Liceo Scientifico Statale
Teresa Gullace

Fifteen days

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Indice

Introduzione

Nato dalla richiesta della DS del Liceo Scientifico e delle Scienze Umane "Teresa Gullace Talotta" di Roma, prof.ssa Alessandra Silvestri, il volumetto offre un agile e rapido ripasso estivo dei punti salienti della grammatica inglese agli studenti iscritti al I anno del Liceo.

Ogni argomento di grammatica, organizzato sotto forma di giorni (i 15 giorni di settembre prima dell'inizio delle lezioni), è affrontato in modo sintetico attraverso spiegazioni e tabelle, corredate da esempi chiari, in molti casi anche tradotti.

Alla grammatica sono collegati due macro-esercizi (muniti di schede di auto-valutazione) finalizzati all'acquisizione delle principali abilità linguistiche quali la comprensione del testo, la traduzione, il completamento, ecc. e a stimolare negli studenti la capacità di lavorare con varie tipologie di esercizio (*fill in the gaps*, *multiple choice, definitions*).

Ogni giorno viene inoltre proposta una *challenge* che permette agli studenti di lavorare attivando e potenziando anche le *soft skills* necessarie a trasformare le conoscenze e abilità linguistiche in competenze.

Le autrici

Letter to students

Dear new Student,

Welcome to Teresa Gullace Talotta High School.

We hope that you will find this small textbook useful to revise a bit of English before entering High School (Liceo).

As you can see, the title refers to the fifteen days preceding the beginning of school.

Each DAY or micro-unit is organised as follows:

-- on the first page entitled "Grammatica in pillole" (Pills of Grammar) you will find grammar explanations in Italian referring to the topic at hand;

-- on the following page named "Language skills" (Abilità linguistiche) there are two guided writing activities and a challenge-based learning exercise which will make you revise English grammar while enhancing your writing and reading skills and hopefully have fun at the same time.

Each activity is provided with a two-column evaluation grid. Write your answers on the first column called "REPLIES & SELF-ASSESSMENT" (auto-valutazione) specifying your degree of self-assessment:

- VWD= very well done
- WD = well done
- QG = quite good
- SS = so so
- U = unsure

You will get the "Answer Key" from your teacher in September.

At the end of the textbook there are also suggestions on websites to consult and further challenges to help you re-activate your listening skills.

We recommend that you devote at least 30 minutes a day to English during the summer holidays and do your homework every day at least from 1st September onward.

Enjoy yourself ☺!

Maria Rosaria Fabrizio and Elisabetta Vaccaro

Fifteen days

DAY 1 – GRAMMATICA IN PILLOLE
Pronomi personali soggetto e complemento

I pronomi personali soggetto vanno sempre espressi. Il pron. pers. sogg. di 1ª pers. sing. *I* va scritto in maiuscola. *You* si usa con la 2ª pers. sing e la 2ª pers. plur. È anche il corrispettivo della forma di rispetto Voi/Lei. I pron. pers. compl. sono generalmente preceduti dal verbo o da preposizioni.

Pron. pers. sogg.	Esempi:	
I	**I** am a Pakistani student.	Sono uno studente pakistano.
You	**You** are really serious!	Sei veramente serio!
He	**He** is a great actor.	È un grande attore.
She	**She** is an English teacher.	È una docente di Inglese.
It	**It** is a beautiful day!	È una bella giornata!
We	**We** adore living in Rome.	Adoriamo vivere a Roma.
You	Are **you** from Cambridge?	Siete di Cambridge?
They	**They** have got a comfortable sofa.	Hanno un divano confortevole.

Pron. pers. compl.	Esempi:	
me	Give **me** your Maths book!	Dammi il tuo libro di matematica.
you	He always helps **you**.	Ti aiuta sempre.
him	She's buying **him** a present.	Gli sta comprando un regalo.
her	John loves **her** very much.	John la ama molto.
it	Tea? I don't like **it**.	Il the? non mi piace.
us	Tell **us** the truth!	Dicci la verità!
you	They never play cards with **you**.	Non giocano mai a carte con voi.
them	This bedroom is for **them**.	Questa cameretta è per loro.

Forme impersonali

Il pron. pers. sogg. di 3ª pers. sing. *it* si usa nelle forme impersonali per indicare

• l'ora:
It's 5 o'clock.   Sono le 5 in punto.
It's noon/midnight.   È mezzogiorno/mezzanotte.

• le parti del giorno:
It's morning/evening.   È mattina/sera.

• il tempo (atmosferico):
It's sunny today.   Oggi c'è il sole.

• la data:
It's Monday.   È lunedì.
It's February.   È febbraio.
It's 2018. It's (the) 2nd (of) June.   È il 2018. È il 2 giugno.

• la distanza:
It's about one mile from our school.   È circa a un miglio dalla nostra scuola.

• qualcosa da definire:
It's necessary to study hard.   È necessario studiare sodo.

Il "si" impersonale italiano può essere tradotto usando i diversi pron. pers. sogg.: *you*, *we*, *they*

You can't park there.   Non si parcheggia qui.
We eat pasta at lunch in Italy. In Italia si mangia la pasta a pranzo.
They study Science in the lab there.   Si studia scienze in laboratorio lì.

✋ Le navi e le macchine sono femminili in inglese:
*They have designed a ship. **She's** amazing.*   Hanno creato una nave. È impressionante.
*He has got a Ferrari. **She's** very fast.*   Ha una Ferrari. È velocissima.
Gli animali domestici si identificano con *he/she* quando se ne conosce il sesso:
*My daughter has a very lovely, little **she**-dog.*   Mia figlia ha una cagnolina molto graziosa.

DAY 1 – LANGUAGE SKILLS
Multiple choice and transformations

1. Choose the right object pronoun.

Ex. Jane gave **them/they/their** a chocolate box.

1. My father drives **me/my/I** and my sister to school.
2. Our sister often argues on petty things with **us/ours/we**.
3. My brother goes to university with **she/her/hers**.
4. They're trying to find out if Paulette is with **him/his/he**.
5. We contacted **they/them/theirs**.
6. Would you mind calling **us/we/our** at 6 pm.?
7. They are laughing about **her/she/hers**.
8. She was paying attention to **they/their/them**.
9. Will you lend **I/my/me** some money, please?
10. My son is very fond of his hamster. He is always running after **it/its/his**.

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEYS (to be given in September)	
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2. Replace the subject/object underlined with the subject or object pronouns.

Ex: Laura is talking to her friends.   She is talking to them.

1. Jane and Sheila are meeting their mother at the supermarket.

1a _____ are meeting _____ at the supermarket.

2. Sam and I are from San Francisco but our mother is English.

2a _____ are from San Francisco but _____ is English.

3. Peter often has lunch with his colleagues in the city centre.

3a _____ often has lunch with _____ in the city centre.

4. You and your brother never go to the cinema with my sister and I.

4a _____ never go to the cinema with _____.

5. The cat is chasing butterflies in the garden.

5a _____ is chasing _____ in the garden.

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY (to be given in September)	
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Challenge of the day: Create your own exercise on subject/object pronouns. Show it to your classmates in September. Write at least 10 sentences.

DAY 2 – GRAMMATICA IN PILLOLE
To be e usi di *to be*

To be (essere) serve a descrivere fisicamente e caratterialmente le persone, a parlare di luoghi, animali, oggetti e concetti. Il verbo ha tre forme diverse al presente (**am**/**is**/**are**) e due al passato (**was**/**were**). Non necessita di altri verbi per costruire le forme negativa, interrogativa, interrogo-negativa. Nelle risposte brevi affermative si usa la forma estesa, nelle negative quella contratta. Esempi:

I **am** a student.	Sono uno studente.
You **aren't** late.	Non sei/siete in ritardo.
Are you Scottish?	Sei/siete scozzese/i?
Aren't you their cousin(s)?	Non sei/siete il/i loro cugino/i?
It's an interesting idea.	È un'idea interessante.
Are you a doctor? Yes, I **am**./No, I'**m not**.	Lei è un dottore? Sì./No.
Is the girl happy? Yes, she is./No, she i**sn't**.	La ragazza è felice? Sì./No.
Are they bald? Yes, they are./No, they **aren't**.	Sono calvi? Sì./No.

Forma affermativa estesa	contratta	Forma negativa estesa	contratta	Forma interrogativa	Forma interrogo-negativa
I am	I'm	I am not	I'm not	Am I?	Am I not?/Aren't I*?
You are	You're	You are not	You aren't	Are you?	Aren't you?
He/she/it is	He/she/it's	He/she/it is not	He/she/it isn't	Is he/she/it?	Isn't he/she/it?
We are	We're	We are not	We aren't	Are we?	Aren't we?
You are	You're	You are not	You aren't	Are you?	Aren't you?
They are	They're	They are not	They aren't	Are they?	Aren't they?

Il verbo *to be* può essere usato anche per

• indicare la propria identità e professione:

He **is** Martin Smith. He'**s** a lawyer.　　　　È Martin Smith. Fa l'avvocato/È un avvocato.

• indicare la provenienza (città/nazione):

We **aren't** from Rome. We'**re** from Madrid.　　Non siamo di Roma. Veniamo da Madrid.

• parlare delle condizioni di salute:

How are you? I'**m** fine, thanks.　　　　　　　Come stai? Tutto bene, grazie.

• chiedere e dire il prezzo:

How much **is** it? It's 50 euros.　　　　　　　Quanto costa/quant'è? 50 euro.

• chiedere e dire l'età:

How old **are** you? I'**m** fifteen.　　　　　　　Quanti anni hai? Ne ho 15.

• chiedere e dire l'ora (solo alla 3ª pers. sing.):

What time **is** it? What'**s** the time? It'**s** 9 o'clock p.m.　Che ora è? Che ore sono? Sono le 9 in punto di sera.

• nelle forme idiomatiche, quando si esprimono condizioni fisiche o stati d'animo in cui in italiano si usano altri verbi come **stare** o **avere**:

I'**m** cold.	Ho freddo.
He'**s** hungry.	(Egli/Lui) ha fame.
She **is** afraid of spiders.	(Ella/Lei) ha paura dei ragni.
They **are** in a hurry.	Essi hanno fretta.
He'**s** really ill.	(Lui) sta molto male.
I'**m** right and you'**re** wrong.	Io ho ragione e tu hai torto.

Altri esempi sono: *To be late*, *to be on time*, *to be warm*, *to be hot*, *to be thirsty*, ecc.

☞ *Aren't I è più usata di Am I not: *Aren't I a stupid*? Non sono un/a stupido/a?

DAY 2 – LANGUAGE SKILLS
Ordering and writing e-mails

1. Put the sentences in the correct order to write an e-mail. (<u>There are more possibilities</u>)

To: ita04@gmail.it
from: michi01@yahoo.uk
subject: wanna be friends?

1 Hi, my friend!
… See you soon, Micheal.
… My name is Micheal and I'm fifteen years old.
… My birthday is next week, on the 20th of September.
… I have got a brother, a sister and a dog, Flash.
… How old are you?
… I go to school every day now, and you?
… I don't like school, but I like September.
… Where do you live in Italy?
… I live with my family in London.
… When is your birthday?
… Have you got any brothers or sisters?
… I know that school starts in September in Italy.

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
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2. Write an e-mail to Micheal. Tell him about you and answer his questions.

To: michi01@yahoo.uk
from: ita04@gmail.it
subject: wanna be friends?

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SELF-ASSESSMENT	TEACHER'S ASSESSMENT
---- 5 correct grammar	---- 5 correct grammar
---- 5 communicative language	---- 5 communicative language
---- 5 appropriate vocabulary	---- 5 appropriate vocabulary
---- 3 spelling	---- 3 spelling
---- 2 punctuation	---- 2 punctuation

Challenge of the day: Prepare an interview for a future classmate of yours asking him/her 10 questions about his/her hobbies, likes, dislikes and fears.

DAY 3 - GRAMMATICA IN PILLOLE
To have (*got*) e usi di *to have*

To have (avere) ha la funzione di ausiliare nella formazione dei tempi composti. Inoltre, indica il possesso in senso lato. Al presente può o meno essere seguito da *got* e ha due forme diverse (**have**/**has**). Ha un'unica forma al passato (**had**). Essendo un verbo debole, nelle forme negativa, interrogativa e interrogo-negativa ricorre all'ausiliare **do** (**does** alla 3ª pers. sing. al presente e **did** al passato). Se *have* è seguito da *got* nelle fome interrogative, interrogo-negative e negative <u>non</u> necessita dell'ausiliare *to do*. Nelle risposte brevi si usa l'ausiliare presente nell'interrogativa e non si usa mai il *got*:

Esempi:

I have (got) a new scarf.	Ho una nuova sciarpa.
You don't have/haven't got a big house.	Non hai una casa grande.
Do they have/Have they got a brand new laptop?	Hanno un computer portatile nuovo di zecca?
Doesn't she have/Hasn't she got a white cat?	Non ha un gatto bianco?
Have you got a bike? Yes, I have./No, I haven't.	Hai una bici? Sì./No.
Do you have a bike? Yes, I do./No, I don't.	Hai una bici? Sì./No.

