





Silvia Pampaloni • Cristina Ravizza

# Time Off

Holiday revision, practice  
and remedial work



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# Table of contents

Topic	Functions	Vocabulary	Grammar
<b>Week 1</b> <b>Travelling</b>	<ul style="list-style-type: none"> <li>Talking about habits and about actions taking place now.</li> </ul>	<ul style="list-style-type: none"> <li>Holidays, means of transport, travelling.</li> </ul>	<ul style="list-style-type: none"> <li>Present tenses of verbs (Present Simple and Present Continuous).</li> </ul>
<b>Week 2</b> <b>Greetings from the U.S.</b>	<ul style="list-style-type: none"> <li>Talking about past events; Describing places.</li> </ul>	<ul style="list-style-type: none"> <li>Cities, parks, monuments and attractions; famous people.</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple of regular and irregular verbs.</li> </ul>
<b>Week 3</b> <b>Do you like sports?</b>	<ul style="list-style-type: none"> <li>Talking about activities in progress in the past; Describing habits in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Sports and physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Past continuous of verbs; Past Simple vs. Past Continuous; used to.</li> </ul>
<b>Week 4</b> <b>Computer Science</b>	<ul style="list-style-type: none"> <li>Talking about abilities, obligations, plans; Asking for and giving advice; Expressing probability.</li> </ul>	<ul style="list-style-type: none"> <li>Computers, the Internet, social networks, ebooks.</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs: can/could, may/might, shall/should, must, ought to; verbs substituting modals: to have to, to be able to, to be allowed to.</li> </ul>
<b>Week 5</b> <b>Music and singers (and All That Jazz)</b>	<ul style="list-style-type: none"> <li>Talking about present states and actions which started in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Music, singers, groups.</li> </ul>	<ul style="list-style-type: none"> <li>Present Perfect of verbs; Present Perfect vs Past Simple; Duration Form.</li> </ul>
<b>Week 6</b> <b>Education and jobs</b>	<ul style="list-style-type: none"> <li>Talking about future events; Expressing plans for the future.</li> </ul>	<ul style="list-style-type: none"> <li>School, jobs, careers.</li> </ul>	<ul style="list-style-type: none"> <li>Future with will, to be going to, Present Continuous; if-clauses 1st type.</li> </ul>
<b>Week 7</b> <b>Let's go green!</b>	<ul style="list-style-type: none"> <li>Expressing hypotheses and probability; Making offers, expressing wishes.</li> </ul>	<ul style="list-style-type: none"> <li>Environment, animals in danger; voluntary work; ethical shopping.</li> </ul>	<ul style="list-style-type: none"> <li>Conditional; if-clauses 2nd type.</li> </ul>
<b>Week 8</b> <b>Relationships</b>	<ul style="list-style-type: none"> <li>Describing feelings and emotions; Reporting what people say.</li> </ul>	<ul style="list-style-type: none"> <li>Teenagers; moods and states of mind; relationships with family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Passive forms (Present Simple Passive, Past Simple Passive); Reported Speech; say/tell.</li> </ul>

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 Stampa: La Grafica, Boves (Cn)

Printed in Italy

Ristampa

6 5 4 2 1 0

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 10128 Torino – Via Pastrengo, 28  
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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.

# 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 **Preliminary 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 Travelling

## One summer can change your world

### 1 Leggi questi testi e poi rispondi alle domande.

Hi! This photo shows my family and I during our experience in Africa, in Zambia, to be precise. It is a very beautiful country in the southern part of the African continent. The Zambezi River **flows** through it. Today we are starting a trip on this river, using canoes. I know it's hard to **paddle** for hours, but I'm sure it will be **worthwhile** because we'll be able to admire the incredibly beautiful natural scenery around us.

This is a "responsible" trip because we are using canoes to reduce energy consumption.

We also have the chance of working as volunteers in a conservation area, taking part in animal protection walks - that's what I'm doing - or assisting children with the vegetable garden at a local school - that's what my parents are doing, in fact they're both teachers. I'm having a great time here because we are in a little group of friendly people. That's all for now, bye!

