cartella)
icon (icona)
interactive (interattivo)
operating system (sistema operativo)
patch (aggiornamento di riparazione)
search engine (motore di ricerca)
up to/out of date (aggiornato/non aggiornato)
widget (miniapplicazione sempre in funzione)

Emails and the Internet

attachment (allegato)
bookmark (segnalibro)
inbox (posta in arrivo)
message board (bacheca)
recipient (destinatario)
sender (mittente)
spam (email non richiesta)
web address/URL (indirizzo internet)

Verbs

to attach (allegare)
to browse/surf (navigare)
to charge (ricaricare)
to click on (cliccare su)
to crash (bloccarsi)
to delete (cancellare)
to download/upload (scaricare/caricare dati)
to drag (trascinare)
to install (installare)
to load (caricare)
to log in/out (accedere/uscire)
to paste (incollare)
to print out (stampare)
to run (essere operativo)
to save (salvare)
to scroll (scorrere)
to share (condividere)
to sign up (iscriversi)
to type (digitare)
to upgrade (potenziare)

Esercizi

1 **Sottolinea l'alternativa corretta.**

1 Many computers now have an inbuilt *webcam/printer*.
2 You can use an external *headset/hard drive* as extra storage.
3 Using a *docking station/USB* is an easy way to carry data in your pocket.
4 A *smartphone/keyboard* allows you to connect to the Internet.
5 You can download books onto *a mouse/an e-reader*.

2 **Scegli l'opzione corretta.**

1 A firewall offers your computer some protection against viruses.
A A firewall B A cursor C An icon
2 Your files and documents are often organised into _____.
A operating systems B icons C folders
3 A malfunctioning programme can sometimes be repaired with a downloaded _____.
A widget B patch C browser
4 If you are using the latest version of a programme, it is _____.
A out of date B up to date C interactive
5 You open a _____ to surf the Internet.
A cursor B widget C browser

3 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 Be careful of opening an attachment from a person you don't know. (attach)
2 My battery is flat. Have you got a _____ by any chance? (charge)
3 Use the wheel on the mouse to _____ quickly down the page. (scrolling)
4 This is a new, _____ version of the same search engine. (upgrade)
5 How many fingers do you _____ with? (typist)

4 **Completa il testo con le parole nel riquadro.**

keyboard • abstract • screen • virtual reality • interact • data glove
virtual environment • manipulate • headset

Using Virtual Reality in the Classroom

There are two ways of using (1) virtual reality in the classroom: the first involves a traditional desktop system with which the student can explore a (2) _____ using a computer, (3) _____ and mouse. The second system is a form of full immersion where the student wears a (4) _____ with a display (5) _____ and a data glove on his hand in order to (6) _____ within a virtual environment.
For example, a history student could have the opportunity of exploring a historic building or moment in time such as Ancient Greece. They will be able to walk around a Greek city, e.g. Athens, and explore various aspects, often by touch via the (7) _____. This is a great way of learning about day-to-day life in Ancient Greece and manages to bring a school subject to life in a way that books or online media are unable to. Students can touch and (8) _____ objects within a virtual environment in order to generate a greater understanding of them. But this doesn't only apply to objects; students are able to interact with data, complex formulae and (9) _____ concepts that they may have previously found impossible to understand. For some students, learning by doing is easier than learning by listening.

5 **WRITING** **Ora descrivi come utilizzi il computer a scuola (circa 100 parole).**

21 Relationships and important life events

Love

a blind date (appuntamento al buio)
love at first sight (amore a prima vista)

to be attracted to sb (essere attratti da qln)
to chat sb up (abbordare qln)
to exchange glances/long looks (scambiarsi occhiate fugaci/lunghi sguardi)
to fall for sb/to fall in love (innamorarsi)
to flirt (flirtare)



Friendship and relations

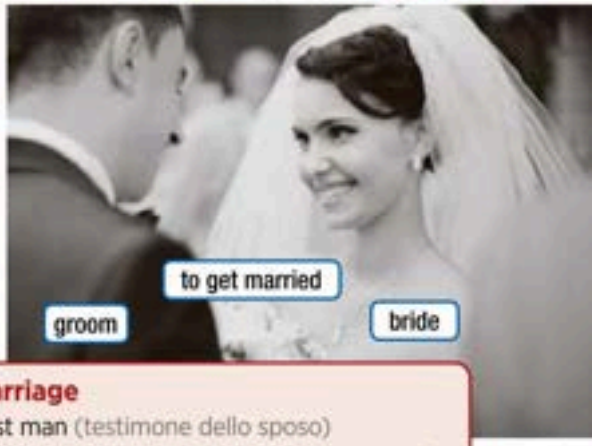
acquaintance (conoscente)
good company (di buona compagnia)
partnership (collaborazione)
peer pressure (condizionamento dal gruppo)





Family

ancestor (antenato)
extended family (famiglia allargata)
father/mother/son/daughter/brother/sister-in-law (suocero/a, genero, nuora, cognato/a)
immediate family (parenti stretti)
nuclear family (famiglia nucleare)
relative (parente)
sibling (fratello/sorella)
step-father/mother/son/daughter/brother/sister (patrigno, matrigna, figliastro/a, fratellastro, sorellastra)





Birth

baptism (battesimo)
newborn baby (neonato)

to give birth (partorire)
to have a baby (avere un bambino)
to start a family (mettere su famiglia)

Marriage

best man (testimone dello sposo)
bridesmaid/page boy (damigella d'onore/paggetto)
honeymoon (luna di miele)
! reception (ricevimento)
stag/hen night (addio al celibato/nubilato)
the big day (il gran giorno)
wedding anniversary (anniversario di nozze)
wedding ceremony (cerimonia di nozze)
wedding guests (invitati di nozze)
widower/widow (vedovo/a)
to get divorced (divorziare)
to propose (fare una proposta di matrimonio)
to settle down (accasarsi/sistemarsi)

Verbs and expressions

can't live without sb (non poter vivere senza qln)
to count on (fare affidamento su)
to get on well/to hit it off (andare d'accordo con)
to grow/get to like sb (cominciare ad apprezzare qln)
to have sth in common (avere qls in comune)
to keep sb company (fare compagnia a qln)
to lend a hand (dare una mano)
to mix with (frequentare)
to treat sb with respect (trattare qln con rispetto)
to trust (fidarsi)

Esercizi

1 **Sottolinea l'opzione corretta.**

1 *A sibling/An acquaintance/An ancestor* is someone you have met but don't know particularly well.
2 *Peer pressure/Good company/Partnership* is felt when you feel obliged to conform to someone else's point of view.
3 Your brothers and sisters are your *extended family/brother and sister-in-law/siblings.*
4 You *mix/lend a hand/settle down* with a partner when you decide to live together.
5 You become a fiancé or fiancée when you get *married/pregnant/engaged.*

2 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 Have you ever thought about *getting* married? (get)
2 A _____ family is generally made up of mother, father and child or children. (nucleus)
3 A _____ is formed when two or more people decide to create a team together. (partner)
4 How often do you _____ with people outside of your age group? (social)
5 Have you ever _____ to someone? (proposal)
6 I couldn't _____ without my best friend! (life)
7 I _____ to like Giorgia since we started working together. (growth)
8 I really don't _____ salespeople. (trusting)

3 **Leggi il testo e sottolinea l'alternativa corretta.**

I first met Christine at a party thrown by my (1) *sister-in-law/sister of law* a couple of years ago. As soon as our eyes met, I just knew she would be important to me in some way. We spent the first half an hour exchanging long looks until I finally plucked up the courage to go over and talk to her. We hit it (2) *on/off* immediately. Then all of a sudden... boom! She dropped the bombshell.
'Yes, I've been happily married for 8 years now and have three kids.' My face dropped as I tried to cover up my intense embarrassment and feelings of total stupidity. I had (3) *fallen/dropped* for her hard and felt cheated by her evident (4) *flirting/flirt* with me. I faked enthusiasm as she told me all about her crazy (5) *stag/hen* night, the wedding ceremony, the expensive reception afterwards, the antics of her wedding (6) *guests/hosts* and then her incredible honeymoon in Florida. She and her perfect husband had decided to (7) *start/make* a family immediately and by this point I was starting to move away and wish I'd never set eyes on her.
All of a sudden it started to get interesting again as she beckoned over a person she wanted me to meet. As her sister Charlotte walked towards me, I realised that this could well be love (8) *at/by* first sight! She grinned at me as Christine introduced us and then left us alone to go and greet someone else. I had never before been so attracted (9) *to/from* a woman and now two years later, we have just got engaged and Charlotte and I are planning our (10) *big day/wedding anniversary* for next summer.
And what about Christine? Well, she and I have since become great friends and I'll always feel grateful to her for having introduced me to her sister!

4 WRITING **Ora racconta il primo incontro con una persona che oggi è molto importante per te (circa 130 parole). Prendi a modello il testo nell'esercizio 3.**

22 Illness and injury







Illnesses

blocked nose (naso chiuso)
coma (coma)
concussion (commozione cerebrale)
diarrhoea (diarrea)
drowsiness (sonnolenza)
itch (prurito)
nausea (nausea)
numbness (insensibilità)
pain (dolore acuto ma solitamente di breve durata)/**ache** (dolore meno acuto ma di lunga durata)
pins and needles (formicolio)
rash (eruzione cutanea)
runny nose (naso che cola)
sharp pain (fitta)
stiffness (indolenzimento)
swelling (gonfiore)
tummy ache (mal di pancia)

to choke (strozzarsi)
to feel dizzy (avere giramenti di testa)
to feel faint (sentirsi svenire)
to feel sick (avere la nausea BE/non sentirsi bene AE)
to lose consciousness (perdere conoscenza)
to shiver (avere i brividi)
to throb (pulsare)
to vomit/to throw up (rimettere)









Injuries

bite (morso)
blister (vescica, bolla)
break (rottura)
bruise (livido)
burn (scottatura)
cut (taglio)
fracture (frattura)
graze (escoriazione)
inflamed (infiammato)
lump (bitorzolo, nodulo)
scratch (graffio)
sting (puntura)
strain (strappo)
wound (ferita)

to bleed (sanguinare)
to limp (zoppicare)
to pull/tear a muscle (stirarsi/strapparsi un muscolo)

Healing

A & E (accident and emergency) (BE)/ER (emergency room) (AE) (pronto soccorso)
anti-inflammatory (antinfiammatorio)
antiseptic (antisettico)
convalescence (convalescenza)
first-aid box (cassetta di pronto soccorso)
intensive care (terapia intensiva)
painkiller (antidolorifico)
plaster (cerotto)
plaster cast (gesso)
remedy (cura)
side effect (effetto collaterale)
ward (reparto, corsia)

to diagnose (diagnosticare)
to get better/! recover (rimettersi)
to have stitches (mettere i punti)
to heal (guarire)
to prescribe (prescrivere)







Esercizi

1 **Abbina le due parti delle frasi.**

1	General pain is reduced with	a ☐	a plaster cast.
2	A broken arm is put in	b ☐	antiseptic.
3	A small cut can be covered with	c ☐	an anti-inflammatory.
4	You can clean a grazed knee with	d ☐	stitches.
5	A deep cut might need	e ☐	a plaster.
6	A swollen joint can be helped by	f ☑	painkillers.

2 **Scegli l'opzione corretta.**

1	If you *limp*, one foot is placed cautiously on the ground when you walk.	A limp	B burn	C faint
2	A _____ can be caused by ill-fitting shoes.	A graze	B blister	C scratch
3	If you _____ your ankle, it's turned sharply in the wrong direction causing pain.	A twist	B bruise	C cramp
4	A _____ is when the bone only partially breaks.	A scrape	B lump	C fracture
5	A single wasp is capable of _____ you various times.	A bleeding	B stinging	C tearing

3 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 Some medicines can make you feel *drowsy*. (drowsiness)
2 Fortunately he was only slightly _____ after the accident. (concussion)
3 My skin felt very _____ when I had that nasty rash. (itch)
4 _____ can also be caused by neurological problems. (numb)
5 Her knee is still _____ and swollen from when she fell off her horse. (throb)

4 **Completa il testo con le parole nel riquadro.**

snakebite • wounds • choking • bacteria • nosebleed • cough • harm • burn • bleeding

First Aid Myths

The most important first step in first aid is to do no further (1) *harm*. The following list briefly outlines some of the more common first-aid myths.

