Esercizi per corso di recupero

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**Use**
### List of Irregular Verbs

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List of Irregular Verbs
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Present simple tense exercises: do | does (yes and no questions)

Exercise 1: Complete this dialogue with do or does to make present simple questions.

Example:
Sue: My brother Mark goes to primary school.
Ann: (he - get up early?) Does he get up early?

Sue: My brother Mark goes to primary school.

Ann: (he - get up early?) .................................................

Sue: Yes, very early. His friends Jim and Kevin travel with him every day.

Ann: (they - travel by bus?) .................................................

Sue: Sometimes. On Mondays and Fridays Jim's father takes them by car. He is a teacher.

Ann: (he - teach at the same school?) .................................................

Sue: Yes. he does. He teaches English and history.

Ann: (your brother - like English?) .................................................

Sue: English is his favourite subject.

Ann: (you - help him with his homework?) .................................................

Sue: Never. My brother is the best student in his class.

Ann: (Jim and Kevin - go to the same class?) .................................................

Sue: No, they don't. They are two years older. But they meet for lunch.

Ann: (Mark - eat at a school canteen?) .................................................

Sue: Yes, because our mum and dad don't have the time to prepare his lunch.

Ann: (your parents - go to work?) .................................................

Sue: Yes, they do. My mum is a nurse and my dad is a doctor.

Ann: (they - work at a hospital?) .................................................

Sue: Only my mum.

Ann: (your brother - want to be a doctor?) .................................................

Sue: I don't know. But I want to be a nurse.
Present simple tense exercises: do and does (yes | no questions)

Underline mistakes and write correct present simple forms in the brackets. Be careful, in some questions there are one or two mistakes, but some questions are correct!

Example:
Do your sister plays tennis? (Does, play)

1. Does your parents live in a house? ( .......... )

2. Do your brother and sister eat meat? ( .......... )

3. Does Sam works on a computer? ( ........... )

4. Do you think she is your best friend? ( ........... )

5. Do she thinks you are her best friend? ( ........... )

6. Do Jill's cat catch mice at night? ( ........... )

7. Does Claire and Brad help in the garden? ( ........... )

8. Do Tim's dogs eat bones? ( ........... )

9. Does her classmates do their homework? ( ........... )

10. Does your uncle and aunt watch football on TV? ( ........... )

11. Do Mike's friend speaks English? ( ........... )

12. Do lions live in India? ( ........... )
Present simple tense exercises: don't | doesn't

Use the words in brackets to correct the wrong information. Use don't | doesn't in the present simple.

Example: Mel Gibson comes from Britain. (Australia)
       Mel Gibson doesn't come from Britain. He comes from Australia.

The Earth moves around the Sun 150 thousand kilometres away from it. (million)

.......................................................................................................................................................

Tourists go to Africa to see the Niagara Falls. (America)

.......................................................................................................................................................

People in Switzerland speak the Swiss language. (the German, French and Italian languages)

.......................................................................................................................................................

The Amazon River ends in the Pacific Ocean. (the Atlantic Ocean)

.......................................................................................................................................................

The Ayers Rock lies in the east of Australia. (in the middle)

.......................................................................................................................................................

The oldest skyscraper in the world stands in New York. (Chicago)

.......................................................................................................................................................

The tallest trees in the world grow in France. (California)

.......................................................................................................................................................

The cheetahs run up to 60 kilometres per hour. (120)

.......................................................................................................................................................

The ostrich lives in Australia. (Africa)

.......................................................................................................................................................

The Japanese people make Nokia mobile phones. (the Finnish people)

......................................................................................................................................................
Write don’t and doesn’t to complete the simple present negative sentences.

What a good student doesn’t do

A good student ................. come late to school.

Good students .................. forget to do homework.

He/she ...................... copy other students’ homework.

Good students .................. talk to their neighbours during lessons.

They ......................... eat or drink anything between school breaks.

The best student ................ make any mistakes in his or her tests.

He or she ..................... cheat.

Even the worst students ................. sleep at their desks.

Really good students ................. mind going to school.

And do you know what a really good student ................ like? Holidays!
Simple present exercises: the third person -s | -es | -ies endings

Fill the gaps with verbs in the simple present tense and use words ending in -s, -es and -ies.