Affermativa estesa	contratta	Negativa estesa	contratta	Interrogativa	Interrogativo-negativa
I have	I've	I do not have	I don't have	Do I have?	Don't I have?
I have got	I've got	I have not got	I haven't got	Have I got?	Haven't I got?
You have	You've	You do not have	You don't have	Do you have?	Don't you have?
You have got	You've got	You have not got	You haven't got	Have you got?	Haven't you got?
He/she/it has	He/she/it's	He/she/it does not have	He/she/it doesn't have	Does he/she/it have?	Doesn't he/she/it have?
He/she/it has got	He/she/it's got	He/she/it has not got	He/she/it hasn't got	Has he/she/it got?	Hasn't he/she/it got?
We have	We've	We do not have	We don't have	Do we have?	Don't we have?
We have got	We've got	We have not got	We haven't got	Have we got?	Haven't we got?
You have	You've	You do not have	You don't have	Do you have?	Don't you have?
You have got	You've got	You have not got	You haven't got	Have you got?	Haven't you got?
They have	They've	They do not have	They don't have	Do they have?	Don't they have?
They have got	They've got	They have not got	They haven't got	Have they got?	Haven't they got?

Il verbo *have* può essere usato per
• indicare il possesso:

My daughter **has** (**got**) a leather purse.	Mia figlia ha un borsellino di pelle.

• indicare relazione:

I've (**got**) two sisters-in-law.	Ho due cognate.

• descrivere persone/cose:

She's (**got**) blue eyes and brown hair.	Ha occhi azzurri e capelli castani.
The door's (**got**) a golden knob.	La porta ha un pomello dorato.

• parlare di malesseri:

I've (**got**) a bad cold.	Ho un brutto raffreddore.

• nelle forme idiomatiche e quando in italiano adoperiamo verbi come **fare**, **prendere**, **dare**:

We usually **have** brunch on Sunday.	Di solito facciamo un brunch di domenica.
Let's **have** a party!	Diamo una festa!
Can I **have** a drink?	Posso prendere qualcosa da bere?

Alcuni esempi: *To have breakfast/lunch/dinner/a snack*; *a nap/a shower/a bath*; *a good time*, ecc.

✍: Per dire e chiedere l'età si usa l'ausiliare *to be*: *How old **is** he? He's 16 years old* (☞ p. 15).

DAY 3 - LANGUAGE SKILLS
Correcting mistakes and matching

1. Correct the mistake. There is one mistake in each sentence.

1. They doesn't have flu.	
2. They usually has a snack in the morning.	
3. I get have a Science test on Monday.	
4. He have got a glass in his left hand.	
5. My mother lunch at home every day.	
6. That film doesn't has a good screenplay.	
7. Has he got dark hair? Yes, he has got.	
8. My grandfather has got a nap after lunch.	
9. That house has got not a swimming pool.	
10. We have 15 years old.	
REPLIES & SELF-ASSESSMENT **VWD – WD – QG – SS - U**	**ANSWER KEY**
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2. Match the following sentences.

1. My brother and his	a. have a shower in the evening.
2. How much	b. something to eat?
3. Do they	c. have enough money to buy a bigger flat.
4. We often	d. a sore throat. She's got a cold.
5. Have you	e. fruit have you got?
6. She doesn't	f. got any brothers or sisters? No, I haven't.
7. Could I have	g. breakfast at six o' clock in the morning.
8. Our parents don't	h. have a lot of new friends in her new class.
9. I have	i. have piano lessons on Friday?
10. Sara hasn't	k. friends have a walk in the park each day.
REPLIES & SELF-ASSESSMENT **VWD – WD – QG – SS - U**	**ANSWER KEY**
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Challenge of the day: Write a tonguetwister with at least 5 different uses of to have.

DAY 4 - Grammatica in pillole
Genitivo sassone, aggettivi e pronomi possessivi

Per esprimere l'idea di possesso o di relazione parentale, d'amicizia o lavorativa fra le persone si ricorre anche al genitivo sassone. Si usa quando il possessore è una persona o un gruppo di persone. Il genitivo sassone viene anche utilizzato con determinate espressioni di tempo e per indicare luoghi come monumenti, negozi, paesi, ecc. L'art. det. *the* va omesso davanti al nome proprio di persona ma esplicitato col nome comune:

Mark**'s** car/house/dog. - An uncle of May**'s**.	La macchina/la casa/il cane di Mark. - Uno zio di May.
The students**'** PCs are out of order.	I PC degli studenti sono guasti.
In two weeks**'** time. - Today**'s** paper.	Fra due settimane. - Il giornale di oggi.
We met in front of Saint Paul**'s**.	Ci siamo incontrati davanti a San Paolo (la cattedrale di).
I'm going to the butcher**'s**.	Sto andando dal macellaio.
Italy**'s** art riches are immense.	Il patrimonio artistico dell'Italia è immenso.

• Di norma si aggiunge **'s** al possessore, anteposto alla cosa posseduta o alla/e persona/e con cui si ha un rapporto di parentela/amicizia/lavoro:

Steve**'s** trainers are dirty.	Le scarpe da ginnastica di Steve sono sporche.
Steve**'s** sons/colleagues/friends/are nice.	I figli/i colleghi/gli amici di Steve sono simpatici.

• Al plurale se il sostantivo è regolare si aggiunge solo **'**, se è irregolare **'s**:

His parents**'** living-room was wonderful.	Il salotto dei suoi genitori era meraviglioso.
The children**'s** toys are everywhere.	I giocattoli dei bambini sono ovunque.

• Se due o più possessori hanno un rapporto di parentela/amicizia/lavoro <u>in comune</u> con altre perso-ne o possiedono <u>un oggetto in comune</u>, il genitivo sassone si indica solo sull'ultimo dei possessori:

Sara and Marco**'s** cousins are on holiday.	I cugini di Sara e Marco sono in vacanza.
It's the managers and the employees**'** party.	È la festa dei direttori e dei dipendenti.

• Se vi sono più possessori che hanno <u>lo stesso tipo di oggetti o lo stesso tipo di rapporti d'amicizia/lavorativi o di famiglia</u>, il genitivo sassone viene esplicitato per entrambi:

Sara**'s** and Marco**'s** shoes are black.	Le scarpe di Sara e quelle di Marco sono nere.
Sara**'s** and Marco**'s** teachers are stern.	Gli insegnanti di Sara e quelli di Marco sono severi.

• I nomi propri che terminano in -**s** possono prendere solo l'apostrofo (**'**) oppure **'s**

Doris**'**/Doris**'s** bag is a canvas bag.	La borsa di Doris è una borsa di tela.
James**'**/James**'s** mother**'s** name is Fiona.	Il nome della madre di James è Fiona.

☞ Quest'ultimo caso introduce anche la regola del cosiddetto doppio genitivo.

Con le cose si usa "of": The door **of** the garage. La porta del garage.

Il possesso si esprime anche ricorrendo ad agg. e pron. possessivi, invariabili per numero. <u>Mai</u> preceduti dall'art. det. *the*, essi concordano con il possessore e non con la cosa posseduta o con la/le persona/e con cui si ha un rapporto di parentela/amicizia/sentimentale/lavorativo:

It's **her/his** bike. It's **hers/his**. È la sua (di lei/di lui) bici. È la sua (=quella di lei/lui).

Gli aggettivi possessivi si usano più di frequente rispetto all'italiano:

• con indumenti e oggetti personali:

Where are **our** gloves? Dove sono i nostri guanti?

• con le parti del corpo:

Take **my** hand. Prendimi per mano/Prendimi la mano/Prendi la mia mano.

Aggettivi   **Pronomi**

My	My car is fast.	My cars are fast.	Mine	That fast car is mine.	Those fast cars are mine.
your	Your pen is red.	Your pens are red.	yours	This red pen is yours.	These red pens are yours.
his	His cake is bitter.	His cakes are bitter.	his	This bitter cake is his.	These bitter cakes are his.
her	Her dog is old.	Her dogs are old.	hers	This old dog is hers.	These old dogs are hers.
its	Its tail is long.	Its teeth are strong.	---	---	---
our	Our TV is big.	Our TVs are big.	ours	That big TV is ours.	Those big TVs are ours.
your	Your tie is nice.	Your ties are nice.	yours	That nice tie is yours.	Those nice ties are yours.
their	Their tea is black.	Their teas are black.	theirs	This black tea is theirs.	These black teas are theirs.

DAY 4 – LANGUAGE SKILLS
Translating from Italian into English and viceversa

1. Translate into English.

1. L'amico di mio padre è al telefono.	
2. I vestiti da bambino sono sulla sedia.	
3. Il negozio del parrucchiere è nuovo.	
4. Questo è il nuovo indirizzo elettronico del mio amico.	
5. Il fidanzato di mia sorella è simpatico.	
6. La finestra del bagno è aperta.	
7. Le pagine del libro sono sporche.	
8. I genitori di Marco e Sara hanno 40 anni.	
9. Il bagagliaio della macchina è pieno.	
10. Il giornale di ieri è sul tavolo.	

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEYS	
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2. Translate into Italian.

1. He's a friend of mine.	
2. Whose restaurant is it? It's Mike's.	
3. There are two friends of hers at the café.	
4. My garage is bigger than yours.	
5. Those colleagues of theirs aren't tall.	
6. Two of our classmates are English.	
7. A relative of my mother's lives in London.	
8. I'm going to the greengocer's.	
9. Marta's dresses are very smart.	
10. Whose scooter is that? It's mine.	

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEYS	
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Challenge of the day: Write 5 sentences with the possessive case, 5 with the possessive adjectives and 5 with the possessive pronouns.

DAY 5 – GRAMMATICA IN PILLOLE
Articoli determinativi e indeterminativi

L'articolo determinativo *the* è invariato per genere e numero:

SI USA CON		NON SI USA CON	
nomi adoperati in senso specifico; nomi menzionati in precedenza	Please sit down on the chair in front of the desk. I am referring to the green chair.	nomi adoperati in modo generico	Chairs and tables are pieces of furniture. Dogs are not allowed to enter the baker's.
cognome della famiglia/band (al plur.)	The Smiths are holding a concert tonight.	nomi propri e cognomi	"Nice to meet you. I'm Ted". Pat Ruby is a good lawyer.
cariche/titoli nobiliari non seguiti da nome proprio	The duke/the duchess are going to Court.	cariche/titoli nobiliari seguiti da nomi propri	Prime Minister Guido Sereni Queen Elizabeth II
nomi di popoli	The Americans love Rome.	nomi di parentela	Uncle Toby is great fun.
categorie di persone	The young were screaming all the time.	categorie di persone davanti a *people*	Elderly people do not pay the entrance to museums.
lingue straniere prima della parola *language*	I love the English language.	lingue straniere in genere	They study two foreign languages: German and French.
nomi unici (*radio*, *Internet*) o entità (*Sun*)	I am surfing the Internet. The sun is shining today.	la parola TV/*television*	They watch TV every night.
strumenti musicali	I can't play the guitar.	giochi e sport	Let's play chess/tennis!
numeri ordinali	I live on the thirty-second floor of a skyscraper.	numeri cardinali *page, room, number*	The reading comprehension is on page 12.
locali di abitazioni	The dining-room in our new house is very big.	materie scolastiche, colori	I studied History at University. My favourite colour is yellow.
parti del giorno	I have a snack in the morning/afternoon/evening.	pasti e parti del giorno	I have lunch at noon/midday and dinner at midnight!
negozi, luoghi di lavoro, svago	I am at the chemist's. They worked in the factory. She went to the theatre.	*home* e *work*	They'll go home at five p.m. Her sister is at work now.
school, bed, church, college, hospital, university, prison (intesi come luoghi)	They met in front of the school gate. I put my socks on the bed.	*school, college, university, bed, church, hospital, prison* (in base a funzione svolta)	I went to college in Florida. It's 11 o' clock. She is in bed. I hardly ever go to church.
oceani, mari, canali, fiumi, gruppi di isole, arcipelaghi, catene montuose, stati al plur. o contenenti le parole *Republic* e *Kingdom*.	The cliff overlooks the Pacific Ocean/the Baltic Sea. He's at the Bahamas. A breathtaking view of the Alps. The USA/The United Kingdom/The Czech Republic	laghi, montagne, isole singole, stati, continenti, regioni, città	They have a tour around Lake Garda every summer. He climbed Mount Everest. I'm sailing to Sardinia tonight. He is from Austria/Asia. I live in Piedmont/Florence.
teatri, cinema, ristoranti, alberghi, gallerie e musei, monumenti	We're going to the Opera house. We dined at the Jolly Hotel. We visited the Vatican Museums/the Art Gallery.	stazioni, parchi, aeroporti, università, strade, piazze, ponti, chiese, palazzi e castelli	We left Gatwick at 3 p.m. I study at La Sapienza University in Rome. We met at Saint Martin's.

Gli articoli indeterminativi sono **A/AN**. **A** davanti a nomi (agg./avv.) che iniziano per consonante (*book/smart/properly*), h aspirata (*hobby/hard/hilariously*) o vocale che foneticamente sviluppa un suono consonantico (*university/European/universally*). **AN** davanti a sost. (agg./avv.) che cominciano per vocale (*apple/ironic/ideally*) e h muta (*hour/honest/honestly*).