- Never slap a (2) _____ person on the back – let the person (3) _____ and the object may dislodge itself. If the person stops coughing or breathing, then perform the Heimlich manoeuvre.
- Never cut and suck the skin of a person with a (4) _____. Sucking may introduce (5) _____ and spread the venom.
- Don't put butter or any other type of grease on a (6) _____; grease can trap heat and lead to infection and scarring.
- Don't use hydrogen peroxide to clean (7) _____, it may kill the body's defensive cells that are rushing to the wound to take care of invading bacteria.
- Don't throw your head back during a (8) _____ – it will cause blood to run down your throat and you may vomit. Instead, lean forward slightly and pinch your nose for ten full minutes.
- If you have a piece of broken glass stuck in your skin, you shouldn't pull it out if the glass is sealing the wound and preventing (9) _____. Get medical help.

5 **WRITING** **Ora racconta un episodio di pronto soccorso a cui hai assistito in prima persona o visto in televisione (circa 130 parole).**

23 Education

nursery/
preschool
(3-4 years)



primary school
(5-11 years)

kindergarten
(5-6 years)
elementary school
(6-11 years)





secondary school
(11-16 years)
↓
GCSEs (General Certificate of Secondary Education)

sixth form college
(16-18 years)
↓
A-levels (Advanced Level)

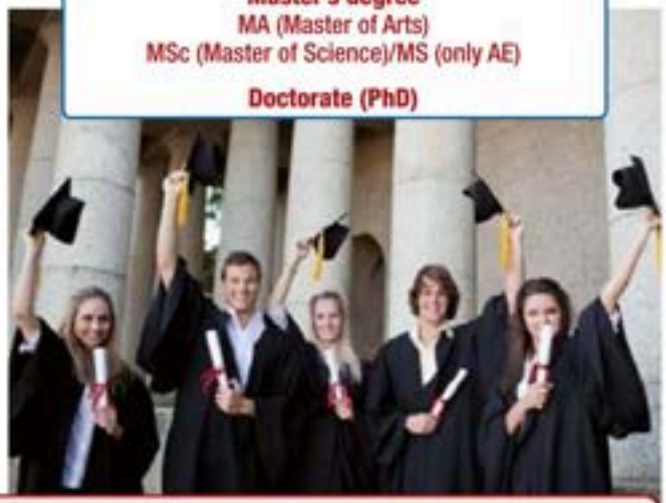
junior high/middle school
(11-14 years)

high school
(14-18 years)
↓
High School Diploma

university
(18+ years)
↓
degree
BA (Bachelor of Arts or Social Science)
BSc (Bachelor of Science)/BS (only AE)

Master's degree
MA (Master of Arts)
MSc (Master of Science)/MS (only AE)

Doctorate (PhD)



Other forms of schooling

academy (accademia)
boarding school (collegio)
college of further education (BE)/adult education (AE) (istituto parauniversitario)
distance learning (istruzione a distanza)
overseas study (studio all'estero)
university of the third age (università della terza età)

At university

academic (accademico, universitario)
entry requirements (requisiti di ammissione)
faculty/department (facoltà)
field work (ricerca sul campo)
finals (esami finali)
funding (finanziamento)
graduate (laureato BE/diplomato o laureato AE)
graduation ceremony (cerimonia di laurea)
grant/scholarship (borsa di studio)
halls of residence (casa dello studente)
laboratory work (lavoro in laboratorio)
lecture (lezione universitaria)
obligatory attendance (frequenza obbligatoria)
postgraduate (only BE) (specializzando)
professor/lecturer (docente universitario)
seminar (seminario)
term (BE)/semester (AE) (trimestre/semestre)
thesis (tesi di laurea)
tuition fees (tasse universitarie)
tutorial (seminario ristretto)
undergraduate (studente universitario)

to retake exams (ripetere gli esami)
to specialise in (specializzarsi in)

Esercizi

1 **Completa le tabelle.**

secondary • high • elementary • primary • junior • kindergarten • nursery • sixth

age	British Schooling System
3-4	nursery
5-11	(1) *primary* school
11-16	(2) _____ school
16-18	(3) _____ form
18 plus	university/further education

age	American Schooling System
3-4	(4) _____
5-6	(5) _____
6-11	(6) _____ school
11-14	(7) _____ high school
14-18	(8) _____ school
18 plus	university/further education

2 **Scegli l'opzione corretta.**

1 If you attend *boarding school*, you live at the school during term time.
A academy B boarding school C sixth form college

2 You become a graduate after your _____.
A funding B grant C graduation ceremony

3 Many university students live in _____ during the academic year.
A halls of residence B the faculty C the scholarship

4 The final paper you write at university is known as your _____.
A tutorial B thesis C academic

5 _____ attends a specialised course after obtaining a degree.
A A postgraduate B An undergraduate C A graduate

3 **Completa il testo con le parole nel riquadro.**

boarding • comprehensive • private • grades • assessment • terms • fees • compulsory • exams

The British School System

Schooling is (1) *compulsory* in England for all children between 5 and 16 years of age. Primary schools are for children aged 5 to 11 years. Between the ages of 11 and 16, children attend secondary school, usually (2) _____ schools where all abilities are taught. State secondary schools must follow the National Curriculum and The General Certificate of Secondary Education (GCSE) is the principal means of (3) _____ for 16 year olds. Education for 16 to 18 year olds is usually referred to as sixth form, with the Lower Sixth and Upper Sixth. At the end of the Upper Sixth year, students usually take three A-level (Advanced) (4) _____. The usual route to university and college depends on the (5) _____ attained in these examinations. Private or Independent schools are schools that are privately maintained by (6) _____ paid by parents. Confusingly in Britain these (7) _____ schools are sometimes known as 'public schools'. Often these schools offer (8) _____ facilities for students as well as day school. This means that the school day is longer, and often includes Saturday school but the school holidays are longer.
The school year runs from September to July and is divided into three (9) _____. Each term lasts approximately 12 weeks, and a week's half-term holiday is given in the middle of each term, usually a week's duration. Half-term holidays are usually held in October, February and May. The Christmas and Easter holidays are usually 2 weeks and the summer holiday is around 6 weeks long.

4 WRITING **Ora descrivi il sistema scolastico vigente nel tuo paese (circa 130 parole). Prendi a modello il testo nell'esercizio 3.**

24 Law and order

The crime

arson (incendio doloso)
assassination (assassinio)
assault (aggressione)
attempted murder (tentato omicidio)
blackmail (ricatto)
bribery/corruption (bustarella/corruzione)
burglary (furto d'appartamento)
counterfeit (contraffazione)
forgery (falsificazione)
fraud (frode)
hacking (attacco informatico)
hijack (dirottamento)
hooliganism (teppismo)
kidnapping (rapimento)
looting (saccheggio)
manslaughter (omicidio colposo)
mugging (aggressione e rapina)
murder/killing (omicidio)
pickpocketing (borseggio)
piracy (pirateria)
robbery (rapina)
scam (truffa)
shoplifting (taccheggio)
slander (diffamazione)
slaughter (carneficina)
tax evasion (evasione fiscale)
terrorism (terrorismo)
theft (furto)
usury (usura)
vandalism (vandalismo)





The investigation

alibi (alibi)
arrest (arresto)
clue (indizio)
fingerprint (impronte digitali)
offence (BE)/offense (AE) (reato)
suspect (sospetto)
tip-off (soffiata)
victim (vittima)
weapon (arma)
witness (testimone)
against the law (contro la legge)
in cold blood (a sangue freddo)
suspicious (sospetto)
the scene of the crime (la scena del crimine)
to be/get caught (essere preso/beccato)
to break the law (violare la legge)
to carry out an investigation (effettuare un'indagine)
to commit a crime (commettere un crimine)
to have a criminal record (avere la fedina penale sporca)

The trial

accused (imputato)
appeal (appello)
case (causa)
defence (difesa)
evidence (prova, testimonianza)
judge (giudice)
jury (giuria)
justice (giustizia)
magistrate (magistrato)
proof (prova)
prosecutor (accusa)
verdict (verdetto)
to be acquitted (essere assolto)
to be convicted of an offence (essere dichiarato colpevole di un crimine)
to be found innocent/guilty (essere giudicato innocente/colpevole)
to go to court (andare in tribunale)

The punishment

a 3-year-sentence (pena detentiva di tre anni)
behind bars (dietro le sbarre)
cell (cella)
community service (lavoro socialmente utile)
fine (multa)
house arrest (arresti domiciliari)
imprisonment (reclusione, prigionia)
life sentence (ergastolo)
prison/custodial sentence (pena detentiva)
prisoner (carcerato)



Esercizi

1 **Abbina le due parti delle frasi.**

1	A bank robber	a ☐	falsifies money, documents, art and signatures in particular.
2	A burglar	b ☐	intentionally lights fires that cause damage.
3	A forger	c ☐	takes hostages usually demanding money for their release.
4	A blackmailer	d ☐	demands money usually in return for his silence.
5	A kidnapper	e ☑	robs a bank.
6	A hijacker	f ☐	forces the control of a moving plane, boat or vehicle for his own use.
7	An arsonist	g ☐	breaks into and steals from a house.
8	A mugger	h ☐	attacks and steals from a person (usually) walking on the street.

2 **Scegli l'opzione corretta.**

1 Police officers will dust the scene of a crime for *fingerprints*.
A fingerprints B alibis C suspects

2 A detective follows a series of _____ that lead him to solve the case.
A victims B arrests C clues

3 A _____ is a piece of information, often from an illegal source.
A suspicion B tip-off C proof

4 An armed robbery involves _____.
A weapons B offences C verdicts

5 A _____ is a person who was present at the scene of the crime.
A jury B witness C magistrate

3 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 The prosecutor aims to *prove* the accused guilty. (proof)
2 The defence's job is to _____ the accused. (defence)
3 Everyone should be considered _____ unless proved guilty. (innocence)
4 He got a 4-year-_____ and went to prison. (convict)
5 That's an awful _____ to make! (accuse)
6 Who passes final _____ on the case? (judge)

4 **Leggi il testo e sottolinea l'alternativa corretta.**

Keys to Solving an Agatha Christie Detective Story

There are so many layers to Agatha Christie's (1) *mysteries/crimes*, so many complexities, clues and red herrings that very few people manage to arrive at the conclusion before the detective. The key to (2) *solving/solution* the murder is to determine what is a real clue, and what is a red herring. Quite often, the real (3) *jury/murderer* is the most unlikely suspect. Often a watertight (4) *alibi/reasoning* leads the reader to believe that the suspect is completely (5) *innocent/innocence*, only to have the alibi disproved at the last minute. The (6) *mask/disguise* is frequently used in Agatha Christie's mystery stories; she used both characters who altered their physical identity, and those who adopted a completely fake identity.
In the *Locked Room* scenarios, Agatha Christie carefully limits the number of (7) *suspects/suspicions* by having them confined – such as in a country mansion, train or on an airplane. This way Agatha restricts the number of people who could be the (8) *murderer/murder*.

5 **WRITING** **Ora scrivi un racconto giallo con finale a sorpresa (circa 180 parole) che inizia così:**

The detective slowly turned to face the five remaining people in the room.

