



**LIVELLO INTERMEDIO**

Dispensa corso Inglese livello Intermedio -A.A. 2018/19

*docente*: Antonio Cafiero

**IMPARIAMO L’INGLESE CHE SERVE E…STIAMO BENE INSIEME**

Il corso di **Inglese Intermedio** si rivolge a coloro che, avendo una discreta conoscenza della sintassi e della pronuncia inglese, necessitano di sviluppare tale conoscenza e passare ad uno stadio di maggiore padronanza della pronuncia e della conversazione, nonché di migrare da un livello di conoscenza “*scolastico*” un po' virtuale (Britain English), alla conoscenza della lingua così come è oggi parlata a livello internazionale (International English).

L’obiettivo del corso è di fornire gli elementi per leggere e/o sostenere conversazioni non complesse in diversi ambiti quali Viaggi, Letture, Stampa, Cinema, TV, Personal Computer, Internet, Musica, Politica, ecc.

Verranno organizzate frequenti sessioni di Role-Play nelle quali l’Allievo è chiamato ad “interpretare” parti che presuppongono la riproduzione di scene di vita reale parlate in inglese.

Gli Allievi si impegnano a consolidare in settimana a casa quanto appreso durante la lezione e riproporlo nella lezione successiva.

Durante le lezioni, anche quando si parla in italiano, anche per motivi didattici, tutti i Partecipanti, Docente incluso, si daranno del “**tu**”. Allo scadere della lezione, chi lo volesse, può tornare ad usare altre forme di dialogo interpersonale.

Il corso vuole anche essere un momento di socializzazione serena e gradevole per cui i Partecipanti ammettono e contribuiscono a generare un’atmosfera di allegria, accettando di buon grado e ricambiando celie e facezie mai volgari.

Buon anno accademico.

Antonio Cafiero

Lesson 1 – **Forma possessiva - Saxon Genitive**

**(Genitivo Sassone)**

24/09/18

La forma possessiva si usa con i nomi che si riferiscono a persone, gruppi di persone, paesi e animali. **Indica un rapporto di appartenenza e/o di proprietà** tra una cosa e un'altra.

Per formare il possessivo, **si aggiunge un apostrofo e una “s”** al nome del possessore. Se il nome è plurale, oppure se termina in s, è sufficiente aggiungere un apostrofo dopo la s.

Questa costruzione è nota con il nome di **genitivo sassone**.

ESEMPI

the car of John = John's car

the room of the girls = the girls' room

clothes for men = men's clothes

the boat of the sailors = the sailors' boat

the pets’ house

**Per i nomi propri** che terminano in s, è possibile formare il genitivo sassone aggiungendo un apostrofo + s oppure solo un apostrofo, sebbene la prima opzione sia la più comune. Quando si pronuncia un nome proprio con il genitivo sassone, si deve aggiungere il suono /z/ alla fine del nome.

ESEMPI

Thomas's book (o Thomas' book)

James's shop (o James' shop)

the Smiths's house (o the Smiths' house)

FUNZIONI DEL POSSESSIVO

La relazione più comune espressa dal genitivo sassone è 'appartenenza’ oppure 'proprietà'.

ESEMPI

John owns a car. = It is John's car.

America has some gold reserves. = They are America's gold reserves.

Il genitivo sassone può anche esprimere un luogo di lavoro, di studio o di svago.

ESEMPI

John goes to this school. = This is John's school.

John sleeps in this room. = This is John's room.

Il genitivo sassone può esprimere **il rapporto tra due persone**.

ESEMPI

John's mother is running late.

Mrs Brown's colleague will not be coming to the meeting.

Il genitivo sassone **può esprimere anche cose intangibili.**

ESEMPI

John's patience is running out.

The politician's hypocrisy was deeply shocking.

MODI DI DIRE

Il genitivo sassone è inoltre usato in alcuni **modi di dire**.

ESPRESSIONI DI TEMPO

a day's work = una giornata di lavoro

a month's pay = uno stipendio

today's newspaper = il giornale di oggi

in a year's time = in un anno

ALTRI ESEMPI

For God's sake! = esclamazione di esasperazione

a stone's throw away = molto vicino

at death's door = molto malato

in my mind's eye = immagino

Il possessivo sassone viene infine utilizzato **per identificare la propria o la casa di qualcuno, negozi, ristoranti, chiese e scuole**, usando il loro nome o la professione del proprietario.

ESEMPI

Shall we go to Luigi's for lunch?

I've got an appointment at the dentist's at eleven o'clock.

Is Saint Mary's an all-girls school?

Lesson 2 – **English Conversation**

01/10/18

**Esercizio di riproduzione della pronuncia e di traduzione del testo.**

**Entriamo nella parte e pronunciamo come facevamo da bambini quando imitavamo la voce di Stanlio e Ollio, di Alberto Sordi, di Sherlock Holmes…**

**Cerchiamo di capire il senso della storiella: THE TWIN**



**Per osservazione e ripetizioni, cliccare sul seguente link di YouTube:**

<https://www.youtube.com/watch?v=sKrf3yj2fi4>

nota dal testo: **utilizzo di “to have” al posto di mangiare/bere**

Forse per lo stesso motivo per cui in italiano diciamo “*cosa prendi*” piuttosto che “*cosa mangi*”, in inglese “**to have**” è molto utilizzato per indicare azioni che riguardano il bere, il mangiare, il godere/sfruttare/trascorrere determinate opportunità/situazioni, tipo le vacanze, il week end, serata, lavoro, il giorno, ecc.

**Esempi:** Yesterday I had for dinner a big steak Please waiter, I’ll have a salad to start You look you had a very heavy night, last night They’re going to have a drink together Did you have a nice week end? **Homework: write down and pronounce 10 sentences reflecting above rule**

Lesson 3 – **English Conversation**

08/10/18

1. **Homework Review**
2. **Let’s start singing:** [**https://www.youtube.com/watch?v=uqlhBI3ES1s**](https://www.youtube.com/watch?v=uqlhBI3ES1s) **(saggio?)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Role Play – “at restaurant “**

**Characters: Starring:**

**Silvia Betti**

**Jeff** (Silvia’s husband) Renato

**Mick** (Jeff’s mate) Luigi

**Conny** (Mick’s wife) Cristina

**Tony** (waiter)  **Antonio**

**Role Play script:** Silvia and Jeff decided to have dinner with Mick and Conny, their best friends, to celebrate Jeff’s retirement. The restaurant is reserved for tonight 8 p.m. Silvia and Jeff are on time, but Conny and Mick are late. The scene starts with Silvia and Jeff discussing about their friends’ delay. But in ten minutes they join them. The four friends come in the restaurant.

**Roles**: **Silvia** booked the table. She’s a bit disappointed about her friends delay. **Jeff** is happy about retirement. However, he’s concerning that Mick has to work for long time before he may get retired. **Conny** is younger then Silvia, she cares a lot about her look. **Mick** is a good guy, he’s hungry and likes very much good foods.

**Tony**, the waiter, welcomes the group saying…….”…………….”

**HOMEWORK: Choose your favorite song, possibly a simple one. Go on YouTube and select the song file reporting the lyrics and try to sing together with the singer. Try to follow the exact rhythm of the song pronouncing correctly the song script.**

Lesson 4/5 – **Sing and Learn**

October 15th and 22nd, 2018

[**Let’s listen some of your favorite songs….sung by you……who’s first?**](../../../Videos/That's%20What%20Friends%20Are%20For%20%20%20KARAOKE%20.mp4)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Euphemisms *(Soft Language, Soft Expressions)***

In English, like in Italian, there are some words we don’t love to use because they seem to be too rude, too harsh. For example, we use to say “*ti vedo rimesso*” instead of saying “*sei ingrassato*”.

***If an English guy, who’s learning Italian, hears us saying “ti vedo rimesso” do you think he will understand what we really mean?***

well, based on that, let’s have a look now to some English euphemisms:

|  |  |  |
| --- | --- | --- |
| **Italiano** | **Rude word** | **Euphemism** |
| E’ morto | He died | He passed away, He didn’t make it |
| Gabinetto | Toilet | Ladies room, Little boys’ room, Gents room |
| Bagno | Bathroom | Restroom, Washroom |
| Handicappato | Handicapped | Mentally challenged or physically challenged |
| Grasso | Fat | Full figured (donna), Let himself go (maschio) |
| Grasso sudato | Fat and sweaty | Big boned |
| Licenziato | Fired | Laid off |
| Disoccupato | Unemployed | Between jobs |
| Di occasione, pezzotto | Stolen | Got off the truck |
| Usato | Used | Previously enjoyed, pre-enjoyed |
| Incinta | Pregnant | Bun in the owen, knocked up |
| Povero | Poor | Economically disadvantaged |
| Anziano, Vecchio | Elderly | Senior; Senior Citizen |
| Chiamata indesiderata | Unwanted call | Courtesy call |
| Imitazione di pelle | Imitation leather | Genuine Imitation Leather |
| basso | Short | Vertically challenged |

learning above euphemisms will allow you to understand some dialogues you may listen watching TV or movies or listening songs.

**1 grammar rule per lesson**

**Use of the verbs “LIKE”, “ENJOY”, “LOVE”**

Il verbo “**to like**” (piacere) si costruisce in inglese nel seguente modo.

La persona a cui piace qualcosa o qualcuno è il soggetto di like, ciò che piace è il complemento oggetto. In poche parole, in inglese “to like” è un verbo transitivo.

**A Susan piacciono le torte al cioccolato**

Susan: in inglese è il soggetto di like.

Le torte al cioccolato è il complemento oggetto. per cui:

**Susan likes chocolate cakes.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Like + verbo**

Quando il verbo “to like” è seguito da un altro verbo, questo in italiano viene messo all’infinito (es. mi piace spendere).

