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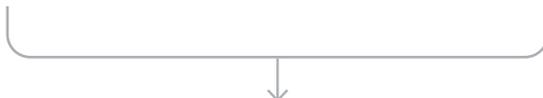
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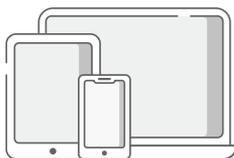
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Teoria e Esercizi commentati

Manuale completo per prove scritte e orali

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Premessa

Questo manuale è stato progettato per accompagnare lo studio e il consolidamento della lingua inglese, oggi parte integrante dei concorsi pubblici, dei percorsi di formazione, degli esami di abilitazione e di numerosi contesti professionali. In molti di questi ambiti, infatti, sono previste prove di lingua straniera che richiedono competenze comprese tra il livello A2 (waystage) e il livello C2 (mastery), secondo i parametri stabiliti dal *Common European Framework of Reference for Languages* (Quadro comune europeo di riferimento per le lingue) elaborato dal Consiglio d'Europa.

La prima parte del manuale è dedicata alla **grammatica di base**, indispensabile per l'apprendimento delle **strutture morfosintattiche** della lingua. In essa vengono analizzati gli elementi fondamentali – come fonemi e pronuncia – e i principali aspetti della morfologia, fino ad arrivare alla struttura semplice e complessa della frase, con particolare attenzione all'uso dei tempi e dei modi verbali. Gli argomenti sono accompagnati da numerosi esempi che facilitano la memorizzazione delle regole e favoriscono, allo stesso tempo, l'uso della lingua parlata.

La seconda parte propone un'ampia serie di **esercitazioni**, costituite da quesiti basati sugli argomenti trattati nella sezione teorica. Tutti gli esercizi, divisi per livello di difficoltà, sono corredati dalla risposta corretta e molti includono **soluzioni commentate**, utili per una rapida ed efficace revisione delle principali regole grammaticali e del lessico.

La terza parte – dedicata alle abilità linguistiche – è suddivisa in tre capitoli: il primo, **speaking**, fornisce indicazioni sulle diverse tipologie di prova orale: dalla discussione di un testo, proposto a vari livelli del QCER, fino alla simulazione di un colloquio. I brani sono accompagnati da esempi di domande, possibili risposte e una proposta di traduzione. I capitoli successivi propongono test di **reading comprehension**, con possibilità di ascolto dei brani per migliorare la pronuncia, ed esercitazioni di **listening** basate su tracce audio, finalizzate a consolidare la comprensione orale. Per accedere alle estensioni audio, è presente un **QR code** all'inizio dei capitoli. I brani per i quali è disponibile l'ascolto sono contrassegnati dall'icona .

A completamento del manuale è presente un'appendice dedicata a **ulteriori tipologie di prove in lingua inglese** frequentemente utilizzate nei concorsi e nei processi di selezione: quesiti situazionali (*situational judgement tests*), test di ragionamento logico (*reasoning tests*) e produzione di un testo scritto (*written test*).

In omaggio con il volume:

- > il software di **esercitazione**
- > il video-corso di inglese **Grammar Bites**.

Ulteriori **materiali didattici** e **aggiornamenti** sono disponibili nell'area riservata a cui si accede mediante la registrazione al sito *edises.it* secondo la procedura indicata nelle prime pagine del volume.

Eventuali errata-corrige saranno pubblicati sul sito *edises.it*, nella scheda "Aggiornamenti" della pagina dedicata al volume e nell'area riservata.

Altri aggiornamenti sulle procedure concorsuali saranno disponibili sui nostri **profili social** e su **blog.edises.it**.

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Introduzione

Quadro europeo di riferimento per le lingue straniere

Il *Common European Framework of Reference for Languages* (Quadro comune europeo di riferimento per le lingue) è stato elaborato dal Consiglio d'Europa al fine di stabilire uno *standard* oggettivo di valutazione delle conoscenze e delle competenze linguistiche. Il *framework* si articola in sei livelli, dal *Basic User* (elementare) al *Proficient User* (avanzato): tale modello viene largamente impiegato dagli organismi preposti ad attestare il grado di abilità linguistica raggiunto, e anche istituzioni extraeuropee si stanno allineando nelle certificazioni ai dettami sanciti dall'organizzazione internazionale di Strasburgo.

<i>Basic User</i> <i>(elementary)</i>	<i>A1</i> <i>Break-through</i>	Sa comprendere e usare espressioni quotidiane e frasi molto semplici orientate alla soddisfazione di bisogni concreti e immediati. Sa presentarsi e presentare altre persone, fare domande e rispondere su argomenti personali del tipo dove abita, che cosa possiede, chi conosce, ecc. Sa interagire in modo semplice, a condizione che l'altra persona parli lentamente e in modo chiaro e sia disposta ad aiutarlo nella comprensione.
<i>Basic User</i> <i>(elementary)</i>	<i>A2</i> <i>Waystage</i>	Sa comprendere frasi ed espressioni di uso comune relative ad argomenti di rilevanza immediata (per esempio informazioni elementari sulla propria famiglia o se stesso, acquisti, geografia locale, lavoro). Sa comunicare con semplici espressioni <i>standard</i> su argomenti comuni e familiari usando scambi linguistici semplici e diretti. Sa descrivere in modo semplice aspetti autobiografici, l'ambiente circostante e temi relativi a bisogni immediati.

<i>Independent User (intermediate)</i>	B1 Threshold	Sa comprendere i punti principali di un discorso espresso in modo chiaro e <i>standard</i> su argomenti relativi a lavoro, scuola, tempo libero, ecc. È in grado di affrontare la maggior parte delle situazioni che si possono presentare durante un viaggio all'estero. Sa produrre un discorso semplice ma organizzato su temi che gli sono familiari o di interesse personale. Sa descrivere esperienze e avvenimenti, sogni, speranze e ambizioni e anche fornire essenziali spiegazioni e motivi relativi a opinioni e progetti.
<i>Independent User (intermediate)</i>	B2 Vantage	Sa cogliere i punti principali di un discorso complesso, sia su temi astratti che concreti, comprese discussioni tecniche nel proprio campo di specializzazione. Sa interagire con un buon grado di fluenza e spontaneità, tale da rendere possibile il dialogo con un parlante nativo senza troppi problemi. Sa produrre un discorso orale o scritto chiaro e dettagliato, ed è in grado di sostenere un punto di vista su argomenti di attualità fornendo spiegazioni sui vantaggi e svantaggi.
<i>Proficient User (advanced)</i>	C1 Effective Operational Proficiency	Sa comprendere una vasta gamma di discorsi lunghi e anche impegnativi, e riconoscerne il significato implicito. Si sa esprimere in modo fluente e spontaneo senza troppe esitazioni. Sa usare la lingua in modo flessibile ed efficace a fini sociali, di studio e professionali. È in grado di produrre discorsi chiari, ben organizzati e dettagliati su argomenti complessi, dimostrando un buon controllo della grammatica, dell'organizzazione del discorso e dell'esposizione.
<i>Proficient User (advanced)</i>	C2 Mastery	Sa comprendere con facilità quasi tutto quello che sente o legge. Sa riassumere informazioni sia scritte che orali, ricostruendo le argomentazioni in una presentazione coerente. È in grado di esprimersi in modo spontaneo, molto fluente e con precisione, riuscendo a produrre anche sottili sfumature di significato in situazioni comunicative complesse.

Equivalenze tra i livelli del Quadro europeo di riferimento per le lingue straniere, gli esami del Trinity College London e del Cambridge ESOL

<i>Quadro europeo di riferimento per le lingue straniere</i>	<i>Cambridge ESOL (English for Speakers of Other Languages)</i>	<i>Trinity College London</i>
A1 <i>Breakthrough</i>		<i>Grades 1/2</i>
A2 <i>Waystage</i>	K.E.T. <i>(Key English Test)</i>	<i>Grades 3/4</i>
B1 <i>Threshold</i>	P.E.T. <i>(Preliminary English Test)</i>	<i>Grades 5/6</i>
B2 <i>Vantage</i>	F.C.E. <i>(First Certificate in English)</i>	<i>Grades 7/8</i>
C1 <i>Proficient User</i>	C.A.E. <i>(Cambridge Advanced Exam)</i>	<i>Grades 9/10</i>
C2 <i>Mastery</i>	C.P.E. <i>(Cambridge Proficiency Exam)</i>	<i>Grades 11/12</i>

L'alfabeto e la sua pronuncia

A	<i>ei</i>	J	<i>gei</i>	S	<i>es</i>
B	<i>bi</i>	K	<i>kei</i>	T	<i>ti</i>
C	<i>si</i>	L	<i>el</i>	U	<i>iu</i>
D	<i>di</i>	M	<i>em</i>	V	<i>vi</i>
E	<i>i</i>	N	<i>en</i>	W	<i>dabliù</i>
F	<i>ef</i>	O	<i>ou</i>	X	<i>ex</i>
G	<i>gi</i>	P	<i>pi</i>	Y	<i>uai</i>
H	<i>eich</i>	Q	<i>chiù</i>	Z	<i>zed</i>
I	<i>ai</i>	R	<i>ar</i>		



International Phonetic Alphabet

i: READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE
eɪ DAY	e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT
tʊə TOUR	ɔɪ BOY	əʊ GO	æ CAT	ʌ BUT
ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW
p PIG	b BED	t TIME	d DO	tʃ CHURCH
dʒ JUDGE	k KILO	g GO	f FIVE	v VERY
θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT
ʒ CASUAL	m MILK	n NO	ŋ SING	h HELLO
l LIVE	r READ	w WINDOW	j YES	ɹ RUN

International Radiotelephony Spelling Alphabet

A	<i>Alpha</i>	O	<i>Oscar</i>
B	<i>Bravo</i>	P	<i>Papa</i>
C	<i>Charlie</i>	Q	<i>Quebec</i>
D	<i>Delta</i>	R	<i>Romeo</i>
E	<i>Echo</i>	S	<i>Sierra</i>
F	<i>Foxtrot</i>	T	<i>Tango</i>
G	<i>Golf</i>	U	<i>Uniform</i>
H	<i>Hotel</i>	V	<i>Victor</i>
I	<i>India</i>	W	<i>Whiskey</i>
J	<i>Juliect</i>	X	<i>Xray</i>
K	<i>Kilo</i>	Y	<i>Yankee</i>
L	<i>Lima</i>	Z	<i>Zulu</i>
M	<i>Mike</i>		
N	<i>November</i>		

La punteggiatura

Si riporta un breve glossario sulla punteggiatura:

punto	.	<i>full stop (UK) / period (US)</i>
due punti	:	<i>colon</i>
punto (nell'indirizzo <i>e-mail</i>)	.	<i>dot</i>
punto e virgola	;	<i>semicolon</i>
virgola	,	<i>comma</i>
punto interrogativo	?	<i>question mark</i>
punto esclamativo	!	<i>exclamation mark</i>
lettera maiuscola	A	<i>capital letter</i>
lettera minuscola	a	<i>small letter</i>
trattino	-	<i>hyphen</i>
trattino basso	—	<i>underscore</i>
apostrofo	'	<i>apostrophe</i>
virgolette	“	<i>inverted commas (UK) / quotation marks (US)</i>
asterisco	*	<i>asterisk</i>
chiocciola (nell'indirizzo <i>e-mail</i>)	@	<i>at sign</i>
paragrafo	§	<i>section sign</i>

Capitolo 1

Il verbo

1.1 Il presente del verbo essere (to be)

1.1.1 Forme del verbo

Il presente del verbo essere (to be) ha tre uscite:

- **am** alla 1^a persona singolare;
- **are** alla 2^a persona singolare, alla 1^a, 2^a e 3^a persona plurale;
- **is** alla 3^a persona singolare (maschile, femminile e neutro).

Il pronome personale soggetto *I* va **sempre** scritto **in maiuscolo**, anche se si trova all'interno della frase e non all'inizio. Alla 3^a persona singolare gli inglesi usano *he*, *she* e *it*: *he* viene usato se ci si riferisce al genere maschile, *she* al genere femminile e *it* al neutro. Si fa notare che in italiano si attribuisce il genere maschile e femminile anche alle cose.

La **forma interrogativa** si costruisce antepo-
nendo il verbo al soggetto. La **forma ne-
gativa** mettendo *not* dopo il verbo. La **forma interro-negativa** si costruisce antepo-
nendo il verbo al soggetto e mettendo il *not* dopo quest'ultimo.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I am	am I?	I am not	am I not?
you are	are you?	you are not	are you not?
he is	is he?	he is not	is he not?
she is	is she?	she is not	is she not?
it is	is it?	it is not	is it not?
we are	are we?	we are not	are we not?
you are	are you?	you are not	are you not?
they are	are they?	they are not	are they not?



Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
I'm	am I?	I am not/I'm not	am I not?
you're	are you?	you're not/you aren't	aren't you?
he's she's it's	is he? is she? is it?	he's not/he isn't she's not/she isn't it's not/it isn't	isn't he? isn't she? isn't it?
we're	are we?	we're not/we aren't	aren't we?
you're	are you?	you're not/you aren't	aren't you?
they're	are they?	they're not/they aren't	aren't they?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo essere;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo essere al negativo.

Affermativa	Negativa
Yes, I am	No, I'm not
Yes, you are	No, you aren't
Yes, he is	No, he isn't
Yes, she is	No, she isn't
Yes, it is	No, it isn't
Yes, we are	No, we aren't
Yes, you are	No, you aren't
Yes, they are	No, they aren't

La forma breve per le risposte brevi, **NON** è possibile:

Yes, I'm	Yes, he's	Yes, we're
Yes, you're	Yes, she's	Yes, you're
	Yes, it's	Yes, they're

1.1.2 There is/there are

Questa forma traduce c'è e ci sono:

- *there is* c'è
- *there are* ci sono

La **forma interrogativa** si costruisce antepo-
nendo il verbo essere a *there*. La **forma
negativa** mettendo *not* dopo il verbo essere. La **forma interro-negativa** si costruisce
antepo-
nendo il verbo essere a *there* e mettendo il *not* dopo quest'ultimo.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
there is	is there?	there is not	is there not?
there are	are there ?	there are not	are there not?

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
there's	is there?	there isn't	isn't there?
	are there?	there aren't	aren't there?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes + there + verbo essere*;
- negativa: *No + there + verbo essere al negativo*.

Affermativa	Negativa
Yes, there is	No, there isn't
Yes, there are	No, there aren't

USI PARTICOLARI DI TO BE

avere fame	<i>be hungry</i>
avere sete	<i>be thirsty</i>
avere sonno	<i>be sleepy</i>
avere caldo	<i>be hot</i>
avere freddo	<i>be cold</i>
avere ragione	<i>be right</i>
avere torto	<i>be wrong</i>
avere paura	<i>be afraid</i>
fare tardi	<i>be late</i>
andare di fretta	<i>be in a hurry</i>

1.2 Il presente del verbo avere (to have)

Il presente del verbo avere (*to have*) ha due uscite:

- **has** alla 3^a persona singolare;
- **have** a tutte le altre.

Have got è più usato nella lingua parlata.

La **forma interrogativa** si costruisce antepo-
nendo il verbo al soggetto. La **forma neg-
ativa** mettendo *not* dopo il verbo. La **forma interro-negativa** si costruisce antepo-
nendo il verbo al soggetto e mettendo il *not* dopo quest'ultimo.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I have got	have I got?	I have not got	have I not got?
you have got	have you got?	you have not got	have you not got?
he has got she has got it has got	has he got? has she got? has it got?	he has not got she has not got it has not got	has he not got? has she not got? has it not got?
we have got	have we got?	we have not got	have we not got?
you have got	have you got?	you have not got	have you not got?
they have got	have they got?	they have not got	have they not got?

Forma breve	
Affermativa	Interrogativa
I've got	have I got?
you've got	have you got?
he's got she's got it's got	has he got? has she got? has it got?
we've got	have we got?
you've got	have you got?
they've got	have they got?
Negativa	Interro-negativa
I've not got/I haven't got	haven't I got?
you've not got/you haven't got	haven't you got?
he's not got/he hasn't got she's not got/she hasn't got it's not got/it hasn't got	hasn't he got? hasn't she got? hasn't it got?

(segue)

Forma breve	
we've not got/we haven't got	haven't we got?
you've not got/you haven't got	haven't you got?
they've not got/they haven't got	haven't they got?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo avere;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo avere al negativo.

Affermativa	Negativa
Yes, I have	No, I haven't
Yes, you have	No, you haven't
Yes, he has	No, he hasn't
Yes, she has	No, she hasn't
Yes, it has	No, it hasn't
Yes, we have	No, we haven't
Yes, you have	No, you haven't
Yes, they have	No, they haven't

Questa forma, per le risposte brevi, **NON** è possibile:

Yes, I've	Yes, he's	Yes, we've
Yes, you've	Yes, she's	Yes, you've
	Yes, it's	Yes, they've

Have è più usato nell'*American English*, mentre *have got* nel *British English*.

La forma interrogativa, negativa e interro-negativa si può costruire anche considerando il verbo *have* come un qualsiasi verbo, utilizzando l'ausiliare *do* (*does* alla terza persona singolare), detto anche *do* pleonastico. Questa regola **NON** può essere applicata al verbo essere (*to be*) e al verbo avere con il *got* (*to have got*). Il *do* e il *does* non hanno alcun significato e non vanno tradotti.

Forma interrogativa = *do/does* + soggetto + verbo avere alla forma base. **Forma negativa** = soggetto + *do/does* + *not* + verbo avere alla forma base. **Forma interro-negativa** = *do/does* + soggetto + *not* + verbo avere alla forma base.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I have	do I have?	I do not have	do I not have?
you have	do you have?	you do not have	do you not have?
he has	does he have?	he does not have	does he not have?
she has	does she have?	she does not have	does she not have?
it has	does it have?	it does not have	does it not have?
we have	do we have?	we do not have	do we not have?
you have	do you have?	you do not have	do you not have?
they have	do they have?	they do not have	do they not have?

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
I've	do I have?	I don't have	don't I have?
you've	do you have?	you don't have	don't you have?
he's	does he have?	he doesn't have	doesn't he have?
she's	does she have?	she doesn't have	doesn't she have?
it's	does it have?	it doesn't have	doesn't it have?
we've	do we have?	we don't have	don't we have?
you've	do you have?	you don't have	don't you have?
they've	do they have?	they don't have	don't they have?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *do/does*;
- negativa: *No* + pronome personale corrispondente al soggetto + *don't/doesn't*.

Affermativa	Negativa
Yes, I do	No, I don't
Yes, you do	No, you don't
Yes, he does	No, he doesn't
Yes, she does	No, she doesn't
Yes, it does	No, it doesn't
Yes, we do	No, we don't
Yes, you do	No, you don't
Yes, they do	No, they don't

1.2.1 Altri usi di *have*

Come abbiamo visto, *have* traduce *avere*. Viene utilizzato nella formazione dei tempi composti attivi, seguito dal *to* ha il significato di *dovere*.

Have può avere anche altri significati, come:

- *mangiare, bere* (e.g.: “Mike sta mangiando un panino”, “*Mike is having a sandwich*”; “Bevi qualcosa!”, “*Have a drink!*”);
- seguito dall’espressione *a ride* significa *cavalcare*;
- seguito da *a look* significa *guardare*.

1.3 Il *simple present*

Il *simple present* inglese è uguale per tutte le persone, fatta eccezione per la 3^a persona singolare, alla quale si aggiunge una *-s*:

- alla 3^a persona singolare, se il verbo termina per *-s, -ss, -sh, -ch, -x, -o, -z*, si aggiunge *-es*;
- alla 3^a persona singolare, se il verbo termina in *-y* preceduta da consonante, la *-y* cade e si trasforma in *-i* prima di aggiungere *-es* (e.g.: *I study, he studies*); se il verbo termina in *-y* preceduta da vocale, non succede niente e si aggiunge semplicemente una *-s* (e.g.: *I play, he plays*).

Si usa per azioni che indicano *routine*, per fatti che rimangono immutati a lungo, per esprimere opinioni e stati d’animo.

La forma interrogativa, negativa e interro-negativa si ottiene con un pleonastico, un ausiliare, il *do* (*does* alla terza persona singolare) e il verbo alla forma base.

Il *do* e il *does* non hanno alcun significato e non vanno tradotti.

Forma interrogativa = *do/does* + soggetto + verbo alla forma base. **Forma negativa** = soggetto + *do/does* + *not* + verbo alla forma base. **Forma interro-negativa** = *do/does* + soggetto + *not* + verbo alla forma base.

Il *simple present* viene usato anche per il **presente narrativo**, cioè per raccontare una storia, un *film* o una telecronaca sportiva, per rendere il tutto più immediato.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I live	do I live?	I do not live	do I not live?
you live	do you live?	you do not live	do you not live?
he lives	does he live?	he does not live	does he not live?
she lives	does she live?	she does not live	does she not live?
it lives	does it live?	it does not live	does it not live?
we live	do we live?	we do not live	do we not live?

(segue)

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
you live	do you live?	you do not live	do you not live?
they live	do they live?	they do not live	do they not live?

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
I live	do I live?	I don't live	don't I live?
you live	do you live?	you don't live	don't you live?
he lives	does he live?	he doesn't live	doesn't he live?
she lives	does she live?	she doesn't live	doesn't she live?
it lives	does it live?	it doesn't live	doesn't it live?
we live	do we live?	we don't live	don't we live?
you live	do you live?	you don't live	don't you live?
they live	do they live?	they don't live	don't they live?

Risposte brevi

La risposta breve inglese corrisponde al *si* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *do/does*;
- negativa: *No* + pronome personale corrispondente al soggetto + *don't/doesn't*.

Affermativa	Negativa
Yes, I do	No, I don't
Yes, you do	No, you don't
Yes, he does	No, he doesn't
Yes, she does	No, she doesn't
Yes, it does	No, it doesn't
Yes, we do	No, we don't
Yes, you do	No, you don't
Yes, they do	No, they don't

1.4 Il *present continuous*

Il *present continuous* viene utilizzato per un'azione che si sta svolgendo nel momento in cui si parla e corrisponde all'espressione italiana **sto + gerundio**. Si forma con **soggetto + verbo essere al presente + verbo in -ing**. Talvolta corrisponde al nostro presente (e.g.: "Che fai?" "Mangio!", "What are you doing?" "I'm eating!").

Si usa anche per indicare un'azione che si svolge in un periodo di tempo limitato (e.g.: "She's learning French this year", "Sta studiando francese quest'anno").

Viene utilizzato anche per un tipo di futuro, denominato **futuro programmato**, e serve a specificare che è già stato fatto un programma per il futuro. È chiaro che, essendo uguale la forma, le frasi devono essere contestualizzate (e.g.: "Che fai stasera?" "Gioco a tennis", "What are you doing tonight?" "I'm playing tennis!").

L'utilizzo di *always*, posto tra *be* e il verbo in *-ing*, denota un'azione che infastidisce chi parla e che si ripete troppo spesso (e.g.: "I'm always paying for your coffee!", "Pago sempre io il tuo caffè!").

Alcuni verbi non possono avere la forma in -ing:

- attività di pensiero [*believe* (credere), *forget* (dimenticare), *know* (sapere), *remember* (ricordare), *think* (credere), *understand* (capire)];
- stati d'animo e sensazioni [*hate* (odiare), *like* (piacere), *want* (volere), *wish* (desiderare)];
- verbi che introducono un discorso indiretto [*answer* (rispondere), *ask* (chiedere), *say* (dire), *tell* (dire)];
- verbi che esprimono possesso [*belong* (appartenere), *have* (avere), *own* (possedere)];
- verbi che esprimono uno stato [*appear* (sembrare), *cost* (costare), *need* (aver bisogno), *seem* (sembrare), *weigh* (pesare)].

Gli inglesi utilizzano i verbi di percezione (e.g.: *see*) con *can* (e.g.: "I can see a car", "Vedo una macchina!").

La **forma interrogativa** si costruisce antepoendo il verbo essere al soggetto + verbo in *-ing*. La **forma negativa** mettendo *not* dopo il verbo essere + verbo in *-ing*. La **forma interro-negativa** si costruisce antepoendo il verbo essere al soggetto e mettendo il *not* dopo quest'ultimo + verbo in *-ing*.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I am speaking	am I speaking?	I am not speaking	am I not speaking?
you are speaking	are you speaking?	you are not speaking	are you not speaking?
he is speaking she is speaking it is speaking	is he speaking? is she speaking? is it speaking?	he is not speaking she is not speaking it is not speaking	is he not speaking? is she not speaking? is it not speaking?
we are speaking	are we speaking?	we are not speaking	are we not speaking?
you are speaking	are you speaking?	you are not speaking	are you not speaking?
they are speaking	are they speaking?	they are not speaking	are they not speaking?

Forma breve		
Affermativa	Negativa	Interro-negativa
I'm speaking	I'm not speaking	am I not speaking?
you're speaking	you're not speaking/you aren't speaking	aren't you speaking?
he's speaking she's speaking it's speaking	he's not speaking/he isn't speaking she's not speaking/she isn't speaking it's not speaking/it isn't speaking	isn't he speaking? isn't she speaking? isn't it speaking?
we're speaking	we're not speaking/we aren't speaking	aren't we speaking?
you're speaking	you're not speaking/you aren't speaking	aren't you speaking?
they're speaking	they're not speaking/they aren't speaking	aren't they speaking?

Risposte brevi

La risposta breve inglese corrisponde al *si* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo essere;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo essere al negativo. non avrebbe senso.

Affermativa	Negativa
Yes, I am	No, I'm not
Yes, you are	No, you aren't
Yes, he is Yes, she is Yes, it is	No, he isn't No, she isn't No, it isn't
Yes, we are	No, we aren't
Yes, you are	No, you aren't
Yes, they are	No, they aren't

Alla 3ª persona singolare, per la formazione del *simple present*, quando il verbo termina in -y preceduta da consonante, la -y cade e si trasforma in -i prima di aggiungere -es (e.g.: *I study, he studies*); se è preceduta da vocale, non succede niente e si aggiunge semplicemente una -s (e.g.: *I play, he plays*). Nella formazione del gerundio, ovvero quando si aggiunge -ing, la regola summenzionata non si applica **MAI** (e.g.: *study, studying; play, playing*), cioè la -y non cade **MAI**. Se il verbo termina per -e, la -e cade prima di aggiungere -ing. Se ci troviamo di fronte ad un monosillabico con uno, l'ultima consonante raddoppia per mantenere lo stesso suono. Che significa monosillabico? Un verbo formato da una sola sillaba. Che significa con uno? Che ha una sola vocale prima dell'ultima consonante (e.g.: *stop, stopping; run, running*).

1.5 Il passato del verbo essere (to be)

Il passato del verbo essere (*to be*) consta di due uscite:

- **was** alla 1ª e alla 3ª persona singolare;
- **were** alla 2ª persona singolare e alla 1ª, 2ª e 3ª persona plurale.

In italiano corrisponde al passato prossimo, al passato remoto e all'imperfetto.

La **forma interrogativa** si costruisce antepoendo il verbo al soggetto. La **forma negativa** mettendo *not* dopo il verbo. La **forma interro-negativa** si costruisce antepoendo il verbo al soggetto e mettendo il *not* dopo quest'ultimo.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I was	was I?	I was not	was I not?
you were	were you?	you were not	were you not?
he was	was he?	he was not	was he not?
she was	was she?	she was not	was she not?
it was	was it?	it was not	was it not?
we were	were we?	we were not	were we not?
you were	were you?	you were not	were you not?
they were	were they?	they were not	were they not?

Forma breve	
Negativa	Interro-negativa
I wasn't	wasn't I?
you weren't	weren't you?

(segue)

Forma breve	
Negativa	Interro-negativa
he wasn't she wasn't it wasn't	wasn't he? wasn't she? wasn't it?
we weren't	weren't we?
you weren't	weren't you?
they weren't	weren't they?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo essere al passato;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo essere al passato negativo.

Affermativa	Negativa
Yes, I was	No, I wasn't
Yes, you were	No, you weren't
Yes, he was Yes, she was Yes, it was	No, he wasn't No, she wasn't No, it wasn't
Yes, we were	No, we weren't
Yes, you were	No, you weren't
Yes, they were	No, they weren't

1.5.1 There was/there were

Questa forma traduce *c'era* e *c'erano*:

- *there was* *c'era*
- *there were* *c'erano*

La **forma interrogativa** si costruisce antepo-
nendo il verbo essere a *there*. La **forma
negativa** mettendo *not* dopo il verbo essere. La **forma interro-negativa** si costruisce
antepo-
nendo il verbo essere a *there* e mettendo il *not* dopo quest'ultimo.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
there was	was there?	there was not	was there not?
there were	were there?	there were not	were there not?

Forma breve		
Interrogativa	Negativa	Interro-negativa
was there?	there wasn't	wasn't there?
were there?	there weren't	weren't there?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes + there + verbo essere*;
- negativa: *No + there + verbo essere al negativo*.

Affermativa	Negativa
Yes, there was	No, there wasn't
Yes, there were	No, there weren't

1.6 Il passato del verbo avere (to have)

Il passato del verbo avere (*to have*) ha una sola uscita: **had** a tutte le persone.

In italiano corrisponde al passato prossimo, al passato remoto e all'imperfetto.

La **forma interrogativa** si costruisce antepo-
nendo il verbo al soggetto. La **forma ne-
gativa** mettendo *not* dopo il verbo. La **forma interro-negativa** si costruisce antepo-
nendo il verbo al soggetto e mettendo il *not* dopo quest'ultimo.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I had	had I?	I had not	had I not?
you had	had you?	you had not	had you not?
he had	had he?	he had not	had he not?
she had	had she?	she had not	had she not?
it had	had it?	it had not	had it not?
we had	had we?	we had not	had we not?
you had	had you?	you had not	had you not?
they had	had they?	they had not	had they not?

Forma breve		
Affermativa	Negativa	Interro-negativa
I'd	I hadn't	hadn't I?
you'd	you hadn't	hadn't you?
he'd she'd it'd	he hadn't she hadn't it hadn't	hadn't he? hadn't she? hadn't it?
we'd	we hadn't	hadn't we?
you'd	you hadn't	hadn't you?
they'd	they hadn't	hadn't they?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo avere al passato;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo avere al passato negativo.

Affermativa	Negativa
Yes, I had	No, I hadn't
Yes, you had	No, you hadn't
Yes, he had Yes, she had Yes, it had	No, he hadn't No, she hadn't No, it hadn't
Yes, we had	No, we hadn't
Yes, you had	No, you hadn't
Yes, they had	No, they hadn't

Questa forma, per le risposte brevi, **NON** è possibile:

Yes, I'd	Yes, he'd	Yes, we'd
Yes, you'd	Yes, she'd	Yes, you'd
	Yes, it'd	Yes, they'd

La forma interrogativa, negativa e interro-negativa si può costruire anche considerando il verbo *have* come un qualsiasi verbo, utilizzando un pleonastico, un ausiliare, il *did*. Questa regola **NON** può essere applicata al verbo essere (*to be*) e al verbo avere con il *got* (*to have got*). Il *did* non ha alcun significato e non va tradotto.

Forma interrogativa = *did* + soggetto + verbo alla forma base. **Forma negativa** = soggetto + *did* + *not* + verbo alla forma base. **Forma interro-negativa** = *did* + soggetto + *not* + verbo alla forma base.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I had	did I have?	I did not have	did I not have?
you had	did you have?	you did not have	did you not have?
he had she had it had	did he have? did she have? did it have?	he did not have she did not have it did not have	did he not have? did she not have? did it not have?
we had	did we have?	we did not have	did we not have?
you had	did you have?	you did not have	did you not have?
they had	did they have?	they did not have	did they not have?

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
I'd	did I have?	I didn't have	didn't I have?
you'd	did you have?	you didn't have	didn't you have?
he'd she'd it'd	did he have? did she have? did it have?	he didn't have she didn't have it didn't have	didn't he have? didn't she have? didn't it have?
we'd	did we have?	we didn't have	didn't we have?
you'd	did you have?	you didn't have	didn't you have?
they'd	did they have?	they didn't have	didn't they have?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *did*;
- negativa: *No* + pronome personale corrispondente al soggetto + *didn't*.

Affermativa	Negativa
Yes, I did	No, I didn't
Yes, you did	No, you didn't
Yes, he did Yes, she did Yes, it did	No, he didn't No, she didn't No, it didn't
Yes, we did	No, we didn't
Yes, you did	No, you didn't
Yes, they did	No, they didn't



1.7 Il *simple past*

I verbi inglesi si dividono, in linea di massima, in verbi regolari e verbi irregolari.

1.7.1 Verbi regolari

Per formare il passato dei verbi regolari si aggiunge *-ed* alla forma base del verbo (e.g.: *I want, I wanted*).

- Se il verbo termina per *-e* si aggiunge solo *-d* (e.g.: *I dance, I danced*).
- Se il verbo termina in *-y* preceduta da consonante, la *-y* cade e si trasforma in *-i* prima di aggiungere *-ed* (e.g.: *I study, I studied*); se il verbo termina in *-y* preceduta da vocale, non succede niente e si aggiunge semplicemente *-ed* (e.g.: *I play, I played*).
- Se ci troviamo di fronte ad un monosillabico con uno, l'ultima consonante raddoppia per mantenere lo stesso suono. Che significa monosillabico? Un verbo formato da una sola sillaba. Che significa con uno? Che ha una sola vocale prima dell'ultima consonante (e.g.: *stop, stopped; plan, planned*).
- Se ci troviamo di fronte ad un verbo terminante in *-l*, quest'ultima raddoppia (e.g.: *I travel, I travelled*): questa regola vale solo nel *British English*, **NON** raddoppia nell'*American English* (e.g.: *I travel, I traveled*).

La regola del raddoppio **NON** vale se l'ultima consonante è *-w* o *-y*. **NON** vale neanche se l'ultima consonante è preceduta da un'altra consonante o dalla *-x*. Se ci troviamo di fronte ad un monosillabico con due, cioè ci sono due vocali anziché una, **NON** c'è il raddoppio dell'ultima consonante. Nel caso di plurisillabici, la regola del raddoppio vale se l'accento è posto sulla parte finale della parola.

1.7.2 Verbi irregolari

Per formare il passato dei verbi irregolari non esiste alcuna regola: è necessario imparare a memoria i paradigmi, cioè una tabella sulla quale sono trascritti, in ordine, la forma base, il passato e il participio passato. I più comuni sono riportati a fine volume (e.g.: *go, went, gone*). Il *simple past* dei verbi irregolari corrisponde alla seconda colonna. Il *simple past* inglese è uguale per tutte le persone, compresa la terza persona singolare, alla quale **NON** si aggiunge la *-s*.

La forma interrogativa, negativa e interro-negativa si ottiene con un pleonastico, un ausiliare, il *did*. Il *did* non ha alcun significato e non va tradotto.

Forma interrogativa = *did* + soggetto + verbo alla forma base. **Forma negativa** = soggetto + *did* + *not* + verbo alla forma base. **Forma interro-negativa** = *did* + soggetto + *not* + verbo alla forma base.

Il *simple past* si usa per parlare di un evento trascorso del tutto, corrisponde ai tempi italiani del passato prossimo, del passato remoto e dell'imperfetto.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I lived	did I live?	I did not live	did I not live?
you lived	did you live?	you did not live	did you not live?
he lived	did he live?	he did not live	did he not live?
she lived	did she live?	she did not live	did she not live?
it lived	did it live?	it did not live	did it not live?
we lived	did we live?	we did not live	did we not live?
you lived	did you live?	you did not live	did you not live?
they lived	did they live?	they did not live	did they not live?

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
I lived	did I live?	I didn't live	didn't I live?
you lived	did you live?	you didn't live	didn't you live?
he lived	did he live?	he didn't live	didn't he live?
she lived	did she live?	she didn't live	didn't she live?
it lived	did it live?	it didn't live	didn't it live?
we lived	did we live?	we didn't live	didn't we live?
you lived	did you live?	you didn't live	didn't you live?
they lived	did they live?	they didn't live	didn't they live?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *did*;
- negativa: *No* + pronome personale corrispondente al soggetto + *didn't*.

Affermativa	Negativa
Yes, I did	No, I didn't
Yes, you did	No, you didn't
Yes, he did	No, he didn't
Yes, she did	No, she didn't
Yes, it did	No, it didn't
Yes, we did	No, we didn't
Yes, you did	No, you didn't
Yes, they did	No, they didn't

1.8 Il *past continuous*

Il *past continuous* si forma con **soggetto + verbo essere al passato + verbo in -ing**. Viene utilizzato per un'azione che si stava svolgendo in un momento preciso del passato e corrisponde all'espressione italiana **stavo + gerundio**. Inoltre si usa per un'azione in fase di svolgimento interrotta da un'altra azione (e.g.: “Shirley stava facendo una doccia quando squillò il telefono”, “*Shirley was taking a shower when the telephone rang*”).

Se le due azioni sono consecutive, si usa il simple past per entrambe (e.g.: “Quando Lisa chiamò, io andai fuori”, “*When Lisa rang, I went out*”),

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I was speaking	was I speaking?	I was not speaking	was I not speaking?
you were speaking	were you speaking?	you were not speaking	were you not speaking?
he was speaking	was he speaking?	he was not speaking	was he not speaking?
she was speaking	was she speaking?	she was not speaking	was she not speaking?
it was speaking	was it speaking?	it was not speaking	was it not speaking?
we were speaking	were we speaking?	we were not speaking	were we not speaking?
you were speaking	were you speaking?	you were not speaking	were you not speaking?
they were speaking	were they speaking?	they were not speaking	were they not speaking?

Forma breve	
Negativa	Interro-negativa
I wasn't speaking	wasn't I speaking?
you weren't speaking	weren't you speaking?
he wasn't speaking	wasn't he speaking?
she wasn't speaking	wasn't she speaking?
it wasn't speaking	wasn't it speaking?
we weren't speaking	weren't we speaking?
you weren't speaking	weren't you speaking?
they weren't speaking	weren't they speaking?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *was/were*,
- negativa: *No* + pronome personale corrispondente al soggetto + *wasn't/weren't*.

Affermativa	Negativa
Yes, I was	No, I wasn't
Yes, you were	No, you weren't
Yes, he was	No, he wasn't
Yes, she was	No, she wasn't
Yes, it was	No, it wasn't
Yes, we were	No, we weren't
Yes, you were	No, you weren't
Yes, they were	No, they weren't

Alla 3^a persona singolare, quando il verbo termina in *-y* preceduta da consonante, la *-y* cade e si trasforma in *-i* prima di aggiungere *-es* (e.g.: *I study, he studies*); se è preceduta da vocale, non succede niente e si aggiunge semplicemente una *-s* (e.g.: *I play, he plays*). Nella formazione del gerundio, ovvero quando si aggiunge *-ing*, la regola summenzionata non si applica **MAI** (e.g.: *study, studying; play, playing*), cioè la *-y* non cade **MAI**. Se il verbo termina per *-e*, la *-e* cade prima di aggiungere *-ing*. Se ci troviamo di fronte ad un monosillabico con uno, l'ultima consonante raddoppia per mantenere lo stesso suono. Che significa monosillabico? Un verbo formato da una sola sillaba. Che significa con uno? Che ha una sola vocale prima dell'ultima consonante (e.g.: *stop, stopping; run, running*).

1.9 Il present perfect

Il *present perfect* corrisponde, in linea di massima, al nostro passato prossimo.

Si forma **soggetto + have/has + participio passato**.

Mentre in italiano, per la formazione dei tempi composti attivi, si usano i verbi ausiliari *essere* e *avere*, in inglese si usa solo il verbo *avere*.

Per formare il participio passato dei verbi regolari si aggiunge *-ed* alla forma base del verbo (e.g.: *I have cleaned*).

- Se il verbo termina per *-e* si aggiunge solo *-d* (e.g.: *I have danced*).
- Se il verbo termina in *-y* preceduta da consonante, la *-y* cade e si trasforma in *-i* prima di aggiungere *-ed* (e.g.: *I have studied*).
- Se il verbo termina in *-y* preceduta da vocale, non succede niente e si aggiunge semplicemente *-ed* (e.g.: *I have played*).

Per formare il participio passato dei verbi irregolari non esiste alcuna regola: è necessario imparare a memoria i paradigmi, riportati a fine volume (e.g.: *become, became, become*). Il participio passato dei verbi irregolari corrisponde alla terza colonna.



Le forme interrogativa, negativa e interro-negativa si ottengono con le stesse regole usate per il verbo *have*, cioè:

- la forma interrogativa si costruisce anteponendo il verbo avere al soggetto;
- la forma negativa mettendo *not* dopo il verbo avere;
- la forma interro-negativa si costruisce anteponendo il verbo avere al soggetto e mettendo il *not* dopo quest'ultimo.

Si usa il present perfect per:

- un'azione accaduta da poco (e.g.: "Ho appena visto Tom!", "*I've just seen Tom!*");
- un'azione non ancora attuata (e.g.: "Non ho ancora visto Sarah", "*I haven't seen Sarah yet*");
- un'azione compiuta in un periodo di tempo non ancora terminato (e.g.: "Non ho visto il Sig. Brown questa settimana", "*I haven't seen Mr. Brown this week*");
- un'azione rimasta inalterata fino al presente (e.g.: "Tom vive qui da gennaio", "*Tom has lived here since January*");
- un'azione iniziata nel passato e che va fino al presente (e.g.: "Hai mai viaggiato in aereo?", "*Have you ever travelled by plane?*").

Talvolta esiste qualche differenza d'uso tra *British English* e *American English*, cioè gli inglesi utilizzano il *present perfect* in frasi in cui gli americani usano il *simple past* (e.g.: "*Hai già visto Bob?*", "*Did you see Bob yet?*").

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I have cleaned	have I cleaned?	I have not cleaned	have I not cleaned?
you have cleaned	have you cleaned?	you have not cleaned	have you not cleaned?
he has cleaned	has he cleaned?	he has not cleaned	has he not cleaned?
she has cleaned	has she cleaned?	she has not cleaned	has she not cleaned?
it has cleaned	has it cleaned?	it has not cleaned	has it not cleaned?
we have cleaned	have we cleaned?	we have not cleaned	have we not cleaned?
you have cleaned	have you cleaned?	you have not cleaned	have you not cleaned?
they have cleaned	have they cleaned?	they have not cleaned	have they not cleaned?

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
I've cleaned	have I cleaned?	I haven't cleaned	haven't I cleaned?
you've cleaned	have you cleaned?	you haven't cleaned	haven't you cleaned?

(segue)

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
he's cleaned she's cleaned it's cleaned	has he cleaned? has she cleaned? has it cleaned?	he hasn't cleaned she hasn't cleaned it hasn't cleaned	hasn't he cleaned? hasn't she cleaned? hasn't it cleaned?
we've cleaned	have we cleaned?	we haven't cleaned	haven't we cleaned?
you've cleaned	have you cleaned?	you haven't cleaned	haven't you cleaned?
they've cleaned	have they cleaned?	they haven't cleaned	haven't they cleaned?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo avere;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo avere al negativo.

Affermativa	Negativa
Yes, I have	No, I haven't
Yes, you have	No, you haven't
Yes, he has Yes, she has Yes, it has	No, he hasn't No, she hasn't No, it hasn't
Yes, we have	No, we haven't
Yes, you have	No, you haven't
Yes, they have	No, they haven't

È opportuno a questo punto anticipare qualcosa sugli **avverbi di frequenza**: questi ultimi indicano con quanta assiduità avviene un'azione. Di solito si trovano in *mid position*, cioè al centro. Qualche esempio:

<i>always</i>	sempre
<i>often</i>	spesso
<i>sometimes</i>	qualche volta
<i>occasionally</i>	occasionalmente

(e.g.: “Michelle mangia sempre alle 3:00 di pomeriggio”, “*Michelle always eats at 3 o'clock p.m.*”).

Sometimes, *normally*, *usually* e *occasionally* possono avere anche una *front position* o una *mid position*. *Often* può avere una *end position* (e.g.: “Qualche volta Sharon legge un libro”, “*Sharon sometimes reads a book*”, oppure “*Sometimes Sharon reads a book*”).



Nei tempi semplici vanno posti:

- prima del verbo;
- dopo il verbo *be*;
- dopo il pleonastico *do/does* e prima del verbo.

Nei tempi composti: tra *have* e il participio passato.

Qualche parola sull'uso di *since* e *for*: si usa **since** per un tempo preciso (e.g.: dal 1995, da venerdì), **for** per ciclicità d'azione (e.g.: da 3 ore, da 2 settimane).

DIFFERENZA TRA *BEEN TO* E *GONE TO*

Been to e *gone to* sono due participi passati, rispettivamente di essere (*to be*) e andare (*to go*). Vengono utilizzati con significati diversi: *been to*=andato e tornato, *gone to*=andato e NON tornato (e.g.: “Sei mai andato in Giappone?” “*Have you ever been to Japan?*”; “Steve è andato in Giappone. Ritournerà il mese prossimo”, “*Steve has gone to Japan. He will be back next month*”). È chiaro che nel primo esempio, l'interlocutore è davanti alla persona che pone la domanda, quindi, qualora fosse andato in Giappone, è anche tornato. Nel secondo esempio Steve non è presente (non è ancora tornato), e l'interlocutore è una terza persona.

Qualche altro esempio: “*My grandfather's gone to Liverpool today*”, “Mio nonno è andato a Liverpool oggi” (non è ancora tornato); “*My grandfather's been to Liverpool today*”, “Mio nonno è andato a Liverpool oggi” (è già tornato).

Se vogliamo chiedere a qualcuno se è stato in un posto (e quindi abbiamo il nostro interlocutore davanti), dobbiamo dire: “*Have you been to Bristol before?*”, e **NON** “*Have you gone to Bristol before?*”.

1.10 Il present perfect continuous

Si usa il *present perfect continuous* per azioni iniziate nel passato e continuate fino al presente (e.g.: “Da quanto tempo Keith aspetta l'autobus?”, “*How long has Keith been waiting for the bus?*”).

Il *present perfect continuous* si forma **soggetto + have/has + been + verbo in -ing**.

Le forme interrogativa, negativa e interro-negativa si ottengono con le stesse regole utilizzate per il verbo *have*.

La **forma interrogativa** si costruisce antepoendo *have/has* al soggetto seguito da *been*. La **forma negativa** mettendo *not* dopo *have/has*: soggetto + *have/has* + *not* + *been*. La **forma interro-negativa** si costruisce antepoendo *have/has* al soggetto e mettendo il *not* dopo quest'ultimo seguito da *been*.

Forma lunga	
Affermativa	Interrogativa
I have been working	have I been working?
you have been working	have you been working?
he has been working she has been working it has been working	has he been working? has she been working? has it been working?
we have been working	have we been working?
you have been working	have you been working?
they have been working	have they been working?
Negativa	Interro-negativa
I have not been working	have I not been working?
you have not been working	have you not been working?
he has not been working she has not been working it has not been working	has he not been working? has she not been working? has it not been working?
we have not been working	have we not been working?
you have not been working	have you not been working?
they have not been working	have they not been working?

Forma breve	
Affermativa	Interrogativa
I've been working	have I been working?
you've been working	have you been working?
he's been working she's been working it's been working	has he been working? has she been working? has it been working?
we've been working	have we been working?
you've been working	have you been working?
they've been working	have they been working?
Negativa	Interro-negativa
I haven't been working	haven't I been working?
you haven't been working	haven't you been working?
he hasn't been working she hasn't been working it hasn't been working	hasn't he been working? hasn't she been working? hasn't it been working?
we haven't been working	haven't we been working?
you haven't been working	haven't you been working?
they haven't been working	haven't they been working?



Risposte brevi

La risposta breve inglese corrisponde al *si* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *have/has*;
- negativa: *No* + pronome personale corrispondente al soggetto + *haven't/hasn't*.

Affermativa	Negativa
Yes, I have	No, I haven't
Yes, you have	No, you haven't
Yes, he has	No, he hasn't
Yes, she has	No, she hasn't
Yes, it has	No, it hasn't
Yes, we have	No, we haven't
Yes, you have	No, you haven't
Yes, they have	No, they haven't

1.11 Il past perfect

Il *past perfect* corrisponde ai nostri trapassati.

Si forma **soggetto + had + participio passato**.

Mentre in italiano, per la formazione dei tempi composti attivi, si usano i verbi ausiliari *essere* e *avere*, in inglese si usa solo il verbo *avere*.

Le forme interrogativa, negativa e interro-negativa si ottengono con le stesse regole usate per il verbo *have*.

La **forma interrogativa** si costruisce antepoendo il verbo avere al soggetto. La **forma negativa** mettendo *not* dopo il verbo avere. La **forma interro-negativa** si costruisce antepoendo il verbo avere al soggetto e mettendo il *not* dopo quest'ultimo.

Per la costruzione delle forme negative, interrogative e interronegative **NON** si può utilizzare il pleonastico *did*.

Quando abbiamo due azioni passate, di cui una è avvenuta prima della seconda, si usa il *past perfect* per l'azione più vecchia (e.g.: "Andy non aveva la macchina sabato scorso. L'aveva venduta", "Andy *didn't have his car last Saturday. He had sold it*"). Se le due azioni sono collegate da un avverbio come *then* o *afterwards*, allora si deve usare il *simple past* per entrambe (e.g.: "Vedemmo il film e poi andammo al pub", "We *saw the film and then we went to a pub*").

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I had cleaned	had I cleaned?	I had not cleaned	had I not cleaned?
you had cleaned	had you cleaned?	you had not cleaned	had you not cleaned?
he had cleaned	had he cleaned?	he had not cleaned	had he not cleaned?
she had cleaned	had she cleaned?	she had not cleaned	had she not cleaned?
it had cleaned	had it cleaned?	it had not cleaned	had it not cleaned?
we had cleaned	had we cleaned?	we had not cleaned	had we not cleaned?
you had cleaned	had you cleaned?	you had not cleaned	had you not cleaned?
they had cleaned	had they cleaned?	they had not cleaned	had they not cleaned?

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
I'd cleaned	had I cleaned?	I hadn't cleaned	hadn't I cleaned?
you'd cleaned	had you cleaned?	you hadn't cleaned	hadn't you cleaned?
he'd cleaned	had he cleaned?	he hadn't cleaned	hadn't he cleaned?
she'd cleaned	had she cleaned?	she hadn't cleaned	hadn't she cleaned?
it'd cleaned	had it cleaned?	it hadn't cleaned	hadn't it cleaned?
we'd cleaned	had we cleaned?	we hadn't cleaned	hadn't we cleaned?
you'd cleaned	had you cleaned?	you hadn't cleaned	hadn't you cleaned?
they'd cleaned	had they cleaned?	they hadn't cleaned	hadn't they cleaned?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *had*;
- negativa: *No* + pronome personale corrispondente al soggetto + *hadn't*.

Affermativa	Negativa
Yes, I had	No, I hadn't
Yes, you had	No, you hadn't
Yes, he had	No, he hadn't
Yes, she had	No, she hadn't
Yes, it had	No, it hadn't
Yes, we had	No, we hadn't
Yes, you had	No, you hadn't
Yes, they had	No, they hadn't

Questa forma, per le risposte brevi, **NON** è possibile:

Yes, I'd	Yes, he'd	Yes, we'd
Yes, you'd	Yes, she'd	Yes, you'd
	Yes, it'd	Yes, they'd

1.12 Il past perfect continuous

Si usa il *past perfect continuous* per azioni iniziate nel passato e continuate fino ad un momento del passato (e.g.: “Da quanto tempo aspettavi quando Keith è arrivata?”, “How long had you been waiting when Keith arrived?”).

Il *past perfect continuous* si forma **soggetto + had been + verbo in -ing**.

Le forme interrogativa, negativa e interro-negativa si ottengono con le stesse regole valide per il verbo *have*.

La **forma interrogativa** si costruisce antepoendo *had* al soggetto seguito da *been* + verbo in *-ing*. La **forma negativa** mettendo *not* dopo *had*: soggetto + *had* + *not* + *been* + verbo in *-ing*. La **forma interro-negativa** si costruisce antepoendo *had* al soggetto e mettendo il *not* dopo quest'ultimo seguito da *been* + verbo in *-ing*.

Forma lunga	
Affermativa	Interrogativa
I had been working	had I been working?
you had been working	had you been working?
he had been working	had he been working?
she had been working	had she been working?
it had been working	had it been working?
we had been working	had we been working?
you had been working	had you been working?
they had been working	had they been working?
Negativa	Interro-negativa
I had not been working	had I not been working?
you had not been working	had you not been working?
he had not been working	had he not been working?
she had not been working	had she not been working?
it had not been working	had it not been working?
we had not been working	had we not been working?
you had not been working	had you not been working?
they had not been working	had they not been working?

Forma breve	
Affermativa	Interrogativa
I'd been working	had I been working?
you'd been working	had you been working?
he'd been working she'd been working it'd been working	had he been working? had she been working? had it been working?
we'd been working	had we been working?
you'd been working	had you been working?
they'd been working	had they been working?
Negativa	Interro-negativa
I hadn't been working	hadn't I been working?
you hadn't been working	hadn't you been working?
he hadn't been working she hadn't been working it hadn't been working	hadn't he been working? hadn't she been working? hadn't it been working?
we hadn't been working	hadn't we been working?
you hadn't been working	hadn't you been working?
they hadn't been working	hadn't they been working?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *had*;
- negativa: *No* + pronome personale corrispondente al soggetto + *hadn't*.

Affermativa	Negativa
Yes, I had	No, I hadn't
Yes, you had	No, you hadn't
Yes, he had Yes, she had Yes, it had	No, he hadn't No, she hadn't No, it hadn't
Yes, we had	No, we hadn't
Yes, you had	No, you hadn't
Yes, they had	No, they hadn't

1.13 La forma *used to*

Used to viene utilizzato per un'azione che si era soliti fare in passato, e che ora non si fa più. Corrisponde al nostro imperfetto, e traduce l'espressione **ero solito + infinito**. La forma negativa si può costruire seguendo la regola del *simple past*, cioè usando il pleonastico *did + not + use to + infinito*, oppure soggetto + *used not to + infinito*, oppure, in maniera più enfatica, con soggetto + *never used to + infinito*.

Soggetto + be + used to + verbo in -ing ha il significato che si è abituati a fare una certa azione (e.g.: "Sono abituato a studiare inglese!", "*I'm used to learning English!*").

Forma lunga	
Affermativa	Interrogativa
I used to work	did I use to work?
you used to work	did you use to work?
he used to work she used to work it used to work	did he use to work? did she use to work? did it use to work?
we used to work	did we use to work?
you used to work	did you use to work?
they used to work	did they use to work?
Negativa	Interro-negativa
I did not use to work/ I used not to work/ I never used to work	did I not use to work?
you did not use to work / you used not to work / you never used to work	did you not use to work?
he did not use to work/ he used not to work/ he never used to work she did not use to work/ she used not to work/ she never used to work it did not use to work/ it used not to work/ it never used to work	did he not use to work? did she not use to work? did it not use to work?
we did not use to work/ we used not to work/ we never used to work	did we not use to work?
you did not use to work/ you used not to work/ you never used to work	did you not use to work?

(segue)

Forma lunga	
Negativa	Interro-negativa
they did not use to work/ they used not to work/ they never used to work	did they not use to work?

Forma breve	
Affermativa	Interrogativa
I used to work	did I use to work?
you used to work	did you use to work?
he used to work she used to work it used to work	did he use to work? did she use to work? did it use to work?
we used to work	did we use to work?
you used to work	did you use to work?
they used to work	did they use to work?
Negativa	Interro-negativa
I didn't use to work/ I used not to work/ I never used to work	didn't I use to work?
you didn't use to work/ you used not to work/ you never used to work	didn't you use to work?
he didn't use to work/ he used not to work/ he never used to work she didn't use to work/ she used not to work/ she never used to work it didn't use to work/ it used not to work/ it never used to work	didn't he use to work? didn't she use to work? didn't it use to work?
we didn't use to work/ we used not to work/ we never used to work	didn't we use to work?
you didn't use to work/ you used not to work/ you never used to work	didn't you use to work?
they didn't use to work/ they used not to work/ they never used to work	didn't they use to work?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *did*;
- negativa: *No* + pronome personale corrispondente al soggetto + *didn't*.

Affermativa	Negativa
Yes, I did	No, I didn't
Yes, you did	No, you didn't
Yes, he did	No, he didn't
Yes, she did	No, she didn't
Yes, it did	No, it didn't
Yes, we did	No, we didn't
Yes, you did	No, you didn't
Yes, they did	No, they didn't

1.14 Il futuro

In inglese esistono diverse forme per tradurre il futuro semplice italiano: a seconda dell'utilizzo, intendiamo dare un'informazione precisa, un messaggio chiaro al nostro interlocutore.

Si usa **will** per indicare un futuro lontano o fatti futuri fuori dalla volontà di chi parla, oppure quando si decide di compiere un'azione nel momento stesso in cui si parla (e.g.: "La gente vivrà più a lungo", "*People will live longer*"; "Aspetta un attimo! Comprò un panino", "*Wait a minute! I'll buy a sandwich*").

Talvolta si può sostituire *will* di prima persona singolare e di prima persona plurale con *shall*, e chiaramente *won't* (*will not*) con *shan't* (*shall not*).

Si usa **to be going to** per parlare di un futuro intenzionale, per esprimere previsioni (corrisponde all'espressione italiana **stare per + infinito**). Per le intenzioni e le previsioni nel passato si usa *was/were going to* + infinito (e.g.: "Sta per piovere!", "*It's going to rain!*", "Stava per nevicare!", "*It was going to snow!*").

Si usa il **present continuous** quando si parla di un programma, quando si è deciso di fare qualcosa. Stesso significato viene espresso da *will be* + forma in *-ing* (e.g.: "Studierò inglese tutta la notte!", "*I'll be studying English all night long!*").

I programmi ufficiali vengono espressi con **be to** (e.g.: "Il Presidente del Consiglio visiterà Napoli", "*The Prime Minister is to visit Naples*").

Qualcosa che sta per accadere si traduce con **to be about to + infinito** (e.g.: "Sto per andare via", "*I'm about to go away*").

Per parlare di un orario o di un programma futuro si utilizza il *simple present* (e.g.: “Il treno parte alle 10.00”, “*The train leaves at ten o'clock*”).

Il futuro anteriore italiano si traduce con **will have + participio passato** (e.g.: “Che stai facendo?” “Sto scrivendo una lettera, ma avrò finito per le 17.00”, “*What are you doing?*” “*I’m writing a letter, but I’ll have finished it by about five*”).

Forma interrogativa = *will* + soggetto + verbo alla forma base. **Forma negativa** = soggetto + *will* + *not* + verbo alla forma base. **Forma interro-negativa** = *will* + soggetto + *not* + verbo alla forma base.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I will leave	will I leave?	I will not leave	will I not leave?
you will leave	will you leave?	you will not leave	will you not leave?
he will leave she will leave it will leave	will he leave? will she leave? will it leave?	he will not leave she will not leave it will not leave	will he not leave? will she not leave? will it not leave?
we will leave	will we leave?	we will not leave	will we not leave?
you will leave	will you leave?	you will not leave	will you not leave?
they will leave	will they leave?	they will not leave	will they not leave?

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
I’ll leave	will I leave?	I won’t leave	won’t I leave?
you’ll leave	will you leave?	you won’t leave	won’t you leave?
he’ll leave she’ll leave it’ll leave	will he leave? will she leave? will it leave?	he won’t leave she won’t leave it won’t leave	won’t he leave? won’t she leave? won’t it leave?
we’ll leave	will we leave?	we won’t leave	won’t we leave?
you’ll leave	will you leave?	you won’t leave	won’t you leave?
they’ll leave	will they leave?	they won’t leave	won’t they leave?

Risposte brevi

La risposta breve inglese corrisponde al *si* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *will*;
- negativa: *No* + pronome personale corrispondente al soggetto + *won’t*.

Affermativa	Negativa
Yes, I will	No, I won’t
Yes, you will	No, you won’t

(segue)

Affermativa	Negativa
Yes, he will	No, he won't
Yes, she will	No, she won't
Yes, it will	No, it won't
Yes, we will	No, we won't
Yes, you will	No, you won't
Yes, they will	No, they won't

Questa forma, per le risposte brevi, **NON** è possibile:

Yes, I'll	Yes, he'll	Yes, we'll
Yes, you'll	Yes, she'll	Yes, you'll
	Yes, it'll	Yes, they'll

La **forma interrogativa** del *to be going to* si costruisce antepo-
nendo il verbo essere al soggetto. La **forma negativa** mettendo *not*
dopo il verbo essere. La **forma interro-
negativa** si costruisce antepo-
nendo il verbo essere al soggetto e mettendo il *not* dopo
quest'ultimo.

Forma lunga	
Affermativa	Interrogativa
I am going to play	am I going to play?
you are going to play	are you going to play?
he is going to play	is he going to play?
she is going to play	is she going to play?
it is going to play	is it going to play?
we are going to play	are we going to play?
you are going to play	are you going to play?
they are going to play	are they going to play?
Negativa	Interro-negativa
I am not going to play	am I not going to play?
you are not going to play	are you not going to play?
he is not going to play	is he not going to play?
she is not going to play	is she not going to play?
it is not going to play	is it not going to play?
we are not going to play	are we not going to play?
you are not going to play	are you not going to play?
they are not going to play	are they not going to play?

Forma breve	
Affermativa	Interrogativa
I'm going to play	am I going to play?
you're going to play	are you going to play?
he's going to play she's going to play it's going to play	is he going to play? is she going to play? is it going to play?
we're going to play	are we going to play?
you're going to play	are you going to play?
they're going to play	are they going to play?
Negativa	Interro-negativa
I'm not going to play	am I not going to play?
you're not going to play/ you aren't going to play	aren't you going to play?
he's not going to play/ he isn't going to play she's not going to play/ she isn't going to play it's not going to play/ it isn't going to play	isn't he going to play? isn't she going to play? isn't it going to play?
we're not going to play/ we aren't going to play	aren't we going to play?
you're not going to play/ you aren't going to play	aren't you going to play?
they're not going to play/ they aren't going to play	aren't they going to play?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo essere;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo essere al negativo.

Affermativa	Negativa
Yes, I am	No, I'm not
Yes, you are	No, you aren't
Yes, he is Yes, she is Yes, it is	No, he isn't No, she isn't No, it isn't

(segue)

Affermativa	Negativa
Yes, we are	No, we aren't
Yes, you are	No, you aren't
Yes, they are	No, they aren't

1.15 Futuro nel passato (*future in the past*)

Quando al passato si parla di un evento futuro non ancora verificatosi, ci troviamo nel *future in the past*. Da un punto di vista grammaticale bisogna usare la struttura del futuro, ma è necessario sostituire le forme del verbo:

- **was/were going to** al posto di *am/are/is going to* (e.g.: “L’ultima volta che vidi Darleen, stava per partire per l’Inghilterra”, “*Last time I saw Darleen, she was going to leave for England*”);
- il **passato progressivo** al posto del presente progressivo (e.g.: “Quando Howard arrivò non avevo molto tempo per discutere con lui, perché avrei iniziato la lezione entro pochi minuti”, “*When Howard arrived I didn't have much time to discuss with him, because I was starting the lesson in few minutes*”);
- **should e would** al posto di *shall e will* (e.g.: “Arrivammo a Napoli nel 1950, dove avremmo passato tutta la nostra vita”, “*We arrived in Naples in 1950, where we should have spent all our life*”);
- **was/were to** al posto di *am/are/is to* (e.g.: “Justine guardò la chiesa dove si sarebbe sposata”, “*Justine looked at the church where she was to get married*”).

1.16 L'imperativo e la forma *let's*

L'imperativo viene usato per dare ordini, istruzioni, per ammonire, per invitare. È la forma base del verbo, e chiaramente esiste solo la 2^a persona singolare e plurale. Talvolta si pone *you* davanti al verbo. Per aumentare l'enfasi si può mettere il pleonastico *do* davanti al verbo stesso. La forma negativa si ottiene ponendo *don't* davanti al verbo (e.g.: “Non andare!”, “*Don't go!*”; “Non essere pigro!”, “*Don't be lazy!*”). Per fare proposte o suggerimenti si usa *let's* (forma contratta di *let us*); la forma negativa si ottiene in due modi: *don't let's* e *let's not*.

1.17 Question tags

Le *question tags* sono quelle domande che si pongono alla fine di un'affermazione (positiva o negativa), per chiedere conferma di quanto si è detto. Di solito corrispondono all'italiano "vero?", "non è vero?" (e.g.: "Sei inglese, vero?").

Mentre in italiano l'uso di "vero?" e di "non è vero?" è indifferente, in inglese, se ciò che si afferma è positivo, bisogna usare "non è vero?", invece se ciò che si afferma è negativo, bisogna usare "vero?".

Le domande "vero?" e "non è vero?" devono essere costruite: si ripete l'ausiliare e si aggiunge il pronome personale corrispondente al soggetto (e.g.: "Sei inglese, non è vero?", "*You are English, aren't you?*"; "Non sei inglese, vero?", "*You aren't English, are you?*"; "Parli italiano, non è vero?", "*You speak Italian, don't you?*"; "Non parli italiano, vero?", "*You don't speak Italian, do you?*"; "Sai suonare la chitarra, non è vero?", "*You can play the guitar, can't you?*"; "Non sai suonare la chitarra, vero?", "*You can't play the guitar, can you?*").

1.18 Accordo e disaccordo

Ad un'affermazione di un nostro ipotetico interlocutore si possono verificare quattro casi:

- il nostro interlocutore fa un'affermazione positiva, e noi siamo d'accordo (e.g.: "Mi piace la musica rock!", "Anche a me!");
- il nostro interlocutore fa un'affermazione negativa, e noi siamo d'accordo (e.g.: "Non mi piace la musica rock!", "Neanche a me!");
- il nostro interlocutore fa un'affermazione positiva, e noi non siamo d'accordo (e.g.: "Mi piace la musica rock!", "A me no!");
- il nostro interlocutore fa un'affermazione negativa, e noi non siamo d'accordo (e.g.: "Non mi piace la musica rock!", "A me sì!").

Le risposte per esprimere accordo e disaccordo devono essere costruite: analizziamo caso per caso.

Quando il nostro interlocutore fa un'affermazione positiva, e noi siamo d'accordo, si ha questa costruzione: **so** + **ausiliare** + **pronome** (e.g.: "Mi piace la musica rock!", "Anche a me!"; "*I like rock music!*", "*So do I!*"; "Sono italiano!", "Anch'io!", "*I am Italian!*", "*So am I!*").

Quando il nostro interlocutore fa un'affermazione negativa, e noi siamo d'accordo, si ha questa costruzione: **neither/nor** + **ausiliare** + **pronome** (e.g.: "Non mi piace la musica rock!", "Neanche a me!"; "*I don't like rock music!*", "*Neither/Nor do I!*"; "Non sono italiano!", "Neanche io", "*I am not Italian!*", "*Neither/Nor am I!*").

Quando il nostro interlocutore fa un'affermazione positiva, e noi non siamo d'accordo, si ha questa costruzione: **pronome + ausiliare al negativo** (e.g.: "Mi piace la musica rock!", "A me no!"; "*I like rock music!*", "*I don't!*"; "Sono italiano!", "Io no!", "*I am Italian!*", "*I am not!*").

Quando il nostro interlocutore fa un'affermazione negativa, e noi non siamo d'accordo, si ha questa costruzione: **pronome + ausiliare al positivo** (e.g.: "Non mi piace la musica rock!", "A me sì!"; "*I don't like rock music!*", "*I do!*"; "Non sono italiano!", "Io sì!", "*I am not Italian!*", "*I am!*").

1.19 Reply questions

Le *reply questions* sono quelle domande che esprimono un commento, uno stato d'animo come stupore, rabbia, sorpresa.

Anche le *reply questions* devono essere costruite: si ripete l'ausiliare e si aggiunge il pronome personale, ma a differenza delle *question tags*, devono essere positive se l'affermazione fatta dall'interlocutore è positiva, viceversa negative se l'affermazione è negativa (e.g.: "Non mi piace la pizza!", "Veramente? Io la adoro!", "*I don't like pizza!*", "*Don't you? I love it!*"; "Odio cucinare!", "Davvero?", "*I hate cooking!*", "*Do you?*").

1.20 I verbi modali

In inglese esistono i cosiddetti verbi modali: esprimono il modo in cui avviene l'azione. Sono verbi difettivi, dal latino *deficere* (mancare), quindi sono verbi che difettano, mancano cioè di alcune forme: non hanno il *to* all'infinito, non prendono la *-s* alla 3^a persona singolare. Per le forme negative, interrogative e interrnegative non si possono usare i pleonastici *do*, *does* e *did*, ma si seguono le regole del verbo *to be*.

La **forma interrogativa** si costruisce antepoendo il verbo al soggetto. La **forma negativa** mettendo *not* dopo il verbo. La **forma interro-negativa** si costruisce antepoendo il verbo al soggetto e mettendo il *not* dopo quest'ultimo.

Alcuni esempi di verbi modali: *can*, *could*, *may*, *might*, *will*, *would*, *shall*, *should*, *ought to*, *must*, *need*, *dare*.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I can	can I?	I cannot	can I not?
you can	can you?	you cannot	can you not?
he can	can he?	he cannot	can he not?

(segue)

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
she can	can she?	she cannot	can she not?
it can	can it?	it cannot	can it not?
we can	can we?	we cannot	can we not?
you can	can you?	you cannot	can you not?
they can	can they?	they cannot	can they not?

Forma breve	
Negativa	Interro-negativa
I can't	can't I?
you can't	can't you?
he can't	can't he?
she can't	can't she?
it can't	can't it?
we can't	can't we?
you can't	can't you?
they can't	can't they?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo *can*;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo *can't*.

Affermativa	Negativa
Yes, I can	No, I can't
Yes, you can	No, you can't
Yes, he can	No, he can't
Yes, she can	No, she can't
Yes, it can	No, it can't
Yes, we can	No, we can't
Yes, you can	No, you can't
Yes, they can	No, they can't



Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I could	could I?	I could not	could I not?
you could	could you?	you could not	could you not?
he could she could it could	could he? could she? could it?	he could not she could not it could not	could he not? could she not? could it not?
we could	could we?	we could not	could we not?
you could	could you?	you could not	could you not?
they could	could they?	they could not	could they not?

Forma breve	
Negativa	Interro-negativa
I couldn't	couldn't I?
you couldn't	couldn't you?
he couldn't she couldn't it couldn't	couldn't he? couldn't she? couldn't it?
we couldn't	couldn't we?
you couldn't	couldn't you?
they couldn't	couldn't they?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo *could*;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo *couldn't*.

Affermativa	Negativa
Yes, I could	No, I couldn't
Yes, you could	No, you couldn't
Yes, he could Yes, she could Yes, it could	No, he couldn't No, she couldn't No, it couldn't
Yes, we could	No, we couldn't
Yes, you could	No, you couldn't
Yes, they could	No, they couldn't

Can e *may* significano *potere*. La differenza sta nel fatto che mentre *can* indica capacità fisica e permesso, *may* indica solo permesso.

Il passato di *can* è **could**, il passato di *may* è **might**, ma *could* e *might* traducono anche il condizionale.

È impossibile usare *will* con *can* o con *may* per la formazione del futuro. È necessario usare due perifrasi: **can = to be able to**, **may = to be allowed to**. L'uso di tali perifrasi è obbligatorio per il futuro, è invece facoltativa per la formazione del presente e del passato. Le due perifrasi si possono usare anche nei tempi composti (e.g.: “Non sono riuscito a trovare la strada!”, “*I haven't been able to find the right way!*”) e con i modali (e.g.: “Dovrei riuscire a trovare la strada!”, “*I should be able to find the right way!*”).

May e **might** vengono utilizzati per indicare possibilità nel presente e nel futuro. *Might be*, rispetto a *may be*, indica un'incertezza maggiore. Forma negativa di *may*: *may not*; forma negativa di *might*: *might not/mightn't*.

Al passato si usa *could* per un'azione che si era in grado di fare, ma non è detto che la si è fatta. Invece si usa *was/were able to* per un'azione che si era in grado di fare, e la si è fatta veramente.

Forma lunga	
Affermativa	Interrogativa
I will be able to drive	will I be able to drive?
you will be able to drive	will you be able to drive?
he will be able to drive she will be able to drive it will be able to drive	will he be able to drive? will she be able to drive? will it be able to drive?
we will be able to drive	will we be able to drive?
you will be able to drive	will you be able to drive?
they will be able to drive	will they be able to drive?
Negativa	Interro-negativa
I will not be able to drive	will I not be able to drive?
you will not be able to drive	will you not be able to drive?
he will not be able to drive she will not be able to drive it will not be able to drive	will he not be able to drive? will she not be able to drive? will it not be able to drive?
we will not be able to drive	will we not be able to drive?
you will not be able to drive	will you not be able to drive?
they will not be able to drive	will they not be able to drive?
Forma breve	
Affermativa	Interrogativa
I'll be able to drive	will I be able to drive?

(segue)

Forma lunga	
Affermativa	Interrogativa
you'll be able to drive	will you be able to drive?
he'll be able to drive she'll be able to drive it'll be able to drive	will he be able to drive? will she be able to drive? will it be able to drive?
we'll be able to drive	will we be able to drive?
you'll be able to drive	will you be able to drive?
they'll be able to drive	will they be able to drive?
Negativa	Interro-negativa
I won't be able to drive	won't I be able to drive?
you won't be able to drive	won't you be able to drive?
he won't be able to drive she won't be able to drive it won't be able to drive	won't he be able to drive? won't she be able to drive? won't it be able to drive?
we won't be able to drive	won't we be able to drive?
you won't be able to drive	won't you be able to drive?
they won't be able to drive	won't they be able to drive?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *will*;
- negativa: *No* + pronome personale corrispondente al soggetto + *won't*.

Affermativa	Negativa
Yes, I will	No, I won't
Yes, you will	No, you won't
Yes, he will Yes, she will Yes, it will	No, he won't No, she won't No, it won't
Yes, we will	No, we won't
Yes, you will	No, you won't
Yes, they will	No, they won't

Forma lunga	
Affermativa	Interrogativa
I am able to drive	am I able to drive?
you are able to drive	are you able to drive?
he is able to drive she is able to drive it is able to drive	is he able to drive? is she able to drive? is it able to drive?
we are able to drive	are we able to drive?
you are able to drive	are you able to drive?
they are able to drive	are they able to drive?
Negativa	Interro-negativa
I am not able to drive	am I not able to drive?
you are not able to drive	are you not able to drive?
he is not able to drive she is not able to drive it is not able to drive	is he not able to drive? is she not able to drive? is it not able to drive?
we are not able to drive	are we not able to drive?
you are not able to drive	are you not able to drive?
they are not able to drive	are they not able to drive?

Forma breve	
Affermativa	Negativa
I'm able to drive	I'm not able to drive
you're able to drive	you aren't able to drive
he's able to drive she's able to drive it's able to drive	he isn't able to drive she isn't able to drive it isn't able to drive
we're able to drive	we aren't able to drive
you're able to drive	you aren't able to drive
they're able to drive	they aren't able to drive

Risposte brevi

La risposta breve inglese corrisponde al *si* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo *be*;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo *be* al negativo.

