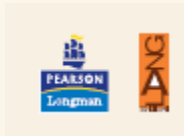




# FORMARSI AGGIORNARSI CONDIVIDERE

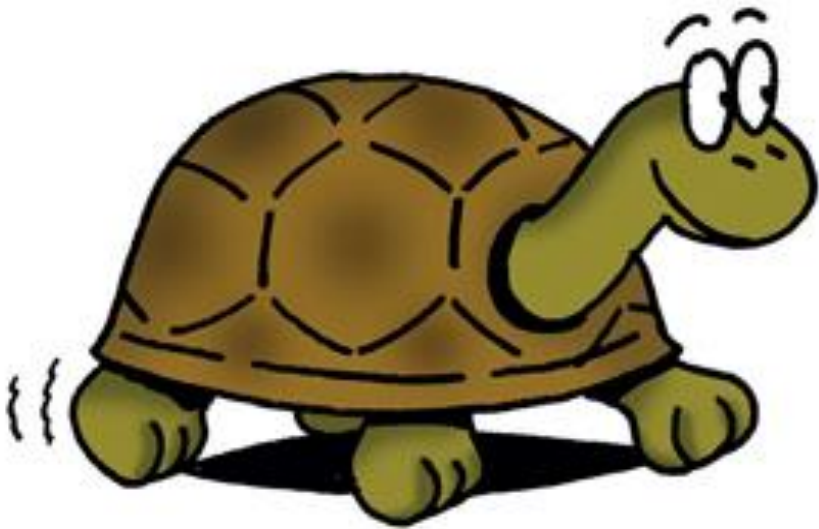


# **Teaching grammar cognitively:**

## **catering for individual learning styles and rhythms**

1° March 2016  
**Angela Gallagher**

# Mixed ability classes, different learning rhythms and learning difficulties





La bravura di un insegnante  
non si misura sui ragazzi che  
sono già bravi in partenza,  
ma sulla capacità di aiutare  
chi è in difficoltà e di  
risollevarlo da un destino che  
altri credono già segnato.



# Grammar competence

**The ability to use grammar structures correctly and appropriately in order to COMMUNICATE EFFECTIVELY.**

**Grammatically competent students have DECLARATIVE KNOWLEDGE and PROCEDURAL KNOWLEDGE.**

# Successful language learners

- **Know that language is both a system and communication**
- **Involve themselves actively in the learning process**
- **Use cognitive strategies to solve problems**
- **Find a learning style which works for them**
- **Can analyse correctly the communication act in L1 & L2**
- **Are aware of the similarities and differences between L1 and L2 and can avoid common mistakes**
- **Develop efficient ways of storing and retrieving information in the brain**

# Be; there is, there are

**A** Si usa il verbo *be* ('essere') per:

Identificare  
persone od oggetti

She's Helen Waters, the new Sales Manager.  
Lei è Helen Waters, la nuova responsabile vendite.

Chiedere e parlare  
di provenienza

She's from Los Angeles.  
È di Los Angeles.

Descrivere  
persone, luoghi,  
cose, concetti e  
sentimenti

She's tough and very determined. I'm worried  
about working for her.  
È tenace e molto determinata. Mi preoccupa  
lavorare per lei.



**B** Il presente del verbo *be* si forma così:

Affermativa	Affermativa contratta	Interrogativa	Negativa	Negativa contratta	Interrog. -neg. contratta
I am	I 'm	Am I...?	I am not	I 'm not	Aren't I...?
You are	You 're	Are you...?	You are not	You aren't	Aren't you...?
He is	He 's	Is he...?	He is not	He isn't	Isn't he...?
She is	She 's	Is she...?	She is not	She isn't	Isn't she...?
It is	It 's	Is it...?	It is not	It isn't	Isn't it...?
We are	We 're	Are we...?	We are not	We aren't	Aren't we...?
You are	You 're	Are you...?	You are not	You aren't	Aren't you...?
They are	They 're	Are they...?	They are not	They aren't	Aren't they...?



# Present simple: affirmative and negative forms

- A** Il *present simple* si usa per descrivere abitudini e routine che si svolgono con frequenza.

*Dave gets up early and he jogs every morning before he goes to work.*

Dave si alza presto e va a correre tutte le mattine prima di andare al lavoro.

- B** Si usa il *present simple* anche per parlare di:

**Situazioni  
stabili**

*Dave lives in Miami. He studies hurricanes. He's a meteorologist.*


*Dave vive a Miami. Studia gli uragani. È un meteorologo.*

**Fatti  
sempre veri**

*Meteorologists study the weather and climate and their effect on the earth and life of the planet. Hurricanes form over warm ocean waters. They produce very strong winds.*

**Leggi  
della natura**

*I meteorologi studiano il tempo e il clima e il loro effetto sulla terra e sulla vita del pianeta. Gli uragani si formano sopra le acque tiepide degli oceani. Provocano venti molto forti.*

- C**  Ecco altri esempi:

Abitudini e routine	Situazioni stabili	Fatti sempre veri	Leggi della natura
<i>Sue reads the news on TV.</i> <i>She starts work at 5.30 a.m.</i> Sue legge le notizie alla TV. Inizia il lavoro alle 5.30.	<i>I work in an office.</i> Lavoro in ufficio.	<i>Vegetarians don't eat meat.</i> I vegetariani non mangiano la carne.	<i>Hot air rises.</i> L'aria calda sale.



- A** Il *past continuous* si usa per indicare che un'azione era in corso di svolgimento in un momento determinato del passato.



1.30 a.m.



2 a.m.



→ 2.30 a.m.

At two in the morning Diane was *driving* home after an evening out with friends.

Alle due di mattina Diane stava tornando a casa in macchina dopo una serata fuori con gli amici.

- B** Il *past continuous* si usa anche per:



Descrivere la  
scena quando  
si racconta una  
storia

It was raining heavily.  
Pioveva a dirotto.



While she was driving,  
Diane was thinking of Ben.  
Mentre guidava, Diane  
pensava a Ben.