In inglese riscontriamo invece due casi:

1. **“like” sarà seguito dalla forma “verbo-ing” quando esprime un’azione, un gradimento in generale**

es. I like shopping, He likes dancing. They like travelling. She likes reading novels

1. **“like” sarà invece sarà seguito dal verbo all’infinito (preceduto dal “to”) quando si riferisce ad un’azione, una circostanza, un ambito specifico**

es. I like to dance disco with my friends on Saturday night.

es. I like to read a detective story before going to bed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Would like**

Il condizionale di like è utilizzato nel significato di vorrei ed è **sempre seguito dall’infinito con to**.

es. I would like to help him.

es. They would like to come earlier.

es. We would like to join this course

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Per **esprimere “quanto” ci piace fare qualcosa**, si possono utilizzare i seguenti verbi, elencati in ordine di intensità, dal più negativo al più positivo.   |  |  | | --- | --- | | **In inglese** | **In italiano** | | **To hate** | Odiare Il verbo *to hate* è usato più frequentemente di quanto non venga utilizzato l’italiano odiare. **I hate pizza. Non mi piace affatto la pizza.** | | **Can’t bear / can’t stand** | Non sopportare | | **To dislike** | Non piacere | | **To mind** | Importare, interessarsi, far caso Utilizzato in forma negativa, *I don’t mind,*significa *non mi dispiace.* **I don’t mind working at night. Non mi dispiace lavorare di notte.** | | **To quite like To like To really like** | Piacere abbastanza Piacere Piacere molto | | **To enjoy** | Piacere, riferito ad una situazione in cui si sta bene. **I really enjoyed the party. Mi è veramente piaciuta la festa.** | | **To love** | Amare Il verbo *to love* è usato più frequentemente di quanto non venga usato *amare* in italiano. **I love chocolate! Mi piace moltissimo il cioccolato!** |   **TABELLINA DEL “PIACERE”** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| **hate** | **can’t stand** | **dislike** | **don’t mind** | **quite like** | **like** | **really like** | **enjoy** | **love** |
| non mi piace affatto | non sopporto | non gradisco | sono indifferente | mi piace abbastanza | mi piace | mi piace molto | gradisco pienamente | sono pazzo per… |

**HOMEWORK**: Write as many phrases as the ways we may indicate how much we like something and/or somebody.

Lesson 6 – **Quick Homework Review Dictation test**

October 29th, 2018

**DICTATION TEST**

I will firstly dictate, at normal speed of speaking, a simple text. I’ll repeat that twice, slowing down more and more. Your job is to understand and write down the words’ spelling and translate them in Italian. Proof of your proper understanding will be in your answers to some questions I’ll make you after the dictation test.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dictation text**

*Mary and Robert’s parents live in a big house near the River Thames. Every day they go out for a walk. They come back home at lunch time. They usually have lunch at home with Mary and her boyfriend George. George lives in Canterbury, but he works in London. He’s an engineer. Mary is 35 years old. She works in a shoe-shop. In her free time Mary likes listening to music or going to the cinema. She loves romantic comedies. George doesn’t like going to the cinema. He prefers playing tennis with his friend John. Robert is 37. He’s a writer. His wife’s name is Sally. They have two children, Elisabeth, 6, and Tommy, 2.*

**QUESTIONS AND ANSWERS**

1. Where do Mary and Robert’s parents live?  
     
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png THEY LIVE IN A BIG HOUSE NEAR THE RIVER THAMES.   
   2) Where do they usually have lunch?  
       
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png THEY USUALLY HAVE LUNCH AT HOME.  
   3) What is Mary’s boyfriend’s name?  
     
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png HIS NAME IS GEORGE  
   4) Where does George work?  
      
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png GEORGE WORKS IN LONDON.   
   5) What does he do?  
      
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png HE’S AN ENGINEER.  
   6) Where does Mary work?  
       
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png SHE WORKS IN A SHOE-SHOP.  
   7) What does Mary like doing in her free time?  
     
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png SHE LIKES LISTENING TO MUSIC OR GOING TO THE CINEMA.  
   8) Does George like going to the cinema, too?  
     
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png NO, HE DOESN’T.  
   9) How old are Robert’s children?  
     
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png THEY ARE 6 AND 2.  
   10) What are their names?  
       
   http://www.englishgratis.com/1/risorse/esercizi/cuoricino-arancione.png

Lesson 7 – **Future Progressive**

November 5th, 2018

we all know about present progressive. That’s the form we use to express an action that is happening in the moment we speak.

example: They’re eating pizza. We’re going home. You’re not listening. She’s writing a letter. We’re singing Beatles’ songs.

What if we need to indicate something that is going to happen in the future?

**We’ll use FUTURE PROGRESSIVE tense!**

***Future progressive is used when you need to say something***

***that will be happening at a specific time in the future.***

**How to form the phrase with future progressive tense**

|  |  |  |  |
| --- | --- | --- | --- |
| pronoun | modal verb | verb+ing | expected time |
| **I** | **will be** | **leaving** | **next week** |
| **We** | **will be** | **eating pizza** | **tonight** |
| **They** | **will be** | **studying** | **by end of june** |

***negative and interrogative will follow usual rules, like:***

|  |  |  |  |
| --- | --- | --- | --- |
| pronoun | modal verb | verb+ing | expected time |
| **I** | **will be not** | **leaving** | **next week** |
| **We** | **will be not** | **eating pizza** | **tonight** |
| **Will be** | **they** | **studying** | **by end of June?** |

**Let’s have fun !**

**BROKEN TELEPHONE**

**Form groups of three. I’ll write a simple phrase on a piece of paper. I’ll tell such simple phrase to one group representative without writing it on paper. He or She will repeat same phrase to his/her mate without writing. This second person will repeat what he/she has understood to the third mate still without writing. This third person will tell me what he/she has understood and will write that on paper. We’ll compare my first phrase with the last received.**

**few differences: good job**

**many differences: bad job**

**We’ll do that three times.**

**The group will accumulate less differences will win the game**

**LET’S DO A TEST**

**play start:**

**3 phrases**

**I’m not young enough to know everything (Oscar Wilde)**

**Difficult roads often lead to beautiful destinations. (Zig Ziglar)**

**You only live once, but if you do it right, once is enough. (Mae West)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**HOMEWORK**

**Scrivere 10 frasi, utilizzando il FUTURE PROGRESSIVE, declinate in tempi, persone e forme** *(negativa, affermativa, interrogativa, interrogativo-negativa)* **differenti.**

Lesson 8 – **Live English**

November 12th, 2018

* **Quick Homework Review**
  + **10 phrases using FUTURE PROGRESSIVE**
* **Role Play: “A trip to Prague”**



**ROLE PLAY: “A trip to Prague”**

**We’re going to have a nice, long week end in Prague. Our group is made of 4 people:**

**Roles/Actors:**

**Annalisa: Roberto, Annalisa’s husband: Loretta, Annalisa’s sister: Pavel, the Polish Loretta’s fiancé: Antonio, the italian hotel receptionist**

**Case: November 12, 2018 3.30 pm. We’re at the hotel reception desk asking for our reservations. We look for quickly taking the rooms in order to go out and have the first Prague visit before daylight would end.**

**Annalisa: She has booked on-line the 4-stars hotel for the group. At booking time, she was looking for two double rooms with bath service and shower, minibar and breakfast included. She was so impressed from the cheap price of the hotel which is located down town Prague. Normally Annalisa is a directive person who likes to organize parties, events, journeys and so on. She likes to appear perfect in all things she does.**

**Roberto: He’s used to leave to his wife all the duties regarding travel organization and therefore he accepts what Annalisa decides for both. He’s a very calm and polite guy, he doesn’t like aggressive talks; often he avoids discussions and helps things calm down.**

**Loretta: Loretta is 39. She’s younger then Annalisa. She doesn’t like the way Annalisa treats her like a “*little girl*”. Her relationship with Annalisa is good, but very often they have different opinions on things to do. They have quite different way of life and often they criticize each other.**

**Pavel: He lives and works in Italy. He’s in love with Loretta from only six months. He goes perfectly with Loretta, but he doesn’t like at all the way Annalisa treats her. He’s a little aggressive guy. On the other end, he likes Roberto very much. They practice same sport together (biking) and are fan of same football team: SSC Napoli.**

**Antonio: He’s from Napoli. He recently got the job at the *3 stars-plus* hotel “Old Prague”. He speaks English sufficiently well, but he’s low expert in hotel desk management and he’s a bit slow. (*follows…)***

**START**

**The role play’s scene starts when the group approach the hotel desk and Annalisa asks Antonio for their reservation………… The role play will be ending when the group go out for first Prague visit.**

Lesson 9/10 – **Ultimate word on verbs’ conjugation**

November 19th  and 26th 2018

**Let’s summarize in a single outlook the verb’s conjugation in English. We’ll take the verb “to drive” as an example. That’s an irregular verb.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EXTENDED VERB PARADIGM**

|  |  |  |
| --- | --- | --- |
| Present/Infinitive | **Drive** | Guido |
| Simple Past | **Drove** | Ho guidato |
| Past Participle | **Driven** | Guidato |
| Gerund / Present Participle | Driving | Guidando/La Guida |
| Indicative 3rd person | Drives | Guida |

**PRESENT**

* I drive guido
* You drive
* He, She, It drives
* We drive
* You drive
* They drive

**PRESENT CONTINOUS**

* I’m driving sto guidando / guido *(svolgo l’azione nel momento in cui parlo)*
* You’re driving
* He’s, She’s, it’s driving
* We’re driving
* You’re driving
* They’re driving

**SIMPLE PAST**

* I drove ho guidato
* You drove
* He, She, it drove
* We drove
* You drove
* They drove

**PAST CONTINOUS**

* I was driving stavo guidando *(cito l’azione mentre si svolgeva nel passato)*
* You were driving
* He, She, it was driving
* We were driving
* You were driving
* They were driving

**PRESENT PERFECT** (\*)

* I have driven ho guidato *(l’azione citata si è conclusa)*
* You have driven
* He, She, it has driven
* We have driven
* You have driven
* They have driven

(\*) this is the same of the SIMPLE PAST above. Normally you can use both. However, there are some rules to understand when is more appropriate the use of one form instead of the other one:

|  |  |  |
| --- | --- | --- |
| Present Perfect | Simple Past | Esempi |
| Il periodo di tempo in cui si è svolta l'azione non è ancora concluso | Il periodo di tempo in cui si è svolta l'azione è completamente concluso | **I have driven 3 times this week** (questa settimana non si è ancora conclusa) **I drove 3 days last week**(la scorsa settimana è definitivamente conclusa) |
| Notizie o informazioni recenti i cui effetti si fanno ancora sentire al presente | Notizie o informazioni ormai datate che non hanno più effetto al presente | **Martin has driven his car again** (questa è una informazione recente  **Martin drove his car last year**(questa è una vecchia notizia che non comporta alcun effetto al presente) |
| Il periodo di tempo può non essere specificato | Il periodo di tempo è sempre specificato, anche in modo sottinteso | **I have driven that car already** (Non sappiamo quando) **I drove that car on Thursday** (Sappiamo esattamente quando, giovedì) |
| Con **for** e **since**, quando le azioni non sono ancora finite | Con **for** e **since**, quando le azioni sono già finite | **I have driven in London for five years**(Vivo ancora a Londra) **I drove in London for five years** (Non vivo più a Londra oggi) |

**PRESENT PERFECT CONTINOUS**

* I have been driving ho guidato / stavo guidando
* You have been driving
* He, She, it has been driving
* We have been driving
* You have been driving
* They have been driving

Il PRESENT PERFECT CONTINOUS È USATO:

* per attività che sono finite di recente (nel passato) o appena terminate. Come per il present perfect, vi è una stretta connessione con l’adesso: l’azione appena terminata manifesta il suo effetto in questo momento;
* per azioni o attività che iniziano nel passato e continuano nel presente.