SI USA		NON SI USA	
nomi sing. numerabili	1 sheep, 3 wolves, 2 books	nomi sing. non numerabili *milk, coffee, tea, beer, oil, news, furniture, advice*.	I drink milk and coffee. He gave me some good advice/news.
espressioni di frequenza/esclamazioni (nome sing. num.)	Once a month I fly to Paris. What a wonderful day!		
parti del corpo	She's got an oval face.	nomi plurali	I saw my friends yesterday.
malattie/malesseri	I've got a stomachache.		
professioni	She is a dancer.		
peso	They cost 3 euros a kilo.		
espressioni di tempo	They have piano lessons 3 times a week.		

DAY 5 – LANGUAGE SKILLS
Filling in the gaps and matching

1. Insert the indefinite/definite article when necessary. Sometimes articles are not needed.

Dear Giorgia,
I've just come back from holidays with my family and _____ uncle Jordan. We went to _____ mountains in ____ small village near _____ Mount Bianco. My parents rent ____ house with _____ beautiful garden. ____ view from _____ garden was breathtaking because you could see _____ valley and all ____ surrounding area since we were on ____ top of ____ hill. In ____ garden there was also _____ swimming pool. So, after taking ____ long walks we used to go back _____ home and we relaxed swimming in ____ pool. We spent two wonderful weeks there and I hope to go back again _____ next summer. What are you up to? What if we meet for ____ ice-cream and ____ chat?
See you soon,
Pat

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
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2. Match column A with columns B, C, D and E writing 10 sentences. (There are several possibilities)

A	B	C	D	E
His daughter	bought	on	the	fish and chips.
Their parents	is jumping	in	a	chocolate box.
My dog	cannot see	at	an	distance.
Your brother and you	hate	for	ø	joy.
Sophie and her son	are relaxing	ø		lawn.
Jenny and I	rained	over		cats and dogs.
It	adore			kitchen.
	eats			garden.

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

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

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
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Challenge of the day: Write a short letter to a friend talking about a gig/concert you went to, using both definite and indefinite articles.

DAY 6 – GRAMMATICA IN PILLOLE
Aggettivi qualificativi, aggettivi e pronomi dimostrativi

Gli aggettivi qualificativi

• sono invariabili (non cambiano nel genere e nel numero)	Tom's **clever**. Jane's clever, too. Tom è intelligente. Anche Jane. They are **English** students. Sono studenti inglesi.
• precedono sempre il sostantivo	He's got **dark brown** hair. Ha capelli castano scuro.
• seguono *to be* se hanno valore predicativo	It's **hot** in summer. Fa caldo d'estate. They aren't **rich**. Non sono ricchi. Is she **young** and **pretty**? È giovane e carina/bella?
• si possono usare dopo i verbi *feel, look, seem, smell, sound, taste* e *get* e *become*, con funzione predicativa	"I feel **good**." – he said. "Mi sento bene" – disse. He seemed **nice**. Sembrava simpatico. This cake tastes **delicious**. Questo dolce ha un sapore delizioso.
• due agg. che precedono un nome, di solito, non sono separati da virgola o da *and*	It's a **new big** screen. È uno schermo nuovo e grande.
• se sono più di due agg., precedono il nome e sono separati da **,** ma non da *and*	A talented, young Italian chef cooks in this restaurant. Un cuoco italiano di talento cucina in questo ristorante.
• *and* si usa tra due colori	The team has got a white and yellow shirt. La squadra ha/indossa una maglietta bianca e gialla.

Ordine degli aggettivi qualificativi nella frase

Art.	opinione	dimensione	età	forma	colore	nazionalità o marca	materiale	tipo	sostantivo
A	fantastic	large	old				wooden	terraced	house
A		tiny	antique		blue	English			teapot
An	expensive			round	golden	American			watch

☞ Gli aggettivi che terminano in -**ful** si scrivono con una sola "**l**": *beautiful, successful*
Alcuni sostantivi sono usati con funzione di aggettivi (materiali): *a silk scarf/a plastic bag/a wool quilt*

• Aggettivi di nazionalità: possono terminare in vario modo (-**an**, -**sh**, -**ch**, -**ese**, -**i**, ecc.)
Italian, American; English, Spanish; French, Dutch; Chinese, Portuguese; Pakistani.
• Aggettivi che terminano in -**ing**: descrivono oggetti, situazioni, eventi e persone
This film is **boring**. Questo film è noioso.
The landscape is **amazing**. Il paesaggio è sorprendente.
• Aggettivi che terminano in -**ed**: descrivono stati d'animo e sensazioni di una persona
I have nothing to do and I'm **bored**. Non ho nulla da fare e sono annoiato.
The gift was a surprise and he was **amazed**. Il dono fu una sorpresa e lui ne rimase sbalordito.
• Aggettivi e pronomi dimostrativi: si riferiscono a qualcosa/qualcuno vicino a o lontano da chi parla.
Se non sono seguiti da un sostantivo hanno valore di pronome (es.: *That is my house*).

	Sing.	Plur.
Vicino a chi parla	**This** boy is my brother.	**These** students are smart.
Lontano da chi parla	**That** woman is a doctor.	**Those** teachers are strict.

Si usano:
• al telefono
  "Hello, **this** is Mike"; "**This** is 06344587". "Ciao, sono Mike". "Questo è lo 06344587"
• con espressioni di tempo
  This week I'm going to have a haircut. Questa settimana vado a tagliarmi i capelli.
• per indicare il tempo (vicino/lontano)
  I really enjoyed **that** party. Mi sono proprio divertito/a a quella festa.
• con *OK*, *all right*, davanti ad aggettivi
  That's Ok! --- **That**'s all right --- **That**'s wonderful! Va bene! Tutto a posto! È meraviglioso.

☞ I numerali, i possessivi e i dimostrativi vanno prima degli agg. qualificativi:
I often go out with my two best school friends. Spesso esco con i miei due migliori amici di scuola.
The second more talented student is Gina. La seconda studentessa di maggior talento è Gina.
These new blue shoes are already worn out. Queste nuove scarpe blu sono già rovinate.
Per agg. e pron. possessivi ☞DAY 4; agg. e pron. indefiniti ed espressioni di quantità ☞ DAY 7.

DAY 6 – LANGUAGE SKILLS
Describing people

1. Complete the description of two of the main characters of the "Fantastic Four" of Marvel Universe using the adjectives in the boxes.

blue, American, married, eccentric, white, wavy, brilliant, brown

A. Mister Fantastic

Reed Richards was born in California. He was a child prodigy in Mathematics, Physics and Mechanics. He is the leader of the Fantastic Four. His nationality is _____ (1). He's got dark _____ (2) hair, _____ (3) at his temples. His eyes are _____ (4). He is _____ (5) to Susan Storm. He wears a _____ (6) suit. His superhuman power is his stretchable body: he can mold himself into almost any form. He has a _____ (7) mind but he's got an _____ (8) behavior!

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
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long, powerful, younger, blonde, good, force, excellent, blue.

B. Invisible Woman

Susan Storm was born in Long Island. She's got a _____ (1) brother, Johnny. After her mother's death, they went to live with her aunt. She fell in love with Reed Richards and eventually she married him. She's got _____ (2) eyes and _____ (3) _____ (4) hair. She's got two powers: invisibility and _____ (5) fields. She's an _____ (6) swimmer and she's really _____ (7) at judo. She's the most _____ (8) member of the Fantastic Four.

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
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2. Describe a character of your favourite film/book/comic/cartoon (60-70 words max.).

_____
_____
_____
_____
_____
_____
_____
_____

SELF-ASSESSMENT VWD – WD – QG – SS - U	ANSWER KEY
---- 5 correct grammar ---- 5 communicative language ---- 5 appropriate vocabulary ---- 3 spelling ---- 2 punctuation	---- 5 correct grammar ---- 5 communicative language ---- 5 appropriate vocabulary ---- 3 spelling ---- 2 punctuation

Challenge of the day: Describe five objects of your bedroom at your pleasure. Use at least 5 different adjectives for each of them.

DAY 7 – GRAMMATICA IN PILLOLE
Aggettivi e pronomi indefiniti ed espressioni di quantità

Gli aggettivi e pronomi indefiniti *some, any, no, none* si usano per esprimere una quantità non definita. Si usano con sost. sing. non numerabili e con sostantivi plur. (☞ DAY 9) Sono invariabili in genere e numero.

Funzione	**SOME** Agg./pron.	**ANY** Agg./pron.	**NO** Agg.	**NONE** Pron.
Si usa con le frasi	affermative; interrogative (richieste/ offerte); quando si prevede una risposta positiva.	interrogative; negative; interrogo-negative; ipotetiche.	affermative in sostituzione di NOT ANY all'inizio della frase.	Sostituisce NOT ANY nelle risposte brevi all'inizio della frase.
Esempi	There are some people in the street. Would you like some tea? Can you give me some information? Have you got some potatoes? Yes, I've got a few.	Are there any violets in the field? There isn't any milk in the fridge. Haven't you got any brothers or sisters? No, I haven't got any. I don't know if there is any bread in the cupboard.	There are no cups on the table.	Is there any wine? No, there's none.

ANY, usato nelle frasi affermative, significa anche "qualsiasi/qualunque" seguito dal sost. sing.:

To go to the city centre you can take **any** bus.	Per andare al centro puoi prendere qualsiasi autobus.
You can choose **any** gift you want.	Puoi scegliere un regalo qualunque.

☝Per indicare/chiedere se è rimasto ancora qualcosa si usano le espresioni *some left, any left, none left* oppure *some more, any more, no more*:
There's some fish left. Do you want some more?　　È avanzato del pesce. Ne vuoi dell'altro?

Gli aggettivi e i pronomi di quantità sono *much, many, a lot of/lots of, (a) little, (a) few*

	MOLTO		POCO
	Aff.	Neg./interr.	
Sost. sing. non num.	A lot of/Lots of	much	(a) little
Sostantivi plurali	A lot of/Lots of	many	(a) few

Esempi:

There is **a lot** of salt in my soup.	C'è molto sale nella mia zuppa.
I haven't got **much** time.	Non ho molto tempo.
Are there **many** children in the park?	Ci sono molti bambini nel parco?
Only **a few** tourists visit our town.	Solo alcuni turisti visitano la nostra città.
They've got **little** information.	Hanno poche informazioni.

Altre espressioni per indicare grandi quantità sono anche *lots of, plenty of, a great deal of* (sost. sing. non numerabili), *a large number of* (sost. plur.):

It's **a great deal** of money.	Sono tanti soldi.
There was **a large number of** people.	C'era una gran quantità di gente.
There's still **plenty of** time.	C'è ancora tanto tempo.

Many si può usare anche nelle frasi affermative:

Many scientists were at the conference.	Molti scienziati erano alla conferenza.

A lot e *Much* si possono usare anche con funzione di avverbio a fine frase:

Do you eat meat? No, not **much**.	Mangi carne? No, non molta.

Little e *few* non preceduti da "a" esprimono una quantità ridotta non sufficiente:

He had **little time** to study.	Ha avuto poco tempo per studiare.
He feels lonely because he's got **few** friends.	Si sente solo perché ha pochi amici.

A little si usa anche con funzione di avverbio:

She's **a little** sad today.	Oggi è un po' triste.

☝: Se "molto" e "poco" sono avverbi si traducono *very/not very* davanti ad aggettivi:
The plot of the film is very/not very gripping.　　La trama del film è molto/non è molto avvincente.

DAY 8 – LANGUAGE SKILLS
Transforming and rewriting sentences

1. Transform the following sentences in negative (-) or interrogative (?).

1. I want some vegetables with the meat.	(-)	
2. We have a lot of problems with Maths.	(-)	
3. There are some potatoes for dinner.	(?)	
4. There were a lot of people at the concert.	(-)	
5. He has plenty of time to go out.	(?)	
6. I have some homework to do.	(-)	
7. There is a lot of fish and some salad.	(-)	
8. I drink some milk at breakfast.	(?)	
9. They visit a lot of countries in summer.	(?)	
10. There is cheap food in this shop.	(-)	
REPLIES & SELF-ASSESSMENT **VWD – WD – QG – SS - U**		**ANSWER KEY**
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2. Rewrite the following sentences with the same meaning and using max. 3 words.

1. There is little wind today.
There isn't _____ _____ today.

2. There aren't many mistakes in our tests.
There are _____ _____ _____ our tests.

3. The shopping centre hasn't got many car parking spaces.
There are _____ _____ _____ spaces in the shopping centre.

4. We did not buy so many clothes in the shop.
We bought _____ _____ _____ the shop.

5. She didn't have a lot of presents for her birthday.
She had _____ _____ _____ for her birthday.

6. There's no water left. You have to buy it.
There _____ _____ _____ water left. You have to buy it.

7. My coffee is bitter. There isn't much sugar in it.
There is _____ _____ _____ my coffee and so it's bitter.

8. This house is really small. There aren't many rooms in it.
This house is really small. There _____ _____ rooms in it.

9. Would you like some Coke? Yes, please, but not much.
Would you like some Coke? Yes, please, _____ _____ _____.

10. Is there any fruit in the fridge? No, there isn't any left.
Is there any fruit in the fridge? No, there _____ _____ _____.