Indicare che due o più  
azioni si svolgevano  
contemporaneamente

Come si nota dagli esempi, il *past continuous* si traduce in italiano con l'imperfetto o con la forma 'stare + gerundio'. È spesso accompagnato da espressioni di tempo quali: *at ... o'clock, yesterday, in 2015, while*.

## 7 Completa il testo con a/an, the o X.

0 The Spanish and 1 French are good at it, 2 Italians are masters at it. Give 3 Italian 4 tomato and 5 onion and he'll immediately make you 6 sauce! Perhaps that's exaggerating (= *esagerare*) but there isn't 7 doubt that Italy is 8 land of good food. Many of 9 top restaurants in 10 world are Italian. 11 internet is full of Italian recipes and videos about how to prepare 12 Italian dishes (= *piatti*). So why is 13 Italian food so popular? 14 answer is 'because it's important social activity.' 15 people in Italy 'don't eat to live, they live to eat!' (\*)

(\*) 'non mangiano per vivere, vivono per mangiare'



## Practice in real-life contexts

# PRACTICE IN REAL-LIFE CONTEXTS

- Possessive pronouns; genitive 's and s'

**3** Al supermercato di Winchester devono preparare le consegne a domicilio, ma hanno fatto confusione con gli ordini. Completa il dialogo inserendo il genitivo sassone sui filetti riquadrati e i pronomi possessivi sugli altri filetti.

**Mr Trent, 7 Portland Street**

- 2 bags of potatoes
- Stilton cheese (500 grams)
- 2 bottles of wine (red)
- brown bread (2 loaves)

**The Franklins, 3 Rose Avenue**

- Cheddar cheese (500 grams)
- 2 bottles of wine (white)
- chocolate cake
- grapes

**Mrs Jones, 1 Newmark Road**

- coffee (Brazilian)
- lemon cake
- white bread (2 loaves)

**A:** Whose are these potatoes?

**B:** They're **0** Mr Trent's. The Stilton cheese is **1** ..... too. His order is in that box over there. The one with the brown bread.

**A:** What about the Cheddar cheese?

**B:** That's **2** ...... Put it with the two bottles of wine.

**A:** Do you mean (= *intendi*) with the two bottles of red wine?

**B:** No, those bottles are **3** .....

**4** ..... wine is white. The chocolate cake and the grapes are **5** ..... too.

**A:** Whose is the coffee?

**B:** It's **6** ...... The lemon cake and the grapes are **7** ..... too.

**4** Completa il messaggio che la madre ha lasciato a Francesca con *a/an* o *the*.

Francesca, I'm not here because I've got **0** *an* appointment at three o'clock at **1** ..... doctor's. If you're hungry, there's **2** ..... packet of chocolate biscuits in **3** ..... cupboard (don't eat **4** ..... entire packet!) or **5** ..... strawberry yoghurt in **6** ..... fridge. There's **7** ..... card for you on **8** ..... table in **9** ..... hall. It's from Gran. Don't forget to give her **10** ..... phone call to thank her. Also please remember to take **11** ..... dog for a walk this afternoon.

Love, Mum

**2** Contrassegna le frasi con *S* (= senso specifico) o *G* (= senso generico). Inserisci *the* dove necessario e una crocetta (X) quando non lo è.

**0** A: Where are *the* children? ☒ S B: They're in *the* garden. ☒ S

**1** A: ..... clothes in that shop window are very nice. ☐

B: Yes, that shop has always got ..... nice clothes but they're expensive. ☐

**2** Mum: Turn ..... television off, Peter. ☐ It's a lovely day. Let's go to ..... park. ☐

**3** Experts say (= *dicono*) that it's important to eat ..... fruit three times a day. ☐

**4** A: ..... fruit in this supermarket isn't very good. In fact it's terrible. ☐

B: The greengrocer's opposite has always got ..... nice fruit. Try there. ☐

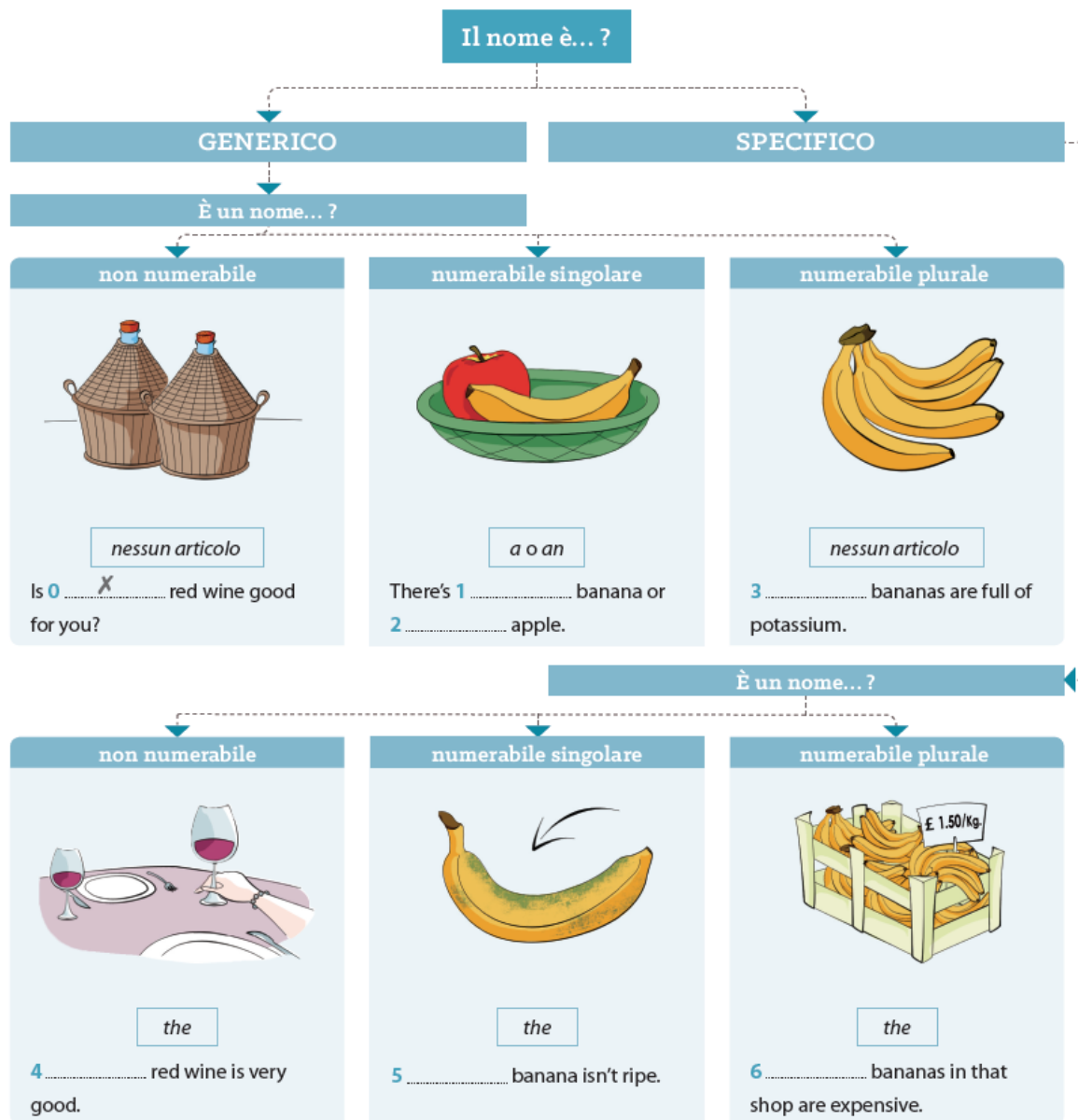
**5** A: Come outside and see ..... roses in my garden. ☐