This year I'm having a "study holiday", but not the usual one when you attend a summer language course. I'm in a **terrific** place, the island of San Salvador in the eastern Bahamas. I'm here to study marine biology at Gerace Research Center. There are 12 boys and girls from different American and European countries and today we are really excited about our first **dive** together. Our days always start very early because we have to **set up** our **air tanks** and **gear** before breakfast. Then we travel by **truck** to the dive site. Our instructors have taught us that it is very important to plan dives carefully: today we are planning a **descent** to a **depth** of 9 feet. Swimming along the **edges** of the **reef** is fantastic: you can see forms of coral, colourful fish and **lobsters**.

After lunch, we have lessons about ocean properties and how they **affect** marine life. In the afternoon we dive into the water again for snorkelling around the **shallow** reef. To finish our day, we have another lesson about the history and geography of San Salvador.

Hi! My name's Dianna, I'm a 15-year-old English girl. This summer I'm having an adventure holiday discovering bush-craft. Do you know what it is? It is a sport where you have to survive in the **wild**, using only what you can find around



Lawrie



Ross

you. That's why I'm here in Liddington, Wiltshire for a week. I'm learning the skills and the techniques of bush-craft; for example, building a **shelter** and then camping out in it, collecting **firewood** and preparing a fire, **sourcing** and identifying food. We're **engaged** in lots of other activities which can help us to reach our **goal**. We go climbing and we learn bridge building and **raft** building (just in case!). This morning we are trying orienteering: we have to find our way quickly across an area around our base, just using a map and a **compass**.



Dianna

Hi, everybody! I'm sending a picture of our "gullet". It's a traditional wooden **sailing boat** we're having a **cruise** on. We are in the Mediterranean Sea, off the coast of Turkey. My family and I, together with two other families, are spending our holidays in Kas, once a fishing village, and now a lively seaside **resort** on the Turkish Aegean coast. It is a great place for sunbathing and relaxing on the beach, but also for diving and snorkelling. This afternoon, just for change, we are planning a trip **inland** to explore the area around Kas by mountain-bike. I think the only problem will be the temperature: here it's always sunny and really hot, but I'm sure we will have a great time!



Miley

### Who ...?

- |  |   |
|--|---|
| 1 is learning how to build a raft? _____ | 7 is visiting the inland by mountain bike? _____          |
| 2 is diving along the reef? _____        | 8 is taking part in an animal protection programme? _____ |
| 3 is taking history lessons? _____       | 9 is studying marine life underwater? _____               |
| 4 likes paddling? _____                  | 10 can light a fire? _____                                |
| 5 is having a sailing trip? _____        |   |
| 6 is sleeping in a shelter? _____        |   |

**2** Quale viaggio, tra quelli descritti, ti è piaciuto di più? Immagina allora di prendervi parte e scrivi una pagina di diario o una mail, descrivendo una tua giornata tipo durante la vacanza.

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**USEFUL WORDS** *to affect* = influenzare; *air tank* = bombola di ossigeno; *compass* = bussola; *cruise* = crociera; *depth* = profondità; *to descend* = scendere; *to dive* = immergersi, tuffarsi; *edge* = margine; *engaged* = impegnato; *firewood* = legna da ardere; *to flow* = scorrere; *gear* = equipaggiamento; *goal* = scopo, meta; *inland* = interno, entroterra; *lobster* = aragosta; *to paddle* = pagaiare; *raft* = zattera; *reef* = barriera corallina; *resort* = località; *sailing boat* = barca a vela; *to set up* = preparare; *shallow* = poco profondo; *shelter* = riparo; *to source* = trovare; *truck* = autocarro; *wild* = natura selvaggia; *worthwhile* = che vale la pena; *terrific* = straordinario.

Reading

**3** Lo scrittore americano Jack Kerouac scrisse alla fine degli anni '40 il romanzo *On the Road*, che descrive il lungo viaggio che lui stesso fece attraverso gli Stati Uniti. Leggi il seguente testo e rispondi alle domande.



“ On the road ”

Jack Kerouac was a novelist belonging to the movement of the 'Beat Generation': a group of young artists who **rejected** the materialistic and racist style of life of the American white middle-class in the 1950s. The Beats **believed** in peace, love and total freedom of **behaviour**. The word 'beat', invented by Kerouac, means 'dissatisfied' and 'outcast', but also 'sacred' **owing to** his interest in mysticism and religion and it indicates the beat of jazz too, a spontaneous type of music Kerouac really loved.