25 Politics



Forms of government

aristocracy (aristocrazia)
democracy (democrazia)
dictatorship (dittatura)
federation (federazione)
monarchy (monarchia)
oligarchy (oligarchia)
republic (repubblica)
technocracy (tecnocrazia)
theocracy (teocrazia)

Governmental structure

government (governo)
House of Lords/Commons (UK) (Camera dei Lord/Comuni)
opposition (opposizione)
parliament (parlamento)
president (presidente)
prime minister (primo ministro)
red tape (burocrazia)
reform (riforma)

Political parties

alliance/ally (alleanza/alleato)
centre (centro)
coalition (coalizione)
far left/right (estrema sinistra/destra)
Labour/Conservative Party (UK) (Partito Laburista/Conservatore)
left/right wing (ala sinistra/destra)
lobby (lobby, gruppo di pressione)
manifesto (manifesto, programma)
moderate (moderato)
radical/extremist (radicale, estremista)

Political beliefs

anarchy (anarchia)
capitalism (capitalismo)
communism (comunismo)
fascism (fascismo)
fundamentalism (fondamentalismo)
liberalism (liberalismo)
nationalism (nazionalismo)
new conservatism (neo-conservatorismo)
socialism (socialismo)



Voting

campaign (campagna)
candidate (candidato)
electoral register/roll (BE)/poll book (AE) (registro elettorale)
electorate (elettorato)
local/national election (elezioni locali/nazionali)
poll (sondaggio)
proxy vote (voto per delega)
representative (rappresentativo)
rigged election (broglio elettorale)
seat (seggio)
spin doctor (manipolatore di notizie)
vote of no confidence (voto di sfiducia)
voting card (scheda elettorale)



Political issues

citizenship (cittadinanza)
! civil service (amministrazione dello stato)
health service (servizio sanitario)
human rights (diritti umani)
political asylum (asilo politico)
refugees (rifugiati)
task force (unità di crisi)
welfare (stato sociale)





Reactions

boycott (boicottaggio)
civil disobedience (disobbedienza civile)
direct democracy (democrazia diretta)
flyer (volantino)
grassroots (la base)
hunger strike (sciopero della fame)
insurgence/uprising/rebellion/riot (rivolta)
march (marcia)
peaceful revolution (rivoluzione pacifica)
protest (protesta)
sit-in (occupazione)
strike (sciopero)

Esercizi

1 **Abbina le due parti delle frasi.**

1 A technocracy	a	[I] is governed by people with scientific or technical knowledge.
2 An aristocracy	b	[ ] is headed by an individual or group elected by the people of the country.
3 A dictatorship	c	[ ] is ruled by a self-elected individual, usually gained by military force.
4 A democracy	d	[ ] is ruled by a very small group of people who hold all the power.
5 An anarchy	e	[ ] has no form of ruling government.
6 A federation	f	[ ] is ruled by those born in the highest social class.
7 An oligarchy	g	[ ] is a central government presiding over a group of individual states each having control of their own affairs.

2 **Scegli l'opzione corretta.**

1 In order to vote, you have to be on the *electoral register*.
A electoral register B candidate C parliament

2 _____ manipulates potentially unpopular information into favourable news.
A A representative B An electorate C A spin doctor

3 A candidate spends a lot of money on his or her political _____.
A ballot box B campaign C proxy vote

4 A _____ is when the votes aren't counted honestly.
A national election B rigged election C vote of no confidence

5 An opinion _____ is used to get an idea of public opinion.
A poll B seat C representative

3 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 A *citizen* has the legal right to belong to a country. (citizenship)
2 Refugees often seek _____ asylum. (politics)
3 A hunger _____ is a person who refuses food for political reasons. (strike)
4 An illegal _____ enters a country without permission. (immigration)
5 Amnesty International fights for _____ rights. (humane)

4 **Completa il testo sul sistema politico vigente in Svizzera con le parole nel riquadro.**

government • represents • direct democracy • autonomy • law
propose • president • confederation

Switzerland is a (1) *confederation* of 26 cantons. Each canton still maintains some (2) _____ although there is a central authority to counterbalance their power and areas such as foreign policy are reserved for the central government. Switzerland's (3) _____ has seven members. Each year, a different member becomes (4) _____ and typically the four main parties are represented in the government. Parliament consists of two chambers, the House of Representatives (5) _____ the Swiss people and the Senate represents the cantons. Neither chamber has precedence; both chambers approve every federal (6) _____ and supervise the work of the government. Although (7) _____ is not unique to Switzerland, it is probably more highly developed here than in any other country. Swiss citizens can either (8) _____ legislation of their own, or work to defeat legislation already approved by parliament.

5 WRITING **Ora descrivi come vorresti che fosse il sistema politico del paese dove vivi (circa 180 parole). Prendi a modello il testo nell'esercizio 4.**

26 Banking and economics



Banking and finance

assets (beni, patrimonio)
bankrupt (in bancarotta)
bonds (obbligazioni)
crash (crollo/crack finanziario)
debt (debito)
derivatives (derivati)
economic bubble (bolla speculativa)
exchange rate (tasso di cambio)
financial crisis (crisi finanziaria)
futures (contratti a termine)
gold standard (regime aureo)
insider trading (operazioni speculative utilizzando notizie riservate)
investment (investimento)
loan (prestito)
mortgage (ipoteca)
offshore account (conto corrente all'estero)
savings (risparmi)
stock market (borsa valori)
stocks/shares (azioni)
tax haven (paradiso fiscale)
trust fund (fondo fiduciario)

to borrow (prendere in prestito)
to change money (cambiare valuta)
to lend (prestare)
to owe (essere in debito)
to pay off (saldare)
to save (risparmiare)
to transfer (trasferire)





Bank account

bank statement (estratto conto)
chequebook (libretto degli assegni)
credit card (carta di credito)
current account (UK)/checking account (US) (conto corrente)
debit card (carta di debito)
deposit/savings account (conto di deposito)
interest (interesse)
overdraft (scoperto)
prepaid card (carta prepagata)

to be in debt (essere in passivo/debito)
to pay sth in (UK)/to deposit (US) (versare nel conto corrente)
to take/get some money out (ritirare soldi)
to withdraw (prelevare)

Economics

black market (mercato nero)
capital (capitale)
cash (contante)
commodity (merce)
consumer (consumatore)
currency (valuta)
default on payments (inadempienza nei pagamenti)
deflation (deflazione)
demand (domanda)
devaluation (svalutazione)
direct/indirect taxation (tassazione diretta/indiretta)
fair trade (commercio equosolidale)
free trade (libero scambio)
imports/exports (importazioni/esportazioni)
inflation (inflazione)
insurance (assicurazione)
liberalisation (liberalizzazione)
liquidity (liquidità)
market (mercato)
monopoly (monopolio)
profit (guadagno)
recession (recessione)
speculation (speculazione)
tariff (tariffa)
tax refund (rimborso fiscale)
underground economy (economia sommersa)
value (valore)

to afford (permettersi economicamente)
to charge (addebitare)
to earn (guadagnare)
to inherit (ereditare)
to pay back (restituire)
to settle (saldare)
to waste money (sprecare soldi)





Esercizi

1 **Abbina le due parti delle frasi.**

1	Bankrupt means	a	☐ to give money, usually to be repaid with interest.
2	Insider trading means	b	☐ illegal speculation using reserved information.
3	To lend means	c	☐ you are in debt and must repay the lender.
4	To owe means	d	☑ you don't have enough money to pay your debts.
5	To borrow means	e	☐ to take money, usually to be repaid with interest.
6	A mortgage is	f	☐ the money you borrow from a bank to buy a house.

2 **Decidi se le seguenti frasi sono vere (T) o false (F).**

1 You can use a bank statement to buy goods. F
2 If you withdraw money, you put it in a bank. ___
3 If you have an overdraft, you are in debt to the bank. ___
4 You can go overdrawn with a prepaid card. ___
5 If you pay money in, you put it in a bank. ___
6 Interest is the extra money you have to pay back on a loan. ___

3 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 *Imported* goods come from another country. (imports)
2 An _____ is money or property you receive when someone dies. (inherit)
3 Due to rising house prices, properties in the city centre have become sadly _____. (afford)
4 How can you _____ against speculation? (insurance)
5 Tax benefits are related to your _____. (earn)

4 **Completa il testo con le parole nel riquadro.**

economic • interest • balance • unaffordable • private • debt • financial • loan

What's the Problem with Money?

Our current (1) *financial* system has left us with the highest personal debt in history, (2) _____ housing, worsening inequality, high unemployment and banks that are subsidised and underwritten with taxpayers' money. These problems all have a common root: money.

Many of the big social and (3) _____ problems that we're facing today are connected to money. If we want to solve these problems, we have to change the way that money is created. Most of us learn that only the government can create money, but in reality more than 97% of money is created by (4) _____ banks – the same banks you see on the high-street every day.

The money banks create isn't the paper money you keep in your wallet. It's the electronic money that flashes up when you check your (5) _____ at a cashpoint machine.

Banks create this electronic money whenever they make a (6) _____. That means for every pound in your bank account, someone else must have almost a pound of (7) _____. The authorities find it very difficult to limit how much money – and debt – banks can create. As a result personal debt is now higher than ever before. Since almost all of our money is 'on loan' from banks, someone must pay (8) _____ on nearly every pound in the UK.

5 WRITING **Ora descrivi qual è il tuo rapporto con i soldi (sei parsimonioso/a o spendaccione/a?) e su che cosa preferisci spendere e/o risparmiare (circa 180 parole).**

27 Mass media

Journalists















paparazzo (paparazzo)
publisher (editore)
whistle-blower (informatore, talpa)

Newspapers/Magazines



broadsheet (giornale)
circulation (tiratura)
cover story (notizia di copertina)
feature (servizio speciale)
lead story (notizia di primo piano)
! magazine (rivista)
obituary (necrologio)
review (critica)
section (sezione, pagina)
tabloid (tabloid)

Television/Radio

adaptation (adattamento)
airtime (spazio televisivo/radiofonico)
breaking news (notizie dell'ultima ora)
broadcast (trasmissione)
channel (canale)
live coverage (diretta)
mainstream (generalista)
morning/evening edition (edizione mattutina/serale)
programme (UK)/program (US) (programma)
ratings (indice di ascolto)
rolling news (notiziario continuo)
studio (studio televisivo)
to be on/off air (essere in/fuori onda)















advertisement/commercial (pubblicità)
bias (faziosità)
censorship (censura)
current affairs (vicende d'attualità)
independent media (informazione indipendente)
investigative journalism (giornalismo d'inchiesta)
leak (fuga di notizie)
press conference (conferenza stampa)
recording (registrazione)
slander/libel (diffamazione)
source (fonte)
the press (la stampa)

Esercizi

1 **Decidi se le seguenti frasi sono vere (T) o false (F).**

1 An editor-in-chief is responsible for his or her newspaper. T
2 An obituary gives the latest sports news. ___
3 A lead story is found on the back page of a newspaper. ___
4 A feature is a special, in-depth report of a news story. ___
5 A broadsheet is the opposite of a tabloid. ___
6 A whistle-blower gives secret information to a paper, generally of a political nature. ___

2 **Scegli l'opzione corretta.**

1 A newsreader reads us the news on television.
A A photographer B A newsreader C An editor
2 _____ is the number of minutes a programme is on TV.
A Airtime B A channel C Ratings
3 The _____ tell us how popular a show is.
A rolling news B ratings C weatherman
4 A channel dedicated to _____ only shows the latest events from around the world.
A ratings B airtime C rolling news
5 A _____ follows the daily life of a group of characters.
A sitcom B documentary C game show

3 **Completa le frasi con le parole nel riquadro.**

bias • censorship • leak • libel • current affairs • sources

1 Many celebrities have taken newspapers to court for libel.
2 Journalists should try their hardest to protect their _____.
3 Certain broadcasting channels are known for their political _____.
4 _____ is when certain material is removed in the belief that it could cause offence or be politically damaging.
5 _____ are the most important news stories of the moment.
6 Whistle-blowers _____ valuable information to the press.