Affermativa	Negativa
Yes, I am	No, I'm not
Yes, you are	No, you aren't
Yes, he is Yes, she is Yes, it is	No, he isn't No, she isn't No, it isn't
Yes, we are	No, we aren't
Yes, you are	No, you aren't
Yes, they are	No, they aren't

Forma lunga	
Affermativa	Interrogativa
I was able to drive	was I able to drive?
you were able to drive	were you able to drive?
he was able to drive she was able to drive it was able to drive	was he able to drive? was she able to drive? was it able to drive?
we were able to drive	were we able to drive?
you were able to drive	were you able to drive?
they were able to drive	were they able to drive?
Negativa	Interro-negativa
I was not able to drive	was I not able to drive?
you were not able to drive	were you not able to drive?
he was not able to drive she was not able to drive it was not able to drive	was he not able to drive? was she not able to drive? was it not able to drive?
we were not able to drive	were we not able to drive?
you were not able to drive	were you not able to drive?
they were not able to drive	were they not able to drive?

Forma breve	
Affermativa	Interrogativa
I was able to drive	was I able to drive?
you were able to drive	were you able to drive?
he was able to drive	was he able to drive?
she was able to drive	was she able to drive?
it was able to drive	was it able to drive?
we were able to drive	were we able to drive?
you were able to drive	were you able to drive?
they were able to drive	were they able to drive?
Negativa	Interro-negativa
I wasn't able to drive	wasn't I able to drive?
you weren't able to drive	weren't you able to drive?
he wasn't able to drive	wasn't he able to drive?
she wasn't able to drive	wasn't she able to drive?
it wasn't able to drive	wasn't it able to drive?
we weren't able to drive	weren't we able to drive?
you weren't able to drive	weren't you able to drive?
they weren't able to drive	weren't they able to drive?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo *be* al passato;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo *be* al passato negativo.

Affermativa	Negativa
Yes, I was	No, I wasn't
Yes, you were	No, you weren't
Yes, he was	No, he wasn't
Yes, she was	No, she wasn't
Yes, it was	No, it wasn't
Yes, we were	No, we weren't
Yes, you were	No, you weren't
Yes, they were	No, they weren't

Forma lunga	
Affermativa	Interrogativa
I have been able to drive	have I been able to drive?
you have been able to drive	have you been able to drive?
he has been able to drive she has been able to drive it has been able to drive	has he been able to drive? has she been able to drive? has it been able to drive?
we have been able to drive	have we been able to drive?
you have been able to drive	have you been able to drive?
they have been able to drive	have they been able to drive?
Negativa	Interro-negativa
I have not been able to drive	have I not been able to drive?
you have not been able to drive	have you not been able to drive?
he has not been able to drive she has not been able to drive it has not been able to drive	has he not been able to drive? has she not been able to drive? has it not been able to drive?
we have not been able to drive	have we not been able to drive?
you have not been able to drive	have you not been able to drive?
they have not been able to drive	have they not been able to drive?

Forma breve	
Affermativa	Interrogativa
I've been able to drive	have I been able to drive?
you've been able to drive	have you been able to drive?
he's been able to drive she's been able to drive it's been able to drive	has he been able to drive? has she been able to drive? has it been able to drive?
we've been able to drive	have we been able to drive?
you've been able to drive	have you been able to drive?
they've been able to drive	have they been able to drive?
Negativa	Interro-negativa
I haven't been able to drive	haven't I been able to drive?
you haven't been able to drive	haven't you been able to drive?
he hasn't been able to drive she hasn't been able to drive it hasn't been able to drive	hasn't he been able to drive? hasn't she been able to drive? hasn't it been able to drive?
we haven't been able to drive	haven't we been able to drive?
you haven't been able to drive	haven't you been able to drive?
they haven't been able to drive	haven't they been able to drive?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *have*,
- negativa: *No* + pronome personale corrispondente al soggetto + *haven't*.

Affermativa	Negativa
Yes, I have	No, I haven't
Yes, you have	No, you haven't
Yes, he has	No, he hasn't
Yes, she has	No, she hasn't
Yes, it has	No, it hasn't
Yes, we have	No, we haven't
Yes, you have	No, you haven't
Yes, they have	No, they haven't

Forma lunga	
Affermativa	Interrogativa
I will be allowed to drive	will I be allowed to drive?
you will be allowed to drive	will you be allowed to drive?
he will be allowed to drive	will he be allowed to drive?
she will be allowed to drive	will she be allowed to drive?
it will be allowed to drive	will it be allowed to drive?
we will be allowed to drive	will we be allowed to drive?
you will be allowed to drive	will you be allowed to drive?
they will be allowed to drive	will they be allowed to drive?
Negativa	Interro-negativa
I will not be allowed to drive	will I not be allowed to drive?
you will not be allowed to drive	will you not be allowed to drive?
he will not be allowed to drive	will he not be allowed to drive?
she will not be allowed to drive	will she not be allowed to drive?
it will not be allowed to drive	will it not be allowed to drive?
we will not be allowed to drive	will we not be allowed to drive?
you will not be allowed to drive	will you not be allowed to drive?
they will not be allowed to drive	will they not be allowed to drive?



Forma breve	
Affermativa	Interrogativa
I'll be allowed to drive	will I be allowed to drive?
you'll be allowed to drive	will you be allowed to drive?
he'll be allowed to drive she'll be allowed to drive it'll be allowed to drive	will he be allowed to drive? will she be allowed to drive? will it be allowed to drive?
we'll be allowed to drive	will we be allowed to drive?
you'll be allowed to drive	will you be allowed to drive?
they'll be allowed to drive	will they be allowed to drive?
Negativa	Interro-negativa
I won't be allowed to drive	won't I be allowed to drive?
you won't be allowed to drive	won't you be allowed to drive?
he won't be allowed to drive she won't be allowed to drive it won't be allowed to drive	won't he be allowed to drive? won't she be allowed to drive? won't it be allowed to drive?
we won't be allowed to drive	won't we be allowed to drive?
you won't be allowed to drive	won't you be allowed to drive?
they won't be allowed to drive	won't they be allowed to drive?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *will*;
- negativa: *No* + pronome personale corrispondente al soggetto + *won't*.

Affermativa	Negativa
Yes, I will	No, I won't
Yes, you will	No, you won't
Yes, he will Yes, she will Yes, it will	No, he won't No, she won't No, it won't
Yes, we will	No, we won't
Yes, you will	No, you won't
Yes, they will	No, they won't

QUALCHE PAROLA IN PIÙ SU ALLOW

- può essere seguito dalla costruzione *complemento oggetto + infinito* (e.g.: “Non ti permetto di fumare in camera da letto!”, “*I do not allow you to smoke in the bedroom.*”);
- quando non c’è il complemento oggetto, dopo *allow* può essere usata la forma in *-ing* (e.g.: “Non permetto di fumare in camera da letto!”, “*I do not allow smoking in the bedroom.*”);
- nelle frasi passive possono essere utilizzate entrambe le forme (e.g.: “Non è permesso fumare in camera da letto!”, “*They are not allowed to smoke in the bedroom.*”, “*Smoking is not allowed in the bedroom.*”), e si ricorda che l’impersonale NON è ammesso. L’esempio seguente è **errato**: “Non è permesso fumare in camera da letto!”, “*It is not allowed to smoke in the bedroom.*”.

Forma lunga	
Affermativa	Interrogativa
I am allowed to drive	am I allowed to drive?
you are allowed to drive	are you allowed to drive?
he is allowed to drive she is allowed to drive it is allowed to drive	is he allowed to drive? is she allowed to drive? is it allowed to drive?
we are allowed to drive	are we allowed to drive?
you are allowed to drive	are you allowed to drive?
they are allowed to drive	are they allowed to drive?
Negativa	Interro-negativa
I am not allowed to drive	am I not allowed to drive?
you are not allowed to drive	are you not allowed to drive?
he is not allowed to drive she is not allowed to drive it is not allowed to drive	is he not allowed to drive? is she not allowed to drive? is it not allowed to drive?
we are not allowed to drive	are we not allowed to drive?
you are not allowed to drive	are you not allowed to drive?
they are not allowed to drive	are they not allowed to drive?

Forma breve	
Affermativa	Negativa
I’m allowed to drive	I’m not allowed to drive
you’re allowed to drive	you aren’t allowed to drive

(segue)

Forma lunga	
Affermativa	Interrogativa
he's allowed to drive she's allowed to drive it's allowed to drive	he isn't allowed to drive she isn't allowed to drive it isn't allowed to drive
we're allowed to drive	we aren't allowed to drive
you're allowed to drive	you aren't allowed to drive
they're allowed to drive	they aren't allowed to drive

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo *be*;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo *be* al negativo.

Affermativa	Negativa
Yes, I am	No, I'm not
Yes, you are	No, you aren't
Yes, he is Yes, she is Yes, it is	No, he isn't No, she isn't No, it isn't
Yes, we are	No, we aren't
Yes, you are	No, you aren't
Yes, they are	No, they aren't

Forma lunga	
Affermativa	Interrogativa
I was allowed to drive	was I allowed to drive?
you were allowed to drive	were you allowed to drive?
he was allowed to drive she was allowed to drive it was allowed to drive	was he allowed to drive? was she allowed to drive? was it allowed to drive?
we were allowed to drive	were we allowed to drive?
you were allowed to drive	were you allowed to drive?
they were allowed to drive	were they allowed to drive?

(segue)

Forma lunga	
Negativa	Interro-negativa
I was not allowed to drive	was I not allowed to drive?
you were not allowed to drive	were you not allowed to drive?
he was not allowed to drive she was not allowed to drive it was not allowed to drive	was he not allowed to drive? was she not allowed to drive? was it not allowed to drive?
we were not allowed to drive	were we not allowed to drive?
you were not allowed to drive	were you not allowed to drive?
they were not allowed to drive	were they not allowed to drive?

Forma breve	
Affermativa	Interrogativa
I was allowed to drive	was I allowed to drive?
you were allowed to drive	were you allowed to drive?
he was allowed to drive she was allowed to drive it was allowed to drive	was he allowed to drive? was she allowed to drive? was it allowed to drive?
we were allowed to drive	were we allowed to drive?
you were allowed to drive	were you allowed to drive?
they were allowed to drive	were they allowed to drive?
Negativa	Interro-negativa
I wasn't allowed to drive	wasn't I allowed to drive?
you weren't allowed to drive	weren't you allowed to drive?
he wasn't allowed to drive she wasn't allowed to drive it wasn't allowed to drive	wasn't he allowed to drive? wasn't she allowed to drive? wasn't it allowed to drive?
we weren't allowed to drive	weren't we allowed to drive?
you weren't allowed to drive	weren't you allowed to drive?
they weren't allowed to drive	weren't they allowed to drive?

Risposte brevi

La risposta breve inglese corrisponde al *si* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo *be* al passato;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo *be* al passato negativo.

Affermativa	Negativa
Yes, I was	No, I wasn't
Yes, you were	No, you weren't
Yes, he was Yes, she was Yes, it was	No, he wasn't No, she wasn't No, it wasn't
Yes, we were	No, we weren't
Yes, you were	No, you weren't
Yes, they were	No, they weren't

Must e have (got) to significano *dovere*. *Must* esprime la decisione di chi parla, *have (got) to* la decisione di un'altra persona o di un'entità esterna (e.g.: una Legge). **Il passato di must non esiste**, si utilizza il passato di *have (got) to*, cioè *had to*. **Il futuro di must non esiste**, si utilizza il futuro di *have to*, cioè *will have to*.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I must go	must I go?	I must not go	must I not go?
you must go	must you go?	you must not go	must you not go?
he must go she must go it must go	must he go? must she go? must it go?	he must not go she must not go it must not go	must he not go? must she not go? must it not go?
we must go	must we go?	we must not go	must we not go?
you must go	must you go?	you must not go	must you not go?
they must go	must they go?	they must not go	must they not go?

Forma breve	
Negativa	Interro-negativa
I mustn't go	mustn't I go?
you mustn't go	mustn't you go?
he mustn't go she mustn't go it mustn't go	mustn't he go? mustn't she go? mustn't it go?

(segue)

Forma breve	
Negativa	Interro-negativa
we mustn't go	mustn't we go?
you mustn't go	mustn't you go?
they mustn't go	mustn't they go?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo *must*;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo *mustn't*.

Affermativa	Negativa
Yes, I must	No, I mustn't
Yes, you must	No, you mustn't
Yes, he must	No, he mustn't
Yes, she must	No, she mustn't
Yes, it must	No, it mustn't
Yes, we must	No, we mustn't
Yes, you must	No, you mustn't
Yes, they must	No, they mustn't

Forma lunga	
Affermativa	Interrogativa
I have (got) to go	do I have to go?
you have (got) to go	do you have to go?
he has (got) to go	does he have to go?
she has (got) to go	does she have to go?
it has (got) to go	does it have to go?
we have (got) to go	do we have to go?
you have (got) to go	do you have to go?
they have (got) to go	do they have to go?
Negativa	Interro-negativa
I do not have to go	do I not have to go?
you do not have to go	do you not have to go?
he does not have to go	does he not have to go?
she does not have to go	does she not have to go?
it does not have to go	does it not have to go?
we do not have to go	do we not have to go?

(segue)



Forma lunga	
Negativa	Interro-negativa
you do not have to go	do you not have to go?
they do not have to go	do they not have to go?

Forma breve		
Affermativa	Negativa	Interro-negativa
I've (got) to go	I don't have to go	don't I have to go?
you've (got) to go	you don't have to go	don't you have to go?
he's (got) to go she's (got) to go it's (got) to go	he doesn't have to go she doesn't have to go it doesn't have to go	doesn't he have to go? doesn't she have to go? doesn't it have to go?
we've (got) to go	we don't have to go	don't we have to go?
you've (got) to go	you don't have to go	don't you have to go?
they've (got) to go	they don't have to go	don't they have to go?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *do*;
- negativa: *No* + pronome personale corrispondente al soggetto + *don't*.

Affermativa	Negativa
Yes, I do	No, I don't
Yes, you do	No, you don't
Yes, he does Yes, she does Yes, it does	No, he doesn't No, she doesn't No, it doesn't
Yes, we do	No, we don't
Yes, you do	No, you don't
Yes, they do	No, they don't

Needn't e **mustn't** hanno il significato di *dovere* al negativo: *needn't* si usa quando non è necessario fare una cosa, ma qualora la si volesse fare, si è liberi di farla. *Mustn't* si usa quando non è permesso o non è necessario fare una cosa.

Il verbo **need** significa *aver bisogno*. Questo verbo può avere una doppia costruzione: o come verbo modale o come verbo normale con *to*. Se lo si considera come verbo modale, ovviamente, deve essere seguito dall'infinito senza *to*. Entrambe le forme hanno il medesimo significato.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I need to	do I need to?	I do not need to	do I not need to?
you need to	do you need to?	you do not need to	do you not need to?
he needs to she needs to it needs to	does he need to? does she need to? does it need to?	he does not need to she does not need to it does not need to	does he not need to? does she not need to? does it not need to?
we need to	do we need to?	we do not need to	do we not need to?
you need to	do you need to?	you do not need to	do you not need to?
they need to	do they need to?	they do not need to	do they not need to?

Forma breve			
Affermativa	Interrogativa	Negativa	Interro-negativa
I need to	do I need to?	I don't need to	don't I need to?
you need to	do you need to?	you don't need to	don't you need to?
he needs to she needs to it needs to	does he need to? does she need to? does it need to?	he doesn't need to she doesn't need to it doesn't need to	doesn't he need to? doesn't she need to? doesn't it need to?
we need to	do we need to?	we don't need to	don't we need to?
you need to	do you need to?	you don't need to	don't you need to?
they need to	do they need to?	they don't need to	don't they need to?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *do/does*;
- negativa: *No* + pronome personale corrispondente al soggetto + *don't/doesn't*.

Affermativa	Negativa
Yes, I do	No, I don't
Yes, you do	No, you don't
Yes, he does Yes, she does Yes, it does	No, he doesn't No, she doesn't No, it doesn't
Yes, we do	No, we don't
Yes, you do	No, you don't
Yes, they do	No, they don't

Should e *ought to* hanno il significato di *dovere* non imposto ma necessario, una cosa opportuna da fare. Talvolta *ought to* è un po' più incisivo di *should*.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I should go	should I go?	I should not go	should I not go?
you should go	should you go?	you should not go	should you not go?
he should go she should go it should go	should he go? should she go? should it go?	he should not go she should not go It should not go	should he not go? should she not go? should it not go?
we should go	should we go?	we should not go	should we not go?
you should go	should you go?	you should not go	should you not go?
they should go	should they go?	they should not go	should they not go?

Forma breve	
Negativa	Interro-negativa
I shouldn't go	shouldn't I go?
you shouldn't go	shouldn't you go?
he shouldn't go she shouldn't go it shouldn't go	shouldn't he go? shouldn't she go? shouldn't it go?
we shouldn't go	shouldn't we go?
you shouldn't go	shouldn't you go?
they shouldn't go	shouldn't they go?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo *should*;
- negativa: *No* + pronome personale corrispondente al soggetto + verbo *shouldn't*.

Affermativa	Negativa
Yes, I should	No, I shouldn't
Yes, you should	No, you shouldn't
Yes, he should Yes, she should Yes, it should	No, he shouldn't No, she shouldn't No, it shouldn't
Yes, we should	No, we shouldn't
Yes, you should	No, you shouldn't
Yes, they should	No, they shouldn't

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I ought to go	ought I to go?	I ought not to go	ought I not to go?
you ought to go	ought you to go?	you ought not to go	ought you not to go?
he ought to go she ought to go it ought to go	ought he to go? ought she to go? ought it to go?	he ought not to go she ought not to go it ought not to go	ought he not to go? ought she not to go? ought it not to go?
we ought to go	ought we to go?	we ought not to go	ought we not to go?
you ought to go	ought you to go?	you ought not to go	ought you not to go?
they ought to go	ought they to go?	they ought not to go	ought they not to go?

Forma breve	
Negativa	Interro-negativa
I oughtn't to go	oughtn't I to go?
you oughtn't to go	oughtn't you to go?
he oughtn't to go she oughtn't to go it oughtn't to go	oughtn't he to go? oughtn't she to go? oughtn't it to go?
we oughtn't to go	oughtn't we to go?
you oughtn't to go	oughtn't you to go?
they oughtn't to go	oughtn't they to go?

Should e ought to hanno pressappoco lo stesso significato: tuttavia *should* ha natura soggettiva, mentre *ought to* oggettiva.

In questo esempio l'utilizzo di *should* e *ought to* è indifferente: "Qualche volta dovresti andare a trovare i tuoi genitori!", "*Sometimes you should go/ought to go and see your parents!*", mentre nell'esempio seguente *should* non va utilizzato, perché dare un consiglio a se stessi e poi sostenere subito dopo che probabilmente non lo si seguirà è alquanto bizzarro: "Dovrei andare a trovare i miei genitori la settimana prossima, ma non penso che lo farò!", "*I ought to go and see my parents next week, but I don't think I will do it!*".

Should e *ought to* possono essere usati al presente e al futuro, ma non al passato. L'esempio che segue è **ERRATO**: "Beatrix sarebbe dovuta arrivare alle 9.00, ma non si è fermata qui!", "*Beatrix should arrive at 9 o'clock, but she didn't stop here!*".

Would si usa per le situazioni immaginarie (e.g.: "Sarebbe bello!", "*It would be nice!*").

La **forma interrogativa** si costruisce antepoendo *would* al soggetto. La **forma negativa** mettendo *not* dopo *would*. La **forma interro-negativa** si costruisce antepoendo *would* al soggetto e mettendo il *not* dopo quest'ultimo.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I would	would I?	I would not	would I not?
you would	would you?	you would not	would you not?
he would she would it would	would he? would she? would it?	he would not she would not it would not	would he not? would she not? would it not?
we would	would we?	we would not	would we not?
you would	would you?	you would not	would you not?
they would	would they?	they would not	would they not?

Forma breve	
Negativa	Interro-negativa
I wouldn't	wouldn't I?
you wouldn't	wouldn't you?
he wouldn't she wouldn't it wouldn't	wouldn't he? wouldn't she? wouldn't it?
we wouldn't	wouldn't we?
you wouldn't	wouldn't you?
they wouldn't	wouldn't they?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *would*;
- negativa: *No* + pronome personale corrispondente al soggetto + *wouldn't*.

Affermativa	Negativa
Yes, I would	No, I wouldn't
Yes, you would	No, you wouldn't
Yes, he would	No, he wouldn't
Yes, she would Yes, it would Yes, we would	No, she wouldn't No, it wouldn't No, we wouldn't
Yes, you would	No, you wouldn't
Yes, they would	No, they wouldn't

Must e **can't** si utilizzano nelle deduzioni (e.g.: “Deve essere ricco!”, “*He must be rich!*”; “Non deve essere ricco!”, “*He can't be rich!*”). Anche **will** può avere la stessa funzione.

Shall e **will**. **Shall** si usa per indicare: futuro con *I e we*, offerte, proposte e promesse. **Will** si usa per esprimere: richieste, futuro, rifiuti, decisioni, ordini, inviti, promesse e certezze.

Should e **would**. **Should** si usa nelle frasi condizionali e per indicare opportunità e consigli. **Would** si usa nel discorso indiretto, situazioni immaginarie, e per esprimere desideri, preferenze, richieste e inviti.

Dare. Il verbo *dare* significa *osare*. Questo verbo può avere una doppia costruzione: o come verbo modale o come verbo normale, con *to* o senza *to*. Se lo si considera come verbo modale, ovviamente, deve essere seguito dall'infinito senza *to*.

La **forma interrogativa** si costruisce anteponendo *dare* al soggetto. La **forma negativa** mettendo *not* dopo *dare*. La **forma interro-negativa** si costruisce anteponendo *dare* al soggetto e mettendo il *not* dopo quest'ultimo.

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I dare	dare I?	I dare not	dare I not?
you dare	dare you?	you dare not	dare you not?
he dare she dare it dare	dare he? dare she? dare it?	he dare not she dare not it dare not	dare he not? dare she not? dare it not?
we dare	dare we?	we dare not	dare we not?
you dare	dare you?	you dare not	dare you not?
they dare	dare they?	they dare not	dare they not?

Forma breve	
Negativa	Interro-negativa
I daren't	daren't I?
you daren't	daren't you?
he daren't	daren't he?
she daren't it daren't we daren't	daren't she? daren't it? daren't we?
you daren't	daren't you?
they daren't	daren't they?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + verbo *dare*,
- negativa: *No* + pronome personale corrispondente al soggetto + verbo *daren't*.

Affermativa	Negativa
Yes, I dare	No, I daren't
Yes, you dare	No, you daren't
Yes, he dare Yes, she dare Yes, it dare	No, he daren't No, she daren't No, it daren't
Yes, we dare	No, we daren't
Yes, you dare	No, you daren't
Yes, they dare	No, they daren't

Forma lunga			
Affermativa	Interrogativa	Negativa	Interro-negativa
I dare (to)	do I dare (to)?	I do not dare (to)	do I not dare (to)?
you dare (to)	do you dare (to)?	you do not dare (to)	do you not dare (to)?
he dares (to) she dares (to) it dares (to)	does he dare (to)? does she dare (to)? does it dare (to)?	he does not dare (to) she does not dare (to) it does not dare (to)	does he not dare (to)? does she not dare (to)? does it not dare (to)?
we dare (to)	do we dare (to)?	we do not dare (to)	do we not dare (to)?
you dare (to)	do you dare (to)?	you do not dare (to)	do you not dare (to)?
they dare (to)	do they dare (to)?	they do not dare (to)	do they not dare (to)?

Forma breve	
Negativa	Interro-negativa
I don't dare (to)	don't I dare (to)?
you don't dare (to)	don't you dare (to)?
he doesn't dare (to) she doesn't dare (to) it doesn't dare (to)	doesn't he dare (to)? doesn't she dare (to)? doesn't it dare (to)?
we don't dare (to)	don't we dare (to)?
you don't dare (to)	don't you dare (to)?
they don't dare (to)	don't they dare (to)?

Risposte brevi

La risposta breve inglese corrisponde al *sì* e *no* italiani:

- affermativa: *Yes* + pronome personale corrispondente al soggetto + *do/ does*;
- negativa: *No* + pronome personale corrispondente al soggetto + *don't/ doesn't*.

Affermativa	Negativa
Yes, I do	No, I don't
Yes, you do	No, you don't
Yes, he does	No, he doesn't
Yes, she does	No, she doesn't
Yes, it does	No, it doesn't
Yes, we do	No, we don't
Yes, you do	No, you don't
Yes, they do	No, they don't

Per esprimere possibilità, opportunità, certezza, situazioni immaginarie, si può usare la seguente costruzione:

- **verbo modale + *be* + verbo in *-ing***
(e.g.: “Forse domani verrà Lennie”, “*Lennie may be coming tomorrow*”).

Per esprimere possibilità, opportunità, necessità, situazioni immaginarie, tutto nel passato, si può usare la seguente costruzione:

- **verbo modale + *have* + participio passato**
(e.g.: “Milena non può essersene dimenticata!”, “*Milena couldn't have forgotten about it!*”).

1.21 La forma passiva

La forma passiva inglese è speculare a quella italiana: ***be* + participio passato**. La differenza sta nel fatto che noi possiamo usare *essere* e *venire* come ausiliari, gli inglesi usano solo *essere*. Chiaramente la forma passiva può essere costruita solo con i verbi transitivi e serve per evidenziare il complemento oggetto che viene posto all’inizio della frase. Il complemento d’agente viene introdotto da *by*, ma se è ovvio, viene omesso (e.g.: “La polizia arrestò il ladro”, “*The police arrested the thief*”, “Il ladro fu arrestato”, “*The thief was arrested*”).

<i>present perfect</i>	<i>have / has been + participio passato</i>	Geoffrey ha letto tre libri. Tre libri sono stati letti da Geoffrey. <i>Geoffrey has read three books.</i> <i>Three books have been read by Geoffrey.</i>
<i>past perfect</i>	<i>had been + participio passato</i>	Elaine aveva scritto la lettera mentre eri al lavoro. La lettera era stata scritta da Elaine mentre eri al lavoro. <i>Elaine had written the letter while you were at work.</i> <i>The letter had been written by Elaine while you were at work.</i>
<i>present continuous</i>	<i>am/are/is being + participio passato</i>	Martin sta ascoltando la radio. La radio viene ascoltata da Martin. <i>Martin is listening to the radio.</i> <i>The radio is being listened by Martin.</i>
<i>past continuous</i>	<i>was/were being + participio passato</i>	Quando Gregory arrivò, Anita stava facendo le valigie. Quando Gregory arrivò, le valigie venivano fatte da Anita. <i>When Gregory arrived, Anita was packing the cases.</i> <i>The cases were being packed by Anita when Gregory arrived.</i>
verbi modali e <i>will</i>	dopo i verbi modali e <i>will</i> si usa <i>be + participio passato</i>	Non si può guidare la macchina prima dei 18 anni. <i>Cars cannot be driven before you are 18 years old.</i>

1.21.1 Il verbo **to get**

La forma passiva può essere costruita anche con *get* anziché con *be* (e.g.: “Quando si sono sposati Mike e Wendy?”, “*When did Mike and Wendy get married?*”). Viene utilizzata quando in italiano abbiamo un verbo intransitivo (e.g.: *sposarsi*) o un verbo riflessivo (e.g.: *ferirsi*).

1.21.2 **Have/get + oggetto + participio passato**

La costruzione ***have/get + oggetto + participio passato*** viene utilizzata quando si vuole far capire al nostro interlocutore che l'azione di cui si parla non è fatta personalmente, ma da una terza persona. L'esempio più chiaro, a nostro avviso, è la frase “Domani mi taglio i capelli!”: spesso si sente questa espressione, e sta ad indicare che colui che parla domani andrà dal barbiere. Dunque, per far intendere che non ci si taglierà i capelli da soli, si dovrà tradurre in questo modo: *I'm having/getting my hair cut tomorrow*, in cui *my hair* è l'oggetto della proposizione, *cut* è il participio passato di *tagliare*, e *have* (o *get*) è costruito secondo il tempo appropriato, in questo caso un futuro programmato.

USI DI HAVE, GET E GO

farsi la doccia/il bagno	<i>have a shower/a bath</i>
fare colazione/pranzo/cena	<i>have breakfast/lunch/dinner</i>
fumare una sigaretta	<i>have a cigarette</i>
fare un riposino	<i>have a rest</i>
fare una festa	<i>have a party</i>
litigare	<i>have an argument</i>
partorire	<i>have a baby</i>
divertirsi	<i>have a good time</i>
arrivare a casa	<i>get home</i>
prendere un taxi	<i>get a taxi</i>
ricevere un regalo	<i>get a present</i>
ricevere una lettera	<i>get a letter</i>
vestirsi	<i>get dressed</i>
alzarsi	<i>get up</i>
comprare un giornale	<i>get a newspaper</i>
andare fuori città	<i>go away</i>
uscire	<i>go out</i>
viaggiare con l'autobus	<i>go by bus</i>
andare a fare una passeggiata	<i>go for a walk</i>
andare a casa	<i>go home</i>
andare in visita turistica	<i>go sightseeng</i>
andare a dormire	<i>go to bed</i>
andare al mare	<i>go to the beach</i>

1.21.3 La costruzione con *it*

Con un verbo passivo si può avere la costruzione con *it* prima di un infinito (e.g.: “Fu disposto di ...”, “*It was arranged to ...*”) o prima di una frase che è introdotta da *that* (e.g.: “Si ritiene che ...”, “*It is considered that ...*”).

1.22 Il periodo ipotetico

Il periodo ipotetico, ovviamente, indica un'ipotesi, il grado di chance del verificarsi di una certa azione. Possiamo iniziare a dire che esistono 3 tipi di periodo ipotetico: probabilità, possibilità e irrealtà. La difficoltà non sta nella traduzione in inglese, ma nell'individuazione del tipo. Nella nostra esperienza di insegnanti abbiamo attuato



un sistema che può essere utile al fine di una buona padronanza dell'argomento. Innanzitutto noi italiani abbiamo difficoltà ad identificare nettamente le sfumature di significato tra probabile e possibile, perciò divideremo, per nostra comodità, le frasi ipotetiche in 1°, 2° e 3° tipo, tralasciando la suddivisione accademica probabile, possibile e irreali. Ecco alcuni esempi:

1° tipo	2° tipo	3° tipo
se gioco	se giocassi	se avessi giocato
se mangio	se mangiassi	se avessi mangiato
se esco	se uscissi	se fossi uscito
se parlo	se parlassi	se avessi parlato
se nuoto	se nuotassi	se avessi nuotato
se studio	se studiassi	se avessi studiato

Qualsiasi verbo potrebbe essere inserito in questo schema. Una volta capito il meccanismo dell'individuazione del tipo, si passa alla tabella sottostante, che va imparata a memoria.

1° tipo (probabilità)	if	<i>simple present</i>	<i>can/will/may</i>	infinito
2° tipo (possibilità)	if	<i>simple past</i>	<i>could/would/might</i>	infinito
3° tipo (irrealità)	if	<i>past perfect</i>	<i>could have/would have/might have</i>	participio passato

Per facilitare il processo di memorizzazione, bisogna imparare la tabella in verticale e non in orizzontale, cioè: *if - if - if / simple present - simple past - past perfect / can - could - could have / will - would - would have / may - might - might have*, così ci sarà sempre una parola che richiama la precedente, come una filastrocca. La scelta di *can*, *will*, o *may*, dipende dalla sfumatura di significato che vogliamo dare alla frase, esattamente come in italiano. Lo stesso dicasi per *could*, *would*, *might* e *could have*, *would have*, *might have*. Per completare le frasi di 1° e di 2° tipo, cioè dopo *can*, *will* e *may*, e dopo *could*, *would* e *might* il verbo va all'infinito; dopo *could have*, *would have* e *might have* il verbo va al participio passato.

1° tipo (probabilità)	<i>If you go out before 10 o'clock, you can/will/may/might take the train</i>
2° tipo (possibilità)	<i>If you went out before 10 o'clock, you could/would/might take the train</i>
3° tipo (irrealità)	<i>If you had gone out before 10 o'clock, you could have/would have/might have taken the train</i>

Come si sa, le frasi condizionali sono formate, di solito, da una frase principale e da una secondaria introdotta da *if*. In italiano e in inglese è possibile invertirle, cioè possiamo avere la frase principale seguita dalla secondaria, o la secondaria seguita dalla principale. Lo schema proposto si riferisce alla secondaria seguita dalla frase principale, quindi, qualora avessi la necessità di tradurre una frase condizionale formata da una principale seguita dalla secondaria, lo schema deve essere invertito.

Esistono anche altri tipi di frasi condizionali. Per esempio il periodo ipotetico di tipo zero. È un tipo di frase che manifesta verità assolute, fatti reali, e si traduce in questo modo:

Tipo 0 (verità assolute)	if	<i>simple present</i>	<i>simple present</i>
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Altri tipi di periodo ipotetico		
<i>if</i>	<i>will/would</i>	verbo modale
<i>if</i>	<i>should</i>	verbo modale/imperativo
<i>if</i>	<i>simple present</i>	imperativo
<i>if</i>	<i>verbo modale</i>	verbo modale
<i>if</i>	<i>present continuous/ present perfect</i>	verbo modale

Qualche esempio:

- **tipo 0 (verità assolute, fatti reali):** “Se mangi molto, ingrassi!”, “*If you eat a lot, you put on weight!*”;
- **1° tipo (probabilità):** “Se incontro Dionne, glielo dico!”, “*If I meet Dionne, I will tell her!*”;
- **2° tipo (possibilità):** “Se tu conoscessi Isabelle, la penseresti diversamente!”, “*If you knew Isabelle, you would think otherwise!*”;
- **3° tipo (irrealità):** “Se tu avessi telefonato, sarei venuto alla festa!”, “*If you had rung me up, I would have come to the party!*”;
- **If + will/would + verbo modale:** “Se mi dai il numero di telefono di Baldwin, posso fargli un colpo di telefono!”, “*If you will give me Baldwin’s telephone number, I can call him!*”;
- **If + should + verbo modale/imperativo:** “Se dovesse piovere, non uscire!”, “*If it should rain, don’t go out!*”;
- **If + simple present + imperativo:** “Sta piovendo a catinelle! Se vuoi uscire con Jasmine, prendi un ombrello!”, “*It’s raining cats and dogs! If you want to go out with Jasmine, take an umbrella!*”.

Nella costruzione del periodo ipotetico di 2° tipo (possibilità), si usa sempre *were* anziché *was*: “Se fossi in te, mi metterei a dieta!”, “*If I were you, I would go on a diet!*”.

1.23 Reporting verbs

Ci sono diversi verbi che introducono il discorso indiretto, e vengono chiamati *reporting verbs*. I più usati sono *say* e *tell*. Il primo, a differenza di *tell*, quando introduce il discorso indiretto, NON può essere seguito dal complemento di termine (e.g.: “Janet dice che ...”, “*Janet says (that)...*”). Altri *reporting verbs*: *mention, answer, think, be sure, explain, agree*.

Ask viene utilizzato per le interrogative indirette (e.g.: “Diane chiese a Sarah ...”, “*Diane asked Sarah ...*”).

Tell + persona + infinito per riportare gli ordini (e.g.: “Non devi gridare!”, “Mia madre mi ha detto di non gridare”, “*You mustn’t shout!*”, “*My mother told me not to shout*”), ma può essere usato anche *must* o *be to* (e.g.: “Non devi gridare!”, “Mia madre mi ha detto di non gridare”, “*You mustn’t shout!*”, “*My mother said I mustn’t shout*”, oppure “*My mother said I was not to shout*”).

Ask + persona + infinito per riportare le richieste.

Ask for + persona + infinito per riportare le richieste finalizzate ad ottenere qualcosa (e.g.: “Adam mi chiese un fazzoletto”, “*Adam asked (me) for a handkerchief*”).

Gli avverbi, gli aggettivi e i pronomi personali cambiano al passaggio dal discorso diretto a quello indiretto.

Se il *reporting verb* è al tempo presente (e.g.: “Diane dice che ...”, “*Diane says (that) ...*”), chiaramente i tempi dei verbi del discorso indiretto sono uguali a quelli del discorso diretto.

Se il *reporting verb* è al tempo passato (e.g.: “Arnold disse che ...”, “*Arnold said (that) ...*”), i verbi al presente nel discorso diretto, passato al passato nel discorso indiretto.

Se il *reporting verb* è al tempo passato (e.g.: “Lennie disse che ...”, “*Lennie said (that) ...*”), i verbi al passato nel discorso diretto, passano al trapassato nel discorso indiretto. Possono anche restare uguali se ciò che è stato affermato è ancora vero quando viene riportato. *Would, should, ought to, could* e *might* restano uguali.

Nelle frasi interrogative indirette:

- nelle *yes/no questions*, il *se* è tradotto con *if* o con *whether* (e.g.: “È andata a Edimburgo?”, “Martin voleva sapere se eri andata a Edimburgo”, “*Has she gone to Edinburgh?*”, “*Martin wanted to know if you had gone to Edinburgh*”),
- le *wh-questions* vengono introdotte da aggettivi, pronomi e avverbi interrogativi (e.g.: “Che aereo ha preso Edith?”, “Sally mi ha chiesto che aereo aveva preso Edith”, “*Which plane did Edith take?*”, “*Sally asked me which plane Edith had taken*”).

1.24 L'infinito con *to* e senza *to*. La forma in *-ing*

L'infinito può essere usato con o senza *to*.

Si usa il *to*:

- dopo gli aggettivi (e.g.: “Kelly è contenta di vedere Peter”, “*Kelly is glad to see Peter*”);
- dopo alcuni verbi (vedi tabella sottostante);
- dopo un nome (e.g.: “Sono le 5. Devi prendere la pillola!”, “*It’s five o’clock. You have a pill to take!*”);
- dopo il verbo + complemento oggetto (e.g.: “Vorrei che tu cucinassi qualcosa”, “*I would like you to cook something*”), dopo i pronomi, gli avverbi e gli aggettivi interrogativi (e.g.: “È tardi. Sapete dove dormire?”, “*It’s late. Do you know where to sleep?*”).

<i>agree</i>	essere d'accordo	<i>learn</i>	apprendere
<i>arrange</i>	sistemare	<i>manage</i>	riuscire a
<i>attempt</i>	tentare	<i>need</i>	aver bisogno di
<i>be</i>	essere	<i>offer</i>	offrire
<i>choose</i>	scegliere	<i>ought to</i>	dovere
<i>dare</i>	osare	<i>plan</i>	progettare
<i>decide</i>	decidere	<i>prepare</i>	preparare
<i>expect</i>	attendere	<i>promise</i>	promettere
<i>fail</i>	fallire	<i>refuse</i>	rifiutare
<i>forget</i>	dimenticare	<i>seem</i>	sembrare
<i>have</i>	avere	<i>want</i>	volere
<i>hope</i>	sperare	<i>wish</i>	desiderare

Non si usa il *to*:

- dopo i verbi difettivi (e.g.: “Sai suonare la chitarra?”, “*Can you play the guitar?*”), dopo *make/see/hear* + complemento oggetto (e.g.: “Mary Rose mi fa ridere”, “*Mary Rose makes me laugh*”);
- dopo *had better*;
- e dopo *would rather* (e.g.: “Preferirei vedere questo film”, “*I would rather see this film*”).

La forma in *-ing* deve essere usata dopo alcuni verbi come:

<i>avoid</i>	evitare	<i>mind</i>	preoccuparsi
<i>dislike</i>	non gradire	<i>keep</i>	mantenere
<i>enjoy</i>	divertirsi	<i>miss</i>	mancare
<i>finish</i>	terminare	<i>practise</i>	addestrarsi a
<i>go on</i>	proseguire	<i>risk</i>	rischiare
<i>imagine</i>	immaginare	<i>stop</i>	smettere



Dopo **intend** (avere intenzione), **start** (cominciare), **begin** (iniziare) e *continue* (continuare) può essere usato sia l'infinito con *to*, sia la forma in *-ing* (e.g.: “Trevor cominciò a correre”, “*Trevor began to run*”, oppure “*Trevor began running*”).

Dopo **love** (amare), **like** (piacere), **hate** (odiare) e **prefer** (preferire) può essere usato sia l'infinito con *to*, sia la forma in *-ing* (e.g.: “Melanine ama cucinare”, “*Melanine loves to cook*”, oppure “*Melanine loves cooking*”). Si usa l'infinito dopo **like** per sottolineare qualcosa che si fa ma non è gradevole farla (e.g.: “A Don piace andare dal dentista due volte l'anno”, “*Don likes to go to the dentist's twice a year*”).

Dopo *would like*, *would prefer*, *would have* e *would love* **NON** si può usare la forma in *-ing*: si deve usare l'infinito con *to*.

Dopo **not forget** (non dimenticare) e **remember** (ricordare) può essere usato sia l'infinito con *to*, sia la forma in *-ing*. Si userà la prima forma quando chi parla intende ricordare di fare qualcosa; si userà la seconda forma quando chi parla intende ricordare qualcosa del passato.

Dopo **try** (provare) può essere usato sia l'infinito con *to*, sia la forma in *-ing*. Si userà la prima forma quando chi parla intende l'azione di fare un tentativo; si userà la seconda forma quando chi parla intende l'azione di fare una prova.

Dopo **stop** (smettere) può essere usato sia l'infinito con *to*, sia la forma in *-ing*. Si userà la prima forma quando ci si ferma per fare qualcosa; si userà la seconda forma quando chi parla intende un'azione che termina.

Dopo **hear** (sentire), **see** (vedere), **watch** (guardare) e **listen** (ascoltare) può essere usato sia l'infinito senza *to*, sia la forma in *-ing*. Si userà la prima forma quando si riporta un'azione intera, completa; si userà la seconda forma quando si riporta un'azione non intera, ma solo una parte.

Dopo **go** (andare) può essere usato sia l'infinito con *to*, sia la forma in *-ing*. Si userà la seconda forma quando ci si riferisce a passatempi, ad azioni di divertimento, soprattutto con verbi tipo *ride* (cavalcare), *skate* (pattinare), *walk* (passeggiare), *climb* (scalare), *fish* (pescare). Si userà la prima forma per gli tutti gli altri casi.

1.25 Want someone to do something

Questa è la regola dell'**accusativo + infinito con to**, che *want* e *would like* possono avere.

Di solito, quando in classe si chiede di tradurre frasi come “Vorrei che tu lavassi la macchina”, i ragazzi tendono a rispondere “*I would like that you...*”. Allora, per far comprendere la regola *want someone to do something*, abbiamo adottato uno stratagemma: chiediamo se ai ragazzi piacciono i film *western*, di solito la risposta è affermativa.

va (altrimenti è un problema!). Chiediamo poi come verrebbe doppiato in italiano l'attore che fa la parte dell'indiano dicendo questa frase: "Voglio che tu lavi il mio cavallo". La risposta dei ragazzi è "Io voglio tu lavare mio cavallo": è esattamente l'**accusativo + infinito con to**. Chiediamo poi di tradurre "Io voglio tu lavare mio cavallo", e i ragazzi "I want you to wash my horse". Ecco applicata la regola *want someone to do something*.

Non si può usare il *that* per introdurre frasi dopo *would like* e *want*.

Analoga costruzione si può avere con *tell* (dire), *ask* (chiedere), *want* (volere), *teach* (insegnare), *persuade* (persuadere), *force* (costringere), *expect* (aspettare), *invite* (invitare), *advise* (consigliare), *allow* (permettere), *remind* (ricordare) e *warn* (avvertire): e.g.: "La mamma di Rebecca non le permetterà di uscire", "*Rebecca's mother will not allow her to go out*".

Qualora principale e oggettiva avessero il medesimo soggetto, non bisogna ripeterlo (e.g.: "Vorrei che Amy mi invitasse alla festa", "*I would like Amy to invite me to the party*").

Oltre all'**accusativo + infinito con to**, abbiamo la regola dell'**accusativo + infinito senza to**: *let* e *make* seguono quest'ultima regola (e.g.: "Hanno concesso ai bambini solo uno spuntino", "*They let children have only a snack*").

1.26 Confusing verbs

I *confusing verbs* si chiamano in questo modo perché gli italiani tendono a confonderli, visto che hanno significati simili. Ecco di seguito i più comuni:

ricordarsi, tenere a mente	<i>to remember</i>
far venire in mente, ricordare a qualcuno	<i>to remind</i>
dare in prestito	<i>to lend</i>
prendere in prestito	<i>to borrow</i>
fare la conoscenza di una persona per la prima volta	<i>to meet</i>
conoscere una persona da un po' di tempo	<i>to know</i>
portare lontano da chi parla	<i>to take</i>
portare verso chi parla	<i>to bring</i>
andare a prendere e riportare	<i>to fetch</i>
portare addosso, indossare	<i>to wear</i>
trasportare, portare tenendo con sé	<i>to carry</i>

1.27 Phrasal verbs

I verbi fraseologici sono quei verbi che cambiano di significato a seconda della particella che segue. Si possono dividere in quattro categorie:

- 1ª categoria** sono quei verbi fraseologici che non reggono il complemento oggetto (e.g.: *to get up*);
- 2ª categoria** sono quei verbi fraseologici che reggono il complemento oggetto (e.g.: *to turn on*);
- 3ª categoria** sono quei verbi fraseologici che dopo la particella reggono sempre un complemento (e.g.: *look after*);
- 4ª categoria** sono quei verbi fraseologici composti da tre parti: verbo + particella + preposizione (e.g.: *keep up with*).

Ecco un elenco di verbi fraseologici più comuni appartenenti alle quattro categorie:

1ª CATEGORIA

indietreggiare	<i>back</i>	<i>away</i>
essere in programma	<i>be</i>	<i>on</i>
partire	<i>be</i>	<i>off</i>
alzarsi in piedi	<i>stand</i>	<i>up</i>
sedersi	<i>sit</i>	<i>down</i>
lasciarsi	<i>break</i>	<i>up</i>
andare in giro	<i>get</i>	<i>around</i>
fare progressi	<i>get</i>	<i>on</i>
alzarsi (dal letto)	<i>get</i>	<i>up</i>
andare fuori per il fine settimana	<i>go</i>	<i>away</i>
continuare	<i>go</i>	<i>on</i>
aumentare	<i>go</i>	<i>up</i>
rimanere in linea (telefono)	<i>hold</i>	<i>on</i>
decollare	<i>take</i>	<i>off</i>
consumarsi	<i>wear</i>	<i>off</i>

2ª CATEGORIA

scassinare	<i>break</i>	<i>into</i>
educare	<i>bring</i>	<i>up</i>
continuare	<i>carry</i>	<i>on</i>
riempire	<i>fill</i>	<i>in</i>
smettere	<i>give</i>	<i>up</i>
investigare	<i>look</i>	<i>into</i>
distinguere	<i>make</i>	<i>out</i>
rimandare	<i>put</i>	<i>off</i>
indossare	<i>put</i>	<i>on</i>
ospitare	<i>put</i>	<i>up</i>
spegnere/accendere	<i>switch</i>	<i>on/off</i>
togliersi indumenti	<i>take</i>	<i>off</i>
dedicarsi ad uno sport o passatempo	<i>take</i>	<i>up</i>
accendere/spegnere	<i>turn</i>	<i>on/off</i>
alzare/abbassare il volume	<i>turn</i>	<i>up/down</i>
buttare via	<i>throw</i>	<i>away</i>

3ª CATEGORIA

rompere un accordo	<i>break</i>	<i>off</i>
imbattersi	<i>come</i>	<i>across</i>
riprendersi	<i>get</i>	<i>over</i>
esaminare	<i>go</i>	<i>through</i>
curare	<i>look</i>	<i>after</i>
assomigliare	<i>take</i>	<i>after</i>



4^a CATEGORIA

urtare/imbattersi	<i>come</i>	<i>up against</i>
abolire	<i>do</i>	<i>away with</i>
sentirsi in grado	<i>feel</i>	<i>up to</i>
farla franca	<i>get</i>	<i>away with</i>
andare d'accordo	<i>get</i>	<i>on with</i>
liberarsi da un obbligo o cattiva abitudine	<i>get</i>	<i>out of</i>
mantenersi aggiornato	<i>keep</i>	<i>up with</i>
non vedere l'ora di	<i>look</i>	<i>forward to</i>
venire a mancare	<i>run</i>	<i>out of</i>
sopportare	<i>put</i>	<i>up with</i>

1.28 Verbi seguiti dalle preposizioni

Ecco un elenco di alcuni verbi più comuni seguiti da una preposizione:

scusarsi con qualcuno di/per qualcosa	<i>to apologize to somebody for something</i>
presentare una domanda	<i>to apply for something</i>
chiedere qualcosa a qualcuno	<i>to ask somebody about something</i>
credere in	<i>to believe in</i>
appartenere a	<i>to belong to</i>
lamentarsi con qualcuno di qualcosa	<i>to complain to somebody about something</i>
dipendere da	<i>to depend on</i>
avere notizia di qualcuno	<i>to hear from somebody</i>
ridere di	<i>to laugh at</i>
ascoltare	<i>to listen to</i>
cercare	<i>to look for</i>
pagare	<i>to pay for something</i>
spendere soldi per	<i>to spend (money) on</i>
riuscire a fare qualcosa	<i>to succeed in something</i>
ringraziare qualcuno per qualcosa	<i>to thank somebody for something</i>

Capitolo 2

Il nome

2.1 Il plurale

Generalmente per ottenere il plurale dei sostantivi in inglese si aggiunge una *-s* al singolare (e.g.: *car, cars; pencil, pencils*). Tuttavia ai sostantivi che terminano per *-s, -ss, -sh, -ch, -x, -o* e *-z* si aggiunge *-es* (e.g.: *box, boxes; church, churches; potato, potatoes; tomato, tomatoes*) per evitare problemi di cacofonia.

Se il sostantivo termina in:

- *-y* preceduta da consonante, la *-y* cade e si trasforma in *-i* prima di aggiungere *-es* (e.g.: *lady, ladies*);
- se il sostantivo termina in *-y* preceduta da vocale, non succede niente e si aggiunge semplicemente una *-s* (e.g.: *boy, boys; key, keys*);
- i nomi terminanti in *-f* e *-fe*, fanno cadere la *-f* e la *-fe* prima di aggiungere *-ves* (e.g.: *knife, knives; wife, wives; shelf, shelves*).

Cliff (scogliera), *chief* (comandante) e *roof* (tetto) non seguono questa regola, ma aggiungono semplicemente la *-s* (e.g.: *cliffs, chiefs, roofs*).

Come in italiano esistono dei plurali irregolari (e.g.: *uomo, uomini; bue, buoi*), anche in inglese esistono dei sostantivi che al plurale hanno un'uscita propria. Ecco alcuni esempi:

<i>man</i>	uomo	<i>men</i>	uomini
<i>woman</i>	donna	<i>women</i>	donne
<i>child</i>	bambino	<i>children</i>	bambini
<i>ox</i>	bue	<i>oxen</i>	buoi
<i>foot</i>	piede	<i>feet</i>	piedi
<i>tooth</i>	dente	<i>teeth</i>	denti
<i>goose</i>	oca	<i>geese</i>	oche
<i>mouse</i>	topo	<i>mice</i>	topi
<i>aircraft</i>	aereo	<i>aircraft</i>	aerei
<i>sheep</i>	pecora	<i>sheep</i>	pecore
<i>spacecraft</i>	astronave	<i>spacecraft</i>	astronavi

Alcuni sostantivi derivanti da altre lingue, pur terminando in *-o*, fanno il plurale in *-s*, e non in *-es* (e.g.: *photo, photos; piano, pianos; radio, radios*).

vo sassone, ma con l'ausilio di *of* (e.g.: *the door of the classroom*). Quando scriviamo *animato* non intendiamo necessariamente *vivo*: gli inglesi, per esempio, considerano il tempo *animato*, quindi l'espressione "il giornale di ieri" si traduce *yesterday's newspaper*.

2.3 Aggettivazione dei sostantivi

Pensiamo sia necessario spendere qualche parola sull'aggettivazione dei sostantivi. C'è la possibilità di usare i sostantivi al posto degli aggettivi (e.g.: regalo di Natale, *Christmas present*; sacchetto di carta, *paper bag*). L'errore più comune è quello di applicare la regola del genitivo sassone (e.g.: sacchetto di carta, *paper's bag*) oppure di mettere al plurale l'aggettivo (e.g.: hotel a 4 stelle, *4-stars hotel*): **l'aggettivo NON può avere il plurale, e questa regola si applica anche per l'aggettivazione dei sostantivi** (e.g.: hotel a 4 stelle, *4-star hotel*). Qualche volta i due sostantivi sono separati da uno spazio (e.g.: cartella, *school bag*), o separati da un trattino (e.g.: spiccioli, *pocket-money*), o attaccati insieme (e.g.: faccende domestiche, *housework*).

2.4 Nomi numerabili e non numerabili

Come in italiano, in inglese esistono sostantivi che si possono numerare (*countable*) e altri no (*uncountable*). Ecco alcuni esempi:

sostantivi numerabili

<i>glass</i>	bicchiere
<i>cigarette</i>	sigaretta
<i>bottle</i>	bottiglia
<i>litre</i>	litro
<i>orange</i>	arancia
<i>banana</i>	banana
<i>egg</i>	uovo

sostantivi non numerabili

<i>milk</i>	latte
<i>tea</i>	tè
<i>sugar</i>	zucchero
<i>meat</i>	carne
<i>oil</i>	olio
<i>water</i>	acqua
<i>bread</i>	pane

Sia con i nomi numerabili che con quelli non numerabili è possibile usare un'espressione costruita con *of* (e.g.: un chilo di banane, *a kilo of bananas*; un bicchiere di latte, *a glass of milk*).

È possibile usare al plurale qualche sostantivo non numerabile quando si ordinano bevande al bar o cibi al ristorante, esattamente come facciamo in italiano (e.g.: "Due caffè, per favore", "*Two coffees, please*"), oppure quando si vuole far intendere all'interlocutore che si sta parlando di tipi diversi, per esempio, di formaggio, di vino (e.g.: "Ho vari tipi di vino", "*I have got different wines*").



2.4.1 A piece of/a bit of

È possibile rendere numerabili alcuni sostantivi non numerabili con l'espressione *a piece of* o *bit of*. Ecco alcuni esempi di nomi non numerabili:

<i>information</i>	informazioni
<i>news</i>	notizie
<i>furniture</i>	mobili
<i>money</i>	denaro
<i>travel</i>	viaggi
<i>housework</i>	faccende domestiche
<i>homework</i>	compiti
<i>work</i>	attività
<i>weather</i>	condizioni atmosferiche
<i>luggage</i>	bagagli

(e.g.: “Ho sentito una bella notizia”, “*I have heard a beautiful piece of news*”).

2.4.2 Pair nouns

Spesso, in italiano, si sente dire forbice, pantalone: in realtà questi nomi non hanno il singolare e si dovrebbe dire forbici, pantaloni, anche se ci si riferisce ad una singola unità. I nomi di vestiti o oggetti formati da due parti uguali sono considerati sempre plurali: quindi si accordano nel numero con il verbo (e.g.: “Il tuo binocolo è laggiù”, “*Your binoculars are over there*”; “Il pigiama di Tom è giallo”, “*Tom’s pyjamas are yellow*”). Un dubbio: come si fa quando ci si riferisce a più pigiama, a più pantaloni? Si usa *a pair of/a pairs of* (e.g.: “Sue ha dieci paia di pantaloni”, “*Sue has got ten pairs of trousers*”). Ecco alcuni esempi di *pair nouns*:

<i>tights</i>	collant
<i>pants</i>	mutande
<i>spectacles</i>	occhiali
<i>scales</i>	bilancia
<i>pliers</i>	pinze
<i>scissors</i>	forbici

Abbiamo poi altri sostantivi che, pur avendo soltanto la forma plurale, possono essere usati con il verbo al singolare, al plurale, o indifferentemente al singolare o plurale:

con il verbo al singolare

<i>politics</i>	politica
<i>athletics</i>	atletica
<i>gymnastics</i>	ginnastica

con il verbo al plurale

<i>goods</i>	merce
<i>clothes</i>	vestiti
<i>contents</i>	contenuto

con il verbo al singolare o al plurale

<i>means</i>	mezzo
<i>headquarters</i>	sede centrale
<i>works</i>	fabbrica

<i>measles</i>	morbillo	<i>troops</i>	truppe
<i>news</i>	telegiornale	<i>earnings</i>	guadagni
<i>mathematics</i>	matematica	<i>savings</i>	risparmi

Dopo i nomi collettivi (e.g.: *family*) si può usare il verbo al plurale o al singolare. Il verbo va al plurale se ci si riferisce ai singoli appartenenti al gruppo, invece va al singolare se ci si riferisce all'intero gruppo. *Police* (polizia) e *cattle* (bovini/marmaglia) vogliono sempre il verbo al plurale. Altri esempi di nomi collettivi:

<i>group</i>	gruppo	<i>gang</i>	banda
<i>club</i>	club	<i>team</i>	squadra
<i>crowd</i>	folla	<i>audience</i>	pubblico
<i>committee</i>	commissione	<i>class</i>	classe
<i>company</i>	compagnia	<i>army</i>	esercito



Capitolo 3

L'articolo

3.1 Gli articoli indeterminativi

Gli articoli indeterminativi sono *a* e *an*:

- **a** si usa davanti a sostantivi che iniziano per consonante (e.g.: una penna, *a pen*; una scatola, *a box*);
- **an** davanti a sostantivi che iniziano per vocale (e.g.: una mela, *an apple*, un'arancia, *an orange*).

Ovviamente *a* e *an* si usano davanti a sostantivi numerabili singolari. Al posto di *a* e *an* si usa *one* quando si focalizza l'attenzione sul numero (e.g.: "C'è solo una penna sul banco", "*There is only one pen on the desk*").

È obbligatorio usare gli articoli indeterminativi davanti ai nomi che indicano un mestiere, una religione, una nazionalità (e.g.: "Mio padre è ingegnere", "*My father is an engineer*"; "Sono cattolico", "*I am a Catholic*"; "(lui) È italiano", "*He is an Italian*").

A e *an* possono avere anche valore distributivo (e.g.: al chilo, *a kilo*).

3.2 L'articolo determinativo

Il, lo, la, i, gli, le sono tradotti in inglese con l'articolo determinativo *the*.

The si usa:

- sia con nomi numerabili che non numerabili;
- per indicare una categoria (*the poor*);
- per indicare un'intera nazione (può anche essere omesso);
- davanti a sostantivi nominati in precedenza nel discorso;
- con nomi come luna (*moon*) o sole (*sun*), in quanto unici;
- con nomi non numerabili se ci si riferisce a qualcosa in particolare;
- davanti a *school* (scuola), *hospital* (ospedale), *church* (chiesa), *university* (università), *court* (corte), *market* (mercato), *home* (casa), *sea* (mare), *prison* (prigione), *work* (lavoro), *college* (college), *class* (classe), *town* (città) e *bed* (letto) quando ci si riferisce a loro come edifici o alla funzione che hanno, e quando c'è un aggettivo per meglio qualificare questi sostantivi (e.g.: la vecchia prigione, *the old prison*);
- davanti ai cognomi per indicare tutta la famiglia (e.g.: i Signori Walker, *the Walkers*). Il cognome, in questo caso, si mette al plurale;
- davanti alle nazioni che hanno un senso plurale (e.g.: gli USA, *the USA*);



- davanti ai nomi di fiumi, mari e canali (e.g.: il fiume Mersey, *the River Mersey*);
- davanti ai nomi di teatri, alberghi, gallerie e cinema (e.g.: il teatro Curtain, *the Curtain Theatre*).

The non si usa:

- con nomi non numerabili se si parla in generale;
- per indicare un'intera nazione (può anche essere utilizzato);
- davanti a *school* (scuola), *hospital* (ospedale), *church* (chiesa), *university* (università), *court* (corte), *market* (mercato), *home* (casa), *sea* (mare), *prison* (prigione), *work* (lavoro), *college* (college), *class* (classe), *town* (città) e *bed* (letto) quando ci si riferisce a loro come istituzioni o alla funzione che hanno;
- davanti ai nomi di persone (e.g.: il Sig. Birch, *Mr. Birch*);
- davanti ai nomi dei continenti (e.g.: l'Oceania, *Oceania*);
- davanti alle nazioni (e.g.: l'Italia, *Italy*);
- davanti ai nomi di montagne (e.g.: il Monte Robson, *Mount Robson*);
- davanti ai nomi di laghi (e.g.: il lago Huron, *Lake Huron*);
- davanti ai nomi di paesi e città (e.g.: il New Jersey, *New Jersey*);
- davanti ai nomi di strade, ponti e parchi (e.g.: in Downing Street, *in Downing Street*);
- davanti ai nomi di edifici (e.g.: l'Abbazia di Fleury, *Fleury Abbey*).

Capitolo 4

I pronomi e le loro classificazioni, gli aggettivi determinativi, gli articoli partitivi

4.1 Pronomi personali soggetto, pronomi personali complemento, aggettivi possessivi e pronomi possessivi

I **pronomi personali soggetto** sono *I, you, he, she, it, we, you, they*: **pronomi** = al posto del nome; **personali** = si riferiscono a persone, animali o cose; **soggetto** = hanno funzione di soggetto. Come già detto in precedenza, il pronome personale soggetto *I* va sempre scritto in maiuscolo, anche se si trova all'interno della frase.

I **pronomi personali complemento** sono *me, you, him, her, it, us, you, them*: **pronomi** = al posto del nome; **personali** = si riferiscono a persone, animali o cose; **complemento** = hanno funzione di complemento.

Gli **aggettivi possessivi** sono *my, your, his, her, its, our, your, their*. Devono essere sempre accompagnati da un nome (perché sono aggettivi). In italiano mettiamo l'articolo all'aggettivo possessivo (e.g.: la mia macchina): in inglese NON si può fare (e.g.: la mia macchina, *my car*).

I **pronomi possessivi** sono *mine, yours, his, hers, —, ours, yours, theirs*. NON devono essere mai accompagnati da un nome (perché sono pronomi). In italiano mettiamo l'articolo al pronome possessivo (e.g.: la mia macchina e la sua): in inglese NON si può fare (e.g.: la mia macchina e la sua (di lei), *my car and hers*; la tua macchina e la sua (di lui), *your car and his*). Come si desume, il pronome personale neutro di 3^a persona NON esiste.

In italiano gli aggettivi e i pronomi possessivi hanno la stessa uscita, cioè sono uguali nella forma, ma non nella funzione: è necessario dunque capire bene la loro funzione per la corretta traduzione in inglese.

Riteniamo sia utile fornire una **tabella riepilogativa** sui pronomi personali soggetto, pronomi personali complemento, aggettivi possessivi e pronomi possessivi, in quanto, in base alla nostra esperienza, è facile confondersi.



Pronomi personali soggetto	Pronomi personali complemento
<i>I</i> = io <i>you</i> = tu <i>he</i> = egli, lui <i>she</i> = ella, lei <i>it</i> = esso <i>we</i> = noi <i>you</i> = voi <i>they</i> = essi	<i>me</i> = mi, me <i>you</i> = ti, te <i>him</i> = gli, lo, lui <i>her</i> = le, la, lei <i>it</i> = lo/la, esso/essa <i>us</i> = ci, noi <i>you</i> = vi, voi <i>them</i> = loro/gli/li/le
Aggettivi possessivi	Pronomi possessivi
<i>my</i> = il mio, i miei, la mia, le mie <i>your</i> = il tuo, i tuoi, la tua, le tue <i>his</i> = il suo, i suoi, la sua, le sue <i>her</i> = il suo, i suoi, la sua, le sue <i>its</i> = il suo, i suoi, la sua, le sue <i>our</i> = il nostro, i nostri, la nostra, le nostre <i>your</i> = il vostro, i vostri, la vostra, le vostre <i>their</i> = il loro, i loro, la loro, le loro	<i>mine</i> = il mio, i miei, la mia, le mie <i>yours</i> = il tuo, i tuoi, la tua, le tue <i>his</i> = il suo, i suoi, la sua, le sue <i>hers</i> = il suo, i suoi, la sua, le sue <i>—</i> = il suo, i suoi, la sua, le sue <i>ours</i> = il nostro, i nostri, la nostra, le nostre <i>yours</i> = il vostro, i vostri, la vostra, le vostre <i>theirs</i> = il loro, i loro, la loro, le loro

4.2 Pronomi riflessivi e pronomi reciproci

È importante capire la differenza mediante due esempi: se due ragazzi cadono dalle scale, posso dire che si sono fatti male? Sì. Se due ragazzi si picchiano, posso dire che si sono fatti male? Sì. Ma qual è la differenza? Nel primo esempio ognuno dei ragazzi, cadendo, ha fatto male a se stesso. Nel secondo esempio ognuno dei ragazzi ha fatto male all'altro. Dunque, nel primo caso devo usare un pronome riflessivo, nel secondo un pronome reciproco (e.g.: "I due ragazzi si sono fatti male", *The two boys hurt themselves*; "I due ragazzi si sono fatti male", *The two boys hurt each other*).

Pronomi riflessivi

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

I pronomi riflessivi si usano per la formazione dei verbi riflessivi e come complementi dopo un verbo. Non esiste una corrispondenza lineare con i verbi riflessivi italiani. Per enfaticizzare il concetto di una frase, si può porre alla fine della stessa il pronome (e.g.: "Fallo tu!"; "Do it yourself!").

On my own/by myself

On my own e *by myself* traducono l'espressione *da solo* (e.g.: "Vivo da solo!", "I live on my own!/I live by myself!"). È possibile utilizzarle per tutte le persone.

<i>on my own</i>	<i>by myself</i>
<i>on your own</i>	<i>by yourself</i>
<i>on his own</i>	<i>by himself</i>
<i>on her own</i>	<i>by herself</i>
<i>on its own</i>	<i>by itself</i>
<i>on our own</i>	<i>by ourselves</i>
<i>on your own</i>	<i>by yourselves</i>
<i>on their own</i>	<i>by themselves</i>

4.3 Aggettivi e pronomi dimostrativi

Servono per indicare persone o cose vicine o lontane da chi parla: possono avere funzione aggettivale (e.g.: questo cane, *this dog*, quell'auto, *that car*, queste penne, *these pens*, quelle scatole, *those boxes*) o pronominale (e.g.: questa è una bella macchina, *this is a beautiful car*, quella è mia moglie, *that is my wife*, queste sono le tue matite, *these are your pencils*, quelli sono i miei libri, *those are my books*).

<i>this</i> = questo/questa	<i>these</i> = questi/queste
<i>that</i> = quello/quella	<i>those</i> = quelli/quelle

4.3.1 One e ones

Servono per sostituire sostantivi singolari e plurali, al fine di non appesantire l'eloquio o una lettera. *One* si usa al posto dei sostantivi singolari, mentre *ones* al posto di quelli plurali. *One* e *ones* si usano dopo:

- un aggettivo (e.g.: "Quale cintura vuoi? Una nera?", "*Which waistband do you want? A black one?*");
- *the* (e.g.: "Il mio negozio è quello sulla destra", "*My shop is the one on the right*");
- *every* (e.g.: "Quelle sono le nostre cravatte: ognuna ha un disegno", "*Those are our ties: everyone has a pattern*");
- *each* (e.g.: "In questa classe ci sono 20 bambini. Ognuno ha un cappellino rosso", "*In this classroom there are 20 children. Each one has a red hat*");
- aggettivo dimostrativo (e.g.: "Quale maglietta vuoi? Questa?", "No, quella!", "*Which t-shirt do you want? This one?*" "No, that one!");
- *which* (e.g.: "Queste sono le nostre sciarpe di lana! Quale vuoi?", "*These are our wool scarfs! Which one do you want?*").

4.4 Aggettivi indefiniti

Gli aggettivi indefiniti sono: *every* (ogni, ciascuno, tutti), *each* (ogni, ciascuno), *any* (del, dello, della, dei, degli, delle, qualche, un po'), *a lot of/lots of* (molto, assai), *many* (molti, numerosi, svariati, parecchi), *much* (molto, assai, parecchio, tanto), *a few* (pochi), *a little* (poco, qualcosa), *more* (più, ancora, altro, dell'altro, in aggiunta), *most* (la maggior parte di, la maggioranza di, il più di, quasi tutto), *fewer* (meno), *fewest* (la parte minore di), *less* (meno, minor) e *least* (minimo, il più piccolo).

Analizziamoli:

- **Every** si usa quando ci si riferisce ad un nutrito gruppo di cose o di persone (e.g.: "Tutti gli uomini devono lavorare", "*Every man has to work*");
- **Each** quando ci si riferisce alle singole persone o cose di un gruppo (e.g.: "Ogni studente può scegliere il suo corso di laurea", "*Each student can choose his degree course*");
- **Any** quando ci si riferisce ad una persona o cosa qualsiasi di un gruppo (e.g.: "Jeff può scegliere qualsiasi regalo", "*Jeff can choose any gift*");
- **A lot of** e **lots of** si usano in frasi affermative indistintamente con sostantivi numerabili e non numerabili (e.g.: "Angela ha molte bambole", "*Angela has got a lot of dolls*");
- **Many** e **much** si usano in frasi negative e interrogative: il primo viene usato con sostantivi numerabili, il secondo con quelli non numerabili (e.g.: "Quanti soldatini di piombo ha Toby?", "*How many tin soldiers has Toby got?*");
- **A few** si usa con i sostantivi numerabili (e.g.: "Ci sono poche banane nella credenza", "*There are a few bananas in the kitchen cupboard*") e **a little** con quelli non numerabili (e.g.: "C'è poco latte nel frigo", "*There is a little milk in the fridge*");
- **More** e **most** si usano in frasi indistintamente con sostantivi numerabili e non numerabili (e.g.: "Jackie ha più giocattoli di Wendy", "*Jackie has got more toys than Wendy*");
- **Fewer** e **fewest** si usano con i nomi numerabili (e.g.: "Astrid ha meno libri di Sven", "*Astrid has got fewer books than Sven*"), mentre **less** e **least** con i non numerabili.

Some, any, many, much, a few, a lot e a little possono essere usati anche con funzione di pronomi.

4.4.1 Composti: *some-, every-, any- e no-*

Nell'*American English* si sente spesso *someplace, everyplace, anyplace* e *noplace*. Nel *British English*, invece, si hanno composti differenti. *Someone, somebody, everyone, everybody, anyone, anybody, no one* e *nobody* si riferiscono alle persone (e.g.: "A tutti piace mangiare", "*Everyone likes eating*"); *something, everything, anything* e *nothing* alle cose (e.g.: "C'è qualcosa in questo bicchiere", "*There is something in this glass*"); *somewhere, everywhere, anywhere* e *nowhere* ai luoghi (e.g.: "Le mie chiavi devono essere da qualche parte", "*My keys must be somewhere*").

4.5 Differenza tra *enough* e *plenty of*

Enough e *plenty of* significano *abbastanza, a sufficienza*. Entrambi possono essere usati con sostantivi numerabili e non numerabili. La differenza sta nel fatto che *enough* indica una quantità sufficiente al fabbisogno di chi parla, *plenty of* una quantità maggiore, in abbondanza rispetto a quanto richiesto da chi parla (e.g.: “C’è abbastanza pane per tutti”, “*There is enough bread for everybody*”, “C’è abbastanza pane per tutti (in eccedenza)”, “*There is plenty of bread for everybody*”).

4.6 Question words

Le *question words* vengono utilizzate per le domande:

- **what** si usa quando ci si riferisce a cose o azioni (e.g.: “Che stai facendo?”, “*What are you doing?*”);
- **who** si usa quando ci si riferisce a persone (e.g.: “Chi sei?”, “*Who are you?*”);
- **where** si usa quando ci si riferisce ai luoghi (e.g.: “Dov’è Mike?”, “*Where is Mike?*”);
- **when** si usa quando ci si riferisce al tempo (e.g.: “Quando ci sei andato?”, “*When did you go there?*”);
- **why** si usa quando ci si riferisce alla causa, alla motivazione (e.g.: “Perché è venuta Sophie?”, “*Why has Sophie come?*”);
- **how** si usa quando ci si riferisce al modo (e.g.: “Come lo hai fatto?”, “*How did you do it?*”);
- **whose** si usa quando ci si riferisce al possesso (e.g.: “Di chi è questa macchina?”, “*Whose car is this?*”).

Riepilogando:

<i>what</i>	per le cose
<i>who</i>	per le persone
<i>where</i>	per i luoghi
<i>when</i>	per il tempo
<i>why</i>	per la causa
<i>how</i>	per il modo
<i>whose</i>	per il possesso

4.7 Le frasi relative

Le frasi relative hanno una doppia tipologia: attributiva (*defining*) e appositiva (*non defining*). La prima è necessaria per la completezza del senso della frase, mentre la seconda potrebbe anche essere omessa, e la frase continuerebbe ad avere senso. Di solito le frasi *non defining* sono poste tra due virgole.

Who e **which** sono pronomi relativi: il primo si riferisce alle persone (e.g.: “Lo studente che viene dagli Stati Uniti è molto bravo a tennis”, “*The student who comes from*

the USA is very good at tennis”), il secondo alle cose (e.g.: “Questa è la racchetta che Christopher ha comprato l’anno scorso”, “*This is the racket which Christopher bought last year*”). Entrambi possono avere funzione di soggetto o oggetto della frase.

That può sostituire i pronomi relativi precedenti (e.g.: “Lo studente che viene dagli Stati Uniti è molto bravo a tennis”, “*The student that comes from the USA is very good at tennis*”; “Questa è la racchetta che Christopher ha comprato l’anno scorso”, “*This is the racket that Christopher bought last year*”).

I tre pronomi summenzionati (*who, which e that*) possono essere omessi quando hanno la funzione di oggetto della frase, o quando abbiamo una preposizione. Chiaramente quando *who, which e that* hanno funzione di soggetto **NON** possono essere omessi (e.g.: “Questo è il quadro che Sven ha comprato due anni fa”, “*This is the painting Sven bought two years ago*”).

Anche il pronome relativo **whom** si usa per le persone. *Whom* sostituisce *who* quando ha funzione di complemento oggetto o quando vi è una preposizione.

Whose, pronome relativo che indica possesso, si riferisce a persone, cose, paesi e animali.

Anziché usare un pronome relativo, si può usare **l’infinito senza il pronome**, dopo i superlativi, dopo *the only*, dopo *the next* e dopo *the + ordinale* (e.g.: “Usein Bolt fu il primo corridore a tagliare il traguardo”, “*Usein Bolt was the first runner to cross the finishing line*”).

Anziché usare un pronome relativo seguito da un verbo attivo, si può usare **il participio presente senza il pronome** (e.g.: “Gli studenti che vogliono superare l’esame devono studiare sodo!”, “*The students wanting to pass the exam must study hard!*”).

Anziché usare un pronome relativo seguito da un verbo passivo, si può usare **il participio passato senza il pronome** (e.g.: “Un palazzo costruito 30 anni fa deve essere ristrutturato”, “*An apartment block built 30 years ago must be renovated*”).

4.8 Gli articoli partitivi

Gli articoli partitivi sono quattro: *some, any, no e none*. Indicano una parte non definita, un po’: del, dello, della, dei, degli, delle.

Some si usa in frasi positive (e.g.: “Diane ha delle matite”, “*Diane has got some pencils*”). Si usa in frasi interrogative solo quando si chiede o si offre qualcosa (e.g.: “Vuoi del tè?”, “*Would you like some tea?*”).

Any in frasi interrogative, negative e interronegative (e.g.: “Non ci sono tovaglioli sul tavolo”, “*There aren’t any napkins on the table*”).