B: They're beautiful, particularly those yellow ones. .... roses are my favourite flowers. ☐



# PROCESS MAP 1: Definite and indefinite articles

8 La *Process Map* illustra quali passi seguire per utilizzare gli articoli determinativo e indeterminativo in inglese. Dopo averla letta, completa le frasi con *a/an*, *the* o *X* (= nessun articolo).





# Successful learners analyse the communicative act so they can choose the correct forms to use.

Poi completa le frasi con i verbi tra parentesi.

0 A: What do you do (do) at the weekends?

B: We sometimes go (sometimes/go) to the cinema if there's a good film on. ☒ A

1 A: I ..... (go) out. What ..... Daniel ..... (do)?

B: He's in his room. He ..... (watch) a film on his computer. ☐

2 Oh, look! It ..... (snow). ☐

3 A: Richard ..... (sing) in a band. They ..... (write) their own songs.

B: What type of music ..... they ..... (play)? ☐

4 (At the dinner table) A: Zoey! You ..... (not eat). Who ..... you ..... (message)?

B: Anita. I ..... (ask) her what homework we've got for tomorrow. ☐

5 (At the bus stop) The bus is full. It ..... (not stop)! ☐

6 My niece ..... (not eat) nuts (= noci). She's allergic to them. ☐

**2** Analizza le azioni descritte qui sotto: scrivi **A** se l'azione è abituale e **C** se è in corso. Poi completa le frasi con i verbi tra parentesi.

0 A: What do you do (do) at the weekends?

B: We sometimes go (sometimes/go) to the cinema if there's a good film on. ☒ **A**

1 A: I ..... (go) out. What ..... Daniel ..... (do)?

B: He's in his room. He ..... (watch) a film on his computer. ☐

2 Oh, look! It ..... (snow). ☐

3 A: Richard ..... (sing) in a band. They ..... (write) their own songs.

B: What type of music ..... they ..... (play)? ☐

**3** Nelle seguenti frasi le azioni sono in corso. Sottolinea i verbi di stato e completa le frasi.

0 (At a party) Do you know (you/know) that girl over there?

1 A: I ..... (go) to the park now. .... (you/want) to come?

B: I can't. I ..... (have) a load of homework to do.

2 A: What ..... (you/have) for lunch? B: It's couscous.

3 A: ..... (we/have) any eggs? B: I ..... (not remember).

4 It's a great party. We ..... (have) a fantastic time.

5 A: What ..... (you/think) of this film? B: I ..... (not like) it.

6 A: I ..... (think) of emigrating to Australia. B: I ..... (not believe) you.

**! HELP BOX**

Si tratta di un verbo di azione (*present continuous*) o un verbo di stato (*solo present simple*)?



# Helping students to analyse the communicative act

## 1 Completa le frasi con i verbi tra parentesi in base alle indicazioni in fondo a ogni frase.

- 0 I 'm going to see (see) Sam this afternoon after school if he's free. (*intenzione*)
- 1 We ..... (have) a barbecue next weekend. Ann ..... (come). (*impegno definitivo*)
- 2 Alan wants to keep fit. He ..... (go) jogging three times a week. (*intenzione*)
- 3 (At a meeting) It's one o'clock. We ..... (stop) for lunch now. (*decisione immediata*)
- 4 ..... (Anita/apply) for the job she saw in *The Guardian*? (*intenzione*)
- 5 Rovers ..... (play) in a match against Sutherland on Saturday. (*impegno definitivo*)
- 6 I ..... (not buy) those shoes. I don't really need them. (*intenzione*)
- 7 We need some milk but I can't go out right now. I ..... (ask) Daniel to go. (*decisione immediata*)

## 2 Sottolinea l'alternativa corretta in fondo ad ogni frase. In base alla tua scelta, completa la frase con il verbo tra parentesi.