4 T 38 FIRST **Stai per ascoltare cinque persone ognuna coinvolta in una forma di mass media. Abbina i ruoli agli speaker. Ci sono tre ruoli in più.**

A A weatherman
B A newsreader
C A whistle-blower
D A speaker on a radio show
E A paparazzo photographer
F A journalist recording live
G An editor-in-chief
H A publisher

☐ Speaker 1
☐ Speaker 2
☐ Speaker 3
☐ Speaker 4
☐ Speaker 5

5 WRITING **Ora descrivi qual è il mass media che preferisci (giornale, radio o televisione) e quali sono le sezioni/i programmi che sei solito leggere/ascoltare/vedere (circa 180 parole).**

28 The working world







Applying for a job

application form (modulo di domanda di lavoro)
cover letter (lettera di accompagnamento)
CV (curriculum vitae)
headhunter (cacciatore di teste)
human resources (risorse umane)
interviewee (candidato)
interviewer (selezionatore)
job advertisement (annuncio di lavoro)
job centre (ufficio di collocamento)
job vacancy (posto vacante)
portfolio (portfolio)
qualifications (titoli, qualifiche)
references (referenze, raccomandazioni)
trainee (tirocinante)
trainer (formatore)
work experience (esperienza lavorativa)
to apply for a job (fare domanda per un lavoro)
to be employed/unemployed (essere occupato/disoccupato)
to be offered a job (ricevere una proposta di lavoro)
to go for an interview (andare a un colloquio di lavoro)
to recruit sb (assumere qln)
to train sb (formare qln)
to turn sb down (respingere qln)

At work

apprentice (apprendista)
apprenticeship (apprendistato)
benefits/perks (benefici)
bonus (bonus, incentivo)
career prospects (prospettive di carriera)
challenging/demanding (impegnativo)
company car/phone (macchina/cellulare aziendale)
consultant (consulente)
crèche facilities (asilo aziendale)
employee (dipendente)
employer (datore di lavoro)
expense account (rimborso spese)
fixed-term contract (contratto a tempo determinato)
flexitime (orario flessibile)
freelance professional (libero professionista)
hot-desking (il non avere una postazione di lavoro fissa)
manual labour (UK)/labor (US) (lavoro manuale)
maternity leave (congedo per maternità)
minimum wage (salario minimo)
paid holidays (ferie retribuite)
paid overtime (straordinario retribuito)
part-time/full-time job (lavoro part-time/a tempo pieno)
pay slip (busta paga)
pension scheme (fondo pensione)
perks (gratifiche)
personnel (personale, dipendenti)
private healthcare (assistenza sanitaria privata)
salary/wages (stipendio/paga)
shift work (turni di lavoro)
skilled (specializzato)
temporary/seasonal work (lavoro temporaneo/stagionale)
wage cut (taglio salariale)

to get a promotion (avere una promozione)
to have/get a pay rise (ricevere un aumento di stipendio)

Finishing/Losing a job

golden handshake (buonuscita)
period of notice (preavviso)
retirement (pensione)
staff cuts (tagli al personale)

to be fired/to get the sack (only UK) (essere licenziato)
to be laid off (essere messo in esubero)
to be on the dole (only UK) (ricevere sussidi statali)
to be out of work (essere senza lavoro)
to hand in one's notice (consegnare le proprie dimissioni)
to make sb redundant (mettere qln in esubero)
to resign/to quit (only US) (dimettersi)
to retire (andare in pensione)

Esercizi

1 **Elimina la parola che NON fa parte del gruppo indicato.**

1 curriculum vitae	A cover letter	B references	C human resources	D qualifications
2 the interview	A golden handshake	B interviewee	C interviewer	D portfolio
3 company departments	A human resources	B accounts	C marketing	D overtime
4 training	A trainer	B headhunter	C trainee	D experience

2 **Scegli l'opzione corretta.**

1 Progressive companies provide on-site *crèche facilities* for their workers with very young children.
A crèche facilities B wage cuts C expense accounts

2 A pregnant employee usually gets six months paid _____ when she has a baby.
A maternity leave B pension scheme C overtime

3 A _____ is the official document you receive with your wages.
A bonus B pay slip C flexitime

4 The _____ of an office job include free stationery and telephone calls.
A perks B personnel C apprenticeship

5 Nurses generally work _____ of eight hours, either in the morning, afternoon or at night.
A turns B shifts C private healthcare

3 **formazione delle parole** **Completa le frasi con la forma corretta delle parole tra parentesi.**

1 He was *fired* after he was caught fiddling his expense account. (fire)
2 The company was forced to lay off ten _____ during the recession. (work)
3 He handed in his _____ after the scandal became public news. (resign)
4 The age of _____ has been put back to the age of 65. (retire)
5 She was _____ for nine months before finding a job. (employ)

4 **Sottolinea l'alternativa corretta.**

Universal Basic Income

Only a (1) *few/many* countries have an adequate social security system in place. Basic financial (2) *secure/security* should be a right for all members of society. An alternative proposal that aims to achieve this financial security is Universal Basic Income (UBI), also known as citizens' income. UBI is a regular and unconditional (3) *distribution/distribute* of money by the state to every member of society, whether they are doing paid work or not. This basic income is always tax-free and it replaces social welfare (4) *payments/wage*, child benefit and the state pension as we know them today. Ideally, a basic income would be sufficient for (5) *each/all* person to have a frugal but decent lifestyle without the need for supplementary (6) *earn/income* from paid work. Basic income would bring all those not served by the current system into the security net: casual and short-contract workers who get no or limited sick (7) *withdrawals/pay*, holiday pay or pension rights; self-employed people and business owners as well as those people doing valuable unpaid work such as care work. Basic income would increase everybody's capacity to cope (8) *with/from* financial shocks and uncertainties and would improve general quality of life, while supporting (9) *much/many* different kinds of businesses.

5 **WRITING** **Ora descrivi quali sono i vantaggi e gli svantaggi di un lavoro f essibile (circa 130 parole).**

1 Greetings and exchanging information T 39



L: 'Hello, **remember me**... Lorenzo? We met last week. You're Cathy, aren't you?'
C: 'Oh hi Lorenzo, yes **I'm Cathy** and **this is** Sarah.'
S: 'Hi Lorenzo. **Nice to meet you**.'



L: 'So **do you like** the exhibition?'
C: 'Yes I do. Paul Klee is fascinating... **I really like** the way he...'



C: '**Do you see what I mean**?'
L: 'Yes, **you're absolutely right**!'



L: '**You live** near me on South Road, **don't you?**'
C: 'Yes, at number 29. Opposite the cinema.'



L: '**Could I have your telephone number**?'
C: 'OK. **It's** 0823 369041.'



C: '**It was nice talking to you** Lorenzo.'
L: 'And you Cathy and thanks. I'll call you tomorrow!'

Introducing yourself
Remember me...?
I'm...
May I introduce myself?
My name is...

Introducing another person
This is...
I'd like to introduce you to...
May I introduce you to...?

Greetings
Nice to meet you.
How do you do?
Pleased to meet you.

Asking and expressing likes and dislikes
Do you like...?
What do you think of...?
What is... like?
I really like...
I prefer...
I don't mind...
I don't like...
I don't know!

Expressing agreement and disagreement
Do you see what I mean?
Do you agree?
Yes, you're absolutely right!
I couldn't agree more.
I'm sorry but I don't agree.
You must be joking! (very informal)

Exchanging personal information – address
You live... don't you?
Where do you live?
What's your address?
Where are you?
I live at...
My address is...
I'm...

Exchanging personal information – phone number
Have you got a mobile number?
Could I have your (phone) number?
What's your (phone) number?
It's...
I'm sorry but I don't give my number to anyone.

Saying goodbye
It was nice talking to you.
Goodbye!
Bye!
See you later!
See you (tomorrow)!

Esercizi

1 **Abbina le frasi alle risposte. Poi, a coppie, esercitatevi a usare queste espressioni.**

1 Nice to meet you.	a ☐ And to you too.
2 How do you do?	b ☐ It's quite small but I really like it.
3 It was great talking to you.	c ☐ Of course.
4 What's your hometown like?	d [/] Nice to meet you too.
5 Could I have your phone number?	e ☐ OK, bye!
6 See you later!	f ☐ How do you do?

2 **Completa il dialogo con le parole nel riquadro. Poi, a coppie, esercitatevi a usare le espressioni contenute nel dialogo.**

this • introduce • what's • really • pleased • prefer • pleasure • do • think

Darren I'd like to (1) *introduce* you to my father; Daniela, (2) _____ is my father.
Daniela It's a (3) _____ to meet you.
Dad (4) _____ to meet you too Daniela.
Darren So Dad, what do you (5) _____ of the recently renovated museum?
Dad It looks lovely. (6) _____ the temporary exhibition like?
Daniela (7) _____ you like Italian art, Mr Jones?
Dad I (8) _____ the good old English masters but am happy to see something new!
Daniela I (9) _____ love Michelangelo's work. Let's go and have a look around.

3 TRANSLATION **Traduci il seguente dialogo in inglese. Poi, a coppie, esercitatevi a formulare queste domande e a rispondere in modo appropriato.**

Antonio Che ne dici del concerto?
Barbara Mi è piaciuto molto.
Antonio Quale canzone ti è piaciuta di più?
Barbara Non lo so, ma preferisco l'ultimo disco.
Antonio Ora dove vorresti andare?
Barbara Per me è uguale. Scegli tu!
Antonio OK, penso che potremmo provare il nuovo locale in centro.
Barbara Sì, hai proprio ragione. Andiamoci!

4 SPEAKING **Ora, a coppie, recitate il seguente dialogo in inglese, poi scambiatevi di ruolo.**

A	B
Chiedi a B se preferisce il cinema o il teatro.	Rispondi ad A che preferisci il cinema.
Chiedi a B perché preferisce il cinema.	Rispondi ad A che ti piacciono molto gli effetti speciali.
Di' a B che preferisci il teatro perché gli attori recitano dal vivo.	Rispondi ad A che concordi con lui/lei ma aggiungi che il teatro costa più del cinema.
Di' a B che non sei d'accordo con lui/lei perché dipende dal tipo di spettacolo.	

2 On the telephone

T 40



W: 'Hello?'
L: 'Good afternoon. **It's** Lorenzo **speaking. Could I speak to** Cathy please?'
W: 'Cathy? **I'm afraid you've got the wrong number!**'



M: 'Hello?'
L: 'Hello. **Can I speak to** Cathy please?'
M: '**Who's calling please?**'
L: '**It's** Lorenzo.'
M: 'Just a moment… Cathy! It's for you! It's Lorenzo.'



C: 'Hi Lorenzo. **How's it going**?'
L: '**Fine thanks**, and you?'



L: 'So… **would you like to** have dinner with me tomorrow evening?'
C: 'OK, **I'd love to**.'



L: '**Shall I pick you up** at about half eight?'
C: 'OK. **I'll be ready**.'



C: '**Thanks for calling** Lorenzo.'
L: 'Bye Cathy. See you tomorrow!'

On the telephone

Can/Could I speak to... please?
Is... there please?
Who's calling please?
Who's speaking?
It's... (speaking).
I'm afraid you've got the wrong number.
I'm sorry but you have/must have the wrong number.
Hold the line, please.
I'll put you through.
Would you like to leave a message?
Can I take/leave a message?
I'll give your message to...
I'll give... your message.

Asking and saying how you are

How's it going?
How are you?
Everything OK?
Fine, thanks.
Great, thanks.
Not too bad, thanks.
Don't ask!

Inviting and replying to invitations

Would you like to go...?
Do you feel like going...?
How about going...?
Do you fancy going...?
I'd love to.
That would be lovely, thanks.
That's very kind of you but...
I'm afraid I'm busy. Maybe next time.

Arranging a date

Shall I pick you up?
Shall we meet at...?
Let's say...
OK, I'll be ready.
Fine by me.
I'm sorry but I can't make it.

Saying goodbye on the telephone

Thanks for calling!
We'll speak soon.
Take care!

Esercizi

1 **Abbina le frasi alle risposte. Poi, a coppie, esercitatevi a usare queste espressioni.**

1 I'm sorry but you've got the wrong number!
2 Could I speak to Mrs Fromes please?
3 Is Peter at home? It's Jake.
4 May I speak to someone in Accounts?
5 Would you like to leave a message?
6 Could you spell you name Mr Branduardi?

a ☐ Oh hi Jake, I'll just get him for you.
b ☐ Hold the line please, I'll put you through to Accounts.
c ☑ Oh I'm very sorry!
d ☐ Yes, thank you. Could you tell him I'll call back later?
e ☐ Of course, it's B-R-A-N-D-U-A-R-D-I.
f ☐ May I ask who's calling?

2 **Scegli l'opzione corretta. Poi, a coppie, esercitatevi a usare queste espressioni.**

1 'How's it going?' 'Fine, thanks.'	A 'Fine, thanks.'	B 'Yes, please.'	C 'No, thank you.'
2 Do you fancy _____ for a walk by the sea?	A go	B going	C to go
3 Would you _____ a nice cup of tea?	A to like	B like	C liking
4 That's very _____ of you but I'm busy now.	A kind	B pleasure	C enjoy
5 _____ we meet outside the metro at half eight?	A Would	B Want	C Shall

3 **Completa il dialogo con le parole nel riquadro. Poi, a coppie, esercitatevi a usare le espressioni contenute nel dialogo.**

calling • fine • speak • pick • speaking • hold the line • this • call • everything

Linda Can I (1) speak to Maurizio Esposito please?
Secretary Please (2) _____, I'll put you through.
Maurizio Maurizio Esposito (3) _____. Who's (4) _____ please?
Linda (5) _____ is Linda Taylor from Dreamworks Dance Academy. I'm calling about your son, Michele.
Maurizio Michele? Is (6) _____ OK?
Linda Yes of course, Michele is (7) _____ but he wanted your permission to stay late today.
Maurizio I don't see why not. What time shall I (8) _____ him up?
Linda He'll be finished by nine. He's auditioning for an important part!
Maurizio That's wonderful news. Thank you for the (9) _____. I'll be there at nine.

