

Silvia Pampaloni • Cristina Ravizza

TIME OFF

Holiday revision, practice
and remedial work



book
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and remedial work



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Ristampa

Fare un libro è un lavoro impegnativo e complesso; per quanta attenzione sia prestata alcune sviste possono restare: gli Autori saranno grati a chi le vorrà segnalare.

6 5 4 2 1 0

Presentazione

Questo libro vi aiuterà, attraverso attività orali e scritte, ma anche giochi e test, a non dimenticare l'inglese imparato a scuola durante l'anno e a rafforzare le competenze linguistiche acquisite.

Suddiviso in otto settimane, il testo presenta in ognuna argomenti attuali e protagonisti "teenagers" con gusti e interessi propri di questa età. Da qui lo spunto per una serie di attività di lettura, ascolto, espressione e scrittura in cui l'inglese è utilizzato in situazioni concrete e autentiche. Ogni settimana prende avvio da una lettura, un ascolto o un test che introducono il tema centrale delle attività. Seguono poi pagine dedicate alla pratica delle funzioni comunicative e delle strutture grammaticali da ripassare nelle diverse abilità linguistiche, nell'ordine: **Reading** (lettura), **Listening** (ascolto), **Speaking** (espressione) e **Writing** (scrittura).

Una pagina prevede la pratica di esercizi preparatori agli esami di certificazione **Key for Schools**; mentre la pagina seguente, **Vocabulary**, è dedicata all'acquisizione del lessico tramite giochi enigmistici, test ed esercizi di abbinamento. La settimana si chiude con le pagine dedicate al ripasso delle strutture e al loro utilizzo, **Grammar**, con esercizi di completamento, trasformazione, costruzioni di frasi, individuazioni di errori, ecc.

Per una revisione più completa, alla pagina grammaticale di ciascuna settimana (dove le strutture sono presentate tramite schemi e spiegazioni dettagliate in lingua italiana e con esempi), si è affiancata, a fondo libro, una pagina con quadri riassuntivi, approfondimenti e integrazioni.

Sono presenti, sotto forma di **box**, approfondimenti che sviluppano una tematica presente nella pagina.

Le attività sono state pensate per essere svolte in autonomia: c'è un glossario, denominato **Useful Words**, al fondo di ogni attività per facilitare la comprensione e ci sono spazi per scrivere direttamente sul testo.

Buon lavoro e, soprattutto, buon divertimento!

Le Autrici

Week 1

Teens on the move!

A holiday-study in Chicago



Ascolta la conversazione tra un'insegnante e alcuni ragazzi che partecipano ad un viaggio-studio a Chicago negli Stati Uniti e completa gli schemi con i dati mancanti.

1 Full name: Jenny Johnson (the teacher)

Age: _____



Country: the U.S.A.

Home town: Chicago

Family: _____

Pets: /

Job: _____

Hobbies: _____

2 Full name: Anna Rosso

Age: 15 years old



Country: _____

Home town: _____

Family: one brother, Roberto, 7

Pets: _____

School: _____

Hobbies: reading and _____

3 Full name: Claire Dupont

Age: _____



Country: France

Home town: Marseille

Family: _____

Pets: _____

School: Technological College

Hobbies: basketball

4 Full name: Justin Varian

Age: 15 years old



Country: _____

Home town: Sydney

Family: _____

Pets: a labrador called _____

School: _____

Hobbies: surfing and _____

5 Full name: Peter Dunne

Age: _____



Country: South Africa

Home town: Durban

Family: one sister, Cindy

Pets: a dog _____

School: scientific subjects

Hobbies: going to the cinema and _____

2 Ora rispondi a queste domande così da scrivere un paragrafo su di te.

- 1 What's your name and how old are you?
- 2 Where are you from and what's your home town like?
- 3 Have you got any brothers or sisters? How big is your family?
- 4 Have you got any pets?
- 5 Where and what do you study?
- 6 What are your favourite sports and hobbies?
- 7 Where are you now that school is over?

My name's _____ and I'm _____ . I'm from _____ .

My home town is _____ .

My family is _____ .

I've got a _____ / I haven't got any pets. I'm a student at _____ and I study _____ .

My favourite hobbies are _____ .

Now I am at / in _____ .

3 Leggi il brano, poi rispondi alle domande.

Clubs and activities at Oak Park High School

At Oak Park High School boys and girls **are involved** in one or more clubs or activities. Students can find out about them by going to the Student Activity Centre to ask for information about club meetings, times and dates.

The benefits of being involved in these activities are many: making new friends, **sharing** ideas and projects, working in a team and... getting better school results, as a recent **survey** shows.

