

A10



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**English for me**

/ 'ɪŋɡlɪʃ 'fə 'mi: /





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### *The learning-teaching process*

We, as teachers, don't teach; we may only create the correct conditions for learning to take place.

The teaching/learning process has to be student-centred, not teacher-dominated, inquiry-based, participatory, linked to one's own experience.

We learn if we are able and allowed to raise questions, provide answers, make hypotheses, discuss with peers and teachers, reflect on results, apply the acquired skills and competences to real-world situations, respecting the way our brain works and cooperating with it.

E. Pepicelli, 2017



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## ***Foreword***

Dear Students,

life skills and competences, strategies and techniques, acquired and/or enriched during your course of studies help you towards academic excellence and success in the world of work, in life and society. A better mastery of English can definitely allow you to move beyond your provincial and/or national settings, that are becoming more and more limited as compared to the 'global village' we live in.

Your commitment to learning helps you better acquire what you study. In Noam Chomsky's words, language acquisition is "a complex and unique human quality" (Language Acquisition Device, LAD). Learning is necessary, however most of the concepts and theories explaining how native languages are acquired and learned go back to the approaches put forward by researchers such as Jean Piaget, Burrhus F. Skinner and Noam Chomsky, among others. Therefore, a revitalization is needed to make them more fitting for 21<sup>st</sup>-century learners.

This book aims at granting you freedom in your learning process while carrying out the various open activities, unless you have to reflect on morpho-syntactic aspects of the English language.

Although these activities may appear too loose, they answer the unavoidable urgency to involve you in reinforcing tasks aimed at overcoming the most common language problems we have noticed during our long teaching experience at the University of Sannio in Benevento.

As to pronunciation, we have used the alphabet of the International Phonetic Association. The phonetic transcriptions included in the book are specifically prepared for users of English as a foreign language. They represent the fluent, spontaneous everyday usage by educated people in Britain whose speech is not very much restricted as regards geographical region or social grouping.

We are convinced that knowing the symbols and the importance of the main stress signalled by //, phonetic transcription gives you the unique chance to read and pronounce all the English and American words with a reasonably correct pronunciation, overcoming most problems connected with communicability. You only need a good dictionary.

A wrong pronunciation of the phonemes /θ/, /ð/, /ə/, /əʊ/ or the omission of the /h/ sound, which is soundless in Italian, may cause negative reactions in the native speaker and, sometimes, interfere with communication – another invaluable life skill.

Translation from Italian into English is also a necessary skill, considering that Italian students, who live in a context of English as a foreign language (EFL), mainly think in Italian and then translate their ideas into the target language, English.

In order to improve your four language skills – listening, speaking, reading and writing – you need a certain amount of vocabulary, that is why for each relevant topic included in this book you will find a number of related words listed in the sections “Vocabulary building”. While studying, you are invited to enrich these sections and create your own vocabulary builder lists whenever you start dealing with a new topic.

Contemporary issues should not be ignored either, being part of the micro-language studied in your English course. Communication is a crucial aspect of today’s life and we will look together at some of the ways young people like to communicate.

Some attention to grammar is also necessary and we invite you to reflect on how it works.

A number of life and study skills are intertwined and included in most of the sections of this book; they are cross-curricular, that is transferable from one subject to another and can, obviously, be spent in everyday life. We have capitalized on the psychological principle that you prefer speaking about yourself rather than others.

*English for Me*, designed for both High school and University students, aims at being *innovative* because it applies some principles from modern psycho-socio-neuro-linguistics (i.e.: learning through effort lasts longer), respecting the way our brain works, learning ‘chunks’ and not isolated words whenever possible, exploiting learning and acquisition principles. It involves you in motivating activities to foster both receptive and productive language skills through integrated activities.

It is *practical*, as it aims at equipping adult learners with skills and competences necessary both for academic success and success in their future lives; moreover, it matches theory and practice.

It is *effective*, because we are confident it will produce the result you want: improving your English competence and acquiring additional abilities transferable in real life.

Communicative competences are life skills and *English for Me* tries to stimulate you to be creative, to reflect, to look deeper into yourself, to help develop critical thinking and problem solving skills, to increase self-confidence, to interact with others.

If you notice any errors, please be so kind to inform us.

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Here I am!