4 SPEAKING **Ora, a coppie, recitate il seguente dialogo al telefono in inglese, poi scambiatevi di ruolo.**

A	B
Chiedi a B di parlare con Mr Manley. →	← Chiedi ad A chi è.
Rispondi con il tuo nome. →	← Rispondi ad A che Mr Manley non c'è in questo momento. Chiedi ad A se vuole lasciare un messaggio.
Rispondi a B se può riferire che richiamerai domani. →	← Rispondi ad A che riferirai il messaggio e ringrazialo/la per la chiamata.
Ringrazia e saluta B. →	← Saluta A.

3 At the restaurant

T 41



W: '**Are you ready to order?**'
L: '**What do you recommend** for starters?'
C: '**Have you got anything** without meat? I'm a vegetarian.'



W: '**What would you like** for the main course?'
L: '**I'll have** the roast lamb, please.'
C: 'And **I'd like** the mushroom pie, please.'



C: 'This wine tastes strange. **Would you mind changing** it?'
W: '**I'm very sorry** madam, I'll bring another one immediately.'



C: '**How is** your meal?'
L: '**This** lamb **is absolutely delicious**. My compliments to the chef.'
C: 'And **this is the best** pie I've ever eaten. What's your secret?!'



L: '**Could we have** the bill, please?'
W: 'Of course.'
C: 'Oh and where's the bathroom, please?'



L: 'And **this is for you**. Thank you.'
W: 'Thank you very much, sir.'

Asking for and giving advice
What do you recommend?
Have you got anything...?
What do you suggest?
What is today's special dish?
I recommend...
The special dish of the day is...

Ordering
What would you like...?
Can I take your order?
Are you ready to order?
I'll have...
I'd like...
Can I have the...?
Could you bring us...?

Complaining and apologising
Would you mind...?
Excuse me but there is a...
Could I have another...?
Can I have another...?
I'm very sorry...
I apologise...
I'm really sorry...
I'll bring/get you another...

Complimenting
This... is absolutely delicious.
This is the best...
This is beautifully cooked.

Asking for the bill
Could we have the bill, please?

Tipping
This is for you.
Please keep the change.
Thank you.
Very kind of you.

Esercizi

1 **Abbina le frasi alle risposte. Poi, a coppie, esercitatevi a usare queste espressioni.**

1	Have you got anything without gluten?	a	☐ I'm very sorry, I'll bring you another one.
2	What do you recommend for dessert?	b	[/] All these pizzas here on the menu are gluten free.
3	Could you bring us some water?	c	☐ It's delicious, thank you.
4	Excuse me but there is a fly in my soup.	d	☐ Very kind of you, sir.
5	How is your meal sir?	e	☐ Sparkling or still?
6	And please, keep the change.	f	☐ The chocolate cake is absolutely divine.

2 **Riordina il dialogo. Poi, a coppie, esercitatevi a usare le espressioni contenute nel dialogo.**

☐	**Maria**	A large bottle of still water, please.
☐	**Waiter**	Of course, madam. This way please. Here you are, a table for five.
☐	**Waiter**	And something to drink, madam?
☐	**Waiter**	Certainly, madam. Outside on the terrace or inside?
[/]	**Maria**	Could we have a table for five, please?
☐	**Maria**	Lovely, thank you. Could you bring us a menu and the wine list, please?
☐	**Maria**	Can we smoke outside?
☐	**Maria**	That sounds perfect. I'll have the beef chow mein. You guys?
☐	**Waiter**	Here you go. Today's special dish is beef chow mein with ginger.

3 TRANSLATION **Traduci il seguente dialogo in inglese. Poi, a coppie, esercitatevi a usare queste espressioni.**

Leo	Posso avere un tavolo per due, per favore? Vicino alla finestra.
Cameriere	Mi segua. Cosa vi posso portare per iniziare?
Leo	Ci porti due piatti di tonno alla brace, grazie.
Cameriere	Qualcosa da bere?
Leo	Certo! Una bottiglia di spumante per favore. Vogliamo festeggiare!
Cameriere	Auguri. Vi porto subito lo spumante… va bene questo?
Leo	Ottimo grazie! Cin cin!

4 SPEAKING **Ora a coppie recitate il seguente dialogo in inglese, A è il cameriere e B il cliente. Poi scambiatevi di ruolo.**

A	B
Chiedi a B se è pronto per ordinare.	Chiedi ad A che cosa consiglia come antipasto.
Rispondi che il salmone è squisito stasera.	Di' ad A che ne prendi un piatto.
Chiedi a B che cosa vorrebbe come primo piatto.	Rispondi ad A che vorresti un piatto di spaghetti con pomodori freschi.
Chiedi a B che cosa vorrebbe da bere.	Rispondi che vorresti un bicchiere di vino bianco.
Rispondi a B che porti subito il vino.	Ringrazia A.
Chiedi a B se il vino va bene.	Rispondi che il vino è buono ma purtroppo la forchetta è sporca. Chiedi ad A di cambiarla.
Chiedi scusa a B e digli/dille che ne porterai subito un'altra.	Ringrazia A.

4 Shopping

T 42



SA: '**Can I help you**?'
C: '**I'm looking for** a woolly hat.'
SA: 'Like this one?'



C: '**So does this one suit me**?'
L: '**No way**! **You look** really silly!'
C: 'Well, thanks a lot!'



L: 'And **what's more**, that one is really ugly!'
C: 'So **not only do I look** silly **but** I'm also ugly…'
L: 'Not you, I meant the hats!'



L: '**I'm sorry** Cathy, but I don't like that style. Here, try this one…'
C: 'Hmmm, I look like a cowgirl…'
L: 'I like cowgirls!'



L: '**What do you reckon on** this one?'
C: '**It's alright** but **I'm not too keen on** the colour…'



C: '**Have you got** this one **in another** colour?'
SA: 'I'll go and check.'

Asking for and offering help
Could you help me?
I'm looking for...
Can I help you?
Do you need any help?

Asking for opinions
Does this suit me?
Do you like...?
What do you think of...?
Do you agree?
What do you reckon on...? (informal)

Expressing opinions and making choices
You look lovely!
I prefer...
Hmm, I'm not sure.
No way! You look...!

Making and responding to apologies
I'm sorry/really sorry.
I didn't mean to...
That's OK.
That's alright.
No problem.
It doesn't matter.

Reinforce a point of view
And what's more...
Not only... but...
And that's not all!

Expressing indifference
It's alright.
I don't mind.
I'm not too keen on...

Asking for an alternative
Have you got... in another...?
Could you see if you have...?
Is this available in...?

Esercizi

1 **Abbina le frasi alle risposte. Poi, a coppie, esercitatevi a usare queste espressioni.**

1	Can I help you?	a	☐ I'll go and check for you.
2	What do you think of those ones?	b	☐ It doesn't matter. I'll take the smaller one anyway.
3	Have you got this one in blue?	c	☐ Hmm... it's not bad.
4	I'm sorry but we haven't got a larger size.	d	☑ No thanks, I'm just looking.
5	What do you reckon on this bag?	e	☐ You look lovely my dear!
6	Well, how do I look?	f	☐ They're alright but I prefer the other ones.

2 **Scegli la risposta più corretta alle seguenti domande. Poi, a coppie, esercitatevi a usare queste espressioni.**

1	'Do you like this one?'	A 'Yes please.'	B 'Not much.'	C 'No thanks.'
2	'Could you help me?'	A 'Of course.'	B 'A lot.'	C 'It's alright.'
3	'Does this colour suit me?'	A 'I'm sorry.'	B 'No problem.'	C 'Yes, it does.'
4	'Is this available in red?'	A 'Yes, it is.'	B 'I don't mind.'	C 'It doesn't matter.'
5	'Do you see what I mean?'	A 'Why not.'	B 'Yes I do.'	C 'That's OK.'

3 **Completa il dialogo con le parole nel riquadro. Poi esercitatevi a usare le espressioni contenute nel dialogo.**

check • OK • way • quality • size • reckon • think • prefer • more

John Hey Mike, what do you (1) *reckon* on these trainers?
Mike I don't know. I (2) _____ the ones in the last shop.
John They were really expensive.
Mike Yes but you pay for (3) _____!
John Yes but...
Mike And what's (4) _____ the others were really comfortable, weren't they?
John Yes but they cost too much. Excuse me, could you see if you have these in a (5) _____ 44?
Assistant I'll go and (6) _____. One minute please.
John Well Mike, what do you (7) _____ of these ones?
Mike No (8) _____! You look like a 1970s disco dancer!
John That's (9) _____. I like the 70s style!

4 SPEAKING **Ora, a coppie, recitate il seguente dialogo in inglese, A è il commesso, B il cliente. Poi scambiatevi di ruolo.**

A	B
Chiedi a B se puoi essergli/le utile.	Di' ad A che stai cercando degli occhiali da sole.
Chiedi se questi vanno bene.	Chiedi al commesso se ti stanno bene.
Rispondi che non sono male ma forse questi altri potrebbero andare meglio.	Chiedi ad A se li ha in nero.
Rispondi di sì.	Chiedi quanto costano.
Rispondi che costano $120.	Di' che costano troppo.
Rispondi a B che ne hai un modello simile che costa solo $80.	Ringrazia A ma di' che preferisci pensarci (*think about it*).

5 Giving directions

T 43

Cathy and Lorenzo on a day trip to Brighton.



C: 'Excuse me, **can you tell me the way to** the station?'
M: '**Turn left at** the traffic lights here, **follow the road** down **as far as** the fountain. **It's quite a long way** so ask someone when you get to the fountain.'
C: 'Thank you!'



L: 'Excuse me, **do you know how to get to** the station?'
M: '**Go past** the fountain over there, turn right at the corner and then **go straight on until** the cathedral. Ask someone when you get to the cathedral. Good luck!'
L: 'Thanks a lot!'



C: 'Excuse me, **I'm looking for** the station...'
M: '**Take the second right** after the cathedral and **go over the bridge**. **You'll see** a park **on your right**. Ask someone when you get there.'
C: 'Thank you!'



C: 'It's getting late. **I'm worried** we'll miss the last train.'
L: '**Don't worry**, **we'll be OK**. There's the park!'



L: 'Excuse me, **is it far to** the station?'
M: '**It's just over there**, behind the museum.'
L: 'Many thanks! Quick Cathy, let's run!'



C: 'We just made it!'
L: 'Yes, it was close though!'
C: 'I really liked Brighton, Lorenzo. **I hope** we can come back another time!'

Asking the way

Can you tell me the way to...?
Do you know how to get to...?
I'm looking for the...?
Is it far to...?

Giving directions

It's quite a long way...
It's just over there.
You're nearly there.
It's not far from here.
Turn left/right at...
Take the first/second/third left/right.
Follow the road as far as...
Go past the...
Go straight on until...
Go over...
You see the... on your left/right.

Expressing worries and reassuring

I'm worried...
I'm concerned that...
I'm afraid...
Don't worry...
We'll be OK.
It's not a problem.

Expressing hopes and desires

I wish...
I hope...
I'd love...
I can't wait...
I'm looking forward to...
I'd give anything to...

Esercizi

1 **Scegli l'opzione corretta.**

1 Turn *left* at the petrol station.	A straight	B left	C front
2 Go _____ on to the end of the road.	A back	B by	C straight
3 Go _____ the bridge.	A through	B over	C front
4 Go _____ the park.	A past	B far	C second
5 You'll see the theatre _____ your left.	A on	B after	C before
6 _____ the second right.	A Go	B Turn	C Take

2 **Abbina le frasi alle risposte. Poi, a coppie, esercitatevi a usare queste espressioni.**

1 I'm worried we'll be late.	a ☐ You would have saved $20 if you had!
2 I'm really looking forward to our holiday together.	b ☐ Well, he's playing here next month!
3 I can't wait to see you again.	c ☐ Stop worrying, she'll be OK!
4 I'd give anything to see Sting live!	d ☒ Don't worry, we've got plenty of time.
5 I'm concerned that she hasn't called yet.	e ☐ Me neither darling!
6 I wish I had bought my ticket yesterday.	f ☐ Yes, we'll have lots of fun when we get there.