Why Samuel wakes up early

Every day little Samuel ...................... (get) up early in the morning. He ......................

(hurry) downstairs and into the backyard. Where is she? Yes, over there. His black and white

kitten always ...................... (play) in the grass. Little Samuel ...................... (catch)

her with both hands, ...................... (grab) her under her soft belly, ...................... (lift)

her into the air and ...................... (kiss) her on her pink nose. Then he ......................

(carry) her into the kitchen to give her a small bowl of milk. But sometimes he just

...................... (watch) his kitten running on the grass. What a fast cat she is! She never

...................... (miss) a mosquito that ...................... (fly) low above the ground.
Present simple: the third person -s | -es | -ies endings

Use the following verbs in the present simple tense to complete the sentences with words ending in -s, -es and -ies.

choose finish go practise cry love push make study mix put start do pass help fry serve taste take wash fix crash let

My dear family

1. My brother Mike ......................... biology at university. He ......................... several exams every year and he always ......................... all his exams. He ......................... summer terms in June and ......................... the next term at the end of September.

2. My sister Frances ....................... guitar lessons and ....................... every day.


4. My mum usually ......................... shopping on Fridays. She ......................... a lot of things in her trolley and then she ......................... it in front of her.

5. My dad is crazy about cars. He always ......................... the best car he can afford. Then he ......................... it every weekend and ......................... all the breakdowns on his own. He is a careful driver. He never ......................... .

6. My grandma ......................... the best goulash in the world. My grandpa usually ......................... her - he ......................... beef meat and onions in oil and later ......................... the ingredients. My grandma ......................... the goulash in the freezer for a couple of days before she ......................... it. It ......................... much better!
ARTICLES

- All singular countable nouns **must have** a determiner in front of them.

**Determiners:**
- Indefinite articles
- Definite articles
- Demonstratives: this/ that
- Possessives: my, your, ...
- Numbers: two, ...
- Quantifiers: much, many, not much, ...

- We often use no article at all in English. This non-use of the article is so important that we give it a name – **the zero article.**

- **Some** refers to quantity not uncertainty and cannot be therefore used instead of the indefinite article! It is only used in front of a plural noun or an uncountable noun – that is everywhere, where *a/an* cannot be used.

**A/an** is used only in front of **a singular countable** (a hat) because it comes from the Old English ‘one.’

**The** can be used in front of **a singular countable** (the hat),
- **a plural countable** (the hats)
- **an uncountable** (the water)

**Zero** – we often use no articles in front of **a plural countable** (hats)
- **an uncountable** (water)

**THE INDEFINITE ARTICLE A/AN:**

- Is used to classify things (saying things belong to a class of items – a flower) by means of general statement, definition or description.

Andrew Bright is an architect.
An architect is a person who designs buildings.
You are an angel.
- The most common use of a/an is in the sense ‘only one but I do not care which one’, when we are not specifying any particular person or thing.

I would like an apple.
- Is also used when something is mentioned for the first time.

I looked up and saw a plane. (You don’t know which one.)

**NOTE:** We always use a/an in a kind of/sort of/ type of and in exclamations: *What a surprise!*

**THE DEFINITE ARTICLE THE:**

- When using the, we must always bear a very important fact in mind: it normally has a **definite reference** (i.e. the person or thing referred to is assumed to be known to the speaker or reader).

- The group as a whole – usually nationalities: *The British, the Japanese, the Europeans, the Liberals*
Specified groups: the public, the unions, the bosses, ...

**Specifying:** by means of back-reference:
Singleton is a small village near Chichester. The village is very quiet.

By means of the + noun + of:
The life of Napoleon was very stormy.

By means of clauses and phrases:
The Smith you are looking for no longer lives here.
The letters on the shelf are for you.

Within a limited context (when the listener/reader can identify easily enough what/who is being referred to):
It’s the postman.
She’s gone to the butcher’s.
Pass me the salt, please.