No in frasi di senso negativo: quando si hanno due negazioni in una frase, questa diventa positiva (e.g.: “Non dirmi che non vieni!”, cioè: “Dimmi che vieni!”), quindi, se desidero utilizzare il partitivo *no*, devo mettere il verbo senza negazione (e.g.: “Non hai nessuna macchina!”, “*You have no cars!*”, equivalente a: “*You haven’t any cars!*”).

None si usa come pronome (e.g.: “Nessuno di voi ci capisce!”, “*None of you understand(s) us!*”).

Capitolo 5

Gli aggettivi qualificativi

5.1 La collocazione dell'aggettivo

Gli aggettivi qualificativi vengono usati per attribuire una qualità ad un sostantivo. Mentre in italiano gli aggettivi seguono il sostantivo, in inglese lo precedono. L'aggettivo, in italiano, si accorda nel numero e nel genere al sostantivo al quale si riferisce, in inglese è invariabile. Alcuni aggettivi seguono il verbo essere, come *alone* (solo), *well* (bene), *ill* (malato), *afraid* (spaventato), *asleep* (addormentato), *awake* (sveglio). Tali aggettivi, generalmente, non precedono il sostantivo. Può capitare di avere più aggettivi qualificativi che accompagnano uno stesso nome, allora si deve tener conto di una semplice considerazione: si va dal generale al particolare. Si fa dunque riferimento alla seguente tabella:

Opinione	Dimensione	Età	Forma	Colore	Origine	Materiale	Scopo	Sostantivo
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5.1.1 I comparativi

Esistono tre tipi di comparativi:

- maggioranza;
- uguaglianza;
- minoranza.

Partiamo da quello più semplice, il **comparativo di minoranza**. Prima dell'aggettivo si mette la parola *less*, dopo l'aggettivo *than* (e.g.: “Una Jaguar è meno costosa di una Ferrari”, “*A Jaguar is less expensive than a Ferrari*”; “Gilbert è meno alto di Jerome”, “*Gilbert is less tall than Jerome*”). Stessa cosa per gli avverbi.

Nel **comparativo di uguaglianza** si mette, prima e dopo l'aggettivo, la parola *as* (e.g.: “Una Bentley è tanto costosa quanto una Ferrari”, “*A Bentley is as expensive as a Ferrari*”; “Bryan è tanto alto quanto Andy”, “*Bryan is as tall as Andy*”). Stessa cosa per gli avverbi. In frase negativa si può sostituire il primo *as* con un *so* (e.g.: “Una Mercedes non è tanto costosa quanto una Ferrari”, “*A Mercedes isn't so expensive as a Ferrari*”; “Archibald non è tanto alto quanto Ernest”, “*Archibald isn't so tall as Ernest*”): questa regola è facoltativa (e.g.: “Una Mercedes non è tanto costosa quanto una Ferrari”, “*A Mercedes isn't as expensive as a Ferrari*”; “Freddy non è tanto alto quanto Horace”, “*Freddy isn't as tall as Horace*”).



Come si è visto, non è stato fatto alcun cenno alla lunghezza dell'aggettivo: negli esempi precedenti sono stati usati *expensive* (costoso) e *tall* (alto), il primo plurisillabico, il secondo monosillabico. Nel **comparativo di maggioranza** è necessario focalizzare l'attenzione sulla lunghezza, perché **la traduzione cambia al variare dell'aggettivo**.

Se ci troviamo di fronte ad un **aggettivo monosillabico** (e.g.: alto, *tall*, economico, *cheap*), il comparativo si forma aggiungendo *-er*, mentre il secondo termine di paragone viene introdotto da *than* (e.g.: “Una Rolls-Royce è più economica di una Ferrari”, “*A Rolls-Royce is cheaper than a Ferrari*”, “Alexander è più alto di David”, “*Alexander is taller than David*”). Se l'aggettivo è un monosillabico con uno, questi raddoppia l'ultima consonante prima di aggiungere *-er* (e.g.: grande, più grande, *big, bigger*; grasso, più grasso, *fat, fatter*). Che significa monosillabico? Un aggettivo formato da una sola sillaba. Che significa con uno? Che ha una sola vocale prima dell'ultima consonante (e.g.: “Denny è più grasso di George”, “*Denny is fatter than George*”).

La regola del raddoppio **NON** vale se l'ultima consonante è *-w* o *-y*. **NON** vale neanche se l'ultima consonante è preceduta da un'altra consonante o dalla *-x*. Se ci troviamo di fronte ad un monosillabico con due, cioè ci sono due vocali anziché una, **NON** c'è il raddoppio dell'ultima consonante. Nel caso di plurisillabici, la regola del raddoppio vale se l'accento è posto sulla parte finale della parola.

Se ci troviamo di fronte ad un **aggettivo plurisillabico** (e.g.: interessante, *interesting*; costoso, *expensive*), il comparativo si forma mettendo *more* davanti all'aggettivo, mentre il secondo termine di paragone viene introdotto ancora da *than* (e.g.: “Una Ferrari è più costosa di una Lamborghini”, “*A Ferrari is more expensive than a Lamborghini*”). Gli aggettivi che terminano in *-ed* di solito seguono la regola dei plurisillabici (e.g.: annoiato, *bored*, sorpreso, *surprised*, stanco, *tired*).

Alcuni bisillabici possono avere una doppia costruzione: divertente, *funny*, sporco, *dirty*, sciocco, *silly*, intelligente, *clever*, silenzioso, *quiet*, semplice, *simple*, di solito si comportano come i monosillabici, ma possono anche essere costruiti come i plurisillabici.

Altri, come utile, *useful*, fiducioso, *hopeful*, corretto, *correct*, moderno, *modern*, famoso, *famous*, attento, *careful*, noioso, *boring*, faticoso, *tiring*, disposto, *willing*, si comportano come plurisillabici. Educato, *polite*, stupido, *stupid*, comune, *common*, bello, *handsome*, piacevole, *pleasant*, stretto, *narrow*, possono avere una doppia costruzione.

Gli avverbi che terminano in *-ly* si comportano come i plurisillabici (e.g.: più lentamente, *more slowly*), quelli che hanno la stessa forma degli aggettivi si comportano come i monosillabici (e.g.: più velocemente, *faster*). Come in italiano, anche in inglese abbiamo aggettivi irregolari. Di seguito è riportata una tabella che anticipa anche i superlativi irregolari:

Aggettivo	Comparativo di maggioranza	Superlativo
<i>good</i> = buono	<i>better</i> = migliore	<i>the best</i> = il migliore
<i>bad</i> = cattivo	<i>worse</i> = peggiore	<i>the worst</i> = il peggiore

<i>far</i> = lontano	<i>farther</i> = più lontano	<i>the farthest</i> = il più lontano
	<i>further</i> = più (in) avanti	<i>the furthest</i> = il più distante
<i>little</i> = piccolo	<i>less</i> o <i>lesser</i> = minore	<i>the least</i> = il minimo
<i>much</i> = molto	<i>more</i> = più	<i>the most</i> = la maggior parte di
<i>old</i> = vecchio	<i>older</i> = più vecchio	<i>the oldest</i> = il più vecchio
	<i>elder</i> = maggiore	<i>the eldest</i> = il maggiore

L'espressione **sempre più** si rende in questo modo: per gli aggettivi monosillabici si ripete due volte l'aggettivo terminante in *-er* con in mezzo *and* (e.g.: sempre più alto, *taller and taller*), per gli aggettivi plurisillabici si ripete due volte *more* con in mezzo *and*, e il secondo *more* viene seguito dall'aggettivo (e.g.: sempre più costoso, *more and more expensive*). Il comparativo correlativo, che corrisponde all'espressione italiana *quanto più... tanto più*, o *quanto meno... tanto meno*, si costruisce antepo-
nendo l'articolo *the* all'aggettivo che termina in *-er* (e.g.: "Più grande è la tua volontà, migliori saranno i tuoi risultati", "*The bigger your will is, the better your results*").

5.1.2 Il superlativo

Nella formazione del superlativo è necessario focalizzare l'attenzione sulla lunghezza dell'aggettivo, perché **la traduzione cambia al variare dell'aggettivo**. Se ci troviamo di fronte ad un **aggettivo monosillabico** (e.g.: alto, *tall*; economico, *cheap*), il superlativo si forma aggiungendo *-est* all'aggettivo, che è preceduto dell'articolo *the* (e.g.: "La Mercedes-Benz SLR è la più economica", "*The Mercedes-Benz SLR is the cheapest*"; "Douglas è il più alto", "*Douglas is the tallest*"). Se l'aggettivo è un monosillabico con uno, questi raddoppia l'ultima consonante prima di aggiungere *-est* (e.g.: grande, il più grande, *big, the biggest*; grasso, il più grasso, *fat, the fattest*). Che significa monosillabico? Un aggettivo formato da una sola sillaba. Che significa con uno? Che ha una sola vocale prima dell'ultima consonante (e.g.: "Harvey è il più grasso", "*Harvey is the fattest*").

La regola del raddoppio **NON** vale se l'ultima consonante è *-w* o *-y*. **NON** vale neanche se l'ultima consonante è preceduta da un'altra consonante o dalla *-x*. Se ci troviamo di fronte ad un monosillabico con due, cioè ci sono due vocali anziché una, **NON** c'è il raddoppio dell'ultima consonante. Nel caso di plurisillabici, la regola del raddoppio vale se l'accento è posto sulla parte finale della parola.

Se ci troviamo di fronte ad un **aggettivo plurisillabico** (e.g.: interessante, *interesting*; costoso, *expensive*), il superlativo si forma mettendo *the most* davanti all'aggettivo (e.g.: "Una Ferrari è la più costosa", "*A Ferrari is the most expensive*").

Gli aggettivi che terminano in *-ed* di solito seguono la regola dei plurisillabici (e.g.: annoiato, *bored*, sorpreso, *surprised*, stanco, *tired*). Alcuni bisillabici possono avere una doppia costruzione: divertente, *funny*, sporco, *dirty*, sciocco, *silly*, intelligente, *clever*, silenzioso, *quiet*, semplice, *simple*, di solito si comportano come i monosillabici, ma possono anche essere costruiti come i plurisillabici.

Altri, come utile, *useful*, fiducioso, *hopeful*, corretto, *correct*, moderno, *modern*, famoso, *famous*, attento, *careful*, noioso, *boring*, faticoso, *tiring*, disposto, *willing*, si comportano

come plurisillabici. Educato, *polite*, stupido, *stupid*, comune, *common*, bello, *handsome*, piacevole, *pleasant*, stretto, *narrow*, possono avere una doppia costruzione.

Gli avverbi che terminano in *-ly* si comportano come i plurisillabici (e.g.: più lentamente, *most slowly*), quelli che hanno la stessa forma degli aggettivi si comportano come i monosillabici (e.g.: più velocemente, *fastest*). Come in italiano, anche in inglese abbiamo aggettivi irregolari: di seguito è riportata nuovamente la tabella.

Aggettivo	Comparativo di maggioranza	Superlativo
<i>good</i> = buono	<i>better</i> = migliore	<i>the best</i> = il migliore
<i>bad</i> = cattivo	<i>worse</i> = peggiore	<i>the worst</i> = il peggiore
<i>far</i> = lontano	<i>farther</i> = più lontano	<i>the farthest</i> = il più lontano
	<i>further</i> = più (in) avanti	<i>the furthest</i> = il più distante
<i>little</i> = piccolo	<i>less</i> o <i>lesser</i> = minore	<i>the least</i> = il minimo
<i>much</i> = molto	<i>more</i> = più	<i>the most</i> = la maggior parte di
<i>old</i> = vecchio	<i>older</i> = più vecchio	<i>the oldest</i> = il più vecchio
	<i>elder</i> = maggiore	<i>the eldest</i> = il maggiore

Riportiamo una tabella di qualche aggettivo particolare:

<i>latest</i>	il più recente	<i>last*</i>	l'ultimo
<i>nearest</i>	il più vicino	<i>next</i>	il prossimo
<i>further/farther</i>	più lontano	<i>further</i>	in più

*esiste anche l'espressione "lo scorso fine settimana", *last weekend*, oppure "la settimana scorsa", *last week*.

Quando ci si vuole riferire ad una categoria in particolare, si usa l'espressione **the + aggettivo** (e.g.: i giovani, *the young*). Stesso criterio per le idee astratte (e.g.: l'assurdo, *the absurd*).

5.1.3 Gli aggettivi di nazionalità

A differenza dell'italiano, i nomi e gli aggettivi di nazionalità si scrivono con la lettera iniziale maiuscola. Per comodità divideremo gli aggettivi di nazionalità in quattro gruppi:

1° gruppo: stessa forma per l'aggettivo e il sostantivo singolare. Di solito terminano in *-an*.

Nazione	Aggettivo	Sostantivo singolare	Sostantivo plurale
<i>Africa</i>	<i>African</i>	<i>an African</i>	<i>the Africans</i>
<i>America</i>	<i>American</i>	<i>an American</i>	<i>the Americans</i>

<i>Asia</i>	<i>Asiatic</i>	<i>an Asiatic</i>	<i>the Asiatics</i>
<i>Australia</i>	<i>Australian</i>	<i>an Australian</i>	<i>the Australians</i>
<i>Austria</i>	<i>Austrian</i>	<i>an Austrian</i>	<i>the Austrians</i>
<i>Belgium</i>	<i>Belgian</i>	<i>a Belgian</i>	<i>the Belgians</i>
<i>Canada</i>	<i>Canadian</i>	<i>a Canadian</i>	<i>the Canadians</i>
<i>Europe</i>	<i>European</i>	<i>an European</i>	<i>the Europeans</i>
<i>Germany</i>	<i>German</i>	<i>a German</i>	<i>the Germans</i>
<i>Italy</i>	<i>Italian</i>	<i>an Italian</i>	<i>the Italians</i>
<i>Russia</i>	<i>Russian</i>	<i>a Russian</i>	<i>the Russians</i>

2° gruppo: stessa forma per l'aggettivo, il sostantivo singolare e il sostantivo plurale. Terminano in *-se* e *-ss*.

Nazione	Aggettivo	Sostantivo singolare	Sostantivo plurale
<i>China</i>	<i>Chinese</i>	<i>a Chinese</i>	<i>the Chinese</i>
<i>Japan</i>	<i>Japanese</i>	<i>a Japanese</i>	<i>the Japanese</i>
<i>Switzerland</i>	<i>Swiss</i>	<i>a Swiss</i>	<i>the Swiss</i>

3° gruppo: stessa forma per l'aggettivo e il sostantivo plurale.

Nazione	Aggettivo	Sostantivo singolare	Sostantivo plurale
<i>England</i>	<i>English</i>	<i>an Englishman</i>	<i>the English</i>
<i>France</i>	<i>French</i>	<i>a Frenchman</i>	<i>the French</i>
<i>Ireland</i>	<i>Irish</i>	<i>an Irishman</i>	<i>the Irish</i>
<i>Scotland</i>	<i>Scottish</i>	<i>a Scottishman/ a Scot</i>	<i>the Scots/ the Scottish people</i>
<i>Wales</i>	<i>Welsh</i>	<i>a Welshman</i>	<i>the Welsh</i>

4° gruppo: forme diverse per l'aggettivo e il sostantivo singolare.

Nazione	Aggettivo	Sostantivo singolare	Sostantivo plurale
<i>Britain</i>	<i>British</i>	<i>a Briton</i>	<i>the Britons</i>
<i>Denmark</i>	<i>Danish</i>	<i>a Dane</i>	<i>the Danes</i>
<i>Poland</i>	<i>Polish</i>	<i>a Pole</i>	<i>the Poles</i>
<i>Spain</i>	<i>Spanish</i>	<i>a Spaniard</i>	<i>the Spaniards</i>
<i>Sweden</i>	<i>Swedish</i>	<i>a Swede</i>	<i>the Swedes</i>

Capitolo 6

Gli avverbi e le preposizioni

6.1 Gli avverbi

Esistono diversi tipi di avverbi:

- di modo;
- di luogo;
- di tempo;
- di frequenza;
- frasali.

Possono trovarsi all'inizio (*front position*), in mezzo (*mid position*) o alla fine della frase (*end position*).

6.1.1 Gli avverbi di modo

Gli avverbi di modo, che terminano in *-ly*, modificano il verbo (e.g.: lentamente, *slowly*, facilmente, *easily*, a voce alta, *loudly*, attentamente, *carefully*). Di solito si trovano in *end position*, cioè a fine frase, qualche volta in *mid position*, cioè al centro. NON possono trovarsi mai tra verbo e complemento oggetto (e.g.: “Ho superato facilmente l'esame”, “*I passed the exam easily*”, oppure “*I easily passed the exam*”).

Se un aggettivo termina in *-le*, per farlo diventare un avverbio, la *-e* cade e si trasforma in *-y* (e.g.: possibile, *possible*, forse, *possibly*; probabile, *probable*, probabilmente, *probably*).

6.1.2 Gli avverbi di luogo e tempo

Di solito si trovano in *front position* o in *end position*, cioè all'inizio o alla fine della frase, qualche volta in *mid position*, cioè al centro. Qualche esempio:

<i>yesterday</i>	ieri
<i>tomorrow</i>	domani
<i>here</i>	qui
<i>over there</i>	laggiù

(e.g.: “Ieri ho incontrato il Sig. Blake”, “*Yesterday I met Mr. Blake*”, oppure “*I met Mr. Blake yesterday*”).

6.1.3 Gli avverbi di frequenza

Gli avverbi di frequenza indicano con quanta assiduità avviene un'azione. Di solito si trovano in *mid position*, cioè al centro. Qualche esempio:

<i>always</i>	sempre
<i>often</i>	spesso
<i>sometimes</i>	qualche volta
<i>occasionally</i>	occasionalmente

(e.g.: “Michelle mangia sempre alle 3:00 di pomeriggio”, “*Michelle always eats at 3 o'clock p.m.*”).

Sometimes, *normally*, *usually* e *occasionally* possono avere anche una *front position* o una *mid position*. *Often* può avere una *end position*.

(e.g.: “Qualche volta Sharon legge un libro”, “*Sharon sometimes reads a book*”, oppure “*Sometimes Sharon reads a book*”).

6.1.4 Gli avverbi di quantità

Gli avverbi di quantità rafforzano o indeboliscono un aggettivo. Chiaramente l'avverbio precede l'aggettivo a cui si riferisce (e.g.: “Il Sig. Blake è molto alto!”, “*Mr. Blake is very tall!*”), a parte *enough* (*abbastanza*), che lo segue (e.g.: “Il Sig. Blake non è abbastanza alto!”, “*Mr. Blake is not tall enough!*”).

6.1.5 Gli avverbi frasali

Gli avverbi frasali indicano come si pone chi parla rispetto a ciò che dice (e.g.: “Naturalmente Emil può venire”, “*Of course Emil can come*”). Possono avere una *front position*, una *mid position* o una *end position*. Qualche esempio:

<i>really</i>	davvero
<i>surely</i>	certamente
<i>in fact</i>	in fatti
<i>maybe</i>	forse, può darsi
<i>perhaps</i>	forse, può darsi
<i>unluckily</i>	sfortunatamente
<i>luckily</i>	fortunatamente
<i>possibly</i>	forse, può darsi
<i>naturally</i>	naturalmente

Alcuni avverbi hanno la stessa uscita dell'aggettivo corrispondente.

aggettivo

<i>hard</i>	duro
<i>early</i>	iniziale, primo
<i>fast</i>	sicuro, saldo
<i>low</i>	basso, poco profondo
<i>late</i>	tardi, in ritardo
<i>long</i>	lungo
<i>high</i>	alto
<i>deep</i>	profondo, fondo
<i>near</i>	vicino
<i>daily</i>	quotidiano, giornaliero
<i>yearly</i>	annuale, annuo
<i>monthly</i>	mensile
<i>hourly</i>	ogni ora, a ogni ora

avverbio

<i>hard</i>	accanitamente, con tenacia
<i>early</i>	presto, di buon'ora
<i>fast</i>	fermamente, saldamente
<i>low</i>	basso, in basso
<i>late</i>	tardi, in ritardo
<i>long</i>	per molto tempo, a lungo
<i>high</i>	in alto, alto
<i>deep</i>	profondamente, in profondità
<i>near</i>	vicino, a poca distanza
<i>daily</i>	quotidianamente, ogni giorno
<i>yearly</i>	una volta all'anno
<i>monthly</i>	mensilmente, ogni mese
<i>hourly</i>	ogni ora

Alcuni possono trarre in inganno: abbiamo visto che nella tabella sono presenti *high*, *hard*, *late* e *near*. Aggiungiamo anche *most*. *Highly*, *hardly*, *lately*, *nearly* e *mostly* sono avverbi, ma hanno un significato diverso rispetto a quelli presentati sopra:

<i>hardly</i>	appena
<i>highly</i> = <i>very</i>	molto
<i>lately</i> = <i>recently</i>	ultimamente
<i>nearly</i> = <i>almost</i>	quasi
<i>mostly</i> = <i>usually/mainly</i>	di solito, soprattutto

Altri avverbi:

<i>yet</i>	ancora	<i>end position</i>	interrogative/negative
<i>still</i>	ancora	<i>mid position</i>	interrogative/affermative
<i>still</i>	ancora	<i>dopo il soggetto</i>	negative
<i>already</i>	ancora	<i>mid position</i>	interrogative/affermative
<i>already</i>	ancora	<i>end position</i>	per enfatizzare



6.2 Le preposizioni

6.2.1 Le preposizioni, di posizione e movimenti

Qualche esempio:

<i>at</i>	a, in
<i>on</i>	su, sopra
<i>in</i>	in, a
<i>towards</i>	verso, in direzione di
<i>away from</i>	lontano dal
<i>opposite</i>	opposto, (posto) di fronte
<i>in front of</i>	davanti a, di fronte a
<i>below</i>	sotto, al di sotto di
<i>over/above</i>	sopra, su
<i>inside</i>	dentro
<i>between</i>	tra, fra, in mezzo a (2 persone o cose)
<i>among</i>	tra, fra (più di 2 persone o cose)
<i>next to</i>	accanto a, vicino a
<i>by/beside</i>	accanto a, presso
<i>under/underneath</i>	sotto, al di sotto di
<i>behind</i>	dietro, al di là di
<i>onto</i>	su, sopra
<i>into</i>	in, dentro a
<i>up</i>	su (per)
<i>down</i>	giù per, lungo
<i>off</i>	giù da
<i>through</i>	in, attraverso
<i>over</i>	su, sopra
<i>round</i>	intorno a, attorno a
<i>along</i>	lungo
<i>past</i>	dopo, più tardi di

6.2.2 Le preposizioni di tempo

at	<i>at ten o'clock</i>	alle dieci
	<i>at Christmas</i>	a Natale
	<i>at the weekend</i>	nel fine settimana
	<i>at night</i>	di notte
	<i>at breakfast</i>	a colazione
	<i>at that time</i>	a quel tempo

in	<i>in May</i>	a maggio
	<i>in winter</i>	in inverno
	<i>in 1998</i>	nel 1998
	<i>in the morning</i>	di mattina
on	<i>on September 9th</i>	il 9 settembre
	<i>on Sunday morning</i>	domenica mattina
	<i>on Monday(s)</i>	di lunedì
	<i>on the next day</i>	il giorno successivo
	<i>on my birthday</i>	il giorno del mio compleanno

Qualche esempio:

“Incontrerò Danielle alle 8 in punto!”, “*I will meet Danielle at 8 o'clock!*”; “Haze studia meglio di notte!”, “*Haze studies best at night!*”; “Ci vediamo sabato sera!”, “*See you on Saturday night!*”; “Jillie è nata a dicembre”, “*Jillie was born in December!*”; “Carola va in Inghilterra in estate”, “*Carola usually goes to England in the summer!*”.

■ Gli inglesi dicono “at the weekend”, gli americani invece “on the weekend”.

Capitolo 7

I numeri

7.1 I numeri cardinali

0 = zero/oh/nought

1 = one

2 = two

3 = three

4 = four

5 = five

6 = six

7 = seven

8 = eight

9 = nine

10 = ten

11 = eleven

12 = twelve

13 = thirteen

14 = fourteen

15 = fifteen

16 = sixteen

17 = seventeen

18 = eighteen

19 = nineteen

20 = twenty

21 = twenty-one

22 = twenty-two

23 = twenty-three

24 = twenty-four

25 = twenty-five

26 = twenty-six

27 = twenty-seven

28 = twenty-eight

29 = twenty-nine

30 = thirty

31 = thirty-one

32 = thirty-two

33 = thirty-three

34 = thirty-four

35 = thirty-five

36 = thirty-six

37 = thirty-seven

38 = thirty-eight

39 = thirty-nine

40 = forty

41 = forty-one

42 = forty-two

43 = forty-three

44 = forty-four

45 = forty-five

46 = forty-six

47 = forty-seven

48 = forty-eight

49 = forty-nine

50 = fifty

51 = fifty-one

52 = fifty-two

53 = fifty-three

54 = fifty-four

55 = fifty-five

56 = fifty-six

57 = fifty-seven

58 = fifty-eight

59 = fifty-nine

60 = sixty

61 = sixty-one

62 = sixty-two

63 = sixty-three

64 = sixty-four

65 = sixty-five

66 = sixty-six

67 = sixty-seven

68 = sixty-eight

69 = sixty-nine

70 = seventy

71 = seventy-one

72 = seventy-two

73 = seventy-three



74 = seventy-four
75 = seventy-five
76 = seventy-six
77 = seventy-seven
78 = seventy-eight
79 = seventy-nine
80 = eighty
81 = eighty-one
82 = eighty-two
83 = eighty-three
84 = eighty-four
85 = eighty-five
86 = eighty-six
87 = eighty-seven
88 = eighty-eight
89 = eighty-nine
90 = ninety
91 = ninety-one
92 = ninety-two
93 = ninety-three
94 = ninety-four
95 = ninety-five
96 = ninety-six

97 = ninety-seven
98 = ninety-eight
99 = ninety-nine
100 = one/a hundred
101 = one/a hundred and one
102 = one/a hundred and two
103 = one/a hundred and three
104 = one/a hundred and four
105 = one/a hundred and five
106 = one/a hundred and six
107 = one/a hundred and seven
108 = one/a hundred and eight
109 = one/a hundred and nine
110 = one/a hundred and ten
111 = one/a hundred and eleven
112 = one/a hundred and twelve
113 = one/a hundred and thirteen
114 = one/a hundred and fourteen
115 = one/a hundred and fifteen
116 = one/a hundred and sixteen
117 = one/a hundred and seventeen
118 = one/a hundred and eighteen
119 = one/a hundred and nineteen

7.2 I numeri ordinali

Per formare i numeri ordinali, in linea di massima si aggiunge il suffisso *-th* al cardinale. Fanno eccezione *primo*, *secondo*, *terzo* e i loro composti, che si trasformano in *first*, *second* e *third*, aggiungendo quindi al numero i suffissi *-st*, *-nd* e *-rd*. *Undicesimo*, *dundicesimo* e *tredecimo* aggiungono il suffisso *-th*, perché non sono composti, ma hanno, come numeri cardinali, un'uscita propria (e.g.: undici, *eleven*, dodici, *twelve*, tredici, *thirteen*). Alcuni cambiano grafia: 5 = *five*, 5th = *fifth*; 9 = *nine*, 9th = *ninth*; 12 = *twelve*, 12th = *twelfth*; 90 = *ninety* (e altri numeri terminanti in *-ty*), 90th = *ninetieth*. Ad *ottavo* si aggiunge solo *h* a 8, terminando questi in *-t*: 8 = *eight*, 8th = *eighth*.

1st = first
2nd = second
3rd = third
4th = fourth
5th = fifth
6th = sixth
7th = seventh
8th = eighth
9th = ninth
10th = tenth
11th = eleventh

12th = twelfth
13th = thirteenth
14th = fourteenth
15th = fifteenth
16th = sixteenth
17th = seventeenth
18th = eighteenth
19th = nineteenth
20th = twentieth
21st = twenty-first
22nd = twenty-second

23rd = twenty-third
 24th = twenty-fourth
 25th = twenty-fifth
 26th = twenty-sixth
 27th = twenty-seventh
 28th = twenty-eighth
 29th = twenty-ninth
 30th = thirtieth
 31st = thirty-first
 32nd = thirty-second
 33rd = thirty-third
 34th = thirty-fourth
 35th = thirty-fifth
 36th = thirty-sixth
 37th = thirty-seventh
 38th = thirty-eighth
 39th = thirty-ninth
 40th = fortieth
 41st = forty-first
 42nd = forty-second
 43rd = forty-third
 44th = forty-fourth
 45th = forty-fifth
 46th = forty-sixth
 47th = forty-seventh
 48th = forty-eighth
 49th = forty-ninth
 50th = fiftieth
 51st = fifty-first
 52nd = fifty-second
 53rd = fifty-third
 54th = fifty-fourth
 55th = fifty-fifth
 56th = fifty-sixth
 57th = fifty-seventh
 58th = fifty-eighth
 59th = fifty-ninth
 60th = sixtieth
 61st = sixty-first
 62nd = sixty-second
 63rd = sixty-third
 64th = sixty-fourth
 65th = sixty-fifth
 66th = sixty-sixth
 67th = sixty-seventh
 68th = sixty-eighth
 69th = sixty-ninth

70th = seventieth
 71st = seventy-first
 72nd = seventy-second
 73rd = seventy-third
 74th = seventy-fourth
 75th = seventy-fifth
 76th = seventy-sixth
 77th = seventy-seventh
 78th = seventy-eighth
 79th = seventy-ninth
 80th = eightieth
 81st = eighty-first
 82nd = eighty-second
 83rd = eighty-third
 84th = eighty-fourth
 85th = eighty-fifth
 86th = eighty-sixth
 87th = eighty-seventh
 88th = eighty-eighth
 89th = eighty-ninth
 90th = ninetieth
 91st = ninety-first
 92nd = ninety-second
 93rd = ninety-third
 94th = ninety-fourth
 95th = ninety-fifth
 96th = ninety-sixth
 97th = ninety-seventh
 98th = ninety-eighth
 99th = ninety-ninth
 100th = one/a hundredth
 101st = one/a hundred and first
 102nd = one/a hundred and second
 103rd = one/a hundred and third
 104th = one/a hundred and fourth
 105th = one/a hundred and fifth
 106th = one/a hundred and sixth
 107th = one/a hundred and seventh
 108th = one/a hundred and eighth
 109th = one/a hundred and ninth
 110th = one/a hundred and tenth
 111th = one/a hundred and eleventh
 112th = one/a hundred and twelfth
 113th = one/a hundred and thirteenth
 114th = one/a hundred and fourteenth
 115th = one/a hundred and fifteenth
 116th = one/a hundred and sixteenth



117th = one/a hundred and seventeenth
 118th = one/a hundred and eighteenth
 119th = one/a hundred and nineteenth
 120th = one/a hundred and twentieth
 121st = one/a hundred and twenty-first
 122nd = one/a hundred and twenty-second
 123rd = one/a hundred and twenty-third
 124th = one/a hundred and twenty-fourth
 125th = one/a hundred and twenty-fifth
 126th = one/a hundred and twenty-sixth
 127th = one/a hundred and twenty-seventh
 128th = one/a hundred and twenty-eighth
 129th = one/a hundred and twenty-ninth
 130th = one/a hundred and thirtieth
 131st = one/a hundred and thirty-first
 132nd = one/a hundred and thirty-second
 133rd = one/a hundred and thirty-third

134th = one/a hundred and thirty-fourth
 135th = one/a hundred and thirty-fifth
 136th = one/a hundred and thirty-sixth
 137th = one/a hundred and thirty-seventh
 138th = one/a hundred and thirty-eighth
 139th = one/a hundred and thirty-ninth
 140th = one/a hundred and fortieth
 141st = one/a hundred and forty-first
 142nd = one/a hundred and forty-second
 143rd = one/a hundred and forty-third
 144th = one/a hundred and forty-fourth
 145th = one/a hundred and forty-fifth
 146th = one/a hundred and forty-sixth
 147th = one/a hundred and forty-seventh
 148th = one/a hundred and forty-eighth
 149th = one/a hundred and forty-ninth
 150th = one/a hundred and fiftieth

7.3 I numeri decimali

I numeri decimali, in italiano, sono separati dalla virgola. In inglese sono separati dal punto. Si legge il numero intero seguito dalla parola *point* e successivamente il numero decimale. La parte decimale va letta numero per numero (e.g.: 5,36 = 5.36 = *five point three six*; 7,07 = 7.07 = *seven point oh seven*).

7.4 Le frazioni

1/2	un mezzo	<i>a half/one half</i>
2/4	due quarti	<i>two quarters</i>
4/4	quattro quarti	<i>four quarters</i>
2/8	due ottavi	<i>two eighths</i>
1/9	un nono	<i>a ninth/one ninth</i>
1/3	un terzo	<i>a third/one third</i>

7.5 Le operazioni aritmetiche

15 + 5 = 20	<i>fifteen plus five equals twenty</i> <i>fifteen and five is twenty</i>
15 - 5 = 10	<i>fifteen minus five equals ten</i> <i>fifteen take away five is ten</i>
15 × 5 = 75	<i>fifteen multiplied by five equals seventy-five</i> <i>fifteen times five is seventy-five</i>

15 : 5 = 3 *fifteen divided by five equals three*
fifteen divided by five is three

7.6 Le percentuali

80% *eighty per cent*
 5.35% *five point three five per cent*
 101/2 % *ten and a half per cent*

7.7 Le date UK e USA

In italiano le date vengono espresse, in linea di massima, in questo modo: 15 gennaio 2015, oppure 15/01/2015. In inglese esistono diversi modi e a seconda del modo scelto cambia la lettura della data.

15 January *the fifteen of January*
 15th January *the fifteenth of January*
 January 15th *January the fifteenth*
 January 15 *January the fifteen*

Negli Stati Uniti le stesse date vengono lette in questo modo:

15 January *fifteen January*
 15th January *fifteenth January*
 January 15th *January fifteenth*
 January 15 *January fifteen*

Quando ci si imbatte in una data scritta in questo modo 01/02/2026, per gli italiani e gli inglesi sta a significare 1° febbraio 2026, mentre per gli americani sta a significare 2 gennaio 2026, perché questi ultimi invertono il giorno e il mese.

7.8 L'orario

Noi italiani, nell'indicare l'ora, diciamo prima l'ora e poi i minuti (e.g.: "È l'una e dieci"). Gli inglesi dicono prima i minuti e poi l'ora, traducendo l'espressione precedente in questo modo: "Sono dieci (sottinteso minuti) dopo l'una": "*It's ten past one*". Seguendo questo criterio avremo:

È l'una e cinque *It's five past one*
 Sono le due e dieci *It's ten past two*
 È l'una e venti *It's twenty past one*
 Sono le due e venticinque *It's twenty-five past two*



Si fa notare che sia “È l’una”, sia “Sono le due”, “Sono le tre”, “Sono le quattro”, si traducono in inglese sempre con “*It’s*”.

Quando i minuti **NON** sono multipli di 5 è necessario aggiungere la parola *minute/minutes*:

È l’una e sei minuti	<i>It’s six minutes past one</i>
Sono le due e undici minuti	<i>It’s eleven minutes past two</i>
È l’una e un minuto	<i>It’s one minute past one</i>
Sono le due e ventisette minuti	<i>It’s twenty-seven minutes past two</i>

Analogamente, espressioni del tipo “È l’una meno dieci” verranno tradotte come “Sono dieci (sottinteso minuti) all’una”: “*It’s ten to one*”. Quindi:

È l’una meno cinque	<i>It’s five to one</i>
Sono le tre meno dieci	<i>It’s ten to three</i>
È l’una meno venti	<i>It’s twenty to one</i>
Sono le tre meno venticinque	<i>It’s twenty-five to three</i>
È l’una meno quattro minuti	<i>It’s four minutes to one</i>
Sono le due meno nove minuti	<i>It’s nine minutes to two</i>
È l’una meno un minuto	<i>It’s one minute to one</i>
Sono le due meno ventidue minuti	<i>It’s twenty-two minutes to two</i>

Per i quarti d’ora utilizzano *a quarter*, seguendo gli stessi criteri precedenti:

È l’una e un quarto	<i>It’s a quarter past one</i>
È l’una meno un quarto	<i>It’s a quarter to one</i>
Sono le due e un quarto	<i>It’s a quarter past two</i>
Sono le due meno un quarto	<i>It’s a quarter to two</i>

Per orari precisi, tipo “È l’una”, “Sono le due”, “Sono le tre”, utilizzano l’espressione *o’clock*:

È l’una	<i>It’s one o’clock</i>
Sono le due	<i>It’s two o’clock</i>
Sono le tre	<i>It’s three o’clock</i>

Per “È l’una e mezza”, “Sono le due e mezza”, “Sono le tre e mezza”, utilizzano la parola *half*:

È l’una e mezza	<i>It’s half past one</i>
Sono le due e mezza	<i>It’s half past two</i>
Sono le tre e mezza	<i>It’s half past three</i>

In Inghilterra la suddivisione della giornata in 24 ore avviene raramente. Quando vi è la necessità di specificare se un appuntamento è alle 9:00 o alle 21:00, si utiliz-

zano i due acronimi latini *a.m.* e *p.m.* (*ante meridiem* e *post meridiem*): 9:00 a.m. (le 9 del mattino) e 9 p.m. (le 21:00, le 9 di sera).

In modo informale possiamo dire l'ora seguita dai minuti senza alcuna preposizione (e.g.: 4.19 “*four nineteen*”; 5.47 “*five forty-seven*”; 9.02 “*nine oh two*”): questa formula viene usata per lo più negli annunci ufficiali, ad esempio per le partenze dei treni. In questo caso è possibile usare la suddivisione in 24 ore (e.g.: 19.20 “*nineteen twenty*”).

Spesso gli americani invece di *past* usano *after*, e al posto di *to* utilizzano *of* (e.g.: “*Twenty after five*”; “*Ten of seven*”).

Ma come si chiede l'ora? Ecco alcuni esempi: “*What's the time?*”, “*What time is it?*”, “*Have you got the time?*”. La formula “*What time do you make it?*” viene usata quando si fa un riscontro con più orologi al fine di sapere l'ora esatta. Anche l'espressione “*I make it!*” ha lo stesso fine (e.g.: “*I make it three minutes to five!*”).

QUADRO RIEPILOGATIVO

È l'una!	<i>It's one o'clock!</i>
È l'una e cinque!	<i>It's five past one!</i>
È l'una e sette minuti!	<i>It's seven minutes past one!</i>
È l'una e un quarto!	<i>It's a quarter past one!</i>
È l'una e mezza!	<i>It's half past one!</i>
È l'una meno cinque!	<i>It's five to one!</i>
Sono le tre!	<i>It's three o'clock!</i>
Sono le tre e dieci!	<i>It's ten past three!</i>
Sono le tre e otto minuti!	<i>It's eight minutes past three!</i>
Sono le tre e un quarto!	<i>It's a quarter past three!</i>
Sono le tre e mezza!	<i>It's half past three!</i>
Sono le tre meno venti!	<i>It's twenty to three!</i>

7.9 Le misure

Si riporta una breve tabella di trasformazione delle misure anglosassoni:

1 inch		2,54 cm
12 inch	1 foot	30,48 cm
3 feet	1 yard	2,54 cm
1760 yard	1 mile	1,61 km
1 ounce		28,35 g
16 ounces	1 pound	0,454 kg
1 pint		0,57 litres
8 pints	1 gallon	4,45 litres

Capitolo 8

L'inglese nella vita quotidiana

8.1 I colori

arancione	<i>orange</i>	nero	<i>black</i>
bianco	<i>white</i>	rosa	<i>pink</i>
blu	<i>blue</i>	rosso	<i>red</i>
giallo	<i>yellow</i>	verde	<i>green</i>
grigio	<i>grey</i>	viola	<i>purple</i>
marrone	<i>brown</i>		

8.2 I mesi

gennaio	<i>January</i>	luglio	<i>July</i>
febbraio	<i>February</i>	agosto	<i>August</i>
marzo	<i>March</i>	settembre	<i>September</i>
aprile	<i>April</i>	ottobre	<i>October</i>
maggio	<i>May</i>	novembre	<i>November</i>
giugno	<i>June</i>	dicembre	<i>December</i>

8.3 I giorni della settimana

domenica	<i>Sunday</i>	giovedì	<i>Thursday</i>
lunedì	<i>Monday</i>	venerdì	<i>Friday</i>
martedì	<i>Tuesday</i>	sabato	<i>Saturday</i>
mercoledì	<i>Wednesday</i>		

8.4 Le stagioni

autunno	<i>(UK) autumn/(USA) fall</i>	primavera	<i>spring</i>
estate	<i>summer</i>	inverno	<i>winter</i>

8.5 Le parti del corpo

bocca	<i>mouth</i>	collo	<i>neck</i>
braccio	<i>arm</i>	corpo	<i>body</i>
capelli	<i>hair</i>	dito	<i>finger</i>
caviglia	<i>ankle</i>	dito (del piede)	<i>toe</i>
ciglia	<i>eyelash</i>	faccia	<i>face</i>



fronte	<i>forehead</i>
gamba	<i>leg</i>
ginocchio	<i>knee</i>
gomito	<i>elbow</i>
guancia	<i>cheek</i>
labbro	<i>lip</i>
lingua	<i>tongue</i>
mano	<i>hand</i>
mento	<i>chin</i>
naso	<i>nose</i>
occhio	<i>eye</i>
orecchio	<i>ear</i>
palma	<i>palm</i>
petto	<i>chest</i>
piede	<i>foot</i>
polso	<i>wrist</i>
schiena	<i>back</i>

sopracciglio	<i>eyebrow</i>
spalla	<i>shoulder</i>
stomaco	<i>stomach</i>
tallone	<i>heel</i>
testa	<i>head</i>
unghia	<i>nail</i>
pollice	<i>thumb</i>
indice	<i>forefinger/ index finger</i>
medio	<i>second finger/ middle finger</i>
anulare	<i>ring finger</i>
mignolo	<i>(UK) little finger/ (USA) pinkie</i>
alluce	<i>big toe</i>
mignolo (piede)	<i>little toe</i>

8.6 I segni zodiacali

Ariete	<i>Aries</i>
Toro	<i>Taurus</i>
Gemelli	<i>Gemini</i>
Cancro	<i>Cancer</i>
Leone	<i>Leo</i>
Vergine	<i>Virgo</i>

Bilancia	<i>Libra</i>
Scorpione	<i>Scorpio</i>
Sagittario	<i>Sagittarius</i>
Capricorno	<i>Capricorn</i>
Acquario	<i>Aquarius</i>
Pesci	<i>Pisces</i>

8.7 Gli animali

anatra	<i>duck</i>
antilope	<i>antelope</i>
ape	<i>bee</i>
aquila	<i>eagle</i>
asino	<i>donkey</i>
bisonte	<i>bison</i>
bue	<i>ox</i>
bufalo	<i>buffalo</i>
canarino	<i>canary</i>
cane	<i>dog</i>
cavallo	<i>horse</i>
cervo	<i>deer</i>
cicala	<i>cicada</i>
cicogna	<i>stork</i>
cinghiale	<i>boar</i>
cocodrillo	<i>crocodile</i>

colibrì	<i>humming bird</i>
colomba	<i>dove</i>
cormorano	<i>cormorant</i>
criceto	<i>hamster</i>
daino	<i>fawn</i>
delfino	<i>dolphin</i>
elefante	<i>elephant</i>
fagiano	<i>pheasant</i>
falco	<i>hawk</i>
farfalla	<i>butterfly</i>
fenicottero	<i>flamingo</i>
gabbiano	<i>seagull</i>
gatto	<i>cat</i>
gazzella	<i>gazelle</i>
ghepardo	<i>cheetah</i>
insetto	<i>bug</i>

ippopotamo	<i>hippopotamus</i>
istrice	<i>porcupine</i>
koala	<i>koala</i>
leone	<i>lion</i>
leopardo	<i>leopard</i>
lepre	<i>hare</i>
libellula	<i>dragonfly</i>
lupo	<i>wolf</i>
maiale	<i>pig</i>
marmotta	<i>marmot</i>
mosca	<i>fly</i>
mucca	<i>cow</i>
oca	<i>goose</i>
orso	<i>bear</i>
pantera	<i>panther</i>
pappagallo	<i>parrot</i>
pecora	<i>sheep</i>
pinguino	<i>penguin</i>
pipistrello	<i>bat</i>

pollo	<i>chicken</i>
pulce	<i>flea</i>
ragno	<i>spider</i>
rana	<i>frog</i>
scimmia	<i>monkey</i>
scoiattolo	<i>squirrel</i>
serpente	<i>snake</i>
squalo	<i>shark</i>
struzzo	<i>ostrich</i>
tartaruga	<i>tortoise</i>
tigre	<i>tiger</i>
topo	<i>mouse</i>
toro	<i>bull</i>
trota	<i>trout</i>
uccello	<i>bird</i>
usignolo	<i>nightingale</i>
verme	<i>worm</i>
zanzara	<i>mosquito</i>
zebra	<i>zebra</i>

8.8 Le parole del cinema

una storia ambientata nello spazio	<i>science fiction</i>
una storia d'amore	<i>love story</i>
un film che con effetti speciali incute paura	<i>horror</i>
un film che fa ridere	<i>comedies</i>
sostituisce l'attore in scene pericolose	<i>stuntman</i>
sviluppa la trama e scrive il copione	<i>script writer</i>
comparsa	<i>extras</i>

8.9 Le parole della letteratura

rivista	<i>magazine</i>
romanzo	<i>novel</i>
direttore di giornale	<i>editor</i>
rivista specializzata	<i>journal</i>
poesia come genere letterario	<i>poetry</i>
biografia	<i>biography</i>
racconto	<i>short story</i>
editore	<i>publisher</i>

8.10 Le parole dell'arte

scultura	<i>sculpture</i>
cornice	<i>frame</i>

natura morta
paesaggio
autoritratto
pennello

still life
landscape
self portrait
brush

8.11 Mestieri e professioni

commesso
parrucchiere
cameriere
pilota *pilot*
ingegnere
avvocato
attore/attrice
giornalista
autista (dell'autobus)
architetto

shop-assistant
hairdresser
waiter

engineer
lawyer
actor/actress
journalist
bus-driver
architect

8.12 Il tempo libero

fare ginnastica
fare windsurf
sciare *go skiing*
mangiare una pizza
fare jogging
praticare yoga
giocare a pallacanestro
fare una festa
suonare la chitarra
praticare karate

do gymnastics
go windsurfing

have a pizza
go jogging
do yoga
play basketball
have a party
play the guitar
do karate

8.13 L'aspetto fisico

magro
grasso
piccolo
alto

thin
fat
short
tall

I capelli:

stile

lisci = *straight*

ricci = *curly*

ondulati = *wavy*

colore

scuri = *dark*

chiari = *fair*

rossi = *red*

lunghezza

corti = *short*

lunghi = *long*

lunghezza media = *medium length*

8.14 Problemi fisici

mal di gola	<i>sore throat</i>
mal di testa	<i>headache</i>
mal di stomaco	<i>stomachache</i>
febbre	<i>temperature</i>
ho la tosse	<i>I've got cough</i>
ho il raffreddore	<i>I've got a cold</i>
ho mal di schiena	<i>I've got a pain in my back</i>
mi sono fatto male	<i>I've hurt myself</i>

8.15 Travel with English

In questa sezione potrai trovare delle frasi utili soprattutto quando viaggi.

Piatti tipici inglesi

<i>apple pie</i>	pasta <i>brisée</i> + mele con zucchero, noce moscata, cannella e scorza di limone
<i>clear ox-tail soup</i>	coda di bue in brodo
<i>cock-a-leekie</i>	zuppa di gallina bollita, porri e orzo
<i>cornish pasties</i>	pasta <i>brisée</i> + pasticcini di carne e verdure
<i>fish and chips</i>	pesce impanato + patatine fritte
<i>haggies</i>	frattaglie di pecora con la cipolla
<i>Irish stew</i>	spezzatino di agnello con patate
<i>laverbread</i>	alghe + pesce/alghe + <i>bacon</i> , pomodori e <i>toast</i>
<i>ploughman's lunch</i>	pane, prosciutto o formaggio, insalata e sottaceti
<i>plum pudding</i>	prugne secche + mandorle, spezie, canditi, uova, birra scura, <i>rhum</i> , grasso di rognone
<i>roast-beef and Yorkshire pudding</i>	lombata di manzo arrostita + <i>pudding</i> (latte, farina e uova) + patate arrostiti, verdure e salsa di rafano
<i>Scotch eggs</i>	uova sode + salsicce (impanate e fritte) + insalata
<i>shepherd's pie</i>	carne d'agnello tritata ricoperta da <i>purè</i> di patate
<i>sherry trifle</i>	pan di Spagna + <i>sherry</i> dolce + crema
<i>shortbread</i>	biscotto di pasta frolla
<i>steack and kidney pie</i>	pasta <i>brisée</i> + manzo e rognone con cipolla
<i>treacle pudding</i>	pan di Spagna + sciroppo + crema

All'aeroporto

Hai un bagaglio a mano?
 Potrei avere un posto accanto al finestrino?
 Imbarco alle 12.55 al cancello numero 11
 Il volo è in ritardo
 Il volo è cancellato
 Sono qui per lavoro/in vacanza
 Grazie mille
 Prego!

*Do you have any hand-luggage?
 Could I have a window seat?
 Board at 12.55 at gate number 11
 The flight is delayed
 The flight has been cancelled
 I'm here on business/on holiday
 Thanks a lot
 You're welcome!/Don't mention it!*

In hotel

Ho una prenotazione
 Mi potrebbe riempire questo modulo?
 È al primo piano
 La TV nella mia stanza non funziona
 Non ci sono asciugamani nella mia stanza
 Lo potrebbe mettere sul mio conto?

*I have got a reservation
 Could you fill this form, please?
 It's on the first floor
 The TV in my room doesn't work
 There aren't any towels in my room
 Could you put it on my bill?*

Al ristorante

Un tavolo per tre, per favore
 Ha un menu in inglese?
 Come gradisce la carne,
 non molto cotta, mediamente
 cotta o ben cotta?
 Vorrei dell'acqua minerale
 naturale/frizzante
 Potrei avere il conto?
 Mi dispiace, ma credo
 che il conto sia sbagliato
 Prendo prima dell'insalata
 e poi del pollo

*A table for three, please
 Have you got a menu in English?
 How would you like the steak, rare,
 medium or well-done?
 I'd like some still/fizzy mineral
 water
 Could I have the bill, please?
 I'm sorry but I think the bill is
 wrong
 I'll have a salad to start and then
 some chicken*

Shopping

Vorrei quella camicia
 Quale preferisce, quella blu
 o quella bianca?
 Qual è la sua misura?
 Posso provarla?
 Posso cambiare questi jeans
 per favore?

*I'd like that shirt
 Which one, the blu one or the white
 one?
 What size are you?
 Can I try it on?
 Can I change these jeans, please?*

Vorrei che mi restituisse i soldi
 Questi sono perfetti. Li prendo

*I'd like my money back
 These are perfect. I'll take them*

Indicazioni stradali

Mi potrebbe dire come arrivare
 alla banca più vicina?

*Could you tell me how I can get to
 the nearest bank?*

Sa dov'è la banca più vicina?

Do you know where the nearest bank is?

Prenda la prima a destra/sinistra

Take the first turning on the right/left

Vai dritto fino a che arrivi alla stazione.
 Non puoi sbagliare

*Go straight on until you get to the
 station. You can't miss it*

Quanto dista?

How far is it?

Quanto tempo ci vuole
 per arrivare lì?

How long does it take to get there?

Quest'autobus va alla
 Fifth Avenue?

Does this bus go to the Fifth Avenue?

Al telefono

Sono Peter. Posso parlare con Maria?

This is Peter. Can I speak to Mary?

Chi è al telefono?

Who's calling?

Posso lasciare un messaggio, per favore?

Can I leave a message, please?

Aspetti in linea

Hold on the line, please

Il telefono è occupato

The line is engaged

Richiamo più tardi

I'll call back later



Capitolo 9

Frasi idiomatiche e proverbi

Frasi idiomatiche/ proverbio	Traduzione letterale	Significato
<i>A bad penny is always turning up</i>	Una moneta falsa viene sempre alla luce	L'erba cattiva non muore mai
<i>A bird in the hand is worth two in the bush</i>	Un uccello in mano vale due nel cespuglio	Meglio un uovo oggi che una gallina domani
<i>A constant guest is never welcome</i>	L'ospite permanente non è mai benvenuto	L'ospite è come il pesce, dopo tre giorni puzza
<i>A contented mind is a perpetual feast</i>	Una mente soddisfatta è una festa continua	Chi si contenta gode
<i>Actions speak louder than words</i>	Le azioni parlano più forte delle parole	Un esempio vale più di mille parole
<i>A dog is a man's best friend</i>	Un cane è il migliore amico di un uomo	Il cane è il migliore amico dell'uomo
<i>After the sweet comes the sorrow</i>	Dopo il dolce viene il dolore	Dopo il dolce viene l'amaro
<i>A good arrow cannot be made of a sow's tail</i>	Non si può fare una buona freccia con la coda di una scrofa	Non si può fare un buon lavoro se non hai il materiale giusto
<i>A guilty conscience needs no accuser</i>	Una coscienza sporca non ha bisogno di un accusatore	Si vede quando si è colpevoli
<i>A little is better than none</i>	Un po' è meglio che niente	Meglio poco che niente
<i>All for one, one for all</i>	Tutti per uno, uno per tutti	Tutti per uno, uno per tutti
<i>All is well that ends well</i>	Tutto è bene ciò che finisce bene	Tutto è bene ciò che finisce bene
<i>All must die</i>	Tutti debbono morire	Tutti debbono morire
<i>All roads lead to Rome</i>	Tutte le strade conducono a Roma	Tutte le strade portano a Roma
<i>All's fair in love and war</i>	Tutto è lecito in amore e in guerra	In guerra e in amore tutto è lecito
<i>All that glitters is not gold</i>	Tutto ciò che luccica non è oro	Non è tutt'oro quel che luccica
<i>All things come to those who wait</i>	Tutte le cose arrivano a coloro che aspettano	Chi sa aspettare ottiene tutto

(segue)



Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>An apple a day keeps the doctor away</i>	Una mela al giorno toglie il medico di turno	Una mela al giorno toglie il medico di turno
<i>An eye for an eye, tooth for a tooth</i>	Un occhio per un occhio, dente per dente	Occhio per occhio, dente per dente
<i>An hour in the morning is worth two in the evening</i>	Un'ora del mattino è migliore di due della sera	Le ore del mattino hanno l'oro in bocca
<i>A penny saved is a penny earned</i>	Un <i>penny</i> risparmiato è un <i>penny</i> guadagnato	Risparmiare è guadagnare
<i>A picture says a thousand words</i>	Un'immagine esprime mille parole	Un esempio vale più di mille parole
<i>A piece of cake</i>	Una fetta di torta	Qualcosa facile da fare
<i>Appearances are deceptive</i>	Le apparenze sono ingannevoli	L'apparenza inganna
<i>Appetite comes with eating</i>	L'appetito vien mangiando	L'appetito vien mangiando
<i>A rolling stone gathers no moss</i>	Una pietra che rotola non si ricopre di muschio	Usato per descrivere i benefici di essere sempre attivi
<i>Asking is lawful, answering is good manners</i>	Domandare è lecito, rispondere è buona usanza	Domandare è lecito, rispondere è cortesia
<i>As mad as a hatter</i>	Matto come un cappellaio	Matto come un cappellaio
<i>A trouble shared, is a trouble halved</i>	Un problema condiviso è un problema dimezzato	Mal comune mezzo gaudio
<i>A woman without a man is like a fish without a bicycle</i>	Una donna senza un uomo è come un pesce senza una bicicletta	Per sottolineare l'inutilità del genere maschile
<i>A word to the wise is sufficient</i>	Una parola al saggio è sufficiente	A buon intenditor poche parole
<i>Barking dogs seldom bite</i>	I cani che abbaiano mordono di rado	Can che abbaia non morde
<i>Beauty is in the eye of the beholder</i>	La bellezza è nell'occhio di chi osserva	La bellezza è nell'occhio di chi osserva
<i>Being all ears</i>	Essere tutt'orecchi	Essere tutt'orecchi
<i>Being busy as a bee</i>	Essere occupati come un'ape	Quando si è molto occupati
<i>Being sent to Coventry</i>	Essere mandato a Coventry	Essere ostracizzato
<i>Better late than never</i>	Meglio tardi che mai	Meglio tardi che mai
<i>Better safe than sorry</i>	Meglio essere al sicuro che dispiaciuti	Meglio prevenire che curare
<i>Birds of a feather, flock together</i>	Gli uccelli della stessa specie arrivano insieme	Chi si somiglia si piglia

(segue)

Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>Blood is thicker than water</i>	Il sangue è più denso dell'acqua	La famiglia è tutto
<i>Blowing your own trumpet</i>	Suonare la propria tromba	Dire a tutti come si è bravi
<i>Burn the candle at both ends</i>	Brucciare la candela da entrambe le parti	Si dice quando si lavora troppo
<i>Burn the midnight oil</i>	Brucciare l'olio della mezzanotte	Lavorare fino a notte fonda
<i>Business is business</i>	Gli affari sono affari	Gli affari sono affari
<i>Caught between a rock and a hard place</i>	Intrappolato tra una roccia e una superficie dura	Trovarsi tra l'incudine e il martello
<i>Chalk and cheese</i>	Gesso e formaggio	Il diavolo e l'acqua santa
<i>Choose the least of two evils</i>	Scegli il minore dei due mali	Fra i due mali scegli il minore
<i>Cold hands, warm heart</i>	Mani fredde, cuore caldo	Mani fredde, cuore caldo
<i>Critical situations call for drastic measures</i>	Situazioni critiche richiedono misure drastiche	A mali estremi, estremi rimedi
<i>Dead men tell no tales</i>	I morti non raccontano storie	I morti non parlano
<i>Dog does not eat dog</i>	Cane non mangia cane	Cane non mangia cane
<i>Don't count your chickens before they are hatched</i>	Non contare i tuoi polli prima che siano usciti dall'uovo	Non dire gatto finché non l'hai nel sacco
<i>Don't cross your bridges till you come to them</i>	Non attraversare i ponti fino a quando non ci sei arrivato	Non fare il passo più lungo della gamba
<i>Don't put off until tomorrow what you can do today</i>	Non rimandare a domani quello che puoi fare oggi	Non rimandare a domani quello che puoi fare oggi
<i>Don't shoot the messenger</i>	Non sparate al messaggero	Ambasciatore non porta pena
<i>Don't teach your grandmother to suck eggs</i>	Non insegnare alla nonna a succhiare le uova	Non insegnare al gatto a miagolare
<i>Don't wash your dirty linen in public</i>	Non lavare la tua biancheria sporca in pubblico	I panni sporchi si lavano in famiglia
<i>Each man is the forger of his own destiny</i>	Ogni uomo è l'artefice del proprio destino	Ciascuno è artefice della sua fortuna
<i>East or west, home is best</i>	A Est o a Ovest, la (mia) casa è la migliore	Casa mia, casa mia, per piccina che tu sia tu mi sembri una badia
<i>Every cloud has a silver lining</i>	Ogni nuvola ha un bordo argentato	Non tutto il male vien per nuocere
<i>Every law has a loophole</i>	Ogni Legge ha una scappatoia	Fatta la Legge, trovato l'inganno

(segue)



Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>Every man for himself</i>	Ognuno per se stesso	Si salvi chi può
<i>Every man for himself and God for us all</i>	Ogni uomo per se stesso e Dio per tutti	Ognuno per sé e Dio per tutti
<i>Every man has his price</i>	Ognuno ha il suo prezzo	Ognuno ha il suo prezzo
<i>Everyone has to learn</i>	Tutti devono imparare	Nessuno nasce maestro
<i>Extremes meet</i>	Gli estremi si incontrano	Gli estremi si attraggono
<i>Faint heart never won fair lady</i>	Un cuore debole non conquistò mai una donna	Il mondo è degli audaci
<i>First come, first served</i>	Primo arrivato, primo servito	Chi tardi arriva male alloggia
<i>Fools rarely differ</i>	Gli stupidi sono raramente in disaccordo	Gli stupidi non cambiano mai
<i>Forewarned is forearmed</i>	Preavvisato è premunito	Uomo avvisato, mezzo salvato
<i>Fortune favors the brave</i>	La fortuna favorisce l'audace	La fortuna aiuta gli audaci
<i>Four seasons in one day</i>	Quattro stagioni in un giorno	Tempo variabile
<i>Give a dog a bad name and hang him</i>	Dai al cane un brutto nome e impiccalo	Niente uccide più della calunnia
<i>Give every man his due</i>	Dai ad ogni uomo il suo dovuto	A ciascuno il suo
<i>Give him an inch and he'll take a mile</i>	Dagli un pollice e si prenderà un miglio	Dagli un dito e si prenderà un braccio
<i>Good wine engenders good blood</i>	Buon vino provoca buon sangue	Buon vino fa buon sangue
<i>Grasp all, lose all</i>	Afferra tutto, perdi tutto	Chi troppo vuole nulla stringe
<i>Half a loaf is better than no bread</i>	È meglio mezza pagnotta che niente pane	Meglio poco che niente
<i>Hastily done is ill done</i>	Fatto in modo affrettato è fatto (in modo) sbagliato	Presto e bene raro avviene
<i>Have your cake and eat it</i>	Avere la propria torta e mangiarla	Avere la botte piena e la moglie ubriaca
<i>Having butterflies in the stomach</i>	Avere le farfalle nello stomaco	Essere molto nervosi
<i>He that sows the wind reaps the whirlwind</i>	Chi semina vento raccoglie il turbine	Chi semina vento raccoglie tempesta
<i>He who blames would buy</i>	Chi biasima comprerebbe	Chi disprezza vuol comprare

(segue)

Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>He who drinks beer will live to be a hundred</i>	Chi beve birra vivrà cent'anni	Chi beve birra campa cent'anni
<i>He who laughs last, laughs best</i>	Ride bene chi ride ultimo	Ride bene chi ride ultimo
<i>He who lives by the sword, dies by the sword</i>	Chi vive con la spada, muore con la spada	Chi di spada ferisce di spada perisce
<i>He who speaks first is usually the one who did it</i>	Chi parla per primo generalmente è quello che lo ha fatto	La gallina che canta per prima ha fatto l'uovo
<i>Home sweet home</i>	Casa dolce casa	Casa dolce casa
<i>Hunger is the best sauce</i>	La fame è la salsa migliore	L'appetito vien mangiando
<i>Idleness is the root of all evil</i>	L'ozio è la causa di tutti i mali	L'ozio è il padre dei vizi
<i>If you can't beat them, join them</i>	Se non puoi batterli, unisciti a loro	Se non puoi batterli, fatteli amici
<i>If you sleep with dogs, you will wake up with fleas</i>	Se ti corichi con i cani, ti svegli con le pulci	Chi va con lo zoppo impara a zoppicare
<i>Ignorance is bliss</i>	L'ignoranza è benedetta	Benedetta ignoranza
<i>It couldn't be better</i>	Non poteva essere migliore	Meglio di così si muore
<i>It couldn't be worse</i>	Non poteva essere peggiore	Peggio di così si muore
<i>It never rains but it pours</i>	Non piove mai, diluvia	Piove sempre sul bagnato
<i>It's all grist to the mill</i>	È tutto cereale per il mulino	Tutto fa brodo
<i>It's best to sleep on a problem</i>	È meglio dormire su un problema	La notte porta consiglio
<i>It's either you or me</i>	Uno dei due, tu o io	Morte tua, vita mia
<i>It's never too late to mend</i>	Non è mai troppo tardi per riparare	Non è mai troppo tardi
<i>It's only a storm in a teacup</i>	È solo una tempesta in una tazza di tè	Non c'è niente di preoccupante
<i>It's raining cats and dogs</i>	Stanno piovendo gatti e cani	Sta piovendo a catinelle
<i>Keep up with the Joneses</i>	Essere all'altezza della famiglia Jones	Quando si fa a gara con i vicini sulle cose che si possiede
<i>Kill two birds with one stone</i>	Uccidere due uccelli con una pietra	Prendere due piccioni con una fava
<i>Knowledge is power</i>	La conoscenza è potere	La conoscenza è potere
<i>Know thyself</i>	Conosci te stesso	Conosci te stesso
<i>Jokes should not be carried too far</i>	Gli scherzi non dovrebbero oltrepassare i limiti	Un bel gioco dura poco

(segue)



Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>Jump out of the skin</i>	Saltare fuori dalla pelle	Una grande paura
<i>Leaving no stone unturned</i>	Non lasciare nessuna pietra rovesciata	Controllare tutto minuziosamente
<i>Let sleeping dogs lie</i>	Lascia stare distesi i cani che dormono	Non svegliare il can che dorme
<i>Let the dead bury the dead</i>	Lascia che i morti seppelliscano i morti	Chi muore giace, e chi vive si dà pace
<i>Life begins at forty</i>	La vita comincia a quarant'anni	La vita comincia a quarant'anni
<i>Life is all ups and downs</i>	La vita è tutta su e giù	Il mondo è fatto a scale, c'è chi scende e c'è chi sale
<i>Like father like son</i>	Tale padre, tale figlio	Tale padre, tale figlio
<i>Like master like man</i>	Tale padrone tale uomo	Tale padrone tale servitore
<i>Look before you leap</i>	Guarda prima di saltare	Prima d'agire, pensa
<i>Looks also counts</i>	Anche l'apparenza conta	Anche l'apparenza conta
<i>Love is blind</i>	L'amore è cieco	L'amore è cieco
<i>Lucky at cards, unlucky in love</i>	Fortunato alle carte, sfortunato in amore	Sfortunato al gioco, fortunato in amore
<i>Make hay while the sun shines</i>	Falcia ed esponi al sole il fieno mentre quest'ultimo risplende	Batti il ferro quando è caldo
<i>Manners make the man</i>	I modi fanno l'uomo	I modi fanno l'uomo
<i>Many truths come out in jest</i>	Molte verità escono dalle cose dette per scherzo	Scherzando scherzando
<i>Men know where they were born but not where they shall die</i>	Gli uomini sanno dove sono nati ma non dove moriranno	Si sa dove si nasce, non si sa dove si muore
<i>Might is right</i>	Il potente ha ragione	La ragione sta dalla parte del più forte
<i>Money is made to be spent</i>	Il denaro è fatto per essere speso	Il denaro è fatto per essere speso
<i>My turn today, your turn tomorrow</i>	Il mio turno è oggi, il tuo domani	Oggi a me, domani a te
<i>Necessity is the mother of invention</i>	La necessità è la madre dell'invenzione	Il bisogno aguzza l'ingegno
<i>Never interfere between husband and wife</i>	Non immischiarsi mai tra moglie e marito	Tra moglie e marito non mettere il dito

(segue)

Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>Never look a gift horse in the mouth</i>	Non guardare mai in bocca ad un cavallo avuto in regalo	A caval donato non si guarda in bocca
<i>Night is the mother of council</i>	La notte è la madre del consiglio	La notte porta consiglio
<i>Nobody could be more stupid than that</i>	Nessuno può essere più stupido di così	Più stupido di così si muore
<i>Not a leaf stirs but God wills it</i>	Non si muove foglia che Dio non voglia	Non si muove foglia che Dio non voglia
<i>No pain, no gain</i>	Nessun dolore, nessun guadagno	Senza sacrificio non si ottiene nulla
<i>Old hens make the best soup</i>	Le galline vecchie fanno la migliore minestra	Gallina vecchia fa buon brodo
<i>Once on shore, we pray no more</i>	Una volta sbarcati, non preghiamo più	Passato il santo, passata la festa
<i>One cannot judge by appearances</i>	Non si deve giudicare dalle apparenze	L'abito non fa il monaco
<i>One nail drives out another</i>	Un chiodo ne fa uscire un altro	Chiodo scaccia chiodo
<i>One's first love is never forgotten</i>	Il primo amore non viene mai dimenticato	Il primo amore non si scorda mai
<i>One thing leads to another</i>	Una cosa porta ad un'altra	Da cosa nasce cosa
<i>One word leads to another</i>	Una parola porta all'altra	Una parola tira l'altra
<i>Opportunity makes the thief</i>	L'occasione fa il ladro	L'occasione fa l'uomo ladro
<i>Out of sight, out of mind</i>	Fuori dalla vista, fuori dalla mente	Lontano dagli occhi, lontano dal cuore
<i>Out of the frying pan into the fire</i>	Cadere dalla padella nel fuoco	Dalla padella alla brace
<i>People are the same the whole world over</i>	Le persone sono le stesse in tutto il mondo	Tutto il mondo è paese
<i>Red sky at night, shepherd's delight</i>	Il cielo rosso di sera è la gioia del pastore	Rosso di sera, bel tempo si spera
<i>Red sky in the morning, sailor's warning</i>	Il cielo rosso di mattina mette in allarme il marinaio	Rosso di mattina, brutto tempo s'avvicina
<i>Render to Caesar the things which are Caesar's</i>	Date a Cesare le cose che sono di Cesare	Date a Cesare quel che è di Cesare
<i>Saying and doing, are two different things</i>	Il dire e il fare sono due cose diverse	Tra il dire e il fare c'è di mezzo il mare
<i>See no evil, hear no evil, speak no evil</i>	Non vedo il male, non sento il male, non parlo del male	Non vedo, non sento, non parlo

(segue)

Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>Self praise is no recommendation</i>	L'autocelebrarsi non è gradito	Chi si loda s'imbroda
<i>Show me your company and I'll show you who you are</i>	Mostrami la tua compagnia e io ti mostrerò chi sei	Dimmi con chi vai e ti dirò chi sei
<i>Silence is golden</i>	Il silenzio è d'oro	Il silenzio è d'oro
<i>Sink or swim</i>	Affondare o nuotare	O bere o affogare
<i>Sitting on the fence</i>	Rimanere seduti sul recinto	Non prendere le parti di nessuno
<i>Slow and steady wins the race</i>	Lento e giudizioso vince la corsa	Chi va piano va sano e va lontano/Chi la dura la vince
<i>Small is beautiful</i>	Piccolo è bello	Il vino buono sta nelle botti piccole
<i>Speech is silver, silence is golden</i>	La parola è d'argento,	il silenzio è d'oro
<i>Spend Christmas with the family and Easter where you choose</i>	Passa il Natale con la famiglia e Pasqua dove scegli tu	Natale con i tuoi, Pasqua con chi vuoi
<i>Strike while the iron is hot</i>	Batti quando il ferro è caldo	Batti quando il ferro è caldo
<i>Take it or leave it</i>	Prendi o lascia	Prendere o lasciare
<i>The best things come in small packages</i>	Le cose migliori stanno nelle confezioni piccole	Il vino buono sta nelle botti piccole
<i>The devil is not so black as he is painted</i>	Il diavolo non è poi così nero come viene dipinto	Il diavolo non è poi così brutto come lo si dipinge
<i>The devil teaches us his tricks but not how to hide them</i>	Il diavolo ci insegna i suoi trucchi, ma non come nasconderli	Il diavolo fa le pentole, ma non i coperchi
<i>The early bird catches the worm</i>	L'uccello mattiniero cattura il lombrico	Il mattino ha l'oro in bocca
<i>The end justifies the means</i>	Il fine giustifica i mezzi	Il fine giustifica i mezzi
<i>The exception that proves the rule</i>	L'eccezione dimostra la regola	L'eccezione conferma la regola
<i>The eye is the mirror of the soul</i>	L'occhio è lo specchio dell'anima	Gli occhi sono lo specchio dell'anima
<i>The grass is always greener on the other side</i>	L'erba è sempre più verde dall'altra parte	L'erba del vicino è sempre la più verde
<i>The husband is always the last to know</i>	Il marito è sempre l'ultimo a sapere	Il marito è sempre l'ultimo a sapere
<i>The new year calls for a new way of life</i>	Il nuovo anno richiede un nuovo stile di vita	Anno nuovo, vita nuova

(segue)

Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>The pitcher will go to the well once too often</i>	La brocca andrà al pozzo una volta di troppo	Tanto va la gatta al lardo che ci lascia lo zampino
<i>There is honour among thieves</i>	C'è onore tra i ladri	In casa di ladri non ci si ruba
<i>There is none so deaf as those who will not hear</i>	Non c'è nessuno così sordo di chi non sentirà	Non c'è peggior sordo di chi non vuol sentire
<i>There is no rose without thorns</i>	Non c'è rosa senza spine	Non c'è rosa senza spine
<i>There is no time like the present</i>	Non c'è tempo come il presente	Chi ha tempo non aspetti tempo
<i>There's a limit to everything</i>	C'è un limite ad ogni cosa	Ogni cosa ha un limite
<i>There's no accounting for tastes</i>	Non c'è spiegazione sui gusti	Tutti i gusti sono gusti
<i>There's no place like home</i>	Non c'è nessun posto come la propria casa	Casa dolce casa
<i>There's nothing new under the sun</i>	Non c'è nulla di nuovo sotto il sole	Nulla di nuovo sotto il sole
<i>These things always come in threes</i>	Queste cose vengono sempre tre a tre	Non c'è due senza tre
<i>The tree is known by its fruit</i>	L'albero è conosciuto dal suo frutto	Dal frutto si conosce l'albero
<i>The way to hell is paved with good intentions</i>	La via dell'inferno è lastricata di buone intenzioni	La via dell'inferno è lastricata di buone intenzioni
<i>Three times a bridesmaid never a bride</i>	Tre volte damigella d'onore, mai sposa	Essere la damigella d'onore per tre volte porta sfortuna
<i>Time and tide wait for no man</i>	Il tempo e la marea non aspettano nessuno	Chi ha tempo non aspetti tempo
<i>Time is money</i>	Il tempo è denaro	Il tempo è denaro
<i>Time is the great healer</i>	Il tempo è il grande guaritore	Il tempo è galantuomo
<i>Time will tell</i>	Il tempo racconterà	Chi vivrà, vedrà
<i>Tit for tat</i>	Colpo per colpo	Rendere pan per focaccia
<i>To be a chip off the old block</i>	Essere una scheggia di legno del vecchio ceppo	Tale padre tale figlio
<i>To drink like a fish</i>	Bere come un pesce	Bere come una spugna
<i>Tomorrow is another day</i>	Domani è un altro giorno	Domani è un altro giorno
<i>Too many cooks spoil the broth</i>	Troppi cuochi rovinano il brodo	Troppi galli a cantare, non si fa mai giorno
<i>To put the cart before the horses</i>	Mettere il calesse davanti ai cavalli	Mettere il carro davanti ai buoi

(segue)

Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>To trust is good, not to trust is better</i>	Fidarsi è bene, non fidarsi è meglio	Fidarsi è bene, non fidarsi è meglio
<i>Two is company, three is a crowd</i>	In due si è in compagnia, in tre è una folla	In due si sta bene, in tre ce n'è uno di troppo
<i>Variety is the spice of life</i>	La varietà è il sapore della vita	Il mondo è bello perché è vario
<i>Walls have ears</i>	I muri hanno le orecchie	Anche i muri hanno le orecchie
<i>What's done is done</i>	Ciò che è fatto, è fatto	Cosa fatta, capo ha
<i>We learn by our mistakes</i>	Impariamo dai nostri errori	Sbagliando s'impara
<i>Well begun is half done</i>	Un buon inizio è fatto a metà	Chi ben comincia è a metà dell'opera
<i>What the eye doesn't see, the heart doesn't grieve over</i>	Ciò che l'occhio non vede, il cuore non si rattrista	Occhio non vede, cuore non duole
<i>When a guest stays too long, he wears out his welcome</i>	Quando un ospite resta troppo a lungo, abusa dell'ospitalità altrui	L'ospite è come il pesce, dopo tre giorni puzza
<i>When in Rome do as the Romans do</i>	Quando sei a Roma, fai come fanno i romani	Paese che vai, usanza che trovi
<i>When it rains, it pours</i>	Quando piove, piove a dirotto	Piove sul bagnato
<i>When the cats away, the mice will play</i>	Quando i gatti sono via, i topi giocano	Quando il gatto non c'è, i topi ballano
<i>Where there is a will there is a way</i>	Dove c'è una volontà, c'è una via	Volere è potere
<i>Where there's life there's hope</i>	Dove c'è vita c'è speranza	Finché c'è vita c'è speranza
<i>Who does not love wine, women and song, remains a fool his whole life long</i>	Chi non ama vino, donne e canto, rimane uno sciocco per tutta la vita	Detto di colui che non si gode la vita o è un pantofole
<i>Work ennobles man</i>	Il lavoro nobilita l'uomo	Il lavoro nobilita l'uomo
<i>You cannot have everything you want</i>	Non si può avere tutto ciò che si vuole	L'erba voglio non cresce neanche nel giardino del re
<i>You cannot make an omelette without breaking eggs</i>	Non si può fare una frittata senza rompere le uova	Non si può fare una frittata senza rompere le uova
<i>You can't rule the heart</i>	Non si può comandare il cuore	Al cuore non si comanda
<i>You can't teach an old dog new tricks</i>	Non si possono insegnare ad un vecchio cane nuovi giochi	Non è possibile far cambiare ai vecchi le loro idee

(segue)

Frase idiomatica/ proverbio	Traduzione letterale	Significato
<i>You can't tell a book by its cover</i>	Non si può giudicare un libro dalla sua copertina	L'abito non fa il monaco
<i>You'll never know till you have tried</i>	Non saprai mai fino a che non hai provato	Esperienza, madre di scienza
<i>You scratch my back and I'll scratch yours</i>	Tu mi gratti la schiena e io gratterò la tua	Una mano lava l'altra, e tutt'e due lavano il viso
<i>You should eat to live, not live to eat</i>	Dovresti mangiare per vivere, non vivere per mangiare	Si mangia per vivere, non si vive per mangiare
<i>You will reap what you sow</i>	Si raccoglie ciò che si semina	Ognuno raccoglie ciò che ha seminato
<i>You win a few, you lose a few</i>	Si vince un po', si perde un po'	Un po' si vince, un po' si perde



Capitolo 10

Paradigmi dei verbi irregolari

Traduzione	Forma base	Passato	Participio passato
abitare	<i>abide</i>	<i>abode/abided</i>	<i>abode/abided</i>
presentarsi	<i>arise</i>	<i>arose</i>	<i>arisen</i>
svegliarsi	<i>awake</i>	<i>awoke</i>	<i>awoken/awaked</i>
essere	<i>be (am, is, are)</i>	<i>was/were</i>	<i>been</i>
partorire	<i>bear</i>	<i>bore</i>	<i>borne</i>
battere	<i>beat</i>	<i>beat</i>	<i>beaten</i>
diventare	<i>become</i>	<i>became</i>	<i>become</i>
accadere	<i>befall</i>	<i>befell</i>	<i>befallen</i>
generare	<i>beget</i>	<i>begot</i>	<i>begotten</i>
iniziare	<i>begin</i>	<i>began</i>	<i>begun</i>
osservare	<i>behold</i>	<i>beheld</i>	<i>beheld</i>
curvare	<i>bend</i>	<i>bent</i>	<i>bent</i>
privare	<i>bereave</i>	<i>bereaved</i>	<i>bereaved/bereft</i>
supplicare	<i>beseech</i>	<i>besought/beseched (USA)</i>	<i>besought/beseched (USA)</i>
essere a cavallo di	<i>bestride</i>	<i>bestrode</i>	<i>bestriden</i>
scommettere	<i>bet</i>	<i>bet/betted</i>	<i>bet</i>
dichiarare	<i>bid</i>	<i>bid</i>	<i>bid</i>
augurare a	<i>bid</i>	<i>bade/bid</i>	<i>bid</i>
legare	<i>bind</i>	<i>bound</i>	<i>bound</i>
mordere	<i>bite</i>	<i>bit</i>	<i>bitten/bit</i>
sanguinare	<i>bleed</i>	<i>bled</i>	<i>bled</i>
benedire	<i>bless</i>	<i>blessed/blest</i>	<i>blessed/blest</i>
soffiare	<i>blow</i>	<i>blew</i>	<i>blown</i>
rompere	<i>break</i>	<i>broke</i>	<i>broken</i>
procreare	<i>breed</i>	<i>bred</i>	<i>bred</i>
portare	<i>bring</i>	<i>brought</i>	<i>brought</i>
trasmettere	<i>broadcast</i>	<i>broadcast/broadcasted</i>	<i>broadcast/broadcasted</i>

(segue)

* I verbi possono avere più significati: la traduzione è solo un'accezione a titolo di esempio.