Tipico ne è l’uso per le domande che iniziano con *‘how long’* e a cui si risponde con *for*e *since*.

**Esempi:**

1. *I’ve been playing football since I was seven* – Gioco a calcio da quando ho sette anni (e non ho mai smesso durante questi anni);
2. *I’m tired because I’ve been working all day* – Sono stanco perché ho lavorato tutto il giorno (l’azione era continuativa e ho appena finito);
3. *How long have they been waiting for the bus? They have been waiting for an hour* – Da quanto stanno aspettando l’autobus? Lo stanno ancora aspettando e sono lì da 1 ora.

**PAST PERFECT**

* I had driven avevo guidato
* You had driven
* he, She, it had driven
* We had driven
* You had driven
* They had driven

**PAST PERFECT CONTINOUS**

* I had been driving era stato guidato
* You had been driving
* He, She, it had been driving
* We had been driving
* You had been driving
* They had been driving

**SIMPLE FUTURE SIMPLE FUTURE** (poco usato)

* I will drive (I’ll drive) guiderò I shall drive
* You will drive (You’ll drive) You shall drive
* He, She, it will drive He, She shall drive
* We’ll drive We shall drive
* You’ll drive You shall drive
* They will drive They shall drive

Il **Futuro si esprime in** 4 tempi:

- il Futuro Semplice (**Simple Future**)

- ilFuturo Intenzionale (**To be going to**)

- il Presente Progressivo (**Present Progressive** o**Continuous**)

- il Presente Semplice (**Simple Present**)

|  |  |
| --- | --- |
| Tempi | QUANDO USARE |
| **Simple Future**  ***I will drive*** | 1. Fare una promessa 2. Offrirsi spontaneamente di fare qualcosa 3. Decidere al momento di fare qualcosa, senza averla programmata precedentemente 4. Fare previsioni 5. Indicare qualcosa che certamente avverrà a prescindere dalla nostra volontà |
| **To Be Going To**  ***I’m going to drive*** | 1. Azione già programmata o definita 2. Con il significato di "avere intenzione di" 3. Con il significato di "stare per" |
| **Present Progressive**  ***Tonight I’m driving home*** | Azioni già programmate per il futuro |
| **Simple Present**  ***Bus driver drives tomorrow 8 a.m.*** | Azioni future riferite a mezzi di trasporto o a eventi con orari prestabiliti |

**FUTURE CONTINOUS**

* I will be driving (I’ll be driving) guiderò
* You will be driving (You’ll be driving)
* He, She, it will be driving
* We’ll be driving
* You’ll be driving
* They will be driving

Il **future continuous** si riferisce a un'azione o a un evento che sarà in corso di svolgimento nel futuro.

**FUTURE PERFECT**

* I will have driven avrò guidato *(azione che sarà avvenuta nel futuro)*
* You’ll have driven
* He, She, it will have driven
* We’ll have driven
* You’ll have driven
* They will have driven

**FUTURE PERFECT CONTINOUS**

* I will have been driving avrò guidato *(azione che è prevista nel futuro)*
* You’ll have been driving
* He, She, it will have been driving
* We’ll have been driving
* You’ll have been driving
* They will have been driving

**CONDITIONAL PRESENT**

* I would drive guiderei / vorrei guidare
* you would drive
* he/she/it would drive
* we would drive
* you would drive
* they would drive

**CONDITIONAL PRESENT PROGRESSIVE**

* I would be driving avrei guidato *(in un tempo definito)*
* you would be driving
* he/she/it would be driving
* we would be driving
* you would be driving
* they would be driving

**CONDITIONAL PERFECT**

* I would have driven avrei guidato *(in un tempo indefinito)*
* you would have driven
* he/she/it would have driven
* we would have driven
* you would have driven
* they would have driven

**CONDITIONAL PERFECT PROGRESSIVE**

* I would have been driving avrei dovuto guidare
* you would have been driving
* he/she/it would have been driving
* we would have been driving
* you would have been driving
* they would have been driving

**Per le forme condizionali “SHOULD” (dovrei), “COULD” (potrei) e “MIGHT” (potrei) le regole restano invariate……………………………….**

**Subjunctive (CONGIUNTIVO)**

**PRESENT SUBJUNCTIVE**

* I drive che io guidi
* you drive
* he/she/it drive
* we drive
* you drive
* they drive

**PAST SUBJUNCTIVE**

* I drove che io abbia guidato
* you drove
* he/she/it drove
* we drove
* you drove
* they drove

**PAST PERFECT SUBJUNCTIVE**

* I had driven che io abbia guidato
* you had driven
* he/she/it had driven
* we had driven
* you had driven
* they had driven

**Imperative**

* drive! Guida !

**Exhortatory (hortatory)**

* Let´s drive Guidiamo
* Let you drive Guidate
* etc…

**PRESENT PARTICIPLE / GERUND**

* driving Guidando (o l’azione del guidare: la guida)

**PAST PARTICIPLE**

* driven Guidato

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A Christmas Carol:**

<https://www.youtube.com/watch?v=gNPRFZjmlGs>

**Let it snow !**

|  |  |
| --- | --- |
| **LET IT SNOW!** | |
| **English** | **Italiano** |
| Oh, the weather outside is frightful, But the fire is so delightful, And since we’ve no place to go, Let it snow, let it snow, let it snow.  It doesn’t show signs of stopping, And I brought some corn for popping; The lights are turned way down low, Let it snow, let it snow, let it snow.  When we finally say good night, How I’ll hate going out in the storm; But if you really hold me tight, All the way home I’ll be warm.  The fire is slowly dying, And, my dear, we’re still good-bye-ing, But as long as you love me so. Let it snow, let it snow, let it snow. | Il tempo fuori è terribile ma il fuoco è così piacevole e visto che non dobbiamo andare da nessuna parte lascia che nevichi, lascia che nevichi, lascia che nevichi!  Non sembra voler smettere e io ho portato dei pop corn le luci si stanno per spegnere lascia che nevichi, lascia che nevichi, lascia che nevichi!  Quando finalmente ci saremo detti buonanotte non sopporterò l’idea di dover uscire con questa tempesta ma se davvero mi stringerai forte nella strada verso casa mi sentirò al caldo  Il fuoco sta lentamente morendo e, mia cara, ci stiamo ancora salutando  ma finchè mi amerai in questo modo lascia che nevichi, lascia che nevichi, lascia che nevichi! |



Lesson 11 – **Prepositions**

december 3rd , 2018

**Preposizioni di tempo**

| Inglese | Italiano | Uso | Esempio |
| --- | --- | --- | --- |
| **ago** | fa | per indicare una data nel passato | two years ago |
| **as of/from** | a partire da/da | per indicare l’inizio di un periodo indefinito | I am on holiday as of/from tomorrow. |
| **at** | di | nel senso di *di notte, durante la notte* | at night |
| nel | nel senso di *durante il fine settimana* (ma in ingl. americano: *on*) | at the weekend  (ingl. americano*:* *on the weekend*) |
| alle | per certe indicazioni di tempo (quando?) | at half past nine |
| per | giorni festivi (senza indicazione del giorno esatto) | at Christmas, at Easter |
| **before** | prima | prima di una data | before 2004 |
| **by** | fino a | nel senso di *al più tardi/massimo* | I will be back by 6 o’clock. |
| fino ad una determinata data o ora o tempo in genere | By 11 o’clock I had read five pages. |
| **during** | durante | durante un lasso di tempo | during the summer holidays |
| **for** | per | per un lasso di tempo determinato (vedi: *since*) | for two years |
| **from...until/ till/up to** | a partire da/da…fino a/a | per esprimere un lasso di tempo ben definito partire da/*da … (fino) a …* | from Monday to/till Friday |
| **in** | ad/in | mesi/stagioni | in August / in winter |
| di | lasso di tempo durante un giorno | in the morning |
| nel | indicazione dell'anno/annata | in 2006 |
| fra/in | indicazione temporale approssimativa *(quando?)* | in an hour, in the past, in the future |
| **on** | il/di | giorni della settimana | on Monday |
| indicazione di una data | on 16th May |
| giorni festivi (con indicazione esatta del giorno) | on Easter Monday |
| **past** | dopo | per indicare l'orario (in ingl. americano anche:*after*) | ten past six (6:10)  (in ingl. americano anche: ten after six) |
| **since** | da (dal) | a partire da una data (vedi: *for*) | since 1980 |
| **to** | meno | per indicare l'orario (i*n ingl. americano anche:before, of, till*) | ten to six (5:50)  (in ingl. americano anche: *ten before/of/till six*) |
| **till/until** | fino a | nel senso di *fino a quando* | He is on holiday until Friday. |

**Preposizioni di luogo**

Nella tabella che segue sono raggruppate tutte le preposizioni che vengono impiegate per fornire informazioni su posizione o direzione.

| Inglese | Italiano | Uso | Esempio |
| --- | --- | --- | --- |
| **above** | sopra | sopra, ma non immediatamente al di sopra | The castle stands above the town. |
| **Across**  **(over)** | attraverso | da una parte all'altra (anche *over*) | to walk across a bridge |
| arrivare dall'altra parte | to swim across a lake |
| **against** | contro | in una competizione, contro l'avversario | Barcelona is playing against Manchester tonight |
| riferito ad un contatto, una collisione volontaria o non | Michael stood with his back against the wall |
| **at** | a | nel senso di *accanto, davanti, dinanzi* | at the door, at the station |
| a | luogo dove ci si trova per svolgere un’azione tipica per quel luogo (guardare un film, studiare, lavorare) | at the cinema, at school, at work |
| a, accanto | ad un evento | at a concert, at the party |
| vicino | a tavola | at the table |
| a/da | visita/appuntamento | at sb’s house, at the doctor’s |
| **behind** | dietro | dietro | There is a beautiful garden behind the house. |
| **below** | sotto | sotto qualcosa, ma al di sopra del pavimento | The fish are below the surface. |
| **by, next to, beside** | vicino | accanto a | Jane is standing by/next to/beside the car. |
| **from** | da | proveniente da (da dove?) | a flower from the garden |
| **in** | a/in/nel | stanza, edificio, strada, città, paese | in the kitchen, in hospital, in London, in Ireland |
| libro, giornale ecc. | in the book |
| macchina, taxi | in the car, in a taxi |
| quadro, mondo | in the picture, in the world |
| **into** | in | entrato in una stanza/un edificio | to go into the kitchen/house |
| **in front of** | davanti | davanti a/di fronte a | There are two men in front of the house. |
| **on** | a/su | fissato a/su | the picture on the wall |
| al fiume | London lies on the Thames. |
| a/su | su una superficie | on the table |
| su un lato (a sinistra, a destra) | on the left |
| su un piano | on the first floor |
| in/su | trasporti pubblici | on the bus, on a plane |
| TV, radio, Internet | on TV, on the radio, on the internet |
| **onto** | su/sopra | salire su qualcosa | to jump onto the table |
| **over** | su/sopra | qualcosa che compre qualcos'altra | |  | | --- | | She pulled the blanket over her head. | |
| nel senso di *più di* | over 16 years of age |
| arrivare dall'altra parte (anche *across*) | to walk over a bridge |
| superare un ostacolo | to climb over a wall |
| **through** | attraverso | con limitazione sopra, sotto e ai lati | to drive through a tunnel |
| **to** | a/da | a una persona, in un edificio, al tetro/cinema | to go to the cinema |
| a/in | in/verso un luogo, un paese | to go to London/Ireland  to go to the USA |
| a | a letto | to go to bed |
| a | andare al lavoro | to go to work |
| **towards** | verso | in direzione di (ma non fino alla meta) | to go 5 steps towards the house |
| **under** | sotto | sotto qualcosa, sul pavimento | The bag is under the table. |