- We always use the definite article with superlatives (the best), with musical instruments (Tom plays the piano) and with some fixed expressions (the sooner the better, do the shopping.)
- And we also use it with ‘unique items’, i.e. where there is only one of the kind: the French Revolution, the United Nations, The Titanic, the Queen, the Government, The Times, the human race, the dinosaurs, the weather.

**THE ZERO ARTICLE:**

- We use the zero article before three types of nouns:
  - Plural countable nouns: Some people want chips with everything.
  - Uncountable nouns: Butter makes you fat.
  - Proper nouns: John lives in London.

- Zero article is often used in general statements:
  - Beans contain a lot of fibre.
  - Watches have become very accurate.
  - Smoking is bad for health.
  - Business has been improving steadily this year.

- It is always used with names of people, titles ..., days, months, seasons and holidays (Monday, June, Christmas,...), academic subjects (English, History), meals (breakfast, lunch), transport (bus, bike) etc. In almost all these cases a definite article may be used in a certain situation but then, it the meaning is changed (The breakfast I ordered still hasn’t arrived.)

For further details please consult *Longman English Grammar* (L.G.Alexander, 1996.)
Nouns and Determiners


**Nouns** are words that name people, places, things, ideas, actions, or qualities.

**Types of Nouns**

*Common Nouns* name any of a class of people, place, or things.

Example: student state dog

*Countable Nouns* are nouns that name people, places, objects and ideas that can be counted.

Example: cat/cats ditch/ditches woman/women

*Uncountable Nouns* name a mass or a quality that is not countable.

Example: water snow salt

*Collective Nouns* name a group of people, places or things thought of as a single unit.

Example: committee team family

*Abstract Nouns* refer to an intangible idea, feeling, emotion, or quality.

Example: loyalty value love

*Compound Nouns* name a person or thing by joining two or more words together. Compound nouns can be one word, hyphenated, or two words.

Example: necktie father-in-law post office

*Proper Nouns* refer to a particular person, place, or thing. Proper nouns are always capitalized.

Example: William Faulkner England Elizabethan

**Using Determiners with Nouns**

Determiners tell if the reference is specific or nonspecific. They indicate how much or how many, whose, which one, and similar information about noun that follows.

**Types of Determiners**

1. Articles (*a, an, the*)
   - The indefinite articles *a* or *an* signal that the reference is non specific or general.
   - The definite article *the* signals that the reference is specific.
2. Possessive pronouns (*my, our, your, his, her, its, their*)
3. Relative pronouns (*whose, which, whichever, what, whatever*)
4. Demonstratives (*this, these, that, those*)
   - Singular: *this* and *that*
   - Plural: *these* and *those*
5. Indefinite pronouns (*any, each, few, other, some, etc.*)
6. Cardinal Numbers (*one, two, three, etc.*)
7. Ordinal Numbers (*last, first, second, etc.*)
8. Possessive proper nouns (*Bob’s, Sarah’s, America’s*)
Guide to using Determiners:

1. Generally, singular proper nouns do not use articles. However, plural and collective proper nouns generally use the article the.

   Example: England is a great place to visit. (Not The England)
   The Smith’s went to England for vacation.

2. Use a or an when referring to a nonspecific common noun. Remember to use a before a consonant sound and an before a vowel sound.

   Example: John carried a box for Mrs. Jones.
   John dropped an egg on the floor.

3. Use the when referring to a specific common noun.

   Example: Sarah drove the dog to Dr. Smith’s office.

4. Singular countable nouns cannot stand alone. Use one of the following before singular countable nouns:
   - The articles a, an, or the
   - A possessive pronoun (my, our, your, his, her, its, their)
   - A relative pronoun (whose, which, whichever, what, whatever)
   - The singular demonstrative pronouns this or that
   - An indefinite pronoun (any, some, every, each, either, neither, other, another)
   - A cardinal number (one)
   - An ordinal number (last, the first, second, third, etc.)
   - A possessive proper noun

   Example: Bob ordered a book and a movie from the catalog.
   Example: I left my book at their house.
   Example: Whose car is parked behind the building?
   Example: This summer John agreed to cut down that tree.
   Example: Each student is expected to attend every class.
   Example: Sarah arranged for one box to be delivered.
   Example: John is the first student to arrive.
   Example: Sarah’s son will graduate in May.