Here are some examples.

Best Buddies – The mission of this club is to help people with intellectual disabilities. The club members organize parties, trips and events that give the opportunity of making new friends. The Best Buddies have fun in and out of school!

Environment and biology club – Students interested in Natural Sciences can talk about new topics and can do experiments in the school laboratories without the pressure of **grades** and time limits. There are also **lectures** with guest speakers and excursions.

Gospel choir – This is a multicultural activity for all students who like singing traditional gospel, spiritual and contemporary songs. The group includes student musicians, poets and gospel dancers. The club favours creativity and friendship.

Photography club – Students with an interest in photography meet informally and discuss their work and ideas. Among the activities there are gallery shows, visits to studios and experimentation with new techniques.

Tabula – The members of this club produce a **yearbook** that records the life of the students and all the events that happened during the school year.

Video Gaming club – This is for people fond of computer and console games. The club members play multiplayer games on the computer and also have a console gaming system.



Where is it possible to...?

►Ex.: ...get information about clubs? → *Students Activity Centre*

- 1 ...help the disabled? → _____
- 2 ...listen to scientists talking about nature? → _____
- 3 ...have fun singing together? → _____
- 4 ... visit gallery shows and exhibitions? → _____
- 5 ... write about school events? → _____

USEFUL WORDS *to be involved* = essere coinvolto; *grade* = voto; *lecture* = conferenza; *to share* = condividere; *survey* = inchiesta; *yearbook* = annuario.



4 Ascolta la conversazione tra Anna e la segretaria della Oak Park High School e scegli tra le due opzioni in corsivo quella corretta.

Secretary: Good morning! (1) *Can/Could* I help you?

Anna: Yes, please! I'm a student (2) *of/on* your summer language course. Can I join one of your clubs?

Secretary: Yes, sure! (3) *What/ Which* club are you interested in?

Anna: The photography club. I'm keen (4) *on/in* photography and your program sounds (5) *quiet/ quite* good!

Secretary: Yes, you can try new (6) *technique/techniques*, visit galleries and studios. What's your name?

Anna: Anna Rosso.

Secretary: Can you (7) *spell/ spelling* your surname please?

Anna: R-O-S-S-O. I'm Italian, you know.

Secretary: How old are you?

Anna: I'm (8) *fifteen/thirteen* years old.

Secretary: What's your address (9) *there/ here* in Chicago?

Anna: 819 Fair Oaks. My host family's (10) *name/surname* is Finnegan.

Secretary: I see. Finnegan... Have you got (11) *one/a* phone number?

Anna: Yes, it's 708.434.3207.

Secretary: (12) *Who's/Whose* your group leader?

Anna: (13) *Miss/Mrs* Jenny Johnson.

Secretary: Right! Your photography club is on (14) *Thursday/Tuesday* from 3:30 to 5:30.

Give (15) *these/this* card to Mr Andrew Cardew: he's the club leader.

Anna: Ok! Thank you very much!

Secretary: You're welcome!



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Speaking



5 Osserva e leggi questo volantino e poi rispondi alle domande che ascolterai. Qui di seguito troverai le parole iniziali di ogni domanda.



►Ex.: Where is the Willis Tower? – It's at 233 S. Wacker Drive, Chicago.

- 1 On which floor _____?
- 2 Is it _____?
- 3 Is it possible to _____?
- 4 What _____?
- 5 How can I _____?
- 6 Is there _____?

USEFUL WORDS 1 *to dare* = osare; 2 *deck* = ponte, piano; 3 *ledge* = davanzale, sporgenza.

6 Leggi e completa l'e-mail che Justin scrive ad un amico, scegliendo l'alternativa corretta tra le tre proposte qui sotto.

Dear Jason,

Here I am **1** _____ Chicago! All is ok: the group leader is a nice young woman and the school is great! It's a modern **2** _____ of three floors; there **3** _____ a park with two tennis courts and a **4** _____ pool, too. My classroom is large and **5** _____ and there is a big **canteen**: we can eat there at **6** _____ and have a snack in the afternoon: **7** _____ hamburgers are fabulous! By the way, this is a photo of **8** _____ host family, the Turners.

On the left there is Jack, the father. He's forty-five **9** _____ old and is a doctor. On his **10** _____ is Katie, his wife: she's thirty-nine and is **11** _____ secretary. On the right of the photograph is Alison, **12** _____ daughter. She's sixteen and she studies at Oak Park High School like me (pretty girl, isn't she?!). In the centre you can see the **13** _____ other two children: Tom is eighteen and he's a student **14** _____ university; Meg is a **cute** little girl of seven.