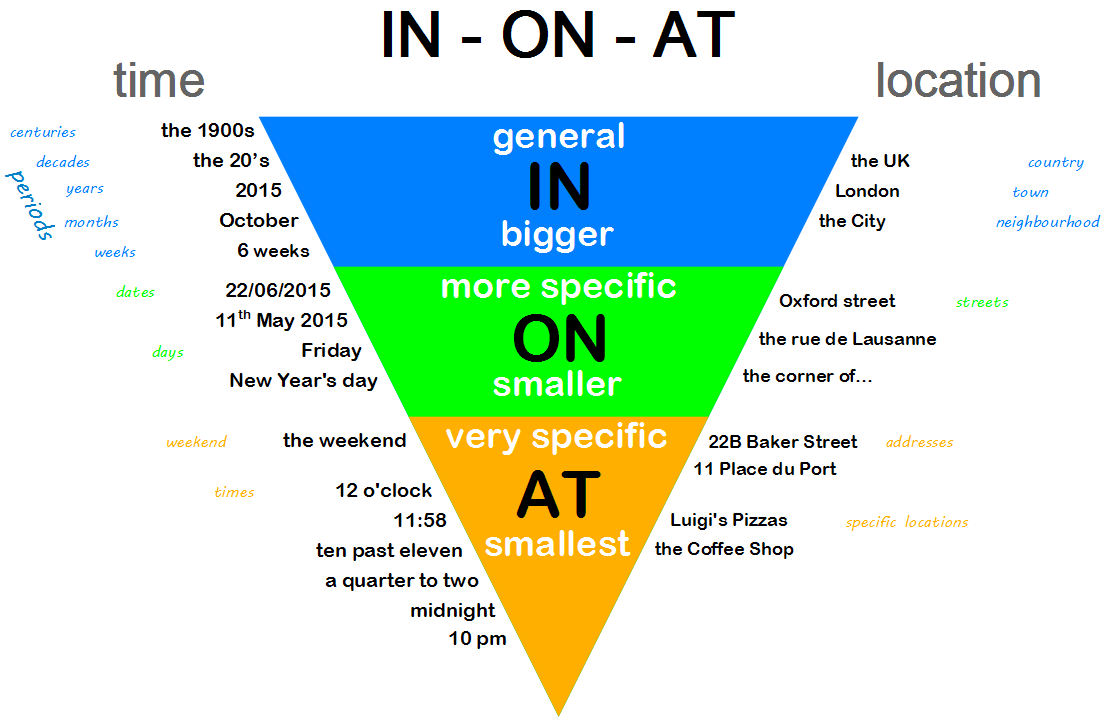
**Altre preposizioni importanti**

| Inglese | Italiano | Uso | Esempio |
| --- | --- | --- | --- |
| **about** | di | nel senso di*di/su qualcosa* | We were talking about you. |
| **at** | a | nell’indicazione dell'età | She learned Russian at 45. |
| **by** | di | causa, autore ecc. | a book by Mark Twain |
| di | aumento, calo | Prices have risen by 10 percent. |
| con | viaggiare con i mezzi | by car, by bus |
| **from** | di | nel senso di *da parte di* | a present from Jane |
| **of** | di | *di qualcosa*, corrisponde al genitivo | a page of the book |
| **on** | a | viaggiare a piedi, a cavallo | on foot, on horseback |
| **with** | con | nel senso di *insieme a* | with my parents, with a friend |
| per indicare qualità/caratteristiche | a woman with red hair |
| in riferimento a materiali/strumenti/attrezzi | The scratch was treated with an anticeptic. |

Lesson 12 – **Prepositions by graphics**

december 10th , 2018

**PREPOSIZIONI PER IMMAGINI**



**EXAMPLE:**

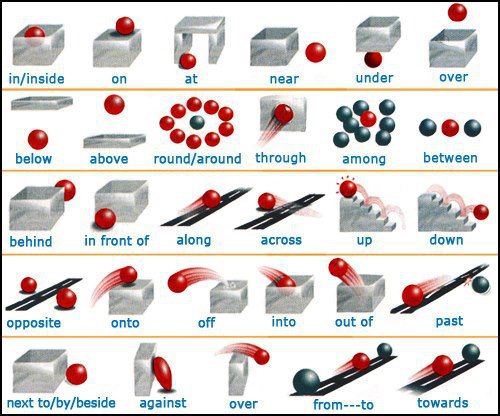
**Time:**

**We’re going to have a party in December on Friday 14 at 7 p.m.**

**Location:**

**We’re going to have a party in Naples on the Vomero area at Pizzeria Gorizia**

**PREPOSIZIONI DI LUOGO**



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HOMEWORK**

**write 20 sentences using different prepositions, even in the same phrase, and different verbs conjugated in different tenses.**

Lesson 13 – **Phrasal verbs with “to COME”**

december 10th , 2018

**Remember, a phrasal verb is a verb which is composed from a verb plus a preposition. According with the different prepositions, the verb assumes similar or different meaning, in some cases, totally different from original meaning of the verb itself. In some cases, the phrasal verb is made of a verb plus two prepositions.**

|  |  |  |  |
| --- | --- | --- | --- |
| **VERB** | **PREPOSITION** | **2ND PREPOSITION** | **MEANING** |
| **COME** | **UP** | **WITH** | **Produrre un risultato, un piano, un’idea** |
| **COME** | **UP** | **AGAINST** | **Superare, affrontare un ostacolo, un problema** |
| **COME** | **ACROSS** | **AS** | **Si presenta come…** |
| **COME** | **AROUND** |  | **Convincere o esser convinto a cambiare idea opinione.**  **Vieni a trovarmi** |
| **COME** | **OUT** |  | **Uscire da un luogo.**  **Esortazione a uscire.**  **Svelare un segreto, una opinione** |
| **COME** | **APART** |  | **Esaurirsi, Sconvolgersi.** |
| **COME** | **ON** |  | **Affrettiamoci, Affrettatevi.**  **Forza.** |
| **COME** | **ON** |  | **Ma dai, ma davvero? Eddai** |
| **COME** | **INTO** |  | **Ricevere, Ereditare** |
| **COME** | **INTO** |  | **Diventare di moda** |
| **COME** | **OVER** |  | **Visitare, chiedere di essere visitato** |
| **COME** | **IN** |  | **Entrare**  **Arrivare** |

**Now, let’s play together: help me fill the following table**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** | **Interrogative-Negative** | **Conditional** | **Past Tense** |
| **You normally have lunch at noon** | **You don’t have normally lunch at noon** | **Have you normally lunch at noon?** | **Don’t you have normally lunch at noon?** | **You could *(should, would)* have normally lunch at noon** | **You had normally lunch at noon** |
| **She loves reading novels close the bedside light.** |  |  |  |  |  |
| **We’re going to spend a lot of money during Christmas holidays** |  |  |  |  |  |
| **They’re leaving to their family house to spend New Year day together** |  |  |  |  |  |
| **He likes to ski and therefore he’s going to book a hotel at Roccaraso.** |  |  |  |  |  |

****

Lesson 14 – **New Year, New Course**

January 7th , 2019



* **Starting today we’ll stop speaking in Italian during the lesson. We’ll use exclusively English for any need you may have about making questions, give answers to Teacher’s questions, ask Teacher to repeat rules and/or pronunciation and for whatever reason you must speak.**
* **Your role is to raise your hand at any time you need to make questions.**
* **We’ll take opportunity from your questions to reinforce grammar rules understanding, proper conversation approach, right pronunciation.**
* **We’ll start this new approach using following tutorial on the web:**

[**https://www.youtube.com/watch?v=nkZ3-qi0Z4U&list=PLIGzt4yQTBYkN0Y-Czdl1FJXCq77c5Auz**](https://www.youtube.com/watch?v=nkZ3-qi0Z4U&list=PLIGzt4yQTBYkN0Y-Czdl1FJXCq77c5Auz)

Lesson 14 – **Learning by listening**

January 14th , 2019

**TUTORIAL:**

**<https://www.youtube.com/watch?v=nkZ3-qi0Z4U&list=PLIGzt4yQTBYkN0Y-Czdl1FJXCq77c5Auz>**

**COME FORMARE I COMPARATIVI E I SUPERLATIVI REGOLARI**

**Formare i comparativi e i superlativi è facile. La forma dipende dal numero di sillabe dell'aggettivo originale.**

**AGGETTIVI A UNA SILLABA**

**Aggiungere *-er* per il comparativo e *-est* per il superlativo. Se l'aggettivo presenta una consonante + vocale singola + consonante, si deve raddoppiare la consonante finale prima di aggiungere il suffisso.**

|  |  |  |
| --- | --- | --- |
| **AGGETTIVO** | **COMPARATIVO** | **SUPERLATIVO** |
| **Tall** | **Taller** | **Tallest** |
| **Fat** | **Fatter** | **Fattest** |
| **Big** | **Bigger** | **Biggest** |
| **Sad** | **Sadder** | **Saddest** |

**AGGETTIVI A DUE SILLABE**

**Gli aggettivi con due sillabe possono formare il comparativo aggiungendo *-er* oppure anteponendo *more* all'aggettivo. Questi aggettivi formano il superlativo aggiungendo *-est* oppure anteponendo *most* all'aggettivo. In molti casi, è possibile utilizzare entrambe le forme, anche se una forma è più comune dell'altra. In caso di dubbi se un aggettivo a due sillabe può prendere il suffisso comparativo o il suffisso superlativo, andate sul sicuro e usate *more* e *most*. Gli aggettivi che terminano per *y* cambiano la y in i prima del suffisso.**

|  |  |  |
| --- | --- | --- |
| **AGGETTIVO** | **COMPARATIVO** | **SUPERLATIVO** |
| **Happy** | **Happier o More Happy** | **Happiest o Most Happy** |
| **Simple** | **Simpler o come sopra** | **Simplest o come sopra** |
| **Busy** | **Busier o come sopra** | **Busiest o come sopra** |
| **Funny** | **Funnier o come sopra** | **Funniest o come sopra** |
| **Clear** | **Clearer o come sopra** | **Clearest o come sopra** |