He wrote *On the Road* in 1948 and the novel became a best-seller when it came out in 1957. It tells the story of a group of friends who travel across the U.S.A. without a destination, driving, catching buses and **hitch-hiking**.

The narrator is Sal Paradise – Kerouac himself – a student in New York where he meets Dean Moriarty – who **resembles** Kerouac's best friend Neal Cassady – an anti-conformist young man from the West who loves travelling and adventures.

Dean decides to come back to the West and after some time Sal **joins** him in Denver, Colorado. For two years the two friends travel together visiting the Great Plains of the Midwest, the Great Lakes, the East Coast and the Southern States. They meet new and different people, have all types of experiences and come into contact with the life of **tramps** and the homeless.

In the end after reaching San Francisco, Sal comes back to New York, to his **previous** life; while Dean is unable to stop travelling.

Their endless voyage suggests their desire for freedom, their way of **escaping** from a society they don't believe in; but it also expresses their wish to live every moment of their life with great intensity and to forget their sense of **void**.

- 1 The term 'Beat' means: a) dissatisfied and outcast b) \_\_\_\_\_  
c) \_\_\_\_\_
- 2 What are the ideals of the 'Beat Generation'? \_\_\_\_\_
- 3 When was the novel *On the Road* **published**? \_\_\_\_\_
- 4 The main **characters** are: a) \_\_\_\_\_ b) \_\_\_\_\_
- 5 Where does the voyage start? \_\_\_\_\_
- 6 What parts of the U.S.A. do the protagonists visit? \_\_\_\_\_
- 7 How does the story end? \_\_\_\_\_  
\_\_\_\_\_
- 8 Why do the protagonists like travelling? \_\_\_\_\_  
\_\_\_\_\_

**USEFUL WORDS** *behaviour* = comportamento; *to believe* = credere; *character* = personaggio; *to escape* = fuggire; *to hitch-hike* = fare l'autostop; *to join* = unirsi; *outcast* = emarginato; *owing to* = a causa di; *previous* = precedente; *to publish* = pubblicare; *to reject* = rifiutare; *to resemble* = assomigliare; *tramp* = vagabondo; *void* = vuoto.





## 4 Ascolta e quindi completa il testo di questa intervista a Belén Tovar che dirige una struttura turistica alle isole Galapagos.

**Journalist:** Nice to meet you, Mrs. Tovar. Can I ask you a few questions?

**Belén Tovar:** Of course! Welcome to the Galapagos Islands!

**J.:** Thank you. Firstly, where do you (1) \_\_\_\_\_, exactly?

**B.T.:** I work in a sort of **luxury** camp on the **highlands** of Santa Cruz.

**J.:** What makes the place so special?

**B.T.:** Most people think that visiting the highlands of Santa Cruz is just a day

(2) \_\_\_\_\_ – they visit the **tortoise** reserve and go on; but a few people choose to stay with us to enjoy the real magic of the place. You can see tortoises passing the

(3) \_\_\_\_\_ or have a visit from the Galapagos **owls** on your tent veranda. It's a very special place.

**J.:** What other animals can you get close to?

**B.T.:** **Giant** tortoises are the (4) \_\_\_\_\_ of the Galapagos Islands, but you can also see the **blue-footed boobies**, sea lions and penguins.

**J.:** What kind of accommodation is available for tourists coming to Santa Cruz?

**B.T.:** They live in (5) \_\_\_\_\_ which are really comfortable and spacious. They have **en suite bathrooms**, a shower with hot and cold water. They have the **amenities** you find in a (6) \_\_\_\_\_, except it's in the middle of a quiet paradise **surrounded** by nature.

**J.:** How important is sustainable (7) \_\_\_\_\_ and conservation work to a **facility** like your camp?

**B.T.:** Our islands are a fragile ecosystem and we **are** all **committed** to their preservation. We work together with the community, offering local people employment, training and support.