**INTRODUCING MYSELF**

1. Read Luca's presentation and fill the gaps with a suitable word from those suggested below:

met - moody - well-paid - hometown - get on - drive - attending - floor -  
creating - lectures - crowded - morning - interests - money - town - day off

Hi everyone! I'm Luca Rossi. I come from a small .....<sup>1</sup> in the south of Italy, not far from Naples. My .....<sup>2</sup> is quite small but it's really lovely. I like it a lot: it has good food, green areas and lovely people!

This is my first day at university. It's about 30 minutes' .....<sup>3</sup> from home. I'm .....<sup>4</sup> many interesting courses and I've already .....<sup>5</sup> a lot of friends. Two of them are Marco and Lisa; I really .....<sup>6</sup> well with them!

.....<sup>7</sup> are from Monday to Tuesday, .....<sup>8</sup> and afternoon; we have a .....<sup>9</sup> on Friday. I love meeting my friends in the study-rooms, even if they're always so .....<sup>10</sup>!

In the future, I'd like to get a .....<sup>11</sup> job, even abroad (I love travelling!) and getting married.

As to my personality, I'm .....<sup>12</sup>, fussy too, that's true, but on the other hand I'm caring, hard-working, even if a bit stingy: I love sparing my .....<sup>13</sup>!

What else? I live in a flat on the third .....<sup>14</sup> with my large family (we're six in all!). I love going to the gym and I have lots of other .....<sup>15</sup>, like music and technology. I'm good at .....<sup>16</sup> web pages and I have a blog too!

That's all for now. What about you?

2. Circle the possessive adjectives as well as the subject and object pronouns that you find in the text, then complete the table below.

subject	object	poss. adj.	subject	object	poss. adj.
I	me	my	it		
you			we		
he			you		
she			they		

**3. Complete the sentences with a suitable subject or object pronoun.**

- a) Do you have a dictionary? I need .....
- b) That's Jim's wife. ....'s Austrian.
- c) Mum and dad are arriving at the airport at 2 p.m. Could you pick ..... up?
- d) Is this your brother? I had never met ..... before.
- e) I haven't seen Carla for ages. I'll phone ..... later.
- f) Thank you so much! You're always so kind to .....
- g) We're meeting Sara this afternoon. Why don't you come with .....?
- h) My friends and ..... love going out together at the weekend.

**4. Translate the following sentences into English.**

- a) Sono di Bari, una città abbastanza grande nel sud dell'Italia.  
.....
- b) Vivo in un paese non lontano dall'università.  
.....
- c) Mio fratello più piccolo si chiama Carlo.  
.....
- d) Non ho né fratelli né sorelle: sono figlio unico.  
.....
- e) Nel tempo libero mi piace guardare la televisione o navigare in Internet.  
.....
- f) Sono timido e sensibile, mentre mio fratello è socievole e simpatico.  
.....

**5. Complete the following dialogue with suitable questions.**

- YOU .....  
 OMER Nice to meet you too!  
 YOU .....  
 OMER Omer Sedr.  
 YOU .....  
 OMER Sure! S-E-D-R. It's a Turkish surname.  
 YOU .....  
 OMER I was born in Ankara, but I live in Izmir with my family. And you?  
 YOU .....  
 OMER Yes, this is my first day at university. I really like it!  
 YOU .....  
 OMER Sorry, but I have a Physics class in ten minutes. See you!  
 YOU .....

*Spelling &  
alphabet, p.89*

**6. Introduce yourself using the language from this section.**

Word Bank: **Introductions**, p.23

## ASKING QUESTIONS

## Wh- questions

Le **Wh- questions** sono domande formulate con pronomi o aggettivi interrogativi. Se la frase prevede un verbo ausiliare o modale, questo si colloca prima del soggetto ed è sempre preceduto dalla **Wh- question word**:

Wh- word	+	verbo ausiliare/modale	+	soggetto	+	verbo	+	oggetto
When		did		you		meet		Jane?