- 0 I can't find my bag. Perhaps it's in the car. I 'll go and look. (*intenzione – decisione immediata*)
- 1 Mike ..... (arrive) at four. I have to meet him at the station. (*intenzione – impegno definitivo*)
- 2 Gill ..... (start) doing some physical exercise regularly. (*intenzione – impegno definitivo*)
- 3 I'm hungry but it's early for lunch. I ..... (have) a biscuit. (*impegno definitivo – decisione immediata*)
- 4 I can't come tonight. I ..... (go) out with some friends. (*impegno definitivo – decisione immediata*)
- 5 Helen and Andy ..... (get) a dog but they can't agree on the breed (= razza). (*intenzione – impegno definitivo*)
- 6 I ..... (get) my new car on Friday. I ordered it two months ago. (*intenzione – impegno definitivo*)

# Contrastive L1/L2 exercises help students to understand the similarities and differences

## COMPARING ENGLISH AND ITALIAN

**8** Leggi le frasi e scrivi *PC* (= *present continuous*) se indicano un'azione in corso e *PS* (= *present simple*) se indicano un'azione abituale, una situazione stabile, un fatto sempre vero o una legge della natura.

- 0 Quando l'acqua nelle nuvole si condensa, piove o nevicata. ☐ *PS*
- 1 **A:** È meglio aspettare ad uscire. Piove. **B:** Ma non piove molto. ☐
- 2 **A:** Che cosa bevi? **B:** Un cocktail analcolico. Li servono laggiù. ☐
- 3 Chi è astemio non beve alcolici. ☐
- 4 **A:** Andrew, che cosa fai col computer? Giochi? **B:** No, faccio i quiz online per la patente. ☐
- 5 **A:** Lisa, Amy, parlate troppo forte. Non riesco a concentrarmi. **B:** Ti disturbiamo? Scusa. ☐
- 6 **A:** Mia cognata parla tre lingue. **B:** Davvero? Quali lingue parla? ☐

**9** Ora completa la traduzione delle frasi dell'esercizio 8 usando le parole tra parentesi.

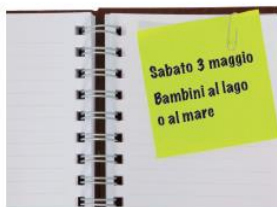
- 0 When water in clouds condenses (condense), it rains (rain) or it snows (snow).
- 1 **A:** It's better to wait to go out. It ..... (rain). **B:** But it ..... (not rain) a lot.
- 2 **A:** What ..... (you/drink)? **B:** A non-alcoholic cocktail. They ..... (serve) them over there.
- 3 People who are teetotalers ..... (not drink) alcohol.
- 4 **A:** Andrew, what ..... (you/do) on the computer? ..... (you/play) a game?  
**B:** No, I ..... (do) an on-line driving test quiz.
- 5 **A:** Lisa, Amy, you ..... (talk) too loudly. I can't concentrate. **B:** ..... (we/disturb) you? Sorry.
- 6 **A:** My sister-in-law ..... (speak) three languages.  
**B:** Really? Which languages ..... (she/speak)?

## CONCEPT MAP 5: The future

In italiano si usa il **futuro semplice** o il **presente indicativo** per esprimere programmi futuri. In inglese si ricorre a quattro forme verbali diverse: il *present continuous*, il *present simple*, *be going to* e *will*. Osserva



**Giochiamo/Giocheremo** sabato.  
La partita **inizia/inizierà** alle due.  
*We're playing on Saturday. The match begins at two.*

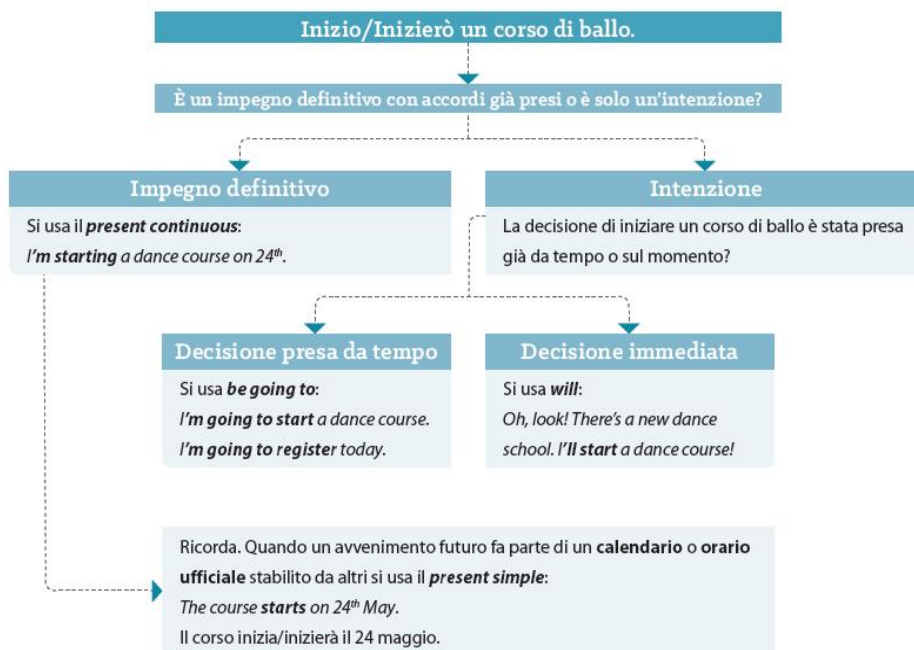


**Porto/Porterò** i bambini al lago o al mare.  
*I'm going to take the children to the lake or the sea.*



Ho sete. **Bevo** una coca cola.  
*I'm thirsty. I'll have a cola.*

Per decidere la forma inglese appropriata occorre domandarsi se si tratta di un impegno definitivo, di un calendario/orario prestabilito, di un'intenzione o di una decisione immediata. Ecco le domande da porsi quando si vuole esprimere correttamente in inglese un'azione futura come 'inizio/inizierò' e 'inizia/inizierà':



# Using multiple structures and functions together as in real life

- Past simple; past continuous; past perfect simple; past perfect continuous

## 5 Completa l'articolo con i verbi tra parentesi.



When Howard Carter finally 0...*found*... (find) the tomb of King Tut (Tutankhamun) in November 1922, he 1 ..... (search) for a tomb in the Valley of the Kings for a number of years even though many archaeologists who 2 ..... (excavate) the area over the past century had declared that there 3 ..... (be) nothing left (= *rimasto*) to find.