They are all friendly and nice to me! **15** _____ home is in a quiet **neighbourhood**, not far from the centre of Chicago. The house **16** _____ two **floors**, and a front and a back garden. **Downstairs** **17** _____ is a sitting room, the kitchen, a bathroom and a study; **upstairs** there are three bedrooms for the **18** _____ one for the parents and two bathrooms.

I share the room with Tom: it isn't very big but it's comfortable, with **19** _____ of the most famous rock bands on the walls! Next time I'll send **20** _____ some photos of the house!

And you? How are things at home?
Write soon!
Justin

- | | | | | | |
|-------------------|----------|-----------|---------------------|----------|-----------|
| 1 in | at | from | 11 the | an | a |
| 2 home | building | house | 12 her | his | their |
| 3 are | is | has | 13 Turner's | Turners' | Turners's |
| 4 swimm | swim | swimming | 14 at | in | of |
| 5 brightly | light | dark | 15 their | your | our |
| 6 dinner | lunch | breakfast | 16 have | has | is |
| 7 a | these | the | 17 it | there | that |
| 8 his | our | my | 18 daughters | children | son |
| 9 / | years | year | 19 posters | pictures | photo |
| 10 left | middle | right | 20 us | you | them |

USEFUL WORDS *canteen* = mensa; *cute* = deliziosa; *downstairs* = al piano di sotto; *floor* = piano; *neighbourhood* = vicinato; *upstairs* = al piano di sopra.

Paper 1 – Reading and Writing, Part 8

7 Read the ad. and the mail about a summer job. Fill in the form with the data required.

VOLUNTEER IN THE SUMMER!!

Are you interested in pets?
This is the summer job for you:
dog-walking!
When? In July and August.
Times? Morning and afternoon.
Area? Brookfield and La Grange Park.
Contact us: jgarrick@dogsummerclub.org



Hi! My name's Brad, I'm 17 and I'm from La Grange. I really love pets! I've got a dog, two cats and a green Parrot called Willie. I'm free in the afternoon, from 3 to 6 in July. If you need me, please write to: Bradmar@jeffschool.com

DOG SITTERS' CLUB VOLUNTEER

Name: _____

Age: _____

Area: _____

Free in July August

Time: _____



Vocabulary

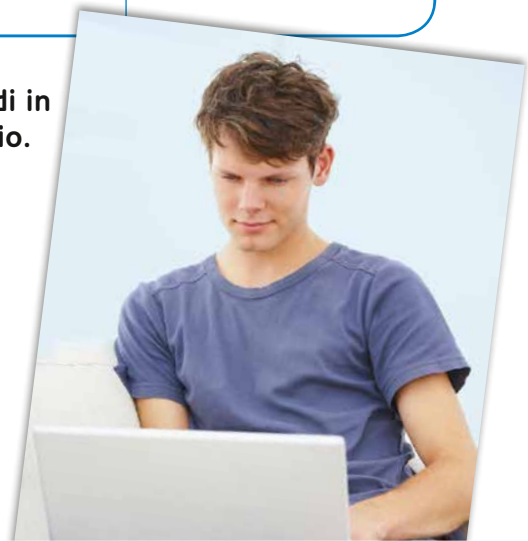
8a Rimetti in ordine le parole riguardanti l'aspetto fisico di una persona nelle quattro colonne qui sotto. Alcuni termini possono essere inseriti in più colonne.

- blue • straight • good-looking • curly • tall • grey • green • pretty • wavy • fair • dark • thin • long • blonde • short • plump • slim • fat • black • of average build • brown • of average height • attractive • middle-aged • young • old.

EYES	HAIR	BODY	APPEARANCE

8b Ora completa le frasi descrivendo le persone che vedi in queste foto usando i termini del precedente esercizio.

- Meg's eyes are _____. She's tall and _____. Her hair is _____.
- John's hair is short and _____. He has got _____. He's _____.
- Mr Thomson is middle-aged. His hair is _____. He's _____ and _____.



PRESENT SIMPLE

TO BE (essere) *I am; you are; he/she/it is; we/you/they are*

› *I am on holiday.* Io sono in vacanza.

They are in the USA. Essi sono negli Stati Uniti.

Claire is French. Claire è francese.

Peter isn't from England. (negative form) Peter non viene dall'Inghilterra.

Are Justin and Anna students? – *Yes, they are.* (interrogative form and short answer) Justin e Anna sono studenti? – *Sì, (lo sono).*

TO HAVE (avere) *I/you/we/they have (got); he/she/it has (got)*

Got è il rafforzativo di *have* quando indica possesso.