**AGGETTIVI A TRE O PIÙ SILLABE**

**Gli aggettivi con tre o più sillabe formano il comparativo anteponendo *more* all'aggettivo e formano il superlativo anteponendo *most*.**

|  |  |  |
| --- | --- | --- |
| **AGGETTIVO** | **COMPARATIVO** | **SUPERLATIVO** |
| **Important** | **More Important** | **Most Important** |
| **Expensive** | **More Expensive** | **Most Expensive** |
| **Delicious** | **More Delicious** | **Most Delicious** |
| **Redundant** | **More Redundant** | **Most Redundant** |

**CASI DI COMPARATIVI E SUPERLATIVI IRREGOLARI**

**Le forme di questi aggettivi molto utilizzati sono completamente irregolari.**

|  |  |  |
| --- | --- | --- |
| **AGGETTIVO** | **COMPARATIVO** | **SUPERLATIVO** |
| **Good** | **Better** | **Best** |
| **Bad** | **Worse** | **Worst** |
| **Little** | **Less** | **Least** |
| **Much** | **More** | **Most** |
| **Far** | **Further** | **Furthest** |

**ESEMPI**

* **Today is the worst day I've had in a long time.**
* **You play tennis better than I do.**
* **This is the least expensive T-shirt in the store.**
* **This T-shirt is less expensive than that one.**
* **I ran pretty far yesterday, but I ran even further today.**

**COME FORMARE I TERMINI DI PARAGONE**

**Come tradurre frasi del tipo:**

**Quest’albero è più alto dell’altro, la montagna è tanto bella quanto il mare, la Fisica è meno facile della Geometria, Più frequento il corso di Unitre, più imparo, Meno esercito l’inglese, meno imparo, Sei alta quanto me,………..eccetera ???**

**Andiamo con ordine:**

**per introdurre il secondo termine di paragone (maggiore/minore) si usa THAN:**

**This tree is taller than the other one. Your sister is less pretty than mine. My uncle’s boat is more resistant than Dave’s one Physics is less easy than Geometry**

**per introdurre I due termini di paragone nel caso di uguaglianza (tanto/quanto) si usa AS:**

**Mountain is as nice as the sea (is) You’re as clever as I am Fall is as nice season as the spring (is) I love my daughter as I love all my kids**

**per introdurre termini di paragone crescenti/decrescenti (Più…Più, Meno…Meno, Più...Meno, Meno…Più, si usa: THE MORE/THE LESS:**

**The more I join UNITRE’s courses the more I learn The less I practice English the less I learn new words The less I do jogging, the more I become fat The more we are, the less we’ll find a nice accommodation Let’s smile: The happier, the healthier Don’t worry, the less we are, the better we stay**

Lesson 14 – **Let’s summarize how to form past tense.** May be we need two lessons to do that.

January 21st , 2019

**PAST TENSE**

**What are the different ways we use past tense in English? Please, forget Italian grammar and focus to following rules:**

**First, let’s summarize how many cases we have and how we call them:**

* 1. **Past Simple**
  2. **Past Continuous** (or Past Progressive)
  3. **Present Perfect**
  4. **Present Perfect Continuous** (or Present Perfect Progressive)
  5. **Past Perfect Simple**
  6. **Past Perfect Continuous** (or Past Perfect Progressive)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1 - PAST SIMPLE**

**We use Past Simple when we talk about actions and/or statements which are happened and/or made in the past (*specific past*) and are completed:**

**Since *I was* in a hurry, *I left* my baggage in the hotel. *I went* to University soon after the High School when *I was* 19. When *asked* from my boss, *I came up* whit a brilliant idea. *She told* me *she was* nervous before her job interview.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2 - PAST CONTINUOUS (or Past Progressive)**

**We use Past Continuous when we talk about actions and/or statements which are happened and/or made in the past and went on for a certain time:**

**Last week *she was trying* to wake up earlier. *I was thinking* about you just yesterday. One year ago, *they were* still *looking* for a job. *Were you looking* for a parking when *I saw* you last night?**

**3 - PRESENT PERFECT**

**The Present Perfect is formed by the auxiliary verb “to have” plus the Past Principle of the verb defining the action.**

**Example: I have been, She has spoken, They have stolen, …**

**We use Present Perfect when we talk about actions/statements made in the past and there is a connection between the past and the present. The person who is speaking is more interested in the action/statement made in the past instead of the time when they are made.**

**More in detail, we’ll use Present Perfect when:**

* **An action, that is started in the past, continues in the present:**

***I have lived*in Rome since 1994 and still I live there *She has learned* a lot joining UNITRE**

* **An action is made for a period of time and is not yet completed:**

***She has been*to UNITRE three times this week *We have been* studying many times this year**

* **An action is repeated in an undefined time between past and present:**

***We have eaten* pasta several times while visiting London. *They have been running* during New York Marathon**

* **An action is completed immediately before the time I speak:**

***They have just taken* the train to Milan. *I’ve finished* my lesson soon after yours**

* **An action is made in an undefined time in the past and the time is not relevant:**

***He has done* his job. *You have retired* after 40 years**

**4 - PRESENT PERFECT CONTINUOUS (or Present Perfect Progressive)**

**We use Present Perfect Continuous when we talk about actions which start in the past and continue up to recent past and/or will continue in the future.**

**It is formed with the present perfect of auxiliary verb “to be” followed by the Past Principle of the verb defining the action:**

**Example: I’ve been reading, They’ve been sleeping, She has been teaching, …**

**More in detail, we use Present Perfect Continuous when:**

**An action has started in the past and still go on in the present:**

***She has been waiting* for you all day *They have been practicing* their English all the year long I've been working on this lesson since last Friday  
*They have been travelling* since last Tuesday**

**An action has just been completed, but I focus is the effect of the action more than the time it has been made**

***She has been cooking* since last night   
*It has been raining* the all week   
*Someone has been* stolen my pen *They have been watching* TV till night**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5 - PAST PERFECT SIMPLE**

**We use Past Perfect Simple to talk about something that has happened before a certain time in the past. We use it when we want to refer to an action which happens before a certain time in the past.**

**It is formed with auxiliary verb “had” followed by the Past Participle of the verb defining the action**

**Example: I had played, She had spoken, They had done, …**

**She seated on her chair once *she had completed* her job I went to Milan once *I had sent* my CV to IBM. They spoke English after *they had spent* one year in London He bought a new house after *he had got* a better job**

**6 - PAST PERFECT CONTINUOUS (or Past Perfect Progressive)**

**We use Past Perfect Continuous when we want to refer to actions in the past which are just completed and/or are still going on.**

**It is formed with the auxiliary “had been” and the verb defining the action expressed with gerund**

**Example: She had been writing, They had been travelling, We had been speaking, …**

**More in detail, we us it to:**

**describe an action started in the past and is interrupted from another action:**

**She *had been practicing* for hours when he phoned.**

**describe an action which started or completed in the past, but the effect is still relevant in the present**

**When I saw her, she was tired because *she had been studying* all day.**

**describe an action which started before a certain time in the past and is not yet completed**

**They *had been working* for a long time, but they still had not completed their task.**

Lesson 16 – **Dictation Exercise**

January 28th , 2019

**THIS EXERCISE IS ONLY FOR INTERMEDIATE COURSE PARTICIPANTS**

**This morning we’ll practice the ability to understand English by making a dictation exercise. The dictation will be quite simple. It will consist in eight phrases having increasing complexity. Teacher will state the phrases slowly and clearly. At the end of dictation, I’ll ask two of you to report two phrases as below indicated:**

**1 and 8 2 and 7 3 and 6 4 and 5**

**The resulting best couple will be rewarded with a big……….**

1. **On Christmas time we feel much better.**
2. **Did you enjoy your meal? I liked mine very much.**
3. **I can’t wait summer time. I love swimming and summer parties.**
4. **Please madame, may you show me the way to powder room?**
5. **He has done a great job. The more he practices sport, the less he feels tired.**
6. **Brad Pitt and Angelina Jolie get married some time ago, but they get divorced few years later.**
7. **She gets crazy every time her son is late at school.**
8. **Don’t tell me what I have to do please, I’m quite able to do my job.**

Lesson 17/18 – **Writing Exercise**

February 4th and 11th , 2019

**My son** (daughter) **has been living in London from 2017. I visited him** (her) **several times in the last years and frequently I share with him** (her) **conversations through social media. Now I’d like to get him** (her) **surprised by writing him** (her) **a letter in English. I’d like to tell him about what’s going on here in Naples, what’s about our lives, what’s about his** (her) **two brothers who still are living at home, our plan for next few months. I’d also like to ask him** (her) **about his** (her) **job, how is going on in the new house he** (she) **has rented, how he** (she) **spends the free time, etc.**

**Now, the whole group of course participants become one person writing this letter. Any of you should write and give help to write different parts of the letter until we don’t have it completed:**

***My dear Antonio***

***how are you? It’s a long time I don’t write you, but today I’ve time to do it.***

***Here in Naples the weather is bad, it’s rainy every day, like yours in London 😊***

***We all are fine, your brothers are very committed with their studies and their sports. There’s a new, Gennaro has a new girlfriend, but this time he seems really felt in love-***

***What’s about you? How is going your new job? Are you too busy?***

***Is your new job implying travels?***

***I hope you’re eating well. Did you get my pack with “parmigiana”?***

***Did you enjoy it?***

***When will you have enough holidays to come back home ?***

***We all hope you will soon come here so we ‘ll spend time together in our country house , going fishing and biking.***

***Do you like the house you rented last year? I think you should buy again some little furniture to make it more comfortable.***

***Your father, who so far was lazy, goes every morning at seven o’ clock to run with our dog.***

Lesson 19 – **Conversation Exercise**

February 18th , 2019

 **Giuseppe Minutilla Lauria – Conversazione in Salotto**

**This morning we’ll run a group role play. We’ll pick up some topic among the ones we normally discuss in our daily life and we’ll discuss’ em together.**

**We’d talk about weather, politics, sport, music, celebrities, gossip, ……**

***During role play, we initiated to talk about Modern Art and we followed the discussion by mail during the forwarding week. We got some contribution from course participants showing deep interest on the matter and good level of English writing.***

Lesson 20 – **Crime Investigation** *(reading, understanding and conversation exercise)*

February 25th , 2019

**Today we’ll all play as crime detectives. Here below we’ll find a text describing a crime story.**

**Your role is to find the culprit.**

**Questions and answers to get to enigma solution must be done in English.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mr. Paul and the murder at the theater**