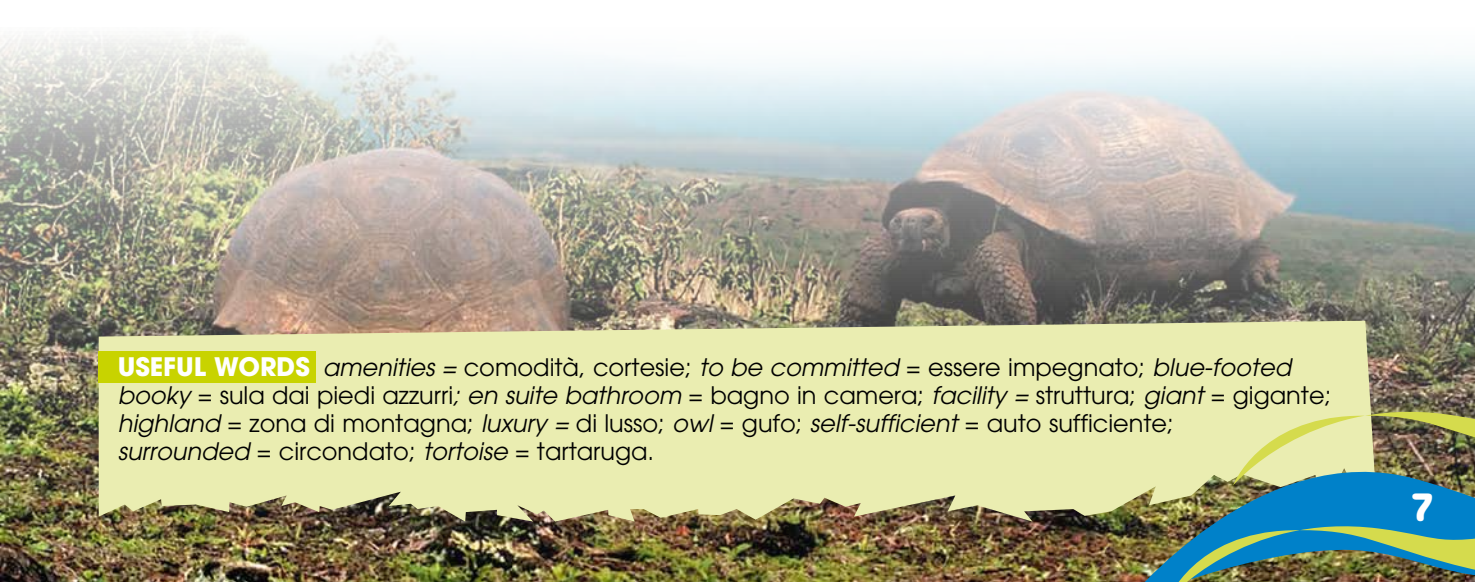
(8) \_\_\_\_\_, community and business always have to work together.

The sustainable efforts of the camp are dedicated to (9) \_\_\_\_\_ – the camp is 90% **self-sufficient** in terms of water use because we have a rainwater collector system – and to (10) \_\_\_\_\_; in fact large areas are devoted to reforestation. Finally, we help local farmers by buying from them and 70% come from the local community. We work hard to preserve our environment for future generations.

**J.:** Thank you. All the best!

**B.T.:** Thank you.

(Adapted from [www.essentialtravel.co.uk](http://www.essentialtravel.co.uk))



**USEFUL WORDS** *amenities* = comodità, cortesie; *to be committed* = essere impegnato; *blue-footed booby* = sula dai piedi azzurri; *en suite bathroom* = bagno in camera; *facility* = struttura; *giant* = gigante; *highland* = zona di montagna; *luxury* = di lusso; *owl* = gufo; *self-sufficient* = auto sufficiente; *surrounded* = circondato; *tortoise* = tartaruga.

# Speaking



**5** Immagina di chiedere informazioni per telefono riguardo a un *bus tour* della città di Londra che vuoi fare con la tua famiglia, seguendo le battute registrate e qui riportate.

**Clerk:** London Visitor Centre. Can I help you?

**You:** (1) *Yes, I'd like some information about your bus tours.*

**C.:** Yes, of course. With our open-top bus tours you can see the most important **landmarks** and sights of London.

**You:** (2) \_\_\_\_\_

**C.:** We have three tours: 'The Original Tour', the most complete one; the shorter 'City Sightseeing' and 'The Museum Tour' that stops at the most important museums and art galleries.

**You:** (3) \_\_\_\_\_

**C.:** Yes, there is a full-**recorded commentary** in English or in other seven languages. A live English **guide** also accompanies 'The Original Tour'.

**You:** (4) \_\_\_\_\_

**C.:** Yes, with our tickets you can **catch** the bus where you like. Each tour makes several **stops**: simply **hop-off** where you want to and hop-on at the same stop to continue the tour.