Carter 4 ..... (begin) excavating in the Valley of the Kings in 1917. He was convinced that the few objects with Tutankhamun's name on them, which had been uncovered by excavators in the area, 5 ..... (be) proof that no-one 6 ..... (discover) the tomb of King Tut yet. On November 4<sup>th</sup> 1922, while he 7 ..... (excavate) an area near the tomb of Rameses VI, Carter 8 ..... (discover) a step cut into the rock. Carter and his men 9 ..... (continue) working all through the night and by late afternoon on November 5<sup>th</sup>, they 10 ..... (uncover) the entrance to King Tut's tomb.

Carter's discovery was of enormous importance because King Tut's tomb 11 ..... (remain) almost undisturbed for over 3,000 years and the treasures which 12 ..... (still lie) inside the tomb surprised the world. It 13 ..... (take) Howard Carter and his colleagues ten years to empty the tomb of all the marvellous objects in it and document them.

# Using multiple structures and functions together as in real life



## Multi-structural practice 1

- Present simple; present continuous; past simple; past perfect simple; past perfect continuous » UNIT 36, 86, 92

1 Leggi l'articolo e sottolinea il tempo verbale corretto. Poi completa la frase usando il tempo verbale che hai scelto.

### THE PLANET TODAY

7<sup>th</sup> March 2015



We 0 are destroying (destroy) (*present simple – present continuous*) our world. Every day millions of factories, cars and households 1 ..... (release) (*present simple – present continuous*) carbon dioxide into the atmosphere. Due to human activities the concentration of carbon dioxide in the atmosphere 2 ..... (increase) (*present perfect continuous – present continuous*) continuously since the Industrial Revolution. Trees 3 ..... (help) (*present simple – present continuous*) to reduce CO levels through photosynthesis. Areas like the Amazon rainforest 4 ..... (be) (*past simple – present simple*) the world's lungs (= *polmoni*). Sadly since 1970 the Amazon rainforest 5 ..... (lose) (*past simple – present perfect simple*) around fifteen percent of its cover. The massive deforestation which Man 6 ..... (carry out) (*present simple – present continuous*) all over the world has led (= *portare a*) to the release of large quantities of greenhouse gases. Greenhouse gas emissions 7 ..... (contribute) (*past simple – present simple*) to global warming. In 1997, 37 industrialized nations and the European Community 8 ..... (agree) (*present simple – past simple*) through the Kyoto Protocol to reduce greenhouse gas emission by 5 percent against 1990 levels in the period 2008 to 2012. At present world leaders 9 ..... (examine) (*present continuous – present simple*) further measures.

# **Materials & techniques which develop cognitive skills and appeal to diverse learning styles**

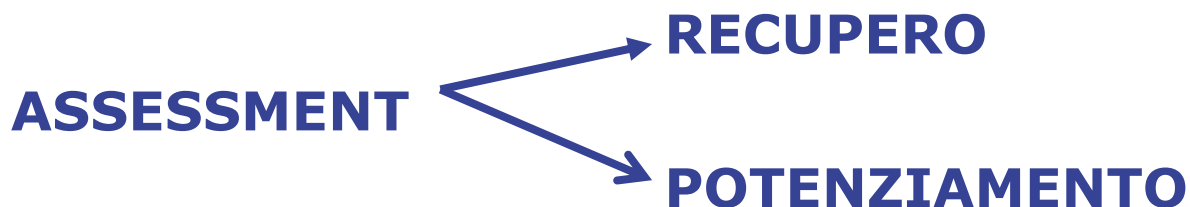
- Presenting and practising language in real-life contexts
- Helping students to understand abstract concepts by using colour to highlight the concept and the example
- Providing students with procedural help through rubrics, Help Boxes, Process Maps
- Helping students to analyze the communicative act using rubrics, hints, Help Boxes
- Developing students' awareness of the similarities/differences of the two languages through Contrastive exercises
- Aiding memorization and retrieval through Concept Maps
- Providing multi-structural practice as in real life



# Assessment: the basis for planning personalised learning paths

- **Diagnostic tests** to assess each student's knowledge before beginning a grammar module
- **Class Tests** to assess the student's knowledge of individual or multiple structures studied in the grammar module.
- **Self-assessment tests** for students to assess their progress.

Testing should cover **FORM** and **USAGE**.







## Form

1 Completa le frasi con il *present perfect simple*. Usa le parole tra parentesi.

- 1 The weather is terrible. I ..... (not be) out all day!
- 2 A: ..... (you/book) your flight? B: Yes, (I) .....
- 3 The students ..... (finish) the test.
- 4 I ..... (never/meet) anyone famous.
- 5 The children ..... (just/come) back from a school trip.
- 6 The bus ..... (still/not arrive). It's late.
- 7 How long ..... (the road/be) closed?

PUNTEGGIO ..... / 8

## Usage

## 2 Sottolinea l'alternativa corretta.

- 1 *Have you cut* – *Did you cut* your finger? It's bleeding (= *Sanguina*).
- 2 (At 20.30) I've got your photos. I *went* – *have gone* to the photographer's this afternoon.
- 3 We *have made* – *made* a lot of trips this year.
- 4 Trevor *won* – *has won* a prize for his creative writing twice.
- 5 We *still haven't eaten* – *haven't eaten yet* and it's two o'clock. Mum, is it ready?
- 6 A: How *have you met* – *did you meet* your husband? B: We *have met* – *met* at work.
- 7 Karen *has played* – *played* the piano when she was a child. She doesn't play it now.
- 8 We *have been* – *are here for* – *since* hours. I hope the doctor arrives soon.
- 9 There *has been* – *was* a cinema here for years. Now there's a bank.

PUNTEGGIO ..... / 11

## Form and usage

3 *Present perfect simple* o *past simple*? Completa le frasi con le parole tra parentesi.