**It was a dark and cold winter's day, when Mr. Paul's phone rang insistently. He was shocked at the end of phone call: they had communicated the umpteenth crime in the Robert Violet’s theater, just a few meters from his house.**

**The orchestra director was killed during the execution of a classic song, just to the sound of the seventh note. All the audience had witnessed the scene, but no one had the courage to testify in the police station because of the shock.**

**The murder research would have lasted a long time and for this reason they began the day after the crime.**

**Mr. Paul, in the meantime, was reflecting on what happened while sitting on his armchair and smoking a pipe, when something out of the window caught his attention. It was still 7:30 and the theater would open at 9: 00, but Mr. Paul saw a woman coming out from a side door. She behaved as if she had something to hide.**

**The woman was heading for a red car, old and full of boxes and Paul believed she was a thief and tried to stop her by shouting, but the woman instead of stopping, went up on the car and ran away.**

**After two weeks it was announced a “*replica*” of the show with a new orchestra director. Mr. Paul bought a ticket and went to the theater to attend the show and find out who was the murderer.**

**At a certain point Mr. Paul, among the spectators, recognized the woman he had seen from his window. The woman was arm in arm of a tall man, with the mustache and robust build and Mr. Paul decided to keep his eyes on them.**

**The concert began.**

**Just before the seventh note of the song, Mr. Paul noticed among the orchestra players a man who exchanged signs of understood with the suspicious couple. Such guy was directing his trumpet towards the orchestra director.**

**Suddenly Mr. Paul got up and shouted to the conductor to put a hand on his neck and this saved his life because he came out with a small wound and finally the mystery had been resolved.**

* **Who’s the culprit?**
* **How he/she was trying to kill the orchestra director?**
* **What the role of the couple in the plot?**

**SOLUTION**

**The man used the trumpet as a weapon to launch darts full of poison. He had hatched a hate for months towards the directors because he himself aspired to that role for which he was always discarded. His plan foresaw to put the blame on the poor couple. The mystery was finally solved. Mr. Paul lit his pipe carefully and set off towards home with a little bitterness in the heart.**

Lesson 21 – **English words in italian life**

March 11th , 2019

***A lot of English words are normally used today within the Italian language. We read them or hear them in our day by day life and therefore we need to know precisely their meaning. Often, we hear our sons using them, be prepared to understand. Let’s go depth through them:***

**In politic environment**

**Bipartisan: si dice quando una cosa è condivisa di solito da entrambi i partiti (maggioranza e minoranza) o comunque condivisa tra parti normalmente opposte.**

**Jobs act: ne sentiamo parlare spesso ma non sempre capiamo di cosa si tratta; semplicemente è la “legge sul lavoro”;**

**Exit poll: è il sondaggio sui voti effettuato all’uscita dalle cabine elettorali**

**Stepchild adoption: letteralmente sta per “adozione del figliastro”, ovvero la possibilità di adottare il figlio del proprio compagno/a;**

**Speech: è il discorso di un candidato o di un personaggio politico;**

**Spin doctor: è un esperto di comunicazione che lavora per i politici ed elabora strategie al fine di ottenere consenso elettorale presso l’opinione pubblica;**

**Welfare: è lo “stato sociale”, ovvero l’insieme delle politiche messe in atto da un paese che si prende cura dei propri cittadini fornendo assistenza sanitaria, istruzione pubblica e forme di indennità ai lavoratori.**

**Convention: Congresso**

**Summit: Riunione (apicale)**

**In the business environment**

**Customer Care: è l’ufficio o l’attività preposta all’assistenza clienti;**

**Mission: termine usato per aziende o organizzazioni. Indica lo “scopo”, l’obiettivo, la “dichiarazione d’intenti” di un’azienda;**

**Startup: nuova azienda, in fase di decollo. Spesso ci si riferisce ad aziende piccole, giovani ed innovative.**

**Manager: letteralmente Gestore, per esteso è sinonimo di Capo, Direttore (anche se in inglese il termine Director indica il Manager dei Managers)**

**Part time/full time: termini diffusissimi che stanno, rispettivamente, per un contratto di lavoro ad orario ridotto e uno ad orario pieno;**

**Freelance: chi lavora in proprio ed ha una partita IVA;**

**CEO: letteralmente Chief Executive Officer, corrisponde al nostro Amministratore Delegato**

**Target: letteralmente è obiettivo, si usa per indicare la fascia dei potenziali acquirenti e/o consumatori di un prodotto o di un servizio**

**Meeting: semplicemente una riunione, un incontro di lavoro;**

**Deadline: si tratta del termine ultimo per la consegna di qualcosa; in termini semplici indica: scadenza**

**Conference call: è una riunione telefonica fatta attraverso apparecchi multipli interconnessi**

**Video conference: come sopra, ma via TV o Videoterminali**

**Business Plan: Piano economico. Pianificazione costi/ricavi**

**Workaround: “pezza”, quando si risolve un problema con una soluzione estemporanea**

**Budget: Fondo economico disponibile. Per esteso è anche il piano per la disponibilità dei fondi.**

**Brainstorming: discussione di gruppo tra colleghi lasciata alla creatività individuale e senza regole di ingaggio precise per favorire la nascita di idee, l’evidenza di problemi, soluzioni, eccetera**

**Briefing: breve riunione dove si prevede esclusivamente la comunicazione di ordini e/o disposizioni di ruoli, compiti, ecc**

**De-briefing: riunione di un gruppo dopo aver partecipato ad una riunione con altri gruppi. “fare il punto” e ad agire di conseguenza.**

**In the technology environment**

**Smartphone: è il cellulare multimediale di ultima generazione con il quale si può navigare in internet, utilizzare applicazioni, etc;**

**Wireless: un collegamento elettrico o elettronico che non necessita di cavi;**

**Hardware: è la componente fisica degli strumenti elettronici (per esempio, lo schermo, la tastiera, il mouse etc.);**

**Software: è la componente non-fisica degli strumenti elettronici quali i programmi del pc o il sistema operativo;**

**Touchscreen: si dice di dispositivi che non hanno tastiera o periferiche esterne ma che si utilizzano toccando semplicemente lo schermo;**

**Social network: Sono reti sociali fruibili sul web o tramite apposite applicazioni che consentono il collegamento fra gli utenti e la condivisione di materiali.**

**Internet: è la rete delle reti, il collegamento in rete tra tutte le reti esistenti a livello globale**

**Screen: è il video. Screen Saver è la funzione che spegne l’immagine sul video anche se acceso per evitare il consumo dannoso dei pixels**

**Wi-Fi: accesso ad Internet senza necessità di cavi di collegamento**

**Mobile: è il telefono cellulare**

**Hands-free: apparecchio automatico, non servono le mani per utilizzarlo**

**In the fashion environment**

**Brand: è la marca, la firma di un prodotto;**

**Must-have: una cosa, un capo, un accessorio che si deve avere a tutti i costi;**

**Trendy: è tutto ciò che fa tendenza; è di ultima moda**

**Make-up: è il trucco; si riferisce all’intera gamma dei prodotti o all’insieme di trucchi che si adottano sul viso**

**Fashion: semplicemente è la moda;**

**Fashion-victim: persona ossessionata dal vestire sempre alla moda**

**Cool: si tratta di un termine colloquiale che significa “figo” inteso come elegante più che bello**

**Outfit: è l’insieme di capi di abbigliamento e accessori scelti per essere utilizzati in una specifica occasione.**

**Look: apparenza, stile di una persona in base agli abiti che indossa in genere o in un determinato momento**

**Dress code: è l’indicazione di quale tipo di abbigliamento è previsto per un determinato avvenimento: può essere:**

**Business: abito, completo da lavoro, giacca e cravatta, tailleur**

**Business Casual: abito da lavoro un po' più informale del “business”**

**Casual: abito informale, in genere si indica che non è necessario il completo**

**Formal: elegante, da sera, si può precisare Tuxedo (smoking) o Evening Dress (abito da sera)**

**In the movie business**

**B movie: un film letteralmente di “serie B”, quindi considerato dalla critica parecchio lontano dal “cinema d’autore”;**

**Soundtrack: la colonna sonora;**

**Drama: un film o una serie tv di genere drammatico;**

**Legal: un film o una serie tv ambientati in tribunale, con tanto di avvocati, giudici e giuria;**

**Sequel: ciò che segue ad una storia precedentemente raccontata/portata sullo schermo;**

**Prequel: ciò che precede una storia precedentemente raccontata/portata sullo schermo;**

**Spin-off: è un’opera derivante da un’altra e della quale racconta le storie parallele o derivate**

**Director: Regista**

**Red Carpet: tappeto rosso, per esteso l’insieme dei VIP cinematografici che partecipano ad eventi/show**

**Showbiz: forma contratta per Show Business, indica il sistema complessivo che anima ogni tipo di spettacolo**

**La musica**

**Videoclip: un video musicale;**

**Star: una persona davvero molto famosa;**

**Playback: è quell’artificio per cui, durante una esibizione, il cantante muove le labbra e si muove come se stesse realmente cantando mentre, in realtà, la voce è stata registrata in precedenza;**

**DJ: sta per disc jockey (o deejay) ed è un intrattenitore che, solitamente, si occupa della selezione musicale di un club, un locale, una discoteca ma anche di una radio.**

**Varie Abstract: è l’estratto di un documento, di una tesi, insomma è una sintesi;**

**Trendsetter: è qualcuno che individua ciò che andrà di moda nel prossimo futuro, un cacciatore di tendenze;**

**Trend: qualcosa che va di moda e la cui popolarità cresce esponenzialmente;**

**Trash: di cattivo gusto, volgare;**

**Millennials: è la generazione nata nella seconda metà degli anni 80 e che, quindi, ha vissuto la propria adolescenza e maturità all’alba del nuovo millennio;**

**Baby Boomers: è la generazione nata fra il 1945 e il 1964 e che ha contribuito al cosiddetto baby boom (un importante aumento demografico) di quegli anni in America. Indica, quindi, chi ha vissuto la piena maturità negli anni del benessere economico tipico degli anni Ottanta e primi Novanta;**

**Teenager: chi ha un’età compresa fra i 13 e i 19 anni, quindi gli adolescenti;**

**Duty free: è letteralmente un “negozio senza tasse”, nel senso che sui prodotti in vendita non si pagano le imposte sulla vendita (la nostra IVA). Di solito si trovano all’interno delle zone franche degli aeroporti;**

**Coffee break: letteralmente la “pausa caffè”;**

**All inclusive: tutto compreso;**

**All you can eat: questa formula prevede che, a un prezzo fisso, si possa mangiare tutto ciò che si vuole, senza limiti di quantità.**

Lesson 22 – **Brainstorming**

March 18th , 2019

[**https://m.facebook.com/story.php?story\_fbid=10218053601082165&id=1550868145**](https://m.facebook.com/story.php?story_fbid=10218053601082165&id=1550868145)