3 **Completa il dialogo con le parole nel riquadro. Poi, a coppie, esercitatevi a usare le espressioni contenute nel dialogo.**

straight • far • left • past • way • ask • thank • turn • follow

Maggie Excuse me, could you tell me the (1) *way* to the swimming pool?
Passer-by 1 (2) _____ this road as far as the crossroads. Go (3) _____ over and then (4) _____ right at the big fountain. It's a bit complicated so (5) _____ someone when you get to the fountain.
Maggie OK, thanks for your help!
Maggie Excuse me, is it (6) _____ to the swimming pool?
Passer-by 2 Not really. Go (7) _____ the chip shop over there and take the second right. You'll see, the swimming pool is on your (8) _____.
Maggie (9) _____ you very much!

4 SPEAKING **Ora, a coppie, recitate i seguenti mini-dialoghi in inglese, poi scambiatevi di ruolo.**

A
Chiedi a B dove si trova lo stadio.
Ringrazia B.

B
Rispondi ad A che deve seguire la strada fino al semaforo. Poi deve girare a sinistra e proseguire fino alla piazza. Lì vedrà lo stadio.

B
Chiedi ad A se il ristorante è lontano da qui.
Ringrazia A.

A
Rispondi che non è molto lontano e di' a B che deve tornare indietro e andare diritto fino alla libreria. Deve attraversare la strada e prendere la strada di fronte, dopo venti metri troverà il ristorante alla sua destra.

A
Chiedi a B se conosce la strada per il porto.
Ringrazia B.

B
Rispondi ad A che deve oltrepassare il ponte e poi seguire il fiume, passando davanti alla cattedrale. Vedrà il porto davanti a sé.

Appendice

1 Alfabeto e simboli fonetici

A	/eɪ/	E	/iː/	I	/aɪ/	M	/em/	Q	/kjuː/	U	/juː/	Y	/waɪ/
B	/biː/	F	/ef/	J	/dʒeɪ/	N	/en/	R	/ɑː/	V	/viː/	Z	/zed/
C	/siː/	G	/dʒiː/	K	/keɪ/	O	/əʊ/	S	/es/	W	/ˈdʌbljuː/		
D	/diː/	H	/eɪtʃ/	L	/el/	P	/piː/	T	/tiː/	X	/eks/		

Vocali							
/iː/	*see*	/æ/	*cat*	/ɔː/	*four*	/ə/	*the*
/ɪ/	*it*	/ɑː/	*father*	/ʊ/	*usually*	/ɜː/	*purple*
/i/	*happy*	/ʌ/	*jump*	/ɒ/	*got*		
/e/	*bed*	/ʊ/	*look*	/uː/	*two*		

Dittonghi					
/eɪ/	*day*	/əʊ/	*go*	/eə/	*hair*
/aɪ/	*nine*	/aʊ/	*now*	/ʊə/	*tour*
/ɔɪ/	*boy*	/ɪə/	*hear*		

Consonanti											
/p/	*pen*	/k/	*car*	/θ/	*think*	/ʃ/	*she*	/tʃ/	*chair*	/ŋ/	*sing*
/b/	*book*	/g/	*give*	/ð/	*this*	/ʒ/	*television*	/dʒ/	*juice*	/r/	*run*
/t/	*table*	/f/	*five*	/s/	*sit*	/h/	*he*	/m/	*me*	/l/	*look*
/d/	*desk*	/v/	*very*	/z/	*zoo*	/w/	*we*	/n/	*no*	/j/	*you*

2 Punteggiatura

.	*full stop* *dot* (negli indirizzi internet e di posta elettronica)
,	*comma*
:	*colon*
;	*semicolon*
?	*question mark*
!	*exclamation mark*
'	*apostrophe*

-	*hyphen*
_	*dash*
...	*dots*
/	*slash*
' '	*single inverted commas/ quotation marks*
" "	*double inverted commas/ quotation marks*
( )	*brackets*

new paragraph	a capo
capital letter/ upper case	lettera maiuscola
small letter/ lower case	lettera minuscola
open/close bracket/ inverted commas	apri/chiudi parentesi/ virgolette

Si usa la **lettera maiuscola**:
- all'inizio di ogni frase
  ***You** must stop at the traffic lights.*
- con il pronome personale *I*
  *My family and **I** are from Spain.*
- coi nomi di persone e luoghi
  ***M**ark **Z**uckerberg; **E**dinburgh*
- coi nomi di paesi, nazionalità e lingue
  ***P**ortugal/**P**ortuguese*
- con i giorni della settimana
  ***S**unday; **M**onday*
- con i nomi dei mesi
  ***J**anuary; **F**ebruary*

Si usa la **virgola**:
- nelle liste di sostantivi
  Martha has got a cat, two dogs and three rabbits.
- nelle liste di aggettivi
  My sister has got long, curly, blonde hair.
- tra *reporting verb* e discorso diretto
  Luke said, 'I'm planning to study Japanese.'
- nel periodo ipotetico, dopo la proposizione introdotta da *if* quando si trova prima
  If you need any more information, call me.

Si usa l'**apostrofo**:
- nelle forme contratte
  I'm, don't, she'd
- nel genitivo sassone
  my brother's sweatshirt

3 Aggettivi di nazionalità

3.1 AGGETTIVI IN *-AN/-IAN*

Nazione	Aggettivo	Popolo
Africa	*African*	*the Africans*
Albania	*Albanian*	*the Albanians*
Austria	*Austrian*	*the Austrians*
Australia	*Australian*	*the Australians*
Belgium	*Belgian*	*the Belgians*
Bolivia	*Bolivian*	*the Bolivians*
Brazil	*Brazilian*	*the Brazilians*
Bulgaria	*Bulgarian*	*the Bulgarians*
Canada	*Canadian*	*the Canadians*
Chile	*Chilean*	*the Chileans*
Egypt	*Egyptian*	*the Egyptians*
Europe	*European*	*the Europeans*
Germany	*German*	*the Germans*
Hungary	*Hungarian*	*the Hungarians*
India	*Indian*	*the Indians*
Iran	*Iranian*	*the Iranians*
Italy	*Italian*	*the Italians*
Mexico	*Mexican*	*the Mexicans*
Norway	*Norwegian*	*the Norwegians*
Peru	*Peruvian*	*the Peruvians*
Romania	*Romanian*	*the Romanians*
Russia	*Russian*	*the Russians*
USA	*American*	*the Americans*

3.2 AGGETTIVI IN *-I*

Nazione	Aggettivo	Popolo
Israel	*Israeli*	*the Israelis*
Pakistan	*Pakistani*	*the Pakistanis*

3.3 AGGETTIVI IN *-ESE*

Nazione	Aggettivo	Popolo
China	*Chinese*	*the Chinese*
Japan	*Japanese*	*the Japanese*
Portugal	*Portuguese*	*the Portuguese*

3.4 AGGETTIVI IN *-CH*

Nazione	Aggettivo	Popolo
France	*French*	*the French*
Holland	*Dutch*	*the Dutch*

3.5 AGGETTIVI IN *-SH*

Nazione	Aggettivo	Popolo
Great Britain	*British*	*the British*
Denmark	*Danish*	*the Danish*
England	*English*	*the English*
Finland	*Finnish*	*the Finnish/the Finns*
Ireland	*Irish*	*the Irish*
Poland	*Polish*	*the Poles*
Scotland	*Scottish*	*the Scots*
Spain	*Spanish*	*the Spanish/the Spaniards*
Sweden	*Swedish*	*the Swedes*
Turkey	*Turkish*	*the Turks*
Wales	*Welsh*	*the Welsh*

Per sostantivare gli aggettivi in **-ch** e **-sh**, si usano generalmente i suffissi **-man**/**-woman** al singolare e **-men**/**-women** o il sostantivo **people** al plurale.

*an English**man/woman***	un/una inglese
*two English**men/women***	due inglesi
*three English **people***	tre inglesi

Alcuni aggettivi in *-sh* hanno tuttavia forme diverse per aggettivo e sostantivo:

British – Briton, Danish – Dane, Finnish – Finn, Polish – Pole, Scottish – Scot/Scotsman/woman, Spanish – Spaniard, Swedish – Swede, Turkish – Turk

3.6 AGGETTIVI IRREGOLARI

Nazione	Aggettivo	Popolo
Greece	*Greek*	*the Greeks*
Switzerland	*Swiss*	*the Swiss*

4 Aggettivi in *-ing* e in *-ed*

Verbo	Aggettivo in *-ing*	Aggettivo in *-ed*
amaze (stupire)	*amazing* (stupefacente)	*amazed* (stupefatto)
amuse (divertire)	*amusing* (divertente)	*amused* (divertito)
annoy (infastidire)	*annoying* (fastidioso)	*annoyed* (infastidito)
bore (annoiare)	*boring* (noioso)	*bored* (annoiato)
confuse (disorientare)	*confusing* (disorientante)	*confused* (disorientato)
convince (convincere)	*convincing* (convincente)	*convinced* (convinto)
depress (deprimere)	*depressing* (deprimente)	*depressed* (depresso)
disappoint (deludere)	*disappointing* (deludente)	*disappointed* (deluso)
disgust (disgustare)	*disgusting* (disgustoso)	*disgusted* (disgustato)
embarrass (imbarazzare)	*embarrassing* (imbarazzante)	*embarrassed* (imbarazzato)
excite (eccitare)	*exciting* (eccitante)	*excited* (eccitato)
exhaust (spossare)	*exhausting* (estenuante)	*exhausted* (esausto)
fascinate (affascinare)	*fascinating* (affascinante)	*fascinated* (affascinato)
frighten (spaventare)	*frightening* (spaventoso)	*frightened* (spaventato)
horrify (far inorridire)	*horrifying* (raccapricciante)	*horrified* (raccapricciato)
interest (interessare)	*interesting* (interessante)	*interested* (interessato)
relax (rilassare)	*relaxing* (rilassante)	*relaxed* (rilassato)
satisfy (soddisfare)	*satisfying* (soddisfacente)	*satisfied* (soddisfatto)
surprise (sorprendere)	*surprising* (sorprendente)	*surprised* (sorpreso)
tire (stancare)	*tiring* (stancante)	*tired* (stanco)
terrify (terrorizzare)	*terrifying* (terrificante)	*terrified* (terrorizzato)
worry (preoccupare)	*worrying* (preoccupante)	*worried* (preoccupato)

5 Aggettivi, sostantivi e verbi seguiti da preposizione

5.1 AGGETTIVI SEGUITI DA PREPOSIZIONE

accustomed to (abituato a)
afraid of (timoroso di)
angry about/with (arrabbiato per/con)
anxious about/for (ansioso di/preoccupato per)
ashamed of (che si vergogna di)
aware of (consapevole di)
bad at (che non è bravo a)
bored with (annoiato da)
capable of (capace di)
clever at (abile in)
confident of (sicuro di)
crazy about (pazzo di)
different from/to (diverso da)
disappointed about/at/with (deluso per)
excited about/for (emozionato per)
fond of (appassionato di)
frightened of/by (spaventato di/da)
good at (bravo a)
interested in (interessato in)
keen on (appassionato di)
kind to (gentile con)
pleased with (soddisfatto di)
polite to (educato con)
prepared for (preparato a)
proud of (orgoglioso di)
ready for (pronto per)
reliant on (che fa affidamento su)
resentful of (risentito per)
responsible for (responsabile di)
rude to (scortese con)
scared of (terrorizzato da)
shocked at (scioccato da/per)
similar to (simile a)
skilful at (abile in)
sorry about/for (dispiaciuto per)
surprised at (sorpreso di)
terrified of (terrorizzato di)
tired of (stanco di)
typical of (tipico di)
worried about (preoccupato per)

5.2 SOSTANTIVI SEGUITI DA PREPOSIZIONE

addiction to (dipendenza da)
admiration for (ammirazione per)
advice on (consiglio su)
agreement about/on (accordo su)
allergy to (allergia a)
alternative to (alternativa a)
anger at/towards (irritazione per/verso)
approach to (approccio a)
attack on (attacco su)
attempt to (tentativo di)
chance of (occasione di)
connection with (collegamento con)
control over (controllo su)
crime against (crimine contro)
danger of (pericolo di)
damage to (danno a)
decision about/on (decisione su)
demand for (richiesta di)
desire for (desiderio di)
difficulty in/with (difficoltà in/con)
discussion about/on (discussione su)
effect of/on (effetto di/su)
exception to (eccezione a)
explanation for (spiegazione di)
expert in (esperto in)
influence on (influenza su)
interest in (interesse in)
lack of (mancanza di)
link with (legame con)
love for (amore per)
need for (bisogno di)
proof of (prova di)
quarrel with (litigio con)
reason for (ragione per)
reduction in (riduzione di)
relationship with (relazione con)
reply to (risposta a)
report on (resoconto su)
research of/into (ricerca di/nel)
respect for (rispetto per)
return to (ritorno a)
satisfaction with (soddisfazione per)
search for (ricerca di)
skill at (abilità a/in)
solution to (soluzione a)
study into (studio nel)
success at/in (successo in)
survey of (sondaggio di)
sympathy for (comprensione per)
thought of (pensiero di)
threat of (minaccia di)
value of (valore di)
variety of (varietà di)