› *Peter has got a dog and two cats.* Peter ha un cane e due gatti.

We haven't got a big garden. (negative form) Non abbiamo un grande giardino.

Have you got a brother or a sister? – *Yes, I have. I've got a sister.* (interrogative form and short answer) Hai un fratello o una sorella? – *Sì, ho una sorella.*

THERE IS/THERE ARE

There is/There is not (There isn't)/Is there? • *There are/there are not (there aren't)/Are there?*

› *There is a superb gym in our school.* C'è una palestra stupenda nella nostra scuola.

There aren't any Chinese students in my class. Non ci sono studenti cinesi nella mia classe.

Is there a photography club? – *Yes, there is.* C'è un club fotografico? – *Sì.*

POSSESSIVE CASE

POSSESSORE + 'S + COSA POSSEDUTA (senza articolo)

› *The brother of Anna is 7 years old.* > *Anna's brother is 7 years old.* Il fratello di Anna ha 7 anni.

The girls' rooms are upstairs. Le stanze delle ragazze sono al piano di sopra.

PLURAL OF NOUNS

- Al sostantivo singolare si aggiunge:
 - **s** in quasi tutti i casi: *girl* > *girls*; *book* > *books*; *house* > *houses*; *boy* > *boys* (perché *y* è preceduta da vocale)
 - **es** solo per i sostantivi che terminano in *-ch*, *-sh*, *-x*, *-z*, *-o*, *-s*, *-y* (che diventa *i* se preceduta da consonante): *church* > *churches*; *box* > *boxes*; *potato* > *potatoes*; *lady* > *ladies*.
- Alcuni sostantivi sono irregolari; *child* > *children*; *man* > *men*; *woman* > *women*; *foot* > *feet*.

1 Trova la domanda per queste risposte.

› *Are you from Bath?* – Yes, we are from Bath.

- 1 _____? – No, she hasn't. She's got blue eyes.
- 2 _____? – I'm very well, thanks.
- 3 _____? – Yes, we are at home tonight.
- 4 _____? – It's 25, Elm Road.
- 5 _____? – No, I haven't. I'm an only child.
- 6 _____? – No, they aren't. They're American, from Boston.

2 Scrivi ciò che diresti in inglese in queste situazioni.

› Saluta Laura e presentati *Hi Laura! My name's*

- 1 Chiedi a Laura se è inglese o americana. _____
- 2 Chiedile quanti anni ha. _____
- 3 Di' a Laura che hai una sorella e chiedile se lei ha sorelle. _____
- 4 Chiedile qual è il suo cibo preferito e dille qual è il tuo. _____
- 5 Saluta Laura perchè vai via. _____

3 Riscrivi le frasi correggendo l'errore.

› They not are at school today. *They are not at school today.*

- 1 She is in London? – Yes, she is. _____
- 2 He has got a brother and a sisters. _____
- 3 Isn't Mark and Sue from the USA? _____
- 4 Are the boys at the tennis court? – No, they are. _____
- 5 Mary have got brown eyes. _____
- 6 My sister has 15 years. _____

4 Volgi al plurale le frasi singolari e viceversa.

› The girl is English. *The girls are English.*

- 1 He hasn't got a brother. _____
- 2 Is the child with his mum? _____
- 3 We have got Spanish pen-friends. _____
- 4 There is a newspaper on the chair. _____
- 5 What are your favourite football teams? _____
- 6 The boys aren't in their bedrooms. _____

5 Riconosci le 's.

› Mary's house is big

- 1 John's got a new iPod.
- 2 Her mother's name is Meg.
- 3 What's his favourite sport?
- 4 There's a big TV in the sitting room.
- 5 What's Barbara's job?

Verb to be

Verb to have

Possessive Case

TIME OFF

1

Time Off vuole essere non solo uno stimolante compagno delle vacanze estive, ma anche un valido sostegno durante l'anno per il ripasso e il recupero.

L'opera, presentando tematiche vicine agli interessi degli adolescenti, sviluppa le quattro abilità linguistiche, la comunicazione e il lessico.

Ampio spazio viene dedicato, inoltre, alla revisione e alla pratica grammaticale che trovano un'ulteriore espansione nell'appendice finale.

Infine, il testo contiene diversi esercizi propeutici al conseguimento della certificazione linguistica *Cambridge English Key for Schools*.



Contenuti Digitali Integrativi

- MP3 audio file
- Further Activities
- Answer key