- 1 Oh, no! It's raining and I ..... (lose) my umbrella.
- 2 I ..... (want) to ride a horse. Now I ..... (do) it!
- 3 ..... (you/already/turn) the oven off?
- 4 We ..... (buy) a new TV yesterday. The price ..... (be) reduced.
- 5 A: Look! I ..... (buy) a shirt for dad. B: Where ..... (you/buy) it?
- 6 It's the first time the children ..... (see) a circus.
- 7 Graham ..... (graduate) in 2014.
- 8 Tim ..... (go) to the bank. He hasn't come back yet.
- 9 I ..... (know) Steve for years. We're great friends.
- 10 I ..... (work) in a factory for two years. Now I work in a shop.

PUNTEGGIO ..... / 26

PUNTEGGIO TOTALE ..... / 45

Se il punteggio totale è **minore o uguale a 27** ► procedere con il **Recupero** p. 202Se il punteggio totale è **superiore a 27** ► procedere con il **Potenziamento** p. 205

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## RECUPERO

## 1 Completa la tabella riassuntiva con le forme seguenti.

doesn't have • hasn't got • works • Does ... work • Is ... working • Do ... have • Have ... got • has • isn't working • 's got

	Affermativa	Negativa	Interrogativa
have got	I _____ 've got	I _____ haven't got	_____ I _____...?
	He/She/It _____	He/She/It _____	Has he/she/it got...?
present simple di have	You/We/They 've got	You/We/They haven't got	Have you/we/they got...?
	I _____ have	I _____ don't have	_____ I _____...?
present simple dagli altri verbi	He/She/It _____	He/She/It _____	Does he/she/it have...?
	You/We/They have	You/We/They don't have	Do you/we/they have...?
present continuous	I _____ work	I _____ don't work	Do I work?
	He/She/It _____	He/She/It doesn't work	_____ he/she/it _____?
present continuous	You/We/They work	You/We/They don't work	Do you/we/they work?
	I _____ am working	I _____ 'm not working	Am I working?
present continuous	He/She/It is working	He/She/It _____	_____ he/she/it _____?
	You/We/They are working	You/We/They aren't working	Are you/we/they working?

## 2 Osserva con quale verbo o ausiliare iniziano le domande. Poi completa le risposte brevi.

• have got	1 Have they got a website?	Yes, they _____	No, they _____
• have	2 Does the school have a gym?	Yes, it _____	No, it _____
• present simple	3 Do you like this music?	Yes, I _____	No, I _____
• present continuous	4 Is it raining?	Yes, it _____	No, it _____

## 3 Aiuta uno studente a correggere le sue frasi. Inserisci gli elementi che ha dimenticato.

s • is • as • does • got • ing • do

0 Where are you <sup>ing</sup> go?	3 The train leaving.
1 Janet not work but Victor teach.	4 I haven't your cell phone.
2 Where you go on a Saturday evening?	5 My brother live in Croydon.

## • Be; have got; present continuous

## 4 Completa il dialogo con i verbi tra parentesi. Usa la forma contratta quando possibile.

A: Hello, Mrs Corby. 0 is Ben (Ben/be) at home, please?

B: He 1 \_\_\_\_\_ (not be) here, Chris. He 2 \_\_\_\_\_ (be) at the sports centre. He and his team

3 \_\_\_\_\_ (play) in a match this afternoon. They 4 \_\_\_\_\_ (be) in the semi-final.

I 5 \_\_\_\_\_ (go) there now. Do you want to come?

A: Thanks, but I can't. I 6 \_\_\_\_\_ (have got) an appointment at half past three. 7 \_\_\_\_\_ (you/have got) Ben's new cell phone number, please? I 8 \_\_\_\_\_ (not have got) it and I need to contact him.

B: Yes, sure. It 9 \_\_\_\_\_ (be) 0745 863201.

## • Be; have got; present simple

## 5 Completa il dialogo con i verbi tra parentesi. Usa la forma contratta quando possibile e la risposta breve.

A: Hi, Jessica. How 0 are you (you/be)?

B: I 1 \_\_\_\_\_ (be) fine. What about you?

A: I 2 \_\_\_\_\_ (be) really happy. I 3 \_\_\_\_\_ (have got) a job – finally!

B: That 4 \_\_\_\_\_ (be) fantastic! Where 5 \_\_\_\_\_ (it/be)?

A: At the Drison factory in Swindon. They 6 \_\_\_\_\_ (make) electrical appliances (= elettrodomestici).

I 7 \_\_\_\_\_ (work) shifts (= turni).

B: 8 \_\_\_\_\_ (you/work) nights too?

A: Yes, 9 \_\_\_\_\_, I 10 \_\_\_\_\_ (not enjoy) it but I 11 \_\_\_\_\_ (do) only two nights a week.

My father 12 \_\_\_\_\_ (say) that it 13 \_\_\_\_\_ (do) me good (= mi fa bene)!

## • Be; have got; idiomatic uses of be and have

## 6 Completa le frasi con be, have got e have. Quando possibile usa sia have got che have.

0 Do you have/Have you got (you) the address?

1 A: \_\_\_\_\_ (you) a sandwich for lunch?

B: No, I \_\_\_\_\_.

2 A: How old \_\_\_\_\_ your stepson?

B: He \_\_\_\_\_ nineteen.

3 A: \_\_\_\_\_ / \_\_\_\_\_ (you) the train tickets?

I can't find them.

B: Yes, I \_\_\_\_\_ They \_\_\_\_\_ in my bag.

4 A: \_\_\_\_\_ (you) hungry? There \_\_\_\_\_ some

biscuits if you want.

B: No, I \_\_\_\_\_ (not) hungry but I \_\_\_\_\_

thirsty. \_\_\_\_\_ / \_\_\_\_\_ (you) any water?

5 They \_\_\_\_\_ a holiday in France every year.

They \_\_\_\_\_ / \_\_\_\_\_ relatives there.

6 A: I \_\_\_\_\_ tired (= stanco). I want to \_\_\_\_\_ a rest.

B: There \_\_\_\_\_ a café over there if you want.

## • Present simple and present continuous

## 7 Completa i dialoghi con le parole tra parentesi.

A: A: 0 Why are you whispering (Why/you/whisper = bisbigliare)?