5.3 VERBI SEGUITI DA PREPOSIZIONE

accuse of (accusare di)
agree about/on (concordare su)
apologise for (scusarsi per)
apply for (fare richiesta di)
ask for/about (chiedere per/di)
blame for (incolpare di)
borrow from (prendere in prestito da)
care about (interessarsi di)
combine with (combinare con)
compare to/with (paragonare a/con)
concentrate on (concentrarsi su)
congratulate on (congratularsi per)
criticise for (criticare per)
die from/of (morire per/di)
disagree with/about (non essere d'accordo con/su)
divide into (dividere in)
explain to (spiegare a)
fill with (riempire con)
gaze at (fissare, mirare a)
hope for (sperare per/di)
insist on (insistere su)
listen to (ascoltare)
look at (guardare)
long for (morire dalla voglia di)
object to (obiettare)
participate in (partecipare a)
pay for (pagare per)
prevent from (prevenire da)
punish by/for (punire con/per)
quarrel about/over/with (litigare su/con)
search for (cercare)
share with (dividere con)
shout at/to (gridare a)
smile at (sorridere a)

5.4 USI IDIOMATICI DELLE PREPOSIZIONI

as a surprise (in modo inaspettato)
at arm's length (a dovuta distanza)
at first sight (a prima vista)
by accident/by chance (involontariamente/per caso)
by mistake (per errore)
by heart (a memoria)
for somebody's sake (per il bene di)
for sale (in vendita)
from top to toe (da capo a piedi)
in advance (in/con anticipo)
in charge of (responsabile)
in contact/touch with (in contatto con)
in tears (in lacrime)
of its kind (del suo genere)
on behalf of (per conto/in nome di)
on my own (da solo)
on purpose (di proposito)
on second thoughts (ripensandoci)
on the whole (nel complesso)
out of breath (senza fiato)
out of sight (fuori dalla visuale)
out of order (scorretto/fuori controllo)
out of place (fuori posto)
out of reach (fuori portata)
out of practice (fuori esercizio)
to my knowledge (per quanto ne so)
to my surprise (con mia sorpresa)
to your advantage (a tuo vantaggio)
under control (sotto controllo)
under pressure (sotto pressione)
under repair (in riparazione)
up-to-date (aggiornato/attuale)
with all my heart (con tutto il mio cuore)
without delay (senza ritardo)
without doubt (senza dubbio)
without the knowledge of (senza la conoscenza di)

6 Formazione delle parole con suffissi e prefissi

6.1 SUFFISSI PER FORMARE I SOSTANTIVI

condizione o qualità	**-acy**	*aristocracy* (aristocrazia)	*bureaucracy* (burocrazia)	*piracy* (pirateria)
	-ance/-ence **-ancy/-ency**	*insurance* (assicurazione) *pliancy* (duttilità)	*tolerance* (tolleranza) *stagnancy* (stagnazione)	*coincidence* (coincidenza) *coherency* (coerenza)
	-ity **-ty** **-y**	*ability* (abilità) *generosity* (generosità) *discovery* (scoperta)	*falsity* (falsità) *loyalty* (fedeltà) *honesty* (onestà)	*obesity* (obesità) *specialty* (specialità) *jealousy* (gelosia)
	-ness	*drunkenness* (ubriachezza)	*heaviness* (pesantezza)	*loneliness* (solitudine)
condizione, dominio, posizione sociale o status fisico/morale	**-dom** **-hood** **-ship**	*boredom* (noia) *brotherhood* (fratellanza) *chairmanship* (presidenza)	*martyrdom* (martirio) *knighthood* (cavalierato) *dictatorship* (dittatura)	*wisdom* (saggezza) *neighbourhood* (vicinato) *friendship* (amicizia)
	-t/-th	*height* (altezza)	*depth* (profondità)	*length* (lunghezza)
ideologia, religione, corrente letteraria/ artistica	**-ism**	*expressionism* (espressionismo)	*Marxism* (marxismo)	*Protestantism* (protestantesimo)
azione o processo	**-age** **-al**	*marriage* (matrimonio) *arrival* (arrivo)	*package* (pacco) *dismissal* (licenziamento)	*pilgrimage* (pellegrinaggio) *testimonial* (tributo)
	-ment	*agreement* (accordo)	*development* (sviluppo)	*replacement* (sostituzione)
	-tion/-ition **-ation/-ication** **-sion**	*abolition* (abolizione) *colonisation* (colonizzazione) *decision* (decisione)	*pollution* (inquinamento) *exploitation* (sfruttamento) *occasion* (occasione)	*malnutrition* (malnutrizione) *identification* (identificazione) *permission* (permesso)
	-our	*behaviour* (comportamento)		
attività, abilità	**-ing**	*cleaning* (le pulizie)	*writing* (lo scrivere)	*swimming* (il nuoto)
professione	**-(i)an** **-ant/-ent** **-ist** **-ee**	*historian* (storico) *attendant* (attendente) *dentist* (dentista) *employee* (impiegato)	*librarian* (libraio) *president* (presidente) *journalist* (giornalista) *refugee* (rifugiato)	*politician* (politico) *servant* (domestico) *sociologist* (sociologo)
professione o funzione	**-er** **-or**	*appetiser* (antipasto) *actor* (attore)	*driver* (autista) *calculator* (calcolatrice)	*singer* (cantante) *editor* (redattore)
femminile	**-ess**	*actress* (attrice)	*lioness* (leonessa)	*waitress* (cameriera)
diminutivo/ vezzeggiativo	**-ette** **-let**	*kitchenette* (cucinotto) *booklet* (libretto)	*launderette* (lavanderia) *leaflet* (volantino)	*maisonette* (villino) *starlet* (attricetta)

6.2 SUFFISSI PER FORMARE I VERBI

causativo ("rendere" o "diventare")	**-ate**	*collaborate* (collaborare)	*emigrate* (emigrare)	*motivate* (motivare)
	-en	*broaden* (allargare)	*lengthen* (allungare)	*strengthen* (rafforzare)
	-ify	*classify* (classificare)	*identify* (identificare)	*purify* (purificare)
	-ise/-ize	*finalise* (finalizzare)	*organise* (organizzare)	*realise* (accorgersi)



Mentre in inglese britannico questi verbi si scrivono con il suffisso **-ise**, in inglese americano si scrivono con **-ize**: *finalize, organize, realize.*

6.3 SUFFISSI PER FORMARE GLI AGGETTIVI

relativo a	*-al/-ical* *-ar* *-ic*	*medieval* (medievale) *triangular* (triangolare) *electric* (elettrico)	*regional* (regionale) *molecular* (molecolare) *fantastic* (fantastico)	*practical* (pratico) *singular* (singolare) *magic* (magico)
capacità di essere	*-able* *-ible*	*comfortable* (confortevole) *compatible* (compatibile)	*drinkable* (potabile) *edible* (commestibile)	*reliable* (affidabile) *tangible* (tangibile)
che ha la natura di	*-ive*	*creative* (creativo)	*protective* (protettivo)	*selective* (selettivo)
dotato di una qualità, stato d'animo/ atteggiamento	*-ary/-ory*	*honorary* (onorario)	*mandatory* (tassativo)	*military* (militare)
	-ate	*accurate* (accurato)	*desperate* (disperato)	*appropriate* (appropriato)
	-ly *-y*	*friendly* (amichevole) *creamy* (cremoso)	*motherly* (materno) *greedy* (avido)	*weekly* (settimanale) *sunny* (soleggiato)
	-ful	*beautiful* (bello)	*peaceful* (tranquillo)	*useful* (utile)
dotato di una qualità (spesso negativa)	*-ish*	*childish* (infantile)	*fiendish* (diabolico)	*sweetish* (dolciastro)
senza una qualità	*-less*	*harmless* (innocuo)	*sleepless* (insonne)	*useless* (inutile)
caratterizzato da	*-ious* *-ous*	*ambitious* (ambizioso) *dangerous* (pericoloso)	*nutritious* (nutriente) *portentous* (portentoso)	*spacious* (spazioso) *ridiculous* (ridicolo)
fatto di (materiale)	*-en*	*golden* (dorato)	*woollen* (di lana)	

6.4 SUFFISSI PER FORMARE GLI AVVERBI

modo → 77	*-ly*	*cronologically* (cronologicamente)	*logically* (logicamente)	*slowly* (lentamente)
direzione → 79.1	*-wards*	*backwards* (all'indietro)	*eastwards* (verso est)	*towards* (verso)
modo, direzione, posizione	*-wise*	*clockwise* (in senso orario)	*edgewise* (di traverso)	*likewise* (parimenti)

6.5 PREFISSI

assenza di qualità	*a-*	*amoral* (amorale)	*asymmetry* (asimmetria)	*atypical* (atipico)
	non-	*non-smoker* (non fumatore)	*nonsense* (nonsenso)	*non-violent* (non violento)
contrario della parola da cui deriva	*de-* *dis-* *il-/im-/in-/ir-* *un-*	*deactivate* (disattivare) *disarm* (disarmare) *illegal* (illegale) *uncertain* (incerto)	*demotivate* (demotivare) *disorder* (disordine) *impure* (impuro) *undress* (spogliarsi)	*deodorant* (deodorante) *distrust* (sfiducia) *irrationality* (irrazionalità) *unusual* (inusuale)
peggiorativo	*mal-* *mis-*	*malfunction* (funzionare male) *misbehave* (comportarsi male)	*malnutrition* (malnutrizione) *mislead* (fuorviare)	*maltreat* (maltrattare) *misunderstand* (fraintendere)
opposizione	*counter-*	*counteract* (contrastare)	*counter-offer* (controfferta)	*counter-revolution* (controrivoluzione)
al di fuori, in eccesso	*out-*	*outcast* (reietto)	*outpace* (andare più veloce)	*outstanding* (eccezionale)
in eccesso	*over-*	*overcook* (cuocere troppo)	*overpopulation* (sovrappopolazione)	*overreact* (reagire in modo eccessivo)
non a sufficienza	*under-*	*undercook* (cuocere poco)	*underdeveloped* (sottosviluppato)	*underpaid* (sottopagato)
in anticipo	*fore-*	*foresee* (prevedere)	*forecast* (prevedere)	*forewarn* (preavvisare)
prima	*pre-*	*prearrange* (predisporre)	*precaution* (precauzione)	*prepay* (pagare in anticipo)
ripetizione	*re-*	*redo* (rifare)	*renumber* (rinumerare)	*retrace* (rintracciare)

7 Il verbo *get*

Il verbo *get* cambia di significato a seconda dell'aggettivo/participio che lo segue.

get angry (arrabbiarsi)
get better (migliorare)
get bored (annoiarsi)
get changed (cambiarsi)
get dirty (sporcarsi)
get divorced (divorziare)
get dressed (vestirsi)
get drunk (ubriacarsi)
get engaged (fidanzarsi)
get excited (emozionarsi)
get fond of (affezionarsi a)
get frightened (spaventarsi)
get ill (ammalarsi)
get involved (partecipare in/a)
get irritated (irritarsi)
get lost (perdersi)
get married (sposarsi)
get old (invecchiare)
get rich (arricchirsi)
get ready (prepararsi)
get stressed (stressarsi)
get tanned (abbronzarsi)
get tired (stancarsi)
get upset (agitarsi)
get washed (lavarsi)
get wet (bagnarsi)
get worse (peggiorare)

8 Verbi che causano confusione

8.1 I VERBI *MAKE* E *DO*

Sia *make* che *do* significano "fare" ma con le seguenti differenze di significato.

make	creare/costruire/fabbricare/preparare/produrre	*He **made** his own house.*	Ha fatto (costruito) la sua casa.
do	fare (in senso generale)	*What are you **doing**?*	Che cosa stai facendo?