**You:** (5) \_\_\_\_\_

**C.:** You can **distinguish** the route of every bus by looking at its front: it shows a different coloured triangle. Besides, we'll give you a map with the **routes**.

**You:** (6) \_\_\_\_\_

**C.:** Well, there is a special offer in this period – tickets are valid for forty-eight hours: two days for the price of one for every tour! Besides the price includes a **free cruise** on the river Thames and three free **walking tours** with our guides!

**You:** (7) \_\_\_\_\_

**C.:** Here at the Visitor Centre in Trafalgar Square, or at the main **departure** points, directly on the buses or visiting our web site at [www.theoriginaltour.com](http://www.theoriginaltour.com).

**You:** (8) \_\_\_\_\_

**C.:** You're welcome!

### English translations of the Italian word "viaggio":

1. *Travel* (uncountable; you can't say "a travel")
2. *Travelling* (American English: *traveling*)
3. *Journey* (for long distances or regular travelling)
4. *Trip* (shorter distances or not usual journey)
5. *Voyage* (for a long sea journey)
6. *Flight* (for a journey by air)



**USEFUL WORDS** *commentary* = commento; *to catch* = prendere; *cruise* = crociera; *departure* = partenza; *to distinguish* = distinguere; *free* = gratuito; *guide* = guida; *to hop-off* = (colloquiale) saltar giù; *landmark* = caratteristica, punto di riferimento; *recorded* = registrato; *route* = rotta, percorso; *stop* = fermata; *walking tour* = giro turistico a piedi.

**6 Leggi la recensione del libro autobiografico di viaggio *Eat, Pray, Love*, scritto dalla giornalista americana Elizabeth Gilbert, da cui è anche stato tratto un film. Prendi nota dei punti più importanti nello schema riportato sotto.**

*Eat, Pray, Love*, the best-seller by Elizabeth Gilbert, was published in 2006. It is an example of travel literature, mixing narrative and factual data about the places she goes to on her journey. The protagonist is the writer herself; in fact, she writes a **chronicle** of her year of spiritual and personal exploration, spent travelling **abroad**. She starts travelling after her divorce and she spends four months in Italy, eating and enjoying life (Eat), then 3 months in India, finding her spirituality (Pray), and ends the year in Bali looking for the **balance** of the two and finds love when she meets a Brazilian businessman (Love).

In 2010, the book became a film, **starring** Julia Roberts as Elizabeth, and Javier Bardem.

The book has been very successful (187 weeks on the best-seller list of "The New York Times") and there are lots of **reviews** on it, a few of them not so positive. Some critics say the work is a bit **weak** and artificial: it's a beach book, readable, funny, but with no suspense: we know how the story will end from the very beginning. Finally, some say that the protagonist is too lucky and that her journey is really too expensive and few women could **afford** it.

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

PUBLISHED IN: \_\_\_\_\_

TYPE OF BOOK: \_\_\_\_\_

PROTAGONIST: \_\_\_\_\_

PLACES: \_\_\_\_\_

**PLOT** (short summary): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

OTHER INFORMATION: \_\_\_\_\_

\_\_\_\_\_



**USEFUL WORDS** *abroad* = all'estero; *to afford* = permettersi; *balance* = equilibrio; *chronicle* = cronaca; *plot* = trama; *review* = recensione; *starring* = che ha il ruolo da protagonista; *weak* = debole.

## Paper 1 – Reading, Part 2

**7** The people below on the left all want to spend their holidays on an island. Decide which place would be the most suitable for them choosing from the eight descriptions.



1. Peter and Jane are looking for a sea holiday on coral beaches, but as they're fond of nature, they would like to see unusual plants and animals which they can't find in Europe. \_\_\_\_\_



2. Robert and Mary are getting married next May and they want to spend their honeymoon in a beautiful resort on a tropical island. Both of them are keen on snorkelling. \_\_\_\_\_



3. Alice, Mike and Janet are students and want to organize a holiday together. They are looking for a not too expensive destination, where they can spend their days on beaches and the nights in restaurants and discos. \_\_\_\_\_



4. Carol and Alain have got two children and want to spend a month on an island that offers good facilities for families. They are looking for a flat to rent, not far from beaches with clear, shallow water. \_\_\_\_\_