REPLIES & SELF-ASSESSMENT **VWD – WD – QG – SS - U**		**ANSWER KEY**
---- ---- ---- ---- ---- ---- ---- ---- ---- ----		---- ---- ---- ---- ---- ---- ---- ---- ---- ----

Challenge of the day: Create a dialogue about a recipe using indefinite adjectives or pronouns.

DAY 8 – GRAMMATICA IN PILLOLE
Sostantivi, numerabili e non numerabili. Il plurale

I nomi possono essere: propri (*James, Fiona, Mrs Brown*), comuni (*pilot, hostess*), concreti (*plant, town, train*), astratti (*beauty, philosophy*), collettivi (*army, news, hair, advice, furniture*) o individuali (*grand-father, chair*), numerabili (*one pear, three rings*) e non numerabili (*bread, flour*). Per quantificare i nomi non numerabili si ricorre a: aggettivi indefiniti (*some/any/no*), unità di misura (*a litre of, a kilo of* etc.) o contenitori (*a glass, a jug, a box, a tin, a tube)* oppure alle espressioni *a loaf, a slice, a bar, a piece of* per alcuni cibi come pane e dolci e *a piece of* anche in senso figurato. Vanno scritti con la lettera maiuscola: i nomi propri di persona (*John, Mary*), i cognomi (*Mr. Miller, Mrs. Brown*), i nomi dei mesi (*May, June*), dei giorni della settimana (*Sunday, Monday*), i titoli dei libri/film (*Altered States, Avatar*), le cariche nobiliari, politiche e religiose (*the Queen, the Prime Minister, the Pope*), alcune abbreviazioni (*DVD*, *CD*). I nomi sono variabili per numero (egg/egg**s**).

Formazione del plurale

Se i plurali sono regolari si aggiunge al singolare la -**s**:

a cow some cow-**s**　　　　one painter　three painter-**s**　　　one flower　　a hundred flower-**s**

Variazioni ortografiche

• i nomi che terminano per **cons**+**y** cambiano la -**y** in -**i** e aggiungono -**es**

Lady　⇨　　lad-**i**-**es** *ma*　　Boy　⇨ Boy-**s** poiché la y è preceduta da vocale

• i nomi che terminano in -**s**,-**ss**,-**x**,-**ch**,-**sh**,-**z** e talvolta quelli terminanti in –**o*** aggiungono -**es**:

bus　　⇨　　bus-**es**

boss　⇨　　boss-**es**

box　　⇨　　box-**es**

brooch ⇨　　brooch-**es**

bush　⇨　　bush-**es**

buzz　⇨　　buzz-**es**

tomato ⇨　　tomato-**es**

> ✋* i nomi stranieri abbreviati (*disco/piano*), quelli che terminano in **o** preceduta da vocale (*radio*) e anche nomi propri (*Eskimo*) formano il plurale con la -**s**

• se terminano per -**f****/-**fe** mutano la -**f** in -**v** e aggiungono -**es**:
　　　　　leaf　　　　⇨ lea-**ves**　　　　wife ⇨ wi-**ves**

> ✋** a volte non succede: roof ⇨ roof**s**

• se sono parole di derivazione latina o greca formano il plur. secondo la lingua d'origine:
latino:　　dat**um**　　⇨dat**a**,　　　　formul**a** ⇨ formul**ae/as**　　stimul**us** ⇨ stimul**i**
greco:　　hypothes**is**　⇨ hypothes**es**　　cris**is**　⇨ cris**es**

• il cognome può avere un plurale se ci riferiamo alla famiglia e si aggiunge sempre e solo la -**s**:
Mr. and Mrs. Brown ⇨The Brown**s**

Le lettere di alfabeto, abbreviazioni, anni, sigle e numeri cardinali si aggiunge **'s** oppure **s**:
Two A**s**, CD ⇨ CD**s**, DVD ⇨ DVD**s**, the 70**s** ⇨ the 70**'s**

Tra i principali plurali irregolari ricordiamo:

person	people	ma persons (in ambito giuridico/legale)
man	men	e composti
woman	women	e composti
child	children	
mouse	mice	
goose	geese	
ox	oxen	
salmon	salmon	
fish	fish	
deer	deer	
sheep	sheep	
foot	feet	
tooth	teeth	
penny	pence	ma pennies (singole monetine)

DAY 8 – LANGUAGE SKILLS
Defining and guessing

1. Find the word referring to the following definitions.

1. You are as vain as a _ _ _ _ _ _ _.   (It's also a sort of bird)
2. It is both a shape and can be part of a city _ _ _ _ _ _. (There can be a fountain in the middle)
3. It's moved by somebody pulling strings _ _ _ _ _ _ _.   (Pinocchio is one of them)
4. The act of saying goodbye to somebody _ _ _ _ _ _ _ _ _. (greeting)
5. The study of the earth's surface _ _ _ _ _ _ _ _ _ _.   (also a subject)
6. You touch it to open the door _ _ _ _ _ _.   (it can be a part of a cup)
7. A situation difficult to face _ _ _ _ _ _ _ _ _.   (an object in your way)
8. People used it to write in the past _ _ _.   (it could be black)
9. Babies usually drink it a lot _ _ _ _.   (also a beverage)
10. A house with animals in the countryside _ _ _ _ _ _ _ _ _. (the farmer lives there)

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U	ANSWER KEY
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2. Guess the words – all of them are plurals.

1. Yesterday we went to eat _ _ _ _ in that new restaurant by the seaside. (4 letters)
2. The _ _ _ _ _ were bleating in the fields. (5 letters)
3. In ancient times ploughs were pulled by _ _ _ _. (4 letters).
4. My dentist says I should brush my _ _ _ _ _ three times a day. (5 letters)
5. Elephants are afraid of _ _ _ _. (4 letters).
6. The woman was helping her little _ _ _ _ _ _ _ _ wash their hands. (8 letters)
7. Our teacher asked us to make some _ _ _ _ _ _ _ _ _ _ before solving the problem. (10 letters)
8. Four _ _ _ _ _ _ _ _ _ (9 letters) arrested the _ _ _ _ _ _ _. (7 letters)
9. When I was a child I really like the film "Seven _ _ _ _ _ for seven brothers". (5 letters)
10. They called me for an interview because they were interested in my _ _ _ _ _ _ _ _ _ _. (10 letters)

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
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Challenge of the day: Create your own word search or crossword selecting words related to school, hobbies, sports or holidays.

DAY 9 – GRAMMATICA IN PILLOLE
Preposizioni di tempo. L'ora

Le preposizioni di tempo principali sono le seguenti:

In	Per le parti del giorno (tranne *night*), i mesi, le stagioni, gli anni, i secoli e i periodi storici	I sleep well **in** the morning/afternoon/evening. I was born **in** May/September etc. I bought that eco-fur **in** 1998/2018. I go skating a lot **in** spring/summer. That island was discovered **in** the 20th century. I am very interested **in** the Middle Ages.
At	Per le ore, alcune parti del giorno, le festività, i pasti, l'età e alcune espressioni di tempo	I never get up **at** 9/**at** half past 8/**at** a quarter to 7. They will be home **at** night/**at** noon/**at** midday/**at** dawn/**at** midnight/**at** sunset. The often meet **at** Christmas/**at** Easter. They ring each other **at** lunch/**at** dinner. Italians become of age **at** 18. We always go for a walk **at** the weekend/**at** weekends.
On	Per i giorni del mese, della settimana, date, ricorrenze, espressioni e compl. di tempo	He was born **on** (the) 1st/2nd/3rd/20th of April. We go to the pub **on** Tuesday(s). She got a bracelet **on** her birthday/**on** graduation day. They play cards **on** Christmas day/eve. I generally work till late **on** weekdays. We go to the disco **on** Saturday night. When we are **on** holiday, we never go to the seaside.
After	Davanti a sostantivi/gerundio	I do the ironing **after** lunch/**after** cooking lunch.
Before	Davanti a sostantivi/gerundio	**Before** lunch/**before** having lunch we do some gardening.
Till/Until	Davanti a sostantivi	I will stay **till**/**until** the end of the lesson.
During	Davanti a sostantivo	A football player was injured **during** the match.
From ... to	Davanti a sostantivo	I generally do the shopping **from** 2 **to** 3 p.m.
By	Davanti ai giorni della settimana o alle ore o all'espressione *by the time*	I am back **by** next Saturday. They are always home **by** half past four. **By the time** you take your degree, I'll have found a job.

L'ora in inglese è sempre al singolare e mai al plurale. La domanda che si utilizza per chiedere l'ora è di solito: What time is it? (o What's the time?).

It's three **sharp/o'clock**.	Sono le tre spaccate/in punto.
It's **a quarter past** three.	Sono le tre e un quarto.
It's **a quarter to** four.	Sono le quattro meno un quarto.
It's **half past** three.	Sono le tre e mezza.

Si usa *to* per indicare quanto manca al raggiungimento dell'ora successiva e *past* per indicare quanti minuti sono passati dall'inizio dell'ora:

It's twenty **to** five.	Sono le cinque meno venti./Sono le quattro e quaranta.
It's twenty-five **past** eight.	Sono le 8 e 25.

Per non confondersi con l'orario si usa l'espressione a.m. (ante meridiem) per il mattino e p.m. (past meridiem) per il pomeriggio/sera.

It's twenty **past** 9 am/pm.	Sono le 9 e 20/Sono le 21 e 20.

Per gli orari dei mezzi di trasporto, annunci e segnali orari l'ora è seguita dai minuti:

What time does the plane land? At 2.10 pm.	A che ora atterra l'aereo? Alle 14.00 e 10.

Per indicare quanto ci si mette/si impiega per compiere un'azione si ricorre all'uso impersonale del verbo *to take*

Es.: How long **does it take** to go to school?   Quanto ci si mette ad andare a scuola?

Day 9 - LANGUAGE SKILLS
Multiple choice and open answer activities

1. Use the right prepositions of time to ask the following questions to a relative of yours.

Questions	Yes	No
1) Do you usually leave home for school (work) **from**/**at** 7.30?		
2) Do lessons at school/your workshifts last **from**/**by** 8.15 **to**/**till** 3 o'clock?		
3) Do you usually have lunch **on**/**by** 2.30?		
4) Do you generally get back home **in**/**on** the afternoon?		
5) Do you watch TV **before**/**in** dinner?		
6) Do you go to bed **until**/**after** midnight?		
7) Do you usually get up **at**/**in** dawn in summer?		
8) Were you born **in**/**by** spring?		
9) Do you always stay with your relatives **at**/**on** Christmas eve?		
10) Do you generally meet your friends **during**/**at** weekends?		

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
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----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----

2. Update your weekly planning agenda specifying the time of your daily tasks and appointments. Pay attention to the right prepositions of time. Use at least 10 of them.

Monday _____

_____

Tuesday _____

_____

Wednesday _____

_____

Thursday _____

_____

Friday _____

_____

Saturday _____

_____

Sunday _____

_____

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----

Challenge of the day: Ask from 5-to-6 questions to one of your parents/brothers or sisters to find out information about their weekly agenda. (Use the right prepositions of time).

DAY 10 – GRAMMATICA IN PILLOLE
Preposizioni di luogo. L'imperativo

Le preposizioni di luogo indicano la collocazione di persone, animali e cose in uno spazio. Sono spesso accompagnate da *to be*, *There is/There are* (c'è/ci sono). Le preposizioni servono nelle descrizioni di immagini/foto/dipinti/video e a dare istruzioni. Di seguito le principali preposizioni di stato in luogo:

In (in) per luoghi chiusi/circoscritti, città, nazioni, continenti, piazze/strade senza numero civico

                                in the hall/Rome/Peru/Asia/Oxford street/Times Square

At (a) per luoghi pubblici in base alla funzione/attività che vi viene svolta, indirizzo con numeri civici

                                at the seaside/school/work/11, Downhill Street

On (su/sopra)	I have put some boxes **on** the table.
Under (sotto)	There is a ring **under** the bed.
Over (sopra/su –non tocca la superficie)	The plane flew **over** the mountain.
Between (tra due)	The desk is **between** the floor lamp and the showcase.
Among (tra più di due)	There were several rabbits **among** the trees.
In front of (davanti)	The pupil sat **in front of** her classmate.
Opposite to (di fronte)	The supermarket is **opposite** the bank.
Near (vicino)	My cousin's house is **near** my uncle's office.
Next to/**beside** (accanto)	The woman was standing **next to** her daughter.
Behind (dietro)	Joe's gift is hidden **behind** the cushions of the armchair.
In the middle of/**centre of** (al centro)	**In the middle/centre** of the photo there are two horses.
Against (contro)	He was lying with his back **against** the wall.
Below (sotto)/Above (sopra)	No hell **below** us/**Above** us only sky. (*Imagine*, J. Lennon)
Upstairs – Downstairs (al piano di sopra/di sotto)	I live **upstairs** from you. (*Luka*, S. Vega) Our sitting room is **downstairs**.
Inside – Outside (dentro/fuori)	Children love playing **outside** in the summer. In the winter we prefer staying **inside**.
In the background (sullo sfondo)	**In the background** (of the picture) I can see some reefs.
In the foreground (sul davanti)	**In the foreground** there are two children building sand castles.
On the right (of) (a destra)	**On the right of** the picture we can see a small cat.
On the left (of) (a sinistra)	**On the left of** the photo there is a woman wearing a straw hat.