Traduzione	Forma base	Passato	Participio passato
costruire	<i>build</i>	<i>built</i>	<i>built</i>
bruciare	<i>burn</i>	<i>burnt/burned</i>	<i>burnt/burned</i>
scoppiare	<i>burst</i>	<i>burst</i>	<i>burst</i>
andare in autobus	<i>bus</i>	<i>bused/bussed</i>	<i>bused/bussed</i>
rompersi	<i>bust</i>	<i>busted/bust</i>	<i>busted/bust</i>
comprare	<i>buy</i>	<i>bought</i>	<i>bought</i>
gettare	<i>cast</i>	<i>cast</i>	<i>cast</i>
prendere	<i>catch</i>	<i>caught</i>	<i>caught</i>
rimproverare	<i>chide</i>	<i>chided/chid</i>	<i>chided/chidden</i>
scegliere	<i>choose</i>	<i>chose</i>	<i>chosen</i>
stridere	<i>churr</i>	<i>chirred</i>	<i>chirred</i>
aderire	<i>cleave</i>	<i>cleaved/clave</i>	<i>cleaved</i>
spaccare	<i>cleave</i>	<i>clove/cleft/cleaved</i>	<i>cloven/cleft/cleaved</i>
stare appiccicato	<i>cling</i>	<i>clung</i>	<i>clung</i>
venire	<i>come</i>	<i>came</i>	<i>come</i>
costare	<i>cost</i>	<i>cost</i>	<i>cost</i>
strisciare	<i>creep</i>	<i>crept</i>	<i>crept</i>
cantare	<i>crow</i>	<i>crowed/crew</i>	<i>crowed</i>
tagliare	<i>cut</i>	<i>cut</i>	<i>cut</i>
occuparsi	<i>deal</i>	<i>dealt</i>	<i>dealt</i>
zappare	<i>dig</i>	<i>dug</i>	<i>dug</i>
tuffarsi	<i>dive</i>	<i>dived/dove (USA)</i>	<i>dived</i>
fare	<i>do (does)</i>	<i>did</i>	<i>done</i>
disegnare	<i>draw</i>	<i>drew</i>	<i>drawn</i>
sognare	<i>dream</i>	<i>dreamed/dreamt</i>	<i>dreamed/dreamt</i>
bere	<i>drink</i>	<i>drank</i>	<i>drunk</i>
guidare	<i>drive</i>	<i>drove</i>	<i>driven</i>
risiedere	<i>dwell</i>	<i>dwelt</i>	<i>dwelt</i>
mangiare	<i>eat</i>	<i>ate</i>	<i>eaten</i>
circondare	<i>engird</i>	<i>engirt/engirded</i>	<i>engirt/engirded</i>
cadere	<i>fall</i>	<i>fell</i>	<i>fallen</i>
dar da mangiare	<i>feed</i>	<i>fed</i>	<i>fed</i>
sentire (col cuore)	<i>feel</i>	<i>felt</i>	<i>felt</i>
combattere	<i>fight</i>	<i>fought</i>	<i>fought</i>
trovare	<i>find</i>	<i>found</i>	<i>found</i>

(segue)

Traduzione	Forma base	Passato	Participio passato
scappare	<i>flee</i>	<i>fled</i>	<i>fled</i>
lanciare	<i>fling</i>	<i>flung</i>	<i>flung</i>
volare	<i>fly</i>	<i>flew</i>	<i>flown</i>
evitare di	<i>forbear</i>	<i>forbore</i>	<i>forborne</i>
proibire	<i>forbid</i>	<i>forbade/forbad</i>	<i>forbidden</i>
prevedere	<i>forecast</i>	<i>forecast/forecasted</i>	<i>forecast/forecasted</i>
dimenticare	<i>forget</i>	<i>forgot</i>	<i>forgotten</i>
perdonare	<i>forgive</i>	<i>forgave</i>	<i>forgiven</i>
rinunciare a	<i>forsake</i>	<i>forsook</i>	<i>forsaken</i>
gelare	<i>freeze</i>	<i>froze</i>	<i>frozen</i>
castrare	<i>geld</i>	<i>gelded/gelt</i>	<i>gelded/gelt</i>
raggiungere	<i>get</i>	<i>got</i>	<i>got/gotten (USA)</i>
indorare	<i>gild</i>	<i>gilded/gilt</i>	<i>gilded/gilt</i>
fasciare	<i>gird</i>	<i>girded/girt</i>	<i>girded/girt</i>
dare	<i>give</i>	<i>gave</i>	<i>given</i>
rodere	<i>gnaw</i>	<i>gnawed</i>	<i>gnawed/gnawn</i>
andare	<i>go</i>	<i>went</i>	<i>gone</i>
affilare	<i>grind</i>	<i>ground</i>	<i>ground</i>
crescere	<i>grow</i>	<i>grew</i>	<i>grown</i>
appendere	<i>hang</i>	<i>hung/hanged</i>	<i>hung/hanged</i>
avere	<i>have (has)</i>	<i>had</i>	<i>had</i>
ascoltare	<i>hear</i>	<i>heard</i>	<i>heard</i>
fendere	<i>hew</i>	<i>hewed</i>	<i>hewed/hewn</i>
nascondere	<i>hide</i>	<i>hid</i>	<i>hidden/hid</i>
colpire	<i>hit</i>	<i>hit</i>	<i>hit</i>
tenere	<i>hold</i>	<i>held</i>	<i>held</i>
dolere	<i>hurt</i>	<i>hurt</i>	<i>hurt</i>
mantenere	<i>keep</i>	<i>kept</i>	<i>kept</i>
inginocchiarsi	<i>kneel</i>	<i>knelt/kneeled (USA)</i>	<i>knelt/kneeled</i>
lavorare a maglia	<i>knit</i>	<i>knit/knitted</i>	<i>knit/knitted</i>
conoscere	<i>know</i>	<i>knew</i>	<i>known</i>
caricare	<i>lade</i>	<i>laded</i>	<i>laden</i>
appoggiare	<i>lay</i>	<i>laid</i>	<i>laid</i>
condurre	<i>lead</i>	<i>led</i>	<i>led</i>
pendere	<i>lean</i>	<i>leaned/leant</i>	<i>leaned/leant</i>

(segue)

Traduzione	Forma base	Passato	Participio passato
saltare	<i>leap</i>	<i>leaped/leant</i>	<i>leaped/leapt</i>
imparare	<i>learn</i>	<i>leaped/leapt</i>	<i>learnt/learned</i>
partire	<i>leave</i>	<i>left</i>	<i>left</i>
prestare	<i>lend</i>	<i>lent</i>	<i>lent</i>
permettere	<i>let</i>	<i>let</i>	<i>let</i>
giacere	<i>lie</i>	<i>lay</i>	<i>lain</i>
accendere	<i>light</i>	<i>lighted/lit</i>	<i>lighted/lit</i>
perdere	<i>lose</i>	<i>lost</i>	<i>lost</i>
fare	<i>make</i>	<i>made</i>	<i>made</i>
significare	<i>mean</i>	<i>meant</i>	<i>meant</i>
incontrare	<i>meet</i>	<i>met</i>	<i>met</i>
sbagliare	<i>mistake</i>	<i>mistook</i>	<i>mistaken</i>
falciare	<i>mow</i>	<i>mowed</i>	<i>mown/mowed</i>
pagare	<i>pay</i>	<i>paid</i>	<i>paid</i>
implorare	<i>plead</i>	<i>pleaded/plead/pled</i>	<i>pleaded/plead/pled</i>
mettere	<i>put</i>	<i>put</i>	<i>put</i>
abbandonare	<i>quit</i>	<i>quit/quitted</i>	<i>quit/quitted</i>
leggere	<i>read</i>	<i>read</i>	<i>read</i>
dividere	<i>rend</i>	<i>rent</i>	<i>rent</i>
liberare	<i>rid</i>	<i>rid/ridded</i>	<i>rid/ridded</i>
cavalcare	<i>ride</i>	<i>rode</i>	<i>ridden</i>
suonare	<i>ring</i>	<i>rang</i>	<i>rung</i>
alzarsi	<i>rise</i>	<i>rose</i>	<i>risen</i>
correre	<i>run</i>	<i>ran</i>	<i>run</i>
segare	<i>saw</i>	<i>sawed</i>	<i>sawed/sawn</i>
dire	<i>say</i>	<i>said</i>	<i>said</i>
vedere	<i>see</i>	<i>saw</i>	<i>seen</i>
cercare	<i>seek</i>	<i>sought</i>	<i>sought</i>
vendere	<i>sell</i>	<i>sold</i>	<i>sold</i>
spedire	<i>send</i>	<i>sent</i>	<i>sent</i>
porre	<i>set</i>	<i>set</i>	<i>set</i>
cucire	<i>sew</i>	<i>sewed</i>	<i>sewed/sewn</i>
scuotere	<i>shake</i>	<i>shook</i>	<i>shaken</i>
radere	<i>shave</i>	<i>shaved</i>	<i>shaved/shaven</i>
tosare	<i>shear</i>	<i>sheared</i>	<i>sheared/shorn</i>

(segue)

Traduzione	Forma base	Passato	Participio passato
versare	<i>shed</i>	<i>shed</i>	<i>shed</i>
risplendere	<i>shine</i>	<i>shone</i>	<i>shone</i>
sparare	<i>shoot</i>	<i>shot</i>	<i>shot</i>
mostrare	<i>show</i>	<i>showed</i>	<i>shown/showed</i>
indietreggiare	<i>shrink</i>	<i>shrank</i>	<i>shrunk/shrunken</i>
confessare	<i>shrive</i>	<i>shrove</i>	<i>shriven</i>
chiudere	<i>shut</i>	<i>shut</i>	<i>shut</i>
cantare	<i>sing</i>	<i>sang</i>	<i>sung</i>
affondare	<i>sink</i>	<i>sank</i>	<i>sunk</i>
sedere	<i>sit</i>	<i>sat</i>	<i>sat</i>
uccidere	<i>slay</i>	<i>slew</i>	<i>slain</i>
dormire	<i>sleep</i>	<i>slept</i>	<i>slept</i>
scivolare	<i>slide</i>	<i>slid</i>	<i>slid</i>
scagliare	<i>sling</i>	<i>slung</i>	<i>slung</i>
tagliare per il lungo	<i>slit</i>	<i>slit</i>	<i>slit</i>
odorare	<i>smell</i>	<i>smelt/smelled</i>	<i>smelt/smelled</i>
percuotere	<i>smite</i>	<i>smote</i>	<i>smitten</i>
seminare	<i>sow</i>	<i>sowed</i>	<i>sowed/sown</i>
parlare	<i>speak</i>	<i>spoke</i>	<i>spoken</i>
affrettarsi	<i>speed</i>	<i>speeded/sped</i>	<i>speeded/sped</i>
sillabare	<i>spell</i>	<i>spelt/spelled</i>	<i>spelt/spelled</i>
spendere	<i>spend</i>	<i>spent</i>	<i>spent</i>
versare	<i>spill</i>	<i>spilled/spilt</i>	<i>spilled/spilt</i>
rotare	<i>spin</i>	<i>spun</i>	<i>spun</i>
sputare	<i>spit</i>	<i>spat/spit</i>	<i>spat/spit</i>
rompere	<i>split</i>	<i>split</i>	<i>split</i>
viziare	<i>spoil</i>	<i>spoilt/spoiled</i>	<i>spoilt/spoiled</i>
stendere	<i>spread</i>	<i>spread</i>	<i>spread</i>
saltare	<i>sprng</i>	<i>sprang</i>	<i>sprung</i>
tenersi in piedi	<i>stand</i>	<i>stood</i>	<i>stood</i>
sfondarsi	<i>stave</i>	<i>stove/staved</i>	<i>stove/staved</i>
rubare	<i>steal</i>	<i>stole</i>	<i>stolen</i>
conficcare	<i>stick</i>	<i>stuck</i>	<i>stuck</i>
pungere	<i>sting</i>	<i>stung</i>	<i>stung</i>

(segue)



Traduzione	Forma base	Passato	Participio passato
mandare cattivo odore	<i>stink</i>	<i>stank/stunk</i>	<i>stunk</i>
sparpagliare	<i>strew</i>	<i>strewed</i>	<i>strewed/strewn</i>
camminare a grandi passi	<i>stride</i>	<i>strode</i>	<i>stridden</i>
scioperare	<i>strike</i>	<i>struck</i>	<i>struck/stricken</i>
mettere uno spago	<i>string</i>	<i>strung</i>	<i>strung</i>
sforzarsi	<i>strive</i>	<i>strove</i>	<i>striven/strived</i>
giurare	<i>swear</i>	<i>swore</i>	<i>sworn</i>
spazzare	<i>sweep</i>	<i>swept</i>	<i>swept</i>
gonfiarsi	<i>swell</i>	<i>swelled</i>	<i>swelled/swollen</i>
nuotare	<i>swim</i>	<i>swam</i>	<i>swum</i>
far girare	<i>swing</i>	<i>swung</i>	<i>swung</i>
prendere	<i>take</i>	<i>took</i>	<i>taken</i>
insegnare	<i>teach</i>	<i>taught</i>	<i>taught</i>
strappare	<i>tear</i>	<i>tore</i>	<i>torn</i>
raccontare	<i>tell</i>	<i>told</i>	<i>told</i>
pensare	<i>think</i>	<i>thought</i>	<i>thought</i>
crescere robusto	<i>thrive</i>	<i>throve/thrived</i>	<i>thriven/thrived</i>
tirare	<i>throw</i>	<i>threw</i>	<i>thrown</i>
spingere (con forza)	<i>thrust</i>	<i>thrust</i>	<i>thrust</i>
percorrere	<i>tread</i>	<i>trod</i>	<i>trodden/trod</i>
raddrizzare	<i>unbend</i>	<i>unbent</i>	<i>unbent</i>
offrire a minor prezzo	<i>underbid</i>	<i>underbid</i>	<i>underbid</i>
soffrire	<i>undergo</i>	<i>underwent</i>	<i>undergone</i>
vendere a prezzi più bassi	<i>undersell</i>	<i>undersold</i>	<i>undersold</i>
capire	<i>understand</i>	<i>understood</i>	<i>understood</i>
intraprendere	<i>undertake</i>	<i>undertook</i>	<i>undertaken</i>
firmare	<i>underwrite</i>	<i>underwrote</i>	<i>underwritten</i>
disfare	<i>undo</i>	<i>undid</i>	<i>undone</i>
rovesciare	<i>upset</i>	<i>upset</i>	<i>upset</i>
svegliarsi	<i>wake</i>	<i>woke/waked</i>	<i>woken/waked</i>
indossare	<i>wear</i>	<i>wore</i>	<i>worn</i>
tessere	<i>weave</i>	<i>wove</i>	<i>woven/wove</i>
piangere	<i>weep</i>	<i>wept</i>	<i>wept</i>

(segue)

Traduzione	Forma base	Passato	Participio passato
vincere	<i>win</i>	<i>won</i>	<i>won</i>
serpeggiare	<i>wind</i>	<i>wound</i>	<i>wound</i>
ritirare	<i>withdraw</i>	<i>withdrew</i>	<i>withdrawn</i>
trattenere	<i>withhold</i>	<i>withheld</i>	<i>withheld</i>
resistere a	<i>withstand</i>	<i>withstood</i>	<i>withstood</i>
strizzare	<i>wring</i>	<i>wrung</i>	<i>wrung</i>
scrivere	<i>write</i>	<i>wrote</i>	<i>written</i>



Parte Seconda

Esercitazioni

SOMMARIO

Capitolo 1	Il verbo
Capitolo 2	Nomi, articoli, pronomi e aggettivi
Capitolo 3	Aggettivi (qualificativi), avverbi e preposizioni
Capitolo 4	Vocabolario e phrasal verbs

Capitolo 1

Il verbo

Livello A2/B1

1) Choose the correct answer to this question. "Hasn't Henry got your e-mail address?"

- A. No, he hadn't
- B. No, he hasn't
- C. No, he hasn't got
- D. No, he doesn't

2) Fill in the blank. "Mark and Joe ... squash together two or three times a week".

- A. play
- B. are playing
- C. played
- D. were playing

3) Fill in the blank. "I'm quite lazy, so I ... much at weekends".

- A. don't do
- B. can't do
- C. wasn't doing
- D. 'm not doing

4) Choose the correct sentence.

- A. Who Katie plays tennis with?
- B. Who does play tennis with Katie?
- C. Who plays tennis with Katie?
- D. Who play tennis with Katie?

5) Choose the correct sentence.

- A. Why does she want to stay at home?
- B. Why wants she to stay home?
- C. Why is she wanting to stay home?
- D. Why she wants to stay home?

6) Choose the correct answer to this question. "Does she like her job?"

- A. Yes, she likes
- B. Yes she does
- C. She would like to be a dancer
- D. No she don't

7) Choose the correct sentence.

- A. Jamie is metting the boss after lunch
- B. Jamie meets the boss after lunch
- C. Jamie is meeting the boss after lunch
- D. Jamie meet the boss after lunch

8) Choose the correct sentence.

- A. Why don't you come with me?
- B. Why do not come with me?
- C. Why you not come with me?
- D. Why do you not coming with me?

9) Fill in the blank. "Ben ... very cooperative at the moment".

- A. isn't
- B. isn't being
- C. doesn't be
- D. not is

10) Fill in the blank. "I wonder who ... ; do you know that man?"

- A. Beth is talking
- B. is talking Beth
- C. Beth is talking to
- D. is Beth talking to

11) Fill in the blank. "Why ... some plants for our flat?"

- A. don't we get



- B. we don't get
- C. don't get we
- D. we not get

12) Choose the correct answer to this question. "Is Mark coming to the cinema with us tonight?"

- A. I not think so
- B. I'm thinking so
- C. I don't think so
- D. I think yes

13) Fill in the blank. "Sam and Anna ... in love when they met at a party".

- A. fell
- B. fall
- C. fallen
- D. did fall

14) Fill in the blank. "Mr and Mrs Elnan ... to France last week".

- A. went
- B. leaved
- C. have gone
- D. arrived

15) Fill in the blank. "Sorry, I ... you were here".

- A. wasn't realizing
- B. didn't realize
- C. don't realized
- D. not realized

16) Fill in the blank. "I ... our hotel room. Can I change it?"

- A. don't like
- B. 'm not liking it
- C. not like
- D. didn't like

17) Choose the correct answer to this question. "Has Sarah gone into town?"

- A. Yes, she has
- B. Yes, she has gone

- C. Yes, she has been
- D. Yes, she gone

18) Choose the correct sentence.

- A. Where you grew up?
- B. Where did grow up you?
- C. Where did you grow up?
- D. Where you did grow up?

19) Fill in the blank. "My sister ... with me for a few days".

- A. has been
- B. came
- C. has been being
- D. has came

20) Fill in the blank. "The thief ... from the police when he ran into the forest".

- A. run away
- B. got away
- C. got on
- D. getaway

21) Fill in the blank. "... ready? I'm waiting for him!"

- A. Be he
- B. Is he
- C. Does he
- D. Does he is

22) Fill in the blank. "I ... stop smoking".

- A. go
- B. will go to
- C. am going to
- D. no

23) Choose the word or group of words which best completes the following sentence. "Do you think it ... tomorrow?"

- A. rains
- B. will rain
- C. is raining
- D. did rain

24) **Fill in the blank.** “She is studying now and she ... go out”.

- A. doesn't must
- B. cannot
- C. doesn't can
- D. can

25) **Fill in the blank.** “You were born in Italy, ... ?”.

- A. don't you
- B. aren't you
- C. weren't you
- D. did you

26) **Fill in the blank.** “I ... to fly kites when I was young”.

- A. was used
- B. use to
- C. used
- D. using

27) **Fill in the blank.** “John is studying at the moment. ... disturb him!”.

- A. You mustn't
- B. Don't
- C. You don't have to
- D. You needn't

28) **Fill in the blank.** “Susie ... here on holiday last month”.

- A. goes
- B. has came
- C. has come
- D. came

29) **Fill in the blank.** “I ... afraid it is too expensive”.

- A. is
- B. have
- C. be
- D. am

30) **Fill in the blank.** “The war reporter ... injured in an explosion”.

- A. just has been
- B. has just been
- C. has been just
- D. is just been

31) **Fill in the blank.** “Sheila ... when I entered the room”.

- A. isn't sleeping
- B. slept
- C. wasn't sleeping
- D. yet sleeping

32) **Choose the word or group of words which best completes the following sentence.** “The book I'm reading ... Henry Fielding”.

- A. wrote
- B. was written from
- C. was wrote by
- D. was written by

33) **Fill in the blank.** “My brother ... getting up late in the morning”.

- A. likes
- B. is liking
- C. likes to
- D. likes going to

34) **Fill in the blank.** “Two years ago we ... leave our job”.

- A. had to
- B. have to
- C. musted
- D. can't

35) **Fill in the blank.** “Next week we ... finish the job”.

- A. have been able to
- B. no be able
- C. will be able to
- D. able to



36) Complete the following sentence. “What time will you get to the airport?”.
“At 7.30. I’ll give you a call when I ... ”.

- A. will arrive
- B. arrive
- C. arrived
- D. am been arriving

37) Fill in the blank. “You ... eat more: you look so pale”.

- A. want to
- B. can
- C. would
- D. should

38) Fill in the blank. “When ... you born?”.

- A. were
- B. are
- C. was
- D. did

39) Fill in the blank. “Look at those dark clouds: we ... a storm in a few minutes”.

- A. are going to have
- B. will have
- C. are having
- D. have

40) Fill in the blank. “I haven’t ... Mary since I moved away”.

- A. seen
- B. seed
- C. saw
- D. see

41) Fill in the blank. “I ... any photos of my latest holiday”.

- A. haven’t got
- B. don’t got
- C. don’t has
- D. have got not

42) Fill in the blank. “That house ... in 1970”.

- A. was built
- B. was builded
- C. had built
- D. has been built

43) Complete the following sentence. “If you heat a metal bar it ... ”.

- A. meets
- B. grows
- C. expands
- D. stretches

44) Fill in the blanks. “She’s an old friend; I ... her ... year”.

- A. ’ve known; for
- B. know; for
- C. ’ve known; since
- D. know; since

45) Fill in the blank. “She is ... the radio now”.

- A. listen
- B. listening to
- C. hear
- D. listening

46) Fill in the blank. “We ... tonight”.

- A. are go dancing
- B. dance
- C. are dance
- D. are going dancing

47) Fill in the blank. “I ... home at eight last night”.

- A. was walking
- B. had walked
- C. walked
- D. have walked

48) **Fill in the blank.** “Sandra ... that film”.

- A. has yet seen
- B. have already seen
- C. was already seen
- D. has already seen

49) **Fill in the blank.** “When ... we’ll go out”.

- A. you’ll arrive home
- B. you arrive home
- C. arrive to home
- D. are arrived home

50) **Complete the following sentence.** “She likes ...”.

- A. windsurfing
- B. windsurf
- C. do windsurf
- D. play windsurf

51) **Fill in the blank.** “My parents ... at home last night”.

- A. were
- B. was
- C. did be
- D. had

52) **Fill in the blank.** “She ... cards at Christmas”.

- A. writes always
- B. always writes
- C. always writing
- D. always is write

53) **Fill in the blank.** “My aunt ... a lot of TV”.

- A. watches
- B. watch
- C. watchs
- D. watching

54) **The following sentence contains one or more mistakes; choose the correct alternative.** “I have never and never will ask for special treatment”.

- A. I never have asked and never will asking for special treatment
- B. I had never and never will I ask for special treatment
- C. I have never asked and never will ask for special treatment
- D. I have never ask and never will ask for special treatment

55) **Fill in the blank.** “The princess kissed a frog and he ... a prince”.

- A. transformed in
- B. turned into
- C. grew into
- D. transformed

56) **Fill in the blank.** “Who ... in the swimming pool?”.

- A. swam
- B. swimmèd
- C. swom
- D. runned

57) **Complete the following sentence.** “This is the book that we ...”.

- A. red
- B. reads
- C. eat
- D. have read

58) **Fill in the blank.** “My sister ... the piano everyday”.

- A. play
- B. plays
- C. is playing
- D. don’t play



59) The part of the following sentence between square brackets contains one or more mistakes; choose the correct form. “Where’s Robert? [Not is here] today?”.

- A. Aren’t he here
- B. Not he is
- C. Isn’t he here
- D. Not

60) Fill in the blank. “Yesterday I ... to the supermarket with Eve”.

- A. explained
- B. go
- C. have gone
- D. went

61) Choose the answer which is closest in meaning to the word in square brackets and which does not change the meaning of the original sentence. “Sonar devices can locate the position of [submerged] objects through echoes”.

- A. joined
- B. lost
- C. underwater
- D. irregular

62) Complete the following dialogue with the best combination of words. A: “Oh no! I’ve forgotten to ... David to the party”. B: “That’s OK. I’ll tell him about it when I ... him at work”.

- A. inviting; am seeing
- B. invite; see
- C. invite; will see
- D. be invited; saw

63) Choose the synonym of the word between square brackets. “This is the book that John [required]”.

- A. looked
- B. found
- C. desired

D. requested

64) Fill in the blank. “... he watch television in the evening?”.

- A. Were
- B. Do
- C. Does
- D. Is

65) Fill in the blank. “... you go to Jenny’s party next week?”.

- A. Did
- B. Do
- C. Will
- D. Let

66) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. “We asked a man where the bank was, but he didn’t [answer]”.

- A. reply
- B. replay
- C. produce
- D. come back

67) The parts of the following sentence between square brackets contain one or more mistakes; choose the correct forms. “[I’m will buy] these shoes, [they like me] a lot”.

- A. I do buy; I like
- B. I’m buying; I like them
- C. I’m buy; they like me
- D. I’m buying; they like me

68) Fill in the blank. “What are you doing this evening?”. “... at home. I have to study”.

- A. I’m staying
- B. I stayed
- C. I stay
- D. I must stay

69) Fill in the blank. "If my team ... tomorrow, they will be the champions".

- A. win
- B. has won
- C. will winning
- D. wins

70) Fill in the blank. "Incorporating is the process by which a business ... a corporation".

- A. is carried on as
- B. transforms
- C. is changed into
- D. gets

71) Fill in the blank. "I'm sure it ... to rain".

- A. is going
- B. is
- C. will
- D. will go

72) Fill in the blank. "What do you ... we do tonight, John?".

- A. suggest
- B. think about
- C. deciding
- D. going

73) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "The man [hurt] his back moving heavy tables".

- A. injured
- B. used
- C. helped
- D. hit

74) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "I can [see] by your tan that you've been on holiday".

- A. hope
- B. show
- C. tell
- D. stay

75) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "John is happy because his salary has [risen]".

- A. dropped
- B. increased
- C. stayed the same
- D. gone down

76) Replace the words between square brackets with the correct ones. "You need to [gets ready] if you want to come out with me".

- A. dress up
- B. complete
- C. finish
- D. prepare yourself

77) Fill in the blank. "I saw him standing ... your door".

- A. up
- B. at
- C. to
- D. through

78) Fill in the blank. "... I have some water, please?".

- A. Does
- B. Might
- C. Am
- D. May



79) Choose the correct meaning of the phrase in square brackets. Jean: “How did you know it was my birthday today?”. Susan: “Oh, you know, [a little birdie told me!]”.

- A. Susan told Jean it was her birthday
- B. Jean told Susan it was her birthday
- C. An unnamed person told Susan about Jean’s birthday
- D. Jean sang a song about her birthday

80) Fill in the blank. “I’m sure they ... accept our proposal”.

- A. wan’t
- B. won’t
- C. aren’t
- D. willn’t

81) Fill in the blank. “If Mary ... us a big dinner tonight, I wouldn’t suggest that we have a pizza”.

- A. makes
- B. made
- C. will make
- D. make

82) Fill in the blank. “He is running. He ... be late”.

- A. couldn’t
- B. has to
- C. can
- D. must

83) Fill in the blank. “I ... coffee, thank you”.

- A. don’t want
- B. wouldn’t want
- C. want not
- D. dranked

84) Choose the correct meaning of the words between square brackets. “If you have another suggestion, [I am all ears]”.

- A. my ears hurt
- B. I would like to have a discussion
- C. I am willing to listen
- D. I am hard of hearing

85) Choose the group of words which best completes the following sentence. “... a cup of tea for breakfast?”.

- A. Do you like
- B. Will you like
- C. Would you like
- D. Did you like

86) Fill in the blank. “We ... a field full of flowers”.

- A. sawn
- B. sow
- C. saw
- D. eyes

87) The parts of the following sentence between square brackets contain one or more mistakes; choose the correct forms. “My mother [not works] anymore, [she’s pensioner]”.

- A. is not work; is a pensioner
- B. don’t work; she’s the pensioner
- C. doesn’t work; she’s a pensioner
- D. not work; she’s a pension

88) The parts of the following sentence between square brackets contain one or more mistakes; choose the correct forms. “The secretary [have] just [recalled me]”.

- A. has; call back me
- B. did; recall me
- C. does; recalled me
- D. has; called me back

89) Fill in the blank. "By the time he gets to the office, the meeting ... over".

- A. is being
- B. will start to be
- C. will be
- D. has been

90) Fill in the blank. "The policeman has ... them some questions".

- A. to ask
- B. to make
- C. to demand
- D. to do

91) Fill in the blank. "How many hours ... the show last?".

- A. has
- B. did
- C. would
- D. do

92) The part of the following sentence between square brackets contains one or more mistakes; choose the correct form. "[You didn't went] to the office yesterday?".

- A. Went you not
- B. Didn't you go
- C. You didn't go
- D. Does not you go

93) Fill in the blank. "We ... a book about famous gardens".

- A. them gave
- B. given
- C. gave to them
- D. gave them

94) Fill in the blank. "I am sure that it ... tomorrow".

- A. rain
- B. will rain
- C. rains
- D. fall

95) Fill in the blank. "The lesson ... not so difficult".

- A. did
- B. were
- C. have been
- D. was

96) Fill in the blank. "The mother is ... her baby".

- A. feeding
- B. milking
- C. eating
- D. breeding

97) Fill in the blank. "In that school students ... wear uniforms".

- A. have to
- B. must to
- C. has to
- D. don't can

98) Fill in the blank. "She ... the lesson by heart".

- A. taught
- B. learnt
- C. learned
- D. lernt

99) Fill in the blank. "In summer it ... always hot".

- A. makes
- B. does
- C. is
- D. feel

100) Fill in the blank. "Tomorrow she ... go to the theatre".

- A. does
- B. will
- C. want to
- D. did



101) Fill in the blank. “She hopes it ... not rain”.

- A. will
- B. does
- C. may
- D. have

102) Fill in the blank. “Next week we will ... arrange a meeting”.

- A. wet
- B. must
- C. can
- D. have to

103) Find the synonym of the word in square brackets. “The car that I [bought] is very fast”.

- A. sold
- B. purchased
- C. received
- D. obtained

104) Fill in the blanks. “ ... is your father ... ?”.

- A. What; like
- B. How; like
- C. When; likes
- D. Where; liking

105) Fill in the blank. “It’s his birthday! He ... be sad”.

- A. couldn’t
- B. must
- C. can’t
- D. much

106) Fill in the blank. “I ... eat eggs: I hate them!”.

- A. mustn’t
- B. wantn’t
- C. don’t can
- D. don’t want to

107) Fill in the blank. “You ... respect the law! It’s your duty”.

- A. must
- B. ought
- C. would
- D. miss

108) Fill in the blank. “Mary was surprised her husband was out”. “He ... shopping”, she thought”.

- A. is gone
- B. must have gone
- C. must be gone
- D. can’t go

109) Fill in the blank. “My daughter enjoys ... the table”.

- A. lieing
- B. lying
- C. layering
- D. laying

110) Fill in the blank. “Can you help me ... these bottles, please?”.

- A. bring
- B. bringing
- C. to bringing
- D. brought

111) Choose the alternative which best completes the following sentence. “ ... , would you?”.

- A. I don’t suppose you would like another beer
- B. Will you give me another beer
- C. I would say you’re having another beer
- D. You look as if you’ve had another beer

112) Fill in the blank. “My car is ... again. It won’t start”.

- A. playing the fool
- B. playing along
- C. playing up
- D. playing it cool

113) Fill in the blank. “The actors ... the tragedy at the Piccolo Teatro of Milan”.

- A. played
- B. drove
- C. were paid
- D. paying

114) Fill in the blank. “Last week she was ill, so she ... work”.

- A. has not
- B. does not
- C. did not
- D. do not

115) Fill in the blank. “He ... for his eye glasses right now”.

- A. has looked
- B. was looking
- C. is looking
- D. did look

116) Fill in the blank. “Tell them that ... to meet them anymore!”.

- A. I am not go
- B. I am going not
- C. I am not going
- D. I don’t go

117) Fill in the blank. “ ... you help me, please?”.

- A. Have
- B. Want
- C. Could
- D. Musting

118) Fill in the blank. “I can’t stand ... contact lenses”.

- A. wearing
- B. to wear
- C. to use
- D. fitting

119) Fill in the blank. “My father likes ... books”.

- A. reds
- B. to read
- C. read
- D. reading

120) Fill in the blank. “My mother always ... know where I go”.

- A. want to
- B. wants to
- C. wants
- D. she

121) Fill in the blank. “She ... to school every day”.

- A. would
- B. did
- C. have gone
- D. goes

122) Fill in the blank. “Maria ... the flute very well”.

- A. plays
- B. sings
- C. makes
- D. jokes

123) Fill in the blank. “Where is Mary?”. “She ... in the library”.

- A. study
- B. studies
- C. is studying
- D. studying



124) Fill in the blank. "He ... apples".

- A. eated
- B. drink
- C. eats
- D. thought

125) Complete the following sentence with the right word. "John studies Italian at London University, but at the moment he ... Rome".

- A. visits
- B. is visiting
- C. will visit
- D. has visited

126) Fill in the blank. "We did not ... the doorbell because the music was too loud".

- A. feel
- B. listen
- C. talk
- D. hear

127) Fill in the blank. "Tomorrow we ... have lunch in town".

- A. are going
- B. are going to
- C. go to
- D. do going

128) Complete the following sentence. "The house was so quiet, you could hear the floorboards ...".

- A. moving
- B. sinking
- C. creaking
- D. rising

129) Fill in the blank. "Are you ... for the bus?".

- A. waiting
- B. following
- C. calling
- D. timing

130) Fill in the blank. "John ... a good salary".

- A. make
- B. burns
- C. earns
- D. cooks

131) Fill in the blank. "A fax machine ... to send a written message".

- A. can used
- B. is used
- C. uses
- D. use

132) The following sentence contains one or more mistakes; choose the correct alternative. "I am spend Christmas at my family at Greece".

- A. I spend Christmas with my familie in Greece
- B. I spent Christmas over my family in Greece
- C. I am spending Christmas with my family in Greece
- D. I am going to spent Christmas with my family in Greece

133) Choose the group of words which best completes the following sentence. "What ... on Sundays?".

- A. Tony always eats
- B. does Tony always eat
- C. does usually Tony eat
- D. does Tony usually eat

134) Fill in the blank. "... John and James in town last week?".

- A. Be
- B. Were
- C. Was
- D. Been

135) Fill in the blank. “That unpleasant man always ... hatefully”.

- A. does
- B. behaves
- C. helps
- D. gives

136) Choose the group of words which best completes the following sentence. “Aristotle, one of the greatest natural philosophers, ..., the leading cultural and intellectual city in Greece”.

- A. of Athens
- B. living in Athens
- C. he lived in Athens
- D. lived in Athens

137) Fill in the blank. “Robert is having a holiday in Rome at the moment, but he usually ... in London”.

- A. is living and working
- B. live and work
- C. lives and works
- D. has lived and worked

138) Fill in the blank. “Last night I ... too much wine”.

- A. drink
- B. drunk
- C. drank
- D. drenk

139) Complete the following sentence. “Nobody knows him like I ... ”.

- A. do him
- B. know
- C. knows him
- D. do

140) Fill in the blank. “I ... come if I liked”.

- A. could
- B. can

- C. will be able to
- D. do

141) Fill in the blank. “Could you please ... me the time?”.

- A. told
- B. tell
- C. say
- D. said

142) Fill in the blank. “Margaret ... horses”.

- A. ride
- B. go riding
- C. rides
- D. to ride

143) Fill in the blank. “I ... the glass”.

- A. broke
- B. brook
- C. broken
- D. breaked

144) Fill in the blanks. “Pablo ... speak English, ... ?”.

- A. doesn't can; can he
- B. can't; does he
- C. couldn't; can he
- D. can't; can he

145) Fill in the blank. “I will ... at the concert tomorrow”.

- A. sing
- B. song
- C. sang
- D. sung

146) Fill in the blank. “The sun ... brightly”.

- A. shins
- B. shine
- C. is shining
- D. shin



147) Fill in the blank. "I ... that wine".

- A. drinking
- B. ate
- C. thought of drink
- D. drank

148) Fill in the blank. "Yesterday we ... dinner at 8 pm".

- A. had
- B. eat
- C. have
- D. are having

149) Complete the following sentence. "This broken guitar cannot ...".

- A. have repairs
- B. to be repaired
- C. repair
- D. be repaired

150) Fill in the blank. "The pictures are ... to be extremely valuable".

- A. asked
- B. told
- C. described
- D. said

151) Fill in the blank. "When was the last time you ... your dentist?".

- A. have seen
- B. did see
- C. saw
- D. were seeing

152) Fill in the blank. "I can't ... that actor".

- A. support
- B. look into
- C. enjoy
- D. stand

153) Complete the following sentence. "These are nice shoes, but they're too stiff. I hope it doesn't take too long to ...".

- A. break them off
- B. break them
- C. break them out
- D. break them in

154) Fill in the blank. "Susan didn't ... to hurt your feelings".

- A. mean
- B. realise
- C. have
- D. signify

155) Fill in the blank. "They ... like walking".

- A. don't
- B. doesn't
- C. shall
- D. have

156) Fill in the blank. "When I met her she ... in the park".

- A. were walking
- B. walked
- C. walks
- D. was walking

157) Fill in the blank. "My uncle ... a new car".

- A. just buy
- B. has just bought
- C. just buyed
- D. just

158) Fill in the blank. "Robert ... that it was late".

- A. realized not
- B. didn't realized
- C. didn't realize
- D. not realize

159) Complete the following sentence. "Have you been here before?". "Yes, I ...".

- A. am
- B. have
- C. was
- D. do

160) Fill in the blank. "James opened the door and ... a man in the room".

- A. seal
- B. has seen
- C. see
- D. saw

161) Fill in the blank. "I ... such a warm welcome from you".

- A. expect
- B. didn't expect
- C. not expect
- D. not expected

162) Fill in the blank. "We ... like football; we like volleyball".

- A. no
- B. does not
- C. do not
- D. play

163) Fill in the blank. "When the teacher is explaining you ... listen".

- A. can't
- B. must
- C. should have
- D. write

164) Fill in the blank. "They don't ... to worry. I'll be back safe and sound".

- A. can
- B. need
- C. want
- D. must

165) Fill in the blank. "Yesterday we ... have the picnic because it rained".

- A. couldn't
- B. cannot
- C. won't
- D. could

166) Fill in the blank. "He ... the party, unfortunately".

- A. not going to
- B. is playing not
- C. don't like
- D. is not enjoying

167) Complete the following sentence. "Vienna is in Germany, isn't it?". "No, ...".

- A. it doesn't
- B. it isn't
- C. isn't
- D. she isn't

168) Fill in the blank. "They woke up when they ... the noise".

- A. saw
- B. found
- C. heard
- D. made

169) Fill in the blank. "At the university I ... geology".

- A. became
- B. studied
- C. will studying
- D. studied

170) Fill in the blank. "If he ... my friend, I would swim in his pool every day".

- A. would be
- B. is
- C. will be
- D. were



171) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "He looked everywhere in his room, but [couldn't] find his keys".

- A. was not
- B. did
- C. haven't
- D. wasn't able to

172) Choose the alternative which is closest in meaning to the words in square brackets and which does not change the meaning of the sentence. "I didn't [expect] that film [to be] so good".

- A. think; would be
- B. wait; had been
- C. expect for; to be
- D. expect; will be

173) Fill in the blank. "How long does the plane take to ... to Rome?".

- A. get
- B. reach
- C. arrive
- D. share

174) Fill in the blank. "We will ... the last book by Grisham".

- A. take
- B. lent
- C. buy
- D. go

175) The following sentence contains one or more mistakes; choose the correct alternative. "My sister and I likes icecreams".

- A. My sister and I are liking icecream
- B. My sister and I like icecream
- C. My sister and me like ice creamy
- D. My sister and I are like icecreams

176) Fill in the blank. "It is extraordinary that she ... to hold her breath for so long".

- A. is able
- B. can able
- C. can
- D. can be

177) Choose the synonym of the word in square brackets. "He believes everything you [tell] him".

- A. show
- B. speach
- C. say to
- D. speak

178) Fill in the blank. "They ... on time yesterday".

- A. comes
- B. became
- C. came
- D. coming

179) Choose the word or group of words which best completes the following sentence. "They said they would come, ... they?".

- A. haven't
- B. do
- C. didn't
- D. weren't

180) Fill in the blank with the correct word order. "What ... ?".

- A. do they are
- B. they are going
- C. do they are doing
- D. are they doing

181) Complete the following sentence. "Their postcard ...".

- A. has arrived since three weeks
- B. arrived three weeks ago
- C. arrived since three weeks
- D. has arrived for last Monday

182) Fill in the blank. “What time ... you coming?”.

- A. do
- B. will
- C. can
- D. are

183) Fill in the blank. “He ... see it”.

- A. hasn't
- B. couldn't
- C. wants
- D. is

184) Fill in the blank. “Some trains ... running late”.

- A. is
- B. are
- C. can't
- D. are been

185) Complete the following sentence. “You bought some bread, ... ?”.

- A. will you
- B. haven't you
- C. do you
- D. didn't you

186) Complete the following sentence. “He said he would call this evening. So I will wait until he ... ”.

- A. do
- B. won't
- C. will do
- D. does

187) Replace the words in square brackets with the correct ones. “Pamela [is talking at hers friend about a old man] called Arthur”.

- A. is talking with a friend of her on an old man
- B. is talking to a friend of she about an old man
- C. talks to a friend to an old man

D. is talking to a friend of hers about an old man

188) Fill in the blank. “She ... at school tomorrow because she's ill”.

- A. won't be
- B. has to be
- C. isn't to being
- D. want be

189) Choose the correct sentence.

- A. Who are you waiting for?
- B. For who are you waiting?
- C. Who for are you waiting?
- D. Who you are waiting for?

190) Choose the correct question for this answer: “She's shy and reserved”.

- A. What is Donna like?
- B. What does Donna look like?
- C. What does Donna like?
- D. How is Donna?

191) Choose the word or group of words which best completes the following sentence. “Helen likes the people ... ”.

- A. she works with
- B. where she works with
- C. she works with them
- D. with which she works

192) Choose the word or group of words which best completes the following sentence. “I'll cook dinner when I ... to the supermarket”.

- A. 've gone
- B. 've been
- C. go
- D. went

193) Fill in the blanks. “It ... advertised ... yesterday's newspaper”.

- A. was; in



- B. has been; in
- C. were; on
- D. was; on

194) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "Spanish explorers [introduced] the first chickens to the North American continent".

- A. bought
- B. entered
- C. brought
- D. presented

195) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "He [likes] doing sports".

- A. runs
- B. enjoys
- C. hates
- D. is never doing

196) Replace the words in square brackets with the right ones. "[We have met each other] at a modern art exhibition a few years ago".

- A. We met
- B. We were met each other
- C. We met us
- D. We have been meeting

197) Fill in the blank. "When ... she coming?".

- A. can
- B. does
- C. is
- D. will

198) Fill in the blank. "What ... last weekend?". "I went to Florence. It was fabulous".

- A. did you do
- B. will you do
- C. have you done
- D. will you make

199) Which sentence is correct?

- A. It's very difficult to teach adolescents
- B. It's very difficult teaching to adolescents
- C. Teaching adolescents it's very difficult
- D. To teach adolescents it's very difficult

200) Choose the word or group of words which best completes the following sentence. "I ... go to the beach but I like it now".

- A. didn't used to
- B. didn't use
- C. didn't used
- D. didn't use to

201) Fill in the blank. "Our school ... extra courses of French, Spanish and German since 2002".

- A. offered
- B. offers
- C. is offering
- D. has offered

202) Fill in the blank. "I'm picking my cousin ... from the airport later today".

- A. out
- B. up
- C. in
- D. away

203) Complete the following sentence. "If you ... time, can you come to the zoo with me?".

- A. has
- B. have
- C. will have
- D. could have

204) The following sentence contains one or more mistakes. Choose the correct alternative. "I have used to meet with her every day".

- A. I used to meet her every day
- B. I am using to meet her every day
- C. I likely use to meet her every day
- D. I use to meeting her every day

205) Fill in the blank. "Arthur ... the date in the almanac".

- A. checked
- B. pushed
- C. put up
- D. raised

206) Fill in the blank. "After ... for three hours, he felt tired".

- A. walked
- B. have walked
- C. walking
- D. been walk

207) Choose the group of words which best completes the following sentence. "Mark is studying at the moment. ... disturb him!".

- A. Don't
- B. You have to
- C. You must
- D. You needn't

208) "To prevent accidents please keep this door closed". Which kind of sign is it?

- A. Prohibition
- B. Warning
- C. Instruction
- D. Information

209) A student says: "I have already done the homework". Which of the following sentence is correct?

- A. The student said he/she had already done the homework

- B. The student said he/she has already done the homework
- C. The student said he/she was already doing the homework
- D. The student said he/she would already do the homework

210) "The nearest library is in Oxford Street. Go straight down here. Turn right at the traffic lights then take the second on the left". This is:

- A. a prescription
- B. a suggestion
- C. an order
- D. an indication

211) "Have some more tea, please". This is:

- A. a request
- B. a suggestion
- C. an order
- D. an offer

212) Fill in the blanks. "I would like ... so lazy!".

- A. him; not to be
- B. him; not being
- C. him; to be
- D. his; not being

213) Choose the solution which best completes the following sentence. "When the pianist entered to begin his recital ...".

- A. Tom was already sitting in front of me
- B. Tom already sat in front of me
- C. Tom was already sit in front of me
- D. Tom had already sitting in front of me

214) Check the part of sentence which contains a mistake. "Is Martha at home?". "Yes, she is in her bedroom

and doesn't can go out. She has to study a lot".

- A. at home
- B. in her bedroom
- C. doesn't can
- D. has to study a lot

215) Check the part of sentence which contains a mistake. "What are we going to do now?". "Let's we go to the swimming-pool! It's so warm today!"

- A. Let's we go
- B. are we going to do now
- C. to the swimming-pool
- D. It's so warm today

Livello B1/B2

216) Fill in the blank. "You ... take care of yourself".

- A. should
- B. have
- C. not
- D. don't can

217) Complete the following sentence. "As soon as the concert is over, we ...".

- A. leave
- B. leaving
- C. will leave
- D. leaved

218) Fill in the blank. "I do wish the doctor ... so rude to the patients".

- A. oughtn't be
- B. didn't be
- C. shouldn't be
- D. wouldn't be

219) Fill in the blank. "When was the last time you ... your brother?"

- A. were seeing
- B. saw

- C. had seen
- D. have seen

220) Fill in the blank. "If she loses her job, she ... be able to pay her rent".

- A. didn't
- B. would not
- C. won't
- D. can't

221) Fill in the blank. "I ... to your dinner tomorrow night; I've got to do some research".

- A. won't coming
- B. have not to come
- C. won't be coming
- D. am not go to come

222) Fill in the blank. "By the time I arrive in Paris, my sister ... there for two weeks".

- A. is
- B. would be
- C. will be
- D. will have been

223) Complete the following sentence. "The nurse is tired of asking the patient ...".

- A. not to smoke
- B. don't smoke
- C. to not smoke
- D. not smoking

224) Fill in the blank. "If I ... about her earlier I would have told you".

- A. heard
- B. would know
- C. had known
- D. knew

225) Complete the following sentence. "My old car is always ...".

- A. breaking down
- B. broken down

- C. break down
- D. breaking up

226) **Fill in the blank.** “James didn’t see Helen at the party, so he ... the conclusion she wasn’t there”.

- A. reached for
- B. decided on
- C. decided
- D. came to

227) **Fill in the blank.** “Jack the Ripper is said ... the vital organs from some of his victims”.

- A. to have extracted
- B. to amputate
- C. to having removed
- D. to extract

228) **Replace the words in square brackets with the correct ones.** “Yesterday I was alone, because my girlfriend [is been studying for all the afternoon]”.

- A. studied for all the afternoon
- B. was been studying since all the afternoon
- C. has studied for all the afternoon
- D. had been studying for all the afternoon

229) **Fill in the blank.** “How long ... been playing the double-bass?”.

- A. have you
- B. did you
- C. can you
- D. should you

230) **Find the right logical deduction that completes the sentence.** “I knocked at the door but nobody answered. John ... there”.

- A. must have been
- B. can’t have been

- C. can be
- D. will have been

231) **Fill in the blank.** “You ... write on the walls”.

- A. mustn’t
- B. don’t have to
- C. needn’t
- D. don’t need

232) **Fill in the blank.** “My father wants my sister ... harder”.

- A. to study
- B. study
- C. studies
- D. studyes

233) **Fill in the blank.** “I must remember ... the garage”.

- A. to lock
- B. of locking
- C. locking
- D. that I lock

234) **Choose the group of words which best completes the following sentence.** “What ... if you ... a lot of money?”.

- A. would you do; win
- B. will you do; won
- C. would you do; won
- D. do you do; win

235) **Choose the correct reply to this sentence.** “You’re full of pimples”.

- A. You don’t have to eat so much chocolate
- B. You shouldn’t eat so much chocolate
- C. You have to eat a lot of chocolate
- D. You must eat some chocolate

236) **Fill in the blank.** “Our flat is empty. We ... yet”.

- A. haven’t had the furniture delivered
- B. haven’t had delivered the furniture



- C. haven't delivered the furniture
D. haven't the furniture had delivered

237) Complete the following sentence. "I'm not wearing my glasses today because they ...".

- A. are mended
B. are mending
C. are being mended
D. mend

238) Fill in the blank. "I had left my wallet at home, but Alan ... some of his money".

- A. borrowed me
B. made me borrow
C. had me borrowed
D. let me borrow

239) Fill in the blank. "Gary ... Charlotte that there were some e-mails for her".

- A. said
B. advised
C. informed
D. explained

240) Fill in the blank. "She apologized ... late".

- A. for being
B. to be
C. that she was
D. because of being late

241) Fill in the blank. "I asked Dan to meet me at 5 yesterday, but he arrived late and said he ... leave work early".

- A. would have paid
B. would pay
C. paid
D. will pay

242) Fill in the blank. "I stopped ... last year".

- A. to smoking
B. smoke
C. to smoke
D. smoking

243) Complete the following sentence. "While I was on holiday, the flat ...".

- A. was be painted
B. was painting
C. was being painted
D. had painted

244) Fill in the blank. "If I went to university, I ... engineering".

- A. would study
B. would studying
C. would studied
D. would have studied

245) Fill in the blank. "I got used to ... early soon".

- A. get up
B. getting up
C. got up
D. getting

246) Fill in the blank. "How long ... in Italy when you met your husband?".

- A. have you been
B. had you been
C. were living
D. lived

247) Complete the following sentence. "They've never met, ...".

- A. didn't they?
B. haven't they?
C. have they?
D. they have?

248) Fill in the blank. “If John had studied more last year, he ... in an advanced class this year”.

- A. would be
- B. will be
- C. had been
- D. can be

249) Fill in the blank. “If the weather ... good I might go for a game of golf later”.

- A. will be
- B. would be
- C. will become
- D. is

250) Fill in the blank. “Jim’s mother liked her gift because Jim ... himself”.

- A. picked it in
- B. picked it off
- C. picked on it
- D. picked it out

251) Fill in the blank. “The patient is being ... by Dr. Mopp”.

- A. followed behind
- B. followed along
- C. followed up
- D. followed through

252) Fill in the blank. “It’s amazing how much John ... his father: they look and act exactly the same”.

- A. takes on
- B. takes after
- C. takes in
- D. takes off

253) Choose the group of words which best completes the following sentence. “The workers ... doing overtime”.

- A. rose up for
- B. made up for
- C. were put by
- D. are fed up with

254) Fill in the blank. “China’s economy ... an estimated 9.8% in 2005, much faster than expected”.

- A. broke out
- B. grew
- C. sold
- D. diverted

255) Fill in the blank. “Is the train ... on time?”.

- A. will to be
- B. going to be
- C. will be
- D. will being

256) Fill in the blank. “The baby ... ever fall asleep without her mother”.

- A. would
- B. won’t
- C. hadn’t
- D. have

257) The part of the following sentence between square brackets contains one or more mistakes. Choose the correct form. “[All guests have danced] and were tired”.

- A. All the guests had been dancing
- B. All guests were been dancing
- C. All the guests are dancing
- D. All the guests have been danced

258) Choose the group of words which best completes the following sentence. “By the time you read this letter, I ... ”.

- A. did go
- B. have gone
- C. will have be gone
- D. will have gone

259) Fill in the blank. “They ... not forget Henry’s birthday gift”.

- A. would better
- B. had better



- C. had rather
D. have

260) Choose the group of words which best completes the sentence. "I can't buy a DVD player, ...".

- A. I haven't run out of money yet
B. I haven't got money enough
C. I haven't got enough money
D. I have got enough money

261) Choose the words which best complete the following sentence. "We'll be late: ...".

- A. we will be stuck until two hours
B. we are stuck in two hours
C. we've been stuck two hours yet
D. it is two hours since we've been stuck here

262) Choose the correct sentence.

- A. I run upstairs fast so I could
B. I went running so fast as I could upstairs
C. I ran upstairs as fast as I could
D. I could as fast run upstairs

263) Some parts of the following sentence contain one or more mistakes. Choose the correct form. "The new bridge shall not have been built so quickly without the help of international cooperation projects".

- A. wouldn't have been builded
B. wouldn't have been built
C. wouldn't been built
D. used to be built

264) Replace the words in square brackets with the right ones. "They [have need of renting] a car".

- A. need rent
B. need to rent
C. need rent of
D. has need to rent

265) Fill in the blank. "I'll help you when I ... downloading my e-mails".

- A. finished
B. going to finish
C. have finished
D. conclude

266) Complete the following sentence. "Martin was out of breath because he ...".

- A. was been run
B. has run
C. had been running
D. ran

267) Fill in the blank. "Spanish people ... dinner later than English people".

- A. used to have
B. use having
C. usually have
D. are used to

268) Fill in the blank. "The oil tank is empty. I ... it up before leaving the city".

- A. must have filled
B. would have filled
C. should have filled
D. fills

269) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "It's customary to [wear] black at funerals".

- A. dress
B. be worn
C. wearing
D. dress in

270) The following sentence contains one or more mistakes. Choose the correct alternative. "The child burst at tears after fall down".

- A. The child burst into tears after fell

- B. The child burst into tears after falling down
- C. The child burst in tears after has fallen down
- D. The child bursted in tears after falling down

271) **Fill in the blank.** “... we locked the front door, the robbers wouldn’t have entered”.

- A. Would
- B. Have
- C. Had
- D. Did

272) **Fill in the blank.** “You realize that you were driving at 100 mph, don’t you?”. “No officer, it This car can’t do more than 80”.

- A. couldn’t be me
- B. couldn’t been
- C. couldn’t have been
- D. didn’t need to be

273) **Fill in the blank.** “Though it is in the oven right now, the cake ... before the guests arrive”.

- A. will be ready
- B. will finish
- C. will have finished
- D. will be cooking

274) **Complete the following sentence.** “Bill is very forgetful: you’ll have to ... or he’ll never do all the things you want him to do”.

- A. keep on him
- B. keep him on
- C. keep him up
- D. keep around him

275) **Choose the alternative which is closest in meaning to the words in square brackets and which does not**

change the meaning of the sentence. “Building that new fireplace [has worn me out]”.

- A. has worn mine out
- B. has made me angry
- C. has made me really tired
- D. has weared me out

276) **Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence.** “She [remembered] seeing a man outside the shop that night”.

- A. recalled
- B. forgot
- C. reminded
- D. tried

277) **Turn the following sentence into a reported speech. George says: “If only I didn’t make this mistake”.**

- A. George wished not to make that mistake
- B. George wished he could not make that mistake
- C. George wishes he hadn’t made that mistake
- D. George apologizes for making a mistake

278) **Fill in the blank.** “My father was born just before the ... of the second world war”.

- A. outburst
- B. explosion
- C. outbreak
- D. crash

279) **The part of the following sentence between square brackets contains one or more mistakes. Choose the correct form.** “Tommy [has too many] to do, so he could not go out”.



- A. will have so many
- B. is having too much
- C. was having so little
- D. had too much

280) Choose the words which best complete the following sentence. "If Peter ... to come with me, he would ...".

- A. wanted; to telephone
- B. had wanted; have telephoned
- C. has wanted; telephone
- D. does want; telephoning

281) Fill in the blank. "I used to ... how to cook".

- A. have known
- B. known
- C. knew
- D. know

282) Fill in the blank. "He used to ... to school on foot".

- A. be going
- B. going
- C. gone
- D. go

283) Fill in the blank. A: "I've got so much housework to do that I ... start at once". B: "Have another cup of tea first, then I'll give you a hand".

- A. might
- B. should
- C. can
- D. have

284) Fill in the blank. "It's forbidden to smoke in this taxi: can you please ... the cigarette?".

- A. light
- B. put out
- C. lit off
- D. buy

285) Fill in the blank. "I can't remember your address, could you please ... again?".

- A. give to me it
- B. give me it
- C. give it to me
- D. give it me

286) Fill in the blank. "Michael ... her yesterday with his moody behaviour".

- A. had upsetted
- B. upset
- C. upsets
- D. had been upsetting

287) Choose the right verb tense that completes the following sentence. "That year they broke up, but they ... for four years".

- A. had been married
- B. were married
- C. have been married
- D. married

288) Fill in the blank. "If ... wrong this time, nobody will ask for your opinion again".

- A. you be
- B. you are
- C. you will be
- D. you will

289) Fill in the blank. "I didn't see Karen at the party so she ... have been there".

- A. oughtn't
- B. shouldn't
- C. can't
- D. mustn't

290) Fill in the blank. "Cut it ... , will you! I can't hear the TV".

- A. off
- B. out

- C. down
- D. away

291) Fill in the blank. “The football match will be ... off because of the snow”.

- A. set
- B. given
- C. called
- D. postponed

292) Choose the words which best complete the following sentence. A: “Shall we have a barbecue tomorrow?”. B: “It might rain. ... do something inside instead”.

- A. I’d like
- B. I’d rather
- C. I’d prefer
- D. I’d better

293) Choose the group of words which best completes the following sentence. “... advice, I’ll be happy to help you”.

- A. Have you ever need
- B. Did you need
- C. You shall need
- D. Should you need

294) Choose the group of words which best completes the following sentence. “My book ... a vocabulary section”.

- A. differs from yours since
- B. is very different from yours because it has
- C. is such good as yours which has
- D. is like yours

295) Choose the word or group of words which best completes the following sentence. “I really ... any interesting films lately”.

- A. wasn’t seeing
- B. didn’t see

- C. haven’t seen
- D. saw

296) Choose the group of words which best completes the following sentence. “If you don’t like your job ...”.

- A. you have quitted
- B. you will be dismissing
- C. you had better quit
- D. you should have quitted

297) Choose the group of words which best completes the following sentence. “Janet has ... a teaching job”.

- A. put up with
- B. put into
- C. put in for
- D. put across

298) The following verbs can all be followed by the reflexive pronoun but one. Which one?

- A. To shave
- B. To regret
- C. To dress
- D. To behave

299) Choose the alternative which is closest in meaning to the phrase in square brackets and which does not change the meaning of the sentence. “Sally [has been vegetarian] for years”.

- A. has been eating meat
- B. doesn’t eat meat
- C. hasn’t eaten meat since
- D. hasn’t eaten meat

300) Choose the words which best complete the following sentence. “... if I ... the radio on?”.

- A. Would you mind; turning
- B. Would you mind; turned
- C. Do you mind; turning
- D. Would you mind; turn



301) Fill in the blank. “The sky was grey and it ... heavily”.

- A. rainbow
- B. ran
- C. rained
- D. raining

302) Fill in the blank. “They ... us not to touch the animals”.

- A. told
- B. suggested
- C. said
- D. insisted

303) Choose the words which best complete the sentence. “The architect ... the drawing when ... the mistakes”.

- A. has just finished; he noticed
- B. had just finished; he noticed
- C. had just finished; he was noticing
- D. had just finished; noted he

304) Fill in the blank. “Dr. Jonas can’t stand ... to wait”.

- A. having made
- B. to be made
- C. be made
- D. being made

305) The phrase in square brackets contains one or more mistakes. Choose the correct alternative. “[They eaten these cake] because they are hungry”.

- A. They won’t eat any cake
- B. They ated a cake
- C. They used to eat some cake
- D. They eat the cake

306) Fill in the blank. “I ... a good hotel in Glasgow”.

- A. was into
- B. stayed into
- C. stayed at
- D. was over

307) Fill in the blank. “Don’t worry about the noise, as the children are wide ... ”.

- A. woken
- B. awoke
- C. awake
- D. waked

308) Choose the group of words which best completes the following sentence. “Mr Penrose was out of breath because he ... ”.

- A. had been running
- B. has run
- C. ran
- D. had runned

309) Fill in the blank. “We have ... of bread and butter”.

- A. finished
- B. run out
- C. been running
- D. been finishing

310) Fill in the blank. “If Michael arrives on time, we can ... the early boat”.

- A. punctuate
- B. bring
- C. leave
- D. catch

311) In the following sentence the part in square brackets contains one or more mistakes. Choose the correct alternative. “The packages [has been wrapped and are all ready to be mailing] as soon as the courier arrives”.

- A. are wrapped and are already to be mailed
- B. have been wrapped and are already for mailing
- C. have been wrapped and are all ready to be mailed
- D. are being wrapped and will be already for mailing

312) The following sentence contains one or more mistakes. Choose the correct alternative. “We can’t to drive along here because the road has being repaired”.

- A. We can’t drive along here because the road is being repaired
- B. We arent able to drive along here while the road was being repaired
- C. We couldn’t be driving along here when the road has been repaired
- D. We cannot drive along here because the road has being repaired

313) Choose the correct reply to this statement. “Rose has got a new hair-style!”.

- A. Yes, her hair is horrible
- B. Yes, her hair are horrible
- C. Yes, her hairs are horrible
- D. Yes, her hairs is horrible

314) Choose the right verb tense that completes the following sentence. “Richard ... me this week”.

- A. hadn’t phoned
- B. hasn’t been phoning
- C. didn’t phone
- D. hasn’t phoned

315) Choose the right verb tense that completes the following sentence. “Ryan ... for jobs in advertising for six months”.

- A. has been applied
- B. has applied
- C. applied
- D. has been applying

316) Fill in the blank. “Have you ... got your old skis?”.

- A. yet
- B. still
- C. again
- D. once more

317) Choose the right verb tense that completes the following sentence. “How long ... Kate?”.

- A. did you know
- B. have you been knowing
- C. have you known
- D. do you know

318) Choose the right verb tense that completes the following sentence. “We felt very tired after the meeting yesterday because we ... for hours”.

- A. had been talking
- B. have been talking
- C. used to talk
- D. used to talking

319) Choose the right verb tense that completes the following sentence. “I ... in herbal medicine for years”.

- A. believed
- B. have been believing
- C. have believed
- D. am believing

320) Choose the right verb tense that completes the following sentence. “ ... fishing when you were little?”.

- A. Did you used to go
- B. Did you use to go
- C. Were you used to going
- D. Were you going

321) Fill in the blank. “ ... have we been waiting for the bus?”.

- A. When
- B. How long is it since
- C. How long
- D. How much

322) Choose the right verb tense that completes the following sentence. “You ... flu because you haven’t got a temperature”.



- A. must have
- B. can't have
- C. should have
- D. can't be having

323) Choose the right verb tense that completes the following sentence. "Sue used to ... speak Arabic fluently".

- A. be able to
- B. could
- C. can
- D. was able to

324) Fill in the blank. "I ... have something to eat before I go out. I'm starving".

- A. need
- B. can
- C. could
- D. must

325) Choose the correct sentence.

- A. How long has it been snowing?
- B. For how long has it snowed?
- C. How long is it since it has snowed?
- D. How long time has it snowed?

326) Choose the right verb tense that completes the following sentence. "How long ... him when he ... you to marry him?".

- A. had you known; was asking
- B. had you been knowing; asked
- C. did you know; asked
- D. had you known; asked

327) Choose the correct sentence.

- A. Bess told me go out
- B. Bess told me to go out
- C. Bess told me that I went out
- D. Bess told me I go out

328) Fill in the blank. "My dentist ... clean my teeth more carefully".

- A. told me to
- B. said me to
- C. said that
- D. told to me

329) Choose the right verb tense that completes the following sentence. "I ... the postcard last night, but I ... it yet".

- A. wrote; hadn't posted
- B. have written; haven't posted
- C. wrote; didn't post
- D. wrote; haven't posted

330) Choose the alternative which means the same as this sentence. "When did Alex and Bertha last meet?".

- A. How long is it since Alex and Bertha last met?
- B. How long haven't Alex and Bertha met?
- C. When will Alex and Bertha meet again?
- D. Why don't Alex and Bertha meet more often?

331) Choose the correct question for this answer. "Yes, I have. I went to Spain two years ago".

- A. Have you got a passport?
- B. Did you ever go to Spain?
- C. Have you ever been abroad?
- D. Have you chosen a destination for your holidays?

332) Choose the right verb tense that completes the following sentence. "I ... for long before I got the part".

- A. haven't acted
- B. didn't act
- C. wasn't acting
- D. hadn't been acting

333) Fill in the blank. "I regret ... you that the bill is now overdue".

- A. I inform

- B. informing
- C. to inform
- D. that I inform

334) Fill in the blank. “Don’t leave your glasses on the chair, someone ... sit on them”.

- A. must
- B. may
- C. can
- D. should

335) Fill in the blank. “You’re exhausted, you ... get some rest”.

- A. must
- B. may
- C. need
- D. needn’t

336) Choose the correct answer to this question. “Shall we invite Jim to the party?”.

- A. Yes, I’d like him come
- B. Yes, I’d like that he comes
- C. Yes, I’d like he comes
- D. Yes, I’d like him to come

337) Choose the correct answer to this question. “Did you visit St James’s Park when you were in London?”.

- A. Yes, we used to jogging there
- B. Yes, we used to jog there
- C. Yes, we were used to jog there
- D. Yes, we used jogging there

338) Choose the verbs which best complete the following sentence. “The guard ... a nap when the prisoner ... ”.

- A. was having; escaped
- B. had; escaped
- C. is having; escaped
- D. was having; was escaping

339) Choose the verbs which best complete the following sentence. “I ... a new computer when I ... the money”.

- A. ’ll get; had
- B. ’l get; ’ll have
- C. ’ll get; have
- D. get; have

340) Choose the group of words which best completes the following sentence. “How long ... to your family?”.

- A. has this house belonged
- B. has this house been belonging
- C. had this house been belonging
- D. does this house belong

341) Choose the right verb tense that completes the following sentence. “In a few years’ time, many more people ... at home”.

- A. will work
- B. are working
- C. will be working
- D. will have worked

342) Choose the right verb tense that completes the following sentence. “What ... in our meeting next Monday?”.

- A. will we be discussing
- B. will we have discussed
- C. will we discuss
- D. do we discuss

343) Choose the right verb tense that completes the following sentence. “We can’t go on holiday in May. We ... enough money by then”.

- A. won’t save
- B. won’t be saving
- C. won’t have saved
- D. won’t have been saving



344) Choose the right verb tense that completes the following sentence. “I don’t want to ask Tom about his exam. He ... it”.

- A. may not have passed
- B. shouldn’t have passed
- C. needn’t have passed
- D. has passed

345) Fill in the blank. “Kate ... be 35. She looks much younger than that”.

- A. must’t
- B. can’t
- C. needn’t
- D. doesn’t have to

346) Fill in the blank. “ ... lock my bicycle to yours. It will be safer”.

- A. I’d better
- B. I better
- C. I needn’t
- D. I mustn’t

347) Fill in the blank. “Mark’s on holiday this week, but he ... to be back at work on Monday”.

- A. will
- B. should
- C. must
- D. ought

348) Fill in the blank. “ ... you have time tomorrow, could you send these forms to Linda, please?”.

- A. Would
- B. Could
- C. Should
- D. Might

349) Choose the right verb tense that completes the following sentence. “I wish my mother ... asking me when I’m going to get married”.

- A. stop

- B. stopped
- C. had stopped
- D. would stop

350) Fill in the blank. “Do you ever wish you ... a different career?”.

- A. chose
- B. had chosen
- C. would choose
- D. choose

351) Choose the right verb tense that completes the following sentence. “Would you have taken the job if they ... it to you?”.

- A. offered
- B. had offered
- C. would offer
- D. would have offered

352) Choose the group of words which best completes the following sentence. “Thanks for telling me about the meeting. I ... about it if you ... me”.

- A. wouldn’t have known; hadn’t told
- B. wouldn’t know; hadn’t told
- C. wouldn’t have known; didn’t tell
- D. wouldn’t know; didn’t tell

353) Fill in the blank. “If a friend ... one of your favourite things, what would you say?”.

- A. breaks
- B. would break
- C. broke
- D. broken

354) Choose the right verb tense that completes the following sentence. “ ... your books back to the library today?”.

- A. Will I take
- B. Shall I take
- C. Do I take
- D. Am I taking

355) Choose the group of words which best completes the following sentence. "I ... her now, if I ... you".

- A. wouldn't ask; were
- B. didn't ask; was
- C. didn't ask; were
- D. wouldn't ask; had been

356) Choose the group of words which best completes the following sentence. "If I ... more time, I ... to visit the cathedral".

- A. had; would have liked
- B. would have had; had liked
- C. had had; would have liked
- D. had had; would like

357) Choose the group of words which best completes the following sentence. "If I had taken that test, I ... pass it".

- A. wouldn't have been able to pass it
- B. couldn't pass it
- C. shouldn't have passed it
- D. might pass it

358) Find the wrong sentence.