5. Use one of the following before plural countable nouns:
   - No article
   - The article the
   - A possessive pronoun (my, our, your, his, her, its, their)
   - A relative pronoun (whose, which, whichever, what, whatever)
   - The plural demonstrative pronouns these or those
   - An indefinite pronoun (some, any, much, enough, more, most, other, such, little, less, least, the amount of)

   Example: Oranges provide a great source of vitamin C.
   Example: The trees are blocking the beautiful view.
   Example: Her children are reading their books.
   Example: Which boxes need to be moved?
   Example: John needs to move these books to those shelves.
   Example: Sarah had to buy more markers for the project.
A cardinal number (two or any number above two)
Example:  Bob sent five students to the office.

An ordinal number (last, (the) first, second, third, etc.)
Example:  Sarah and John are the third students to win the scholarship.

A possessive proper noun (such as Bob’s, Sarah’s, America’s)
Example:  John’s dogs are well trained.

6. Use one of the following before uncountable nouns:
   No article with generalizations
   Example:  Salt is a popular spice. (Not The salt)

   The article the
   Example:  The mail arrived late.

   A possessive pronoun (my, our, your, his, her, its, their)
   Example:  Sarah agreed to publish her poetry.

   A relative pronoun (whose, which, whichever, what, whatever)
   Example:  Whose baggage was left out front?

   The singular demonstrative pronouns this or that
   Example:  Bob left that food out all weekend.

   An indefinite pronoun (some, any, both, many, enough, more, most, other, such, few, fewer, fewest, the number of)
   Example:  John noticed more water leaking from the ceiling.

   An ordinal number (last, (the) first, second, third, etc.)
   Example:  The children enjoyed the first snow of the season.

   A possessive proper noun
   Example:  Sarah’s jewelry was stolen yesterday.
Intransitive and Transitive Verbs
*(sit/set, lie/lay, rise/raise)*

*An intransitive verb* does not need a direct object in order to make sense.

**example:** I sit down.
(‘down’ is not a direct object, it is a modifier describing how I sit)

**example:** I lie on the floor.
(‘on the floor’ is not a direct object, it is a modifier describing where I lay)

**example:** I rise in the morning.
(‘in the morning’ is not a direct object, it is a modifier describing when I rise)

*A transitive verb* needs a direct object in order to make sense.

**example:** I set the book down.
(‘the book’ is a direct object — what do I set down? I set the book down. — without the object the sentence makes no sense)

**example:** I lay the baby in the crib.
(‘the baby’ is a direct object — who do I lay in the crib? I lay the baby in the crib.)

**example:** I raise my hand.
(‘my hand’ is a direct object — what do I raise? I raise my hand.)

---

1. A **direct object** is a noun, pronoun, or group of words serving as a noun which receives the action of a verb.
2. A **modifier** is a word or group of words that describe other words, phrases, or clauses.
### Intransitive (no direct object)

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Participle</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit/sits</td>
<td>sat</td>
<td>sat</td>
<td>sitting</td>
</tr>
<tr>
<td>lie/lie/lies</td>
<td>lay</td>
<td>lain</td>
<td>laying</td>
</tr>
<tr>
<td>rise/rises</td>
<td>rose</td>
<td>risen</td>
<td>rising</td>
</tr>
</tbody>
</table>

**Examples:**
- **Present:** He sits on the stool.
- **Past:** She lay down yesterday for a nap.
- **Past Participle:** I have risen.
- **Present Participle:** I am sitting.

### Transitive (with a direct object)

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Participle</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>set/sets</td>
<td>set</td>
<td>set</td>
<td>setting</td>
</tr>
<tr>
<td>lay/lays</td>
<td>laid</td>
<td>laid</td>
<td>laying</td>
</tr>
<tr>
<td>raise/raises</td>
<td>raised</td>
<td>raised</td>
<td>raising</td>
</tr>
</tbody>
</table>

**Examples:**
- **Present:** I set the cup down.
- **Past:** I laid the book there yesterday.
- **Past Participle:** She has raised her glass.
- **Present Participle:** He is setting the dish over there.
English tenses

Present simple and present continuous

Present simple tense

Form

Positive statement: I play. He plays
Negative statement: I do not play (I don’t play), He does not play (He doesn’t play)
Question form: Do you play? Does he play?
Negative question: Do you not play? (Don’t you play?) Does he not play? (Doesn’t he play?)
The passive voice: The game is played. The letters are written. (See more at Active and passive voice.)