Le preposizioni di moto a/da/per luogo principali sono le seguenti:

To – From (a - da)	They will move **to** Milan/**from** Milan at the end of July.
Into (entrare in luogo chiuso/circoscritto)	My parents are going **into** the bank at the moment.
Out of (uscire da luogo chiuso/circoscritto)	They are coming **out of** the supermarket right now.
Up – Down (su - giù)	The lift went **up** and **down** for hours.
On/Onto – Off (su/da)	She's riding **on** the pony - Try not to fall **off** the bike.
Through (attraverso)	The train runs **through** the Channel Tunnel.
Towards (verso)	While they were talking they were walking **towards** me.
(A)round (intorno)	There are several chairs **around** the table.
Across (attraverso in linea retta)	Joanna walked **across** the street, then **along** the sidewalk
Along - Past (lungo – oltre)	and finally **past** her favourite bookshop.
Straight on/ahead+as far as (sempre dritto/avanti/fino a)	Take the second street on the right and then go **straight on**/**ahead as far as** the post office.
Over (sopra senza toccare)	The horse jumped **over** the fence.

Imperativo

Per dare indicazioni su come raggiungere i luoghi si ricorre all'imperativo, di norma usato per ordini/istruzioni/consigli. Corrisponde alla **forma base del verbo senza il to**. L'imperativo negativo si forma con **do+not+verbo alla forma base**. L'imperativo è uguale alla 2ª pers. sing. e plur.

Get as far as the traffic lights and **stop** there. Arriva/arrivate fino al semaforo e fermati/fermatevi lì.

Don't drink too much coffee.	Non bere/Non bevete troppo caffè.

Let us/Let's+**forma base del verbo** è usato come esortazione/suggerimento solo alla 1 pers. plur.

Let's go home. It's late.	Andiamo a casa. È tardi.

DAY 10 – LANGUAGE SKILLS
Describing pictures and giving instructions

1. Describe a photo of a room taken from an indoor furniture catalogue, paying attention to where the objects are placed (max. 60 words).

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U	ANSWER KEY
---- 5 correct grammar ---- 5 communicative language ---- 5 appropriate vocabulary ---- 3 spelling ---- 2 punctuation	---- 5 correct grammar ---- 5 communicative language ---- 5 appropriate vocabulary ---- 3 spelling ---- 2 punctuation

2. Explain to your classmates how to get to Gullace High school from your house.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U	ANSWER KEY
---- 5 correct grammar ---- 5 communicative language ---- 5 appropriate vocabulary ---- 3 spelling ---- 2 punctuation	---- 5 correct grammar ---- 5 communicative language ---- 5 appropriate vocabulary ---- 3 spelling ---- 2 punctuation

Challenge of the day: Create your personal version of "Snakes and ladders" (il gioco dell'oca) using as many prepositions of space as you can on the boxes (caselle). Also write the rules of the game.

DAY 11 – GRAMMATICA IN PILLOLE
Risposte chiuse e risposte aperte. Il modale can

In inglese esistono le *yes/no questions* (a risposta chiusa o *short answers*), le *wh-/how questions* (a risposta aperta), le *subject questions* (che implicano un soggetto nella risposta) e le domande con le preposizioni (*prepositional questions*). Per le prime si ricorre agli ausiliari *Be/Have (Got)/Do* e ai modali (*Can/May* ecc.) nei vari tempi. La risposta chiusa comprende l'ausiliare/modale della domanda (allo stesso tempo verbale). Se la risposta è affermativa l'aus./mod. è espresso in forma estesa; se è negativa è espresso in forma contratta. Alle domande con *have got* si risponde usando solo *have*.

Struttura base domanda	Esempi	
Aus./mod.+sogg.+agg/art./sost.?	Are they good teachers?	Sono dei bravi insegnanti?
	Is she the girl you mentioned?	È la ragazza che hai menzionato?
	Have you got a dishwasher?	Hai una lavastoviglie?
Aus./mod.+sogg.+verbo alla forma base/al gerundio/al particio passato?	Do they go to work at 7 a.m.?	Vanno al lavoro alle 7.00?
	Does Jeff study French?	Jeff studia francese?
	Can James play tennis?	Sa giocare a tennis James?
	Is he going home after school?	Andrà a casa dopo scuola?

Le domande che prevedono una risposta aperta (*WH-/HOW questions*) sono introdotte sempre da una WH-word (agg., pron. o avv. interr.):

Struttura base domanda	Esempi	
WH/How+aus./mod.+sogg?	**Who** are they?	Chi sono loro?
WH/How+sogg.+aus./mod.+verbo?	**What** sport do you like?	Che sport ti piace?
WH/How+aus./mod.+sogg.+verbo?	**When** do you go on holiday?	Quando vai in vacanza?
	How can I help you?	Come posso aiutarti?

Le domande con **WH-/HOW** sono le seguenti:

WH-words	Traduzione	Esempi	
What	Che cosa/quale?	**What** are you doing?/**What** is it?	Che cosa stai facendo?/Qual è?
Who	Chi?	**Who** are those boys?	Chi sono quei ragazzi?
Whose	Di chi?	**Whose** is this book/Whose book is this?	Di chi è questo libro?
Which	Quale (tra 2 o più)?	**Which** sweater is yours? The red one?	Qual è il tuo maglione? Quello rosso?
Why	Perché?	**Why** can't you come to my party?	Perché non puoi venire alla festa?
Where	Dove?	**Where** do you live?	Dove vivi?/abiti?
When	Quando?	**When** do you go on holiday?	Quando vai in vacanza?
How	Come?	**How** are you?/**How** does he look like?	Come state? Che aspetto ha?
How+agg. How+avv. How+much	Quanto?	**How old** are you?/**How deep** is it?	Quanti anni hai?/Quant'è profondo?
		How fast did she drive?	Quanto veloce guidava?
		How much is it?	Quant'è?/Quanto costa?
How+many	Quanti/e?	**How many** children were there?	Quanti bambini c'erano?

☞ Per chiedere il numero di volte in cui avviene un'azione si usa **how often**:
How often do you go swimming? *Once a week* --- Quante volte vai a nuoto/a nuotare? Una volta a settimana.

Le *subject questions* sono domande che non richiedono l'ausiliare perché il pronome interrogativo ha funzione di soggetto. Il verbo è direttamente coniugato al tempo richiesto.

Subj. questions	Esempi	
What	**What** happens?/**What** happened?	Che succede? Che è successo?
Who	**Who** eats/ate chocolate in your family?	Chi mangia/mangiava cioccolata nella tua famiglia?

Nelle **prepositional questions**, la preposizione è collocata alla fine, mentre in italiano è all'inizio.

Where are you **from**?	Da dove vieni?
Who do you usually go to the cinema **with**?	Con chi vai al cinema di solito?

Can
Il modale *can* è uguale per tutte le persone, precede i verbi alla forma base e non ricorre ad altri ausiliari per le forme negativa/interrogativa. Indica capacità, possibilità e si usa per richieste e offerte. Ha una forma negativa estesa e una contratta. Con le risposte brevi negative si adopera la forma contratta.

Affermativa	Negativa	Interrogativa	Interrogo-negativa
I can play chess.	I cannot/can't play chess.	Can I play chess?	Cannot I play chess?
You can sing.	You cannot/can't sing.	Can you sing?	Can't you sing?
He/she/it can run.	He/she/it cannot/can't run.	Can he/she/it run?	Cannot he/she/it run?
We can cook.	We cannot/can't cook.	Can we cook?	Cannot we cook?
You can swim.	You cannot/can't swim.	Can you swim?	Can't you swim?
They can draw.	They cannot/can't draw	Can they draw?	Can't they draw?

DAY 11 – LANGUAGE SKILLS
Asking questions

1. Complete the following interview using the correct WH-words and matching the correct answers.

Questions	Answers
1._____ is your name?	A. Good idea, I'm hungry.
2. _____ are you from?	B. I'm fourteen.
3. _____ do you live?	C. We're 29.
4._____ old are you?	D. I go to Teresa Gullace High School
5._____ do you go to school?	E. I'm from Italy.
6._____ is your favourite subject?	F. I like Science, but also English.
7._____ many students are there in your class?	G. I live in Rome.
8._____ sports do you do?	H. It's on the 8th of June.
9. _____ often do you play tennis?	I. I read books and play video games.
10. _____ is your birthday?	J. I play tennis and I do karate.
11. _____ do you generally do in your free time?	K. I generally play tennis twice a week.
12. _____ don't we go to the school café for a snack?	L. I'm Marco.
REPLIES & SELF-ASSESSMENT **VWD – WD – QG – SS - U**	**ANSWER KEY**
----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------	----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------ ----- ------

2 Ask questions referring to the underlined part of the answers.

	?	
	?	It's the green one with the tree. The other is Bob's.
	?	I play football with my friends on Mondays.
	?	We generally finish playing at 7.00.
	?	She lives at the seaside.
	?	Those shoes are 80 euros.
	?	They love listening to Eminem and Jay-Z.
	?	Yes, I can. I can play the guitar and the drums.
	?	It's a quarter to five p.m.
	?	No, we aren't. We're 25 students in the classroom.
	?	We go to the supermarket three times a week.
	?	Susan is 1.72 tall.
	?	She's writing an e-mail to her friend Michelle.
REPLIES & SELF-ASSESSMENT **VWD – WD – QG – SS - U**		**ANSWER KEY**
---- ---- ---- ---- ---- ---- ---- ---- ---- ---- ---- ----		---- ---- ---- ---- ---- ---- ---- ---- ---- ---- ---- ----

Challenge of the day: Write an interview to find out about your new classmates' personal datails and skills. In the interview use do/can/be and the WH-/HOW questions.

DAY 12 – GRAMMATICA IN PILLOLE
Simple present, avverbi di frequenza ed espressioni di tempo

In inglese per esprimere il presente si usano due verbi: il simple present (SP) e il present continuous (PC). Il SP si forma coniugando il verbo alla forma base (infinito senza il to) alle diverse persone. Alla 3ª pers sing. si aggiunge la -s/-es/-ies a seconda di come termina il verbo alla forma base. Nelle frasi affermative, negative e interrogo-negative si ricorre all'ausiliare **do** (**does** alla 3ª pers. sing).

Affermativa	Negativa		Interrogativa	Interrogo-negativa
	estesa	contratta		
I get	I do not get	I don't get	Do I get?	Don't I get?
You get	You do not get	You don't get	Do you get?	Don't you get?
He/she/it gets	He/she/it does not get	He/she/it doesn't get	Does he/she/it get?	Doesn't he/she/it get?
We get	We do not get	We don't get	Do we get?	Don't we get?
You get	You do not get	You don't get	Do you get?	Don't you get?
They get	They do not get	They don't get	Do they get?	Don't they get?

Esempi:

I **run** five kilometres every morning.　　　　Corro ogni mattina per 5 km.
We **don't go** out very often at night.　　　　Non usciamo molto spesso di sera.
Does he **drink** coffee? Yes, he does./No, he doesn't.　　Beve caffè? Sì/No.

Se i verbi terminano in -**ss**,-**sh**,-**ch**,-**x**, -**o**, -**z** aggiungono -**es** alla forma base del verbo:
kiss⇨ kiss**es**; go⇨ go**es**; watch⇨ watch**es**; fix⇨ fix**es**; finish⇨ finish**es**; quiz⇨ quiz**z**es
Se i verbi terminano in **y** preceduta da **consonante** perdono la y e aggiungono -**ies**:
Study⇨ stud**ies**; fly⇨ fl**ies**; try⇨ tr**ies** (<u>non</u> succede se la **y** è preceduta da una vocale: play⇨ play**s**)

• Si usa con azioni che avvengono con regolarità/di routine/abituali e abitudini:
They usually **work** from 9.00 a.m. to 5.00 p.m.　　Di solito lavorano dalle 9 alle 17.00.
She **smokes** 20 cigarettes a day.　　　　　　Fuma 20 sigarette al giorno.
• verità scientifiche e fatti incontrovertibili
The Sun **rises** in the east.　　　　　　　　Il sole sorge ad est.
• situazioni che non cambiano
He **likes** pizza and hamburgers.　　　　　　Gli piacciono la pizza e gli hamburgers.
• orari (mezzi di trasporto, spettacoli e programmi – anche con idea di futuro)
The match **starts** at 9.00 p.m. on TV.　　　　La partita inizia alle 9.00 in TV.

Spesso è accompagnato da avverbi di frequenza posti sempre <u>prima</u> del verbo principale tranne con *to be* e *to have* (*got*):

We <u>**always**</u> **read** detective stories.　　　　Leggiamo sempre storie poliziesche.
I'**m** <u>**usually**</u> late for school.　　　　　　Di solito arrivo tardi a scuola.
He **has** <u>**always**</u> **got** the right answer.　　　Ha sempre la risposta giusta.