**This morning we’ll play a brainstorming exercise.**

**Teacher will introduce a topic using a simple phrase, you’ll move on with one of yours and/or will state a different phrase getting ideas from previous one. You can either follow the previous idea, make questions, change topic with everything comes to your mind, etc.**

**You’ll personally write your sentences on the PC keyboard and your mates will check your pronunciation and your spelling.**

**The more you’ll be creative using complex syntax, new words, phrasal verbs and so on, the more this exercise will be useful.**

**We’ll see where the discussion will land starting from first phrase:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My first phrase is:**

* **Greta Thunberg, the young Swedish girl protesting against climate change, will be probably rewarded with Peace Nobel prize.**
* **all young people in the world joined this protest manifestation in favor of world’s future**
* **few days ago I’v e read that an Italian lady, I don’t even know who she is, said she preferred to run over her!**
* **it’s amazing a young girl with Asperger syndrome is caring about world life-**
* **I think the politicians of all the world should have been solved this important problem.**
* **young people together can change the world. they can change global politics in order to influence business about climate.**
* **who’s responsible for world bad climate ???**
* **in my opinion the most responsible for bad climate is USA.**
* **it is my opinion that china and india are responsible too.**
* **I think that all of us is responsible for that.**
* **why do you feel responsible too, Santina?**
* **because, may be, I can’t do very well the rubbish recycle**
* **I strongly disagree!**
* **Do you drink mineral water at home?**
* **most of you drink mineral water**
* **what bottle do you use to drink mineral water?**
* **……………………..**

**a lot of you contributed to the brainstorming development by sending emails, giving comments, introducing new topics … I think that this is extremely useful to improve your English and I encourage every single one of you to be brave giving even little contribute to the discussion.**

**Brainstorming is a great exercise …where you don’t like the discussion that is going on, you may still change topic starting from last comment content.**

**for example:**

**plastic bottles:**

* **have you ever seen what spectacular masterpiece some artist are able to do using plastic bottles?**
* **how do we can mediate between progress and earth saving?**
* **I like very much painters who draw bottles in their “still life” paintings**

**or, Fathers and Sons**

* **last month I attended to a concert together with my son. I like the rock music very much**
* **what about having two fathers in the new families which are coming out recently?**

Lesson 23 – **Music Listening**

March 25th , 2019

[**https://www.youtube.com/watch?v=h5h\_EW4odWw**](https://www.youtube.com/watch?v=h5h_EW4odWw)

**Strangers in the night**

**Exchanging glances**

**Wondering in the night**

**What were the chances**

**We'd be sharing love**

**Before the night was through?**

**Something in your eyes**

**Was so inviting**

**Something in your smile**

**Was so exciting**

**Something in my heart told me I must have you**

**Strangers in the night, two lonely people**

**We were strangers in the night**

**Up to the moment when we said our first hello**

**Little did we know**

**Love was just a glance away, a warm embracing dance away**

**And ever since that night**

**We've been together**

**Lovers at first sight**

**In love forever**

**It turned out so right**

**For strangers in the night**

**Love was just a glance away, a warm embracing dance away**

**Ever since that night**

**We've been together**

**Lovers at first sight**

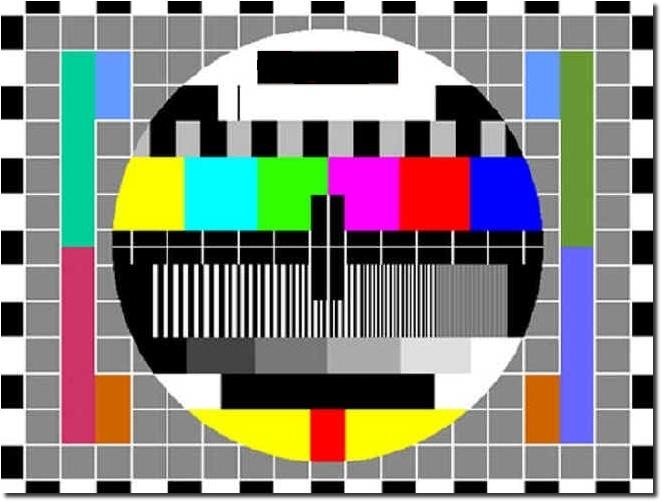
**In love forever**

**It turned out so right**

Lesson 24 – **April Fools’ Day**

April 1st , 2019





**TODAY YOU MAKE THE LESSON**

**Tell in English about major jokes you’ve done or suffered**

Lesson 25 – **How to ask/give directions**

April 8th , 2019

**Visiting cities abroad or welcoming tourists in our cities implies for us to have confidence with the way we ask for directions when we are lost, or we should brilliantly give directions to foreign people who got lost in our streets.**

**Here below we’ll learn together how to behave in both cases.**

**Let’s start learning!**

**First, don’t mix up the words “*indications*” and “*directions*”. Only the second one is related to this topic while “*indications*” translates what we call in Italian “*istruzioni*”.**

**ASKING FOR DIRECTIONS**

**Let’s assume we are just out of our hotel door down town in London and we need to get to Tate Modern Museum … we may have different needs of directions during the morning visit ….**

**Looking for someone who can help us we’ll say:**

|  |  |
| --- | --- |
| **QUESTION** | **ITALIAN** |
| **Hello, good morning, may you please help me?** | Buongiorno, mi può aiutare? |
|  |  |
| **Hello, can you please give me some directions?** | Salve, mi sa dare delle indicazioni? |
| **How do I get to nearest underground station?** | Come posso raggiungere la fermata della metro più vicina? |
|  |  |
| **May you tell me where the taxi station is?** | Mi può dire dove si trovano i taxi? |
|  |  |
| **May you show me how to get to Tate Museum?** | Mi può mostrare come arrivare al Tate Museum? |
|  |  |
| **Please can you tell where the ticket office is?** | Per favore, mi può dire dove comprare i biglietti? |
|  |  |
| **May you tell me which station I should get out to Tate Museum?** | A quale fermata devo scendere per il Tate Museum? |
|  |  |
| **Please, show me the road to Tate Museum.** | Per favore, mi indichi la strada per il Tate Museum. |
|  |  |
| **May you please tell where I am now?** | Mi può dire per favore dove mi trovo adesso? |
|  |  |
| **May you please suggest the fastest way to get to Tate Museum?** | Mi può suggerire il modo più rapido per raggiungere il Tate Museum? |
|  |  |
| **Please show me on the map where the Tate Museum is** | Per favore mi indichi sulla mappa dove si trova il Tate Museum. |
|  |  |
| **Can you please tell me which the bus line to Tate Museum is?** | Mi sa dire quale autobus devo prendere per il Tate Museum? |
|  |  |
| **How far the Tate Museum is?** | Quanto dista il Tate Museum? |
|  |  |
| **Do you think is better take a taxi or walking to get there?** | Pensa che sia meglio prendere un taxi o andare a piedi? |
|  |  |
| **I’d rather go on foot; may you please show me the way?** | Preferirei andare a piedi, mi sa indicare la strada? |

**PROVIDING DIRECTIONS**

**Now, let’s assume we are asked to provide the directions requested on previous page, we’ll say as below:**

|  |  |
| --- | --- |
| **ANSWER** | **ITALIAN** |
| **Yes, sure, tell me** | Certo, mi dica |
|  |  |
| **To get to Tate Museum better you take the underground.** | Per il Tate Museum meglio che prenda la metro. |
|  |  |
| **To the nearest underground station go straight, turn third left, just in front of Post Office.** | Per la fermata della metro più vicina vada dritto, giri alla terza a sinistra, proprio di fronte all’Ufficio Postale. |
|  |  |
| **The taxi station is just at next crossroad on your right.** | La fermata dei taxi è al prossimo incrocio sulla sua destra. |
|  |  |
| **You may get to Tate Museum on foot.** | Può arrivare al Tate Museum a piedi. |
|  |  |
| **Turn left, go straight two blocks, at the crossroad take the first on your right, keep walking 500 meters and you get it.** | Giri a sinistra, vada dritto per due isolati, all’incrocio prenda la prima sulla sua destra, cammini ancora per 500 metri e ci arriva. |
|  |  |
| **Take the underground at Victoria Station, take the green line, direction East London, after seven stops get out. Tube station is quite close Tate Museum.** | Prenda la metro alla Victoria Station, prenda la linea verde, direzione East London, scenda dopo sette fermate. la stazione della metro è vicinissima al Tate Museum. |
|  |  |
| **I suggest you take a taxi, they’re cheap and you’ll get there in five minutes.** | Le suggerisco di prendere un taxi, è economico e ci arriverà in pochi minuti. |

**Now, wonder about additional cases where you are asked to provide directions and/or are looking for directions from others. Fill the table below either in the questions and the answers areas:**

|  |  |
| --- | --- |
| **QUESTIONS** | **ANSWERS** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Lesson 26 – **Watching Movies**

April 15th , 2019



**Notting Hill**

<https://www.youtube.com/watch?v=NWLwl_GqyzU>

**Homework: when at home, go on the web and look for some of your favorite movie in original language with subtitles in english. Keep on doing PLAY / STOP / REWIND / PLAY until you don’t get the dialogue meaning. Don’t try to get any single word, you need to get the meaning. Don’t give up even if you only understand five minutes of the movie.**

Lesson 27 – **End of year test number 1: *english text understanding***

April 15th , 2019

**Test general rules**

**You’ll receive a piece of paper which is written on both sides. You’ll read there about a short story regarding a young detective. The story is split in two parts (page 1 and page 2).**

**After you have read each of the two parts, you must write down in the dedicated fields some simple answers to few questions that intend to verify your understanding of the story.**

**Please, write using capitol letters.**

**Once you have done that, please sign with a personal nickname that must be no more then 10 letters.**

**Keep such nickname in mind because you need to use it again during future tests.**

**You have 50 minutes to do that.**

**At five minutes to eleven you must deliver your job to the teacher putting your sheet on the desk.**

**Don’t forget to sign.**

**Teacher will mix up your sheets in order to avoid individual exposure.**

**It’s strictly forbidden the use of vocabulary, smartphones and to ….copy from mates.**

**😊**

**Have a good job!**

**UNITRE Napoli** – Corso di Inglese – livello Intermedio - Maggio 2019 - Doc. Antonio Cafiero

PROVA DI COMPRENSIONE DI UN TESTO

**Daisy Hamilton was a private detective. She was thirty years old and had been a detective for the past two years. Every morning she went to her office to wait for phone calls or open the door to clients needing her services. Daisy wasn't very well known yet but occasionally people telephoned her from the advertisement she had put in the local newspaper.**