Spelling

We only use -s ending (plays) in the third person singular.
We add -es to the verbs that end in ss, sh, ch, x and o: misses, finishes, watches, mixes, goes.
If the verb ends in a consonant and -y, we change -y into -i and use the -es ending: carry - carries, try -
tries.
But: play - plays, because this verb ends with a vowel and -y.
The auxiliary verb do is not used to make questions and negative statements with modal verbs and the
verb to be.

cannot swim. He mustn’t stay.

If the wh- pronoun introducing the question (who, which) is the subject of the question, we do not use
the auxiliary verb do. Compare the following sentences.

Who knows you? (who is the subject)
Which cars belong to you? (which cars is the subject)
But: Who do you know? (who is the object)

The negative question normally expresses a surprise.
Doesn’t he work?

Use

1. We use the present simple tense for activities that happen again and again (everyday, sometimes,
ever, never).

I sometimes go to school by bike. You don't speak Greek. Do they get up early?
He often travels. She doesn't work. Does she ever help you?

2. We use it for facts that are always true.

Our planet moves round the sun.
Lions eat meat.

3. With a future time expression (tomorrow, next week) the present simple is used for planned future
actions (timetables).

The train leaves at 8.15.
They return tonight.
Present continuous tense

Form

Positive statement: I am playing, You are playing, He is playing
Negative statement: I am not playing (I'm not playing), You are not playing (You aren't playing), He is not playing (He isn't playing)
Question: Are you playing? Is he playing?
Negative question: Are you not playing? (Aren't you playing?) Is he not playing? (Isn't he playing?)

The present continuous tense is formed with the verb to be and the present participle (-ing ending). The negative question normally expresses a surprise: Isn't he working?

Use

The **present continuous tense** is used:

1. If we want to say that something is happening at the time of speaking. We often use it with time expressions such as now or at the moment.
   I am doing housework at the moment.
   You aren't listening to me now!
   Look at him! What is he doing?

2. For temporary activities that are true now, but maybe not happening at the time of speaking. Time expressions such as today, this week or these days are typical of this use.
   I am in London. I am learning English here.
   She can't go out today. She is preparing for an exam.
   You can't meet him this week. He is working in Bath.

3. For planned future arrangements. The time of the action must be given in the sentence (soon, tomorrow, on Monday, next week), otherwise it is not clear that we talk about future.
   I am coming soon.
   We are leaving on Monday.
   She is starting next week.

4. With always to express the idea that something happens too often and it annoys the speaker.
   I am always forgetting my keys.
   He is always smoking in the living room!

We do not normally use in the continuous the following groups of verbs (so called state verbs):

1. Of senses: feel, hear, see, smell, taste. On the other hand, look, watch or listen are action verbs and can be used in the continuous:
   I can hear you. - I am listening to you.
   Can you see the bird? - Are you looking at the bird?

2. Of liking and disliking: like, love, hate, fear, detest, want, wish...
   I like animals.
   I hate snakes.

3. Of mental states: agree, believe, forget, know, remember, suppose, think...
   I agree with you.
   I suppose you are right.

4. Of permanent states: be, have, belong, contain, owe, own, possess...
   This pen belongs to me.
   I have a new pet.

5. Of appearance: seem, appear, look, sound...

*It seems that it will rain.*
Your new haircut looks really good.

If some of these verbs are used in the present continuous, they have a different meaning. In such a case they become action verbs.

*I think he is my best friend.* (mental state) - *I'm thinking of giving him a present.* (mental activity)
*He has a new bathroom.* (possess) - *He is having a bath.* (take a bath)
*I see what you mean.* (know) - *I am seeing a doctor. I am ill.* (visit)
*The flower smells beautiful.* (scent) - *The dog is smelling the sausage.* (sniff)
*This wine tastes sour.* (It has a sour taste.) - *She is tasting the soup if it is warm enough.*