In inglese le parole interrogative più comuni, incluse le **Wh- words**, sono:

• cose:	What Which	che cosa/quale quale ( <i>tra 2 o più di due</i> )
• persone:	Who Whom Whose	chi ( <i>sogg.</i> ) chi ( <i>compl.</i> ) di chi
• luoghi:	Where	dove
• tempo:	When How long How often	quando per quanto tempo quante volte
• numero:	How much How many	Quanto Quanti/e
• ragione:	Why	Perché
• maniera:	How	Come
• età:	How old	Quanti anni
• distanza:	How far	Quanto dista

## 1. Match questions and answers used to get personal information.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| a) What's your name?                  | 1) I'm from ...                |
| b) How old are you?                   | 2) I was born on ... in ...    |
| c) When were you born?                | 3) It's ...                    |
| d) Where were you born?               | 4) I live at/in ...            |
| e) Where are you from?                | 5) I was born in ...           |
| f) What's your phone number?          | 6) I'm ... (years old).        |
| g) Where do you live?                 | 7) I'm a student. I'm a/an ... |
| h) What do you do? / What's your job? | 8) My name's ... / I'm ...     |

## 2. Translate these sentences into English using appropriate question words.

- a) A: Quando sei nato/a?  
.....
- b) B: Sono nato/a il 16 settembre.  
.....
- c) Che scuola superiore hai frequentato?  
.....
- d) Da quanto tempo studi inglese?  
.....
- e) Dove vivi?  
.....
- f) Quanto tempo impieghi per raggiungere l'università?  
.....
- g) A che ora torni a casa, in genere?  
.....
- h) Perché non vieni a pranzo a mensa?  
.....
- i) Quanto costa il viaggio di andata e ritorno per Roma?  
.....
- j) Quanti studenti hanno seguito la lezione, stamattina?  
.....

## 3. Complete the questions with a question word in the box.

what - where - what time - why - when - how - how many - how much

- a) A: ..... will the English classes start?  
B: Next Wednesday at 9 a.m.
- b) A: ..... did you get to university today?  
B: On foot.
- c) A: ..... are you making a cake?  
B: For tonight's dinner.
- d) A: ..... people are coming over?  
B: Just a few friends.
- e) A: ..... did you have for breakfast this morning?  
B: A coffee and a toast.
- f) A: ..... does he work?  
B: He's a clerk in an office.
- g) A: ..... money have we got?  
B: Not much, just a few euros.
- h) A: ..... did you come back home last night?  
B: Quite late, at midnight.

## DESCRIBING PEOPLE

**1. Match questions and answers. What is the difference among the three questions?**

- |                           |   |
|---------------------------|---|
| a) What do you look like? | 1) I like travelling and reading books. |
| b) What are you like?     | 2) I'm tall and medium-built.           |
| c) What do you like?      | 3) I'm sociable and funny.              |

**2. The list below includes some expressions and adjectives frequently used to describe people's physical appearance. Group them under the correct heading.**

Face		Hair		Build	
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
medium-built	bearded	curly	shoulder-length	slim	
attractive	blonde	chubby	good-looking	pale	
straight	bald	oval	sun-tanned	tall	
short	red-haired	handsome	grizzled	fat	

**3. Here are some adjectives used to describe people's personalities. Decide whether they are positive (+) or negative (-) and identify those which best describe your own personality.**

... aggressive	... creative	... insincere	... reliable
... tolerant	... analytic	... sensible	... instinctive
... resilient	... silly	... arrogant	... frank
... intuitive	... strict	... rude	... considerate
... charismatic	... funny	... learned	... stingy/mean
... prickly	... generous	... modest	... self-centered
... stubborn	... confident	... greedy	... moody

**4. What are you like? What do you look like? Describe yourself from the physical and psychological points of view.****5. Which clothes do you usually wear? Describe your outfit giving as many details as possible. You may use the following words:**

<b>Nouns</b>	jumper, dress, suit, skirt, trousers, pullover, T-shirt, shirt, scarf, jeans, hoodie, cardigan, sweater, coat, tie, waistcoat
<b>Adjectives</b>	casual, smart, elegant, plain, shabby, comfortable, fashionable, baggy, tight, well-dressed, overdressed

**Grammar tip: ADJECTIVE ORDER**

Adjectives describing hair:	<i>lovely, shoulder-length, wavy dark hair</i> (opinion +) length + style + colour + <b>hair</b>
Adjectives describing eyes:	<i>gorgeous, big, blue eyes</i> (opinion +) size + colour + <b>eyes</b>
Adjectives describing general appearance:	<i>a good-looking well-built man</i> (opinion +) height + body type

**HEALTH AND FOOD****1. How are you today?**

I'm fine, thanks.	I'm very well, thanks.
I don't feel very well.	I feel sick.
I've got flu.	I have a temperature.
I've got a headache / toothache / stomachache / (bad) cold / sore throat.	