- A. I have recently started learning Chinese
- B. Recently I have started learning Chinese
- C. I recently have started learning Chinese
- D. I have started learning Chinese recently

359) Choose the sentence which means the same as the following one. "Because I was sleepy, I had a cup of coffee".

- A. Unless I was sleepy, I had a cup of coffee
- B. Since I was sleepy, I had a cup of coffee
- C. As I was sleepy, I had a cup of coffee
- D. I had a cup of coffee, for I was sleepy

360) Choose the group of words which best completes the following sentence. "I ... in this hotel 10 years ago".

- A. remember to stay
- B. remind staying
- C. remember staying
- D. remind to stay

361) Choose the group of words which best completes the following sentence. "Next month we ... this flat for ten years".

- A. 'll have
- B. 'll be having
- C. 'll have had
- D. 'll have been having

362) Fill in the blank. "You ... eat a lot just before you go swimming".

- A. mustn't
- B. needn't
- C. don't need to
- D. don't have to

363) Choose the group of words which best completes the following sentence. "Frances ... more honest, don't you think?".

- A. must
- B. would have had to be
- C. must have been
- D. should have been

364) Choose the sentence which does not mean the same as the following one. "The dog hasn't got his bone. That's why he's unhappy".

- A. If the dog didn't have his bone he would be happy
- B. If the dog had his bone he wouldn't be unhappy
- C. If the dog had his bone he would be happy
- D. Since the dog hasn't got his bone, he's unhappy



365) Choose the alternative which means the same as this sentence: “Remember to lock the car doors when you park”.

- A. Don't forget to lock the car doors when you park
- B. Remember locking the car doors when you park
- C. Remind me to lock the car doors when you park
- D. Don't forget you locked the car doors when you park

366) Choose the group of words which best completes the following sentence. “You ... your house keys if you ... more careful”.

- A. wouldn't have lost; weren't
- B. wouldn't have lost; had been
- C. wouldn't have lost; hadn't been
- D. wouldn't have lost; were

367) Choose the group of words which best completes the following sentence. “... without saying goodbye, would she?”.

- A. Vivian would have left
- B. Vivian would never have left
- C. Would Vivian have left
- D. Wouldn't Vivian have left

368) Choose the right verb tense that completes the following sentence. “When I called Terence he ... out of bed yet”.

- A. hasn't got
- B. didn't get
- C. hadn't got
- D. wasn't getting

369) Choose the alternative which means the same as this sentence. “We'll never be a good team until we train seriously”.

- A. If we trained seriously, we'd be a good team
- B. We'll be a good team unless we train seriously
- C. We'll train seriously when we are a good team
- D. We'd be a good team if we train seriously

370) Choose the alternative which means the same as this sentence. “I wish I had more time to spend with her”.

- A. I have enough time to spend with her
- B. I'd have liked to spend more time with her
- C. She doesn't want to spend time with me
- D. I can't see her as much as I'd like to

371) Choose the alternative which means the same as this sentence. “I'd have helped you if I'd known”.

- A. I didn't know you needed help
- B. I wish I had helped you
- C. I should have helped you
- D. I didn't know how to help you

372) Choose the alternative which means the same as this sentence. “I wouldn't have paid that much for a TV”.

- A. I wouldn't have bought such an expensive TV
- B. I wish I hadn't paid so much
- C. I would have chosen a more expensive TV
- D. I didn't have the money for such an expensive TV

373) Choose the alternative which means the same as this sentence. “She'll never forgive him unless he apologizes”.

- A. He'll never apologize if she doesn't forgive him

- B. She'll forgive him if he doesn't say he's sorry
- C. He'll never apologize if she doesn't forgive him
- D. She's ready to forgive him if he says he's sorry

374) Choose the alternative which means the same as this sentence. "I wish they had listened to your advice".

- A. They may not have listened to your advice
- B. They should have listened to your advice
- C. I hope they will listen to your advice
- D. They had to listen to your advice

375) Choose the alternative which means the same as this sentence. "I wish I had a true friend".

- A. I haven't got a true friend
- B. I'm sure I'll find a true friend
- C. I'll never have a true friend
- D. I don't think my friend is true

376) Choose the alternative which means the same as this sentence. "I wouldn't confide in Jim if I were you".

- A. You may not confide in Jim
- B. I wish you hadn't confided in Jim
- C. You shouldn't confide in Jim
- D. It was wrong to confide in Jim

377) Choose the alternative which means the same as this sentence. "He couldn't have found a better job".

- A. It's the best job he could have found
- B. Perhaps he didn't find a better job
- C. He should have looked for a better job
- D. He wasn't able to find a good job

378) Choose the correct reply to this sentence. "The traffic is at a standstill".

- A. There should be an accident
- B. There has to be an accident
- C. There must be an accident
- D. There's going to be an accident

379) Choose the correct reply to this sentence. "The thieves left without taking anything".

- A. They should have been disturbed
- B. They would have had to be disturbed
- C. They must have been disturbed
- D. They should have been disturbed

380) Choose the correct reply to this sentence. "The shop was closed when we got there".

- A. It must have been their closing day
- B. It should have been their closing day
- C. It had to be their closing day
- D. It had to be their closing day

381) Choose the correct reply to this sentence. "Their project was rejected because it was incomplete".

- A. They should have finish it
- B. They needn't have finished it
- C. They must have finished it
- D. They should have to finished it

382) Choose the alternative which means the same as this sentence. "The house was upside-down. They must have left in a hurry".

- A. I think they left in a hurry
- B. They were obliged to leave in a hurry
- C. They didn't have to leave in a hurry
- D. They needn't have left in a hurry

383) Choose the alternative which means the same as this sentence. "We don't have to take an entry test".

- A. It isn't necessary for us to take an entry test
- B. We shouldn't take a test



- C. It is prohibited to take an entry test
D. We mustn't take an entry test

384) Choose the alternative which means the same as this sentence. "She had to change a tyre by herself".

- A. She needed to change a tyre by herself
B. She should have changed a tyre by herself
C. She had a tyre to change by herself
D. She was obliged to change a tyre by herself

385) Choose the alternative which means the same as this sentence. "She can't have picked flowers in the park".

- A. I'm sure she didn't pick flowers in the park
B. She was forbidden to pick flowers in the park
C. She shouldn't have picked flowers in the park
D. She didn't have to pick flowers in the park

386) Choose the group of words which best completes the following sentence. "If you have an accident, ... to tell the police?".

- A. you supposed
B. were you supposed
C. are you supposed
D. do you suppose

387) Choose the group of words which best completes the following sentence. "These shoes look awful. I'll have to ...".

- A. get repaired them
B. get repaired them
C. have repaired them
D. get them repaired

388) Choose the group of words which best completes the following sentence. "My teeth are in good condition because I ... by my dentist every year".

- A. have checked them
B. have them checked
C. check them
D. have them check

389) Choose the group of words which best completes the following sentence. "I ... to Michael by George at a party several years ago".

- A. introduced
B. have been introduced
C. was introduced
D. was being introduced

390) Choose the group of words which best completes the following sentence. "I remember ... quite often at school".

- A. get punished
B. to be punished
C. getting punished
D. punishing

391) Choose the group of words which best completes the following sentence. "If I'd caught an earlier train, I ... for so long on the way to work".

- A. might not have been delayed
B. might not delay
C. might not have delayed
D. might have no delay

392) Choose the group of words which best completes the following sentence. "If the police think a driver has been drinking they ... a breath test".

- A. get him to take
B. make him to take
C. let him take
D. ask him to take

393) Fill in the blank. “Ted admitted ... the Chinese vase”.

- A. drop
- B. to drop
- C. dropping
- D. of dropping

394) Choose the group of words which best completes the following sentence. “When Lisa left the company, Kate didn’t apply for her job. She said she ...”.

- A. hadn’t could
- B. couldn’t
- C. can’t
- D. hadn’t been able

395) Fill in the blank. “I offered to pay for the meal last night, but Jack said he ... for it”.

- A. called off
- B. held off
- C. taken off
- D. turned off

396) Fill in the blank. “The government has promised to ... an investigation to discover the cause of the train accident”.

- A. work out
- B. carry out
- C. set of
- D. send out

397) Complete the following sentence. “The French course was too difficult for Jake, so eventually he had to ...”.

- A. give in
- B. give up
- C. give out
- D. give away

398) Complete the following sentence. “I had the car tested. ...”.

- A. I took it to a garage

- B. I’m a mechanic
- C. I’m taking it to the garage this afternoon
- D. I think it’s absolutely necessary

399) Choose the group of words which best completes the following sentence. “You ... let the long plane journey ... you from visiting this wonderful country”.

- A. need to; achieve
- B. don’t have to; hold
- C. mustn’t; stop
- D. couldn’t; make

400) Choose the alternative which means the same as this sentence. “I’m sure Jane is at the library”.

- A. Jane can’t be at the library
- B. Jane must be at the library
- C. Jane should be at the library
- D. Jane could be at the library

401) Fill in the blank. “I’m sorry I’m late, but my car ... on the way here”.

- A. broke into
- B. broke up
- C. broke in
- D. broke down

402) Fill in the blank. “I think it’s a lot more difficult to ... children nowadays than it used to be”.

- A. bring out
- B. bring on
- C. bring up
- D. bring off

403) Fill in the blank. “The famous actor ... an Oscar for lifetime achievement at the Academy Awards ceremony”.

- A. was given
- B. had given
- C. will give
- D. gave



404) Fill in the blank. “The taxi ... outside the station and an old lady got out”.

- A. got by
- B. passed by
- C. went on
- D. drew up

405) Complete the following sentence. “They surrounded the enemy and forced them to ...”.

- A. give out
- B. give in
- C. give over
- D. give up

406) “If you don’t behave yourself, I’ll have to speak to your parents”, is an example of:

- A. a threat
- B. a promise
- C. an obligation
- D. a refusal

407) “The pupils have made a really good job of the school play. You must see it!”, is an example of:

- A. a prohibition
- B. an obligation
- C. a suggestion
- D. a strong recommendation

408) “You should get someone to help you with your homework”, is an example of:

- A. giving advice
- B. giving an order
- C. criticising
- D. making a plan

409) “The school canteen sells too many carbohydrates and not enough fresh fruit and vegetables”, is an example of:

- A. a recommendation
- B. a criticism

- C. a warning
- D. a suggestion

410) “Miss Smith can’t be at school. Her car’s not in the car park”, is an example of:

- A. a logical deduction
- B. an ability
- C. permission
- D. a possibility

411) “You don’t have to pay to visit the museum”, describes:

- A. a necessity
- B. an obligation
- C. no necessity
- D. a prohibition

412) “Be careful not to leave any personal belongings in the classroom”, should be interpreted as:

- A. a permission
- B. a prohibition
- C. a suggestion
- D. a warning

413) “Your compositions are to be handed in on Friday”, should be interpreted as:

- A. an instruction
- B. a suggestion
- C. a necessity
- D. a proposal

414) “Why don’t we organise the school dance in the gym?”, is an example of:

- A. an order
- B. a complaint
- C. an obligation
- D. a suggestion

415) A man to his wife: “Be careful not to leave your valuables on display”. He is:

- A. giving a question

- B. giving instructions
- C. giving advice
- D. giving an explanation

416) **A man to his girlfriend: “Why don’t we go to the cinema?”. The communicative function of the sentence is:**

- A. reminding
- B. requesting
- C. suggesting
- D. explaining

417) **“I’m so sorry I couldn’t come to your party”. The communicative function of the sentence is:**

- A. apologising
- B. explaining
- C. giving advice
- D. giving instructions

418) **Decide which category the sign “No cycling on this path”, belongs to:**

- A. prohibition
- B. warning
- C. information
- D. instruction

419) **Choose the right function for the following sentence. “It was really kind of you to invite me to the meeting”.**

- A. suggesting
- B. thanking
- C. reminding
- D. offering

420) **“Would you mind giving me that book over there?”. This sentence is an example of:**

- A. information
- B. invitation
- C. suggestion
- D. request

421) **“It’s a good opportunity, but I’ve decided not to accept your offer”. The communicative function of the sentence is:**

- A. apologizing
- B. thanking
- C. refusing
- D. suggesting

422) **“I have been trying to get an appointment for over a week. I don’t understand why it’s so difficult”. In this sentence the speaker is:**

- A. complaining
- B. suggesting
- C. apologizing
- D. warning

423) **Which of the following sentence is correct?**

- A. He wishes he hadn’t left home
- B. He wishes he hasn’t left home
- C. He wishes he didn’t left home
- D. He wishes he haven’t left home

424) **Which of the following sentence is correct?**

- A. You should to have told the truth
- B. You should have told the truth
- C. You ought have told the truth
- D. You ought to has told the truth

425) **“You sound intelligent enough to have headed this whole thing off before it happened and I think you will next time”. It is:**

- A. a suggestion
- B. a prayer
- C. a reproach
- D. an invitation

426) **“Focus on picking one particular aspect of the media to discuss”. This sentence is:**

- A. a prohibition



- B. a command
- C. an instruction
- D. a piece of information

427) "I'm sorry to disturb you but could you please help me with my homework?", is

- A. an offer
- B. a request
- C. a suggestion
- D. a request

428) At the bookshop the seller says: "This is a very good English-Italian dictionary. I'd say the best one on the market". This sentence is:

- A. a piece of advice
- B. an offer
- C. an order
- D. a plea

429) "Any texts from the list of texts prescribed for comparative study, other than the one already chosen for study on its own, may be selected for the comparative study". Is:

- A. an order
- B. a prescription
- C. a suggestion
- D. an indication

430) A father asks you whether his son can skip the last hour of lessons on Thursdays. Which answer provides the correct response politely?

- A. I'm afraid it can't be done. It would mean doing less Maths every week
- B. Forget it, it's out of the question. A rule is a rule
- C. Maybe, but there must be an acceptable justification
- D. Please don't make me waste my time on such unacceptable requests

431) A teacher asks you, her principal, to approve a project for the European label she would like to launch. Which answer provides the correct response politely?

- A. I can only put it on the agenda for the next staff meeting
- B. The Ministry encourages those things but I don't
- C. I can't understand why you teachers sometimes want to do more than is strictly necessary
- D. We don't need any labels: our school is good by definition

432) A letter to a provider: "The desks and chairs should be delivered by August 28th at the latest". The sentence is a/an:

- A. excuse
- B. suggestion
- C. hypothesis
- D. binding request

433) Parent to child: "You'd better pay more attention in class and get a pass mark, or else...". This is a/an:

- A. hypothesis
- B. suggestion
- C. threat
- D. information

434) The notice says "No trespassing!", so you ... go beyond this point.

- A. mustn't
- B. aren't allowed
- C. needn't
- D. don't have to

435) You want to join a new group or organisation, it is often necessary to fill in a/an:

- A. application memo
- B. application form

- C. joining letter
- D. joining module

436) Fill in the blank. They wish they ... move to another town, but they haven't saved enough money yet".

- A. could
- B. do
- C. had
- D. can

437) Choose the right verb tense that completes the following sentence. "I don't feel very well. I think I ... some rice for dinner".

- A. won't have
- B. am going to eat
- C. am eating
- D. will eat

438) Choose the group of words which best completes the following sentence. "If I ... richer, I ... travel around the world".

- A. were; would
- B. be; would
- C. am; would
- D. had; would

439) Choose the group of words which best completes the following sentence.

A. "Your bike looks brand-new". B. "Last week my father ... it ...".

- A. had; repair
- B. had; repaired
- C. let; repaired
- D. got; to be repaired

440) Choose the group of words which best completes the following sentence. "Mr Smith was in the boss's office. At that very moment he ... reprimanded for his negligence. He wished he ... by that firm".

- A. was being; had never been employed

- B. was; had never been employed
- C. was; wouldn't be employed
- D. was being; could never be employed

441) Choose the group of words which best completes the following sentence. "Last night Linda intended ... but cut ...".

- A. to cook; oneself
- B. to cook; himself
- C. cooking; herself
- D. to cook; each other

442) Choose the group of words which best completes the following sentence. "Two weeks ago I saw Brandon driving the car his parents ... him. He promised he ... call me the following day".

- A. had given; would
- B. had been giving; will
- C. give; did
- D. were giving; should

443) Choose the group of words which best completes the following sentence. "Before ... your money you ... ask for advice!".

- A. investing; rather
- B. to invest; would
- C. invest; had better
- D. investing; should

444) Select the right meaning of the sentence. "You are tired. Why don't you take a couple of days off?".

- A. You should devote some time to your health
- B. You must have looked exhausted
- C. You must be ill
- D. You are lazy

445) Select the right meaning of the sentence. "I didn't want to, but I was made to do so".



- A. I arranged for it to be done
 - B. I was finally persuaded to do it
 - C. Someone/something forced me to do it
 - D. I realized I'd better do it
-

446) Choose the best translation. A. "How old is Sharon's brother?". B. "He must be eighteen years old".

- A. Quanti anni ha il fratello di Sharon?
Deve avere diciotto anni

- B. Quanto vecchio è il fratello di Sharon? Deve essere vecchio di diciotto anni
- C. Quanti anni ha il fratello di Sharon? Deve essere diciotto
- D. Quanti anni ha Sharon? Suo fratello deve avere diciotto anni

Risposte commentate

Livello A2/B1

1) **B.** *No, he hasn't.* La forma negativa di *has* è *hasn't*.

Il presente indicativo del verbo avere si forma così:

- affermativa: soggetto + verbo avere [*have* alla 1^a e alla 2^a persona singolare; alla 1^a, 2^a e 3^a persona plurale; *has* alla 3^a persona singolare] + *got*;
- negativa: soggetto + verbo avere (*have/has*) + *not* + *got*;
- interrogativa: verbo avere (*have/has*) + soggetto + *got* + ?;
- interro-negativa: verbo avere (*have/has*) + soggetto + *not* + *got* + ?.

2) **A.** *Mark and Joe play squash together two or three times a week.* Il *present continuous*, usato nella risposta B, viene utilizzato per azioni in corso di svolgimento, temporanee o azioni future precedentemente programmate. Il passato della C e della D non è adatto a questo tipo di frase.

Il presente semplice di un verbo si forma in questo modo:

- affermativa: soggetto + verbo [alla 3^a persona singolare si aggiunge una -s; si aggiunge -es se il verbo termina per -s, -ss, -sh, -ch, -x, -o, -z; se il verbo termina in -y preceduta da vocale si aggiunge una -s, se termina in -y preceduta da consonante, la -y si trasforma in -i e poi si aggiunge -es];
- negativa: soggetto + *do/does* + *not* + verbo (infinito senza *to*);
- interrogativa: *do/does* + soggetto + verbo (infinito senza *to*) + ?;
- interro-negativa: *do/does* + *not* + soggetto + verbo (infinito senza *to*) + ?.

Il presente indicativo viene usato per descrivere un fatto abituale, un'abitudine o un'azione ripetuta con regolarità, per esternare stati d'animo, pareri, opinioni e idee. Viene utilizzato anche per raccontare un film o una storia (presente narrativo).

3) **A.** *I'm quite lazy, so I don't do much at the weekend.* Si tratta di un'azione o un fatto abituale, quindi la B è sbagliata perché usa il verbo *can* che indica abilità. La C usa il *past continuous* e questa è un'azione presente, non passata.

4) **C.** *Who plays tennis with Katie?* Questo è un esempio di interrogativa senza ausiliare. Le altre opzioni sono sbagliate per l'ordine delle parole nell'interrogativa e, nella B, per la presenza dell'ausiliare. Le interrogative senza l'ausiliare sono possibili quando il pronome interrogativo è soggetto dell'interrogativa stessa.

5) **A.** *Why does she want to stay at home?* In inglese esistono due forme per ottenere delle interrogative. ASI (ausiliare-soggetto-infinito) e QUASI [*question word* (pronomi interrogativi) -ausiliare-soggetto-verbo]. Le risposte B e D ignorano questa regola, la C usa il presente progressivo per *want* che appartiene a quel gruppo di verbi definiti *state verbs* che non vanno mai nella forma progressiva.

6) **B.** *Does she like her job? Yes she does.* In inglese, nella risposta cosiddetta breve, non si può rispondere semplicemente “sì” oppure “no”, ma è necessario farli seguire dall’ausiliare che deve essere nella stessa forma della domanda.

7) **C.** *Jamie is meeting the boss after lunch.* Quando si utilizza il futuro programmato, non si usa il presente semplice, ma il presente progressivo.

Il presente progressivo si forma così:

- affermativa: soggetto + verbo essere [*am* alla 1^a persona singolare; *are* alla 2^a persona singolare, alla 1^a, 2^a e 3^a persona plurale; *is* alla 3^a persona singolare (maschile, femminile e neutro)] + verbo in *-ing*;
- negativa: soggetto + verbo essere (*am/are/is*) + *not* + verbo in *-ing*;
- interrogativa: verbo essere (*am/are/is*) + soggetto + verbo in *-ing* + ?;
- interro-negativa: verbo essere (*am/are/is*) + soggetto + *not* + + verbo in *-ing* + ?.

Il presente progressivo viene usato per indicare un’azione in fase di svolgimento (per esempio, *Where are you going? I’m going home*, “Dove stai andando?”. “Sto andando a casa”), un’azione che si svolge in un periodo di tempo limitato (per esempio, *She is doing Yoga this month*, “Sta facendo yoga questo mese”) e per il cosiddetto futuro programmato (per esempio, *What are you doing after the class? I’m going to the gym*, “Cosa fai dopo la lezione?”. “Vado in palestra”). Se si frappa *always* tra il verbo essere e il gerundio, si vuole sottolineare disappunto, da parte di chi parla, verso qualcosa che accade abitualmente (per esempio, *You are always telling lies*, “Mi racconti sempre bugie”).

8) **A.** *Why don’t you come with me?* Per ottenere una interro-negativa in inglese è necessario applicare sempre la regola dell’ASI e del QUASI già menzionata nella risposta 5, ma mettendo l’ausiliare nella forma negativa. Le altre risposte sono tutte sbagliate perché non seguono la regola e l’ultima perché usa il *do* seguito dalla forma progressiva.

9) **A.** *Ben isn’t cooperative at the moment.* L’uso di un’espressione di tempo come *at the moment* può indurre ad utilizzare una forma progressiva. Tuttavia, in inglese, esistono alcuni verbi che non vanno mai usati nella forma progressiva e che sono chiamati “verbi di stato” (*state verbs*). Tra questi, oltre al verbo *to be*, ci sono: *to have* (quando significa possesso), *to want* (volere), *to need* (aver bisogno), *to like* (piacere), *to love* (amare), *to hate* (odiare). Gli *state verbs*, in genere, si contrappongono ai *dynamic verbs*. Tuttavia, alcuni verbi possono assumere sia lo stato di *state* sia di *dynamic* a seconda del contesto (e, quindi, trovarsi in forma progressiva).

10) **C.** *I wonder who Beth is talking to; do you know that man?* Questo è un esempio di interrogativa indiretta, quella, cioè, in cui non è presente un punto interrogativo e, di solito, è introdotta da uno dei seguenti verbi: *to ask*, *to wonder*, *to want to know*.

11) **A.** *Why don’t we get some plants for our flat?* La risposta B è sbagliata perché mette prima il soggetto e poi l’ausiliare. La C è sbagliata perché mette il soggetto alla fine. La D è una forma inesistente poiché costruisce una negativa senza l’ausiliare.

12) C. *Is Mark coming to the cinema with us tonight? I don't think so.* Questa forma viene utilizzata per esprimere un parere nei confronti di qualcosa. Tra le espressioni che indicano *agreement* troviamo: *I hope so, it may be, I'm sure he will.*

13) A. *Sam and Anna fell in love when they met at the party.* La B è sbagliata perché utilizza il presente e la D perché la forma passata non si ottiene antepoendo il *did* al verbo nella forma base.

Il passato dei verbi irregolari si forma in questo modo:

- affermativa: soggetto + verbo;
- negativa: soggetto + *did* + *not* + verbo (infinito senza *to*);
- interrogativa: *did* + soggetto + verbo (infinito senza *to*) + ?;
- interro-negativa: *did* + *not* + soggetto + verbo (infinito senza *to*) + ?.

Non esiste alcuna regola per formare il *simple past* dei verbi irregolari: vanno semplicemente imparati a memoria.

Il *simple past* viene utilizzato per parlare di un evento passato, di un fatto trascorso del tutto e che non ha più nessun rapporto con il presente. Equivale al passato prossimo, all'imperfetto e al passato remoto.

14) A. *Mr and Mrs Elnan went to France last week.* La B è sbagliata perché usa il verbo *to leave* in forma regolare ma il passato di *to leave* è *left*. La C è sbagliata perché usa il *present perfect*, un tempo verbale che indica un'azione che, pur essendosi svolta nel passato, ha ancora qualche rapporto con il presente e il tempo di quando si è svolta l'azione non è espresso (non specifichiamo "quando", contrariamente a qui: *last week*). La D è sbagliata perché il verbo *to arrive* regge le preposizioni *in* oppure *at*.

15) B. *Sorry, I didn't realize you were here.* La A non è corretta perché usa il *past continuous*. Il verbo *to realize* appartiene ai verbi di stato che non possono essere usati nella forma continua. La C è sbagliata perché utilizza un ausiliare al presente con un verbo al passato. L'ultima è completamente sbagliata per l'assenza dell'ausiliare nella forma negativa.

16) A. *I don't like our hotel room. Can I change it?* La B è sbagliata perché usa una forma progressiva con un verbo di stato. La C usa una forma negativa senza l'ausiliare, e la D usa una forma passata non adatta al contesto.

17) A. *Has Sarah gone into town? Yes, she has.* La B è sbagliata perché utilizza anche il verbo principale nella risposta breve, la qual cosa viene ripetuta anche dalla C. La D è del tutto sbagliata.

18) C. *Where did you grow up?* Per formare un'interrogativa è necessario applicare la formula dell'ASI e del QUASI.

19) A. *My sister has been with me for a few days.* La B è sbagliata perché usa il passato per un'azione ancora in corso. La C è sbagliata perché usa un *present perfect continuous* con il verbo essere e ciò non è possibile poiché il verbo essere appartiene ai verbi di stato. La D è sbagliata perché *came* è passato e non participio passato (*come*) che deve essere utilizzato con il *present perfect* (*has/have* + participio passato).

20) B. *The thief got away from the police when he ran into the forest.* La A è sbagliata perché il verbo *run* è al presente o al participio passato e non al passato. La C è sbagliata perché *get on* significa salire. L'ultima è frutto di fantasia.

21) B. *Is he ready? I'm waiting for him! Is* viene utilizzato per la terza persona singolare, il *does* presente nella C e nella D è completamente sbagliato perché con il verbo essere non è necessario utilizzare altri ausiliari.

Il presente del verbo essere (*to be*) consta di 3 uscite: *am* alla 1^a persona singolare, *is* alla 3^a persona singolare, *are* alla 2^a persona singolare, 1^a, 2^a e 3^a persona plurale.

22) C. *I am going to stop smoking.* Il presente usato nella A e il *no* della D sono completamente sbagliati. Il *will* potrebbe essere usato, ma la forma è sbagliata.

Il futuro con *to be going to* si forma così:

- affermativa: soggetto + verbo essere [*am* alla 1^a persona singolare; *are* alla 2^a persona singolare e alla 1^a, 2^a e 3^a persona plurale; *is* alla 3^a persona singolare (maschile, femminile e neutro)] + *going to* + verbo (infinito);
- negativa: soggetto + verbo essere (*am/are/is*) + *not* + *going to* + verbo (infinito);
- interrogativa: verbo essere (*am/are/is*) + soggetto + *going to* + verbo (infinito) + ?;
- interro-negativa: verbo essere (*am/are/is*) + soggetto + *not* + *going to* + verbo (infinito) + ?.

23) B. *Do you think it will rain tomorrow?* Si usa *will* per esprimere previsioni non certe per il futuro, di solito introdotte da espressioni verbali come *think*, *expect*, *don't know*.

Il futuro con *will* si forma in questo modo:

- affermativa: soggetto + *will* + verbo (infinito senza *to*);
- negativa: soggetto + *will* + *not* + verbo (infinito senza *to*);
- interrogativa: *will* + soggetto + verbo (infinito senza *to*) + ?;
- interro-negativa: *will* + soggetto + *not* + verbo (infinito senza *to*) + ?.

Will alla 1^a persona singolare e plurale può essere sostituito con *shall*. Al negativo *will not* può essere contratto in *won't*, e *shall not* in *shan't*.

24) B. *She is studying now and she cannot go out.* Le ipotesi A e C sono grammaticalmente scorrette. La D modificerebbe il significato della frase, rendendo affermativa una frase che, invece, è negativa (ora sta studiando e *non può* uscire).

Il verbo modale *can* (che indica “sapere”, nel senso di saper fare qualcosa; avere la possibilità di; “potere”, quando si chiede il permesso di fare qualcosa o per dire ciò che non è consentito fare; e che, inoltre, si utilizza con i verbi di percezione) si forma così:

- affermativa: soggetto + *can* (uguale per tutte le persone);
- negativa: soggetto + *can* + *not*;
- interrogativa: *can* + soggetto + ?;
- interro-negativa: *can* + soggetto + *not* + ?.

25) C. *You were born in Italy, weren't you?*

Qui ci troviamo in presenza di una *question tag*. Le *question tags* sono domande brevi poste alla fine di una frase affermativa o negativa e hanno la funzione di rafforzare ciò

che si è detto (“vero?”, “non è vero?”, o per chiedere conferma di un’affermazione). In inglese, se la frase è affermativa - come in questo caso - la *question tag* va messa in forma negativa, e viceversa. Per costruire le *question tags* bisogna ripetere l’ausiliare e il pronome personale corrispondente al soggetto stesso, chiaramente in forma interrogativa o interro-negativa.

26) C. *I used to fly kites when I was young.* La A esprime un’abitudine, non qualcosa che si faceva nel passato e che adesso non si fa più. La B e la D hanno entrambe errori di forma.

Used to è un’espressione che viene utilizzata per indicare un’azione o condizione abituale nel passato, e traduce la frase italiana “ero solito” + infinito (per esempio, *I used to eat a lot of sweets*, “Ero solito mangiare molti dolci”). Se si utilizza la forma soggetto + *be* + *used to* + verbo in *-ing*, si vuole sottolineare l’abitudine di una certa azione, la consuetudine di una data attività.

27) A. *John is studying at the moment. You mustn’t disturb him!* Le opzioni C e D indicano un’assenza di necessità non un divieto, come in questo caso.

Must e *have (got) to* indicano entrambi un dovere. *Must* si usa per esprimere un comando diretto, una proibizione, un obbligo, una regola o una deduzione affermativa. Significa, dunque, la necessità o l’obbligo di fare qualcosa. Nella forma negativa - come in questo caso - ha il significato di proibizione. Nella forma affermativa, l’uso di *must* può essere intercambiabile con il presente di *to have to*. Tuttavia, *must* e *to have to*, alla forma negativa, assumono significati totalmente diversi, perché *mustn’t* indica proibizione o regola, mentre *don’t/doesn’t have to* indica l’essenza d’obbligo o di necessità.

28) D. *Susie came here on holiday last month.* Le prime due opzioni sono completamente sbagliate, la terza potrebbe essere usata qualora non ci fosse l’elemento temporale *last month*, che ci obbliga ad usare il *simple past*, trattandosi di un’azione passata finita.

29) D. *I am afraid it is too expensive.* In questa frase vanno sottolineati gli usi particolari del verbo essere. Alcune espressioni che in italiano vengono espresse con il verbo avere, in inglese richiedono il verbo essere. Per esempio, avere caldo (*to be hot*), avere freddo (*to be cold*), *to be afraid* (aver paura, temere).

30) B. *The war reporter has just been injured in an explosion.* Nella A e nella C è sbagliata la posizione dell’avverbio *just* all’interno della frase. L’ultima è completamente sbagliata.

Il *present perfect* si forma in questo modo:

- affermativa: soggetto + verbo avere (*have* alla 1^a e alla 2^a persona singolare; alla 1^a, 2^a e 3^a persona plurale; *has* alla 3^a persona singolare) + participio passato;
- negativa: soggetto + verbo avere (*have/has*) + *not* + participio passato;
- interrogativa: verbo avere (*have/has*) + soggetto + participio passato + ?;
- interro-negativa: verbo avere (*have/has*) + soggetto + *not* + participio passato + ?.

Si usa il *present perfect* per esprimere azioni capitate di recente (per esempio, *I have just finished*, “Ho appena finito”), un’azione non ancora realizzata (*I haven’t done my homework yet*, “Non ho ancora fatto i compiti”), un’azione compiuta in un tempo non

ancora terminato (*I have travelled a lot this year*, “Ho viaggiato molto quest’anno”), un’azione rimasta immutata fino al presente (*I have studied Spanish for two years*, “Studio spagnolo da due anni”), un’azione cominciata nel passato e che mantiene ancora qualche tipo di rapporto con il presente (per esempio, *Have you ever been to the UK?*, “Sei mai stato nel Regno Unito?”).

31) C. *Sheila wasn't sleeping when I entered the room.* La A è al presente e la frase è al passato. La D è completamente sbagliata.

Il *past continuous* si forma in tal modo:

- affermativa: soggetto + verbo essere (*was* alla 1^a persona e alla 3^a persona singolare; *were* alla 2^a persona singolare, alla 1^a, 2^a e 3^a persona plurale) + verbo in *-ing*;
- negativa: soggetto + verbo essere (*was/were*) + *not* + verbo in *-ing*;
- interrogativa: verbo essere (*was/were*) + soggetto + verbo in *-ing* + ?;
- interro-negativa: verbo essere (*was/were*) + soggetto + *not* + verbo in *-ing* + ?.

Il *past continuous* viene usato per indicare un’azione in fase di svolgimento in un momento preciso del passato e che è stata interrotta da un’altra azione. In tal caso, viene associato al *simple past*; l’azione lunga è espressa dal *past continuous*, quella breve (che la interrompe) dal *simple past* (così come nella frase succitata).

32) D. *The book I'm reading was written by Henry Fielding.* La A è sbagliata perché usa il passato ma alla forma attiva. Mentre la B e la C sono sbagliate nella forma.

La forma passiva in inglese si forma con il verbo *to be* + il participio passato. Il complemento d’agente viene introdotto da *by*. La forma passiva può essere costruita anche con il verbo *to get*, al posto di *to be*, per mettere in evidenza il passaggio da una condizione a un’altra.

33) A. *My brother likes getting up late in the morning.* La B è sbagliata perché non esiste la forma progressiva per i verbi di stato. La C e la D sono errate anche per la presenza della preposizione *to*.

Esistono in inglese alcuni verbi che non possono essere usati nella forma progressiva e che vengono chiamati “verbi di stato” (*state verbs*). Alcuni di essi sono: *to believe* (credere), *to forget* (dimenticare), *to think* (pensare), *to have* (possedere), *to be* (essere), *to know* (conoscere), *to like* (piacere). V. anche la risposta al quesito n. 9.

34) A. *Two years ago we had to leave our job.* La B e la D sono al presente. Mentre la C usa una forma che non esiste. Il passato di *must* è sempre *had to*. Infatti, *must* è la forma del *simple present* ed è l’unica forma di questo verbo modale. *To have* + infinito è la forma sostitutiva utilizzata per tutti i tempi verbali di cui *must* manca.

35) C. *Next week we will be able to finish the job.* La A usa una forma di tempo verbale che non si accorda con il senso della frase, posta al futuro. La B e la D sono sbagliate nella struttura.

Il presente indicativo e il condizionale del verbo “potere” vengono espressi in inglese con *can* e *could*. Per gli altri tempi, si usa il verbo *to be able to* (sapere, riuscire, essere in grado) + infinito che, tuttavia, può essere usato anche al presente.

36) B. *What time will you get to the airport? At 7.30. I'll give you a call when I arrive.* La A è sbagliata poiché, stando alla regola delle preposizioni temporali, non si utilizza il verbo al futuro dopo le espressioni di tempo; la C è sbagliata perché utilizza il passato.

In inglese, le *time clauses* (preposizioni di tempo) sono introdotte da congiunzioni come *after, as soon as, before, until, when, whenever, while* o da espressioni temporali. La frase principale va al futuro mentre quella temporale al presente. Per esempio, *As soon as I arrive I'll have something to eat* ("Appena arrivo mangerò qualcosa").

37) D. *You should eat more: you look so pale.* Qui ci troviamo davanti ad un problema di significato. La A, B e C potrebbero, da un punto di vista grammaticale, essere valide, ma non lo sono per il significato che danno alla frase.

Should è un verbo modale, come *could, might*, corrispondenti al condizionale presente dei verbi "potere", "dovere". *Should* è usato, in particolar modo, per dare consigli non incisivi, per i quali è preferito *must*.

38) A. *When were you born?* In inglese, quando si chiede l'anno e il luogo di nascita, si usa il passato del verbo essere. La B è al presente, la C e la D sono al passato, ma la C presenta anche un errore di coniugazione, la D è errata per l'uso del *did*.

Il passato del verbo *to be* si forma in questo modo:

- affermativa: soggetto + verbo essere (*was* alla 1^a persona e alla 3^a persona singolare; *were* alla 2^a persona singolare, alla 1^a, 2^a e 3^a persona plurale);
- negativa: soggetto + verbo essere (*was/were*) + *not*;
- interrogativa: verbo essere (*was/were*) + soggetto + ?;
- interro-negativa: verbo essere (*was/were*) + soggetto + *not* + ?.

39) A. *Look at those dark clouds: we are going to have a storm in a few minutes.* La B e la C sono al futuro ma non sono utilizzate per previsioni certe basate su fatti. La D usa il presente, che è completamente sbagliato.

Il futuro con *to be going to* si forma così:

- affermativa: soggetto + verbo essere [*am* alla 1^a persona singolare; *are* alla 2^a persona singolare, alla 1^a, 2^a e 3^a persona plurale; *is* alla 3^a persona singolare (maschile, femminile e neutro)] + *going to* + verbo (infinito);
- negativa: soggetto + verbo essere (*am/are/is*) + *not* + *going to* + verbo (infinito);
- interrogativa: verbo essere (*am/are/is*) + soggetto + *going to* + verbo (infinito) + ?;
- interro-negativa: verbo essere (*am/are/is*) + soggetto + *not* + *going to* + verbo (infinito) + ?.

Viene utilizzato per un futuro intenzionale, e per esprimere congetture e previsioni (per esempio, *Look! It's going to rain!*, "Guarda! Sta per piovere!").

40) A. *I haven't seen Mary since I moved away.* La B non esiste come forma. La C e la D sono rispettivamente il passato e il presente del verbo vedere mentre, per formare il *present perfect*, è necessario il participio passato.

Il *present perfect* si forma in tal modo:

- affermativa: soggetto + verbo avere [*have* alla 1^a e alla 2^a persona singolare; alla 1^a, 2^a e 3^a persona plurale; *has* alla 3^a persona singolare] + participio passato;
- negativa: soggetto + verbo avere (*have/has*) + *not* + participio passato;
- interrogativa: verbo avere (*have/has*) + soggetto + participio passato + ?;
- interro-negativa: verbo avere (*have/has*) + soggetto + *not* + participio passato + ?.

In italiano, nella formazione dei tempi composti attivi, si usano i verbi ausiliari *essere* e *avere*, in inglese solo il verbo *avere*.

41) **A.** *I haven't got any photos of my latest holiday.* La forma *don't got* è pura fantasia come pure *don't has*. La D è sbagliata a causa della posizione del *got*.

42) **A.** *That house was built in 1970.* La B è sbagliata perché usa il verbo costruire come se fosse un verbo regolare, la C e D utilizzano tempi sbagliati.

43) **C.** *If you heat a metal bar it expands.* Le altre ipotesi sono sbagliate per un uso improprio dei termini. Qui ci troviamo davanti ad un esempio di condizionale. Esso si forma utilizzando il presente sia nella principale sia nella secondaria.

44) **A.** *She's an old friend; I've known her for years.* La A è corretta non solo perché usa il *present perfect* ma perché lo mette in correlazione al *for*. L'uso di *since* e *for* dipende dall'espressione di tempo che segue. *For* indica tempo continuato; *since* indica tempo determinato.

45) **B.** *She is listening to the radio now.* La A è scorretta perché in questa frase occorre il *present continuous* per la presenza del *now*. Le altre forme sono inesistenti.

46) **D.** *We are going dancing tonight.* Il presente semplice (B) può essere usato per il futuro ma solo quando c'è una correlazione con orari e calendari prestabiliti. Parlando di un'azione futura precedentemente programmata, dobbiamo usare il *present continuous*.

47) **A.** *I was walking home at eight last night.* Nelle varie opzioni ci sono diversi passati ma in questa frase il *past continuous* è il più adatto poiché parliamo di un'azione svolta in un momento specifico nel passato.

48) **D.** *Sandra has already seen that film.* La B è sbagliata perché usa *have* invece di *has*. La C è sbagliata per l'uso del *was* con il *present perfect*. La A è sbagliata a causa dell'avverbio *yet*.

49) **B.** *When you arrive home we'll go out.* Ci troviamo qui davanti ad un esempio di *time clause*, cioè ad una frase introdotta da una preposizione di tempo. Dunque, il verbo della proposizione principale va al futuro con *will* e quello della subordinata richiede il *simple present*.

50) **A.** *She likes windsurfing.* *Like* può essere seguito da un verbo alla forma in *-ing* quando si parla di un'azione in senso generale. La C e la D sono sbagliate perché con *windsurfing* si usa *go*.

51) **A.** *My parents were at home last night.* La B è sbagliata perché usa il *was* e non il *were*. Le altre sono, rispettivamente, il passato di *to do* e di *to have*.

52) **B.** *She always writes cards at Christmas.* Qui ci troviamo davanti agli avverbi di frequenza. Essi hanno una posizione precisa all'interno della frase e cioè prima dal verbo principale.

Gli avverbi di frequenza sono:

- *always, usually, often, sometimes, hardly ever, never.* Essi precedono il verbo principale ma se questo è il verbo "essere", lo seguono. Per esempio, *I am often late for school* ("Faccio spesso tardi a scuola").

53) **A.** *My aunt watches a lot of TV.* La B è sbagliata perché manca la *s* della terza persona singolare, la C è sbagliata perché il verbo, terminando in *ch*, aggiunge *es* non soltanto *s*.

RISPOSTE CORRETTE • Livello A2/B1

54) C	81) B	108) B	135) B	162) C	189) A
55) B	82) D	109) D	136) D	163) B	190) A
56) A	83) A	110) A	137) C	164) B	191) A
57) D	84) C	111) A	138) C	165) A	192) B
58) B	85) C	112) C	139) D	166) D	193) A
59) C	86) C	113) A	140) A	167) B	194) C
60) D	87) C	114) C	141) B	168) C	195) B
61) C	88) D	115) C	142) C	169) D	196) A
62) B	89) C	116) C	143) A	170) D	197) C
63) D	90) A	117) C	144) D	171) D	198) A
64) C	91) B	118) A	145) A	172) A	199) A
65) C	92) B	119) D	146) C	173) A	200) D
66) A	93) D	120) B	147) D	174) C	201) D
67) B	94) B	121) D	148) A	175) B	202) B
68) A	95) D	122) A	149) D	176) A	203) B
69) D	96) A	123) C	150) D	177) C	204) A
70) C	97) A	124) C	151) C	178) C	205) A
71) A	98) B	125) B	152) D	179) C	206) C
72) A	99) C	126) D	153) D	180) D	207) A
73) A	100) B	127) B	154) A	181) B	208) C
74) C	101) A	128) C	155) A	182) D	209) A
75) B	102) D	129) A	156) D	183) B	210) D
76) D	103) B	130) C	157) B	184) B	211) D
77) B	104) A	131) B	158) C	185) D	212) A
78) D	105) C	132) C	159) B	186) D	213) A
79) C	106) D	133) D	160) D	187) D	214) C
80) B	107) A	134) B	161) B	188) A	215) A

Risposte commentate

Livello B1/B2

216) A. *You should take care of yourself.* Le altre opzioni sono sbagliate, perché nella frase si intendeva dare un consiglio e *should* è appunto il verbo che in inglese viene usato per formulare consiglio, rimprovero e disapprovazione. Esso è un verbo modale e, quindi, difettivo. Non ha altre forme e non richiede ausiliari.

217) C. *As soon as the concert is over we will leave.* La A è sbagliata perché usa il presente, la B è sbagliata perché usa un participio presente. La frase è al futuro; in inglese, come si è visto, nell'esprimere una subordinata introdotta da una congiunzione come *if, when, until, as soon as*, il verbo della proposizione principale va al futuro con *will*, quello della subordinata va al *simple present*.

218) D. *I do wish the doctor wouldn't be so rude to the patients.* La A e la C sono verbi modali ma non sono adatti per il loro significato. La B è completamente sbagliata perché né *did* né nessun altro ausiliare devono essere usati con il verbo *to be*.

Wish + past simple/past perfect, would + infinitive.

Wish + passato esprime il desiderio che una situazione presente sia diversa da com'è in realtà.

Wish + past perfect esprime il desiderio che qualcosa del passato fosse andato diversamente.

Would + infinito esprime il desiderio di cambiare una situazione presente.

219) B. *When was the last time you saw your brother?* La A è sbagliata perché viene usato il passato progressivo che prevede che l'azione sia continua nel passato. La C è sbagliata per l'uso del *past perfect*, un tempo che serve ad evidenziare che un'azione è avvenuta prima di un'altra nel passato. Ed, infine, la D usa il *present perfect*, tempo che delinea diverse possibilità ma sicuramente non passate.

220) C. *If she loses her job, she won't be able to pay her rent.* La frase ci offre un esempio di come strutturare un primo condizionale. Esso esprime possibilità e viene utilizzato in questo modo. *If + presente, will/might/may + infinito.*

221) C. *I won't be coming to your dinner tomorrow night; I've got to do some research.* Le altre risposte sono tutte sbagliate sia nella forma sia nei contenuti. La frase introduce il *future continuous*. Esso si forma: *will + be + verb in -ing form*. Questo tempo viene usato per formulare o chiedere previsioni su che cosa si starà facendo in un determinato momento nel futuro: *This time tomorrow you'll be leaving for the USA* ("A quest'ora domani tu starai partendo per gli Stati Uniti"), oppure per dire che un'azione sarà in corso in un determinato momento nel futuro: *At eight we will be having dinner* ("Alle 8 staremo cenando").

222) D. *By the time I arrive in Paris, my sister will have been there for two weeks.* La B è sbagliata perché usa un condizionale, la C potrebbe essere giusta ma non usa la forma di futuro anteriore (*future perfect*) necessaria in questa frase.

Future perfect: will + have + past participle. Si usa per parlare di un'azione che si sarà conclusa entro un determinato momento nel futuro. Spesso lo troviamo insieme alle espressioni *by the time, before, when*.

223) A. *The nurse is tired of asking the patient not to smoke.* La frase introduce la forma negativa dell'infinito che si forma con *not + to +* forma base. La frase B è negativa e sarebbe stata giusta se ci fosse stato un discorso diretto. Nella C c'è un errore nella posizione del *not*. La D è un esempio di gerundio negativo.

224) C. *If I had known about her earlier I would have told you.* Ci troviamo davanti ad una frase di condizionale di terzo tipo. Nessuna delle altre tre opzioni sarebbe adatta. Il *third conditional* si forma così: *if + past perfect (had + past participle), would have + past participle*. Si usa questo condizionale per immaginare cosa sarebbe successo in passato se certe condizioni si fossero verificate. Al posto di *would have* possiamo usare *could have* per esprimere capacità e *might have* per esprimere possibilità.

225) A. *My old car is always breaking down.* La lettera A è giusta perché, benché nella frase ci sia un avverbio di frequenza che di solito denota la presenza del presente semplice, in questa tipologia di frase è necessario il presente progressivo. La compresenza di *always* e del presente progressivo indica che l'azione che sta avvenendo continua da molto tempo e che in qualche modo provoca disappunto in chi sta parlando.

226) D. *James didn't see Helen at the party, so he came to the conclusion she wasn't there.* La A è errata perché significa "raggiungere" ma quello che rende l'opzione sbagliata è la presenza del *for*. La B e la C sono sbagliate perché significano "decidere" e non "arrivare ad una conclusione" che è il significato di *come to*.

227) A. *Jack the Ripper is said to have extracted the vital organs from some of his victims.* La B, C e D sono sbagliate perché sono rispettivamente: infinito, gerundio passato e infinito. La frase, invece, utilizza un infinito passato che si ottiene con *have +* infinito.

228) D. *Yesterday I was alone, because my girlfriend had been studying all the afternoon.* Questo è un esempio di *past perfect continuous*. La A è un semplice passato, per cui non ci permette di evidenziare la durata dell'azione e il fatto che fosse successa ancora prima dell'altra. La B è grammaticalmente sbagliata. La C sarebbe stata corretta se come opzioni non ci fosse stata offerta la forma di durata che meglio enfatizza il tempo piuttosto che l'azione.

Il *past perfect continuous* si forma in questo modo:

- affermativa: soggetto + verbo avere (*had*) + *been* + verbo in *-ing*;
- negativa: soggetto + verbo avere (*had*) + *not + been* + verbo in *-ing*;
- interrogativa: verbo avere (*had*) + soggetto + *been* + verbo in *-ing + ?*;
- interro-negativa: verbo avere (*had*) + soggetto + *not + been* + verbo in *-ing + ?*.

Viene utilizzato per esprimere attività iniziate nel passato e continuate fino ad un momento del passato (per esempio, *How long had he been working?*, "Da quanto tempo stava lavorando?").

229) A. *How long have you been playing the double-bass?* In questa frase è necessario usare il *present perfect continuous* per evidenziare la durata. Le altre forme non sono adatte a questo tipo di struttura grammaticale.

Il *present perfect continuous* si forma così:

- affermativa: soggetto + verbo avere (*have/has*) + *been* + verbo in *-ing*;
- negativa: soggetto + verbo avere (*have/has*) + *not* + *been* + verbo in *-ing*;
- interrogativa: verbo avere (*have/has*) + soggetto + *been* + verbo in *-ing* + ?;
- interro-negativa: verbo avere (*have/has*) + soggetto + *not* + *been* + verbo in *-ing* + ?.

Viene utilizzato per attività iniziate nel passato e continuate fino al tempo presente (per esempio, *How long have you been living in Naples?*, “Da quanto tempo vivi a Napoli?”).

230) B. *I knocked at the door but nobody answered. John can't have been there.* Ci troviamo davanti ad un esempio di “modali di deduzione” (*modals of deduction*). La A potrebbe essere possibile ma altererebbe il significato. La C e la D sono completamente sbagliate.

Usiamo *must*, *can't*, *may*, *might* e *could* più l'infinito senza il *to* per esprimere supposizioni. *He must be American* (“Deve essere Americano”); *She can't be French. She is speaking German* (“Non può essere francese. Sta parlando tedesco”); *Susy may/might/could have a new car. I'm not sure.* (“Susy potrebbe avere una macchina nuova. Non ne sono sicuro”.)

231) A. *You mustn't write on the walls.* Questa frase pone l'accento sulla differenza tra *mustn't* e *don't have to*. Il primo viene usato per i divieti assoluti, mentre il secondo per dire ciò che non è necessario fare.

232) A. *My father wants my sister to study harder.* Questa frase riprende la regola del *want someone to do something*, cioè l'accusativo + infinito con il *to*. Segue la stessa regola anche *would like*. Le altre opzioni sono del tutto sbagliate.

233) A. *I must remember to lock the garage.* Dopo *remember* (ricordare) può essere usato sia l'infinito con *to*, sia la forma in *-ing*. Si userà la prima forma quando chi parla intende ricordare di fare qualcosa; si userà la seconda forma quando chi parla intende ricordare qualcosa del passato.

234) C. *What would you do if you won a lot of money?* Ci troviamo di fronte ad una frase di secondo tipo (lo si capisce dal *won*): quindi, possiamo mettere *could/would/might* + infinito. La frase ipotetica di secondo tipo (*second conditional*) è una struttura usata per parlare di situazioni non reali, immaginarie.

235) B. *You're full of pimples, you shouldn't eat so much chocolate. Should* viene usato, anche in questo caso, per esprimere consiglio, rimprovero o disapprovazione. La C indurrebbe la persona a mangiare della cioccolata malgrado le bolle. Lo stesso farebbe la D, addirittura con maggior enfasi.

236) A. *Our flat is empty. We haven't had the furniture delivered yet.* *Have/get* + oggetto + participio passato viene utilizzato per far capire che l'azione di cui si parla non è fatta direttamente dal soggetto che parla, ma da una terza persona.

La regola del *get/have something done* si utilizza per spiegare che si fa fare qualcosa a qualcuno, nel senso che si incarica qualcuno di fare qualcosa per noi. La costruzione è *to have/get + oggetto + participio passato*. Questa stessa costruzione si usa anche per esprimere qualcosa che è accaduto e che non dipende dalla volontà di chi parla.

237) C. *I'm not wearing my glasses today because they're being mended.* La C usa la forma passiva. La forma passiva del presente progressivo si ottiene con *am/is/are + being + past participle*.

238) D. *I had left my wallet at home, but Alan let me borrow some of his money.* I verbi *let* e *make* seguono la regola dell'accusativo + infinito senza *to* (per esempio, *They let children go swimming*, "Permisero ai ragazzi di fare una nuotata").

239) C. *Gary informed that there were some e-mails for her.* La B è sbagliata perché il verbo *advise* significa dare consigli, nella A *said* avrebbe dovuto essere seguito dal *to* ed, infine, *explained* cambierebbe il significato della frase.

240) A. *She apologized for being late.* In inglese, una preposizione o un verbo seguito da preposizione richiedono la forma in *-ing* del verbo che li segue.

241) B. *I asked Dan to meet me at 5 yesterday, but he arrived late and said he would pay leave work early.* Questo è un esempio di discorso indiretto.

Reporting verbs: answer, agree, be sure, explain, mention e think sono altri esempi di *reporting verbs*. Quando avviene il passaggio dal discorso diretto a quello indiretto, gli aggettivi, gli avverbi e i pronomi personali cambiano.

Se il *reporting verb* è al presente (per esempio, *Paul says (that)...*, "Paul dice che..."), i tempi dei verbi del discorso indiretto e del discorso diretto sono uguali.

Se il *reporting verb* è al passato (per esempio, *Sarah said (that)...*, "Sarah disse che..."), i verbi al presente passano al passato dal discorso diretto al discorso indiretto.

Se il *reporting verb* è al passato (per esempio, *John said (that)...*, "John disse che..."), i verbi al passato passano al trapassato dal discorso diretto al discorso indiretto. *Could, might, ought to, should e would* restano uguali.

242) D. *I stopped smoking last year.* *Stop* appartiene a quella lista di verbi che cambiano il loro significato a seconda del fatto che vengano seguiti dalla forma in *-ing* oppure dal *to* e l'infinito. *Stop smoking*, infatti, significa smettere di fumare; *stop to smoke* significa smettere qualcos'altro per iniziare a fumare.

243) C. *While I was on holiday, the flat was being painted.* La B è errata perché usa la forma attiva del *past continuous*; la A è sbagliata perché la forma verbale è inesistente; nella D il tempo è sbagliato. Si tratta di una frase al passivo.

244) A. *If I went to university, I would study engineering.* La B e la C sono sbagliate perché usano forme verbali inesistenti. La D usa una forma adatta al terzo condizionale. La frase corretta è un esempio di secondo condizionale. Esso si forma così: *if + passato, would + infinito*.

245) B. *I got used to getting up early soon.* La A è sbagliata perché usa l'infinito. La C e la D sono completamente sbagliate. *Get used to* viene seguito dalla forma in *-ing* poiché indica l'abituarsi a fare qualcosa. Un'altra forma che segue la stessa struttura è *to be used to*.

246) B. *How long had you been in Italy when you met your husband?* La A è un *present perfect*. La C è un *past continuous*, che non avrebbe significato in questo tipo di domanda e la sua traduzione potrebbe indurre a sbagliare.

247) D. *They've never met, have they?* Le *question tags* ("vero? non è vero?"), si usano per chiedere conferma di un'affermazione. Se l'affermazione è positiva, la *question tag* va posta alla forma interro-negativa (*You're Italian, aren't you?*); se, invece, l'affermazione è negativa, la *question tag* va posta alla forma affermativa (*He isn't English, is he?*). La *question tag* è affermativa anche quando la frase contiene parole come *never, nothing, nobody*.

RISPOSTE CORRETTE • Livello B1/B2

248) A	282) D	316) B	350) B	384) D	418) A
249) D	283) B	317) C	351) B	385) A	419) B
250) D	284) B	318) A	352) A	386) C	420) D
251) C	285) C	319) C	353) C	387) D	421) C
252) B	286) B	320) B	354) B	388) B	422) A
253) D	287) A	321) C	355) A	389) C	423) A
254) B	288) B	322) B	356) C	390) C	424) B
255) B	289) C	323) A	357) A	391) A	425) C
256) B	290) B	324) D	358) C	392) D	426) C
257) A	291) C	325) A	359) B	393) C	427) D
258) D	292) B	326) D	360) C	394) D	428) A
259) B	293) D	327) B	361) C	395) A	429) B
260) C	294) B	328) A	362) A	396) B	430) A
261) D	295) C	329) D	363) D	397) B	431) A
262) C	296) C	330) A	364) C	398) A	432) D
263) B	297) C	331) C	365) A	399) C	433) C
264) B	298) B	332) D	366) B	400) B	434) A
265) C	299) D	333) C	367) B	401) D	435) B
266) C	300) B	334) B	368) C	402) C	436) A
267) C	301) C	335) A	369) A	403) A	437) D
268) C	302) A	336) D	370) D	404) D	438) A
269) D	303) B	337) B	371) A	405) B	439) B
270) B	304) D	338) A	372) A	406) A	440) A
271) C	305) D	339) C	373) D	407) D	441) C
272) A	306) C	340) A	374) B	408) A	442) A
273) A	307) C	341) C	375) A	409) B	443) D
274) A	308) A	342) A	376) C	410) A	444) A
275) C	309) B	343) C	377) A	411) C	445) C
276) A	310) D	344) A	378) C	412) D	446) A
277) C	311) C	345) B	379) C	413) A	
278) C	312) A	346) A	380) A	414) D	
279) D	313) A	347) D	381) A	415) B	
280) B	314) D	348) C	382) A	416) C	
281) D	315) D	349) D	383) A	417) A	

Capitolo 2

Nomi, articoli, pronomi e aggettivi

Livello A2/B1

1) Fill in the blank. "The police are looking for ... in his twenties".

- A. an unemployed man
- B. the unemployed
- C. a unemployed man
- D. an unemployed men

2) Complete the following sentence. "I can't remember the name of the museum we visited in Madrid. Was it ...?".

- A. Museum Prado
- B. Prado's Museum
- C. The Prado Museum
- D. Prado

3) Complete the following sentence. "We normally have four lessons ...".

- A. at week
- B. the week
- C. in the week
- D. a week

4) Fill in the blank. "On his birthday Jason invited ... friends to the cinema".

- A. all
- B. all his
- C. some of
- D. some his

5) Fill in the blank. "How much of ... she says is true?".

- A. what
- B. that

- C. which
- D. things

6) Fill in the blank. "It is surprising how ... little errors of fact are published by journalists".

- A. lots
- B. much
- C. many
- D. few

7) Complete the following sentence. "I don't like the green trousers. I prefer ...".

- A. the blue ones
- B. the ones blue
- C. the blue
- D. those blue

8) Complete the following sentence. "I want you to meet ...".

- A. this friend of my
- B. this my friend
- C. this mine friend
- D. this friend of mine

9) Fill in the blank. "I'm ... university student in Naples".

- A. an
- B. the
- C. a
- D. /

10) Fill in the blank. "I can't stand people ... don't tell the truth".

- A. who



- B. whom
- C. which
- D. where

11) Fill in the blanks. "The family ... lives above us is always having parties, ... is annoying".

- A. who; what
- B. who; which
- C. whom; which
- D. that; what

12) Fill in the blank. "Tracy, ... husband is a vet, lives on a farm".

- A. whose
- B. of whom
- C. who
- D. her

13) Complete the following sentence. "Do you know ...".

- A. whose umbrella this is?
- B. the umbrella to whom is?
- C. the umbrella whose this is?
- D. whose umbrella is this?

14) Fill in the blank. "Has ... seen my rubber?".

- A. anybody
- B. somebody
- C. everybody
- D. nobody

15) Complete the following sentence. "Would you like something ...?".

- A. other
- B. more
- C. else
- D. another

16) Fill in the blank. "Does your family sit down together ... day to share a meal?".

- A. most

- B. some
- C. all
- D. every

17) Fill in the blank. "... one would you like?"

- A. What
- B. Which
- C. Why
- D. How

18) Fill in the blank. "Jane and Bob have grown up. Now ... are 16".

- A. them
- B. they
- C. we
- D. their

19) Complete the following sentence. "This is ...".

- A. the car of James's
- B. car's James
- C. James's car
- D. Jame'ss car

20) Complete the following dialogue.

A: "Do we need ... cheese from the market?". B: "Yes, can you get a piece of parmesan cheese, please?".

- A. a
- B. the
- C. any
- D. few

21) Fill in the blank. "James, I told ... not to speak to me like that!".

- A. he
- B. you
- C. your
- D. him

22) Fill in the blank. "Sean Connery came in ... hotel last year".

- A. yours

- B. ours
- C. all
- D. our

23) Choose the word which best completes the following sentence. "He doesn't have time for his many ...".

- A. hobbyes
- B. hobbies
- C. hobbys
- D. hobby

24) Fill in the blank. "I am leaving: I am not staying here ... longer".

- A. any
- B. few
- C. none
- D. some

25) Fill in the blank. "He thought it was over and he changed ... mind".

- A. him
- B. his
- C. is
- D. the

26) Fill in the blank. "... is the station from the school?". "Just 1 km".

- A. How much
- B. How far
- C. How many
- D. How long

27) Fill in the blank. "Men and ... were outside".

- A. womans
- B. woman
- C. women
- D. wimmen

28) Fill in the blank. "Is ... answering?".

- A. anyone
- B. everyone

- C. each one
- D. none

29) Fill in the blank. "I have got two sisters but ... brothers".

- A. no
- B. none
- C. any
- D. a little

30) Complete the following sentence. "I took a lot of ...".

- A. fotos
- B. photoes
- C. photos
- D. photo

31) Fill in the blank. "... can I get to the post office?".

- A. How
- B. Why
- C. Where
- D. What direction

32) Complete the following sentence. "I know you will go to the concert with some friends of ...".

- A. nice
- B. your
- C. yours
- D. we

33) Fill in the blank. "Do you know ... the office is?".

- A. whose
- B. where
- C. when
- D. there

34) Fill in the blank. "... tape is yours?".

- A. Which
- B. How
- C. Whom
- D. Do



35) Fill in the blank. “Is this guitar ... ?
Play it for me, please!”.

- A. your
- B. mine
- C. hers
- D. yours

36) Fill in the blank. “I’m talking to ...
! Listen to me!”.

- A. we
- B. me
- C. yours
- D. you

37) Fill in the blank. “ ... are you going
to leave?”.

- A. When
- B. Where
- C. Who
- D. Will

38) Fill in the blank. “Mary would like
to buy a present for ... mother”.

- A. hers
- B. the
- C. his
- D. her

39) Fill in the blank. “Did ... marry
him?”.

- A. she
- B. her
- C. his
- D. him

40) Fill in the blank. “ ... often eat at a
restaurant”.

- A. We
- B. Our
- C. Us
- D. Your

41) Fill in the blank. “I like Oliver
Stone; I saw a movie by ... yesterday”.

- A. it
- B. him
- C. he
- D. those

42) Complete the following sentence.
“Have you found here some books of
... ?”.

- A. the
- B. they
- C. them
- D. theirs

43) Fill in the blank. “ ... painted the
Ultima Cena?”.

- A. Who
- B. What
- C. When
- D. How

44) Fill in the blank. “ ... told you this?”.

- A. Why
- B. Whom
- C. Who
- D. That

45) Fill in the blank. “ ... was she talk-
ing?”.

- A. Who
- B. To whom
- C. To who
- D. Whom

46) Fill in the blank. “What is ... ad-
dress?”.

- A. yours
- B. ours
- C. your
- D. mine

47) Complete the following sentence.
“The dog chased after ... ”.

- A. yours
- B. your

- C. us
- D. his

48) Fill in the blank. "Yesterday Mary and ... went to the store".

- A. our
- B. I
- C. me
- D. each

49) Fill in the blank. "Mary's cousin sent ... a nice card from Paris".

- A. her
- B. she
- C. hers
- D. he

50) Fill in the blank. "My friends gave me a surprise party, ... was good of them".

- A. it
- B. that
- C. this
- D. which

51) Complete the following sentence. "We do not like that behaviour of ... !".

- D. they
- B. my
- C. yours
- D. bad

52) Fill in the blank. "Henry and Mary had ... lunch at noon".

- A. hers
- B. there
- C. theirs
- D. their

53) Fill in the blank. "What is ... surname?".

- A. yours
- B. ours

- C. your
- D. mine

54) Fill in the blank. "I want to know ... you went yesterday".

- A. which
- B. where
- C. what
- D. who

55) Fill in the blank. "Tell me ... wrote that poem".

- A. how
- B. what
- C. who
- D. when

56) Fill in the blank. "Here's the boy ... helped me".

- A. who
- B. which
- C. whom
- D. what

57) Fill in the blank. "... were you born?". "I was born in 1975".

- A. Why
- B. Where
- C. How
- D. When

58) Fill in the blank. "... on earth are the children crying?".

- A. How
- B. Why
- C. What
- D. When

59) Fill in the blank. "... film do you prefer of these?".

- A. Whose
- B. Whatever
- C. Which
- D. When



60) Complete the following sentence. "He is a very good friend of ...".

- A. I
- B. myself
- C. me
- D. mine

61) Complete the following sentence with the best combination of words. "We really like ... new car. We are very happy we have bought ...!".

- A. our; it
- B. hers; them
- C. ours; her
- D. mine; it

62) Fill in the blank. "... are you leaving for Greece?".

- A. Where
- B. When
- C. What
- D. Which

63) Fill in the blank. "I'm trying to understand ... he is saying".

- A. what
- B. which
- C. how
- D. who

64) Fill in the blank. "He explained to us ... to arrive there".

- A. why
- B. how
- C. where
- D. which way

65) Fill in the blank. "I do not need a lift, I have got ... own car".

- A. him
- B. my
- C. a
- D. I

66) Fill in the blank. "... did you arrive so late?".

- A. When
- B. Why
- C. Who
- D. Where

67) Fill in the blank. "John lent me ... car".

- A. its
- B. his
- C. some
- D. by

68) Choose the word or group of words which best completes the following sentence. "... were you talking?".

- A. With whom
- B. Whom
- C. With who
- D. Who

69) Fill in the blank. "... was calling you this morning".

- A. We
- B. Some body
- C. Someone
- D. Some

70) Fill in the blank. "Have you ever read ... book about cooking?".

- A. so
- B. not
- C. any
- D. some

71) Choose the group of words which best completes the following sentence. "... to get to Piazza della Marina?". "About 20 minutes".

- A. How much take we
- B. How much does it take
- C. How long does it take
- D. What long does it take

72) Fill in the blank. “She knows ... broke the glasses”.

- A. why
- B. whom
- C. who
- D. how

73) Fill in the blank. “I want to know ... broke the glass”.

- A. why
- B. how
- C. who’s that
- D. who

74) Fill in the blank. “Are you sure these are ... seats?”.

- A. him
- B. ours
- C. us
- D. our

75) Fill in the blank. “They drive ... car slowly”.

- A. them
- B. its
- C. two
- D. their

76) Fill in the blank. “If you invite ... , we will certainly come”.

- A. ours
- B. us
- C. ourselves
- D. our

77) Fill in the blank. “Look at ... ! We forgot the umbrella and got completely wet!”.

- A. ourselves
- B. our
- C. us
- D. we

78) Fill in the blank. “ ... is their telephone number?”.

- A. Where
- B. How
- C. What
- D. Who

79) Fill in the blank. “ ... is he thinking about now?”.

- A. Why
- B. How
- C. What
- D. When

80) Fill in the blank. “ ... of them do you prefer?”.

- A. Which
- B. Where
- C. Whom
- D. How

81) Fill in the blank. “ ... like cherries”.

- A. I
- B. Us
- C. She
- D. His

82) Fill in the blank. “ ... do you feel today?”.

- A. Why
- B. What
- C. How like
- D. How

83) Fill in the blank. “ ... house is the one we saw yesterday?”.

- A. Has
- B. Whose
- C. Who’s
- D. Why



84) Fill in the blank. “ ... long are you staying in Milan?”.

- A. When
- B. How
- C. Which
- D. Where

85) Fill in the blank. “ ... book is this?”.

- A. How’s
- B. Who’s
- C. Whose
- D. Who

86) Fill in the blank. “ ... are you eating?”.

- A. What
- B. Whose
- C. Those
- D. It

87) Fill in the blank. “Maria told me ... is a good dancer”.

- A. her
- B. him
- C. they
- D. he

88) Complete the following sentence. “She certainly is a good friend to ... ”.

- A. he
- B. we
- C. I
- D. me

89) Fill in the blank. “ ... is the matter with you?”.

- A. Does
- B. What
- C. Which
- D. Why

90) Fill in the blank. “Excuse me, ... can we reach the station?”.

- A. where
- B. why
- C. who
- D. how

91) Complete the following sentence. “I remember ... ”.

- A. we
- B. you
- C. he
- D. she

92) Fill in the blank. “Look at ... , her eyes look swollen”.

- A. she
- B. her
- C. us
- D. me

93) Fill in the blank. “ ... is here”.

- A. Their
- B. Everyone
- C. You
- D. Him

94) Fill in the blank. “ ... did you meet yesterday?”.

- A. Which
- B. Whom
- C. What
- D. However

95) Fill in the blank. “The phone’s ringing. Henry, it must be for ... !”.

- A. your
- B. you
- C. he
- D. I

96) Complete the following sentence. “Is that Sarah? It doesn’t look like ... ”.

- A. them
- B. she

- C. her
- D. it

97) Fill in the blank. “... is invited”.

- A. We
- B. They
- C. Us
- D. Everyone

98) Fill in the blank. “... time do we have?”.

- A. What
- B. How many
- C. Some
- D. How much

99) Fill in the blank. “Fire safety in family houses, ... most fire deaths occur, is difficult to achieve”.

- A. why
- B. how
- C. when
- D. where

100) Fill in the blank. “... can we concentrate with such a noise? It’s impossible!”.

- A. Who
- B. How
- C. How’s
- D. What

101) Fill in the blank. “... can we get some information about this town?”.

- A. What
- B. Why
- C. Wherever
- D. Where

102) Choose the words that best complete the following dialogue. “Will you join ... for dinner?”. “I am not sure ... would be happy about it”.

- A. him; them

- B. them; his
- C. they; they
- D. them; they

103) Fill in the blank. “I do not understand why she gave ... another chance”.

- A. to his
- B. to he
- C. to him
- D. him

104) Fill in the blank. “Close the windows! You always leave ... open”.

- A. their
- B. them
- C. it
- D. they

105) Fill in the blank. “... kind of you to come to my wedding!”.

- A. How much
- B. How
- C. So
- D. Many

106) Fill in the blank. “I’ll wait for ... until 8 o’clock. Don’t be late”.

- A. us
- B. him
- C. you
- D. her

107) Fill in the blank. “The boy washed ... hands”.

- A. hers
- B. her
- C. whose
- D. his

108) Fill in the blank. “Believe I saw a UFO two weeks ago!”.

- A. me
- B. you



- C. to me
D. we

109) Fill in the blank. “ ... Henry arrives, I will show him my new apartment”.

- A. When
B. Where
C. Whoever
D. How

110) Fill in the blank. “John will explain to you ... it works”.

- A. how
B. when
C. which
D. are

111) Fill in the blank. “John asked Frank ... he had arrived so late”.

- A. when
B. who
C. why
D. what

112) Fill in the blank with the right word. “Please put the DVDs on those ... there”.

- A. shelves
B. shelves
C. shells
D. a bookstore

113) Fill in the blank. “Can ... help me?”.

- A. your
B. you
C. him
D. every

114) Fill in the blank. “Is there ... at home?”.

- A. who
B. some

- C. none
D. anyone

115) Fill in the blank. “ ... will you finish up your dinner?”.

- A. Why
B. Whom
C. When
D. Which

116) Fill in the blank. “ ... look tired”.

- A. She
B. He
C. You
D. Us

117) Fill in the blank. “ ... is the weather like today?”.

- A. Where
B. Why
C. When
D. What

118) Fill in the blank. “Before lunch, go and wash ... hands”.

- A. same
B. your
C. the
D. one

119) Fill in the blank. “ ... shirt do you prefer?”.

- A. Whom
B. Who
C. Which
D. How

120) Fill in the blank. “ ... do you spell the word “elephant”?”.

- A. How
B. Who
C. What
D. That

121) Fill in the blank. “ ... much does it cost?”.

- A. How
- B. What
- C. Who
- D. Which

122) Fill in the blank. “I am currently working for Drink Ltd. ... is the best beverage”.

- A. Their
- B. He
- C. Theirs
- D. Him

123) Choose the right alternative to complete the sentence. “Is this Judy’s book?”. “No, it’s ... ”.

- A. ours
- B. your
- C. our
- D. us

124) Complete the following sentence. “That woman can do incredible things, like reading ... ”.

- A. the thoughts of people
- B. people’s minds
- C. people mind
- D. people’s heads

125) Fill in the blank. “John does not want to come with ... this time”.

- A. ours
- B. we
- C. us
- D. our

126) Fill in the blank. “ ... is exactly your house in New York?”.

- A. Who
- B. When
- C. Where
- D. Do

127) Fill in the blank. “ ... are you coming back from England?”.

- A. Where
- B. When
- C. Because
- D. What

128) Fill in the blank. “ ... says that we will not leave?”.

- A. Who
- B. Why
- C. Because
- D. Where

129) Fill in the blank. “ ... is the sky blue?”.

- A. Why
- B. Every
- C. What
- D. Any

130) Complete the following sentence. “What did that man say ... ?”.

- A. to you
- B. for you
- C. at you
- D. you

131) Complete the following sentence. “His mother is calling ... ”

- A. he
- B. him
- C. I
- D. his

132) Fill in the blank. “Please call me when ... are ready”.

- A. us
- B. I
- C. you
- D. them

133) Fill in the blank. “Students need to study for ... tests”.



- A. their
- B. them
- C. he
- D. you

134) Fill in the blank. “Can you ask ... not to write on the walls, please?”.

- A. to him
- B. his
- C. he
- D. him

135) Fill in the blank. “Paul is the man ... wife won the Academy award for costume design”.

- A. whose the
- B. whose
- C. his the
- D. of who

136) Fill in the blank. “You can order ... you want here. They have everything!”.

- A. anything
- B. nothing
- C. somethings
- D. any that

137) Fill in the blank. “ ... money have we got left in the bank?”.

- A. Much
- B. How many
- C. How much
- D. Which

138) Complete the following sentence with the best combination of words. “He kissed ... friend just when I was looking at ... ”.

- A. his; him
- B. him; his
- C. hers; his
- D. you; them

139) Fill in the blank. “ ... did you do it? I can’t understand you”.

- A. Which
- B. What
- C. Who’s
- D. Why

140) Fill in the blank. “ ... is the right answer to this question, do you know?”.

- A. What’s
- B. What
- C. When
- D. Where

141) Complete the following sentence with the best combination of words. “Can you tell me ... her name is? I have already seen her but I can’t remember ... ”.