B: Tony 1 \_\_\_\_\_ (sleep) on the sofa and I 2 \_\_\_\_\_ (not want) to wake him. He's very tired.

B: A: I 3 \_\_\_\_\_ (make) some sandwiches for tea. 4 \_\_\_\_\_ (you/want) one?

B: No, thanks. I 5 \_\_\_\_\_ (eat) sandwiches for lunch every day.

C: A: Richard's office is in the centre, isn't it? How 6 \_\_\_\_\_ (he/get) to work? 7 \_\_\_\_\_ (he/usually drive)?

B: Yes, he 8 \_\_\_\_\_ (drive) to Rommel Square and then he 9 \_\_\_\_\_ (leave) the car in the car park there and 10 \_\_\_\_\_ (get) the bus.

## HELP BOX

Prima di riempire il primo spazio, leggi il dialogo per intero. Cerchia le azioni in corso. Si tratta di:

▶ verbi di azione (= present continuous) o verbi di stato (= present simple)?

Ricordati inoltre che in inglese la domanda non inizia mai con il soggetto!

Tu giochi a tennis?

Do you play tennis?

E noni: You play tennis?



ULTERIORI ATTIVITÀ PER IL RECUPERO SU L COMPONENTE DIGITALE

## POTENZIAMENTO

## • Verbi di stato e verbi di azione: approfondimento (2)

## 1 Completa la tabella con i verbi dati.

badare a - considerare con rispetto - aspettare/si - considerare bello - essere affascinati a - temere -  
comparire in pubblico - valutare - desiderare

	Verbi di stato	Verbi di azione
feel	I <b>feel</b> that you are wrong. = credere Do you <b>feel</b> the tremor? = percepire	I <b>feel/am feeling</b> tired. = sentire emozioni, sensazioni fisiche
admire	I <b>admire</b> his courage. = ammirare nel senso di ① considerare con rispetto	I'm <b>admiring</b> your watch. = ammirare nel senso di ①
adore	She <b>adores</b> her grandson. = adorare	-
desire	I <b>don't desire</b> a big house. = 2	-
fear	I <b>fear</b> for his life. = 3	-
respect	You <b>don't respect</b> the rules. = rispettare	-
value	I <b>value</b> your friendship. = attribuire molta importanza/molto valore a	The experts <b>are valuing</b> the painting. = 4
mind	I <b>don't mind</b> cooking. = essere infastiditi da	I'm <b>minding</b> the children. = 5
care for	He <b>cares for</b> her greatly. = 6	I'm <b>caring for</b> my mother. = prendersi cura di
agree	I <b>don't agree</b> with you. = essere d'accordo	-
expect	I <b>expect</b> you are right. = supporre	I'm <b>expecting</b> a phone call. = 7
appear	It <b>appears</b> you are wrong. = sembrare	She <b>is appearing</b> in a play on Broadway. = 8

## 2 Completa i dialoghi (A-B) con le parole tra parentesi. Usa il present simple e il present continuous.

- A: Why ① **is there** (there/be) a tin of cat food in the cupboard? You 1 \_\_\_\_\_ (not have got) a cat.  
B: I 2 \_\_\_\_\_ (mind) Mrs Drew's cat while she 3 \_\_\_\_\_ (be) on holiday. I 4 \_\_\_\_\_ (not like) cats very much but I 5 \_\_\_\_\_ (not mind) looking after this one because Mrs Drew 6 \_\_\_\_\_ (always/water) my plants when I 7 \_\_\_\_\_ (go) away.  
A: When 8 \_\_\_\_\_ (she/come) back?  
B: I 9 \_\_\_\_\_ (not be) sure. I 10 \_\_\_\_\_ (think) on Saturday.  
B: A: I 11 \_\_\_\_\_ (not feel) very well. I can't stop shivering (= rabbrivire).  
B: I 12 \_\_\_\_\_ (expect) you 13 \_\_\_\_\_ (have got) that flu (= influenza) which 14 \_\_\_\_\_ (go) around. Take an aspirin and go to bed.  
A: I can't. I 15 \_\_\_\_\_ (expect) Jane this afternoon. She 16 \_\_\_\_\_ (come) at about four.

## EXAM PRACTICE: Cambridge English First (CE)

## Paper 1: Reading and Use of English Part 4

3 Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

0 The film ends in a very predictable way. **ending**

The **ending** of the film is very predictable.

1 Whose bike is that? **belong**

Who \_\_\_\_\_ to?

2 What time is your appointment with Peter Crow? **seeing**

What time \_\_\_\_\_ Peter Crow?

3 There's an interval between lessons from 11.00 to 11.20. **break**

The students \_\_\_\_\_ from 11.00 to 11.20.

4 I can never find my cell phone. **losing**

I \_\_\_\_\_ my cell phone.

5 There are more and more people out of work every month. **rising**

The unemployment figures \_\_\_\_\_ every month.

6 Mr Trent has a preference for travelling first-class when possible. **to**

If he has the chance, \_\_\_\_\_ first-class.

## HELP BOX

Se sei in difficoltà consulta le seguenti Unit del Modulo 2 The Present.

- Question 1: Unit 27
- Question 2: Unit 30, 35
- Question 3: Unit 29
- Question 4: Unit 35
- Question 5: Unit 35
- Question 6: Unit 26

## Paper 1: Reading and Use of English Part 3

4 Read the text and the Help Box below. Then use the words given in capitals at the end of the lines to form a word that fits in the gap in the same line.

## HELP BOX

- Scorri il testo velocemente per avere un'idea di che cosa parla.
- Leggi una riga alla volta e individua quale tipo di parola devi inserire: si tratta di un nome, un verbo, un aggettivo o un avverbio?
- Quando la parola fornita a fianco è un aggettivo o un avverbio, chiediti se non è richiesto l'uso del suo contrario, per esempio: *logical* → *illogical*.
- Se hai delle difficoltà a svolgere questo esercizio, consulta *Activate your Vocabulary* (B1-B2).