**One morning at about eleven o'clock someone knocked on her office door. It was a fat lady who wore a fur around her neck. "Hello, can I help you?" Daisy asked the lady. "Please come and sit down." "Oh yes indeed! I need your help desperately. Lorna, my little one, has disappeared. I don't know what to do."**

**Daisy offered the fat lady a cup of instant coffee and awaited the details. The fat lady sat down heavily and put her large red leather handbag on Daisy's desk. "Please tell me everything - Mrs. ...?" Mrs. Edwina Humphries is my name. I am afraid they will ask me for money - I'm afraid Lorna has been kidnapped!"**

*scrivere in modo chiaro le risposte in inglese negli appositi spazi:*

1) **Who was Daisy Hamilton?**    
   
  
2) **How old was she?**    
    
  
3) **Where had she put her advertisement?**

    
  
4) **What happened one morning at about eleven o’clock?**

   
   
5) **What does the lady think has happened to Lorna?**

**Pag 1 PSEUDONIMO ALLIEVO** *(\*)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**"That's terrible, Mrs. Humphries. Does Mr. Humphries, too, think Lorna has been kidnapped?" "My husband is not interested if Lorna has been kidnapped or not!" "Really, Mrs. Humphries? But is your husband Lorna's real father?" "I don't know what you mean. We bought Lorna together," replied Mrs. Humphries.**

**"You bought ............Mrs. Humphries, that's illegal, you know." "No it isn't, not in India!" "You bought Lorna in India?" Yes indeed! And she always keeps me great company, you know." "Mrs. Humphries opened her huge leather bag to pull out a handkerchief. With horror Daisy saw a wiggling creature come out of that bag. "Mrs. Humphries - move that away immediately!" screamed Daisy.**

**"What? Oh Lorna - I've found you at last!" said Mrs. Humphries."You hid in my bag - you naughty girl!" "Mrs. Humphries. This is Lorna?" Yes, our Bengali swamp snake. Oh thank you my dear. No, I don't think I need your services any longer!" As Daisy shut the door after Mrs. Humphries, she made a mental note to write in the advertisement: no animals, no snakes.**

**6) What did Mrs. Humphries say about Lorna and her father”?**

**     
 SHE SAID THEY HAD BOUGHT LORNA TOGETHER.  
7) With whom did she buy Lorna?**

**    
 SHE BOUGHT LORNA WITH HER HUSBAND.  
8) What happened when Mrs. Humphries opened her bag?**

**     
 DAISY SAW A WIGGLING CREATURE COME OUT OF MRS. HUMPHRIES' BAG.  
9) What was the wiggling creature?**

**   
IT WAS LORNA, A SWAMP SNAKE (biscia di palude).  
10) What did Daisy decide to do after Mrs. Humphries’ visit?**

****SHE DECIDED TO WRITE "NO ANIMALS, NO SNAKES" IN

**Pag. 2 PRESUDONIMO ALLIEVO** *(\*)* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** *(\*) una sola parola, non più lunga di dieci lettere*

*(\*) una sola parola, non più lunga di dieci lettere*

Lesson 28 – **End of year test number 2: *translation to english***

may 6th , 2019

**Nicknames list**

**You are supposed to translate three scripts from Italian to English.**

**You may use the vocabulary just to look for words or verbs, not to use the translator.**

|  |
| --- |
| **RIGOBERTA** |
| **SISSY** |
| **GENOVEFFA** |
| **XROSS50** |
| **LUCMI** |
| **ABRAK** |
| **FANGIO** |
| **KICKLY** |
| **MYOSOTIS** |
| **FRIDA** |
| **AMELIA** |
| **GIPSY GIRL** |
| **CHIOMABLU** |

**UNITRE Napoli** – Corso di Inglese – livello Intermedio - Maggio 2019 - Doc. Antonio Cafiero

PROVA DI COMPRENSIONE DI UN TESTO

**Daisy Hamilton was a private detective. She was thirty years old and had been a detective for the past two years. Every morning she went to her office to wait for phone calls or open the door to clients needing her services. Daisy wasn't very well known yet but occasionally people telephoned her from the advertisement she had put in the local newspaper.**

**One morning at about eleven o'clock someone knocked on her office door. It was a fat lady who wore a fur around her neck. "Hello, can I help you?" Daisy asked the lady. "Please come and sit down." "Oh yes indeed! I need your help desperately. Lorna, my little one, has disappeared. I don't know what to do."**

**Daisy offered the fat lady a cup of instant coffee and awaited the details. The fat lady sat down heavily and put her large red leather handbag on Daisy's desk. "Please tell me everything - Mrs. ...?" Mrs. Edwina Humphries is my name. I am afraid they will ask me for money - I'm afraid Lorna has been kidnapped!"**

*scrivere in modo chiaro le risposte in inglese negli appositi spazi:*

1) **Who was Daisy Hamilton?**    
   
  
2) **How old was she?**    
    
  
3) **Where had she put her advertisement?**

    
  
4) **What happened one morning at about eleven o’clock?**

   
   
5) **What does the lady think has happened to Lorna?**

**Pag 1 PSEUDONIMO ALLIEVO** *(\*)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(\*) una sola parola, non più lunga di dieci lettere*

**"That's terrible, Mrs. Humphries. Does Mr. Humphries, too, think Lorna has been kidnapped?" "My husband is not interested if Lorna has been kidnapped or not!" "Really, Mrs. Humphries? But is your husband Lorna's real father?" "I don't know what you mean. We bought Lorna together," replied Mrs. Humphries.**

**"You bought ............Mrs. Humphries, that's illegal, you know." "No it isn't, not in India!" "You bought Lorna in India?" Yes indeed! And she always keeps me great company, you know." "Mrs. Humphries opened her huge leather bag to pull out a handkerchief. With horror Daisy saw a wiggling creature come out of that bag. "Mrs. Humphries - move that away immediately!" screamed Daisy.**

**"What? Oh Lorna - I've found you at last!" said Mrs. Humphries."You hid in my bag - you naughty girl!" "Mrs. Humphries. This is Lorna?" Yes, our Bengali swamp snake. Oh thank you my dear. No, I don't think I need your services any longer!" As Daisy shut the door after Mrs. Humphries, she made a mental note to write in the advertisement: no animals, no snakes.**

**6) What did Mrs. Humphries say about Lorna and her father”?**

**     
 SHE SAID THEY HAD BOUGHT LORNA TOGETHER.  
7) With whom did she buy Lorna?**

**    
 SHE BOUGHT LORNA WITH HER HUSBAND.  
8) What happened when Mrs. Humphries opened her bag?**

**     
 DAISY SAW A WIGGLING CREATURE COME OUT OF MRS. HUMPHRIES' BAG.  
9) What was the wiggling creature?**

**   
IT WAS LORNA, A SWAMP SNAKE (biscia di palude).  
10) What did Daisy decide to do after Mrs. Humphries’ visit?**

****SHE DECIDED TO WRITE "NO ANIMALS, NO SNAKES" IN

**Pag. 2 PRESUDONIMO ALLIEVO** *(\*)* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** *(\*) una sola parola, non più lunga di dieci lettere*

**UNITRE** – Corso Inglese liv. Intermedio - test di fine Anno Accademico 2018/19 **ESERCIZIO DI TRADUZIONE DALL’ITALIANO ALL’INGLESE**

Era una luminosa e fredda giornata d'aprile, e gli orologi battevano tredici colpi. Winston Smith, tentando di evitare le terribili raffiche di vento col mento affondato nel petto, scivolò in fretta dietro le porte di vetro degli Appartamenti Vittoria: non così in fretta, tuttavia, da impedire che una folata di polvere sabbiosa entrasse con lui.

La varietà di inglese scritto e parlato nel Regno Unito subisce ancora una forte influenza culturale che si nota particolarmente nell’inglese usato in molte nazioni del Commonwealth (incluse Australia, Sud Africa e India) come pure nell’Unione Europea.

Così come accade per molti altri aspetti della cultura britannica, il linguaggio è regolato da convenzioni piuttosto che da un esplicito insieme di regole.

Maria Montessori criticava l’educazione che la società dell’epoca dava ai bambini, perché pensava che fosse troppo rigida e non sviluppasse le potenzialità dei piccoli. Allora ha sviluppato un metodo educativo, alla cui base c’era l’idea che il bambino avesse grandi potenzialità e che i maestri dovessero lasciargli sviluppare queste capacità liberamente.

*è consentito l’uso del vocabolario* Pseudonimo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNITRE** – Corso di Inglese liv. Intermedio – test di fine anno 2018/19 **ESERCIZIO DI TRADUZIONE DALL’INGLESE ALL’ITALIANO**

These two names are important in the suppression of slavery. One was a writer, Harriet Beecher Stowe. In 1857 she published "Uncle Tom’s cabin", showing how slavery meant cruelty. The second name was Abraham Lincoln, a poor boy who studied hard and gained political power. He had always thought of slavery as an evil. The slavery question was one of the causes of the Civil War. The second cause derived from it: the right or not of Southern States to leave the Union of States, govern themselves and keep their slaves. In 1861, the Southern States declared that they were no longer part of the Union. Abraham Lincoln was now President. He did everything he could by diplomatic means to avoid war, but in April 1861 the Southern States fired the shots. The twenty-three Northern, technically advanced States with a population of nine million people, armed with courage but with few arms and ammunition, and no system of railways to move their troops. The end was inevitable: in 1865 the South surrendered. In his hour of victory, President Abraham Lincoln was assassinated by a madman. He had been one of the greatest men in history.

Slavery and discrimination in general are still our society problems. May be black people is today integrated, but new kind of slaveries may be found all over the world. Work slavery, social slavery and so on. Humans have still a lot to do to fix this enormous problem.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| PSEUDONIMO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNITRE** – Corso di Inglese liv. Intermedio – test di fine corso **DICTATION TEST**

The alternative

Nick’s an accountant but loves cooking. He wants to leave his job in London and open an Italian restaurant. Nick’s girlfriend, Charlotte, is an accountant too. Nick tells Charlotte he plans to go to Italy for six months. “I need to learn Italian. And I need to do an Italian cookery course.” Charlotte wants to get married, buy a house and have a family. She doesn’t want to wait for six months. “If you go to Italy, Nick, it’s goodbye!”

Lesson 29 – **End of year test evaluation and achievements**

may 27h , 2019

**You can read the test achievements presentation attached to this document and/or on the UNITRE web site.**

**Let me congratulate all of you for the effort you shown doing these tests and for the warm acceptance of its achievements.**

**We collected some feedback useful to run next year course among the which:**

* **improve conversation exercise during the lessons**
* **improve dictation exercise “ “**
* **exploit the English conversation potential through role plays**

**Let me thank all of you for the focus and commitment you shown following this year course and specially to the ones who solicitated the level of the lesson through their collaboration and expectations.**

**Next year we’ll move on to the next level of knowledge.**

**see you on next fall**

**CIAO  
Antonio**