- A. what; where
- B. why; what
- C. who; when
- D. when; which

142) Fill in the blank. “ ... time does the train leave?”.

- A. When
- B. Where
- C. What
- D. Which one

143) Complete the following sentence. “James is a good friend of ... ”.

- A. me
- B. mine
- C. my
- D. you

144) Complete the following sentence. “That book belongs to Jane. All those books are ... ”.

- A. her
- B. my
- C. him
- D. hers

145) Fill in the blank. “The dog seemed to chase ... ball forever”.

- A. its
- B. her
- C. yours
- D. his

146) Complete the following sentence with the best combination of words. “... did you park the car? ... did you arrive?”.

- A. Where; When
- B. Who; Where
- C. What; Who
- D. How; What

147) Fill in the blank. “Peter and Tom are tired because ... work too much”.

- A. he
- B. their
- C. them
- D. they

148) Fill in the blank. “Just ... students were good, but none of them were excellent”.

- A. no
- B. some
- C. many
- D. any

149) Fill in the blank. “Why ... support me? I could have won the elections!”.

- A. nobody
- B. somebody
- C. anybody
- D. did anybody

Livello B1/B2

150) Fill in the blank. “I don’t think ... on this website is correct”.

- A. the information
- B. the informations
- C. an information
- D. information

151) Fill in the blank. “Do you know ... who can speak Spanish?”.

- A. anyone
- B. there is someone
- C. if someone
- D. if anyone

152) Choose the correct sentence.

- A. Don’t leave children in the kitchen on themselves
- B. Don’t leave children in the kitchen on theirs own
- C. Don’t leave children in the kitchen on them own
- D. Don’t leave children in the kitchen on their own

153) Choose the correct sentence.

- A. Good friend respect them other
- B. Good friends respect themselves
- C. Good friends respect each other
- D. Good friends respect them others

154) Choose the correct reply to this sentence. “We’ve got a dog”.

- A. So do we
- B. So have we
- C. So we have
- D. So we’ve got



155) Fill in the blank. "There are ... things I like more than staying in bed late on Sunday".

- A. a few
- B. few
- C. some
- D. no

156) Fill in the blank. "There isn't ... to finish the game now".

- A. little time
- B. time enough
- C. no time
- D. enough time

157) Fill in the blank. "This is the shop ... I used to work".

- A. where
- B. that
- C. which
- D. whose

158) Fill in the blank. "Would you like chocolate cake or ice cream?" . "I don't mind. ... is fine".

- A. Each
- B. All
- C. Both
- D. Either

159) Complete the following sentence. "She asked her doctor ...".

- A. some advices
- B. an advice
- C. for some advice
- D. advices

160) Choose the word or group of words which best completes the following sentence. "Would you like ... pasta?".

- A. a little of
- B. no
- C. a few
- D. some more

161) Choose the group of words which best completes the following sentence. "That's the flat ... last month".

- A. at which Christopher stayed at
- B. that Christopher stayed
- C. where Christopher stayed
- D. which Christopher stayed

162) Fill in the blank. "Obesity can be caused by eating ... when you're a child".

- A. too much
- B. food
- C. too many
- D. too

163) Choose the alternative which means the same as this sentence. "I didn't see anything strange in the street".

- A. It was strange not to see anything in the street
- B. The street was not strange
- C. There was no stranger in the street
- D. I saw nothing strange in the street

164) Fill in the blank. "Alex and Jane are friendly, but ... of them likes talking to strangers".

- A. neither
- B. none
- C. either
- D. both

165) Fill in the blank. "The test was a disaster because I answered ... of the questions".

- A. most
- B. some
- C. a few
- D. none

166) Complete the following sentence. "Yesterday it was so sunny that we sunbathed ... afternoon".

- A. every
- B. whole
- C. all
- D. each

167) Complete the following sentence. "Many people are scared by ...".

- A. large spiders
- B. the large spiders
- C. large spider
- D. the big spider

168) Choose the word or group of words which best completes the sentence. "English children start going ... when they're five".

- A. to the school
- B. to school
- C. school
- D. to some school

169) Fill in the blank. "School children don't wear ... uniform in Italy".

- A. an
- B. some
- C. a
- D. the

170) Fill in the blank. "They got ... late".

- A. to the school
- B. to school
- C. to a school
- D. school

171) Choose the group of words which best completes the sentence. A: "I think class 3 B has some very promising pupils". B: "...".

- A. So they have
- B. Neither do I
- C. So do I
- D. Neither are they

172) Fill in the blank. "Keynes warned in the 1930s that ageing societies with high levels of saving, and not ... investment opportunities, face a deflationary nightmare".

- A. lots
- B. much
- C. too much
- D. many

173) Choose the word or group of words which best completes the sentence. "Does ... agree with the principal's suggestions?".

- A. everyone
- B. all of you
- C. any people
- D. all persons

174) Fill in the blank. "My parents gave me ... pocket money when I was a child".

- A. very
- B. few
- C. little
- D. too many

175) Fill in the blank. "She doesn't look like ... her father or her mother".

- A. either
- B. neither
- C. or
- D. both

176) Fill in the blank. "This jumper is ... big for me".

- A. too many
- B. too much
- C. too
- D. much

177) Fill in the blank. "Ann and Peter phone ... every day".

- A. them
- B. themselves



- C. *themselves*
D. *each other*

178) **Fill in the blank.** “He has got ... money”.

- A. *much*
B. *many*
C. *a lot of*
D. *very*

179) **Fill in the blank.** “He was wearing ... riding boots”.

- A. *red old Spanish leather*
B. *old leather red Spanish*
C. *old red Spanish leather*
D. *Spanish red old leather*

180) **Choose the group of words which best complete the sentence.** “Everyone is hungry. ... all want to have ... breakfast”.

- A. *She; her*
B. *They; their*
C. *We; our*
D. *He; him*

181) **Fill in the blank.** “I’m afraid to go out ... after 11 pm”.

- A. *alone*
B. *lonely*
C. *only*
D. *by my own*

182) **Fill in the blank.** “It’s been a busy day and I’ve done almost ... for the party”.

- A. *everything*
B. *all*
C. *something*
D. *nothing*

183) **Fill in the blank.** “If you have ... information, please contact our office”.

- A. *very*

- B. *much*
C. *little*
D. *any*

184) **Fill in the blank.** “ ... group of tourists has to be accompanied by a guide”.

- A. *All*
B. *Some*
C. *Each*
D. *One*

185) **Fill in the blank.** “There are ... ways of learning how to be a cook”.

- A. *lots*
B. *several*
C. *plenty*
D. *much*

186) **Fill in the blank.** “We should go home: ... is getting dark”.

- A. *its*
B. *it*
C. *he*
D. *I*

187) **Replace the words between square brackets with the correct ones.** “[These] is the key [what] I have been looking for”.

- A. *These; that*
B. *That; the ones*
C. *This; the which*
D. *This; that*

188) **Fill in the blank.** “Wendy ate all of ... chocolate”.

- A. *mine*
B. *yours*
C. *my*
D. *I*

189) Fill in the blank. “If you don’t understand one of the questions, put up ... hand”.

- A. the
- B. the your
- C. your
- D. my

190) All of the suggested words or phrases can complete the following sentence correctly but one. Which one? “Jack and Sam write mails to ...”.

- A. all of us
- B. each other every day
- C. me every now and then
- D. one another every day

191) Fill in the blank. “What was the name of the film ... saw last week?”.

- A. as
- B. who we
- C. what us
- D. that we

192) Fill in the blanks. “He is retired: he works ... more and hasn’t got ... to do”.

- A. none; anything
- B. some; nothing
- C. did; any
- D. no; anything

193) Fill in the blank. “I love this cake: may I have ... more?”.

- A. some
- B. none
- C. a few
- D. no

194) Fill in the blank. “Do you like these sweets? Then, take ...”.

- A. a fews
- B. some
- C. few
- D. something

195) Fill in the blank. “... your biggest faults is impatience”.

- A. One of
- B. Some of
- C. This
- D. Any

196) Fill in the blank. “The boy I am speaking to is ... cousin”.

- A. you
- B. my
- C. whom
- D. each

197) Fill in the blank. “The ... wagged its tail”.

- A. big dog brown
- B. dog big brown
- C. big brown dog
- D. brown dog big

198) Complete the following sentence. “I hate books: I have got ...”.

- A. no one
- B. no
- C. many
- D. none

199) Fill in the blank. “Look at those shops: ... of them is open today”.

- A. none
- B. someone
- C. anyone
- D. a few

200) Fill in the blanks. “... don’t like this restaurant”. “... neither”.

- A. I; Me
- B. Her; She
- C. Us; We
- D. Him; His

201) Fill in the blank. “... won’t they be able to join us?”.



- A. What
- B. Which
- C. Why
- D. Who

202) Choose the words which best complete the following sentence. “In the South they raise varied crops, including fruits, ... , soybeans and peanuts”.

- A. vegetable
- B. the vegetables
- C. its vegetables
- D. vegetables

203) Complete the following sentence. “I have to buy ... ”.

- A. a bread
- B. bread
- C. a loaf of bread
- D. a bread loaf

204) Choose the words which best complete the following sentence. “A colony of ... lived in the three old ... ”.

- A. mice; hicc
- B. mouses; houses
- C. mice; houses
- D. mice; house

205) Fill in the blank. “I’d like to apply for that banking job but I haven’t got ... experience in international finance”.

- A. some
- B. many
- C. much
- D. no

206) Fill in the blank. “Our job makes ... feel so proud”.

- A. we
- B. us
- C. our
- D. they

207) Fill in the blank. “There is ... charge for admission: it is free”.

- A. a
- B. no
- C. none
- D. anyone

208) Choose the group of words which best completes the following sentence. “Bill drunk a ... while he was at the market”.

- A. glass for water
- B. glass of water
- C. water’s glass
- D. waterglass

209) Choose the group of words which best completes the sentence. “We’ve got enough plates, but we must buy some ... ”.

- A. knives and forks of plastic
- B. any plastic knives and forks
- C. plastic knife and fork
- D. plastic knives and forks

210) Fill in the blank. “Shall I get anything for you at the supermarket?”. “Yes please, ... tomatoes”.

- A. take a little
- B. get some
- C. get any
- D. bring lots

211) Fill in the blanks with the right words. “ ... does it take to get to the station ... the suburbs?”.

- A. How long; from
- B. When; to
- C. What; for
- D. Who long; from

212) Choose the group of words which best completes the sentence. “I can’t buy a new dress, I haven’t got ... ”.

- A. enough money

- B. money enough
- C. quite money
- D. enough of money

213) Fill in the blank. “Griff and Hazel insisted ... staying for lunch”.

- A. on our
- B. us
- C. we were
- D. we

214) Choose the words which best complete the sentence. “The thief got the ... out of the bag and counted ...”.

- A. money; it
- B. moneys; it
- C. moneys; them
- D. stolen; it

215) Choose the alternative which is closest in meaning to the word or words in square brackets and which does not change the meaning of the sentence. “My aunt offered us [a cup of] tea”.

- A. one
- B. somes
- C. some
- D. many

216) Fill in the blank. “Put it down in front of ... immediately!”.

- A. you
- B. yourself
- C. I
- D. you self

217) The part of the following sentence between square brackets contains one or more mistakes; choose the correct form. “Jennifer and Nicola [is good polo player]”.

- A. are good polo players
- B. is good polo player

- C. are good polo payer
- D. both good polo players

218) Choose the group of words which best completes the sentence. “In most European countries, at least 50% of students are in schools where one computer is available ... students”.

- A. in two
- B. for every two
- C. all two
- D. out of two

219) Choose the group of words which best completes the sentence. “Maria Montessori, one of the ... was born in the same year as the Unification of Italy”.

- A. world’s greatest educators
- B. worlds’ greatest educators
- C. world’s greatest educator
- D. worlds greatest educator

220) Which of the following sentence is correct?

- A. A bully is someone who systematically victimises another person, perceived as physically or intellectually different from himself
- B. A bully is somebody that systematically victimises another, perceived as physical or intellectual different to himself
- C. A bully is someone that victimises systematically another person, perceived as different physically or intellectually than himself
- D. A bully is one who systematically victimise another person, perceived as physically or intellectually different from himself

221) Fill in the blank. “She speaks neither German ... French”.

- A. both
- B. neither



- C. either
- D. nor

.....
222) Complete the following sentence. “A recent report concluded that the vocabulary is expanding by 8,500 words ...”.

- A. at a year
- B. a year
- C. every years
- D. all years

.....
223) Fill in the blank. “Our school is good at sports. Our team plays ... very well”.

- A. at the football
- B. the football
- C. football
- D. at football

224) Choose the group of words which best completes the sentence. “The prohibition to violate privacy rules is effective ... classes”.

- A. both during and after
- B. either during neither after
- C. from during to after
- D. either during or after

.....
225) Choose the group of words which best completes the sentence. “Is there anybody ... joining us?”. “No, we are ... here. The ... will arrive later”

- A. else; both; else
- B. more; all; another
- C. again; all; other
- D. else; all; others

Risposte commentate

Livello A2/B1

1) **A.** *The police are looking for an unemployed man in his twenties.* La B è sbagliata perché usa un articolo determinativo invece di uno indeterminativo. La C è sbagliata perché usa l'articolo *a* anziché *an*. La regola dice che l'articolo *a* viene posto davanti alle parole inizianti per consonante e *an* davanti a quelle inizianti per vocale. Per quanto riguarda la risposta D viene usato un plurale di *man* che è *men* per cui non può essere usato l'articolo singolare.

2) **D.** *I can't remember the name of the museum we visited in Madrid. Was it Prado?* In inglese, l'uso dell'articolo determinativo *the* segue regole diverse dall'italiano e non sempre viene menzionato all'interno di una frase. La regola prevede che venga utilizzato solo quando si vuole specificare esattamente di cosa si sta parlando facendo riferimento a qualcosa o qualcuno citato in precedenza. Esso traduce il, lo, la, i, gli, le e non ha né genere né numero. Prevede eccezioni e applicazioni particolari a seconda del contesto.

3) **D.** *We normally have four lessons a week.* Gli avverbi di frequenza rispondono alla domanda *how often?* (Ogni quanto? Con quale frequenza?). Ma a questa domanda rispondono anche le locuzioni iterative. Esse sono: *once* (una volta), *twice* (due volte), *three times* (tre volte), e la parola *every* o avverbi derivati da *hour/day/month/year*. Per cui, applicando la regola che prevede una locuzione + *a* + *day/week/month/year*, le altre opzioni sono del tutto sbagliate. Infatti, l'articolo *a* in inglese traduce l'italiano "al, allo" con il significato di "ogni": per esempio, *four lessons a week*.

4) **B.** *On his birthday Jason invited all his friends to the cinema.* La A è sbagliata perché usa *all* senza l'aggettivo possessivo. La C è sbagliata per lo stesso motivo. La D è sbagliata perché manca *of*. *All* è un quantificatore e viene usato come *every*. Ma mentre *every* è seguito da un sostantivo singolare, *all* viene seguito da un sostantivo plurale. *All* + un sostantivo singolare cambia significato, per esempio, *Yesterday I studied all day* ("Ieri ho studiato tutto il giorno"). La risposta giusta è la B perché spiega che Jason ha invitato *tutti* i suoi amici al cinema e questa frase necessita dell'aggettivo possessivo.

5) **A.** *How much of what she says is true?* La B è sbagliata perché introduce il pronome relativo *that* e la stessa cosa fa la C con il pronome relativo *which*, che non possono assumere il significato di cosa e quindi fungere da complemento. La D è sbagliata completamente. Nella frase, *what* sostituisce un sostantivo e acquisisce il valore di complemento. Le funzioni di *what* sono tantissime e di solito esso viene usato nella forma interrogativa.

6) **C.** *It is surprising how many little errors of fact are published by journalists. Many* è la forma esatta poiché ci troviamo davanti ad un sostantivo plurale numerabile. *Much* sarebbe stato corretto qualora ci fossimo trovati davanti ad un sostantivo non numerabile.



7) **A.** *I don't like the green trousers. I prefer the blue ones.* Usiamo i dimostrativi *one/ones* per non ripetere un sostantivo singolare o plurale. Di solito non è necessario ripetere *one/ones* dopo *these* e *those* (questi, quelli).

8) **D.** *I want you to meet this friend of mine.* La B è sbagliata perché usa un aggettivo possessivo. In questa struttura occorre usare invece il pronome possessivo. Essi, per definizione, sottintendono il nome e quindi vengono usati da soli, per esempio, *I haven't got a red pen. Could you lend me yours?* (“Non ho la penna rossa. Potresti prestarmi la tua?”). I pronomi possessivi sono invariabili e non sono mai preceduti dall'articolo.

9) **C.** *I'm a university student in Naples.* La regola generale prevederebbe che, essendo la *u* una vocale, l'articolo giusto dovrebbe essere *an*. Tuttavia, in inglese, si usa *a* anche quando la parola che segue inizia per il suono “iu” [ju], dato dal dittongo “u” o “eu”. Per esempio, *university, European, euro*.

10) **A.** *I can't stand people who don't tell the truth. Whom* è usato come complemento oggetto, *which* si usa per indicare cosa o cose e animali, *where* per luogo o luoghi. *Who* è invece usato per persona o persone come pronome relativo.

11) **B.** *The family who lives above us is always having parties, which is annoying.* Le frasi relative determinative forniscono informazioni che sono indispensabili per definire i nomi a cui si riferiscono. In questo tipo di frase *that* è meno frequente. I pronomi relativi soggetto sono: *who, which, that*. I pronomi relativi complemento sono: se riferito a persona *who/whom* (abbastanza raro) / *that*; altrimenti *that* oppure *which*.

12) **A.** *Tracy, whose husband is a vet, lives on a farm.* Il pronome relativo *whose* (il cui, la cui, ecc.) sostituisce *his, her, their*. Si usa per persone o organizzazioni ma non per le cose, per esempio, *This is the band. Their album is in the chart/This is the band whose album is in the chart* (“Questa è la band il cui album è in classifica”).

13) **D.** *Do you know whose umbrella is this? Whose*, oltre ad essere un pronome relativo, viene anche usato come pronome interrogativo e significa “di chi?”. Esso può avere due costruzioni: *whose* + oggetto + verbo + pronome dimostrativo, per esempio, *Whose car is this?* (“Di chi è questa macchina?”), oppure *whose* + verbo + pronome dimostrativo + oggetto, per esempio, *Whose is this car?* (“Di chi è questa macchina?”).

14) **A.** *Has anybody seen my rubber?* Nella B viene proposto un *somebody* che viene usato nelle affermative oppure nelle interrogative. Nella C c'è *everybody* che significa “tutti”. Ed, infine, nella D c'è *nobody* che è usata nelle negative quando non c'è la negazione nel verbo. In questa frase si intende se vi sia “qualcuno” che abbia visto “qualcosa” (la mia gomma per cancellare).

15) **C.** *Would you like something else?* Dopo i composti di *some, any, no* ed *every* viene usato *else* per esprimere il significato di “qualcun altro”, “nient'altro”, “ogni altra cosa”. L'opzione B indica “di più”, la A e la D significano “un'altra” e “altro”, ma non vanno usate con queste espressioni.

16) D. *Does your family sit down together every day to share a meal?* Le espressioni *every* e *each* corrispondono a ogni/ciascuno (aggettivo) e spesso possono essere usate sia l'una sia l'altra. Viene usato *every* quando consideriamo un gruppo nel suo insieme. *Every* viene spesso utilizzato anche come espressione di frequenza insieme ad espressioni di tempo come *minute/hour/day*, ecc.

17) B. *Which would you like? What e which*, rispettivamente, significano “cosa” e “quale”, ma il loro uso è abbastanza confuso tanto che talvolta si ha difficoltà a scegliere quello più adatto. *What* di norma si usa quando ci sono diverse risposte possibili, per esempio, *What colour do you like?* (“Che colore ti piace?”); si usa invece *which* quando c'è un numero limitato di risposte, per esempio, *There is a coke and an orange juice. Which one do you want?* (“C'è la coca-cola e l'aranciata. Quale vuoi?”).

18) B. *Bob and Jane have grown up. Now they are 16. Them e their* sono, rispettivamente, pronomi e aggettivo possessivo. *We* è completamente sbagliato rispetto a Bob e Jane.

19) C. *This is James's car.* La prima è sbagliata perché usa una forma che si utilizzerebbe se ci fossero due oggetti, la B e la D sono pura fantasia.

Il genitivo sassone è la forma possessiva del nome: il genitivo, infatti, indica in latino il complemento di specificazione. Il genitivo sassone è una costruzione che serve per esprimere un rapporto di appartenenza, generalmente quando il possessore è una persona o un animale. Si costruisce facilmente apostrofando il possessore, seguito da una *s* ed infine la cosa posseduta: *Peter's car* (“La macchina di Peter”). Se il possessore termina in *s* ed è singolare, la regola è la stessa, *James's brother* (“Il fratello di James”). Se il possessore termina con la *s* ma è plurale, si aggiunge solo l'apostrofo e non si mette la *s*. Se il possessore è un plurale ma irregolare, come *children*, si mette l'apostrofo e la *s*: *My children's toys* (“I giocattoli dei miei figli”).

20) C. *Do we need any cheese from the supermarket? Yes, can you get a piece of parmesan cheese, please? Cheese* è un sostantivo non numerabile e come tale non è mai preceduto da un articolo indeterminativo o da un numerale. *The* non è adatto in questo contesto poiché viene di solito usato quando si fa riferimento a qualcosa menzionato in precedenza. I sostantivi non numerabili (*uncountable nouns*) possono essere preceduti da un indefinito o da un sostantivo che ne specifica la quantità. Per esempio, *a piece of cheese, a litre of wine, a slice of cake*, ecc.

21) B. *James, I told you not to speak to me like that! He* è un pronome personale. *Your* è un aggettivo possessivo. *Him* è un pronome complemento. I pronomi complemento vengono usati dopo un verbo oppure dopo una preposizione. A differenza dell'italiano, non è possibile utilizzarli prima del verbo, per esempio, A: *Where's the bag?*. B: *I put it on the table.* (“Dov'è la borsa? L'ho messa sul tavolo”). I pronomi complemento sono: *me, you, him, her, it, us, you, them*.

22) D. *Sean Connery came in our hotel last year.* La A e la B indicano pronomi possessivi. La risposta esatta è invece un aggettivo possessivo, come *our*.

Gli aggettivi possessivi accompagnano i sostantivi e non hanno né genere né numero. Essi sono: *my, your, his, her, its, our, your, their*.



23) B. *He doesn't have time for his many hobbies.* Ci troviamo qui davanti ad un esempio di plurale. Le parole che terminano con *y* seguono due regole diverse: se la *y* è preceduta da una vocale non c'è alcun cambiamento ortografico, se la *y* è preceduta da consonante essa si trasforma in *i* prima di aggiungere *es*.

24) A. *I am leaving: I am not staying here any longer.* *Few* significa “alcuni” e si usa davanti ai sostantivi plurali, *none* significa alcuno e si usa per le persone e *some* si usa davanti ai sostantivi plurali oppure non numerabili.

25) B. *His*, aggettivo e pronome possessivo, viene qui usato in una tipica costruzione inglese, *to change one's mind* (cambiare idea).

26) B. *How far is the station from the school? Just 1 km.* *How much* significa “quanto”, *how many* significa “quanti”, *how long* “per quanto tempo” oppure “da quanto tempo”.

27) C. *Men and women were outside.* La A è sbagliata perché *woman* ha un plurale irregolare, la forma esatta è *women*. Oltre a *woman*, tra i plurali irregolari più comuni dobbiamo ricordare *child-children* (bambino-bambini), *man-men* (uomo-uomini), *person-people* (persona-gente), *foot-feet* (piede-piedi), ecc.

28) A. *Is anyone answering? Someone e anyone* sono composti di *some* e *any* e si comportano allo stesso modo: *some* si utilizza nelle frasi affermative e *any* nelle interrogative e negative.

29) A. *I have got two sisters but no brothers.* *No*, in questo caso, è la risposta corretta poiché non abbiamo la negazione nel verbo. *No* significa *not any*.

30) C. *I took a lot of photos.* I plurali in inglese seguono diverse regole. Di solito, le parole che terminano per *o* prendono *es* per formare un plurale, per esempio, *tomato-tomatoes* (pomodoro-pomodori). Quando ci troviamo, invece, di fronte a nomi che terminano in *o* ma che sono o di origine straniera o abbreviazioni, essi prendono solo la *s*, per esempio, *disco-discos* (discoteca-discoteche), *piano-pian* (pionoforte-pianoforti).

RISPOSTE CORRETTE • Livello A2/B1

31) A	51) C	71) C	91) B	111) C	131) B
32) C	52) D	72) C	92) B	112) B	132) C
33) B	53) C	73) D	93) B	113) B	133) A
34) A	54) B	74) D	94) B	114) D	134) D
35) D	55) C	75) D	95) B	115) C	135) B
36) D	56) A	76) B	96) C	116) C	136) A
37) A	57) D	77) C	97) D	117) D	137) C
38) D	58) B	78) C	98) D	118) B	138) A
39) A	59) C	79) C	99) D	119) C	139) D
40) A	60) D	80) A	100) B	120) A	140) B
41) B	61) A	81) A	101) D	121) A	141) A
42) D	62) B	82) D	102) D	122) C	142) C
43) A	63) A	83) B	103) D	123) A	143) B
44) C	64) B	84) B	104) B	124) B	144) D
45) B	65) B	85) C	105) B	125) C	145) A
46) C	66) B	86) A	106) C	126) C	146) A
47) C	67) B	87) D	107) D	127) B	147) D
48) B	68) A	88) D	108) A	128) A	148) B
49) A	69) C	89) B	109) A	129) A	149) A
50) D	70) C	90) D	110) A	130) A	



Risposte commentate

Livello B1/B2

150) A. *I don't think the information on this website is correct.* La B è sbagliata perché *information* non ha plurale. La C, perché ha usato davanti ad un sostantivo non numerabile l'articolo indeterminativo. La D perché non ha alcun articolo.

151) A. *Do you know anyone who can speak Spanish?* I composti di *some, any e no* vengono usati per parlare di cose, persone e luoghi indefiniti. Essi si formano con *some, any* oppure *no + le* parole *thing, body/one, where*. *Any* e i suoi composti si usano nelle frasi interrogative e negative. Si possono utilizzare i composti di *any* in frasi affermative quando il significato è “qualunque cosa/chiunque/da qualsiasi parte”, per esempio, *You can order anything you like* (“Puoi ordinare qualunque cosa ti piaccia”).

152) D. I pronomi riflessivi si usano quando il soggetto e il complemento oggetto di una frase coincidono; seguono sempre il verbo. In alcuni casi, l'aggettivo *own* (proprio, stesso) può seguire un aggettivo possessivo (*my own, your own*) per sottolineare la proprietà di qualcosa, per indicare che è il soggetto a compiere un'azione personalmente o quando si compie un'azione “da soli”: in questo caso, il possessivo è preceduto dalla preposizione *on*.

153) C. *Good friends respect each other.* Per esprimere un'azione reciproca in inglese si usa *each other*. Non bisogna confondersi con i pronomi riflessivi che si usano quando chi subisce l'azione è lo stesso di chi la compie. Essi sono: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*. Per esempio, *We help each other* (“Noi ci aiutiamo a vicenda”); *The teacher introduced herself* (“L'insegnante si presentò”).

154) B. *We have got a dog. So have we.* Le espressioni italiane “anch'io”, “anche tu”, usate per replicare a una frase affermativa, in inglese si rendono con *so* seguito dall'ausiliare della frase a cui si replica. Per rispondere a una frase negativa si usa *neither/ nor* seguito dall'ausiliare della frase a cui si risponde.

155) B. *There are few things I like more than staying in bed late on Sunday.* La A è sbagliata perché la traduzione di *a few* è “alcune”. *Some e no* altererebbero il significato della frase. *Few e a few*, rispettivamente, significano “pochi” e “alcuni”. Essi vengono usati con i sostantivi numerabili. Per i sostantivi non numerabili vengono usati *little e a little* che, rispettivamente, significano “poco” e “un po”.

156) D. *There isn't enough time to finish the game now.* *Too e enough* si usano con aggettivi e avverbi. *Too* significa “troppo” e *enough* “abbastanza”. *Enough* viene usato sia per gli aggettivi sia per i sostantivi cambiando la sua posizione. Con i sostantivi *enough* viene posto prima: *There weren't enough people* (“Non c'erano abbastanza persone”), mentre con gli aggettivi viene posto dopo: *This coffee isn't hot enough* (“Questo caffè non è caldo abbastanza”).

157) A. *This is the shop where I used to work.* I pronomi relativi sono *who/that* (per persona/persona), *which/that* (cosa o cose), *where* (luogo o luoghi). *Where* viene usato in una frase relativa per indicare il luogo. Al *where* possiamo anche sostituire un *that* oppure *which* ma se accompagnati da una preposizione. Per esempio, *The shop (that) he works in is very elegant.*

158) D. *Would you like chocolate cake or icecream? I don't mind. Either is fine.* La B è sbagliata perché significa "tutto". La C perché significa "entrambe". *Each* è errata perché significa "ogni". *Either*, in questa frase, significa "o l'uno o l'altro".

159) C. *She asked her doctor for some advice.* Ci troviamo davanti ad un sostantivo non numerabile, laddove la B usa l'articolo, la A e la D sono plurali. Gli *uncountable nouns* non prendono l'articolo indeterminativo, richiedono il verbo al singolare, possono usare *some* o *any*. Talvolta, alcuni di essi possono essere resi numerabili con l'aggiunta di *a piece of*: per esempio, *a piece of news* (una notizia), *a piece of advice* (un consiglio).

160) D. *Would you like some more pasta?* Gli aggettivi indefiniti *some* e *any* indicano una quantità indeterminata e corrispondono all'italiano "un po' (di)", "qualche", "alcuni", "ne". Per offrire qualcosa a qualcuno si usano le espressioni *Would you like?* *Will you have?* Per esempio, *Would you like/Will you have some cheese?*

161) C. *That's the flat where Christopher stayed last month.* I pronomi relativi restrittivi sono essenziali per la comprensione di una frase, poiché forniscono informazioni indispensabili a definire o identificare la persona, l'oggetto, il luogo di cui si parla. Quando vogliamo indicare un luogo relativo a una certa azione, usiamo *where* al posto del pronome relativo.

162) A. *Obesity can be caused by eating too much when you're a child.* La B e la D sono completamente sbagliate. La C potrebbe essere usata qualora *too many* fosse stato seguito da un sostantivo numerabile.

163) D. *I saw nothing strange in the street.* Usiamo i composti di *some*, *any* e *no* per parlare di cose, persone o luoghi indefiniti. Ci sono due modi per esprimere la negazione: il verbo negativo + il composto di *any*, per esempio, *I didn't go anywhere last night* ("Non sono andato da nessuna parte ieri sera"), oppure con il verbo in affermativo + composto in negativo, per esempio, *She ate nothing* ("Lei non mangiò niente").

164) A. *Alex and Jane are friendly, but neither of them likes talking to strangers.* Usiamo *both*, *either* e *neither* per parlare di due cose o persone. Essi si formano così: *both* + sostantivo plurale; *either/neither* + sostantivo singolare. Esiste anche la costruzione *both/either/neither + of* + pronome personale complemento; per esempio, *We watched two films last night but neither of them was interesting* ("Abbiamo visto due film ieri sera, ma nessuno dei due era interessante").

165) D. *The test was a disaster because I answered none of the questions.* *Some* e *any* si possono usare anche come pronomi, per riferirsi ad un nome menzionato prima. In questo

caso, nelle frasi negative si usano *not... any o none*, per esempio, *We need to buy some apples because there aren't any in the fridge*; oppure *We need to buy some apples because there are none in the fridge* (“Abbiamo bisogno di comprare delle mele, non ce ne sono in frigo”).

166) C. *Yesterday it was so sunny that we sunbathed all afternoon.* *All* significa “tutto”. Tutto in inglese può essere tradotto in diversi modi: *everything*, per esempio, *He told me everything* (“Lui mi disse tutto”); *whole*, che assume il significato di “intero”, per esempio, *I studied the whole afternoon yesterday* (“Ieri ho studiato l'intero pomeriggio”) ed, infine, *all* che si può usare per parlare di cose e persone in generale, per esempio, *She thinks that all sports are exciting* (“Lei pensa che tutti gli sport siano divertenti”), e si può usare davanti a *morning/afternoon/evening/night*, ecc.

167) A. *Many people are scared by large spiders.* In inglese c'è un solo articolo determinativo: *the*. Esso si usa davanti a nomi che sono già stati introdotti nel discorso precedentemente oppure quando parliamo di cose o persone specifiche facilmente identificabili. Non si usa l'articolo quando si parla di qualcosa in maniera generica, ecco perché la lettera A è l'opzione corretta.

168) B. *English children start going to school when they're five.* *School* è tra quelle parole che non prendono mai l'articolo quando ci si riferisce all'istituzione e non all'edificio. Le altre più comuni sono: *church, university e hospital*.

169) C. *School children don't wear a uniform in Italy.* La C è corretta poiché la “u” di *university* non è considerata una vocale, ma un suono intervocalico. Per questa ragione l'articolo è *a* non *an*.

Usiamo *a/an* davanti ai sostantivi numerabili. *A/an* si usano, tra l'altro, quando si parla di professioni, per esempio, *a doctor* (un medico). *A* si usa davanti alle parole che iniziano per consonante, davanti all'*h* aspirata, e davanti al suono intervocalico /jù:/.
An si usa davanti alle parole inizianti per vocale e davanti all'*h* muta. Le parole con *h* muta sono le seguenti: *hour, heiress, heir, honour*.

170) B. *They got to school late.* Le parole *school, church, university, prison, bed, hospital* non prendono alcun articolo se ci si riferisce all'attività che vi si svolge. L'articolo viene usato quando ci riferiamo al luogo fisico o edificio. Per esempio, *The students were visiting the university* (“Gli studenti stavano visitando l'università”).

171) C. *A: I think class 3 B has some very promising pupils. B: So do I.* Come già detto, le espressioni italiane “anch'io”, “anche tu”, in inglese, si rendono con *so* + l'ausiliare della frase a cui si replica.

172) D. *Keynes warned in the 1930s that ageing societies with high levels of saving, and not many investment opportunities, face a deflationary nightmare.* *Many* è corretto perché è usato per i sostantivi numerabili. *Much* è usato, invece, per i sostantivi non numerabili.

173) A. *Does everyone agree with the principal's suggestions?* La A è corretta poiché *does* si accorda solo con *everyone*. Tutte le altre espressioni avrebbero richiesto il verbo al plurale, e cioè *do*.

174) C. *My parents gave me little pocket money when I was a child.* *Little* viene usato per le parole non numerabili e significa “poco”. *Few* viene usato davanti alle parole numerabili con lo stesso significato. *Little* e *few* corrispondono in italiano a “poco/a” e “pochi/e”. Essi si usano così: *little* + sostantivo non numerabile e *few* + sostantivo numerabile. *Little* e *few* esprimono un’idea di scarsità. Le espressioni *a little* e *a few*, invece, corrispondono a “un po’ di”, “qualche”, “alcuni”; per esempio, *We have little money to take a taxi* (“Abbiamo pochi soldi per prendere un taxi”). *I still have a little money left. So I can take a taxi.* (“Mi è rimasto ancora un po’ di danaro, così posso prendere un taxi”).

175) A. *She doesn’t look like either her father or her mother.* La A è corretta perché mette in relazione *either* con *or* che significa “o... o”. La B è sbagliata perché *neither* è in correlazione con *nor* e significa “né... né”. Ed, infine, la D è sbagliata perché *both* è in relazione con *and* e significa “sia... sia”.

176) C. *This jumper is too big for me.* *Too much, too many, too* significano tutti “troppo” ma si usano in diversi costrutti grammaticali. *Too much* si usa con i sostantivi non numerabili, per esempio, *There is too much sugar in this coffee* (“C’è troppo zucchero in questo caffè”); *too many* si usa con i sostantivi numerabili, per esempio, *I’ve got too many shoes in my wardrobe* (“Ho troppe scarpe nell’armadio”). *Too* viene, invece, usato con gli aggettivi e gli avverbi.

177) D. *Ann and Peter phone each other every day.* Per esprimere un’azione reciproca si usa *each other* oppure *one another*, per esempio, *They helped each other/one another* (“Si aiutavano l’un l’altro”). Attenzione alla differenza tra *ourselves/yourself/themselv*e e *each other/one another*. I primi definiscono un’azione che ricade su colui che la fa, i secondi definiscono un’azione di reciprocità.

178) C. *He has got a lot of money.* Si usa *much* con i sostantivi non numerabili e *many* con i sostantivi numerabili. Ma *much* e *many* sono più comuni nelle interrogative e negative e dopo *so, as, too* e *very*. Nelle frasi affermative sia per i numerabili sia per i non numerabili si preferisce *a lot of*. *Very* si usa davanti agli aggettivi.

179) C. *He was wearing old red Spanish leather riding boots.* In generale, la regola dice che l’aggettivo precede sempre il sostantivo, ma nel loro susseguirsi essi rispettano un certo ordine. Per primi si mettono gli aggettivi che esprimono opinione (*fantastic, cheap*), poi gli aggettivi che descrivono caratteristiche di fatto (*small, modern*).

180) B. *Everyone is hungry. They all want to have their breakfast.* I composti di *every* (*everything/everybody/everyone/everywhere*) si usano con il verbo al singolare ma di solito sono plurali i pronomi e gli aggettivi possessivi che li seguono. Spesso, per evitare di specificare il sesso di una persona si usano *their* e *them* anche in riferimento a *someone, anyone* e *no one*.

RISPOSTE CORRETTE • Livello B1/B2

181) A	189) C	197) C	205) C	213) A	221) D
182) A	190) D	198) D	206) B	214) A	222) B
183) D	191) D	199) A	207) B	215) C	223) C
184) C	192) D	200) A	208) B	216) B	224) A
185) B	193) A	201) C	209) D	217) A	225) D
186) B	194) B	202) D	210) B	218) B	
187) D	195) A	203) C	211) A	219) C	
188) C	196) B	204) C	212) A	220) A	

Capitolo 3

Aggettivi (qualificativi), avverbi e preposizioni

Livello A2/B1

1) Fill in the blank. “Is there anybody ... home?”.

- A. at
- B. in
- C. inside
- D. on

2) Fill in the blank. “ ... are you leaving for the summer holidays?”.

- A. What
- B. Where
- C. Since
- D. When

3) Choose the alternative which does not change the meaning of the phrase in square brackets in the following sentence. “This car is [cheaper] than that one”.

- A. nicer
- B. faster
- C. less expensive
- D. older

4) Complete the following sentence. “More people live in London ... ”.

- A. then in Milan
- B. that Milan
- C. than in Milan
- D. which in Milan

5) Choose the group of words which best completes the sentence. “That hotel is ... town”.

- A. the expense in
- B. the most expensive in
- C. the more expensive in
- D. darling

6) Choose the synonym of the word between square brackets. “John was very [glad] about your success”.

- A. happy
- B. envious
- C. sad
- D. sorry

7) Fill in the blank. “The books are ... the shelves”.

- A. till
- B. up
- C. on
- D. above

8) Choose the group of words which best completes the sentence. “My sister ... you at tennis”.

- A. is better than
- B. is best than
- C. is as good
- D. is as gooder

9) Find the right synonym of the word in square brackets. “Henry is very [clever]”.

- A. tall
- B. nice
- C. intelligent
- D. kind



10) Fill in the blank. "He left ... the 3 o'clock train".

- A. by
- B. with
- C. from
- D. towards

11) Fill in the blank. "He is ... teacher in the school".

- A. goodest
- B. the better
- C. the best
- D. better

12) Fill in the blank. "I ... go out in the evening; the last time I did was three months ago".

- A. always
- B. often
- C. seldom
- D. never

13) Choose the word or group of words which best completes the sentence. "We are ... as you are".

- A. so rich not
- B. rich
- C. not as rich
- D. richer

14) Choose the word or group of words which best completes the sentence. "It has been ... experience of my life".

- A. the worst
- B. the most bad
- C. the worse
- D. worst

15) Choose the group of words which best completes the sentence. "She should drive ... than usual".

- A. most slowly
- B. more slower

- C. less slower
- D. more slowly

16) Fill in the blank. "He got ... the car and left!".

- A. on
- B. into
- C. to
- D. at

17) Fill in the blanks. "Pietro was born ... 11 am ... the third of March".

- A. at; on
- B. on; on
- C. at; for
- D. at the; on

18) Fill in the blank. "What time does the train arrive ... Milan?". "At about 5 o'clock".

- A. for
- B. from
- C. in
- D. at

19) Fill in the blank. "I always go to the restaurant ... Saturdays".

- A. on the
- B. at
- C. on
- D. over

20) Fill in the blank. "At the dinner party, Patricia sat ... Peter".

- A. over to
- B. near to
- C. side of
- D. next to

21) Fill in the blank. "We're going ... Spain for a holiday".

- A. to
- B. since

- C. in
D. of

22) **Fill in the blank.** “I’m ... than you in English”.

- A. better
B. good
C. well
D. gooder

23) **Fill in the blank.** “This car is ... as yours”.

- A. as faster
B. faster
C. the fastest
D. as fast

24) **Choose the group of words which best completes the sentence.** “I ... to work on Sundays”.

- A. don’t never go
B. never go
C. go never
D. not never go

25) **Fill in the blank.** “The children were very ... last night”.

- A. tiring
B. tired
C. tired
D. tiredness

26) **Complete the following sentence.** “She speaks French better than ...”.

- A. you
B. you are
C. yours
D. your

27) **Fill in the blank.** “A scooter is ... than a bike”.

- A. heavy
B. heavier
C. more heavy

- D. much heavy

28) **Fill in the blank.** “Milan is ... larger than Florence”.

- A. very
B. so
C. much
D. more

29) **Complete the following sentence.** “She works ...”.

- A. hardly
B. more hard
C. much hard
D. hard

30) **Choose the group of words which best completes the sentence.** “My bedroom is ... yours”.

- A. the smallest than
B. smaller then
C. smaller than
D. smaller to

31) **Fill in the blank.** “Belgium is much ... than Italy”.

- A. less little
B. smallest
C. smaller
D. as small

32) **Choose the group of words which best completes the sentence.** “Stephen is ... his brothers”.

- A. more young than
B. the youngest than
C. very younger of
D. younger than

33) **Choose the group of words which best completes the sentence.** “They’re ... friends of all”.

- A. the nicer
B. the nicest



- C. the most nice
D. the most nicest

34) Choose the word or group of words which best completes the sentence. "My sister is ... as yours".

- A. younger
B. young
C. less young
D. as young

35) Choose the group of words which best completes the sentence. "Today it is ... than yesterday".

- A. not cold
B. not so cold
C. as cold
D. less cold

36) Choose the word or group of words which best completes the sentence. "This is ... pizza I have ever had in my life".

- A. best
B. the best
C. the better
D. the goodest

37) Choose the group of words which best completes the sentence. "Mary has got ... collection of photos".

- A. the most
B. a nicest
C. the most nice
D. the nicest

38) Choose the group of words which best completes the sentence. "Everest is ... mountain in the world".

- A. the highest
B. the tallest
C. the most tall
D. the tiger

39) Fill in the blank. "Father is not ... the garden".

- A. going
B. with
C. to
D. in

40) Fill in the blank. "If you go ... car, you will be on time".

- A. up
B. on
C. for
D. by

41) Fill in the blank. "Has your sister come back ... London?".

- A. because
B. from
C. between
D. about

42) Fill in the blank. "There is a bus ... the hotel".

- A. outside
B. across
C. right side
D. inside of

43) Choose the group of words which best completes the sentence. "She is ... her sister".

- A. more older
B. oldest
C. very oldest of
D. older than

44) Choose the word or group of words which best completes the sentence. "He is ... his father".

- A. more taller than
B. tallest
C. taller then
D. taller than

45) Choose the group of words which best completes the sentence. "To be late is always ... to be on time".

- A. worsen than
- B. worst than
- C. worse then
- D. worse than

46) Choose the group of words which best completes the sentence. "Madrid ... Berlin, is it?". "Don't you think so? I love it!".

- A. is as exciting as
- B. is more exciting than
- C. is not how
- D. isn't as exciting as

47) Fill in the blank. "The front door ... the house was open".

- A. off
- B. of
- C. at
- D. in

48) The part of the following sentence between square brackets contains one or more mistakes; choose the correct form. "That guy thinks [to be more smart than] anyone else".

- A. he's smarter than
- B. he's more smart than
- C. to be smart than
- D. being smarter like

49) Choose the group of words which best completes the sentence. "This pair of shoes ...".

- A. are less fashionable than those
- B. are more fashionable than that
- C. is as fashionable as those
- D. is less fashionable than that one

50) Choose the group of words which best completes the sentence. "She is ... her brother".

- A. more nice than
- B. as nice as
- C. nicer then
- D. nicest than

51) Choose the group of words which best completes the following sentence. "What ... on Saturdays?".

- A. John always do
- B. does John always do
- C. does usually John do
- D. does John usually do

52) Fill in the blank. "I like sugar ... my coffee".

- A. by
- B. at
- C. in
- D. on

53) Fill in the blank. "Can we have a table ... the window?".

- A. near at
- B. at
- C. by
- D. besides

54) Fill in the blank. "This is by far ... dinner I have ever had!".

- A. the worstest
- B. the worst
- C. the worse
- D. the horse

55) Complete the following sentence. "See you ...".

- A. late
- B. later
- C. more
- D. than



**56) Fill in the blank. "There are no tax-
is today: taxi drivers are ... strike".**

- A. in
- B. for
- C. at
- D. on

**57) Choose the group of words which
best completes the following sentence.
"Florence is ... Manchester".**

- A. nicest to
- B. the nicest than
- C. nicer than
- D. nicer to

**58) Fill in the blank. "You have got a
nice house ... Brighton".**

- A. instead
- B. for
- C. near
- D. oil

**59) Choose the group of words which
best completes the following sentence.
"According to the survey carried out
last week, ... so many people been un-
employed in our country".**

- A. never before have
- B. more than ever before
- C. more than ever
- D. there has never

**60) Fill in the blank. "I'm not very keen
... ice cream. I prefer cake".**

- A. at
- B. on
- C. with
- D. in

**61) Choose the group of words which
best completes the following sentence.
"The Volga is ... the Thames".**

- A. as longer as
- B. coldest than

- C. less long than
- D. longer than

**62) Fill in the blank. "There are two
beds ... the cottage".**

- A. in
- B. into
- C. on
- D. at

**63) Fill in the blank. "It is difficult to
get ... such a small car".**

- A. away
- B. inside in
- C. in
- D. inside at

**64) Fill in the blank. "The dog barks ...
the cat".**

- A. over
- B. at
- C. on
- D. of

**65) Fill in the blank. "He likes to ride
... his bicycle".**

- A. at
- B. in
- C. on
- D. with

**66) Fill in the blank. "They go to the
airport ... taxi".**

- A. with
- B. over
- C. by
- D. on

**67) Fill in the blank. "When will you go
to the cinema?". " ... Sunday".**

- A. In
- B. The
- C. At
- D. On

68) Fill in the blank. "They usually get up early ... the morning".

- A. at
- B. in
- C. but
- D. under

69) Fill in the blank. "All the rooms are fully equipped ... business meetings".

- A. for
- B. with
- C. at
- D. without

70) Fill in the blank. "Please, contact me ... e-mail if necessary".

- A. by
- B. with
- C. through
- D. in

71) Fill in the blank. "Let's put the new TV ... the corner over there".

- A. at
- B. on
- C. in
- D. inside

72) Fill in the blank. "I'm going ... France for three weeks".

- A. into
- B. to
- C. at
- D. in

73) Choose the group of words which best completes the following sentence. "We knew Jeremy ...".

- A. pretty well
- B. fairly good
- C. rather good
- D. quite best

74) Choose the group of words which best completes the following sentence. "The superstore isn't ... place for me to shop, but it's ...".

- A. the most convenient/the cheapest
- B. more convenient/the most cheap
- C. a convenient/as cheap
- D. the most convenient/the most cheap

75) Complete the following sentence: "She is ... her sister".

- A. pretter than
- B. more prettier than
- C. more pritty as
- D. prittier than

76) The following sentence contains one or more mistakes. Choose the correct form. "Is your sister oldest of you?".

- A. Is your sister older than you?
- B. Have your sister more years than you?
- C. Is your sister more old of you?
- D. Is your sister's older than you?

77) Fill in the blank. "Athens is more ... than Glasgow".

- A. slowly
- B. bigger
- C. polluted
- D. frequently

78) Fill in the blank. "He usually reads ... he's on the train".

- A. during
- B. while
- C. where
- D. duration

79) Fill in the blank. "My husband comes ... Finland".

- A. in
- B. at



- C. from
D. off

80) Fill in the blank. "The sunlight comes ... the window".

- A. through
B. for
C. by
D. further

81) Complete the following sentence with the best combination of words. "Could I have a pizza ... mushrooms but ... olives?"

- A. with; without
B. on; off
C. by; on
D. for; with

82) Fill in the blank. "They met ... the sports centre".

- A. out
B. nearest
C. near of
D. outside

83) Choose the alternative which is closest in meaning to the words in square brackets and which does not change the meaning of the sentence. "Your English lessons cost [cheapest of the my]".

- A. less of mine
B. cheapest of mine
C. less than mine
D. cheapest than the my

84) Fill in the blanks. "Andy is an authority ... 19th century Russian literature".

- A. on
B. in
C. for
D. at

85) Choose the group of words which best completes the sentence. "They ... a long holiday in summer".

- A. usually have
B. use having
C. used have
D. usual to have

86) Fill in the blank. "The ships have ... reached the Suez Canal".

- A. yet
B. for
C. still
D. already

87) Fill in the blank. "I watched a very interesting interview ... the trainer of the Italian team".

- A. by
B. to
C. with
D. at

88) Fill in the blank. "I don't believe ... magic".

- A. for
B. at
C. to
D. in

89) Choose the group of words which best completes the sentence. "Oxford is not ... London".

- A. as big as
B. bigger than
C. bigger like
D. so big like

90) Complete the following sentence. "On Wednesday they do maths lessons ...".

- A. to school
B. to school

- C. of school
D. at schools

91) Fill in the blank. "Can you put this vase of roses ... the coffee table? It'll look lovely there".

- A. to
B. at
C. on
D. over

92) Choose the group of words which best completes the sentence. "The ... thing to do now is to have a rest: there are ... cases to load left".

- A. best; less
B. better; less
C. good; less
D. best; fewer

93) Fill in the blank. "What's ... with you now?".

- A. wrong
B. on
C. good
D. left

94) Fill in the blank. "She was easily intimidated ... her employer, who made a practice of abousing his authority over her".

- A. to
B. by
C. with
D. because

95) Fill in the blank. "Hello. How are you? I've heard a lot ... you from my sister".

- A. on
B. of
C. about
D. relative

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96) Fill in the blank. "I haven't been to London ... five years".

- A. at
B. in
C. since
D. for

97) Fill in the blank. "He was afraid ... his enemies".

- A. of
B. in
C. by
D. on

98) Fill in the blank. "The workers are fed ... with doing overtime".

- A. on
B. against
C. out
D. up

99) Fill in the blank. "They washed their swimsuits ... hand".

- A. with
B. of
C. in
D. by

100) Fill in the blank. "We have been in London ... three months".

- A. during
B. since
C. for
D. on

101) Choose the word or group of words that best replaces the word in square brackets in the following sentence. "I hope he will be able to do the job [properly]".

- A. in the right way
B. quickly



- C. alone
D. his own way

102) Choose the group of words which best completes the following sentence. "The book I read was ... as I expected".

- A. so through
B. more touching
C. less touched
D. as touching

103) Choose the group of words which best completes the following sentence. "Chinese is ... language in the world".

- A. the most spoken
B. the least spoken
C. the more spoken
D. not stroke

104) Choose the right synonym of the word between square brackets. "My secretary is very [fast] in doing things".

- A. slow
B. quick
C. precise
D. good

105) Choose the right synonym to the word between square brackets. "The show has been very [amusing]".

- A. entertaining
B. noisy
C. long
D. crowded

106) Fill in the blank. "I haven't seen Rita ... I was 12".

- A. since
B. from
C. when
D. then

107) Fill in the blank. "The teacher explains the lessons ... the students".

- A. to
B. at
C. for
D. above

108) Fill in the blank. "A Viennese journalist, writing ... the end of the eighteenth century, observed that these serenades occurred almost every fine summer evening".

- A. by
B. adjacent
C. nearby
D. towards

109) Choose the group of words which best completes the following sentence. "My mother speaks French ... than my teacher".

- A. most faster
B. most fluently
C. more fluently
D. much flunter

110) Fill in the blank. "Robert broke his arm and had to have it put ... plaster".

- A. off
B. on
C. away
D. in

111) Fill in the blank. "The scenery was ... beautiful, I had to take a photograph".

- A. so
B. such
C. such a
D. suddenly

112) Fill in the blank. "It looks ... it is going to rain".

- A. at
- B. as
- C. like
- D. more

113) Choose the group of words which best completes the following sentence. "Their postcard ...".

- A. has arrived since three weeks
- B. arrived three weeks ago
- C. arrived since three weeks
- D. has arrived for last Monday

114) Fill in the blank. "I am very worried ... him".

- A. onto
- B. around
- C. about
- D. at

115) Fill in the blank. "I won't go out ... he telephones me".

- A. unless
- B. even then
- C. for all
- D. if though

116) Fill in the blank. "How did you find out about the date of the elections?". "I read about it ... the newspaper".

- A. on
- B. from
- C. at
- D. in

117) Choose the group of words which best completes the following sentence. "The traffic in cities is getting ...".

- A. more worse
- B. worse and worse
- C. always worsen
- D. the worst

118) Choose the group of words which best completes the following sentence. "This is a ... bike".

- A. fantastic old American
- B. old fantastic American
- C. American fantastic old
- D. old American fantastic

119) Complete the following sentence. "Try to write ...".

- A. less clearer
- B. the best clearly
- C. a bit more clearly
- D. the clearly

120) Choose the group of words which best completes the following sentence. "I told him to come ... possible".

- A. more soon than
- B. as soon as
- C. the more soon
- D. sooner

121) Fill in the blanks. "... school I am going ...".

- A. After; to home
- B. After; home
- C. Before; at home
- D. Before; to the home

122) Complete the following sentence. "Don't you find this lesson really ..."?

- A. boring
- B. bored
- C. bore
- D. boredom

123) Choose the group of words which best completes the following sentence. "Are the cars in the garage?". "No, there ... in the garage".

- A. isn't nothing
- B. is no one
- C. is anything



D. is nothing

124) Choose the word or group of words which best completes the following sentence. "This year I received more presents ...".

- A. possible
- B. ever
- C. than next year
- D. than last year

125) Fill in the blank. "It looks ... it might rain. Take your umbrella with you".

- A. solar
- B. even if
- C. that
- D. as if

126) Fill in the blank. "They are jealous ... your success".

- A. of
- B. for
- C. at
- D. to

127) Fill in the blank. "I want to read the letter ... lunch".

- A. afterwards
- B. from
- C. over
- D. before

128) Choose the group of words which best completes the following sentence. "There's ... in the way he talks".

- A. a thing strange
- B. something strange
- C. a strange things
- D. something of strange

129) Fill in the blank. "Nobody knows your child like you ...".

- A. do him
- B. know
- C. knows him
- D. do

130) Fill in the blank. "He sees his reflection ... the mirror".

- A. over
- B. in
- C. at
- D. against

131) Fill in the blank. "The fugitive had been living ... a false name for years".

- A. with
- B. under
- C. on
- D. in

132) Fill in the blank. "Michael is completely absorbed ... the book he is reading".

- A. with
- B. in
- C. by
- D. over

133) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "I shall complete the task [forthwith]".

- A. at once
- B. soon
- C. at my convenience
- D. later

134) Fill in the blank. "The ambulance disappeared ... the corner".

- A. over
- B. round
- C. across
- D. below

135) Complete the following sentence with the right group of words. "Sound comes in waves, and the higher the frequency, ...".

- A. the pitch is higher
- B. the higher is the pitch
- C. the higher the pitch
- D. pitch is the higher

136) Fill in the blank. "He is ... the oldest of the group".

- A. probably
- B. ever
- C. for surely
- D. most

137) Fill in the blank. "The Chinese were ... the first people to drink tea".

- A. unfortunately
- B. quickly
- C. most likely
- D. certainly

138) Choose the group of words which best completes the following sentence. "My dress ... a plunging neckline".

- A. differs from yours since
- B. is very different from yours because it has
- C. is such good as yours which has
- D. is like yours

139) Fill in the blanks. "Would you like to join us ... lunch? We're going ... a nice restaurant".

- A. on; at
- B. in; in
- C. at; in
- D. for; to

140) Choose the alternative which is closest in meaning to the words in square brackets and which does not

change the meaning of the sentence. "Jim [used to be] married to an Indian".

- A. is usually
- B. once
- C. was once
- D. past

141) Fill in the blank. "The audience had mixed feelings ... the film".

- A. over
- B. on
- C. with
- D. about

142) Fill in the blank. "I like that movie and ... actors!".

- A. just
- B. those
- C. this
- D. their

143) The following sentence contains one or more mistakes. Choose the correct alternative. "Susan has more money than Mary but less of Helen".

- A. Susan has more money of Mary but less of Helen
- B. Susan has more money than Mary but less than Helen
- C. Susan has much money than Mary but less than Helen
- D. Susan has more money that Mary but less that Helen

144) Fill in the blank. "Be prepared for rain and strong winds ... all times of the year".

- A. at
- B. in
- C. on
- D. for

145) Fill in the blank. "Jane likes to succeed ... everything she does".



- A. on
- B. at
- C. with
- D. in

146) Fill in the blank. “The local government is ... keeping the streets clean”.

- A. responsible to
- B. the responsible for
- C. responsible for
- D. responsible of

147) Fill in the blank. “ ... the concert the audience shouted for more”.

- A. In the end
- B. At the beginning of
- C. In the end of
- D. At the end of

148) Fill in the blank. “The police suspect him ... stealing the money”.

- A. of
- B. for
- C. about
- D. from

149) Fill in the blank. “Not many people are interested ... going to the theatre”.

- A. on
- B. in
- C. to
- D. at

150) Fill in the blank. “ ... a few days we’re leaving for New York”.

- A. For
- B. Among
- C. Between
- D. In

151) Choose the group of words which best completes the following sentence. “He gave me a ... dress”.

- A. beautiful white silk
- B. white beautiful silk
- C. silk white beautiful
- D. silk beautiful white

152) Choose the group of words which best completes the following sentence. “I tried to repair my computer, but it’s ... it was before”.

- A. any better than
- B. no better than
- C. as better than
- D. as better as

153) Choose the group of words which best completes the following sentence. “The new engine is ... and doesn’t consume ... the previous model”.

- A. more powerful; as much as
- B. as powerful as; less
- C. more powerful; as many as
- D. less powerful; as many as

154) Choose the group of words which best completes the following sentence. “Nobody makes pizza ... Gino, and nobody likes it ... me!”.

- A. more better than; more than
- B. as good as; as much as
- C. more well than; more than
- D. better than; more than

155) Fill in the blank. “You can get your tickets at the booking office or you can order them over the phone, ... that’s easier”.

- A. when
- B. unless
- C. if
- D. provided

156) Choose the alternative which means the same as this sentence. “I’ve never seen such a pathetic team”.

- A. It's the most pathetic team I've ever seen
- B. It's the most pathetic team I will see
- C. I've never seen the team play so badly
- D. I've never seen this pathetic team

157) **Fill in the blank.** "He seems to take a day off ... people need him".

- A. because
- B. unless
- C. when
- D. as long as

158) **Fill in the blank.** "... Alison was scared, she decided to take flying lessons".

- A. Although
- B. In spite
- C. Despite
- D. Also if

159) **Complete the following sentence.** "Let's do something different ...".

- A. for change
- B. in a change
- C. with a change
- D. for a change

160) **Fill in the blank.** "I was proud to be able to pay for everything I wanted ... of asking my parents for money".

- A. against
- B. instead
- C. except
- D. without

161) **Fill in the blank.** "He worked hard and, over the ... twenty years, he expanded the business".

- A. next
- B. later
- C. last
- D. final

162) **Fill in the blank.** "He was bored with the picnic ... he started digging a hole".

- A. but
- B. because
- C. although
- D. so

163) **Fill in the blank.** "The phone rang ... I walked through the door".

- A. as soon as
- B. until
- C. before
- D. while

164) **Fill in the blanks.** "... so many people been unemployed".

- A. Never before have
- B. More than ever before
- C. In the past there never have
- D. More than ever were

165) **Fill in the blank.** "As to the problem in surgery, Dr. Jonas seems to be ... fault".

- A. in
- B. at
- C. with
- D. under

166) **The parts of the following sentence between square brackets contain one or more mistakes. Choose the correct forms.** "They put [off] what they consider to be the [most smart] solution".

- A. forward; smartest
- B. forward; more smart
- C. out; smartest
- D. forward; more smarter

167) **Choose the word or group of words which best completes the follow-**



ing sentence. “There’s a long line ... the post office this morning”.

- A. here at
- B. her
- C. at here
- D. here over

168) Fill in the blank. “ ... the end of the race, we had an ice cream”.

- A. For
- B. Before
- C. Until
- D. When

169) Choose the alternative which best completes the following sentence. “The outer surface of an airplane is made almost entirely of metal, so lightening ...”.

- A. seldom penetrates to the interior
- B. penetrates to the interior seldom
- C. penetrates seldom to the interior
- D. penetrates to the seldom interior

170) Choose the alternative which is closest in meaning to the words in square brackets and which does not change the meaning of the sentence. “The children were [eager to go] back to school”.

- A. enthusiastic about going
- B. not happy to go
- C. unenthusiastic about going
- D. either going

171) The parts of the following sentence between square brackets contain one or more mistakes. Choose the correct forms. “[The love] is [the important] for your happiness”.

- A. Loves; important
- B. The feeling of love; an important
- C. Loving; the more important
- D. Love; important

172) Replace the words in square brackets with the right ones. “Heavy smokers and people who lead sedentary lives [doesn’t seem to be interested of their health]”.

- A. don’t seem to be interested in their health
- B. doesn’t seem to be interested at their health
- C. don’t seem to be interested to their health
- D. seem not to interest of their health

173) In the following sentence the part in square brackets contains one or more mistakes. Choose the correct alternative. “She has been studying [for all afternoon]”.

- A. for all the afternoon
- B. since all afternoon
- C. since the afternoon
- D. for this afternoon

174) Choose the alternative which is closest in meaning to the words in square brackets and which does not change the meaning of the sentence. “These roast peppers [taste great] but they [look awful]”.

- A. are delicious; really don’t look nice
- B. are horrible; look awful
- C. taste great; really don’t look well
- D. tastes great; look awful

175) Fill in the blank. “She’s ... eighty years old”.

- A. nearest
- B. near to
- C. nearly
- D. quite

176) The following sentence contains one or more mistakes. Choose the cor-

rect alternative. “She promised she wouldn’t no longer smoke”.

- A. She promised she wouldn’t smoke any longer
- B. She promised she wouldn’t have smoked any longer
- C. She promised she will smoke any more
- D. She promised she wouldn’t smoke no longer

177) Fill in the blank. “He is feeling very sorry ... himself right now”.

- A. on
- B. of
- C. at
- D. for

178) Complete the following sentence with the best combination of words. “Please do sit ... : I want to cheer you ... !”.

- A. down; up
- B. up; down
- C. on; in
- D. in; out

179) Fill in the blank. “I returned after midnight and ... my surprise, everything was still up”.

- A. by
- B. to
- C. with
- D. for

180) Fill in the blank. “We haven’t been to the cinema ... over three weeks”. “Let’s go this evening. There’s a good film on at the Odeon”.

- A. from
- B. for
- C. since
- D. during

181) Choose the words which best complete the sentence. “Has he worked there ... ?”

- A. for long
- B. for a so long time
- C. so long time
- D. such long

182) Complete the following sentence. “He used to send letters ... the newspapers”.

- A. on
- B. at
- C. to
- D. in

183) Choose the alternative which is closest in meaning to the words in square brackets and which does not change the meaning of the sentence. “The lift in this building [seldom breaks down]”.

- A. almost always works
- B. occasionally works
- C. breaks down quite often
- D. rarely works properly

184) Fill in the blanks. “This is the ... compact disk by my favourite singer, but it’s not the ... one! His ... songs will be recorded ... year”.

- A. latest; last; next; next
- B. late; latest; next; the next
- C. last; latest; future; near
- D. last; latest; the next; next

185) Fill in the blanks. “Cautions ... “smoking makes you look older” did ... to curtail the habit”.

- A. like; small
- B. such as; a little
- C. such as; little
- D. such a; little



Risposte commentate

Livello A2/B1

1) **A.** *Is there anybody at home?* Le preposizioni di stato in luogo (*in, at*) seguono sempre un verbo di stato (vivere, essere, trovarsi). *At* viene utilizzato per riferimento ad un luogo preciso o in riferimento alla funzione di un luogo, all'attività svolta in quel luogo. *In* quando si vogliono indicare luoghi o spazi circoscritti. Le altre possibilità sono del tutto sbagliate.

2) **D.** *When are you leaving for the summer holidays?* *When* appartiene al gruppo dei pronomi interrogativi (*who/what/where/how much, ecc.*) che introducono domande specifiche. Essi vanno posti sempre all'inizio dell'interrogativa e seguiti dall'ausiliare, talvolta possono fungere anche da soggetto dell'interrogativa e in questi casi non sono seguiti dall'ausiliare ma direttamente dal verbo principale nel tempo desiderato, per esempio, *Who wrote Hamlet?* ("Chi ha scritto Amleto?").

3) **C.** *This car is less expensive than that one.* *Cheap* significa "economico", per cui un sinonimo poteva solo essere "meno costoso". Gli altri due aggettivi avrebbero alterato il significato della frase. Il comparativo di minoranza si forma con *less* + aggettivo al grado positivo. *Less* è usato per gli aggettivi e per i sostantivi singolari, per esempio, *I have got less money than Paul* ("Io ho meno soldi di Paul"), *fewer* per i sostantivi plurali, per esempio, *Milan has fewer parks than London* ("Milano ha meno parchi di Londra").

4) **C.** *More people live in London than in Milan.* La A è sbagliata perché usa *then* con la "e" che significa "poi", non "di" che è il termine di paragone per i comparativi di maggioranza. Gli altri due sono pronomi relativi.

5) **B.** *That hotel is the most expensive in town.* Ci troviamo di fronte alla regola degli aggettivi al grado superlativo e, nello specifico, degli aggettivi plurisillabici.

Il superlativo si forma in due modi: 1) aggiungendo *-est* agli aggettivi con una sola sillaba e a quelli che finiscono in "y"; oppure con *most* prima degli aggettivi a due o più sillabe.

6) **A.** *John was very happy about your success.* L'unico aggettivo positivo delle quattro opzioni è contenuto nella lettera A. Gli altri, rispettivamente, significano "invidioso", "triste", "dispiaciuto".

7) **C.** *The books are on the shelves.* *On* è una preposizione che significa "sopra con contatto". *Above* anche significa "sopra" ma non implica contatto, per esempio, *The plane is flying above us* ("L'aereo sta volando su di noi"). *Up* ha il significato di "sopra" ma implica movimento e di solito è preceduto da un verbo di movimento, per esempio, *They climbed up the hill* ("Essi si arrampicarono su per la collina"). Infine, *till* è una

preposizione di tempo e significa “fino”, per esempio, *They worked till night* (“Hanno lavorato fino a notte”).

8) **A.** *My sister is better than you at tennis.* Il comparativo degli aggettivi irregolari si costruisce in maniera del tutto diversa rispetto alla regola. Gli aggettivi *good, bad, far* e *little* formano il comparativo rispettivamente con *better, worse, further/farther, less*.

9) **C.** *Henry is very intelligent.* L’unica tra le opzioni che significa “intelligente” è la A. Le altre opzioni rispettivamente significano “alto”, “simpatico” e “gentile”.

10) **A.** *He left by the 3 o’clock train.* *By* in inglese viene utilizzato come complemento di mezzo, per esempio, *by car* (“con la macchina”). *With* è complemento di compagnia e come mezzo viene utilizzato solo in una struttura come questa: *I went with my car* (“Sono andato con la mia macchina”).

11) **C.** *He is the best teacher in the school.* In inglese, come in italiano, esistono aggettivi irregolari. Uno di questi è *good* che, al grado comparativo, è *better* e al grado superlativo *the best*. Altri aggettivi irregolari sono: *bad* che, al grado superlativo, diventa *the worst*; *far*, che diventa *the furthest/farthest, less*, che diventa *the least*.

12) **C.** *I seldom go out in the evening: the last time I did was three months ago.* Qui ci troviamo di fronte agli avverbi di frequenza. La problematica è qui relativa al loro significato. Il più adatto è *seldom*, che significa “raramente”, per non alterare il significato della frase successiva.

13) **C.** *We are not as rich as you are.* La A è sbagliata per la posizione dell’aggettivo. La D è un comparativo di maggioranza e in questa frase era necessario un comparativo di uguaglianza. Esso si ottiene con *as + aggettivo + as*. La forma negativa si forma con *not as + aggettivo + as*, oppure *not so + aggettivo + as*.

14) **A.** *It has been the worst experience of my life.* Anche *bad* come *good* è irregolare sia al grado comparativo sia al grado superlativo. Il comparativo è *worse*, e il superlativo è *the worst*.

15) **D.** *She should drive more slowly than usual.* Ci troviamo qui davanti ad un esempio di comparativo dell’avverbio. Esso si ottiene con *more + l’avverbio*. Tuttavia, alcuni avverbi ottengono il comparativo come se fossero degli aggettivi, per esempio, *hard* (difficile, sodo) *harder*; *fast* (velocemente) *faster*; *well*(bene) *better*.

16) **B.** *He got into the car and left!* Il verbo *to get* è uno dei più utilizzati e può avere molteplici significati. *Get*, come verbo fraseologico, è particolare quando associato ai mezzi di trasporto. Se il mezzo è una macchina si dice *get into* (salire) e *get out of* (scendere). Se questo mezzo di trasporto è un autobus oppure un treno si usa *get on* (salire) e *get off* (scendere).

17) **A.** *Pietro was born at 11 am on the third of March.* Le preposizioni di tempo sono *at, in, on*. *At* si usa con l’ora, davanti a *weekend, night* e i periodi dell’anno, come *Christmas*.

In si usa davanti agli anni in cui non c'è il giorno, le stagioni, i mesi e alle parti della giornata, per esempio, *in the morning*. *On* si usa davanti ai giorni della settimana e alle date in cui è specificato anche il giorno.

18) **C.** *What time does the train arrive in Milan? At about 5 o'clock.* Il verbo *to arrive* può reggere due preposizioni: *in* quando si arriva in luoghi grandi e *at* quando si arriva in luoghi più circoscritti.

19) **C.** *I always go to the restaurant on Saturdays.* Le date e i giorni della settimana sono sempre preceduti dalla preposizione *on* con funzione di complemento di tempo. In questa frase, *Saturdays* è al plurale perché indica “tutti i sabato”.

20) **D.** *At the dinner party, Patricia sat next to Peter.* La A e la C sono completamente sbagliate. La B con *near* potrebbe essere utilizzata qualora non fosse accompagnata dal *to*.

21) **A.** *We're going to Spain for a holiday.* La B e la D sono completamente sbagliate. In inglese la preposizione che indica moto a luogo è *to*.

22) **A.** *I'm better than you in English.* *Good* è un aggettivo irregolare e, come tale, forma il comparativo con *better* e il superlativo con *the best*. La C è l'avverbio di *good*.

23) **D.** *This car is as fast as yours.* Questa è una forma di comparativo di uguaglianza che si forma con *as... as*. La B è il comparativo di *fast* ma prevedeva come termine di paragone *than*. La C è il suo superlativo.

24) **B.** *I never go to work on Sundays.* Gli avverbi di frequenza hanno una precisa posizione nella frase. Essi vengono posti prima del verbo principale. Nel caso di *never* la difficoltà è duplice poiché, oltre ad essere un avverbio di frequenza, ha un valore negativo. Quando l'avverbio di frequenza è *never* oppure *hardly ever* (“quasi mai”) essi non vanno mai accompagnati dalla negazione (*not*).

25) **C.** *The children were very tired last night.* In inglese, alcuni aggettivi derivano dai verbi con l'aggiunta di *-ing* o di *-ed*. L'aggettivo in *-ing* si riferisce a ciò (cosa o persona) che provoca una sensazione o un'emozione. L'aggettivo in *-ed* si riferisce a chi prova la sensazione o l'emozione.

26) **A.** *She speaks French better than you.* Nel comparativo di maggioranza, quando *than* è seguito da un pronome personale, di solito si usa la forma del pronome complemento, per esempio, *My sister is taller than me*, oppure *My sister is taller than I am*.

27) **B.** *A scooter is heavier than a bike.* In generale, per formare un comparativo abbiamo due modi: aggiungiamo *-er* agli aggettivi con una sola sillaba, per esempio, *old-older*, e mettiamo *more* davanti agli aggettivi con più sillabe. Quando abbiamo invece aggettivi di due sillabe che finiscono in “y” questa si trasforma in “i” e seguono la regola dei monosillabici, per esempio, *happy-happier*.

28) C. *Milan is much larger than Florence.* I comparativi possono essere rafforzati con alcune espressioni che indicano “molto” oppure “un poco”. Quando c’è una grande differenza tra le cose che si stanno paragonando, si usa *much* o *a lot*; quando la differenza è minima, si usa *a little* oppure *a bit*.

29) D. *She works hard.* La maggior parte degli avverbi si forma aggiungendo all’aggettivo *-ly*, per esempio, *slow-slowly*. Se l’aggettivo termina in “y” si cambia la “y” in “i” prima di aggiungere *-ly*, per esempio, *easy-easily*. Tuttavia, ci sono alcuni avverbi che restano invariati: *hard, fast, early, late*.

RISPOSTE CORRETTE • Livello A2/B1

30) C	42) A	54) B	66) C	78) B	90) D
31) C	43) D	55) B	67) D	79) C	91) C
32) D	44) D	56) D	68) B	80) A	92) D
33) B	45) D	57) C	69) A	81) A	93) A
34) D	46) D	58) C	70) A	82) D	94) B
35) D	47) B	59) A	71) C	83) C	95) C
36) B	48) A	60) B	72) B	84) B	
37) D	49) D	61) D	73) A	85) A	
38) A	50) B	62) A	74) A	86) D	
39) D	51) D	63) C	75) D	87) C	
40) D	52) C	64) B	76) A	88) D	
41) B	53) C	65) C	77) C	89) A	

Risposte commentate

Livello B1/B2

96) **D.** *I haven't been to London for five years.* La A e B sono completamente sbagliate. La scelta potrebbe ricadere sulla C o la D. *Since* e *for* sono usati con il *present perfect* per indicare che un'azione è iniziata nel passato e che è ancora in corso. Sono preposizioni di tempo e vengono usate in modo diverso: *for* indica il periodo di tempo, la durata di un'azione, per esempio, *I've studied English for three years* ("Studio inglese da tre anni"); *since* indica invece l'inizio del periodo, il momento di inizio dell'azione, per esempio, *I've studied English since October* ("Studio inglese da ottobre").