**2. Complete the sentences with an illness from the box.**

flu – an allergy – a cold – a sore throat – food poisoning

- She keeps on coughing and blowing her nose. She's got .....
- I've got a high fever and I have to stay in bed. I have .....
- After eating at that restaurant, we were immediately sick: we got .....
- I feel ill. It hurts when I swallow: I've got .....
- When I'm near flowers I start itching and sneezing. I think I've got .....

**3. Read the text below and circle the new words.**

For a start, I have to say my diet is quite balanced. I usually have three meals a day: breakfast, lunch and dinner. I don't have any snack in the afternoon, as I usually stay out until 3 or 4 p.m., so I don't have time for that.

For breakfast, I have a cup of milk and coffee with a few biscuits, while for lunch I have either pasta

or rice or meat with fresh vegetables. In the evening, instead, I usually eat fish or some cheese for dinner, with a mixed salad or boiled potatoes. I prefer grilling, braising or boiling food rather than frying it.

I don't drink alcoholics, as I'm teetotal, so I just drink water: either sparkling or plain, it doesn't matter: I like both!

When I cook, I try not to use too much salt or oil and I never use butter: it contains too much fat! I always keep an eye on my diet: I want it to be as healthy as possible!



#### 4. Describe your eating habits and lifestyle. The questions below can help you.

- ~ How many meals do you have a day?
- ~ What's your favourite meal of the day? Why?
- ~ Do you usually have breakfast? What do you usually have?
- ~ Are you or could you be a vegetarian?
- ~ Is there any food you hate?
- ~ Are you careful about what you eat or drink?
- ~ Is there anything you try not to eat or drink too often?
- ~ How much water do you drink? (ex.: *I don't drink much water*)
- ~ Do you eat a lot of ...? (ex.: *Yes, I do. / No, I don't.*)
- ~ How much sleep do you usually get a night?
- ~ Do you think you are overweight?
- ~ Have you ever gone on a diet?
- ~ Do you think your diet is healthy? Why/Why not?
- ~ Can you cook?
- ~ How often do you cook? What's your specialty?
- ~ Have you ever tried fast food? Do you like it?
- ~ What do you think about eating at fast food restaurants?
- ~ How would you describe your lifestyle? (ex.: *sedentary, active*, etc.)
- ~ Do you do much exercise?
- ~ How often do you exercise? (ex.: *every day; once/twice a week; three times a week; hardly ever; never*, etc.)
- ~ How do you get exercise?
  - ☐ I walk to work/school/university
  - ☐ I walk with my friends/family in the afternoon/evening;
  - ☐ I climb the stairs, instead of using the lift;
  - ☐ I do keep-fit exercises in a gym;
  - ☐ I do aerobics;
  - ☐ I go jogging/swimming;
  - ☐ I play tennis/football/etc.;
  - ☐ I ride my bike.
- ~ Why do you think it's important to exercise?
- ~ How do you relax?
- ~ Do you think that modern teenagers have become less healthy because of technology? For example, by sitting too much time in front of the computer?
- ~ Can you think of any suggestions to be healthy?

*Ex.: To be healthy, eat a lot of fruit and vegetables; reduce sugar and fat.*

*If you want to be/stay healthy, you should/ shouldn't ...*



**An apple a day keeps  
the doctor away!**

## TALKING ABOUT PEOPLE'S AGE

## 1. Match the English expressions with their Italian equivalent.

- |                                     |                            |
|-------------------------------------|----------------------------|
| a) the elderly                      | 1) diventare maggiorenne   |
| b) middle-aged                      | 2) X ha la stessa età di Y |
| c) aged 26                          | 3) invecchiare             |
| d) in her (early/mid/late) thirties | 4) i giovani               |
| e) a forty-year-old man             | 5) di 26 anni              |
| f) X is the same age as Y           | 6) di mezza età            |
| g) the young                        | 7) gli anziani             |
| h) to grow old                      | 8) un quarantenne          |
| i) to turn of age                   | 9) sui trent'anni          |

When saying a person's age only use numbers: I went to university at eighteen.