<u>Gli avverbi di frequenza</u>
I principali avverbi di frequenza sono: **always**, **usually**, **often**, **sometimes**, **rarely**, **seldom**, **hardly ever**, **ever**, **never** ma anche **generally**, **frequently**, ecc;

They **never** watch action movies on tv.　　　Non guardano mai film d'azione in TV.
Do you **usually** study in the afternoon?　　　Abitualmente/Di solito studi di pomeriggio?

✍ **sometimes/usually/occasionally/frequently** stanno anche all'inizio della frase affermativa:
Occasionally, they work in London.　　　　　Occasionalmente lavorano a Londra.
Sometimes he drives to school.　　　　　　Qualche volta va a scuola in macchina.

<u>Altre espressioni di frequenza</u> sono: **once a week**, **twice a month**, **three times a year**, **every Monday**, **on Saturdays**, **at the weekend**, ecc.
Le espressioni di frequenza sono poste all'inizio o alla fine della frase:
We go to the gym **once/twice/three times a week**.　Andiamo in palestra una/due/tre volte a settimana.
He plays rugby **on Saturdays**.　　　　　　　Di sabato (=ogni sabato) gioca a rugby.

✍ **Never** (mai) ha significato negativo e deve essere sempre usato in frasi affermative:
I never drink red wine. I don't like it.　　　　Non bevo mai vino rosso. Non mi piace.
Ever (mai) viene generalmente usato nelle interrogative:
*Do you **ever** go to the theatre with your husband?*　Vai mai a teatro con tuo marito?

DAY 12 – LANGUAGE SKILLS
Daily routines and checking mistakes

1. Update your FB profile describing your daily routine.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U	ANSWER KEY
---- 5 correct grammar ---- 5 communicative language ---- 5 appropriate vocabulary ---- 3 spelling ---- 2 punctuation	---- 5 correct grammar ---- 5 communicative language ---- 5 appropriate vocabulary ---- 3 spelling ---- 2 punctuation

2. Correct the following sentences. There are 2 mistakes in each sentence. One sentence is correct.

1. They don't ever drinks tea in the morning. _____
2. Does usually she goes to school by car? _____
3. Don't he often visit his mum at the weekends? _____
4. Do you eat always fish on Friday? _____
5. I do the washing-up after lunch every day. _____
6. They never ever comen't to school. _____
7. Meg has a haircut twices a month? _____
8. Do you play the violin every Tuesdays? No, I do. _____
9. They go occasionally to church? _____
10. Do that dog often bark at people? Yes, she do. _____

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----
----	----	----	----

Challenge of the day: Describe either your mother's or father's/sister's/brother's good/bad habits and daily routine.

DAY 13 – GRAMMATICA IN PILLOLE
Present continuous. Il gerundio

Oltre al simple present, il presente si esprime anche con il present continuous. Il pres. cont. si forma con il presente dell'ausiliare *to be* e aggiungendo la desinenza -**ing** (gerundio) alla forma base del verbo (infinito senza il *to*): walk⇨ walk**ing**; study⇨study**ing**; play⇨play**ing**; ski⇨ski**ing**. Con il pres. cont. si usano le seguenti espressioni di tempo: **now**, **at the moment**, **currently**, **at present**, **this month**/**these months**/**this day**/**these days**/**this week**/**these weeks**/**this century**, ecc.

Affermativa Estesa	contratta	Negativa estesa	contratta	Interrogativa	Interrogo-negativa
I am going	I'm going	I am not going	I'm not going	Am I going?	Aren't I going?
You are going	You're going	You are not going.	You aren't going	Are you going?	Aren't you going?
He/she/it is going	He/she/it's going	He/she/it is not going	He/she/it isn't going	Is he/she/it going?	Isn't he/she/it going?
We are going	We're going	We are not going	We aren't going	Are we going?	Aren't we going?
You are going	You're going	You are not going	You aren't going	Are you going?	Aren't you going?
They are going	They're going	They are not going	They aren't going	Are they going?	Aren't they going?

Esempi:

She'**s writing** an e-mail at the moment.   Sta scrivendo una e-mail al momento.
The children **are singing** a song now.   I bambini stanno cantando una canzone ora.
I'**m not working** at my thesis this month.   Non sto lavorando alla tesi questo mese.
 Isn't he **moving** to Helsinki tomorrow? Yes, he is.   Non si trasferisce a Helsinki domani? Sì.
 Are they **chatting**? Yes, they are/No, they aren't.   Stanno chattando? Sì./No.

• Si usa per parlare di/descrivere azioni in corso di svolgimento quando le si descrive/se ne parla:
They **are parking** their car now.   Stanno parcheggiando la macchina ora.
• azioni che hanno durata temporale limitata
He'**s painting** his house this month.   Sta dipingendo casa questo mese.
• situazioni soggette a mutamento
It'**s getting** more and more difficult.   Sta diventando sempre più difficile.
• con avverbio come *always* indicando un senso di fastidio
She **is always criticizing** her colleagues.   Sta sempre a criticare i colleghi.
• con idea di futuro programmato
She'**s marrying** in June.   Si sposerà a giugno.

Variazioni ortografiche del gerundio

Se il verbo termina in -**e** si toglie la **e** prima di aggiungere il suffisso in -**ing**	smile ⇨ smil**ing**
Se il verbo è monosillabico si raddoppia la consonante prima di aggiungere -**ing**	stop ⇨ stopp**ing**
Se il verbo è bisillabico con accento su seconda sillaba che termina in voc.+cons., si raddoppia la consonante e si aggiunge suffisso in -**ing**	begin ⇨ begi**nning**
Se il verbo termina in **c**- si aggiunge **ck**+ing	panic ⇨ pani**ck**ing
Se il verbo termina in -**l** si raddoppia la "**l**"+ing	travel-trave**lling** (in USA traveling)
Se il verbo termina in -**ie** la **ie** è sostituita da **y**+ing	lie ⇨l**ying**

☞ Se il verbo termina per **y** preceduta da vocale o da consonante la **y** viene sempre mantenuta:
I'm flying to Madrid tomorrow.   Parto/partirò per Madrid in aereo domani.
He is saying something to his son.   Sta dicendo qualcosa a suo figlio.

DAY 13 – LANGUAGE SKILLS
Multiple choice and reading comprehension

1. Choose the right answer.

1) My sister _____ hard these days. She's very busy.

A working   B is working   C works

2) They _____ to school. They walk to school.

A take the bus   B are taking the bus   C don't take the bus

3) They never _____ for their Maths tests at school.

A revise   B are revising   C revises

4) _____ I playing with my band this week?

A Do   B am not   C aren't

5) She _____ to New York this weekend. She is going there next Monday.

A doesn't travel   B) isn't travelling   C isen't traveling

6) They are playing in their bedroom. They _____ it up.

A don't tidy   B) aren't tiding   C aren't tidying

7) Technologies _____ more and more sophisticated nowadays.

A) get   B are getting   C getting

8) She says she _____ home tonight. Her car is still at the mechanic's.

A is driving   B isn't driving   C isn't driveing

9) Ice cubes _____ very fast in summer.

A melts   B are melting   C melt

10) Her smartphone _____. She cannot answer because she is in a meeting right now.

A ringing   B isn't ringing   C 's ringing

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
1 ----	6 ----	1 ----	6 ----
2 ----	7 ----	2 ----	7 ----
3 ----	8 ----	3 ----	8 ----
4 ----	9 ----	4 ----	9 ----
5 ----	10 ----	5 ----	10 ----

2. Reading comprehension.

Today is Tuesday. Jennifer is running back home from work under a pouring rain. She is in a hurry as usual. She still has to prepare dinner. Jennifer's daughter, Diana, is at home. She does not like cooking. In fact, she never cooks. She is waiting for her boyfriend, Tom. She often invites him for dinner on Tuesdays. Diana is watering the plants now. She generally waters the plants of the garden in the afternoon after studying. Today is her birthday. She is having dinner at home with her mother and Tom. Then they are going to the cinema tonight. Jennifer's husband is not at home. He always goes to work early in the evening and comes back home at six o'clock in the morning. He works in a hospital. Somebody's knocking at the door right now. It is Tom: he has got a big bunch of flowers in his hand and a small box. There is a golden ring for Diana inside. Tom is proposing to her tonight!

Statements	T	F	DS
1. It is raining cats and dogs.			
2. Jennifer is going back home in a hurry.			
3. Diana and her mother dine alone on Tuesdays.			
4. Jennifer's daughter is studying at the moment.			
5. Diana never waters the plants after dinner.			
6. Jennifer's husband is a nurse.			
7. Diana prepares dinner with her mother every day.			
8. Tom is Diana's boyfriend.			
9. Jennifer's husband isn't at home at the moment.			
10. Tom and Diana are getting married soon.			

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
1 ----	6 ----	1 ----	6 ----
2 ----	7 ----	2 ----	7 ----
3 ----	8 ----	3 ----	8 ----
4 ----	9 ----	4 ----	9 ----
5 ----	10 ----	5 ----	10 ----

Challenge of the day: Write a nursery rhyme with the pres. cont. and the pres. simple.

DAY 14 – GRAMMATICA IN PILLOLE
Simple past e Past continuous

I principali tempi del passato sono il Simple past e il Past continuous. Il **simple past** può essere regolare (si aggiunge la desinenza -ed) o irregolare (si prende la seconda voce del paradigma verbale). Per formare la frase negativa e interrogativa il simple past ricorre all'ausiliare *to do* al passato **did+verbo alla forma base**. Nelle risposte brevi negative si usa la forma contratta. Gli avverbi o espressioni di tempo col simple past sono: **yesterday**, (**morning/afternoon/evening**), **last** (**night/Friday/May/spring/1986**); **ago** (**an hour/two weeks/months/years/centuries ago**).

Affermativa	Negativa estesa contratta	Interrogativa	Interrogo-negativa
I liked/ran	I did not like/run I didn't like/run	Did I like/run?	Didn't I like/run?
You liked/ran	You did not like/run You didn't like/run	Did you like/run?	Didn't you like/run?
He/she/it liked/ran	He/she/it did not like/run He/she/it didn't like/run	Did he/she/it like/run?	Didn't he/she/it like/run?
We liked/ran	We did not like/run We didn't like/run	Did we like/run?	Didn't we like/run?
You liked/ran	You did not like/run You didn't like/run	Did you like/run?	Didn't you like/run?
They liked/ran	They did not like/run They didn't like/run	Did they like/run?	Didn't they like/run?

Esempi:

They **walked** for days in the forest.	Camminarono nella foresta per giorni.
They **became** very rich in 2007.	Divennero molto ricchi nel 2007.
They **did not win** the match last Sunday.	Non hanno vinto la partita domenica scorsa.
Did she **call** you? Yes, she did./No, she didn't.	Ti ha chiamato? Sì./No.

Si usa:
• per descrivere azioni/situazioni cominciate e finite nel passato (di breve o lunga durata)

They **talked** for hours.	Parlarono per ore.
She **smiled** for a couple of minutes.	Sorrise per un paio di minuti.

• due azioni successive compiute nel passato

She **opened** the door and **walked** in.	Aprì la porta ed entrò.

Variazioni ortografiche

Se il verbo termina in "e", aggiungono solo la -d	love ⇨ love**d** dive ⇨ dive**d**
Se il verbo termina in **cons**.+**y** si sostituisce la **y** con **i**+**ed** (ma con voc.+Y no: play ⇨ played)	study ⇨ stud**ied** carry ⇨ carr**ied**
Se il verbo termina in "l", raddoppia la "l" e aggiunge -**ed**	travel ⇨ travel**led** counsel ⇨ counsel**led**
Se il verbo è monosillabico e termina in **cons.+voc**., raddoppia la cons. e aggiunge -**ed**	plan ⇨ pla**nned** stop ⇨ sto**pped**

Il past continuous

Si forma con l'ausiliare *to be* al simple past (1° e 3° pers. sing *was*/*were* tutte le altre) e il gerundio (con le sue variazioni ortografiche) del verbo principale. Per le interr. e neg. si ricorre all'ausiliare *to be* al simple past. Nelle risposte brevi negative si usa la forma contratta.

Affermativa	Negativa estesa contratta	Interrogativa	Interrogo-negativa
I was crying	I was not crying I wasn't crying	Was I crying?	Wasn't I crying?
You were lying	You were not lying You weren't lying	Were you lying?	Weren't you lying?
He/she/it was diving	He/she/it was not diving He/she/it wasn't diving	Was he/she/it diving?	Wasn't he/she/it diving?
We were riding	We were not riding We weren't riding	Were we riding?	Weren't we riding?
You were trying	You were not trying You weren't trying	Were you trying?	Weren't you trying?
They were doing	They were not doing They weren't doing	Were they doing?	Weren't they doing?

Si usa:
• per descrivere azioni in corso di svolgimento nel passato

I **was sipping** tea while he **was snoring**.	Stavo sorseggiando il the mentre lui stava russando.