In inglese ci sono molte espressioni che si costruiscono con *make* e *do*. Ecco un elenco delle più comuni.

make a bet (fare una scommessa)
make a cake/coffee/tea (fare una torta/il caffè/tè)
make a choice (fare una scelta)
make a complaint (fare/sporgere un reclamo)
make a decision (prendere una decisione)
make a fortune (fare fortuna)
make a living (guadagnarsi da vivere)
make a mistake (fare un errore)
make a journey (fare un viaggio)
make a noise (fare rumore)
make a phone call (fare una telefonata)
make a promise (fare una promessa)
make a request (fare una richiesta)
make a reservation (fare una prenotazione)
make an appointment (prendere un appuntamento)
make an effort (fare uno sforzo)
make an offer (fare un'offerta)
make arrangements (fare preparativi)
make breakfast/lunch/dinner (preparare la colazione/il pranzo/la cena)
make friends with (fare amicizia con)
make fun of (prendersi gioco di)
make money (fare soldi)
make peace/war (fare la pace/guerra)
make plans (fare progetti)
make progress (fare progressi)
make the bed (fare il letto)
make trouble (creare problemi)

do a favour (fare un favore)
do an exercise/test/translation/etc. (fare un esercizio/test/una traduzione/ecc.)
do business (fare affari)
do exercise/sport (fare esercizio fisico/sport)
do good/harm (fare del bene/male)
do gymnastics/judo/karate (fare ginnastica/judo/karate)
do nothing (non fare niente)
do one's best/duty/homework (fare del proprio meglio/il proprio dovere/i compiti)
do the cleaning/cooking/housework/ironing/shopping/washing/washing-up (fare le pulizie/cucinare/fare i lavori domestici/stirare/fare la spesa/fare il bucato/lavare i piatti)

8.2 I VERBI *LOSE* E *MISS*

lose	perdere, smarrire	*I **lost** my bag.*	Ho perso la borsa.
miss	perdere (es. treno, bus), non riuscire a vedere/sentire	*She **missed** the train.* *I **missed** the end of the film.*	Ha perso il treno. Ho perso la fine del film.

8.3 I VERBI *COME* E *GO*

Come e *go* sono verbi di movimento ma con le seguenti differenze di significato.

come	venire (movimento verso il luogo dove si trova chi parla o ascolta)	*Did you **come** to school by bus?*	Sei venuto a scuola in autobus?
go	andare (movimento verso un luogo diverso da dove si trova chi parla o ascolta)	*Did you **go** to school by bus?*	Sei andato a scuola in autobus?

A differenza di *go*, con *come* al centro dell'attenzione vi è chi parla o il luogo dove si trova.

*I'm going shopping. Do you want to **come** (with me)?*
Vado a fare shopping. Vuoi venire (con me)?
*They are going skiing. Do you want to **go** with them?*

Come si usa spesso insieme a *here* per indicare un luogo vicino a chi parla; *go* si usa invece con *there* per indicare un luogo lontano da chi parla.

***Come here**, please!* Vieni qui, per favore.
***Go there**!* Vai là!

8.4 I VERBI *BRING* E *TAKE*

I verbi *bring* e *take* significano entrambi "portare" ma con le seguenti differenze di significato.

bring	portare verso chi parla o ascolta	*Why haven't you **brought** anything to drink?*	Perché non hai portato niente da bere?
take	portare lontano da chi parla o ascolta	*Can you **take** the kids to school?*	Puoi portare i ragazzi a scuola?

Attenzione a non confondere i seguenti verbi che possono essere tradotti in italiano con "portare":

- ***wear***: "portare" nel senso di indossare un indumento, ma anche capelli, barba, baffi

*At eighteen he **wore** his hair short, and now that he is almost fifty he's **wearing** it long.*
A diciotto anni portava i capelli corti, e ora che ha quasi cinquant'anni li porta lunghi.

- ***carry***: "portare" nel senso di trasportare

*Could you please **carry** these bags for me?*
Mi porteresti queste buste della spesa per favore?

8.5 I VERBI *LEND* E *BORROW*

lend	prestare, dare in prestito	*I **lent** him my bike two days ago.*	Gli ho dato in prestito la bicicletta due giorni fa.
borrow	prendere in prestito	*I can't find my pen. Can I **borrow** yours?*	Non riesco a trovare la mia penna. Posso prendere in prestito la tua?

8.6 I VERBI *TAKE*, *CATCH* E *FETCH*

take	prendere	*She always **takes** private lessons before a test.*	Prende sempre ripetizioni prima di una verifica.
catch	prendere, afferrare	***Catch** me!*	Prendimi!
fetch	andare a prendere (e riportare)	*I'll **fetch** the kids at school.*	Vado a prendere i bambini a scuola.

9 Verbi irregolari

Forma base	Past simple	Past participle	Traduzione
arise	*arose*	*arisen*	sorgere
awake	*awoke*	*awoken*	svegliare/svegliarsi
be	*was, were*	*been*	essere
bear	*bore*	*borne/born*	reggere
beat	*beat*	*beaten*	battere
become	*became*	*become*	diventare
begin	*began*	*begun*	iniziare
bend	*bent*	*bent*	piegare/piegarsi
bet	*bet/betted*	*bet/betted*	scommettere
bid	*bid*	*bid*	offrire
bind	*bound*	*bound*	legare
bite	*bit*	*bitten*	mordere
bleed	*bled*	*bled*	sanguinare
blow	*blew*	*blown*	soffiare
break	*broke*	*broken*	rompere
breed	*bred*	*bred*	allevare
bring	*brought*	*brought*	portare
broadcast	*broadcast/broadcasted*	*broadcast/broadcasted*	trasmettere
build	*built*	*built*	costruire
burn	*burnt/burned*	*burnt/burned*	bruciare
burst	*burst*	*burst*	scoppiare
buy	*bought*	*bought*	comprare
cast	*cast*	*cast*	gettare
catch	*caught*	*caught*	prendere, afferrare
choose	*chose*	*chosen*	scegliere
cling	*clung*	*clung*	stringersi
come	*came*	*come*	venire
cost	*cost*	*cost*	costare
creep	*crept*	*crept*	strisciare
cut	*cut*	*cut*	tagliare
deal	*dealt*	*dealt*	trattare
dig	*dug*	*dug*	scavare
do	*did*	*done*	fare
draw	*drew*	*drawn*	disegnare
dream	*dreamt/dreamed*	*dreamt/dreamed*	sognare
drink	*drank*	*drunk*	bere
drive	*drove*	*driven*	guidare
dwell	*dwelt/dwelled*	*dwelt/dwelled*	dimorare
eat	*ate*	*eaten*	mangiare
fall	*fell*	*fallen*	cadere
feed	*fed*	*fed*	nutrire
feel	*felt*	*felt*	sentire, provare
fight	*fought*	*fought*	combattere, litigare
find	*found*	*found*	trovare
flee	*fled*	*fled*	fuggire
fly	*flew*	*flown*	volare
forbid	*forbade*	*forbidden*	vietare
forecast	*forecast/forecasted*	*forecast/forecasted*	prevedere
foresee	*foresaw*	*foreseen*	presagire
forget	*forgot*	*forgotten*	dimenticare
forgive	*forgave*	*forgiven*	perdonare
forsake	*forsook*	*forsaken*	abbandonare
freeze	*froze*	*frozen*	gelare
get	*got*	*got/gotten*	ricevere, ottenere
give	*gave*	*given*	dare
go	*went*	*gone*	andare
grind	*ground*	*ground*	macinare
grow	*grew*	*grown*	crescere
hang	*hung/hanged*	*hung/hanged*	appendere
have	*had*	*had*	avere
hear	*heard*	*heard*	sentire, udire
hide	*hid*	*hidden*	nascondere
hit	*hit*	*hit*	colpire
hold	*held*	*held*	tenere
hurt	*hurt*	*hurt*	ferire
keep	*kept*	*kept*	tenere, mantenere
kneel	*knelt/kneeled*	*knelt/kneeled*	inginocchiarsi
knit	*knit/knitted*	*knit/knitted*	lavorare a maglia
know	*knew*	*known*	sapere, conoscere
lay	*laid*	*laid*	posare
lead	*led*	*led*	condurre
lean	*leant/leaned*	*leant/leaned*	appoggiarsi
leap	*leapt/leaped*	*leapt/leaped*	saltare
learn	*learnt/learned*	*learnt/learned*	imparare
leave	*left*	*left*	lasciare, partire
lend	*lent*	*lent*	prestare
let	*let*	*let*	permettere, lasciare
lie	*lay*	*lain*	giacere

Forma base	Past simple	Past participle	Traduzione
light	*lit/lighted*	*lit/lighted*	accendere
lose	*lost*	*lost*	perdere
make	*made*	*made*	fare, fabbricare
mean	*meant*	*meant*	significare, intendere
meet	*met*	*met*	incontrare, conoscere
mistake	*mistook*	*mistaken*	sbagliare/ sbagliarsi
mow	*mowed*	*mown/ mowed*	tagliare l'erba
overcome	*overcame*	*overcome*	superare
pay	*paid*	*paid*	pagare
put	*put*	*put*	mettere
quit	*quit/quitted*	*quit/quitted*	smettere, lasciare il lavoro
read	*read*	*read*	leggere
rid	*rid*	*rid*	sbarazzare
ride	*rode*	*ridden*	cavalcare
ring	*rang*	*rung*	suonare, squillare
rise	*rose*	*risen*	sorgere
run	*ran*	*run*	correre
saw	*sawed*	*sawn/sawed*	segare
say	*said*	*said*	dire
see	*saw*	*seen*	vedere
seek	*sought*	*sought*	cercare
sell	*sold*	*sold*	vendere
send	*sent*	*sent*	spedire, mandare
set	*set*	*set*	porre
sew	*sewed*	*sewn/sewed*	cucire
shake	*shook*	*shaken*	scuotere
shed	*shed*	*shed*	spargere
shine	*shone*	*shone*	splendere
shoot	*shot*	*shot*	sparare
show	*showed*	*shown/ showed*	mostrare
shrink	*shrank*	*shrunk*	restringersi
shut	*shut*	*shut*	chiudere
sing	*sang*	*sung*	cantare
sink	*sank*	*sunk*	affondare
sit	*sat*	*sat*	sedere
slay	*slew*	*slain*	trucidare
sleep	*slept*	*slept*	dormire
slide	*slid*	*slid*	scivolare
sling	*slung*	*slung*	scagliare

Forma base	Past simple	Past participle	Traduzione
smell	*smelt/smelled*	*smelt/smelled*	odorare
sow	*sowed*	*sown/sowed*	seminare
speak	*spoke*	*spoken*	parlare
speed	*sped/ speeded*	*sped/ speeded*	accelerare
spell	*spelt/spelled*	*spelt/spelled*	compitare
spend	*spent*	*spent*	spendere, trascorrere
spill	*spilt/spilled*	*spilt/spilled*	versare
spit	*spat*	*spat*	sputare
split	*split*	*split*	dividere/dividersi
spoil	*spoilt/spoiled*	*spoilt/spoiled*	viziare
spread	*spread*	*spread*	spargere
spring	*sprang*	*sprung*	saltare, spuntare
stand	*stood*	*stood*	stare (in piedi)
steal	*stole*	*stolen*	rubare
stick	*stuck*	*stuck*	incollare
sting	*stung*	*stung*	pungere
stink	*stank*	*stunk*	puzzare
strike	*struck*	*struck*	colpire
strive	*strove*	*striven*	lottare
swear	*swore*	*sworn*	giurare
sweep	*swept*	*swept*	spazzare
swell	*swelled*	*swollen/ swelled*	gonfiarsi
swim	*swam*	*swum*	nuotare
swing	*swung*	*swung*	oscillare
take	*took*	*taken*	prendere
teach	*taught*	*taught*	insegnare
tear	*tore*	*torn*	strappare
tell	*told*	*told*	dire, raccontare
think	*thought*	*thought*	pensare
throw	*threw*	*thrown*	gettare, buttare
thrust	*thrust*	*thrust*	conficcare
tread	*trod*	*trodden*	calpestare
understand	*understood*	*understood*	capire
undertake	*undertook*	*undertaken*	intraprendere
wake	*woke*	*woken*	svegliarsi
wear	*wore*	*worn*	indossare
weave	*wove*	*woven*	tessere
weep	*wept*	*wept*	piangere
win	*won*	*won*	vincere
wind	*wound*	*wound*	avvolgere
wring	*wrung*	*wrung*	torcere
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Notes

Notes

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