How can I begin to describe the ① **relationship** I have with my father? It isn't simple. My 'father' (the man I call 'dad') isn't my 1 \_\_\_\_\_ father. He's my stepfather but he's 2 \_\_\_\_\_. He isn't easy to live with because he can often be quite 3 \_\_\_\_\_ particularly if he's had a bad day at work. Then he becomes extremely 4 \_\_\_\_\_ with everyone, including my mother who hates quarrelling and does everything to avoid an 5 \_\_\_\_\_. Luckily he and my mother 6 \_\_\_\_\_ get on very well because she's got a great sense of humour. Despite his brusque character, he's always 7 \_\_\_\_\_ when I turn to him with my problems and I confide in him a lot, which is 8 \_\_\_\_\_, if you think he was a complete 9 \_\_\_\_\_ until five years ago.

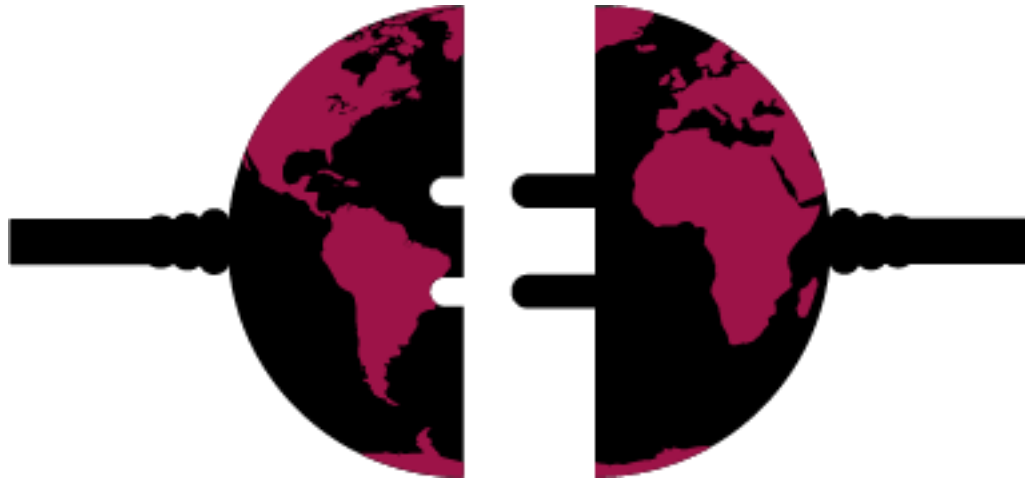
RELATION  
BIOLOGY  
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STRANGE



ULTERIORI ATTIVITÀ PER IL POTENZIAMENTO SUL COMPONENTE DIGITALE

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- Gli **attestati di partecipazione** vi saranno inviati via e-mail
- Riceverete nella medesima e-mail le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi



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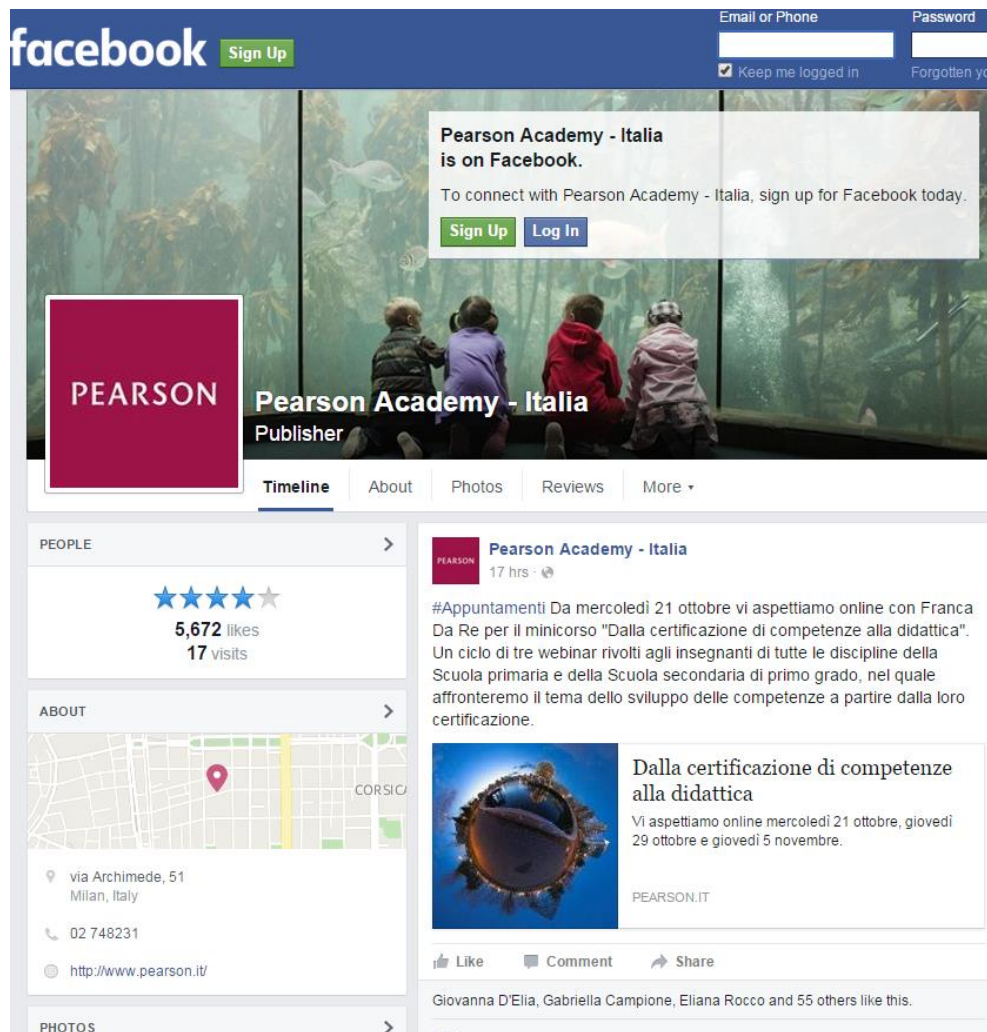


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