5. Two couples of friends are celebrating their wedding anniversary. They want to stay for ten days on a tropical island relaxing on sandy beaches and sightseeing. They are really interested in nature and Creole culture. \_\_\_\_\_

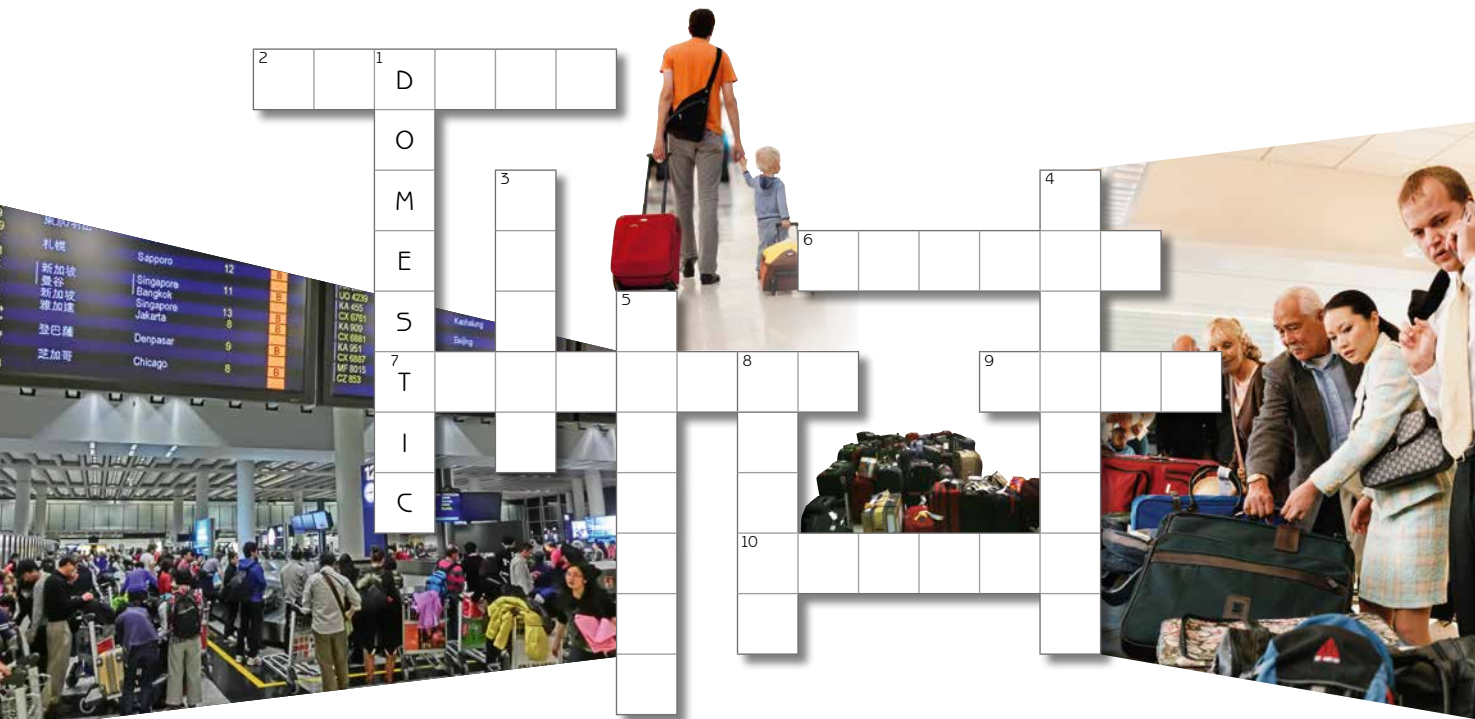
- A. Balearic Islands.** When you ask young people about 'Formentera' and 'Ibiza', they usually list the names of trendy discos and night-clubs; but the Balearic Islands offer much more: a mild climate, beautiful beaches, archaeological sites and a bird-watching reserve.
- B. Seychelles.** Its sandy beaches and clear water, along with the Creole culture, make the Seychelles Archipelago one of the most popular destinations for tourists. You can also find flora and fauna unique to here, like various kinds of orchids and the giant turtle.
- C. The Greek Islands.** From Corfu to Santorini, from Mykonos to Paros, young people choose the Greek Islands for the freedom and fun they offer; families for the cheap accommodation in hotels or camping sites and the warm, clear water.
- D. Madagascar.** The world's fourth largest island, Madagascar, is still an exclusive destination which offers accommodation on coral beaches and has an extraordinary biodiversity: lemurs, chameleons, turtles, but also corals, fish, whales as well as its flora, make it a real natural paradise.
- E. The Caribbean.** Everywhere in the Caribbean are white beaches and a crystal sea in a classic tropical atmosphere. From the French and Dutch Antilles to Barbados or Jamaica, the different islands offer five star hotels, resorts, flats and houses to rent and cruise ships.
- F. Sardinia.** Tourism in Sardinia started in the 1960s with the Emerald Coast in the north. Since then tourists from all over the world have visited it. Reasonably priced accommodation is now present all over the island, which offers sandy beaches suitable for families and rocky ones for diving and snorkelling.
- G. Maldives.** Crystal clear lagoons, exclusive resorts and a mild climate are the main features of this equatorial archipelago in the Indian Ocean. It's the best choice for snorkelling enthusiasts. You can have a relaxing holiday on the sandy beaches.
- H. Sicily.** No place is as charming as this special island where western and eastern culture met in the past. From the Volcano Etna to the beaches of Mondello and Taormina and the temples of Agrigento, one trip alone is not enough to discover this crossroads of cultures and landscapes.