• con l'incipit di storie, racconti o resoconti

John **was driving** home that night.	John stava guidando verso casa quella sera.

• con due o più azioni simultanee al passato e le congiunzioni *while/when/as*:

I **was writing** while/when/as Joe **was reading**.	Stavo scrivendo mentre/quando Joe stava leggendo.

A volte il simple past e il past cont. coesistono nella stessa frase: l'azione in corso di svolgimento viene interrotta dall'azione al passato/o da un'azione interamente compiuta.

While she **was coming home** she **bumped** into him.	Mentre stava tornando a casa si imbatté in lui/lo incrociò.
Was Roy **skiing** when he **broke** his leg?	Roy stava sciando quando si è rotto una gamba?
Yes, he was./No, he wasn't.	Sì./No.

14 DAY – LANGUAGE SKILLS
Reading Comprehension and Cloze Test

1. Reading comprehension.

Liam caught the train to London on time. He was lucky. He could find a seat by the window. He was sitting in front of a young girl who was certainly going to school. When he looked back at her he realized that she was revising some handwritten notes. Probably it was a scientific subject as there were several formulae written on her notebook. She looked nervous and was often biting her lower lips as if she were trying to concentrate. He opened his own book. He was very keen on Physics and had just bought an interesting book about flat-earthers' theories. At a certain point the girl began to cry silently but audibly. He felt sorry for her and turning towards her he asked her if everything was OK. She answered that she was worried about her Physics test of the following day. He offered to help her with her notes. The girl changed seat moving to Liam's left so that he could see her note-book well. In less than an hour they revised all her homework and he gave her some good advice on the best websites to consult to prepare for her test. When they arrived in London the girl thanked him and they parted. The day after, Liam was called as a temporary teacher at Hill High School. Guess who was the first student who greeted him good morning as he entered the classroom?!

Statements	T	F	DS
1. The train for London was on time.			
2. Liam was sitting opposite a young girl.			
3. The girl was studying Maths.			
4. The girl looked rather worried.			
5. Liam was a Physics teacher.			
6. Liam was reading a book about flat-earthers' theories.			
7. The girl showed him her notebook.			
8. The girl got some good advice on Physics websites.			
9. When the train arrived in London they said goodbye to each other.			
10. The following day Liam met the girl at the station again.			

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
1 ---- 2 ---- 3 ---- 4 ---- 5 ----	6 ---- 7 ---- 8 ---- 9 ---- 10 ----	1 ---- 2 ---- 3 ---- 4 ---- 5 ----	6 ---- 7 ---- 8 ---- 9 ---- 10 ----

2. Cloze test: complete the text with the verbs given below in the simple past tense
Freddy Mercury and the Queen

When Queen _____1. the biggest band of the 1970s, they _____2. music forever, and Freddy Mercury, their singer, _____3. the beginner of this revolution.

Freddy Mercury _____4. born Frederick Bulsara in 1946 in Zanzibar, Tanzania. His father _____5. him to take piano lessons and he soon became very fond of music. Then when the family _____6. to England in 1959, Freddy _____7. to art college and _____8. in several bands. Freddy was a great fan of Jimi Hendrix. He also _____9. a local group called Smile, the group in which Brian May played the guitar and Roger Taylor played the drums. Freddy, Brian and Roger _____10. friends and in 1970 they created the Queen. The group _____ 11. hit album after hit album and they _____12. the first group to have four albums in the British charts simultaneously. In 1975 Freddy _____13. a song that became one of the most important pop-music singles of all time – Bohemian Rhapsody. This song _____14. a kind of revolution in songs writing and the Queen _____15. to sell millions of records and to shock people.

Move – make – write - encourage - go – continue - become (2) – love - play – change – be (3) – begin

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U			ANSWER KEY		
1 ---- 2 ---- 3 ---- 4 ---- 5 ----	6 ---- 7 ---- 8 ---- 9 ---- 10 ----	11 ---- 12 ---- 13 ---- 14 ---- 15 ----	1 ---- 2 ---- 3 ---- 4 ---- 5 ----	6 ---- 7 ---- 8 ---- 9 ---- 10 ----	11 ---- 12 ---- 13 ---- 14 ---- 15 ----

Challenge of the day: write sentences (+,-,?) using the past cont. and the simple past.

DAY 15 – GRAMMATICA IN PILLOLE
Struttura della frase

La frase può essere affermativa, interrogativa, negativa e interrogo-negativa. L'ordine delle parole per ogni tipo di frase è fisso. I colori servono a memorizzare meglio la collocazione delle parole.

+: Sogg./Pron. sogg.+verbo+compl. ogg.+altri compl. (modo/tempo/luogo)

You eat meat twice a week in your family   Tom reads his book loudly every day at school.

-: Sogg./Pron. sogg+Aus.+not+verbo (FB)+compl. ogg.+altri compl.(modo/tempo/luogo)

You don't eat meat twice a week in your family.   Tom doesn't read his book loudly every day at school.

?: Aus.+ Sogg./Pron. sogg+verbo (FB)+compl. ogg.+altri compl. (modo/tempo/luogo)

Do you eat meat twice a week in your family? Does Tom read his book loudly every day at school?

?-: Aus.+not+Sogg./Pron. sogg+verbo (FB)+compl. ogg.+altri compl. (modo/tempo/luogo)?

Don't you eat meat twice a week in your family? Doesn't Tom read his textbook loudly every day at school?

> ☞ Nelle frasi interrogative, **WH-/HOW** precedono sempre <u>qualsiasi</u> tipo di ausiliare/modale.

Con tutti i tempi verbali e con gli ausiliari *to have/to be* l'ordine delle parole è il medesimo:

VERBO	AFFERMATIVA	INTERROGATIVA	NEGATIVA	INTERROGO-NEGATIVA
Have (got)	He's got a moped.	Has he got a moped? Does he have a moped?	She hasn't got/ doesn't have a moped.	Hasn't she got a bike? Doesn't she have a moped?
Be	You are lazy!	Are you lazy?	You aren't lazy.	Aren't you lazy?
Pres. cont. (anche valore di futuro)	She is studying Maths at school with her friends at the moment/tomorrow.	Is she studying Maths at school with her friends at the moment/ tomorrow?	She isn't studying Maths at school with her friends at the moment/tomorrow.	Isn't she studying Maths at school with her friends at the moment/tomorrow?
Simple past	They went home 3 hours ago.	Did they go home 3 hours ago?	They didn't go home 3 hours ago.	Didn't they go home 3 hours ago?
Past cont.	We were running in the park at dawn.	Were we running in the park at dawn?	We weren't running in the park at dawn.	Weren't we running in the park at dawn?
Future simple	You will think about it.	Will you think about it?	You won't think about it.	Won't you think about it?

Posizione dei principali complementi nella frase:
il c. ogg. va prima di tutti gli altri complementi
I write **lots of emails** every day.   Scrivo molte e-mail ogni giorno.
il c. di termine:
a) in assenza di c. ogg. segue il verbo ed è introdotto da *to*
She is talking **to him/to Tom**.   Gli sta parlando/sta parlando a Tom.
b) in presenza di c. ogg. viene prima di quest'ultimo:
She is sending **him/Jack** a letter.   Gli sta spedendo una lettera/Sta spedendo a Jack una lettera.

> ☞: se il c.ogg o entrambi i compl. sono pron. si dice *She gave it **to** him* e NON ~~She gave him it~~.

il c. di modo precede tutti gli altri
I've worked very **hard** at school.   Ho lavorato davvero sodo a scuola.
il c. di tempo può trovarsi a inizio/fine della frase
(**An hour ago**) I called her (**an hour ago**). L'ho chiamata un'ora fa.
il c. di luogo precede il c. di tempo
She moved **to New York** last June.   Si è trasferita a New York lo scorso giugno.
il c. di vantaggio si usa dopo verbi del tipo *buy/cook/find/get/order/book+for*:
Sandra cooked a tasty pie **for her son**.   Sandra ha cucinato un gustoso tortino per suo figlio.

> ☞: la sequenza dei compl. nella frase è di norma: (c. tempo)+c. ogg.+c.modo+c. luogo/oppure c. tempo in fondo
> *On Saturday morning, I do the shopping*   Sabato mattina, faccio la spesa in fretta al mercato.
> *hurriedly at the market.*
> *I do the shopping hurriedly at the market*   Faccio la spesa in fretta al mercato (il) sabato mattina.
> *on Saturday morning*.

DAY 15 – LANGUAGE SKILLS
Word order

1. Change the following statements into interrogative or negative sentences.

SENTENCES	REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U	ANSWER KEY
1) Your mother drives you to school every day. ……………………………………………………………………………….. ………………………………………………………………………………..	---- ----	---- ----
2) Her husband is a factory worker. ……………………………………………………………………………….. ………………………………………………………………………………..	---- ----	---- ----
3) They caught a taxi for the airport. ……………………………………………………………………………….. ………………………………………………………………………………..	---- ----	---- ----
4) She thinks she has lost her keys. ……………………………………………………………………………….. ………………………………………………………………………………..	---- ----	---- ----
5) We will buy the new house they have built on the hill. ……………………………………………………………………………….. ………………………………………………………………………………..	---- ----	---- ----

2. Order the following sentences.

SENTENCES	REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U	ANSWER KEY
1) on Mondays/writes/his father/Michael/a letter …………………………………………………………………………………	----	----
2) at night/they/are listening/to/the radio/? …………………………………………………………………………………	----	----
3) any/you/flowers/bring/do/not/me/more …………………………………………………………………………………	----	----
4) will/they/door/that/replace/soon? …………………………………………………………………………………	----	----
5) raining/they/their/not/were/because/taking/not/was/umbrellas/it …………………………………………………………………………………	----	----
6) artist/mother/a/make-up/not/is/her/professional …………………………………………………………………………………	----	----
7) Michael/are/have/got/pets/brothers/Ted/and/who/two …………………………………………………………………………………	----	----
8) home/rather/going/stay/they/to/disco/at/decided/than/to/the …………………………………………………………………………………	----	----

Challenge of the day: Write a short passage on your summer holidays in Italian and translate it into English.

APPENDICE

Il futuro

(Will - To be going to - Pres. cont. - Simple pres.)

Esistono vari tipi di futuro in inglese: il futuro con **will**, con il pres. continuous, con il simple present, con **to be going to**. Nelle risposte brevi si usa *will* per la frase affermativa e *won't* per la negativa. Per gli altri verbi si seguono le medesime regole di pres. cont e simple pres. con le risposte brevi. Alcune espressioni di tempo col futuro sono: **tomorrow** (**morning/afternoon/evening/night**), **the day after tomorrow**, **next day/week/month/year**, **tonight**, **soon**, **in a month**, ecc.

Forme di will Affermativa		Negativa		Interrogativa
Estesa	contratta	estesa	contratta	
I will put	I'll put	I will not put	I won't put	Will I put?
You will put	You'll put	You will not put	You won't put	Will you put?
He/she/it will put	He/she/it'll put	He/she/it will not put	He/she/it won't put	Will he/she/it put?
We will put	We'll put	We will not put	We won't put	Will we put?
You will put	You'll put	You will not put	You won't put	Will you put?
They will put	They'll put	They will not put	They won't put	Will they put?

Si usa per:
• previsioni

She **will** be 18 next week.   Avrà 18 anni la prossima settimana.
They **will** become wonderful musicians.   Diventeranno dei musicisti favolosi.

• promesse e decisioni prese sul momento

Mum **will** buy me that red dress we saw yesterday.   Mamma mi comprerà quel vestito rosso che abbiamo visto ieri.
I **will** have a steak and a salad.   Prenderò una bistecca e un'insalata.

• Con **think/believe/hope/expect** (ecc.), espressioni **to be sure/certain/afraid** ecc., avverbi **perhaps/probably**:

I believe she **will** call you as soon as possible.   Credo che ti chiamerà non appena possibile.
They are sure he**'ll** pass his exam with a good mark.   Sono sicuri che passerà l'esame con un buon voto.
Maybe they**'ll** move to Bristol next year.   Forse si trasferiranno a Bristol il prossimo anno.

• La frase principale del periodo ipotetico di I livello:

I **will** buy myself a yacht if I win the lottery.   Mi comprerò uno yacht se vincerò/vinco (al)la lotteria.

• Minacce e avvertimenti

Tidy up your room or you **won't** get your pocket money.   Metti in ordine la stanza o non riceverai la paghetta.
Eat less or you**'ll** get fat.   Mangia meno o ingrassi/ingrasserai.

Forme di to be going to - Affermativa		Negativa		Interrogativa
estesa	contratta	estesa	contratta	
I am going to eat	I'm going to eat	I am not going to eat	I'm not going to eat	Am I going to eat?
You are going to eat	You're going to eat	You are not going to eat	You aren't going to eat	Are you going to eat?
He/she/it is going to eat	He/she/it's going to eat	He/she/it is not going to eat	He/she/it isn't going to eat	Is he/she/it going to eat?
We are going to eat	We're going to eat	We aere not going to eat	We aren't going to eat	Are we going to eat?
You are going to eat	You're going to eat	You are not going to eat	You aren't going to eat	Are you going to eat?
They are going to eat	They're going to eat	They are not going to eat	They aren't going to eat	Are they goin g to eat?