97) **A.** *He was afraid of his enemies.* In inglese esistono molti aggettivi seguiti da preposizioni. *Afraid of* è uno di questi e quando è seguito da un verbo esso usa la forma in *-ing*, per esempio, *I'm afraid of flying* ("Ho paura di volare").

98) **D.** *The workers are fed up with doing overtime.* In inglese esistono espressioni come *fed up with* che significa "essere stufo" di una persona oppure di una situazione. Esso viene seguito dalla forma in *-ing* quando c'è un verbo. Per esempio, *She was fed up with doing always the same things* ("Era stanca di fare sempre le stesse cose").

99) **D.** *They washed their swimsuits by hand.* Usiamo la preposizione *by*: 1) per indicare un mezzo, per esempio, *We are in touch by e-mail* ("Siamo in contatto via mail"), oppure *We go to school by train* ("Noi andiamo a scuola con il treno"); 2) nella frase passiva per indicare chi compie l'azione, per esempio, *The door was opened by the thieves* ("La porta fu aperta dai ladri"); 3) seguito da un verbo, per indicare come si compie un'azione, per esempio, *You can change the recipe by adding some butter* ("Puoi cambiare la ricetta aggiungendo del burro").

100) **C.** *We have been in London for three months.* Si usa il *present perfect simple* con *since* e *for* per parlare di azioni iniziate nel passato e che sono ancora in corso.

101) **A.** *I hope he will be able to do the job in the right way.* L'unica opzione possibile è la lettera A. Le altre, rispettivamente, significano: "velocemente", "da solo", "a modo suo".

102) **D.** *The book I read was as touching as I expected.* La prima soluzione è fantasia. La B sarebbe possibile qualora ci fosse *than* come termine di paragone.

103) **A.** *Chinese is the most spoken language in the world.* Ci troviamo davanti ad un esempio di superlativo relativo. Esso si forma con *the most* + aggettivo. In questa frase il verbo *spoken* funge da aggettivo e viene perciò usato nella forma di participio passato.

104) B. *My secretary is very quick in doing things.* La lettera B è l'unica soluzione possibile. Le altre, rispettivamente, significano: "lento", "preciso", "buono".

105) A. *The show has been very entertaining.* *Noisy* significa "rumoroso", *long* significa "lungo", *crowded* significa "affollato".

106) A. *I haven't seen Rita since I was 12.* Abbiamo visto che *since* è usato con il *present perfect* per indicare da quanto tempo dura un'azione. Le altre forme non sono adatte a questo tipo di struttura grammaticale.

107) A. *The teacher explains the lessons to the students.* *To* appartiene alle preposizioni di moto a luogo e indica la direzione verso la quale si muove qualcosa o qualcuno. Tra le preposizioni di luogo possiamo menzionare: *from* (da, preposizione da moto di luogo e di origine), *into* (preposizione di moto a luogo per indicare entrata in un luogo chiuso o delimitato), *out of* (indica moto verso l'esterno di un luogo), *onto* (indica movimento di salita o discesa da una superficie).

108) D. *A Viennese journalist, writing towards the end of the eighteenth century, observed that these serenades occurred almost every fine summer evening.* *Towards* appartiene alle preposizioni di movimento e viene qualche volta utilizzato con valore di preposizione di tempo per indicare "verso". Tra le preposizioni di movimento possiamo elencare: *across* (attraverso), *along* (lungo), *over* (al di sopra). Molte di esse sono talvolta usate come espressioni di tempo.

109) C. *My mother speaks French more fluently than my teacher.* Siamo in presenza del comparativo di un avverbio. Ess si ottiene in questo modo: *more* + avverbio regolare. Esistono alcuni avverbi irregolari che nel formare il comparativo seguono la regola degli aggettivi. Ecco i più comuni: *fast* (*faster*), *hard* (*harder*), *early* (*earlier*).

110) D. *Robert broke his arm and had to have it put in plaster.* In inglese, si fa grande uso dei verbi composti, formati da un verbo più una preposizione o un avverbio. *Put* è un verbo fraseologico. Le altre opzioni sono tutte corrette ma hanno altri significati non utili alla frase. *Put off* significa "rimandare", *put on* significa "indossare" e *put away*, "riporre".

111) A. *The scenery was so beautiful, I had to take a photograph.* È necessario evidenziare la differenza tra *so* e *such*. *So* si usa dinanzi agli aggettivi, *such* davanti ai sostantivi accompagnati da un aggettivo.

112) C. *It looks like it is going to rain.* Il verbo *look like* significa "sembrare" ma può significare anche "assomigliare". Viene in particolar modo usato per dare una descrizione fisica delle persone. Alla domanda *What does he/she look like?* si risponde dando una descrizione dell'aspetto fisico. Se invece vogliamo sapere qualcosa del carattere di una persona, chiederemo *What is he/she like?*

113) **B.** *Their postcard arrived three weeks ago.* Le preposizioni di tempo rispondono alla domanda “quando?” e indicano quando si verifica qualcosa. *Ago* si usa nello stesso modo e nella stessa posizione che ha in italiano: *three weeks ago*, “tre settimane fa”.

114) **C.** *I am very worried about him. Worry*, come aggettivo, viene seguito da una preposizione, così come *afraid of*, *interested in*. Caratteristica di questi aggettivi è quella di essere seguiti dai verbi nella forma in *-ing*.

115) **A.** *I won't go out unless he telephones me.* La B e la C non hanno alcun significato. *Unless* in inglese è usato con il valore di “se non”, per cui con questo avverbio non viene mai usata la forma negativa.

116) **D.** *How did you find out about the date of the elections? I read about it in the newspaper.* *In*, preposizione di stato in luogo, normalmente esprime il concetto di “all'interno di...”, per indicare la posizione in uno spazio delimitato e circoscritto, pur senza un preciso confine fisico. Per esempio, *I live in France* (“Vivo in Francia”). Si utilizza anche quando si fa riferimento a un libro o un testo scritto, come in questo caso.

117) **B.** *The traffic in the city is getting worse and worse.* Questa è un'espressione idiomatica e significa “sempre peggio”. Se si volesse dire “sempre meglio”, l'espressione sarebbe *better and better*. Per dire “di male in peggio”, *from better to worse*

118) **A.** *This is a fantastic old American bike.* La posizione degli aggettivi in inglese è molto importante. Di solito gli aggettivi che esprimono un'opinione si mettono per primi. Gli aggettivi che descrivono caratteristiche di fatto vengono dopo. In genere, questo è l'ordine: dimensione, età, forma, colore, provenienza materiale.

119) **C.** *Try to write a bit more clearly. A bit e a little* servono per indicare che la differenza tra due cose è minima. Quando invece vogliamo sottolineare una grande differenza, usiamo *much*, *a lot*, *far*.

120) **B.** *I told him to come as soon as possible.* Il comparativo di uguaglianza in inglese si forma con *as* + aggettivo + *as*. La forma negativa con *not as* + aggettivo + *as*, oppure *not so* + aggettivo + *as*. Esistono anche delle espressioni che pur non essendo dei veri comparativi usano le stesse forme. Osserviamo queste espressioni: *as soon as* (non appena), *as far as* (fino a), *as long as* (finché, purché), *as well as* (oltre che).

121) **B.** *After school I am going home.* Il sostantivo *home* è molto particolare. Esso, quando segue verbi di movimento, non prende alcuna preposizione, per esempio, *I'm coming home* (“Sto tornando a casa”). L'unica preposizione che prende *home* è *at* quando è accompagnata da verbi che non indicano movimento. Poiché il verbo che accompagna *home* in questa frase è *go*, non è necessaria alcuna preposizione.

RISPOSTE CORRETTE • Livello B1/B2

122) A	133) A	144) A	155) C	166) A	177) D
123) D	134) B	145) D	156) A	167) A	178) A
124) D	135) C	146) C	157) C	168) B	179) B
125) D	136) A	147) D	158) A	169) A	180) B
126) A	137) C	148) A	159) D	170) A	181) A
127) D	138) B	149) B	160) B	171) D	182) C
128) B	139) D	150) D	161) A	172) A	183) A
129) D	140) C	151) A	162) D	173) A	184) A
130) B	141) D	152) B	163) A	174) A	185) B
131) B	142) B	153) A	164) A	175) C	
132) B	143) B	154) D	165) B	176) A	

Capitolo 4

Vocabolario e phrasal verbs

Livello A2/B1

1) Choose the word which best completes the following sentence. "It's cold today. You'll need to wear a ... if you go out".

- A. gloves
- B. coat
- C. trousers
- D. robe

2) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "We spent Sundays on the [couch] watching TV".

- A. chair
- B. table
- C. carpet
- D. sofa

3) Fill in the blank. "Britain's power ... enormously in the nineteenth century".

- A. broke out
- B. grew
- C. sold
- D. paid

4) Choose the odd word out.

- A. Cow
- B. Veal
- C. Beef
- D. Pork

5) Fill in the blank. "I saw him standing ... your door".

- A. up
- B. at
- C. to
- D. through

6) Find the synonym of the word in square brackets. "Mr Faye designs colourful Christmas [wrapping]".

- A. carts
- B. maps
- C. paper
- D. presents

7) Fill in the blank. "We did not ... the doorbell because the music was too loud".

- A. feel
- B. listen
- C. talk
- D. hear

8) Choose the synonym of the word in square brackets. "He believes everything you [tell] him".

- A. show
- B. speach
- C. say to
- D. speak

9) Find the synonym of the word "beautiful".

- A. Shy
- B. Lazy
- C. Stubborn
- D. Handsome



10) Complete the following sentence. "I dropped my bag on the ... just outside the supermarket".

- A. pavement
- B. floor
- C. wall
- D. carpet

11) A "library" is:

- A. a place where books are kept
- B. a store that sells books
- C. a shelf to keep books on
- D. a piece of furniture for keeping books on

12) Complete the following sentence. "The students got a bad ...".

- A. mark
- B. vote
- C. point
- D. punctuation

13) Fill in the blank. "Can you lend me some money, please?". "Sorry, I've got only a few ... on me"

- A. notes
- B. tips
- C. cheques
- D. money

14) Find the synonym of the word "pedestrian".

- A. Horseman
- B. Pavement
- C. Pedantic
- D. Walker

15) Fill in the blank. "Some days she's happy, some days she's sad. What a ... person!".

- A. intelligent
- B. moody
- C. safe
- D. generous

16) Fill in the blank. "Before actors start a new show they generally say "break a ... " for good luck".

- A. leg
- B. wrist
- C. neck
- D. teeth

17) Fill in the blank. "The GP wrote a ... for the drug treatment".

- A. note
- B. prescription
- C. recipe
- D. receipt

18) Find the opposite of the word "sunny".

- A. Snow
- B. Sky
- C. Cloudy
- D. Rain

19) Fill in the blank. "The open source browsers Firefox and Chrome are becoming more and more popular as people want safer and faster ways to ... the Internet".

- A. surf
- B. sail
- C. cross
- D. look

20) The following sentence contains one or more mistakes. Choose the correct alternative. "This chair is very valuable. You mustn't look after it very carefully and you could must damage it".

- A. This chair is very valuable. You have look after it very carefully and you couldn't damage it
- B. This chair is very valuable. You needn't look after it very carefully and you don't need to damage it

- C. This chair is very valuable. You need look after it very carefully and you don't have to damage it
- D. This chair is very valuable. You must look after it very carefully and you mustn't damage it

21) Find the synonym of the word "outrageous".

- A. Outer
B. Exorbitant
C. Pretentious
D. Sardonic

22) Choose the answer which is closest in meaning to the word in brackets and which does not change the meaning of the sentence. "Water waves are [generated] by the action of the wind"

- A. designed
B. born
C. produced
D. delivered

23) Choose the alternative which is closest in meaning to the words in brackets and which does not change the meaning of the sentence. "It was [an endless] list of terrible events".

- A. an never-ending
B. a never-ending
C. endlessly
D. a without end

24) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "One of the [players] broke his leg".

- A. competitors
B. footballers
C. members
D. sportsmen

25) The word order in the following sentence is wrong. Choose the right alternative. "This is the way we cook usually the duck".

- A. This is the way we usually cook the duck
B. This is usually the way we cook the duck
C. This usually is the way we cook the duck
D. This is the way we cook the duck usually

26) Find the synonym of the word in square brackets. "My sister is always very [careful]."

- A. angry
B. kind
C. caring
D. cautious

27) Fill in the blank. "Are you ... for the bus?"

- A. waiting
B. following
C. calling
D. timing

28) Choose the correct meaning of the words in square brackets. "I'm too tired to cook tonight. Why don't we [eat out]?"

- A. eat left over food
B. bring prepared food home
C. have dinner in a restaurant
D. have some food

29) Choose the word which best fits the meaning of the sentence. "Architects travel to Greece and Italy to ... the marvels of classic design".

- A. embellish
B. recall
C. spray
D. study



30) Find the synonym of the word “bright”.

- A. Clever
- B. Brilliant
- C. Dark
- D. Sound

31) Complete the following sentence. “Although the members of Council wanted to go home for dinner, there was no hope for an early ...”.

- A. adjournment
- B. holiday
- C. party
- D. Easter

32) Fill in the blank. “My brother is quite a ... actor in the London theatre world. He’s very popular”.

- A. well-knowned
- B. notorious
- C. famous
- D. known

33) Fill in the blank. “The man was totally ... by the rugby match and didn’t notice the rain”.

- A. determined
- B. fascinated
- C. concentrated
- D. attracted

34) Find the synonym of the word “devoid”.

- A. Empty
- B. Diverted
- C. Deep
- D. Spacious

35) Fill in the blank. “Something was wrong, but I couldn’t quite put my ... on it”.

- A. hand
- B. thumb

- C. mind
- D. finger

36) Complete the following sentence. “Please make sure to get here at 8 o’clock ...”.

- A. on the dot
- B. on the spot
- C. punctually
- D. specifically

37) Fill in the blank. “Susan didn’t ... to hurt your feelings”.

- A. mean
- B. realise
- C. have
- D. signify

38) Fill in the blank. “When someone breaks his/her arm the doctor puts it in ...”.

- A. plaster
- B. sling
- C. bandage
- D. splint

39) Choose the noun that is closest in meaning to the word in brackets and that does not change the meaning of the sentence. “This is a clear [instance] of his laziness”.

- A. part
- B. way
- C. example
- D. event

40) Find the synonym of the word in square brackets. “The prisoner wanted to [escape]”.

- A. sleep
- B. eat up
- C. run away
- D. live

41) Find the opposite meaning of the word “insolent”.

- A. Determined
- B. Polite
- C. Delicate
- D. Rich

42) Find the opposite meaning of the word “vivacious”.

- A. Immoral
- B. Victorious
- C. Quiet
- D. Traditional

43) Find the synonym of the word “culpable”.

- A. Consonant
- B. Guilty
- C. Killer
- D. Murderous

44) Find the opposite meaning of the word “guilty”.

- A. Innocent
- B. Dutiful
- C. Gloomy
- D. Proud

45) Fill in the blank. “The First World War ... in 1918”.

- A. broke
- B. broke out
- C. broke up
- D. had broken

46) Complete the following sentence. “That story is hard to believe. I’m sure she ...”.

- A. made it up
- B. made it down
- C. made off with it
- D. made it of me

47) Fill in the blank. “She has a ... to think she knows best in every situation”.

- A. tendency
- B. move
- C. pretext
- D. mode

48) Choose the word or group of words which best complete the sentence. “We can probably find ... bed at that big shop”.

- A. a comfortable
- B. convenient
- C. a confort
- D. comfortable

49) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. “Some people spend many years in [prison]”.

- A. prisoner
- B. suffering
- C. homes
- D. jail

50) The following sentence contains one or more mistakes. Select the sentence that expresses the concept correctly. “Why don’t go to the cinema?”.

- A. Let’s go to the cinema
- B. Why not we go to the cinema?
- C. Let’s we go to the cinema
- D. We might go to the cinema

51) Fill in the blank. “Read that ... there! You must keep off the carpet!”.

- A. note
- B. message
- C. warning
- D. notice



52) Complete the following sentence. “The elbow, knee and shoulder are all ...”.

- A. bones
- B. joints
- C. muscles
- D. cartilage

53) Fill in the blank. “The policeman has ... them some questions”.

- A. to do
- B. to make
- C. to demand
- D. to ask

54) Complete the following sentence. “In the afternoon we will ...”.

- A. check on
- B. check in
- C. check up
- D. check to

55) Find the opposite of the word “to spare”.

- A. To waste
- B. To save
- C. To afford
- D. To borrow

56) Fill in the blank. “We were very ... about the accident”.

- A. sorrier
- B. sorrow
- C. sorry
- D. sorrowfull

57) Complete the following sentence. “When I called his name he turned ...”.

- A. along
- B. around
- C. backward
- D. roundly

58) Fill in the blank. “Providing customer ... is an essential part of our company mission”.

- A. satisfaction
- B. happiness
- C. merryness
- D. giddiness

59) Choose the word which is closest in meaning to the word between square brackets and which does not change the meaning of the original sentence. “Norman Rockwell’s paintings and illustrations display a [meticulous] attention to detail”.

- A. careful
- B. exciting
- C. mesmerizing
- D. careless

60) Fill in the blank. “In the majority of countries in Europe, the use of a large range of ICT ... for teaching and learning is currently promoted”.

- A. items
- B. objects
- C. means
- D. tools

61) Choose the group of words which best complete the sentence. “Gianni has an ... the most fantastic lies”.

- A. amazing ability to invent
- B. ability amazing to invent
- C. capability of inventing
- D. able capacity to inventing

62) Complete the following sentence. “Our teachers are all highly ...”.

- A. tought
- B. prepared
- C. qualified
- D. instructed

63) Complete the following sentence. "Why are all the students in the garden? What's ... ?".

- A. going off
- B. getting on
- C. getting off
- D. going on

64) Fill in the blank. "She was forced to ... early from teaching because of ill health".

- A. retire
- B. stop
- C. retrieve
- D. recover

65) In the sentence: "I couldn't agree more. That's a very sensible idea", "sensible" means ...".

- A. practical
- B. sensitive
- C. delicate
- D. tender

66) A "companion" is:

- A. someone you are with
- B. a happy person
- C. a good friend
- D. a playful person

67) Fill in the blank. "Your energy level is at its ... in the morning".

- A. edge
- B. top
- C. summit
- D. peak

68) Complete the following sentence. "The teacher was angry because Tom kept asking lots of stupid ...".

- A. question
- B. questions
- C. answers
- D. ansers

69) Complete the following sentence. "Please speak a little ...".

- A. louder
- B. lower down
- C. stronger
- D. aloud

70) Choose the group of words which best completes the sentence. "When the principal is not in, there's an ... message on her answering machine".

- A. out-of-office
- B. away-for-the-moment
- C. in-pause
- D. ask-the-secretary

71) Fill in the blank. "A school ... is used to transport students who cannot walk to school".

- A. van
- B. bus
- C. carriage
- D. limousine

72) Fill in the blank. "Statistics are very useful to interpret test ... correctly".

- A. score
- B. points
- C. tasks
- D. votes

73) Fill in the blank. "A school ... is given to families at the end of each term".

- A. paper
- B. page
- C. report
- D. statement

74) Choose the group of words which best completes the sentence. "Jeremy Harmer (username_harmerj), the ELT (English Language Teaching) guru, ... about 4,000 people on Twitter".

- A. is following by



- B. is followed from
- C. is followed by
- D. is following from

75) Choose the group of words which best completes the sentence. "There are several ways of ... with schools in different countries".

- A. get in touch
- B. getting in touch
- C. putting in contact
- D. put in contact

76) Complete the following sentence. "The European Commission's Lifelong Learning Programme enables people to take part in stimulating learning ...".

- A. experiences
- B. drafts
- C. benchmarks
- D. endorsements

77) Fill in the blank. "Progress towards the Lisbon objectives in education is going through a ... time".

- A. challenger
- B. challenge
- C. challenger
- D. challenging

78) Fill in the blank. "Whiteboards, projectors and computer screens can all help ... learners, who usually enjoy reading and prefer to see the words that they are learning".

- A. visual
- B. auditory
- C. reflective
- D. impulsive

79) Choose the group of words which best completes the sentence. "There are many ... to help learners understand which type of learner they are".

- A. online competition
- B. Internet interrogations
- C. online surveys
- D. Internet questions

80) Complete the following sentence. "New University reforms would see a 20% increase in research ...".

- A. grants
- B. scholarships
- C. money
- D. bags

81) Fill in the blank. "European students don't need a/an ... to travel within the Schengen area".

- A. entry
- B. pass
- C. licence
- D. visa

82) Complete the following sentence. "An educational day trip is often known as a ...".

- A. field trip
- B. field holiday
- C. field vacation
- D. field break

83) Choose the correct answer to this question. "Where's Strasbourg?".

- A. It is in Franch
- B. It is in France
- C. It is French
- D. It in France

84) Fill in the blank. "The North Star Hotel is located in the ... of Dublin".

- A. centre
- B. suburb
- C. villane
- D. coast

85) Choose the correct reply to this sentence. "It's cold in here".

- A. I'm agree
- B. I agree
- C. I'm agreeing
- D. I'm agreed

86) Fill in the blank. "What do you ... my new car?"

- A. think of
- B. think about
- C. think to
- D. think for

87) Fill in the blank. "We had to ... house because it was too small when my twin sisters were born".

- A. change
- B. leave
- C. move
- D. close

88) Fill in the blank. "Fred's good ... people laugh".

- A. at making
- B. on making
- C. with making
- D. to making

89) Complete the following sentence. "You should send him to bed without any supper. That will teach him a ...".

- A. subject
- B. lesson
- C. theory
- D. trick

90) Fill in the blank. "I was sixteen when I got my ... job".

- A. one
- B. primary
- C. first
- D. only

91) Fill in the blank. "Do you know the man who ... our local supermarket?"

- A. runs
- B. holds
- C. turns
- D. began

92) Fill in the blank. "The ... are not good, but I have a lot of free time".

- A. fees
- B. charges
- C. wages
- D. fares

93) Fill in the blank. "The increase in the use of cars and improvements in camping ... have allowed more people to travel longer distances".

- A. equipment
- B. baggage
- C. tools
- D. property

94) Fill in the blank. "Campers should always remember to ... the area clean and tidy".

- A. leave
- B. stay
- C. remain
- D. let

95) Fill in the blank. "The invention of the escalator ... its name from the Latin word *scala*".

- A. lends
- B. fetches
- C. carries
- D. takes

96) Fill in the blank. "The world's first film ... of short, simple scenes".

- A. consisted
- B. contained



- C. belonged
- D. held

97) Fill in the blank. "After the walk, Janice noticed that she had ... her ring".

- A. stolen
- B. lost
- C. disappeared
- D. missed

98) Fill in the blank. "To be a costume designer, you have to be ... in theatre, film and drama".

- A. interested
- B. pleased
- C. keen
- D. excited

99) Fill in the blank. "The Galapagos are a national park. This ... it possible to protect their natural beauty".

- A. makes
- B. gets
- C. puts
- D. allows

100) Fill in the blank. "You must not ... anything from the room".

- A. remove
- B. receive
- C. fetch
- D. place

101) Fill in the blank. "I ... my sister to post my letter on her way to the bus stop".

- A. explained
- B. remembered
- C. suggested
- D. reminded

102) Fill in the blank. "We went along the narrow ... which led to the waterfall".

- A. path

- B. route
- C. walk
- D. road

103) Fill in the blank. "Perhaps because he was so different, he became the black ... of the family".

- A. cat
- B. cow
- C. sheep
- D. donkey

104) Complete the following sentence. "Laura thinks her son is perfect; he's the apple of her ...".

- A. ear
- B. eye
- C. heart
- D. mind

105) Choose the group of words which best completes the sentence. "Excuse-me, I need ... about the products you sell".

- A. some information
- B. some informations
- C. a few informations
- D. some news

106) Select the right meaning of the following sentence. "I'm so fond of chips!".

- A. I like them very much
- B. I rarely eat
- C. I don't like them at all
- D. I have had enough of

107) Select the right meaning of the following sentence. "Every now and then he comes and sees us".

- A. In two weeks
- B. Seldom
- C. Once in a while
- D. Always

108) Select the right meaning of the following sentence. “Mum, may I play football with Tim in the garden?”. “Please yourself”.

- A. Do what you like
- B. Leave me alone
- C. You won't do that
- D. Don't worry

109) Select the right meaning of the following sentence. “Stop telling lies!”.

- A. You usually tell lies
- B. You never tell lies
- C. You would like to tell lies
- D. I want you to tell lies

110) Find the right meaning of the sentence between square brackets. “What's Jane doing?”. [“She's having a nap”].

- A. To have a walk
- B. To have a rest
- C. To do physical exercise
- D. To have short sleep

111) Qual è il significato di “slang”?

- A. Espressione gergale
- B. Codice cifrato
- C. Accento dialettale
- D. Espressione offensiva

112) Qual è il significato di “soft drink”?

- A. Bevanda analcolica
- B. Bevanda senza zucchero
- C. Bevanda calda
- D. Bevanda dolce

113) Qual è il significato di “brand”?

- A. Obiettivo
- B. Progetto
- C. Marca
- D. Mareggiata

114) Qual è il significato di “sweater”?

- A. Maglione pesante
- B. Costume da bagno
- C. Giacca di lino
- D. Abito da donna attillato

115) Qual è il significato di “kindergarten”?

- A. Parco divertimenti
- B. Asilo
- C. Birreria
- D. Giardino monumentale

116) Qual è il significato di “pusher”?

- A. Salto a cavallo
- B. Commento
- C. Opera teatrale
- D. Spacciatore

Livello B1/B2

117) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. “This technique is pretty [outdated]”.

- A. young
- B. modern
- C. old-fashioned
- D. recent

118) Fill in the blank. “Mrs Brown is being ... by Dr. Williams”.

- A. followed on
- B. followed on from
- C. followed up
- D. followed out

119) Replace the words between square brackets with the correct ones. “You need to [get ready]. They are waiting for us”.

- A. dress up
- B. complete



- C. finish
- D. prepare yourself

120) Find the opposite of the word “talkative”.

- A. Ignorant
- B. Interesting
- C. Hardspeaking
- D. Tight-lipped

121) Choose the group of words which best completes the following sentence. “Bill is very forgetful: you’ll have to ... or he’ll never do all the things you want him to do”.

- A. keep on him
- B. keep after him
- C. keep away him
- D. keep down him

122) Choose the correct meaning of the phrase in square brackets. “The boy enjoyed the poem so much that he decided to [learn it by heart]”.

- A. write a song about it
- B. translate it into his own language
- C. memorize it
- D. write a new poem himself

123) Complete the following sentence “The widow was all alone when her husband ... ”.

- A. passed by
- B. passed for
- C. passed away
- D. passed off

124) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. “How did you [solve] the problem in the end?”.

- A. sort out
- B. stand up for

- C. look after
- D. find out

125) Choose the alternative which is closest in meaning to the word or words in square brackets and which does not change the meaning of the sentence. “They [are in debt] to the bank”.

- A. give money
- B. are in credit
- C. have money
- D. owe money

126) Fill in the blank. “Montessori ... that teachers should be like ‘social engineers’”.

- A. claimed
- B. wanted
- C. made
- D. told

127) Choose the group of words which best completes the following sentence. “Blackboards are We need to change them all for interactive whiteboards”.

- A. up to date
- B. out of fashion
- C. backdated
- D. expired

128) “To get the sack” means:

- A. to lose your job
- B. to do the shopping
- C. to put things in order
- D. to win a prize

129) If I ask you to “take my word for it”, you should:

- A. take a message
- B. write it down
- C. copy what I do
- D. believe me

130) Fill in the blank. “If you don’t know the meaning of this word ... in a dictionary!”.

- A. look at
- B. look up
- C. look into
- D. look after

131) Find the sentence that contains one or more mistakes.

- A. Jordan has made noticeable progresses in the protecting of its population
- B. Some developing countries have introduced social security schemes often linked to particular categories of workers
- C. Water supplies are now more accessible in many countries
- D. Many people have criticised “structural adjustment”

132) Fill in the blank. “Everybody ... the issues which are key to the negotiations”.

- A. focuses in
- B. focuses on
- C. calls up
- D. call up

133) Choose the alternative which best completes the following sentence. “Diabetes, ... , is sometimes caused by an antibody that destroys the pancreas cells producing this hormone”.

- A. a seriously disease in which the body cannot produce insulin enough
- B. a seriously disease in which the body cannot make enough insulin
- C. a serious disease in which the body cannot enough produce insulin
- D. a serious disease in which the body cannot produce enough insulin

134) Fill in the blank. “What do you ...we do tonight, John?”.

- A. suggest
- B. think about
- C. deciding
- D. going

135) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. “About a third of Americans suffer from [occasional] insomnia”.

- A. fragmentary
- B. periodic
- C. uncertain
- D. particular

136) Complete the following sentence. “I’m so happy today! I’ve just met him and now I’m ...”.

- A. under a cloud
- B. on cloud nine
- C. in a silver cloud
- D. on a clouds

137) Find the opposite meaning of the word “disloyal”.

- A. Faithful
- B. Skillful
- C. Flich
- D. Poor

138) “His teaching method was very effective”. Which of the following is a synonym of the word “effective”?

- A. didactic
- B. learning
- C. working
- D. exposition

139) Fill in the blank. “Mrs. Braden felt ... at the supermarket and had to lie down”.



- A. faint
- B. vomit
- C. vertigo
- D. fainting

140) Choose the word that is closest in meaning to the word in square brackets and that does not change the meaning of the sentence. “The teacher’s way of explaining has been very [clear]”.

- A. loud
- B. acute
- C. confused
- D. plain

141) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. “She [remembered] seeing a man outside the shop that night”.

- A. recalled
- B. forgot
- C. reminded
- D. tried

142) Find the synonym of the word “despise”.

- A. Despite
- B. Disdain
- C. Dismiss
- D. Burden

143) Choose the correct meaning of the phrase in square brackets. “After a day of negotiations, the ambassadors still [could not see eye to eye]”.

- A. they had difficulty seeing each other
- B. one ambassador was much taller than the other
- C. the room was too dark to see one another
- D. they did not agree

144) Fill in the blank. “You were frightened by a concept which you ... in your own mind”.

- A. hired
- B. externalized
- C. sought
- D. created

145) Fill in the blanks. “The organization ... together countries ... the principles of the market economy”.

- A. relieves; promoting
- B. removes; rejecting
- C. brings; sharing
- D. expels; teaching

146) Fill in the blank. “Many students and professionals tend to ... the importance of English in the world of health care”.

- A. underestimate
- B. understate
- C. understimulate
- D. underemulate

147) Fill in the blank. “His ... directions misled us; we did not know which of the two roads to take”.

- A. ambiguous
- B. extenuating
- C. arbitrary
- D. clear

148) Fill in the blank. “Freddie needed reconstructive ... to remove facial scars”.

- A. intervention
- B. operation
- C. surgery
- D. restructuring

149) Complete the following sentence. “We expect the amount you owe to be settled ... ”.

- A. duly
- B. in due course
- C. in duetime
- D. with due respect

150) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "He is a very [reliable] person".

- A. restless
- B. dependable
- C. helpful
- D. hesitant

151) Choose the alternative which is closest in meaning to the word in square brackets and which does not change the meaning of the sentence. "The [muffled] sounds intrigued us".

- A. muted
- B. shuffling
- C. whispering
- D. frightening

152) Fill in the blank. "There was a serious ... of chickenpox last year".

- A. epidemic
- B. emerging
- C. attack
- D. outbreak

153) Fill in the blank. "Why on earth did you do such a stupid thing? It was ... madness!".

- A. totally
- B. mere
- C. complete
- D. sheer

154) Fill in the blank. "The doctor blocked the broken arm with a ...".

- A. stretcher
- B. forceps

- C. sling
- D. splint

155) Fill in the blank. "Dr Jonas is a real ... smoker. He's always lighting up a cigarette".

- A. Turkish
- B. chain
- C. factory
- D. dependent

156) Fill in the blank. "Old Bill threw a ... out of the kitchen window and saw the neighbours' cat in his garden".

- A. glance
- B. glimpse
- C. stare
- D. view

157) Choose the group of words which best completes the following sentence. "The carpenter tried ... of the broken beam".

- A. to join the party
- B. to join the pieces
- C. to arrange for the pieces
- D. to make both ends meet

158) Choose the word or group of words which best completes the following sentence. "I think Joe is ... a nervous breakdown".

- A. on the verge of
- B. appointed to
- C. preparing
- D. in charge of

159) Fill in the blanks. "The ... of this poisonous algae has caused the ... of many kinds of fish".

- A. genesis; holiday
- B. love; exodus
- C. morality; decline
- D. proliferation; death



160) Fill in the blank. “Although there are ... outbursts of gunfire, we can report that the major rebellion has been suppressed”.

- A. nocturnal
- B. isolated
- C. heinous
- D. bitter

161) Complete the following sentence. “Dr. Jonas talks so much that his wife can’t get a word in ...”.

- A. laterally
- B. sideways
- C. edgewise
- D. vertically

162) Fill in the blank. “Mrs Braden felt a little ... and needed to sit down for a few minutes”.

- A. turned
- B. faint
- C. tainted
- D. fainting

163) Complete the following sentence. “Many centuries ago, medicine suffered from the dishonest practice of ...”.

- A. hypnotics
- B. mesmers
- C. charlatans
- D. anaesthetists

164) Fill in the blanks. “Because he is ... , we can’t ... what course he will follow at any moment”.

- A. deleterious; foretell
- B. guilty; guess
- C. sad; tell
- D. capricious; predict

165) Choose the word from the list below which means the same as the word

in square brackets. “For the cultivation of rice, a [steady] supply of water is needed”.

- A. constant
- B. deep
- C. heavy
- D. tremendous

166) Complete the following sentence. “The patient was taken for an X ray in a ...”.

- A. stretcher
- B. wheelchair
- C. bandage
- D. split

167) Find the synonym of the word “awareness”.

- A. Ability
- B. Eagerness
- C. Consciousness
- D. Happiness

168) Find the correct meaning of the phrase between square brackets. “For a long time I couldn’t understand the last problem, but I finally [figured it out]”.

- A. found the solution
- B. stopped trying
- C. asked for help
- D. gave up

169) Fill in the blank: “We are looking ... the concert this evening”.

- A. forward at
- B. forward to
- C. farward to
- D. forward

170) Find the right synonym of the word “mendacious”.

- A. Witness
- B. Lying
- C. Truthful

D. Verist

171) Find the opposite of the word “compulsory”.

- A. Optional
- B. Competitive
- C. Irritative
- D. Persuasive

172) Fill in the blank. “She was able to give a ... account of the accident since she had been a witness to it”.

- A. first-class
- B. first-hand
- C. preview
- D. forefinger

173) Find the opposite meaning of the word “faithful”.

- A. Disloyal
- B. Skillful
- C. Trustful
- D. Individualist

174) Fill in the blanks: “The professor ... contemporary journalism for being too ...”.

- A. talked about; voyeuristic
- B. criticized; superficial
- C. criticized; authentic
- D. requited; responsible

175) Find the opposite meaning of the word “prodigal”.

- A. Avaricious
- B. Unpleasant
- C. Ready
- D. Observant

176) Fill in the blank. “The existence of ... ICT equipment in schools is a primary condition for the introduction of innovative teaching methods and use of

interactive software and online materials”.

- A. well informed
- B. outdated
- C. overage
- D. up-to-date

177) Complete the following sentence. “Every morning when the class starts the teacher ...”.

- A. calls the register
- B. makes the appeal
- C. makes the call
- D. calls the students

178) “Shall I send it tomorrow?” would be reported as:

- A. She said if she will send it tomorrow
- B. She asked whether she should send it the following day
- C. She enquired whether she should have sent it the next day
- D. She asked if she sends it the following day

179) Complete the following sentence. “I’m sorry I did it. It’s all my ...”.

- A. charge
- B. guilt
- C. blame
- D. fault

180) Fill in the blank. “The pupils will have to be ... into three equal classes”.

- A. divided
- B. shared
- C. portioned
- D. segmented

181) Fill in the blank. “That boy’s always ... on those who are smaller or weaker than himself”.

- A. pick
- B. picking



- C. tells
- D. put

182) **The mechanism which prevents women from rising to positions of power and responsibility is called the:**

- A. crystal causeway
- B. blocked escalator
- C. glass ceiling
- D. crystal sealing

183) **Complete the following sentence. “Gianni! You’ve been watching TV all day. Go and tidy your room. Don’t be such a ... !”.**

- A. idle child
- B. lounge lizard
- C. couch potato
- D. baked potato

184) **If you are a “stick in the mud”, you are:**

- A. somebody who is reluctant to change his habits
- B. an enthusiastic gardener
- C. someone who enjoys fishing
- D. a careful student

185) **“Junk food” is:**

- A. food which is low in nutritional value
- B. food of Chinese origin
- C. food which is prepared quickly
- D. left over after a meal

186) **Something which is well-designed, easy to use and functional is described as:**

- A. use-friendly
- B. design utilitarian
- C. utility friendly
- D. user-friendly

187) **The sign “Feel free to come in” means:**

- A. come in whenever you like
- B. please ask permission to come in
- C. they will call you when they are free
- D. please don’t come in

188) **Fill in the blank. “Nobody believed Tom at first but he ... to be right”.**

- A. came out
- B. worked out
- C. turned out
- D. went out

189) **Fill in the blank. “Keep ... the edge. It could be dangerous”.**

- A. away from
- B. far by
- C. too near
- D. along with

190) **A child who “plays truant” is a child who:**

- A. stays away from school without permission
- B. plays tricks at school
- C. plays against a rival at school
- D. always tells the truth

191) **Choose the group of words which best completes the following sentence. “The ... of a particular situation are the things you should and should not do in that situation”.**

- A. fors and againsts
- B. advantages and disadvantages
- C. pros and cons
- D. dos and don’ts

192) **You can say “at first glance” when:**

- A. you are meeting someone for the first time
- B. you are tasting something for the first time
- C. you are describing your first impression of someone or something

D. you are looking at someone/something in an angry way

193) You say “in a nutshell” when:

- A. you are summarizing something in a concise way
- B. you are hiding something in a nut
- C. when you are putting a cap over something
- D. when you are looking for the kernel in a nut

194) You can say that someone will have “an easy ride”:

- A. if you think that they will travel in a comfortable vehicle
- B. if you think that they will win the horse race
- C. if you think that they will spend a happy time riding a horse
- D. if you think that they will achieve something without difficulty

195) The company is “at the cutting edge” of aeronautics.

- A. This expression refers to the newest, most advanced stage in the development of something
- B. This expression implies that the company is going bankrupt
- C. This expression implies that the company is cutting salaries
- D. This expression implies that the company is suffering from declining sales

196) Fill in the blank. “She started a course at college, but she ... after two months”.

- A. turned out
- B. went out
- C. dropped out
- D. fell out

197) The synonym of “eventually” is:

- A. in case
- B. temporarily
- C. possibly
- D. in the end

198) “To record” means:

- A. to remember
- B. to make a note
- C. to mention
- D. to seem

199) A synonym for “actual” is:

- A. topical
- B. fashionable
- C. real
- D. relevant

200) Fill in the blank. “She can’t afford an expensive holiday; she is on a ... budget”.

- A. loose
- B. straight
- C. tight
- D. short

201) Fill in the blank. “With reference to your letter of 12th July 2011, I ... to inform you that Mr Ellison, our headmaster, isn’t at work since he is engaged in a Comenius program at the moment”.

- A. regreat
- B. regret
- C. agree
- D. regree

202) Fill in the blank. “By 2000 more than 50 percent of all households in the United States owned a personal computer, and this ... increased dramatically over the next few years”.

- A. penetration
- B. condition
- C. situation
- D. invasion



203) Fill in the blank. “Oral language is of particular importance throughout the curriculum, as it is central to the ... of the child’s general language ability”.

- A. increment
- B. involvement
- C. commitment
- D. development

204) Fill in the blank. “Compulsory school education in Italy produces poor results in terms of 15-year old students’ performances on Pisa tests ... other OECD countries”.

- A. compared by
- B. compared with
- C. compared on
- D. compared at

205) “Stop ‘rabbiting on’ and get on with your homework” means:

- A. stop talking unceasingly
- B. stop chatting unceasingly
- C. stop disturbing unceasingly
- D. stop moving unceasingly

206) “My colleagues “found themselves in a bind” when they were asked to illustrate the new project in English”. The sentence means that the colleagues found themselves:

- A. in an embarrassing situation
- B. in a dark place
- C. in a strange situation
- D. in a difficult situation

207) “I was sacked because I was consistently late arriving at work in the mornings”. “Sacked” means:

- A. charged
- B. rejected
- C. dismissed
- D. disciplined

208) “I can’t make these split-second decisions”. State which sentence refers to the expression “split-second”.

- A. I can’t take these decisions so rapidly
- B. I can’t split my decisions
- C. I can’t take these decisions in separate moments
- D. I can take no decisions at the moment

209) “He’d got completely hooked on the new video game”. “Hooked” is used to indicate that:

- A. he had become addicted to the new video game
- B. he had bought a new video game
- C. he had played a new video game
- D. he’d been interested in a new video game

210) “I’m sure that you have got the wrong end of the stick” means that you:

- A. misunderstood what someone has said
- B. have misunderstood what someone has said
- C. took a stick from the wrong side
- D. took the shorter side of a stick

211) “That food totally grossed me out”. This sentence means:

- A. that food really disgusted me
- B. that food really pleased me
- C. that food really delighted me
- D. that food really tasted fatty to me

212) A notice says: “Due to works, blackouts can be expected between 9 am and 2 pm. During that time, the use of ... is forbidden”.

- A. toilets
- B. electric lights
- C. computers
- D. lifts

213) “I couldn’t care less about your bad marks!”. How would you describe this answer of a student to his teacher?

- A. Uninterested
- B. Arrogant
- C. Submissive
- D. Easy-going

214) “I regard my school as a community of educators”. Which alternative describes this sentence best?

- A. It is probably part of a formal talk to colleagues
- B. It is said during an informal chat with friends who are not educators
- C. It is a rebuke to a rebellious student
- D. It frequently comes up during a family conversation

215) “One good mark in a series of bad performances is not significant”. You could say:

- A. one swallow doesn’t make a summer
- B. one swallow doesn’t make spring
- C. it’s a needle in a haystack
- D. it’s a cat out of the bag

216) Complete the following sentence: “A teacher’s attitude should always be encouraging: never let a student ...”.

- A. paint the town red
- B. make a mountain out of a mole-hill
- C. play fast and loose
- D. lose heart

217) Choose the group of words which best completes the following sentence. “An educator never ... anyone”.

- A. sets in for A
- B. puts up with
- C. looks down on
- D. gets on well with

218) Fill in the blank. “Last March 17th was an ... holiday. The 150th anniversary of any event only happens once!”.

- A. unprecedented
- B. anomalous
- C. irregular
- D. unexpected

219) Ordering pupils from best to worst is an example of ... :

- A. positioning
- B. positioningt
- C. ranking
- D. collocation

220) Fill in the blank. “Schooling is ... by law in all developed countries”.

- A. obliging
- B. obliged
- C. compelled
- D. compulsory

221) Fill in the blank. “As it corresponds to both the running of an organization and the people in charge of it, ... is an ambiguous term”.

- A. management
- B. direction
- C. business
- D. gesture

222) Fill in the blank. “Software such as Skype can be used for ... sessions with colleagues all around the world for free”.

- A. brainstorming
- B. thoughtstorming
- C. mindstorming
- D. headstorming

223) Fill in the blank. “ ... is any type of abuse that is based on a person’s sex, race, colour, religion, national origin,



age, socio-economic status, physical or other disabilities”.

- A. Stalking
- B. Mobbing
- C. Disturbing
- D. Harassment

224) Choose the group of words which best completes the following sentence. “The Human Resources Department is generally responsible for the ... of staff and personnel”.

- A. hire and sack
- B. giving jobs and firing
- C. hiring and firing
- D. giving jobs and sacking

225) What is “a grant”?

- A. A sum of money given by a government or public body for a particular purpose
- B. A period of time in which you are permitted to do something
- C. A particular tax used to fund European projects
- D. An award for working hard

226) Fill in the blank. “The general criteria for ... a European “Label” award are agreed at European level”.

- A. to winning
- B. winning
- C. win
- D. to win

227) Choose the group of words which best completes the sentence. “A language portfolio can be useful for both ... and potential employers”.

- A. job founder
- B. job seeker
- C. work finders
- D. work lookers

228) Fill in the blank. “Hacking and identity ... are both major problems facing Internet users”.

- A. stealth
- B. thief
- C. steal
- D. theft

229) Complete the following sentence. “The main focus of trade unions is to organize, maintain or improve the conditions of the workers’ ...”.

- A. employment
- B. employer
- C. employee
- D. employed

230) In American English, a “trade union” is known as a “ ... union”.

- A. job
- B. career
- C. labor
- D. slave

231) Fill in the blank. “The concert was ... because several of the singers were ill”.

- A. called off
- B. held off
- C. taken off
- D. turned off

232) Fill in the blank. “The biggest bath built by the Romans in the city of Bath is ... as the Great Bath”.

- A. knew
- B. known
- C. called
- D. named

233) Fill in the blank. “A lot of people ... like sleeping after lunch”.

- A. enjoy
- B. wish

- C. feel
- D. prefer

234) Choose the group of words which best completes the following sentence. "Shall I ... on my way to work?"

- A. call for you
- B. call you up
- C. call you off
- D. call you back

235) Choose the group of words which best completes the following sentence. "I ... some old photographs of my sister's wedding while I was tidying up the attic".

- A. came into
- B. came round
- C. came across
- D. came up with

236) Fill in the blank. "Have you seen the new boss? She's the ... image of Marylyn Monroe".

- A. spitting
- B. same
- C. live
- D. true

237) Complete the following sentence. "The day after the office party, Jack had a terrible ...".

- A. hangover
- B. conscience
- C. feeling
- D. anxiety

238) Fill in the blank. "Unless we do everything by the ... , we'll get into trouble".

- A. law
- B. page
- C. police
- D. book

239) Choose the alternative which means the same as this sentence. "All prices include tax and delivery".

- A. This shop doesn't charge extra for deliveries
- B. You must pay more if you want things delivered
- C. We add tax to your bill when you pay
- D. There is a tax for the delivery of the goods

240) Fill in the blanks. "She is a ... and ... girl".

- A. blond-hair; brown-eye
- B. blond-haired; brown-eyed
- C. hair-blond; eye-brown
- D. hair-blonded; eye-browned

241) Fill in the blanks. "This newspaper gives you a revealing ... on the ... that matter".

- A. point of view; question
- B. page; problems
- C. opinion; matter
- D. thought; issue

242) Complete the following sentence. "Too many people in the word suffer from ...".

- A. hungry
- B. food
- C. hunger
- D. ill

243) Choose the word or group of words which best completes the following sentence. "The delay ... to the general strike".

- A. is due
- B. belongs
- C. is provoked
- D. occurs



244) Choose the word or group of words which best completes the following sentence. “WWF annual report ... species extinction”.

- A. sets
- B. concentrates
- C. fixes to
- D. focuses on

245) Choose the correct meaning of the phrase in square brackets. “Today he doesn’t [feel like talking]”.

- A. He is not in the right mood for...
- B. He doesn’t stop
- C. He doesn’t begin
- D. He feels as one who likes...

246) Select the right meaning of the word “amazed”. “When I went to Scotland, I was amazed at the beauty of the landscapes”.

- A. Incredulous
- B. Upset
- C. Astonished
- D. Standing before

247) Select the right meaning of the phrase in square brackets. “Here you are, at last!” [“Better late than never!”].

- A. It’s better to be late than not to arrive at all
- B. The later you are, the better it is
- C. The later you are, the worse it is
- D. Never to arrive is worse than to be on time

248) Select the right meaning of this sentence. “Not until this century has massive deforestation taken place”.

- A. The phenomenon has never taken place before this century
- B. The phenomenon has taken place at the beginning of the century

- C. The phenomenon has taken place the previous century
- D. The phenomenon will take place

249) “Would you mind if I opened the window?”. What are you asking for?

- A. You are asking for a permission
- B. You need some help
- C. You are investigating other people’s tastes
- D. You are making an offer

250) Select the right meaning of the sentence. “What’s the point of his saying that?”.

- A. Why is he shouting at me?
- B. The sense in his saying is clear
- C. What does he want to add?
- D. What he says is unclear and obscure to me

251) Fill in the blanks. “The President seemed to be ... power and to have lost all ... of rationality”.

- A. drunk with; ideas
- B. plenty of; feeling
- C. charged with; concept
- D. full of; sense

252) Trovare tra le alternative proposte, quella che traduce correttamente la frase seguente. “He kept telling me the same things”.

- A. Continuava a dirmi le stesse cose
- B. Continuava a portarmi le stesse cose
- C. Prese a dirmi le stesse cose
- D. Prese le stesse cose mentre parlava

253) Qual è il significato di “take off”?

- A. Decollo
- B. Tracollo
- C. Frode
- D. Elogio

254) Qual è il significato di “plot”?

- A. Soluzione
 - B. Complotto
 - C. Sospetto
 - D. Trama
-

255) Qual è il significato di “boiler”?

- A. Bollitore
- B. Formaggio olandese

- C. Scaldabagno
 - D. Pietanza a vapore
-

256) Qual è il significato di “flop”?

- A. Coincidenza
- B. Incidente
- C. Insuccesso
- D. Punizione



Risposte commentate

Livello A2/B1

1) **B.** *It's cold today. You'll need to wear a coat if you go out. Gloves* (guanti) potrebbe essere giusta se non ci fosse l'articolo al singolare; la stessa cosa vale per la risposta C (pantaloni). *Robe* (vestaglia, toga, tonaca) non è adatta al contesto.

2) **D.** *We spent Sundays on the sofa watching TV.* Il termine *couch* significa divano. È particolarmente usato nell'inglese colloquiale e giovanile. A *couch potato* significa "poltrone, pantofolaio".

3) **B.** *Britain's power grew enormously in the nineteenth century.* Le altre opzioni sono sbagliate perché significano rispettivamente: "esplodere" (*to break out*), "vendere" (*to sell*), "pagare" (*to pay*), nelle forme al passato.

4) **D.** Le altre opzioni sono tutte relative alla mucca e alla sua carne. *Cow* significa "mucca", *veal* significa "vitello" e *beef* "carne bovina". *Pork*, invece, significa "carne di maiale" mentre per indicare l'animale si usa *pig*.

5) **B.** *I saw him standing at your door. Stand at* significa stare fermi, in piedi, davanti a qualcosa. *Stand up* significa solo stare in piedi, ma viene usato anche per invitare qualcuno ad alzarsi, seguito sovente da *please*.

6) **C.** *Mr Faye designs colourful Christmas wrapping.* Un sinonimo di *wrapping* (carta da regalo) è *paper*; *cards* e *maps* si riferiscono alle carte geografiche; invece *present* significa "regalo".

7) **D.** *We did not hear the doorbell because the music was too loud.* Qui si può evidenziare la differenza tra *hear* e *listen to*. *To hear* è un atto involontario e significa "sentire, percepire un suono, udire". *To listen to* è un atto volontario e significa "ascoltare".

8) **C.** *He believes everything you say to him. To say* significa "dire" e, se seguito da un complemento, vuole il *to*; *to tell* ha più il significato di "raccontare" e non viene mai seguito dal *to*; *to speak* traduce "parlare".

9) **D.** *Handsome* significa "bello", ma viene usato soprattutto per gli uomini. *Beautiful* ha un valore più ampio e generale. *Lazy* significa "pigro", *shy* "timido" e *stubborn* vuol dire "testardo".

10) **A.** *I dropped my bag on the pavement just outside the supermarket. Pavement* è un *false friend*, cioè una parola che trae in inganno, come quei numerosi termini della lingua inglese di derivazione latina che hanno cambiato il loro significato in maniera indipendente. *Pavement*, infatti, significa "marciapiede".

11) **A.** *A library is a place where books are kept.* Ci troviamo qui davanti ad un altro *false friend*. *Library* in inglese significa “biblioteca”. La libreria dove si vendono libri si chiama *bookshop*, e quella che noi abbiamo nelle nostre case si chiama *bookcase*.

12) **A.** *The students got a bad mark. Vote* in inglese è il voto politico, *point* si usa per i numeri decimali (3.4 si legge *three point four*). Infine *punctuation* significa “punteggiatura”.

13) **A.** *Can you lend me some money, please? Sorry, I've got only a few notes on me. Note* significa “banconota”. *Tip* significa “mancia”. Gli *cheques* sono gli “assegni” e *money* è il termine generico per “soldi”.

14) **D.** *Walker*. Le altre opzioni hanno significati completamente diversi che non hanno niente in comune con “pedone”. *Horseman* significa “cavallerizzo”, *pedantic*, “pedante” e *pavement*, come già detto, significa “marciapiede”.

15) **B.** *“Some days she's happy, some days she's sad. What a moody person!”*. La lettera A significa “intelligente”, la C significa “sicuro”, un aggettivo adatto ai luoghi o alle cose non certo alle persone, *generous* significa “generoso”.

16) **A.** *Before actors start a new show they generally say “break a leg” for good luck.* Questo modo di dire augurale, ricorrente nel mondo dello spettacolo, significa “buona fortuna”, “in bocca al lupo”. Le opzioni B, C e D indicano, rispettivamente, “polso”, “collo”, “denti”.

17) **B.** *The GP wrote a prescription for the drug treatment.* L'unica opzione esatta è la B. La A significa “banconota, bigliettino, appunto, promemoria”, la C “ricetta di cucina”, la D “ricevuta fiscale”.

18) **C.** *Cloudy*. Le altre opzioni sono tutte relative al tempo meteorologico ma, rispettivamente, significano: “neve”, “cielo” e “pioggia”.

19) **A.** *The open source browsers Firefox and Chrome are becoming more and more popular as people want safer and faster ways to surf the Internet.* Il verbo usato per navigare in Internet è *to surf*. Gli altri verbi significano: “navigare a vela”, “attraversare”, “guardare”.



RISPOSTE CORRETTE • Livello A2/B1

20) D	37) A	54) B	71) B	88) A	105) A
21) B	38) A	55) A	72) A	89) B	106) A
22) C	39) C	56) C	73) C	90) C	107) D
23) B	40) C	57) B	74) C	91) A	108) A
24) A	41) B	58) A	75) B	92) C	109) A
25) A	42) C	59) A	76) A	93) A	110) B
26) D	43) B	60) D	77) D	94) A	111) A.
27) A	44) A	61) A	78) A	95) D	112) A
28) C	45) B	62) C	79) C	96) A	113) C
29) D	46) A	63) D	80) A	97) B	114) A
30) B	47) A	64) A	81) D	98) A	115) B
31) A	48) A	65) A	82) A	99) A	116) D
32) C	49) D	66) A	83) B	100) A	
33) B	50) A	67) D	84) A	101) D	
34) A	51) D	68) B	85) B	102) A	
35) D	52) B	69) A	86) A	103) C	
36) A	53) D	70) A	87) C	104) B	

Risposte commentate

Livello B1/B2

117) **C.** *This technique is pretty-old fashioned.* Questa espressione significa “fuori moda”. Le altre, rispettivamente, indicano: “moderno”, “giovane”, “recente”.

118) **C.** *Mrs Brown is being followed up by Dr. Williams.* Il verbo *to follow* può assumere significati abbastanza diversi a seconda della preposizione dalla quale è seguito. *Follow on* significa “susseguirsi”; *follow on from* significa “derivare da”; *follow out* significa “portare a conclusione”. *To follow up*, in questo caso, significa “essere in cura, seguire con attenzione”, naturalmente alla forma passiva.

119) **D.** *You need to prepare yourself. They're waiting for us. To dress up* significa “indossare qualcosa di elegante”; *complete* significa “completare” e *finish*, “finire”.

120) **D.** *Find the opposite meaning of the word “talkative”.* *Tight-lipped*, letteralmente, significa “dalle labbra serrate” e indica, dunque, una persona reticente nel parlare, riservata, silenziosa e affatto comunicativa. *Ignorant* significa “ignorante”, *interesting* vuol dire “interessante”, mentre *hardspeaking* è un vocabolo inesistente.

121) **A.** *Bill is very forgetful: you'll have to keep on him or he'll never do all the things you want him to do.* *To keep* è un verbo irregolare (*keep-kept-kept*) ma anche fraseologico e, come tale, cambia il suo significato in riferimento alla preposizione che lo segue. *Keep after* significa “rincorrere”; *keep away* significa “tenersi lontano”, *keep down* vuol dire “abbassarsi” o “sottomettersi”. *Keep on* significa, invece, “continuare, persistere”.

122) **C.** *The boy enjoyed the poem so much that he decided to learn it by heart. To learn by heart* significa “imparare a memoria”; dunque, l'unica risposta possibile è la C (“memorizzare”). Le altre opzioni hanno tutt'altro significato.

123) **C.** *The widow was all alone when her husband passed away. Pass by* significa “passare accanto”, *pass for*, “essere scambiato per qualcun altro”. *Pass off*, “spacciarsi per qualcun altro”, *pass away*, in questo caso, significa “morire”.

124) **A.** *How did you sort out the problem in the end? To sort out* significa “arrangiare, venire a capo”, dunque, in questo caso, “risolvere”. *To stand up for* vuol dire “sostenere (qualcuno), battersi (per qualcuno)”; *to look after*, “badare, sorvegliare, aver cura di”; infine, *to find out* significa “scoprire, appurare”.

125) **D.** *They owe money to the bank. Give money* significa “donare dei soldi”. *Have money* significa “possedere dei soldi” e *to be in credit* vuol dire “pagare a rate” o “avere credito”. *To owe* significa, invece, “essere in debito”, “dovere dei soldi (a qualcuno)”.



126) A. *Montessori claimed that teachers should be like 'social engineers'.* Il verbo *to claim* significa “sostenere, affermare, dichiarare”. *To want* significa “volere”. Il verbo *to make* vuol dire “fare” e *to tell*, “dire”.

127) B. *Blackboards are out of fashion. We need to change them all for interactive whiteboards.* L'opzione A significa “aggiornato”. La C significa “retrodatato”. La D vuol dire “scaduto”. L'espressione *out of fashion*, invece, significa “passato di moda”, dunque, non più attuale.

128) A. *To get the sack* significa “essere licenziato”, come anche *to be fired*.

129) D. *To take one's word* significa “credere alle parole di qualcuno”. *To write down* significa “scrivere”. La frase *copy what I do* significa “copia ciò che faccio” e, infine, *to take a message* vuol dire “prendere un messaggio”.

130) B. *If you don't know the meaning of this word look up in a dictionary!* *Look* ha tantissimi significati fraseologici, tra questi i più comuni sono: *look at* che significa “guardare”, *look into* che significa “investigare”; *look up* significa, tra l'altro, “consultare (un dizionario)”.

RISPOSTE CORRETTE • Livello B1/B2

131) A	152) D	173) A	194) D	215) A	236) A
132) B	153) D	174) B	195) A	216) D	237) A
133) D	154) D	175) A	196) C	217) C	238) D
134) A	155) B	176) D	197) D	218) A	239) A
135) B	156) A	177) A	198) B	219) C	240) B
136) B	157) B	178) B	199) C	220) D	241) A
137) A	158) A	179) D	200) C	221) A	242) C
138) A	159) D	180) A	201) B	222) A	243) A
139) A	160) B	181) B	202) A	223) D	244) D
140) D	161) C	182) C	203) D	224) C	245) A
141) A	162) B	183) C	204) B	225) A	246) C
142) B	163) C	184) A	205) A	226) B	247) A
143) D	164) D	185) A	206) D	227) B	248) A
144) D	165) A	186) D	207) C	228) D	249) A
145) C	166) B	187) A	208) A	229) A	250) C
146) A	167) C	188) C	209) A	230) C	251) D
147) A	168) A	189) A	210) B	231) A	252) A
148) C	169) B	190) A	211) A	232) B	253) A
149) C	170) B	191) D	212) D	233) C	254) D
150) B	171) A	192) C	213) B	234) A	255) A
151) A	172) B	193) A	214) A	235) C	256) C

Parte Terza

Le abilità linguistiche: Speaking, Reading e Listening

SOMMARIO

Capitolo 1	Speaking
Capitolo 2	Reading Comprehension
Capitolo 3	Listening

Capitolo 1

Speaking

Introduzione

Nei concorsi che prevedono una prova orale di lingua inglese si fa generalmente riferimento, anche in questo caso, al QCER, lo strumento che consente di valutare il livello di competenza linguistica in relazione ai requisiti scolastici richiesti e previsti da ciascuna amministrazione.

Ciò significa che, se tra i requisiti per l'ammissione al concorso è prevista la licenza media, il livello di competenza linguistica atteso per il superamento della prova di inglese sarà generalmente compreso tra A2 e B1. Se, invece, tra i requisiti è richiesto un titolo di istruzione superiore, il livello di inglese richiesto per la prova orale potrà oscillare tra B1/B2 e B2/C1.

Esistono diverse tipologie di colloquio orale; le più diffuse sono quelle basate sulla lettura e sul commento di un testo, che il candidato è chiamato ad argomentare, e quelle a carattere aperto, sotto forma di discussione con l'esaminatore o con un gruppo di altri candidati.

1.1 La discussione di un testo

Una prima tipologia di prova orale, quindi, può prevedere la lettura – ed eventualmente la traduzione – di un testo, seguita da una conversazione guidata o da un riassunto.

Di seguito sono riportati alcuni testi suddivisi per i livelli B1/B2 e B2/C1, corredati da una serie di domande – e possibili risposte – e da una proposta di traduzione.

Dopo aver letto i brani, prova tu stesso a rispondere alle domande proposte.

1.1.1 Testi di livello B1/B2 del QCER

Driving in Different Countries

Although people drive in all countries, the rules can be quite different between nations and areas. For this reason, you should always learn the laws before you decide to drive in a foreign country. If you are not careful, you can get into trouble, since the rules might be very different from what you are used to. For example, you can find some big differences in laws related to the minimum driving age, the appropriate side of the road to drive on, and mobile phone use while driving. In the United States of America, people who live in Alaska may obtain a learner's permit (legal permission to drive while being supervised) at the age of fourteen. This is quite different from the driving laws of Niger, where a person must be at least twenty-three years old to drive. If you are curious to know the minimum driving age in most countries,



the answer is eighteen. Driving on the right or left side of the road also varies. For instance, in Great Britain, Cyprus, Australia, India, and Malaysia people drive on the left. However, in the U.S., Mexico, France, and Canada people are required to drive on the right. As a matter of fact, one country can have different driving rules for different areas. For example, people in Hong Kong drive on the left, while drivers in other parts of China use the right side of the road. Other driving laws that are different between countries include those related to using mobile phones. In Japan, using any kind of mobile phone device is illegal, even if you do not need to hold the phone with your hands. However, in Argentina and Australia, drivers are allowed to talk on their mobile phones as long as they do not use their hands. You might also find it interesting to learn that some countries have very strange or unusual laws. For example, in the country of Cyprus, it is against the law to eat or drink anything while driving. Even more interesting is that in Germany, there is a famous road called the Autobahn, where certain parts have no speed limit at all!

Possible questions

- 1) According to the passage, what is illegal to do while driving in Cyprus?
- 2) In which countries do you have to drive on the left side of the road?
- 3) Why should you learn the laws before driving in a foreign country?
- 4) What is a learner's permit?
- 5) According to the article, in what countries is it illegal to talk on your cell phones? In what countries is it legal?

Possible answers

- 1) In Cyprus it is forbidden to eat or drink while driving.
- 2) The countries where you must drive on the left side of the road are: Great Britain, Cyprus, Australia, India, Malaysia and also some parts of China.
- 3) Because the laws may differ from one place to another, and by not knowing their local laws, you might end up in trouble.
- 4) It's a legal permission to drive while supervised.
- 5) In Japan you are not allowed to use your cell phone while driving, not even if you're not using your hands, whereas it is possible to do so in countries such as Australia and Argentina, just as long as you don't use your hands.

Suggested translation

Nonostante le persone guidino in tutti i paesi, le regole possono essere piuttosto diverse tra nazioni ed aree. Per questa ragione, bisognerebbe sempre imparare le leggi prima di decidere di guidare in un paese straniero. Se non si fa attenzione, si potrebbe finire nei guai, dal momento che le regole potrebbero essere molto differenti da ciò a cui si è abituati. Ad esempio, si potrebbero trovare alcune differenze nelle leggi relative all'età minima per la guida, il giusto lato della strada su cui guidare, e l'uso del telefono cellulare alla guida.

Negli Stati Uniti d'America, le persone che vivono in Alaska possono ottenere un foglio rosa (un permesso legale di guida sotto supervisione) all'età di quattordici anni. Questo è piuttosto diverso dalle leggi di guida della Nigeria, dove una persona deve avere almeno venticinque anni per guidare. Se si è curiosi di sapere l'età minima

per la guida nella maggior parte dei paesi, la risposta è diciotto. Anche la guida sul lato destro o sinistro varia. Ad esempio, in Gran Bretagna, Cipro, Australia, India e Malesia le persone guidano a sinistra. Tuttavia, negli Stati Uniti, Messico, Francia e Canada alle persone è richiesto di guidare sulla destra. Infatti, un paese può avere regole di guida diverse a seconda delle aree. Ad esempio, le persone ad Hong Kong guidano sulla sinistra, mentre i conducenti nelle altre parti della Cina usano il lato destro della strada. Altre leggi di guida che sono diverse tra paesi includono quelle relative all'uso del telefono cellulare. In Giappone, usare qualsiasi tipologia di telefono cellulare è illegale, sebbene non serva tenerlo in mano per usarlo. Tuttavia, in Argentina ed Australia, ai conducenti è concesso di parlare al telefono, purché non si usino le mani. Si potrebbe, inoltre, trovare interessante apprendere che alcuni paesi hanno leggi strane o inusuali. Ad esempio, nel paese di Cipro, è contro la legge mangiare o bere alla guida. Ancora più interessante è che in Germania, vi sia una famosa strada chiamata Autobahn, dove in alcune parti non vi è alcun limite di velocità.

Living in a Small Town or a Big City

We used to live in Milan, a large city in northern Italy. Life there was exciting because there were many things to do, but living in a big city can also be very expensive. At the weekend, we often went to the public park to have a picnic, but it was always crowded and the children couldn't play football easily. Sometimes we visited the art gallery, where we enjoyed discovering paintings and learning about history. On other days, we went to the mall to buy clothes or other things we needed.

My wife worked in an office in the city centre, not far from our apartment, but driving to work every day was difficult. Parking spaces were usually full and she often didn't know where to park the car. Taking the tram was much simpler! I used to work in a factory just outside the city, so I drove there every morning after taking the children to school.

Three years ago, we decided to move from Milan to a small town close to the countryside. We sold our flat in the city and bought a house with a large garden. There are many plants and trees around us, and we can hear birds singing in the morning. This is exactly the kind of life we wanted. I now work at the town's post office, sending letters and selling stamps, and my wife works in a small office at the town hall, where she prepares documents and answers emails.

There aren't many cafés or large stores in this small town, but there are still plenty of activities. We often go to the local library because we have more time to read books. We also take long walks to admire old houses and historic streets. There is even an ancient castle nearby, and our children like to imagine that a prince lives there! It is a popular place for tourists who visit the town every year. In our garden we grow fruit and vegetables, so we rarely buy them at the supermarket now.

Life in the city was busy and sometimes stressful for our family. Life here is slower and more peaceful. At first I was worried about the children and how they would feel about such a big change. The first weeks were not easy, but now they really enjoy living here. Sometimes we miss the city, but overall we prefer our new life.



Possible questions

- 1) Where did the family live before moving to the small town?
- 2) What activities did they usually do when they lived in the city?
- 3) Why was it difficult to drive to work in the city?
- 4) What changed in their lives after they moved to the small town?
- 5) Do they prefer living in the city or in the small town? Why?

Possible answers

- 1) They used to live in Milan, a large city in the north of Italy. They had an apartment there before they decided to move to a smaller place.
- 2) At the weekend they often went to the park for a picnic. Sometimes they visited art galleries or museums, and other times they went to the shopping centre to buy clothes.
- 3) Driving to work was difficult because the parking areas were always full. It was often hard to find a place to leave the car, so taking public transport was easier.
- 4) After moving to the small town they bought a house with a big garden and started living a quieter life. They now spend more time reading, walking around the town, and growing fruit and vegetables in their garden.
- 5) They prefer living in the small town because life there is slower and less stressful. Even if they sometimes miss the city, they feel happier in their new home.

Suggested translation

Una volta vivevamo a Milano, una grande città nel nord Italia. La vita lì era entusiasmante perché c'erano molte cose da fare, ma vivere in una grande città può anche essere molto costoso. Nel fine settimana andavamo spesso al parco pubblico per fare un picnic, ma era sempre affollato e i bambini non potevano giocare facilmente a calcio. A volte visitavamo la galleria d'arte, dove ci piaceva scoprire i dipinti e imparare qualcosa sulla storia. In altri giorni andavamo al centro commerciale per comprare vestiti o altre cose di cui avevamo bisogno.

Mia moglie lavorava in un ufficio nel centro della città, non lontano dal nostro appartamento, ma guidare per andare al lavoro ogni giorno era difficile. I parcheggi erano quasi sempre pieni e spesso non sapeva dove lasciare l'auto. Prendere il tram era molto più semplice! Io lavoravo in una fabbrica appena fuori dalla città, quindi ci andavo in macchina ogni mattina dopo aver accompagnato i bambini a scuola.

Tre anni fa abbiamo deciso di trasferirci da Milano in una piccola città vicino alla campagna. Abbiamo venduto il nostro appartamento in città e comprato una casa con un grande giardino. Ci sono molte piante e alberi intorno a noi e al mattino possiamo sentire gli uccelli cantare. Questo è esattamente il tipo di vita che volevamo. Ora lavoro all'ufficio postale locale, spedendo lettere e vendendo francobolli, e mia moglie lavora in un piccolo ufficio del municipio, dove prepara documenti e risponde alle e-mail.

In questa piccola città non ci sono molti bar o grandi negozi, ma ci sono comunque molte cose da fare. Andiamo spesso alla biblioteca locale perché abbiamo più tempo per leggere libri. Facciamo anche lunghe passeggiate per ammirare le vecchie case e le strade storiche. C'è persino un antico castello nelle vicinanze, e ai nostri figli piace immaginare che lì viva un principe! È un luogo molto visitato dai turisti che vengono in città ogni anno. Nel nostro giardino coltiviamo frutta e verdura, quindi adesso le compriamo raramente al supermercato.

La vita in città era frenetica e a volte stressante per la nostra famiglia. Qui la vita è più lenta e tranquilla. All'inizio ero preoccupato per i bambini e per come avrebbero reagito a un cambiamento così grande. Le prime settimane non sono state facili, ma ora gli piace davvero vivere qui. A volte ci manca la città, ma nel complesso preferiamo la nostra nuova vita.

Chicago

Olivia recently came back from a trip to Chicago, Illinois. This midwestern metropolis is located along the shore of Lake Michigan. During her visit, Olivia spent a lot of time exploring the city and discovering important landmarks and monuments.

Olivia loves baseball, so she made sure to visit Wrigley Field. Not only did she take a tour of this impressive stadium, but she also got to watch a Chicago Cubs game. In the stadium, Olivia and the other fans cheered loudly for the Cubs. She was delighted when the Cubs won with a score of 5-4.

Chicago has many historic places to visit. Olivia found the Chicago Water Tower fascinating because it is one of the few remaining landmarks that survived the Great Chicago Fire of 1871. She also took a walk through Jackson Park, a beautiful outdoor space that hosted the World's Fair of 1892. The park is perfect for a relaxing stroll, and it still features some original architecture and replicas of monuments from the World's Fair.

During the last part of her trip, Olivia managed to climb the stairs inside the Willis Tower, a 110-story skyscraper. Even though climbing so many flights of stairs was challenging, Olivia felt that reaching the top was worth the effort. From the rooftop, she enjoyed a stunning view of the city skyline, with Lake Michigan in the background.

Possible questions

- 1) Where is Chicago located in the United States?
- 2) What sport do the Chicago Cubs play at Wrigley Field?
- 3) Why was Olivia impressed by the Chicago Water Tower?
- 4) What important event took place in Chicago in 1892?
- 5) How did Olivia reach the rooftop of the Willis Tower?

Possible answers

- 1) Chicago is in the Midwest.
- 2) The Chicago Cubs play baseball.
- 3) Because it is one of the few landmarks that survived the Great Chicago Fire of 1871.
- 4) The World's Fair took place there.
- 5) She walked up the interior stairs.

Suggested translation

Olivia è tornata da poco da un viaggio a Chicago, Illinois. Questa metropoli del Midwest si trova lungo la riva del Lago Michigan. Durante la sua visita, Olivia ha trascorso molto tempo esplorando la città e scoprendo importanti luoghi e monumenti.



Olivia ama il baseball, quindi si è assicurata di visitare Wrigley Field. Non solo ha fatto un tour di questo impressionante stadio, ma ha anche potuto guardare una partita dei Chicago Cubs. Allo stadio, Olivia e gli altri tifosi hanno fatto il tifo con entusiasmo per i Cubs. È stata felicissima quando i Cubs hanno vinto con il punteggio di 5-4. Chicago ha molti luoghi storici da visitare. Olivia ha trovato affascinante la Chicago Water Tower perché è uno dei pochi monumenti rimasti che sono sopravvissuti al Grande Incendio di Chicago del 1871. Ha anche fatto una passeggiata a Jackson Park, un bellissimo spazio all'aperto che ha ospitato la Fiera Mondiale del 1892. Il parco è perfetto per una passeggiata rilassante e conserva ancora alcune architetture originali e repliche di monumenti della Fiera Mondiale.

Durante l'ultima parte del suo viaggio, Olivia è riuscita a salire le scale all'interno della Willis Tower, un grattacielo di 110 piani. Anche se salire così tante rampe di scale è stato faticoso, Olivia ha pensato che arrivare in cima ne valesse la pena. Dal tetto, ha potuto ammirare una vista splendida dello skyline della città, con il Lago Michigan sullo sfondo.

Jobs and Professions

As has been true for many years, jobs, or forms of employment in which people perform a service or duty in exchange for money, play an important role in society. In addition, all jobs – even those that may seem less significant – are valuable, because they exist only if their responsibilities are useful to employers, customers, and the economy in general.

Teachers, or education professionals who help students understand different subjects, are especially important today. In short, teachers help students become prepared for their future careers.

Doctors, or medical professionals who provide health-related care, are among the most respected people in many countries. Doctors help patients who feel unwell understand what is wrong and recommend the best treatment for their illness or condition.

There are many types of specialist doctors. For example, dentists focus on teeth and the mouth, dermatologists treat skin problems, and psychiatrists help people with mental health issues.

Nurses are also medical professionals, and they support doctors by helping patients receive the treatments that have been prescribed.

Police officers protect citizens, solve crimes, and make sure laws are followed. Firefighters also serve the public by responding to fires and other emergencies, using modern equipment to stop fires and bring people to safety.

Farmers take care of crops and animals in order to produce food that can be sold.

Chefs prepare meals in professional places such as restaurants, cafeterias, and other venues where food and drinks are served. They are usually experienced in cooking and managing a kitchen.

Waiters bring menus, drinks, meals, and the bill to customers in restaurants and similar places.

Finally, artists create works of art such as music, paintings, drawings, poetry, and writing.