# Vocabulary

**8a** Completa il cruciverba scrivendo le parole che qui di seguito trovi anagrammate in corrispondenza delle definizioni.

- 1 A flight from one point to another within the same country.
- 2 A flight that continues all night.
- 3 To get on a plane.
- 4 The moving belt that you collect your bags from at an airport
- 5 The pilot and the people who are responsible for flying a plane.
- 6 The "road" the plane takes off from.
- 7 The airport building where the journeys begin and end.
- 8 Long passage between rows of seats in a plane.
- 9 Part of the plane where goods and luggage are stored.
- 10 It is the part of the airport where you wait for your flight.

- TOCIDEMS  
 EREDYE  
 DABOR  
 LASOUCER  
 CRAIWER  
 WUNARY  
 TIMERLAN  
 SILAE  
 LOHD  
 GELUNO



**8b** Scrivi ora una frase per ciascuna delle parole che hai trovato.

›Ex.: 1 DOMESTIC: You take a domestic flight if you go from Turin to Rome.

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## PRESENT SIMPLE

**FORMA AFFERMATIVA** → SOGGETTO + FORMA BASE DEL VERBO (3ª persona sing. + s)\*

› *I live, you live, he/she/it lives, we live, you live, they live.*

**FORMA NEGATIVA** → SOGGETTO + DO NOT (DON'T)/DOES NOT (DOESN'T) + FORMA BASE DEL VERBO

› *I don't live, you don't live, he/she/it doesn't live, we don't live, you don't live, they don't live.*

**FORMA INTERROGATIVA** → DO/DOES + SOGGETTO + FORMA BASE DEL VERBO

› *Do I live? Do you live? Does he/she/it live? Do we live? Do you live? Do they live?*

## SHORT ANSWERS

**F. affermativa** → Yes, + soggetto + do/does

› *Do they love football? – Yes, they do.*

**F. negativa** → No, + soggetto + don't/doesn't

› *Does she study French? – No, she doesn't.*

## \* VARIAZIONI ORTOGRAFICHE

- I verbi che terminano in *-ch, -sh, -s, -x, -z, -o* prendono *-es* alla 3ª persona singolare (*to go > he goes*).
- i verbi terminanti in *-y* prendono *-es* alla 3ª persona singolare: se la *-y* è preceduta da consonante cambiano la *-y* in *i* (*to study > he studies*); prendono solo la *-s* se la *-y* è preceduta da vocale (*to play > he plays*)

## PRESENT CONTINUOUS

**FORMA AFFERMATIVA** → SOGGETTO + VERBO TO BE AL PRESENTE + FORMA BASE DEL VERBO + ING\*

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

**FORMA NEGATIVA** → SOGGETTO + VERBO TO BE AL PRESENTE + NOT + FORMA BASE DEL VERBO + ING

› *I am not listening, you are not (aren't) listening, he/she/it is not (isn't) listening, we/you/they are not (aren't) listening.*

**FORMA INTERROGATIVA** → VERBO TO BE AL PRESENTE + SOGGETTO + FORMA BASE DEL VERBO + ING

› *Am I listening? Are you listening? Is he/she/it listening? Are we/you/they listening?*