Si usa:
• per intenzioni e progetti relativi al futuro anche nell'immediato

They **are going to** rent a flat.   Hanno intenzione di affittare un appartamento.
I am **going to** have lunch at home tomorrow.   Pranzerò a casa mia domani.

• circostanze esterne che indicano che qualcosa sta per accadere/accadrà nell'immediato futuro

Look out! That scaffolding **is going** to collapse.   Attenzione! Quell'impalcatura cadrà/sta per cadere.
Look at those black clouds. It'**s going** to rain soon.   Guarda quelle nuvole nere. Pioverà presto.

Il present continuous con valenza di futuro si usa con:
• azioni programmate e prestabilite

I **am meeting** Tom at the bank at 3 p.m.   Mi incontro/incontrerò con Tom in banca alle 3.

• verbi di movimento *come, go, travel, fly, move, leave* ecc.

My aunt'**s travelling** by car. I'**m going** by coach.   Mia zia viaggerà in macchina. Io andrò col pullman.
We **are flying** to Paris next week.   Andiamo in areo a Parigi la prossima settimana.

• un complemento di tempo che si può intuire o desumere dal contesto

She'**s dining out** with her friends (tonight/tomorrow).   Andrà fuori a cena con gli amici (stasera/domani).

Il simple present con valenza di futuro si usa con:
• orari prestabiliti (aperture/chiusure di musei/negozi; mezzi di trasporto; spettacoli; avvenimenti pubblici)

The National Gallery **closes** at 6 p.m.   La Galleria Nazionale chiude alle 18:00.
University courses **start** in November.   I corsi universitari iniziano a novembre.

• Il periodo ipotetico di I livello nella frase secondaria:

If you **go** jogging every day you'll keep fit.   Se vai a correre ogni giorno resterai in forma.

Further exercises
Translation and inserting verbs

1. Translate the following sentences into English.

1. Il mio motorino è rotto ne comprerò uno questo weekend.

1. Sono certa che la tua amica apprezzerà la tua cucina.

2. Le mie compagne di scuola hanno intenzione di andare in vacanza insieme.

3. Ha deciso che si comprerà un nuovo gatto bianco.

4. Penso che andrò a trovare Roger e Paula in campagna il prossimo fine settimana.

5. Ho intenzione di andare a cena da mia nonna domani sera.

6. Il prossimo sabato è il mio anniversario di nozze. Andremo a cena fuori e a ballare.

7. Se studi sodo passerai l'esame con dei bei voti.

8. Partiranno per Venezia a fine mese. Hanno prenotato in un residence.

9. Prometto che mi metterò a dieta appena rientro dalle vacanze.

10. "Volete ordinare qualcosa da bere?" Io prendo una spremuta d'arancia e mia figlia una coca-cola.

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U		ANSWER KEY	
1 ----	6 ----	1 ----	6 ----
2 ----	7 ----	2 ----	7 ----
3 ----	8 ----	3 ----	8 ----
4 ----	9 ----	4 ----	9 ----
5 ----	10 ----	5 ----	10 ----

2. Put the verbs in brackets in the correct tense. There are several different tenses.

Dear Sarah,

It's nice to hear from you. It seems you **1)** _____ (to enjoy) yourself in Naples. I wish I coould be there with you. It sounds beautiful visiting all the monuments that you've mentioned in your e-mail. You said you **2)** _____ (to go) to a concert tomorrow night. Who **3)**_____ (to play)? I'm sure you **4)** _____ (have) a good time. Promise you **5)** _____ (take) a picture and **6)** _____ (post) it on your FB page so that I can have a look. You know how curious I am.

Well, I **7)** _____ (to leave) for Switzerland, next weekend. I **8)** _____ (to look) forward to it since I love the mountains and just can't wait to be there. Besides it's so hot in Rome. The plane **9)** _____ (to take off) at 11:00 am and **10)** _____ (to land) in Zurich after an hour or so. I hope it **11)** _____ (to be) on time. I have to stop writing now because I **12)** _____ (to go) to the hairdresser for a haircut. I think I **13)** _____ (to dye) my hair, too. I **14)** _____ (write back) as soon as I **15)** _____ (to arrive) in Switzerland. Enjoy your concert.

Love, Myra

REPLIES & SELF-ASSESSMENT VWD – WD – QG – SS - U			ANSWER KEY		
1 ----	6 ----	11 ----	1 ----	6 ----	11 ----
2 ----	7 ----	12 ----	2 ----	7 ----	12 ----
3 ----	8 ----	13 ----	3 ----	8 ----	13 ----
4 ----	9 ----	14 ----	4 ----	9 ----	14 ----
5 ----	10 ----	15 ----	5 ----	10 ----	15 ----

3. Complete the following text with the words given.

The dishwasher

Few people know that a_____ invented the dishwasher. Josephine Garis Cochrane ____ born in Ohio, in _____ US, the daughter of a _____ engineer. Even her grandfather was _____ inventor. After her marriage, she _____ to organize social events _____ dinners. She had servants _____ help her washing the _____ porcelain but she wanted _____ dishes be washed fast _____breaking them. So in _____ Josephine invented the first _____ dishwasher with the help of the mechanic George Butters. _____ showed her invention in _____, at the 1893 World's Columbian _____ and she won the _____ for the best mechanical construction. She started to _____ orders from hotels and _____ and in 1897 the Garis-Cochran _____ business started production

Exposition, the, an, civil, without, started, factory, automatic, prize, restaurants, and, woman, to, was, her, inherited, 1886, she, Chicago, get

4. Check the mistakes in the sentences. There are two mistakes in each sentence.

1) What does she does? She isn't she a teacher?

2) They did not ordered for him a steak with potatoes.

3) The last night I will heard a strange noise in her apartment.

4) Are they go to live in Florence last week?

5) Last Saturday they send to him a letter.

6) Sandy and her friend have used the mobile last month a lot.

7) I reads an interesting article yesterday morning on the newspaper.

8) They were not enjoyng their summer holidays because they were hard studying.

9) The police arrested at the shop the thief after a hour.

10) Sabrina is a fantastic teacher? Yes, she is not. Definitely.

5. Translate the following sentences.

1) Gli amici di Marco stanno giocando in giardino questa sera.

……………………………………………………………………………………………………

2) I nostri genitori hanno comprato un nuovo frigorifero sabato scorso.

……………………………………………………………………………………………………

3) Mia sorella andrà a Londra in aereo domani sera.

……………………………………………………………………………………………………

4) Quando mio cugino si stava vestendo in camera sua, mia zia stava preparando la cena.

………….……………………………………………………………………………………………..

5) Due giorni fa, il ragazzino stava attraversando la strada quando lo hanno investito (s. past)

……………………………………………………………………………………………………

6) Noi non siamo mai stati in Giamaica. E tu invece?

……………………………………………………………………………………………………

7) Mio padre è un autista di autobus.

……………………………………………………………………………………………………

8) Mia sorella ha un nastro per capelli rosso.

……………………………………………………………………………………………………

More challenges

1) **You are going on a short trip with your friends next Saturday. Write a short passage (50-60 words max.) using the future tenses and the following words to join the sentences: First, Then, After that, Finally.**

2) **Listen to the following people talking about how to take notes and study efficiently. Jot down a few lines to explain your personal methodology and compare it to theirs. (While listening be careful about using subtitles as sometimes they are wrong).**

   https://www.youtube.com/watch?v=UAhRf3U50lM

   https://www.bing.com/videos/search?q=how+to+study+efficiently+youtube&qs=n&sp=-1&pq=how+to+study+efficiently&sc=0-24&sk=&cvid=91D55162800D41BF8E4D782E85D1F3F2&ru=%2fsearch%3fq%3dhow%2bto%2bstudy%2befficiently%2byoutube%26qs%3dn%26form%3dQBRE%26sp%3d-1%26pq%3dhow%2bto%2bstudy%2befficiently%26sc%3d0-24%26sk%3d%26cvid%3d91D55162800D41BF8E4D782E85D1F3F2&view=detail&mmscn=vwrc&mid=61DD49DF6E43DAB84DF361DD49DF6E43DAB84DF3&FORM=WRVORC

   https://www.bing.com/videos/search?q=tips+for+notes+taking&ru=%2fsearch%3fq%3dtips%2bfor%2bnotes%2btaking%26qs%3dn%26form%3dQBRE%26sp%3d-1%26ghc%3d1%26pq%3dtips%2bfor%2bnotes%26sc%3d0-14%26sk%3d%26cvid%3dC55B8B75D9FA4F24AE4A5DBA70655F94&view=detail&mid=4B2C8BF06CEA07D04DCB4B2C8BF06CEA07D04DCB&&mmscn=vwrc&FORM=VDRVRV

3) **Watch the following videos and make a summary of the topic axamined by the presenters.**

   https://www.youtube.com/watch?v=o_XVt5rdpFY (on language learning)

   https://www.youtube.com/watch?v=e4PTvXtz4GM (on Maths)

   https://www.bing.com/videos/search?q=how+to+learn+to+listen+ted+talk&view=detail&mid=F523B21C81015D5E9239F523B21C81015D5E9239&FORM=VIRE (on listening)

   (https://www.youtube.com/watch?v=UzPMMSKfKZQ (empathy)

4) **Prepare a brief power point presentation about one or two of the following topics:**

   My daily routine

   My favourite actor/actress/singer/band

   My favourite food

   My favourite clothes

   My dream job

   My dream school

5) **Cut out images/drawings of food, furniture, clothes, shoes, sports items, things in general from ads and publicity. Prepare some small flashcards to use while playing taboo in the classroom next autumn.**

6) **Use some of the above mentioned images to prepare your personal lapbook.**

   For inspiration and further explanation on what lapbooks are and on how to create them, watch the following videos:

   https://www.youtube.com/watch?v=zFVJ2OBMICM

   https://www.youtube.com/watch?v=7qlys-dZzrI

Paradigmi dei principali verbi irregolari

Verbs without changes

Base form	Simple past	Past participle	Traduzione
bet	bet	bet	scommettere
cost	cost	cost	costare
cut	cut	cut	tagliare
hit	hit	hit	colpir
hurt	hurt	hurt	ferire
let	let	let	consentire
put	put	put	mettere

Verbs with one change – the base form coincides with the past participle

Base form	Simple past	Past participle	Traduzione
become	became	become	diventare
come	came	come	venire
run	ran	run	correre

Verbs with one change – the simple past and the past participle coincide

Base form	Simple past	Past participle	Traduzione
bend	bent	bent	piegare
bring	brought	brought	portare
build	built	built	costruire
buy	bought	bought	comprare
catch	caught	caught	afferrare
dream	dreamt/dreamed	dreamt/dreamed	sognare
feel	felt	felt	sentire
fight	fought	fought	combattere
find	found	found	trovare
get	got	got/gotten (AE)	avere (e altri)
have	had	had	avere
hear	heard	heard	udire
hold	held	held	tenere
keep	kept	kept	(man)tenere
lead	led	led	condurre
learn	learnt/learned	learnt/learned	imparare
leave	left	left	partire/lasciare
lend	lent	lent	prestare
lose	lost	lost	perdere
make	made	made	fare
mean	meant	meant	significare
meet	met	met	incontrare
pay	paid	paid	pagare
read	read	read	leggere
say	said	said	dire
sell	sold	sold	vendere
send	sent	sent	inviare/spedire
shine	shone	shone	splendere
shoot	shot	shot	sparare
sit	sat	sat	sedersi
sleep	slept	slept	dormire
smell	smelt/smelled	smelt/smelled	annusare/odorare
spend	spent	spent	trascorrere
stand	stood	stood	stare ritto
sweep	swept	swept	spazzare
teach	taught	taught	insegnare
tell	told	told	dire/raccontare
think	thought	thought	pensare
understand	understood	understood	comprendere/capire
win	won	won	vincere

Verbs with two changes

Base form	Simple past	Past participle	Traduzione
awake	awoke/awakened	awoken/awakened	svegliare-si/destare-rsi
be	was/were	been	essere
bear	bore	born	reggere/sopportare
begin	began	begun	cominciare
blow	blew	blown	soffiare
break	broke	broken	rompere
choose	chose	chosen	scegliere
do	did	done	fare
drive	drove	driven	guidare
eat	ate	eaten	mangiare
fall	fell	fallen	cadere
forget	forgot	forgotten	dimenticare
forgive	forgave	forgiven	perdonare
give	gave	given	dare
go	went	gone	andare
grow	grew	grown	crescere
know	knew	known	conoscere
lie	lay	lain	giacere
ride	rode	ridden	cavalcare
ring	rang	rung	suonare
see	saw	seen	vedere
shake	shook	shaken	scuotere
show	showed	shown	mostrare
sing	sang	sung	cantare
sink	sank	sunk	affondare
speak	spoke	spoken	parlare
steal	stole	stolen	rubare
swim	swam	swum	nuotare
take	took	taken	prendere/portare
wake	woke	woken	destare-rsi/svegliare-rsi
wear	wore	worn	indossare
write	wrote	written	scrivere