In writing or to emphasize age use ... **years old**: She's forty years old and a nurse by profession.

This building is thirty years old.

You can also say a ... **year-old/month-old**, etc.: An eighteen-year old boy.

You can use ...**years of age** in formal or written contexts:

Young people under eighteen years of age are not admitted.

## 2. Translate these sentences.

- a) Io e Sara abbiamo la stessa età: siamo gemelle.  
.....
- b) Lui è più grande di me di tre anni.  
.....
- c) La signora Smith è una bella donna di circa trent'anni.  
.....
- d) Il tirocinio è offerto a tutti gli studenti ventenni.  
.....
- e) L'anno prossimo Bruno diventa maggiorenne.  
.....

## 3. Match each word with its phonetic script. Then practice saying them.

- |             |              |
|-------------|--------------|
| a) age      | 1) /'ɜ:lɪ/   |
| b) forty    | 2) /'θɜ:tɪz/ |
| c) young    | 3) /'grəʊ/   |
| d) thirties | 4) /'jʌŋ/    |
| e) grow     | 5) /'eɪdʒ/   |
| f) early    | 6) /'fɔ:ti/  |



Check Chapter VI, **Improving pronunciation**, p.85

MY PLACE

1. Here are a few building types. Match each word from the box below to the corresponding picture.

cottage – block of flats – semi-detached house –  
terraced house – bungalow – detached house



2. What type of dwelling do you live in? Where is it located? What do you think about the area you live in? Complete the mind map below to describe it. You can use some of the expressions and words suggested.



Location	Opinion	Appearance	Rooms
in a village/town/city	clean	brick-built	attic
in the town/city centre	comfortable	bright	basement
in the suburbs	cosy	contemporary	(master) bedroom
in the countryside	dirty	furnished	(en suite) bathroom
in the mountains	handsome	high-rise	cellar
by a lake/river	lively	historic	dining room
on the coast	luxurious	low-rise	garage
on the first floor	noisy	modern	hall
in a three-storey building	quiet	old	kitchen
	rural	renovated	living room
	spacious	traditional	study
			utility room

**3. Do you prefer living in a town/city or in a village? Explain why. You can use some of these expressions:**

*The quality of life is better in a ... compared to the ... It depends on ...*

*I think that living in the ... is better than living in the ... because ...*

*If I **lived** in the town/city, I **would have** a better social life.*

**4. Read the text below, then explain if you prefer living in a detached house or in a condominium.**

Almost everybody in England, in the USA, in Italy and perhaps in many other parts of the world dreams of living in a house, in a detached house and not in a row house or in a flat. A single building ensures privacy and a little garden gives you the chance of growing flowers and looking after your lawn and plants. Most English people would like to live in a cottage, as they still love rural life. It takes them back to the pre-industrial age; if it is a thatched cottage, so much the better.



British people really dislike living in a flat, in tower blocks. Many large blocks of flats, containing hundreds of them, have recently been demolished in England. The largest one had been built in Leeds.

**5. How many types of buildings are mentioned in the text? Could you explain the difference among them?**

**6. What's the strangest building you have ever seen? What's so special about it? The example below can help you prepare a description.**

**THE SHARD, ENGLAND**



**Location:** London, England

**Date:** started in March 2009 – completed in 2012

**Architect:** Renzo Piano

**Purpose:** multiple-use structure (hotel, offices, shops, panoramic gallery, luxury apartments)

**More info:** The Shard is a 95-storey skyscraper in Southwark, London. It is 309.6 metres (1,016ft) high and is the highest building in the UK. This pyramidal tower has 72 habitable floors, with a viewing gallery and open-air observation deck on the 72<sup>nd</sup> floor.

It was designed by the Italian architect Renzo Piano who was inspired by the railway lines next to the site and imagined it as a slender spire-like sculpture emerging from the river Thames. Piano's Shard consists of several glass facets that incline inwards but do not meet at the top. They reflect sunlight and the sky above, so that the appearance of the building will change according to the weather and seasons. The Shard was designed with energy efficiency in mind: 95% of the construction materials are recycled and 20% of the steelwork is from recycled sources.