## SHORT ANSWERS

**F. affermativa** → Yes, + soggetto + verbo to be al presente

› *Is she listening to the radio? / Yes, she is.*

**F. negativa** → No, + soggetto + verbo to be al presente + not

› *Is she listening to the radio? / No, she isn't.*

## \* VARIAZIONI ORTOGRAFICHE

- I verbi che terminano in *-e* perdono questa vocale prima di aggiungere *-ing* (*to ride > I am riding a bicycle*).
- I verbi monosillabici che terminano con una sola consonante preceduta da una sola vocale raddoppiano la consonante finale prima di aggiungere *-ing* (*to cut > I am cutting the cake*).

## 1 Completa le frasi inserendo i verbi al **Present Simple** decidendo se in forma positiva o negativa.

➤ Jane is very good at playing cards. She *knows* (know) a lot of games.

- 1 Don't turn the TV on! It \_\_\_\_\_ (work)!
- 2 My school is near my home. I always \_\_\_\_\_ (go) on foot.
- 3 Sheila has a grant to study in Paris. She \_\_\_\_\_ (speak) French quite well.
- 4 I always ride my bike because I \_\_\_\_\_ (own) a car.
- 5 Their team is really good. They usually \_\_\_\_\_ (win) all the matches.
- 6 We usually spend our holidays on a camping site. We \_\_\_\_\_ (like) staying in a hotel.

## 2 Aggiungi una frase al **Present Continuous** per completare queste situazioni.

➤ Peter and his friends are on the beach. *They're playing beach-volleyball.*

- 1 A friend asks for your help to solve a Maths problem but you say: I'm sorry \_\_\_\_\_  
\_\_\_\_\_
- 2 You are late for an appointment. – Sorry, I'm late, \_\_\_\_\_
- 3 Your mum calls and asks you what you're doing. – Well, \_\_\_\_\_
- 4 Your friend asks you about the sport you're doing this year. – This year \_\_\_\_\_  
\_\_\_\_\_
- 5 The telephone is ringing. Tell your dad why you can't answer.  
– Dad! I can't answer the phone! \_\_\_\_\_
- 6 Explain that your parents are on holiday in Sardinia at the moment.  
– My parents \_\_\_\_\_

## 3 Completa i verbi tra parentesi al **Present Simple** o **Continuous**.

➤ What *do you know* (know) about Vicky?

- 1 I (1) \_\_\_\_\_ (write) an e-mail to George to tell him about the meeting tonight.  
I know that he (2) \_\_\_\_\_ (want) to come with us.
- 2 Jean usually (3) \_\_\_\_\_ (drive) to work, but this morning she (4) \_\_\_\_\_ (go) by  
train because she hasn't got any petrol.
- 3 What (5) \_\_\_\_\_ (do)? – We (6) \_\_\_\_\_ (cook) for the party.
- 4 Neil's parents (7) \_\_\_\_\_ (live) in a nice cottage in Yorkshire. At the moment he  
(8) \_\_\_\_\_ (live) with them: he (9) \_\_\_\_\_ (stay) in a flat in London.
- 6 What (10) \_\_\_\_\_ (do)? – I (11) \_\_\_\_\_ (be) a student at Edinburgh university.
- 7 David and Robert (12) \_\_\_\_\_ (work) as waiters in a pizzeria

## 4 Formula le domande delle seguenti risposte usando le **Question Words** date.

➤ Mike is spending his holidays in Spain. (Where) *Where is Mike spending his holidays?*

- 1 I usually go to bed at about ten o'clock. (When) \_\_\_\_\_
- 2 In our free time we like playing football. (What) \_\_\_\_\_
- 3 Rachel is going to the restaurant with John. (Who) \_\_\_\_\_
- 4 Jane is watching a film with her friends and Mike is doing his homework.  
(What) \_\_\_\_\_
- 5 The film starts at 7:30 p.m. (When) \_\_\_\_\_
- 6 Look! The police are arresting that man. (Why) \_\_\_\_\_

# TIME OFF

## 2

**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 propedeutici al conseguimento della certificazione linguistica *Cambridge English Preliminary for Schools*.



### Contenuti Digitali Integrativi

- MP3 audio file
- Further Activities
- Answer key