Possible questions

- 1) Why are all jobs important, even those that seem less significant?
- 2) What is the main role of teachers according to the text?
- 3) What do doctors do for patients who feel unwell?
- 4) How do firefighters help the public?
- 5) What do waiters bring to customers in restaurants?

Possible answers

- 1) Because every job has responsibilities that are valuable to employers, customers, and the economy.
- 2) Their main role is to help students understand subjects and prepare them for future careers.
- 3) They identify the health problem and recommend an effective treatment.
- 4) They respond to fires and emergencies, use equipment to stop fires, and bring people to safety.
- 5) They bring menus, drinks, meals, and the bill to customers.

Suggested translation

Come accade da molti anni, i lavori, cioè forme di impiego in cui le persone svolgono un servizio o un dovere in cambio di denaro, svolgono un ruolo importante nella società. Inoltre, tutti i lavori – anche quelli che possono sembrare meno significativi – sono preziosi, perché esistono solo se le loro responsabilità sono utili per i datori di lavoro, per i clienti e per l'economia in generale.

Gli insegnanti, cioè professionisti dell'istruzione che aiutano gli studenti a capire diverse materie, sono particolarmente importanti oggi. In breve, gli insegnanti aiutano gli studenti a prepararsi per le loro future carriere.

I medici, cioè professionisti della salute che forniscono assistenza medica, sono tra le persone più rispettate in molti paesi. I medici aiutano i pazienti che non si sentono bene a capire quale sia il problema e consigliano il trattamento migliore per la loro malattia o condizione.

Esistono molti tipi di medici specialisti. Per esempio, i dentisti si occupano dei denti e della bocca, i dermatologi curano i problemi della pelle e gli psichiatri aiutano le persone con problemi di salute mentale.

Anche gli infermieri sono professionisti della salute e supportano i medici aiutando i pazienti a ricevere i trattamenti che sono stati prescritti.

Gli agenti di polizia proteggono i cittadini, risolvono i crimini e si assicurano che le leggi vengano rispettate. Anche i vigili del fuoco servono la comunità intervenendo in caso di incendi e altre emergenze, utilizzando attrezzature moderne per spegnere gli incendi e mettere le persone in sicurezza.

Gli agricoltori si prendono cura delle coltivazioni e degli animali per produrre cibo che può essere venduto.

Gli chef preparano pasti in luoghi professionali come ristoranti, mense e altri locali dove vengono serviti cibi e bevande. Di solito hanno esperienza in cucina e nella gestione di una cucina.

I camerieri portano ai clienti i menù, le bevande, i pasti e il conto nei ristoranti e in luoghi simili.

Infine, gli artisti creano opere d'arte come musica, dipinti, disegni, poesia e testi scritti.



1.1.2 Testi di livello B2/C1 del QCER

The Man in the Red Bandana

Just a few minutes after United Airlines Flight 175 struck the South Tower of the World Trade Center, 24-year-old Welles Crowther called his mother and calmly left a voicemail: “Mom, this is Welles. I want you to know that I’m ok.” Crowther was an equities trader at Sandler O’Neil and Partners on the 104th floor. But after that call, the man who was a volunteer firefighter in his teens made his way down to the 78th floor sky lobby and became a hero to strangers known only as “the man in the red bandana.” Amid the smoke, chaos and debris, Crowther helped injured and disoriented office workers to safety, risking his own life in the process. Though they couldn’t see much through the haze, those he saved recalled a tall figure wearing a red bandana to shield his lungs and mouth.

He had come down to the 78th-floor sky lobby, an alcove in the building with express elevators meant to speed up trips to the ground floor. In what’s been described as a “strong, authoritative voice,” Crowther directed survivors to the stairway and encouraged them to help others while he carried an injured woman on his back. After bringing her 15 floors down to safety, he made his way back up to help others.

“Everyone who can stand, stand now,” Crowther told survivors while directing them to a stairway exit. “If you can help others, do so.”

“He’s definitely my guardian angel - no ifs, ands or buts - because without him, we would be sitting there, waiting until the building came down,” survivor Ling Young told CNN.

Crowther is credited with saving at least a dozen people that day. Crowther’s body was later recovered alongside firefighters in a stairwell heading back up the tower with the “jaws of life” rescue tool, according to Mic.

Possible questions

- 1) What were Crowther’s two jobs at the time of the terrorist attack on 9/11?
- 2) What was he called and why was he called that?
- 3) How did Crowther help bring people to safety?
- 4) How many people is Crowther believed to have saved?

Possible answers

- 1) At the time of the terrorist attack on 9/11, Crowther was an equities trader and a volunteer firefighter.
- 2) Crowther was called “the man in the red bandana” by the people who saw him rushing from one side of the building to the other trying to rescue as many injured people as he possibly could.
- 3) He would direct people to the stairway exit, urging whoever could to help others who needed help.
- 4) He has been credited with saving at least a dozen people that day.

Suggested translation

Appena pochi minuti dopo che il Volo United Airlines 175 ha colpito la parte sud della torre del World Trade Center, Welles Crowther di 24 anni ha chiamato sua madre e con calma le ha lasciato un messaggio vocale: “Mamma, sono Welles. Voglio che tu sappia che sto bene”. Crowther era un operatore economico alla Sandler O’Neil and Partners al 104° piano. Ma dopo quella chiamata, l’uomo che era stato un vigile del fuoco volontario durante la sua gioventù, si è fatto strada verso la lobby del 78° piano ed è diventato un eroe per degli sconosciuti che lo conoscevano solo come “l’uomo con la bandana rossa”. Tra il fumo, il caos e le rovine, Crowther ha aiutato a portare al sicuro dei lavoratori dipendenti feriti e disorientati, rischiando la sua stessa vita nel processo. Nonostante non riuscissero a vedere molto attraverso la foschia, coloro i quali ha salvato hanno ricordato una figura alta che indossava una bandana rossa per proteggersi i polmoni e la bocca.

Era sceso alla lobby del 78° piano, un’alcova nell’edificio con degli ascensori espressi fatti per velocizzare i viaggi verso il piano terra. In quella che è stata descritta come “una voce forte e autorevole”, Crowther ha guidato i sopravvissuti verso le scale e li ha incoraggiati ad aiutare gli altri mentre lui trasportava una donna ferita sulle spalle. Dopo averla portata giù al sicuro per 15 piani, è tornato su ad aiutare gli altri.

“Tutti coloro i quali riescono ad alzarsi, alzatevi ora”, Crowther ha detto ai sopravvissuti mentre li guidava verso la scala d’uscita. “Se potete aiutare gli altri, fatelo”.

“Lui è decisamente il mio angelo custode” – senza se e senza ma – perché senza di lui, saremmo rimasti seduti lì ad aspettare fino a quando l’edificio non sarebbe crollato”, la sopravvissuta Ling Young ha rivelato alla CNN.

Si pensa che Crowther è stato responsabile del salvataggio di almeno una dozzina di persone quel giorno. Il corpo di Crowther è stato poi riscoperto accanto ai vigili del fuoco in una tromba delle scale che conducevano di nuovo sulla torre, con le cesoie idrauliche come strumento di salvataggio, secondo il Mic.

The Environment

In today’s world, many factors put the health of our planet at risk. While some people believe that environmental problems are simply natural events, others think that human activity has a major impact on the environment. No matter what you believe, it is important to consider the main issues that are currently threatening the Earth. One of the biggest causes of environmental damage is global warming, also known as climate change. In recent decades, global warming has led to melting ice caps, rising sea levels, and the development of new weather patterns. As a result, many regions have experienced stronger storms, longer droughts, and serious flooding in areas where these events were once uncommon.

Another major problem is air pollution, which is mainly caused by high and often uncontrolled emissions of carbon dioxide. These pollutants often come from burning fossil fuels, as well as from toxic chemicals and incorrect waste disposal. Once they enter the atmosphere, pollutants can create smog – a mixture of smoke and fog – especially in valleys. They can also lead to acid rain in places far away from the original source of pollution.



In addition, many communities and local governments do not use natural resources in a sustainable way. Activities such as mining for natural gas, cutting down forests, and wasting water supplies can have severe consequences. Although these actions may seem useful for improving the economy in the short term, they can also cause oil spills, destroy animal habitats, and contribute to droughts.

In the end, the effects of modern life on the environment can lead to serious global problems. People need to think about the consequences of their choices and develop more sustainable habits by reducing waste, reusing materials, and recycling whenever possible. If we do not protect the environment, we may face the extinction of more endangered species, increasing worldwide pollution, and a planet that could eventually become impossible to live on.

Possible questions

- 1) What two different opinions about environmental problems are mentioned in the introduction?
- 2) What are three effects of global warming described in the text?
- 3) What is the main cause of air pollution according to the text?
- 4) Why can smog and acid rain occur because of air pollution?
- 5) What sustainable actions does the text suggest to protect the environment?

Possible answers

- 1) Some people think environmental problems are natural events, while others believe human activity has a major impact on the environment.
- 2) Melting ice caps, rising sea levels, and new weather patterns (stronger storms, droughts, and flooding).
- 3) Excessive and unregulated carbon dioxide emissions, mainly from burning fossil fuels and toxic substances.
- 4) Because pollutants enter the atmosphere, creating smog (smoke + fog) and causing acid rain even far from the pollution source.
- 5) It suggests reducing waste, reusing materials, recycling, and developing environmentally sustainable habits.

Suggested translation

Nel mondo di oggi, molti fattori mettono a rischio la salute del nostro pianeta. Mentre alcune persone credono che i problemi ambientali siano semplicemente eventi naturali, altre pensano che l'attività umana abbia un forte impatto sull'ambiente. Qualunque sia la tua opinione, è importante considerare le principali questioni che attualmente minacciano la Terra.

Una delle cause più importanti dei danni ambientali è il riscaldamento globale, conosciuto anche come cambiamento climatico. Negli ultimi decenni, il riscaldamento globale ha portato allo scioglimento delle calotte polari, all'innalzamento del livello del mare e alla formazione di nuovi modelli meteorologici. Di conseguenza, molte regioni hanno sperimentato tempeste più forti, periodi di siccità più lunghi e gravi inondazioni in aree dove questi eventi in passato erano rari.

Un altro grande problema è l'inquinamento dell'aria, causato soprattutto da emissioni elevate e spesso non controllate di anidride carbonica. Questi inquinanti provengono spesso dalla combustione dei combustibili fossili, ma anche da sostanze

chimiche tossiche e da uno smaltimento scorretto dei rifiuti. Una volta entrati nell'atmosfera, gli inquinanti possono creare lo smog – una combinazione di fumo e nebbia – soprattutto nelle valli. Possono anche provocare piogge acide in luoghi molto lontani dalla fonte originaria dell'inquinamento.

Inoltre, molte comunità e governi locali non utilizzano le risorse naturali in modo sostenibile. Attività come l'estrazione di gas naturale, l'abbattimento delle foreste e lo spreco delle risorse idriche possono avere conseguenze molto gravi. Anche se queste azioni possono sembrare utili per migliorare l'economia nel breve periodo, possono anche causare fuoriuscite di petrolio, distruggere gli habitat degli animali e contribuire alla siccità.

Alla fine, gli effetti della vita moderna sull'ambiente possono portare a seri problemi globali. Le persone devono riflettere sulle conseguenze delle proprie scelte e sviluppare abitudini più sostenibili riducendo gli sprechi, riutilizzando i materiali e riciclando quando possibile. Se non proteggiamo l'ambiente, potremmo assistere all'estinzione di altre specie in pericolo, a un aumento dell'inquinamento mondiale e a un pianeta che potrebbe diventare, col tempo, impossibile da abitare.

Sustainable Supermarkets

Many of the biggest supermarket chains have come under fire with accusations of various unethical practices over the last few years. They have wasted tonnes of food, underpaid suppliers, and contributed to excessive plastic waste through their packaging, which has had a serious impact on the environment.

However, supermarkets and grocery retailers are starting to pay attention. In response to growing consumer pressure about the huge amount of plastic waste created by packaging, several of the largest European supermarkets have signed a pact promising to improve packaging and reduce plastic waste. With a commitment to reuse, recycle, or compost all plastic packaging by 2026, supermarkets are beginning to take more responsibility for the damage they contribute to. One major retailer has even announced a plan to remove plastic packaging from its own-brand products by 2024. In response to criticism about food waste, some supermarkets have started donating part of their food surplus. However, charities estimate that they are only receiving around two per cent of supermarkets' total surplus, so this does not seem to solve the problem. Some critics argue that supermarkets are still not doing enough. Many retailers remain secretive when asked for exact figures, and without greater transparency it is difficult to develop an effective strategy to reduce waste and redistribute surplus food. Meanwhile, smaller companies are offering customers greener and more sustainable alternatives. Stores such as Amsterdam's Refill Corner and Manchester's Zero Waste Hub are plastic-free shops that have opened in recent years, encouraging customers to bring their own containers or use compostable bags. Online grocer GreenBasket reduces the need for large warehouses – and the risk of huge food surpluses – by delivering fresh produce from local farmers to customers on a daily basis using electric vehicles, allowing farmers to keep a larger share of the final price.

There is no doubt that we still have a long way to go in reducing food and plastic waste. But perhaps large supermarket chains can take inspiration from these smaller businesses and gradually move towards a more sustainable future for everyone.



Possible questions

- 1) What unethical practices have major supermarket chains been accused of in recent years?
- 2) Why have some supermarkets signed a pact about packaging?
- 3) What goals have supermarkets set regarding plastic packaging, and by when?
- 4) Why do charities believe food donations are not enough to solve the food waste problem?
- 5) How are smaller companies offering greener alternatives to traditional supermarkets?

Possible answers

- 1) They have been accused of wasting large amounts of food, underpaying suppliers, and creating excessive plastic waste through packaging.
- 2) Because consumers have complained about plastic waste, and supermarkets want to reduce packaging pollution and improve sustainability.
- 3) They aim to reuse, recycle, or compost all plastic packaging by 2026, and one retailer plans to remove plastic packaging from its own-brand products by 2024.
- 4) Because charities receive only about two per cent of the supermarkets' total food surplus, so most surplus food is still wasted.
- 5) They open plastic-free shops, encourage customers to bring their own containers, and deliver fresh local food using electric vehicles to reduce waste and storage problems.

Suggested translation

Molte delle più grandi catene di supermercati sono finite sotto accusa negli ultimi anni, con critiche legate a diverse pratiche poco etiche. Hanno sprecato tonnellate di cibo, hanno pagato poco i loro fornitori e hanno contribuito a un eccessivo spreco di plastica attraverso gli imballaggi, con un impatto serio sull'ambiente.

Tuttavia, supermercati e rivenditori di generi alimentari stanno iniziando a prestare attenzione. In risposta alla crescente pressione dei consumatori riguardo all'enorme quantità di rifiuti di plastica prodotta dagli imballaggi, alcune delle più grandi catene di supermercati europee hanno firmato un accordo promettendo di migliorare il packaging e ridurre i rifiuti di plastica. Con l'impegno a riutilizzare, riciclare o compostare tutti gli imballaggi di plastica entro il 2026, i supermercati stanno iniziando ad assumersi una maggiore responsabilità per i danni a cui contribuiscono. Un grande rivenditore ha persino annunciato un piano per eliminare la plastica dagli imballaggi dei propri prodotti a marchio entro il 2024.

In risposta alle critiche sullo spreco alimentare, alcuni supermercati hanno iniziato a donare parte delle loro eccedenze. Tuttavia, le associazioni benefiche stimano di ricevere solo circa il due per cento dell'eccedenza totale dei supermercati, quindi questo non sembra risolvere il problema. Alcuni critici sostengono che i supermercati non stiano ancora facendo abbastanza. Molti rivenditori restano poco trasparenti quando vengono richiesti dati precisi, e senza una maggiore chiarezza è difficile sviluppare una strategia efficace per ridurre gli sprechi e redistribuire il cibo in eccesso. Nel frattempo, alcune aziende più piccole stanno offrendo ai consumatori alternative più verdi e sostenibili. Negozi come Refill Corner di Amsterdam e Zero Waste Hub di Manchester sono punti vendita senza plastica aperti negli ultimi anni, che

incoraggiano i clienti a portare i propri contenitori o a usare sacchetti compostabili. Il supermercato online GreenBasket riduce la necessità di grandi magazzini – e il rischio di enormi eccedenze alimentari – consegnando ogni giorno prodotti freschi da agricoltori locali ai clienti tramite veicoli elettrici, permettendo agli agricoltori di ottenere una quota maggiore del prezzo finale.

Non c'è dubbio che ci sia ancora molta strada da fare per ridurre lo spreco di cibo e di plastica. Tuttavia, forse le grandi catene di supermercati potrebbero prendere ispirazione da questi piccoli rivenditori e muoversi gradualmente verso un futuro più sostenibile per tutti.

Is Your Stress Changing My Brain?

In a new study in *Nature Neuroscience*, Jaideep Bains, PhD, and his team at the Cumming School of Medicine's Hotchkiss Brain Institute (HBI), at the University of Calgary, have discovered that stress transmitted from others can change the brain in the same way as a real stress does.

The study, conducted on mice, also shows that the effects of stress on the brain are reversed in females after social interaction. This was not true for male mice.

“Brain changes associated with stress underpin many mental illnesses including PTSD, anxiety disorders and depression,” says Bains, professor in the Department of Physiology and Pharmacology and member of the HBI. “Recent studies indicate that stress and emotions can be ‘contagious’. Whether this has lasting consequences for the brain is not known.”

The Bains research team studied the effects of stress in pairs of male or female mice. They removed one mouse from each pair and exposed it to a mild stress before returning it to its partner.

They then examined the responses of a specific population of cells, specifically CRH neurons which control the brain's response to stress, in each mouse, which revealed that networks in the brains of both the stressed mouse and naive partner were altered in the same way.

The study's lead author, Toni-Lee Sterley, a postdoctoral associate in Bains' lab said, “What was remarkable was that CRH neurons from the partners, who were not themselves exposed to an actual stress, showed changes that were identical to those we measured in the stressed mice.”

Next, the team used optogenetic approaches to engineer these neurons so that they could either turn them on or off with light.

When the team silenced these neurons during stress, they prevented changes in the brain that would normally take place after stress. When they silenced the neurons in the partner during its interaction with a stressed individual, the stress did not transfer to the partner.

Remarkably, when they activated these neurons using light in one mouse, even in the absence of stress, the brain of the mouse receiving light and that of the partner were changed just as they would be after a real stress.

The team discovered that the activation of these CRH neurons causes the release of a chemical signal, an ‘alarm pheromone’, from the mouse that alerts the partner. The partner who detects the signal can in turn alert additional members of the group.

This propagation of stress signals reveals a key mechanism for transmission of information that may be critical in the formation of social networks in various species. Another advantage of social networks is their ability to buffer the effects of adverse events.

The Bains team also found evidence for buffering of stress, but this was selective. They noticed that in females the residual effects of stress on CRH neurons were cut almost in half following time with unstressed partners.

The same was not true for males.

Bains suggests that these findings may also be present in humans.

“We readily communicate our stress to others, sometimes without even knowing it.

There is even evidence that some symptoms of stress can persist in family and loved ones of individuals who suffer from PTSD.

On the flip side, the ability to sense another’s emotional state is a key part of creating and building social bonds.”

This research from the Bains lab indicates that stress and social interactions are intricately linked.

The consequences of these interactions can be long-lasting and may influence behaviours at a later time.

Possible questions

- 1) How was the experiment carried out?
- 2) Which animals were tested?
- 3) Which mental disorders do the scientists think stress could affect?
- 4) What were the results?
- 5) What might the consequences be for human beings?

Possible answers

- 1) The experiment was carried out on two pairs of mice: one male and one female for each group. The researchers exposed one of the two mice to mild stress and then returned the stressed mouse to its partner.
- 2) The experiment was carried out on mice.
- 3) The scientists believe that stress may cause several mental disorders, such as PTSD, anxiety disorders and depression.
- 4) The results showed that, although only one of the two mice was actually exposed to stress, its partner also experienced stress when they were reunited.
- 5) This experiment seems to suggest that it may also affect human beings, in the sense that we might communicate stress even without verbally saying anything about it.

Suggested translation

In un nuovo studio contenuto in *Natura Neuroscienza*, Jaideep Brains, dottore di ricerca, e il suo team alla Cumming School dell’Istituto del cervello e medicina di Hotchkiss, presso l’università di Calgary, hanno scoperto che lo stress trasmesso dagli altri può cambiare il cervello alla stessa maniera in cui fa il reale stress.

Lo studio, condotto sui topi, mostra inoltre che gli effetti dello stress sul cervello sono contrari nei topi femmina a seguito di un’interazione sociale. Questo non si è verificato per i topi maschi.

“I mutamenti nel cervello associati allo stress favoriscono lo sviluppo della malattia mentale come: il DPTS (Disturbo post-traumatico da stress), i disturbi d’ansia e la depressione”, afferma Bains, professore del dipartimento di fisiologia e farmacologia e membro della HBI. “Studi recenti indicano che lo stress e le emozioni possano essere ‘contagiose’. Resta sconosciuto se ciò abbia conseguenze persistenti sul cervello”. Il gruppo di ricerca Bains ha studiato gli effetti dello stress in coppie di topi maschi e femmine.

Hanno tolto un topo da ciascuna coppia e lo hanno esposto ad un leggero stress prima di farlo tornare dal suo partner. Hanno poi esaminato le reazioni di una specifica popolazione di cellule, in particolare i neuroni della corticotropina che controllano le reazioni del cervello allo stress, in ciascun topo, che ha rilevato che le reti nei cervelli – sia del partner sotto stress, sia di quello inconsapevole – erano alterate alla stessa maniera.

Lo studio ha portato l’autore, Toni-Lee Sterley, un collaboratore post-dottorale del laboratorio di Bains, a dire che: “Ciò che era sorprendente e che i neuroni della corticotropina dei partner, che non erano stati sottoposti ad un reale stress, mostravano cambiamenti che erano identici a quelli che avevamo misurato nei topi sottoposti a stress”.

Successivamente, il gruppo ha usato gli approcci optogenetici per progettare dei neuroni in modo da poter essere – all’occorrenza – attivati o disattivati con una luce.

Quando il gruppo ha fermato questi neuroni durante l’esposizione allo stress, questi hanno impedito che i cambiamenti che normalmente interessano il cervello avessero luogo. Quando hanno fermato i neuroni nel partner durante la sua interazione con un individuo sotto stress, lo stress non si è trasferito al partner.

Sorprendentemente, quando hanno attivato questi neuroni usando la luce in un topo, anche in assenza del fattore stress, il cervello del topo che riceveva la luce e quello del partner venivano cambiati come accadeva dopo uno stress reale.

Il gruppo ha scoperto che l’attivazione di questi neuroni della corticotropina causi un rilascio di un segnale chimico, una ‘spia feromone’ dal topo che mette in allerta il partner. Il partner che rileva il segnale può, in cambio, dare allerta ad ulteriori membri del gruppo. Questa propagazione dei segnali di stress rivela un meccanismo centrale per la trasmissione dell’informazione che potrebbe essere critica nella formazione di reti sociali in varie specie.

Un altro vantaggio delle reti sociali è la loro abilità di attutire gli effetti degli eventi avversi. Il gruppo Bains ha anche trovato prova di uno smorzatore di stress, nonostante questo fosse selettivo. Hanno notato che nelle femmine, gli effetti residui dello stress sui neuroni della corticotropina venivano tagliati quasi a metà dopo aver trascorso del tempo con i partner non sottoposti a stress. La stessa cosa non era vera per i maschi.

Bains suggerisce che queste scoperte possano anche essere presenti negli uomini. “Comuniciamo prontamente il nostro stress agli altri, talvolta senza nemmeno saperlo. C’è persino prova che alcuni sintomi dello stress possano persistere nella famiglia e nei cari di coloro i quali soffrono di DPTS.

In compenso, l’abilità di percepire lo stato emotivo altrui è parte centrale per creare e costruire legami sociali”.

Questa ricerca del laboratorio di Bains indica che lo stress e le interazioni sociali siano intrinsecamente legati.



Le conseguenze di queste interazioni possono essere a lungo termine e potrebbero influenzare i comportamenti in un secondo momento.

1.2 Il Colloquio

La seconda tipologia di prova orale è il colloquio, generalmente della durata di 15 minuti, ripartito in più fasi o momenti:

- prima fase → domande generali sul candidato;
- seconda fase → parte collaborativa o specifica.

1.2.1 Prima fase

Durante la prima fase del colloquio orale in lingua inglese, generalmente, l'esaminatore pone alcune domande di natura generale al candidato; sui suoi interessi, le sue speranze, progetti per il futuro, la sua provenienza o altro.

Di seguito, si fornisce una lista di potenziali domande con altrettante possibili risposte.

What do you enjoy most about learning English?

Answer 1

Well, I have two answers.

The first is that I enjoy the English language itself. I just like the way it sounds – I've loved it ever since I was a child.

The second answer is that English is the modern lingua franca, meaning that I can talk to people all over the world. This also means there are no language barriers between me and someone from China, Saudi Arabia, or Sweden!

Answer 2

For me, besides the practical use of English, its culture and literature are really the main reasons why I enjoy studying the language. But the most important reason I'm learning English is that it allows me to communicate with people all around the world.

Answer 3

Since we live in a globalized world and English is the most widely spoken language, learning it allows me to make new friends from every corner of the world. That's definitely one of the main reasons why I enjoy learning English so much.

Answer 4

I think learning a second language can definitely help you interact with many more people all around the world, which is great socially. At the same time, I also think it has become fundamentally important when it comes to the job market.

When I look at job vacancies, I realize that knowing English is often a required skill. If you want to find a good job, learning English should probably be a priority.

Where are you from?**Answer 1 (If you have moved from one country to another)**

Originally, I'm from Germany, but as a child I lived in Switzerland, of course with my parents. We moved back to Germany when I was seven years old. After I finished my studies in Frankfurt, I moved back to Zurich again. That was in 2011.

Answer 2 (If you've always lived in the same place)

I was born in Rome and I've always lived here. Both my parents are from Rome (well, my mother is from Milan, but my father is from Rome). I love my city, but I would also love to live abroad one day.

What are you doing here in Rome?**Answer 1**

I graduated from high school _____ years ago, and then I decided to try to take part in the _____ (name of the administration and competition), since this has always been a dream of mine ever since I was a little kid.

Answer 2

I'm a college student, and I'm graduating in _____ (insert field). I've been studying for _____ years so far. I'm really looking forward to graduating soon and focusing on finding a good job.

Answer 3

I work as a(n) _____ (insert job). I've been doing this for _____ years. I've always been fascinated by the field of _____ (insert field). Besides, I think it's really important to put yourself out there in the job market and gain as much experience as possible to build up your résumé, especially at my age.

How long have you been studying English?**Answer 1**

I've been studying English since I was in elementary school. In Italy, studying English is compulsory from the age of six until you graduate from high school. If you decide to go to college, you'll most likely have to take a couple of English exams there as well.

Answer 2

I've been studying English since I was very young. My parents had me start learning English when I was in kindergarten. I've taken several English exams, like Cambridge and Trinity. I've always been very interested in the English language.

How do you usually like to spend your free time?**Answer 1**

It really depends on how much time I have. On weekends, I usually enjoy reading a good book by myself or going out with my friends—maybe for dinner and a movie. I also enjoy travelling. Whenever I get the chance, I really like visiting new places, whether they're far or near. It doesn't matter, as long as I get to see new things and discover new places.



Answer 2

I'm really into sports, so whenever I can, I like to work out. I really enjoy running, CrossFit, and even swimming. Whatever sport I do, it relaxes me and makes me feel good. So whenever I have some time off, I might go for a hike in the woods or simply go for a run in the afternoon.

If you could go anywhere in the world, where would you go and why?**Answer 1**

If I could go anywhere in the world, I think I'd probably like to visit Australia—or Oceania more generally. I've seen a lot of pictures online, and what really fascinates me is that you can experience both a typical urban environment and a more natural landscape. There are so many stunning lagoons and animals that I would really love to see at least once in my life.

Answer 2

If I could go anywhere in the world, I would love to visit Asia, especially Japan or Thailand—probably for very different reasons.

As far as Japan is concerned, I've always found Japanese culture very intriguing and fascinating. There are stunning temples, and the landscape is simply beautiful. I've seen a lot of pictures of cherry blossom trees, and their colours are definitely something that, in my opinion, should be on everybody's bucket list. And don't even get me started on the food—sushi is basically my favourite food!

Thailand is also a place I'd love to visit. Those white sandy beaches and that deep blue sea must be even more beautiful in person.

Do you use social networking sites a lot? Why? Why not?

Do you use social media a lot?**Answer 1**

Yes, I do, I have to admit it. I use social media quite a lot, especially Instagram, TikTok and WhatsApp. I mainly use them to stay in touch with my friends, share photos and videos, and keep up with what's going on in their lives.

I also like following pages about my interests, like travel, fitness, music, or news. Sometimes I spend more time on social media than I should, but overall I think it's a great way to connect with people and relax.

Answer 2

Not really. I do use social media, but I try not to spend too much time on it. I mainly use WhatsApp to talk to my friends and family, but I'm not a big fan of platforms like TikTok or Instagram because they can be really addictive and distracting.

I prefer meeting people in person and spending my free time doing other things, like reading, going out, or playing sports. I think social media can be useful, but it's important to have a balance.

1.2.2 Seconda fase

Nella seconda parte della prova orale potrebbe essere chiesto ai candidati di interagire o avviare una conversazione con l'esaminatore o con un potenziale altro candi-

dato. L'esaminatore potrebbe proporre un argomento che dovrà essere esaminato e discusso in diversi contesti.

Il modo più efficace per gestire questa parte dell'esame e quello di mostrarsi curiosi e porre un ragionevole numero di domande al proprio interlocutore, cercando di mantenere un registro conversazionale. Si consiglia di esprimere il proprio punto di vista sia in accordo sia in disaccordo.

Ecco alcune frasi utili che il candidato può utilizzare per esprimere un accordo o un disaccordo.

Useful expressions to show agreement/ Espressioni utili per manifestare accordo

I see your point (Capisco il tuo punto di vista)

I get what you mean (Ho capito quello che vuoi dire)

I understand your point of view (Capisco il tuo punto di vista)

Exactly (Esattamente)

That's right! (Giusto)

You took the words right out of my mouth (Mi hai tolto le parole di bocca)

I couldn't agree more (Non potrei essere più d'accordo)

Useful expressions to show disagreement/ Espressioni utili per manifestare disaccordo

Seriously? (Seriamente)

Are you serious? (Sei serio/a?)

You must be joking! (Stai scherzando!)

Are you pulling my leg? / Are you kidding me? (Mi stai prendendo in giro?)

Really? (Veramente?)

I can't agree with you on... (Non sono d'accordo con te per quel che riguarda...)

In assenza di un secondo candidato, l'esaminatore svolgerà il ruolo di secondo interlocutore; pertanto, il candidato dovrà instaurare un dialogo costruttivo con l'esaminatore, ponendo domande e fornendo risposte ogniqualvolta richiesto. È importante cedere il turno di parola al proprio interlocutore.

Di seguito alcuni esempi di argomenti e delle possibili risposte.

Exemple 1

What are the advantages and disadvantages of communicating in the following ways?

Consider these contexts:

- 1) Having a face-to-face meeting
- 2) Writing a letter
- 3) Chatting online
- 4) Giving a lecture
- 5) Having a video conference

Possible Answers

- 1) In my opinion, the main advantage of having a face-to-face meeting is that you can not only communicate verbally but also observe non-verbal cues such as gestures and facial expressions. However, there are also some disadvantages. For instance, if you need to take notes, it can be hard to write down everything.

- 2) When it comes to writing a letter, the main advantage is that you can express yourself without being interrupted, and you can be more careful and precise. You can also correct any mistakes before sending it. The disadvantage is that you can't see the other person's immediate reaction or get an immediate reply.
- 3) Chatting online can be a double-edged sword. On one hand, there's speed. You can communicate as far as your internet connection lets you, but on the other hand you cannot see the other person. Misunderstandings may arise, leading to other unfortunate consequences.
- 4) Certainly, giving a lecture allows you to be very thorough in your explanation, you can prepare what you are about to say in every detail, but the chances of a debate sometimes may decrease.
- 5) Having a video-conference might prove to be very useful when it comes to communicating with people who live or work far away, you can still get to talk to them and see them, but it might turn out to be kind of annoying as well, since if you're in a meeting with many people, you might find it hard to see and hear everyone clearly.

Example 2

What might people need to consider when making the following decisions?

Consider these contexts:

- 1) Choosing a university
- 2) Starting a family
- 3) Moving to another country
- 4) Finding a job
- 5) Getting married

Possible Answers

- 1) When it comes to choosing a university, I think there are several points you need to take into account. First of all you need to consider what kind of a degree you want to get. You need to evaluate all of the pros and cons very carefully, understand what you're cut out for and what you're best at. Also, there's the matter of the 'location'. Which college is best for me? Should I choose a place nearby or do I want to relocate, and maybe leave my family?
- 2) Starting a family is a serious matter. I don't think you should take this decision light-heartedly. First of all, do you see yourself spending the rest of your life with that person? Have you weighed all the pros and cons? Especially financially; are you going to be able to provide for your family?
- 3) People who consider moving to a foreign country should probably ask themselves why that country and not another. First there's the language barrier, which might be a problem if you've never studied that language before, or you could choose to move to a country you already know the language of. Then there is the reason why you would want to move to a different country. Is it work related? If so, will your life benefit by moving?
- 4) Everybody needs a job. In an ideal society, people should investigate what they are really good at and passionate about. In reality, things might be a little different. Sometimes you need to consider what the best options are for you.

- 5) Before getting married, we should always try to be as honest as possible. Is this the person I want to spend the rest of my life with? Do we both want it for the same reason? Is it the right time? Do I really know this person? Would we be able to support each other financially and emotionally? Are we ready?

Capitolo 2

Reading Comprehension



Introduzione

Le prove di comprensione scritta previste nei concorsi pubblici, generalmente, si basano su testi in lingua inglese, seguiti da quesiti finalizzati a verificare la capacità di comprendere il significato generale del brano, individuare informazioni specifiche e interpretare correttamente dettagli e intenzioni comunicative.

I testi proposti in questo capitolo sono suddivisi per livello secondo il QCER, “Quadro comune europeo di riferimento per la conoscenza delle lingue”, così da permettere un allenamento graduale e mirato in base alla preparazione richiesta dal concorso. Al termine di ciascun brano sono presenti esercizi di varia tipologia, tra cui **vero/falso**, **domande a risposta multipla** e altre modalità ricorrenti nelle prove concorsuali, utili per consolidare le competenze di lettura e migliorare la rapidità di analisi del testo. Inoltre, per affiancare alla lettura anche l’esercizio di ascolto, è possibile ascoltare la lettura dei brani accedendo alla pagina dedicata tramite il **QR code** disponibile all’inizio del capitolo.

2.1 Testi di livello A2/B1 del QCER

🔊 An Invitation to a Job Interview

To: Emily Chen
Date: 7 October
Subject: Invitation to job interview

Dear Emily,

Thank you for your application for the position of marketing coordinator. We would like to invite you for an interview at 11 a.m. on Tuesday 26 October at our offices at One Canada Square, Canary Wharf, London. You will meet with our head of marketing, David Collins, and the interview will last for about 40 minutes. During this time, you will have the opportunity to find out more about the position and learn more about our company. Please bring your CV and references to the interview. You will also need to show a form of ID at reception to receive a visitor’s pass. Please ask for me as soon as you arrive.

If you have any questions or if you wish to reschedule, please call me on 555-6789 or email me by 15 October.

I look forward to meeting you.

Best regards,

Laura White

Human Resources Assistant



Exercises

1) Multiple choice quiz

1. What job did Emily apply for?

- A. Marketing coordinator
- B. Sales manager
- C. Human resources assistant

2. When is the job interview?

- A. 26 October
- B. 7 October
- C. 15 October

3. How long will the interview take?

- A. About 40 minutes
- B. About 1 hour
- C. About 2 hours

4. What does Emily need to bring to the interview?

- A. Only her ID
- B. Only her CV
- C. Her CV and references

5. Who will Emily meet during the interview?

- A. Laura White
 - B. David Collins
 - C. Emily Chen
-

2) True or False?

- 1. Emily's interview is scheduled for Tuesday 26 October at 11 a.m.
 - 2. The interview will last for about 90 minutes.
 - 3. Emily must bring her CV and references to the interview.
 - 4. Emily does not need to show any ID at reception.
 - 5. Laura White asks Emily to email her by 15 October if she needs to reschedule.
-

3) Answer the questions

- 1. Where will the interview take place?
- 2. What time does the interview start?
- 3. Who will Emily meet at the interview?
- 4. What documents does Emily need to bring?
- 5. By when should Emily contact Laura if she wants to reschedule?

🔊 Yoga to Help Back Pain

New research in the USA suggests that yoga is an old but effective therapy for people who suffer from back problems.

A study conducted at the Group Health Cooperative in Washington examined 101 adults and asked them to follow either a 12-week yoga course or 12 weeks of standard therapeutic exercise. The result showed that yoga not only relieved pain but also had long-lasting effects.

An article published in the *Annals of Internal Medicine* stated that:

“Most treatments for chronic lower back pain have modest efficacy at best. Exercise is one of the few proven treatments (...) and its effects are often small. Yoga, which often combines physical exercise with breathing, is a popular alternative form of mind-body therapy.”

Patients with back pain may benefit because yoga not only involves exercise but also affects mental well-being.

Because there are few published studies in Western biomedical literature that recommend yoga as a remedy for back pain, clinical trials to evaluate its effectiveness have been designed.

Exercises

1) True or False?

1. Yoga is better than conventional therapy.
2. A group of 12 people were chosen to test the therapy.
3. The results showed that yoga did not relieve the pain.
4. Yoga is an alternative therapy.
5. There are many published studies in biomedical literature that recommend yoga as a remedy for back pain.

2) Match the synonyms

Match each word (A–E) with its synonym (1–5).

- | | |
|---------------|------------------------------|
| A. chronic | 1. scientific writing |
| B. efficacy | 2. effectiveness |
| C. couples | 3. ancient |
| D. old | 4. long-lasting / persistent |
| E. literature | 5. links / combines |

3) Answer the questions

1. What does new research in the USA suggest?
2. How long was the course?
3. How many people were involved?
4. What was the result?
5. What has been designed to evaluate yoga's effectiveness?



4) Multiple choice quiz

1. New research suggests yoga as an old but perfect ... for people who suffer from back problems.

- A. resolution
- B. therapy
- C. medicine

2. Yoga had ... lasting effects.

- A. great
- B. big
- C. long

3. Patients with back pain ... benefit.

- A. need
- B. has
- C. may

4. There are ... published studies in Western biomedical literature that recommend yoga as a remedy for back pain.

- A. the
- B. a
- C. few

5. Clinical trials have been designed to evaluate the effectiveness of a remedy ... back pain

- A. for
- B. about
- C. in

Twins That Married Each Other

A twin brother and sister, who were separated at birth, married each other without knowing they were siblings.

The British Court declared their marriage invalid because of their close blood relationship.

This case happened because the couple had been adopted by different parents and their birth certificate did not identify their biological parents.

Britain's Lord Alton is pressing to change the law which should allow children born through donor insemination to be told the method of their conception. Lord Alton states that the law must be changed to give more information about parents on birth certificates.

The question is related to human rights because a birth certificate which omits your real origin falsifies your history significantly. Lord Alton lamented how sad the situation of the brother and sister whose marriage had to end in such a sad way was.

Exercises

1) True or false?

1. A couple of twins married each other
2. Their birth certificate showed they were siblings
3. Lord Alton said that people should know about their conception
4. Birth certificates should not omit your real origins
5. The judge did not care about the separation

2) Match the synonyms.

Match each word (A–E) with its synonym (1–5).

- | | |
|-------------------|------------------------|
| A. sibling | 1. miserable |
| B. invalid | 2. insemination |
| C. conception | 3. worthless |
| D. falsifications | 4. a brother or sister |
| E. sad | 5. lies |

3) Answer the following questions.

1. When did the twins get separated?
2. Who declared their marriage invalid?
3. Why did this case happen?
4. What does Lord Alton say?
5. How did Lord Alton feel about the situation?

4) Multiple choice quiz.

1. A ... brother and sister, who were separated at birth, married each other
 - A. twinned
 - B. twin
 - C. twins
2. The British Court declared ... their marriage because of their close blood relationship
 - A. invalidity
 - B. invaluable
 - C. invalid
3. Lord Alton states that the law ... be changed
 - A. have
 - B. must to
 - C. must
4. A birth certificate ... omits your real origin falsifies your history significantly
 - A. which
 - B. where
 - C. who
5. Lord Alton lamented how sad the situation ...
 - A. had
 - B. was
 - C. went



2.2 Testi di livello B1/B2 del QCER

A Travel Guide

Whether you're travelling to the beaches or the mountains of Vietnam, you're likely to spend at least one night in its capital city on the way. Hanoi might be busy and chaotic, but it's also a fascinating city with plenty of things to see and do. Why not make it a longer stay?

Where to stay

The Old Quarter is one of the most popular areas for travellers, full of small hotels, cafés and lively streets. But it can be crowded and noisy. For something more local, try Tay Ho (West Lake), a quieter neighbourhood where many Hanoi residents relax, eat and enjoy the lakeside views. It's not right next to the main tourist attractions, but it's easy to reach the city centre by taxi or bus.

How to get around

Hanoi's traffic can be stressful. You can take a taxi, but during rush hour you may spend a long time stuck on the road. A better way to move around is by walking in the centre, especially in the Old Quarter. For longer distances, use ride-hailing apps or local buses, which are cheap and practical. Renting a bicycle is also a great option near West Lake.

Where to eat

The simple answer is: everywhere! Vietnamese street food is famous worldwide, and for around \$3–\$5 you can enjoy a tasty and filling meal. Many food stalls have small plastic stools where you can sit and eat, and they often cook the same dish all day long, like pho noodle soup or banh mi sandwiches. Head to the night market area and choose whatever looks best from the many excellent local places.

What to do

After you've visited top sights like Hoan Kiem Lake and the Temple of Literature, and explored the markets, don't miss the traditional water puppet show. You can also try Vietnamese egg coffee in a small café and enjoy the unique atmosphere of the city.

Exercises

1) True or False?

1. Hanoi is the capital city of Vietnam.
2. Tay Ho is a crowded area right next to all the main tourist attractions.
3. Walking is a good way to explore the Old Quarter
4. Vietnamese street food is usually very expensive.
5. In Hanoi you can watch a traditional water puppet show.

2) Match the synonyms

Match each word (A–E) with its synonym (1–5).

- | | |
|--------------|---------------------|
| A. busy | 1. well-known |
| B. crowded | 2. useful |
| C. practical | 3. full of people |
| D. tasty | 4. delicious |
| E. famous | 5. full of activity |

3) Multiple choice quiz

Choose the correct answer A, B or C.

1. Hanoi is described as...

- A. quiet and empty
- B. busy and chaotic
- C. cold and boring

2. Tay Ho is...

- A. a lakeside neighbourhood
- B. a temple in the centre
- C. a shopping mall

3. A good way to travel longer distances is...

- A. swimming
- B. ride-hailing apps or buses
- C. only walking

4. A typical street food mentioned in the text is...

- A. pizza
- B. sushi
- C. pho

5. One activity you can do in Hanoi is...

- A. watch a water puppet show
- B. ski in the city
- C. visit a snake farm

4) Put the words in the right order

Put the words in the correct order to make sentences.

1. stay / longer / Why / it / not / make / a / ?
2. street / worldwide / food / is / famous / Vietnamese
3. can / traffic / stressful / be / Hanoi's
4. small / sit / stools / plastic / on / you / can
5. puppet / a / show / watch / can / you / water



🔊 Traffic Pollution Damages Children's Lungs

The longest and largest study published in *The Lancet* has warned about the negative effects of traffic fumes on children's development. The researchers of the University of California spent 13 years studying children living near a busy motorway. They found out that most of the children studied had significant lung problems and this meant that they might have serious problems for the rest of their lives.

The most important researcher involved in the study was W. James Gauderman. He said that "*someone suffering from a pollution-related deficit in the lung (...) will have a less healthy life in the future*". And he also said, "*if you live in a highly polluted area you'll get double the damages*".

Gauderman conducted his research on young children who lived near a busy road and with his team he measured the children's lung power and they checked how much air they could release in one breath. After some years these children could exhale less air compared to children who lived far from a motorway.

Gauderman reached the conclusion that despite living in a low regional polluted area, living near a road can cause lung problems. Most of the children involved in the study were moved from where they used to live and their health conditions improved enormously.

Exercises

1) True or false?

1. This was the largest study ever done
2. The researchers monitored the children for 30 years
3. Living near a highly polluted area doubles the lung damages
4. Researchers tested the children monthly
5. Children who were moved from the area still suffer of lung problems

2) Match the synonyms.

- | | |
|--------------|---------------|
| A. pollution | 1. determined |
| B. children | 2. breath out |
| C. fumes | 3. smog |
| D. measured | 4. emissions |
| E. exhale | 5. youngsters |

3) Answer the following questions.

1. How many years did the researcher spend studying children?
2. Who was the most important researcher?
3. What kind of research did he conduct?
4. What did Gauderman and his team measure?
5. What conclusions did they get?

4) Multiple choice quiz.

1. *The Lancet* has warned ... the negative effects of traffic fumes
 - A. on
 - B. about
 - C. for
2. They found ... that most of the children studied had significant lung problems
 - A. about
 - B. of
 - C. out
3. Someone suffering ... a pollution-related deficit in the lung will have a less healthy life
 - A. from
 - B. of
 - C. about
4. Gauderman reached the conclusion that ... living in a low regional polluted area, living near a road can cause lung problems
 - A. although
 - B. despite
 - C. nevertheless
5. Most of the children involved ... the study were moved from where they used to live
 - A. in
 - B. about
 - C. by

🔊 Fish Population in Danger

The World Wildlife Foundation has recently revealed that fish are in danger particularly because of climate change.

The rise in temperatures in seas, lakes and rivers is causing a lot of problems: lack of food and oxygen, stunted fish growth and fewer offspring.

Fish like salmon and catfish need winter temperatures to spawn and this might mean that fish could mass migrate in cooler areas which more resemble their natural habitat. This could have a terrible impact on many species which may not survive. Some species will become extinct if the temperatures continues to go up.

WWF director Andrew Lee said: *“The fish populations are strained to the limit by overfishing in some areas. We must reduce urgently both carbon dioxide emissions and fishing pressure to protect fish which are the world’s most valuable biological, nutritional and economic assets”.*

Reducing the greenhouse effect and gas emissions would mean not only saving fish but especially the billions of people who depend on them.



Exercises

1) True or false?

1. A new survey states that global warming will kill all fish within few years
 2. The survey recommends putting fish in hot water
 3. The WWF director said that overfishing is a big problem
 4. A lot of people will suffer for the destruction of fish
 5. The director said that fish is a valuable investment
-

2. Match the synonyms.

- | | |
|--------------|-----------------|
| A. offspring | 1. discharges |
| B. spawn | 2. stretched |
| C. extinct | 3. reproduce |
| D. emissions | 4. young |
| E. strained | 5. not existing |
-

3) Answer the following questions.

1. Why are fish populations in danger?
 2. Where are the temperatures rising?
 3. What might soon happen?
 4. What is another problem which affects the fish populations?
 5. What should we do?
-

4) Multiple choice quiz.

1. ... of food and oxygen, stunted fish growth and fewer offspring
 - A. Some
 - B. Lack
 - C. A lot
2. Some species will become extinct ... the temperatures still go up
 - A. if
 - B. as soon as
 - C. unless
3. The fish populations are strained to the limit ... overfishing
 - A. in
 - B. by
 - C. for
4. We ... reduce urgently both carbon dioxide emissions and fishing pressure
 - A. must
 - B. don't have to
 - C. will to
5. They are the world's ... valuable biological, nutritional and economic assets
 - A. the most
 - B. most
 - C. more

🔊 Retired at 85

A new trend may be soon experienced by workers across the world. In a few decades there will be a shift in the length of their working lives.

Just few years ago, people looked forward to an early retirement, but now people may be hanging up their boots at 85 instead of 65.

A Stratford University professor, Shripad Tuljapurkar claimed, in a convention in the USA, that thanks to medical advances, over the coming decades there will be an increase in human longevity and will soon lead to a reshaping of our realities of work. According to him, modern economies might not be able to support a large number of retirees, especially who is opting to leave work at a very young age.

The professor expects that most people in the modern society may become centenarians because of the genetic science, and they may discover their insurance companies were not prepared for doubled human life span.

The dream of spending retirement peacefully must be put off for a decade or probably two. The result is that we have to learn to accept new and changed societal parameters which will constantly change.

Exercises

1) True or false?

1. Early retirement will be consigned to the history books in the future
2. You may not stop working until you are 65
3. Many people are destined to live more than 100 years
4. The workers will hang up their boots when they are 85
5. The social parameter will not change in the future

2) Match the synonyms.

- | | |
|---------------------------|------------------|
| A. opting | 1. selecting |
| B. advances | 2. boundaries |
| C. doubled | 3. retiring |
| D. parameters | 4. extended |
| E. hanging up one's boots | 5. breakthroughs |

3) Answer the following questions.

1. What may workers experience in their working life?
2. What did professor Shripad Tuljapurkar claim?
3. What might the new society not be able to support?
4. Why aren't the insurance companies prepared?
5. What should we learn to accept?



4) Multiple choice quiz.

1. In a few decades there will be a shift ... the length of working life
 - A. on
 - B. in
 - C. for
2. Just few years ago people looked ... to an early retirement
 - A. forward
 - B. for
 - C. after
3. Most people in the modern society may become centenarians ... the genetic science
 - A. for
 - B. by
 - C. because of
4. The dream of spending retirement peacefully must be put ...
 - A. off
 - B. for
 - C. on
5. The result is that we have to ... to accept new and changed societal parameters
 - A. learn
 - B. see
 - C. be

RISPOSTE CORRETTE

An Invitation to a Job Interview

1) Choose the best answer

1A/2A/3A/4C/5B

2) True or False?

1. True
 2. False
 3. True
 4. False
 5. True
-

3) Answer the questions

1. *It will take place at One Canada Square, Canary Wharf, London.*
2. *It starts at 11 a.m.*
3. *She will meet David Collins, the head of marketing.*
4. *She needs to bring her CV and references and a form of ID.*
5. *She should contact her by 15 October.*

Yoga to Help Back Pain

1) True or False?

1. False
 2. False
 3. False
 4. True
 5. False
-

2) Match the synonyms

A4/B2/C5/D3/E1

3) Answer the questions

1. *It suggests that yoga is an old but effective therapy for people with back problems.*
 2. *It lasted 12 weeks.*
 3. *101 adults were involved.*
 4. *Yoga relieved pain and had long-lasting effects.*
 5. *Clinical trials have been designed.*
-

4) Multiple choice quiz

1B/2C/3C/4C/5A



Twins That Married Each Other

1) True Or False?

1. True
 2. False
 3. True
 4. True
 5. False
-

2) Match the synonyms.

A4/B3/C2/D5/E1

3) Answer the following questions.

1. *They were separated at birth*
 2. *The British Court declared their marriage invalid*
 3. *This case happened because the couple had been adopted by different parents and their birth certificate did not identify their biological parents*
 4. *Lord Alton states that the law must be changed*
 5. *He felt sad*
-

5) Multiple choice quiz.

1B/2C/3C/4A/5B

A Travel Guide

1) True or False?

1. True
 2. False
 3. True
 4. False
 5. True
-

2) Match the synonyms

A5/B3/C2/D4/E1

3) Multiple choice quiz

1B/2A/3B/4C/5A

4) Put the words in the right order

1. Why not make it a longer stay?
2. Vietnamese street food is famous worldwide.
3. Hanoi's traffic can be stressful.
4. You can sit on small plastic stools.
5. You can watch a water puppet show.

Traffic Pollution Damages Children's Lungs

1) True or false?

1. False
2. False
3. True
4. False
5. False

2) Match the synonyms.

A3/B5/C4/D1/E2

3) Answer the following questions.

1. *The researchers of the University of California spent 13 years studying children living near a busy motorway*
2. *The most important researcher involved in the study was W. James Gauderman*
3. *Gauderman conducted his research on young children who lived near a busy road*
4. *They measured the children's lung power and they checked how much air they could release in one breath*
5. *Gauderman and his group reached the conclusion that despite living in a low regional polluted area, living near a road can cause lung problems*

4) Multiple choice quiz.

1B/2C/3A/4B/5A

Fish Population in Danger

1) True or false?

1. False
2. False
3. True
4. True
5. False

2) Match the synonyms.

A4/B3/C5/D1/E2

3) Answer the following questions.

1. *Because of the climate changes*
2. *The temperatures are rising in seas, lakes and rivers*
3. *Fish mass might migrate in cooler areas*
4. *Another problem is overfishing*
5. *We should reduce the gas emissions*



5) Multiple choice quiz.

1B/2A/3B/4A/5B

Retired at 85

1) True or false?

1. True
 2. False
 3. True
 4. True
 5. False
-

2) Match the synonyms.

A1/B5/C4/D2/E3

3) Answer the following questions.

1. *They may experience a shift in the length of their working life*
 2. *He claimed that there will be an increase in human longevity*
 3. *The numerous number of retirees*
 4. *Because they did not expect a so elongated human life span*
 5. *We should learn to accept the changes of the parameters*
-

4) Multiple choice quiz.

1B/2A/3C/4A/5A

Capitolo 3

Listening



Introduzione

Nei concorsi pubblici la comprensione orale può rappresentare una delle competenze verificate nelle prove di lingua inglese. Gli esercizi di listening richiedono di saper cogliere il senso generale di un messaggio, riconoscere informazioni specifiche e comprendere dettagli utili alla risoluzione dei quesiti proposti.

I brani presenti in questo capitolo sono suddivisi per livello secondo il QCER, “Quadro comune europeo di riferimento per la conoscenza delle lingue”, e organizzati in tre fasce di difficoltà (A2, B1 e B2), così da consentire un allenamento progressivo e calibrato sulle richieste delle diverse prove concorsuali.

Le tracce audio possono essere ascoltate accedendo alla pagina dedicata tramite il **QR code** disponibile all’inizio del capitolo.

Per svolgere correttamente gli esercizi, si consiglia di seguire questa modalità: ascoltare il brano una prima volta **senza leggere il testo**, risolvere gli esercizi proposti e, infine, leggere la trascrizione per verificare la comprensione e consolidare le strutture linguistiche incontrate.

🔊 Get Ready for Our Camping Adventure! (Level A2)

Exercises

1) Fill the missing information.

1. The coach will leave at ...
2. You should bring one bag, a sleeping bag, a ..., a ... and your ...
3. The pocket money must be no more than ...
4. The coach will take you to Bath in ...
5. On Friday you must check the notice board in the ...

2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. The coach sets off at 7.30
2. You have to bring your sleeping bag
3. The campsite is on a mountain
4. The bus to Bath takes 50 mins
5. You must check the notice board on Thursday



3) Yes/No questions.

1. Does the bus set off at 8.00?
2. Can you carry more than one bag?
3. Is the campsite near a little town?
4. Can you go shopping there?
5. Does the bus to Bath leave from inside the campsite?

Transcript

Thanks for coming. I'm going to give you some details of our camping trip next week. If you want you may take some notes because there is a lot of information to remember.

The coach to the camping will be waiting for you outside the main gate of the school at 7.30 on Monday and it will set off at 8.00. Each of you can carry just one bag because there is not enough room for two.

You don't have to bring your own tent but just a sleeping bag. Since the area where we are going might be cold in the evening it is better to bring a pullover and a raincoat in case it rains.

If we are lucky the sun will shine all the time and we might have outdoor activities such as swimming, so don't forget your swimming things.

About the pocket money, don't bring too much money with you. 10 Euros a day should be enough to buy some souvenirs or drinks while we are visiting some places.

The campsite we are going to is in a beautiful area surrounded by mountains so you can breath fresh and pure air. But if you want to go shopping there is a little town very near where you can go. This town is Bath. There are a lot of things you can do there and there is a bus outside the campsite which takes you there in 15 mins. When we are there I can give you further information about the places to go.

Don't forget on Friday to take a look at the notice board in the hall to see if there might be any changes in the arrangements.

I think I have given you a lot of information and I hope you'll enjoy your trip.

Are there any questions?

A Weekend in Glasgow (Level B1)

Exercises

1) Fill the missing information.

1. The car parks in the city centre are ...
2. The "Discovery Glasgow" tour bus leaves from ...
3. You can buy the ticket at ... or from ...
4. At the tourist information desk you can get a free ...
5. In Merchant City you can find small beautiful ...

2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. Glasgow is the second biggest city in the U.K.
2. The “Discovery Glasgow” tour bus leaves every hour
3. The tour costs 10 Pounds
4. The entrance in the cathedral is free
5. The cheapest area is Byres Road

3) Yes/No questions.

1. Is parking the car in the city centre expensive?
2. Does Glasgow have a terrible public transport system?
3. Is it nice to walk from St Vincent Place?
4. Are the jewellers in St Vincent Place?
5. Are the Botanic Gardens open until 1.00 in the afternoon?

Transcript

Well, good afternoon. This week’s programme is about the city of Glasgow.

I am going to give you some details and ideas about what to visit if you go there for a weekend.

Glasgow is a big city and precisely it is the third largest city in Britain and it is worth visiting.

If you go there by car the motorway will take you to the city centre. Try not to park in the city centre because the car parks are very expensive, so it is better to leave your car outside the centre or at the hotel and take a bus. Glasgow is a very big city and it has an excellent public transport system. If I can give you a useful tip, catch the “Discovery Glasgow” tour which leaves from George Square every 30 minutes. The tour costs 10 Pounds and you can buy the ticket at the ticket office which is in the square or from the bus driver on the bus.

To have a nice walk start from St Vincent Place where there is a fantastic tourist information desk where you can get a free map and all the opening times and entrance fees of the places.

You can’t miss the amazing cathedral of the fifteenth century which is well known for its particular and beautiful windows.

The fashionable area is Merchant City where there are small beautiful shops which sell clothes, accessories and jewellery.

The cheapest area is Byres Road where you can find fantastic bargains.

Another place which is worth visiting is the Botanic Gardens which are open until sunset and contain a wide variety of plants and flowers. There you can also have a picnic.



🔊 A Strict but Effective Teacher (Level B1)

Exercises

1) Fill the missing information.

1. She taught us ...
2. She was ... and ...
3. Her lessons were very well ...
4. The methods were ...
5. My favourite subject is ...

2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. She was easygoing
2. She was different from other teachers
3. She always arrived late
4. She didn't explain twice
5. Her lessons were very interesting

3) Yes/No questions.

1. Was she a wonderful teacher?
2. Did she appreciate them?
3. Was she always on time?
4. Did she test them a lot?
5. Did the students like her?

Transcript

I had a teacher called Mrs Rosemary and she taught us Maths. She was a wonderful teacher but we couldn't say that we liked her.

She was unfriendly and not at all easygoing. She was very different from the teachers we normally liked.

She always criticized us and treated us very badly but the strangest thing was that everybody respected her.

She was very strict and always punctual. I don't remember a day she arrived late and of course neither did we.

She gave us a lot of tests and a lot of homework and her formal approach really worked. She was very good at explaining and answered all our questions. Her lessons were very well prepared and very interesting and used different methods to teach us. Thanks to her we passed all our Maths exams and it has become my favourite subject. I'll never forget a teacher like her.

🔊 How to Engage Your Audience (Level B2)

Exercises

1) Fill the missing information.

1. When you give a talk, plan it ...
2. You should match your audience ...
3. You should divide the material in ...
4. For a formal speech it is better to use a ...
5. For a less formal prepare ...

2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. Planning a talk you should think first to your audience
2. You shouldn't use visual aid
3. It is necessary to attract the audience's interest
4. You shouldn't start a talk with a joke
5. You should end with a catching final

3) Yes/No questions.

1. Is that important to know what the audience expects from you?
2. Do you have to organize the material into sections?
3. Is it unnecessary to give a map of your talk?
4. Are jokes useful?
5. Should you use something from your experience to be more interesting?

Transcript

So... When you give a talk you need to plan it carefully. First of all think about your audience, who they are and what they know about the subject and what they expect from you. You should try to match your presentation to the needs and interests of your audience.

The next stage is how you'll structure your talk and how you'll organize it. A good way is to divide it into sections and tell the audience what the sections are. Introduce each section with firstly, secondly, and finally; that's a correct way of giving the map of your talk.

Most people use notes when giving a talk and one way is to give a heading to each question of your talk and prepare cards in the order you present the point. It will make you feel more confident and it helps you to structure the talk.

Next you'll need some kind of visual aids and probably you may need to prepare a Power Point but for less formal talks, posters or diagrams may be enough.

Also think carefully about the beginning of your talk. You need to "hook" the audience. A lot of people use a joke or a short story, maybe something from their own experience.

Finally you need to end strongly. So prepare some sentences which may really impress the audience and make a strong impact on them. So say something that will be in the audience's mind for a long time.



Switching Off in a Connected World (Level B2)

Exercises

1) Fill in the missing information

1. A digital detox means a total switch-off from all things ...
2. Emily works for a ... in Manchester.
3. She says she is online for at least ... a day.
4. The book she read suggests turning off alerts and ...
5. Emily and her partner tried spending a whole ... with absolutely no screens.

2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. Emily receives only a few emails every day.
2. She is very active on social media for work reasons.
3. The book advises keeping all notifications active.
4. Emily realised she often checked her phone out of habit.
5. She found the screen-free weekend completely easy from the beginning.

3) Yes/No questions.

1. Is a digital detox becoming more popular among young people?
2. Does Emily use social media to interact with designers and influencers?
3. Did she decide to keep all her notifications on?
4. Did her partner find the weekend without screens more difficult than she did?
5. Are they planning to try a whole week without screens in the summer?

Transcript

Presenter: So, we're back in the studio. Welcome back, everyone. My name's James Turner. From our laptops to our televisions, from the displays on our smartphones to those on our satnavs, we are in front of screens all the time. Have you ever wondered what it would be like to disconnect completely? To choose not to have access to the internet? If you have, you may be in need of a digital detox – a total switch-off from all things digital. The idea of people taking a digital detox is becoming more and more popular, especially amongst young people – and today we're joined by someone who's tried a number of digital detox activities and is here to give us some advice about it. Emily Carter, welcome to the studio.

Emily: Thank you very much.

Presenter: So, Emily, you work for a fashion magazine in Manchester, right? I guess your work means you need to be online a lot.

Emily: Oh, yes. Apart from the hundreds of emails I get every day, I'm always browsing fashion websites, as well as online videos. I also need to be very active online, especially on Facebook and TikTok – sharing what we're doing in the magazine, interacting with designers, photographers, influencers ... it never stops, literally. Then of course there's my friends and family to keep in touch with online too, and for me, my work grew out of my passion, so friends and work colleagues aren't two totally sep-

arate groups of people and it all gets a bit messy online sometimes. I think I'm online for at least 12 hours a day.

Presenter: So, how did you get the idea for a digital detox?

Emily: I read a book about it, called *Switch Off: Staying Connected in an Always-On World*. The author's name is Daniel Brooks. That book gave me some really good advice and made me think about trying to change some of my digital habits. I started with removing distraction.

Presenter: What do you mean by that?

Emily: That means turning off alerts, buzzes, alarms or notifications of any kind. I had notifications set up for everything, and it meant I was always being forced to look at my phone. Removing all of them except for important contacts helped me focus immediately. The book also made a really good point, that we should ask ourselves "Why?" every time we take out our phone. I realised that most of the times I looked at my phone were because I was trying to avoid or ignore something else happening right in front of me. It was an automatic habit.

Presenter: I have to confess, that happens to me too. But what else are you going to do when you're standing in line at the bank or waiting for your train?

Emily: OK, yes, I'm the first to admit that it's great for helping time go by. But speaking personally, I found I wasn't just checking my phone to kill time when I was alone. I was also doing it with friends or family around.

Presenter: Hmm ... right. Well, so far, this doesn't sound too drastic. Turning off notifications and becoming aware of when we use our devices. That sounds easy.

Emily: Yes, it's the first step. Once we begin to realise just how much of a grip our devices have on us, then we're ready to really take the next step. First, my partner and I did a weekend with absolutely no screens. He found it easier than I did. For me, it was a little bit scary at first but it turned out to be a pretty rewarding experience.

Presenter: A whole weekend, huh? I don't know if I could ...

Emily: I think everyone has to do this at their own pace. If a weekend feels too much, maybe just try for an evening. Then work your way up to more. I guarantee, once you've tried it, you'll want to try it again. We're going to try for a whole week in the summer.

Presenter: OK, let's pause there then and see what our listeners have to say. You can call us here directly, or send us a message on any of our social media channels ... oops, should I be saying that? Anyway, more after the break.



RISPOSTE CORRETTE

Get Ready for Our Camping Adventure! (Level A2)

1) Fill the missing information.

1. 8.00
 2. pullover - raincoat - swimming things
 3. 10 Euros
 4. 15 minutes
 5. hall
-

2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. B
 2. A
 3. B
 4. B
 5. B
-

3) Yes/No questions.

1. Yes
2. No
3. Yes
4. Yes
5. No

A Weekend in Glasgow (Level B1)

1) Fill the missing information.

1. expensive
 2. George Square
 3. the ticket office; the bus driver
 4. map
 5. shops
-

2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. B
2. B
3. A

4. B
5. A

3) Yes/No questions.

1. Yes
2. No
3. Yes
4. No
5. No

A Strict but Effective Teacher (Level B1)

1) Fill in the missing information

1. Maths
2. unfriendly; not at all easygoing
3. prepared
4. different
5. Maths

2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. B
2. A
3. B
4. B
5. A

3) Yes/No questions.

1. Yes
2. No
3. Yes
4. Yes
5. No

How to Engage Your Audience (Level B2)

1) Fill the missing information.

1. carefully
2. interest
3. sections
4. Power Point
5. posters or diagrams



2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. A
 2. B
 3. A
 4. B
 5. A
-

3) Yes/No questions.

1. Yes
2. Yes
3. No
4. Yes
5. Yes

Switching Off in a Connected World (Level B2)

1) Fill the missing information.

1. digital
 2. fashion magazine
 3. 12 hours
 4. notifications
 5. weekend
-

2) Decide if each sentence is correct or incorrect (write A for correct answer and B for incorrect answer).

1. B
 2. A
 3. B
 4. A
 5. B
-

3) Yes/No questions.

1. Yes
2. Yes
3. No
4. No
5. Yes

Appendice

Ulteriori tipologie di prove in lingua inglese

SOMMARIO

Situational Judgement Tests
Reasoning Tests
Written Test

Situational Judgement Tests (SJT)

I *Situational Judgement Tests* (SJT) sono prove finalizzate a valutare la capacità del candidato di reagire in modo appropriato ed efficace a situazioni lavorative realistiche. I quesiti presentano uno scenario verosimile – ad esempio un problema con un collega, una scadenza imminente, una richiesta complessa da soddisfare o un conflitto interno all'ufficio – e richiedono di selezionare la risposta più efficace (e talvolta la neutra e la meno efficace), ovvero di individuare l'opzione più appropriata tra diverse alternative.

A differenza delle prove tradizionali nozionistiche, i *Situational Judgement Tests* non mirano ad accertare conoscenze teoriche o competenze linguistiche in senso stretto, bensì a valutare competenze trasversali (*soft skills*) e comportamentali. Tra queste rientrano il problem solving, la capacità decisionale, la gestione dello stress, il lavoro di squadra, la comunicazione efficace, l'etica professionale, il senso di responsabilità e l'orientamento al servizio pubblico. L'obiettivo è stimare il giudizio professionale del candidato e la sua capacità di adottare comportamenti coerenti con i valori organizzativi.

Nei concorsi in cui i SJT sono in lingua inglese, la complessità della prova aumenta ulteriormente: il candidato deve non solo comprendere con precisione lo scenario descritto, ma anche cogliere le sfumature pragmatiche delle diverse opzioni di risposta. Differenze anche minime nel tono, nel livello di assertività o nella formalità possono incidere sulla valutazione complessiva dell'alternativa proposta. È quindi essenziale leggere con attenzione il contesto, individuare con chiarezza il ruolo ricoperto dal candidato nella situazione descritta e selezionare l'opzione che meglio rispetti criteri di professionalità.

In generale, la risposta più adeguata non è quella che evita il problema o lo delega immediatamente ad altri, ma quella che dimostra iniziativa equilibrata, rispetto delle procedure, capacità di comunicazione e attenzione agli effetti delle proprie azioni sull'organizzazione e sugli utenti.

Di seguito sono riportati due esempi di *Situational Judgement Test* in lingua inglese impiegati nell'ambito dei concorsi pubblici.

Exemple 1

Please consider the situation, and then select what you feel is the most effective AND the least effective response or action from the four statements.

You lead a team of twelve people. In order to address the department's new objectives you have been asked to work out your department's yearly plan. Your Manager has given you and other team leaders a deadline of two weeks so that she can report to the board.

	Most Effective	Least Effective
Spend an hour on it, as yearly plans are never followed anyway		X
Try to complete the plan in time to discuss it with your Manager before she has to submit it to the board	X	
Before preparing your plan, quickly contact your key stakeholders and ask for their views on your department		
Because of the complexity of the task, turn it into your top priority for the next two weeks by personally producing a detailed plan		

Example 2

You are a team leader and you've just introduced a new work procedure, but one of your team members refuses to apply it. What do you do?

	Most Effective	Neutral	Least Effective
You decide to approach him calmly and firmly, explaining that you need silence to focus on your work	X		
To maintain good relations, you don't say anything and try to concentrate on your work without listening to him		X	
You send an e-mail to the director asking for his intervention			X

Reasoning Tests

I *Reasoning Tests* in lingua inglese sono prove di ragionamento logico che valutano la capacità di analizzare informazioni, individuare relazioni e trarre conclusioni corrette. Possono essere di diverse tipologie: *verbal reasoning* (comprensione e valutazione logica di brevi testi), *numerical reasoning* (interpretazione di dati numerici, tabelle o grafici) e *abstract o logical reasoning* (individuazione di pattern e sequenze logiche).

Nei concorsi pubblici, il *verbal reasoning* è particolarmente frequente e richiede di stabilire se un'affermazione sia vera, falsa o non determinabile sulla base del testo fornito. In questi test non viene valutata la cultura generale del candidato, ma la sua capacità di ragionare esclusivamente sulle informazioni disponibili. È quindi essenziale evitare inferenze basate su conoscenze personali e concentrarsi esclusivamente sui dati esplicitamente forniti nel brano o nella traccia.

Di seguito sono riportati esempi di *Reasoning Tests* per ogni tipologia.

Example 1 – Verbal Reasoning

BRITISH TELECOM NOTICE TO THE PUBLIC

- a) Ensure that the red light on the telephone display is not flashing. A flashing light indicates that the equipment is out of order and cannot be used.
- b) Lift the receiver. You will hear three short beeps. A telephone card or valid credit card may now be inserted in the slot marked “IN”.
- c) Wait for the display to state “line ready” and then dial the required number.
- d) If you hear a high pitch tone during your call, it means that the telephone card you are using is about to run out. Insert a new card within thirty seconds and continue your call.

1) Where should the telephone card be inserted?

- A. In the display
- B. In the “IN” slot
- C. In the dial
- D. In the slot marked “line ready”

2) What does a high pitch tone indicate?

- A. That you must finish your call
- B. That your telephone card has nearly run out
- C. That your telephone card is valid
- D. That your telephone card is about to run away

3) When can you dial?

- Right after the high pitch tone
- Right after inserting the telephone card
- Right after hearing three short beeps
- After seeing "line ready" on the display

Correct Answers: 1) B, 2) B, 3) D

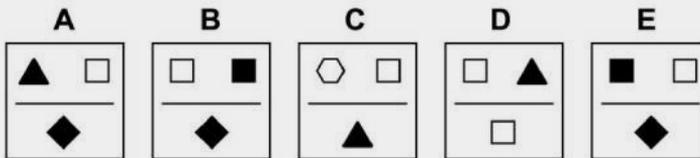
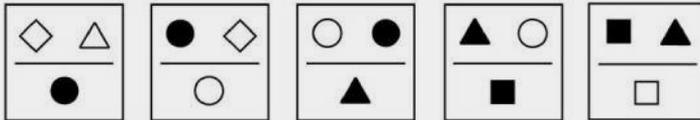
Example 2 – Numerical Reasoning

Shelly is one of 1500 participants in a Latin contest. 12% of the participants will receive as a prize either a silver-plated or gold-plated pen. If the number of silver-plated pens is twice the number of gold-plated ones, what is the probability that Shelly will receive a gold-plated one?

- A. 4 %
- B. 33 %
- C. 8 %
- D. 67 %

Correct Answer: A

Example 3 – Abstract or Logical Reasoning



From the options available, please choose which diagram would come next in the series above.

- A. C
- B. B
- C. E
- D. A

Correct Answer: B

Written Test

Il *Written Test* in lingua inglese richiede la produzione scritta di un testo argomentativo, descrittivo o espositivo su tematiche di attualità, cittadinanza, istituzioni, economia, ambiente o contesto internazionale. Questa tipologia di prova valuta non solo la correttezza grammaticale e lessicale, ma anche la capacità di organizzare le idee in modo chiaro e coerente, utilizzare un registro adeguato e sviluppare un'argomentazione strutturata.

Nei concorsi, può essere richiesto di esprimere un'opinione motivata, discutere vantaggi e svantaggi di un fenomeno o analizzare una problematica sociale. È importante rispettare una struttura logica (introduzione, sviluppo, conclusione), utilizzare connettivi appropriati e dimostrare padronanza del lessico specifico relativo all'argomento trattato. La chiarezza espositiva e la coerenza argomentativa rappresentano criteri fondamentali di valutazione.

Exemple

In Italy, there is an ongoing debate about citizenship. In your view, what are the advantages and disadvantages for a Nation of citizenship by descent (ius sanguinis) versus citizenship by birth (ius soli)?

Citizenship by Descent or by Birth: Advantages and Disadvantages

In Italy, citizenship is mainly based on *ius sanguinis*. This means that a child becomes Italian if at least one parent is Italian. In recent years, many people have discussed the possibility of introducing *ius soli*, which gives citizenship to children born in the country. Both systems have advantages and disadvantages.

One advantage of *ius sanguinis* is that it protects national identity and family traditions. It keeps a strong connection between citizenship and Italian culture, even for families who live abroad. It also avoids giving automatic citizenship to children of people who stay in Italy only for a short time.

However, *ius sanguinis* can create problems for children who are born and grow up in Italy but do not have Italian parents. These children may feel Italian, but they are not legally recognized as citizens. This situation can make integration more difficult and may create social problems.

On the other hand, *ius soli* supports inclusion. Children who are born and educated in a country usually feel part of that society. Giving them citizenship can help them feel accepted and equal. It can also improve social unity.

However, some people believe that *ius soli* could encourage immigration for the purpose of obtaining citizenship.

In conclusion, both systems have positive and negative aspects. A mixed system could be a good solution to balance national identity and social integration.



per tutti i concorsi

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Per accedere alle estensioni audio, è presente un QR code all'inizio dei capitoli.

L'APPENDICE è dedicata a **ulteriori tipologie di prove in lingua inglese** frequentemente utilizzate nei concorsi: *situational judgement tests*, *reasoning tests* e *written test*.



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