

A.A. 2024/2025, LM85-BIS  
(3° ANNO, 1° SEMESTRE)

# UNIMC

# LABORATORIO INGLESE III

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# ABOUT THE COURSE

- 20 hours, 2 CFU

This is the third of a series of English Labs for students and it is aimed at:

- Reaching level B2 of the Common European Framework of Reference for Languages (CEFR)
- Don't forget the Lettorato (Wednesday 9-11)

- What's the CEFR?
- The CEFR levels

# Calendario 2024/2025 - Laboratorio di lingua inglese

III GRUPPO 4 E 5



GRUPPO 4

GRUPPO 5



Ven 4 ott 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"
Ven 11 ott 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"
Ven 18 ott 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"
Ven 25 ott 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"
Ven 8 nov 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"
Ven 15 nov 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"
Ven 22 nov 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"
Mer 11 dic 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"
Ven 13 dic 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"
Ven 20 dic 2024	16:00 - 18:00	14:00 - 16:00	Aula 1 - Polo Didattico "L. Bertelli"



# COURSEBOOK AND SUPPLEMENTARY MATERIALS

- Reference book: English File Digital Gold B2. Oxford University Press
- Slides+supplementary materials (always check the course webpage)
- Min. 70% attendance
- Final exam: written text (to test use of English, reading and writing skills)

# EXAM

## WRITTEN TEST:

- Multiple choice exercises, reading and comprehension, writing (you will be asked to **choose** between a summary and an essay).

## MODALITA' DI VALUTAZIONE

La prova finale del corso si compone di **una prova scritta**, con quesiti a risposta chiusa per grammatica e lessico, esercizi di lettura/comprendione e scrittura breve. Non è ammesso l'uso di dizionari o altre risorse;

La valutazione della produzione scritta, livello B2, viene effettuata in base ai parametri del QCER.

## TODAY'S LESSON

- GRAMMAR: REVISION OF PRESENT/PAST/FUTURE TENSES;
- ADJECTIVES AS NOUNS AND ADJECTIVES ORDER
- QUESTION FORMATION
- VOCABULARY: HEALTH AND INJURIES / CLOTHES AND FASHION
- PRONUNCIATION: LONG, SHORT AND DIPHTHONGS

# LET'S GET STARTED!!!



## COOPERATIVE LEARNING:

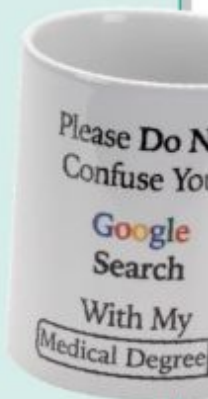
- FIRST: DO IT INDIVIDUALLY
- AFTER THAT: COMPARE YOUR ANSWERS WITH YOUR COLLEAGUES AND TALK TO EACH OTHER (TRY TO TALK ONLY IN ENGLISH AND IF YOU DON'T KNOW SOME WORDS LOOK THEM UP INTO A FREE ONLINE DICTIONARY «CAMBRIDGE» «OXFORD»).
- FINALLY: SHARE YOUR IDEAS WITH THE WHOLE CLASS TO PRACTICE SPEAKING SKILLS



# Confessions of a *cyberchondriac*

I'm sure  
that's what  
I've got...

- 1 A few weeks ago, I was feeling **under the weather**. After days of intensive internet diagnosis, I finally went to see my doctor. After examining me, she told me that my **heart rate** was a bit fast and sent me off to the hospital for some tests. Did I go straight there? Of course not. First I took out my phone, logged on to Google, and found out that the technical term for a fast heart rate is *supraventricular tachycardia*. Then I typed these two words into Google. Sadly, the problem with Dr Google is that he isn't exactly a comfort in times of crisis. One website immediately scared me with a list of 407 possible causes.
- 2 I raced to the hospital, convinced that I probably needed **open-heart surgery**. Four hours later, I got a diagnosis. I had a chest infection...and a bad case of *cyberchondria*. The only consolation for the latter condition is that I'm in good company. A Microsoft survey of one million internet users last year found that 2% of all searches – a not-insignificant number – were health-related.



Unfortunately, once you have it, cyberchondria can be hard to cure. Since my trip to hospital, I have been obsessively checking my pulse, swapping symptoms in chat rooms, and reading all about **worst-case scenarios**. What if the doctors got it wrong? What if the ECG machine was faulty? It's exhausting trying to convince yourself that you might have a **life-threatening illness**.

The Microsoft study also revealed another serious problem – that online information often doesn't discriminate between common and very rare conditions. One in four of all articles thrown up by an internet search for *headache* suggested a brain tumour as a possible cause. Although it is true that this may be the cause, in fact, brain tumours develop in fewer than one in 50,000 people. People also assume that the first answers that come up in searches refer to the most common causes, so if you type in *mouth ulcer* and see that *mouth cancer* has several mentions near the top, you think that it must be very common. However, this is not the case at all.

Another problem for cyberchondriacs is that online medical information may be from an unreliable source, or out of date. A recent American study showed that 75% of the people who use the internet to look up information about their health do not check where that information came from, or the date it was created. 'Once something has been put up on the internet, even if it's wrong, it's difficult to remove,' says Sarah Jarvis, a doctor. 'This is a problem, especially with **scare stories**, and also with some alternative remedies which claim to be **miracle cures**, but which may actually do you harm.' Check the information? Sorry, I don't have time – I'm off to buy a heart-rate monitor!



## 5 READING & SPEAKING

- a Look at the title of the article on p.19 and read the first paragraph. With a partner, try to complete the definition of a *cyberchondriac*. Do you think the tone of the article is humorous or serious?

**cyberchondriac** /saɪbə'kɒndrɪæk/ (noun) a person who compulsively searches the internet for information about

- b Now read the whole article. Complete the summary of each paragraph with phrases a–e.

- 1 When the writer found out that she had a fast heart rate, she ☐
  - 2 At the hospital, she discovered that she ☐
  - 3 Since she returned from the hospital, she ☐
  - 4 It's difficult to know from online information whether a condition ☐
  - 5 A lot of online medical information ☐
- a has been obsessively checking her symptoms online.  
b googled the possible causes.  
c isn't very reliable or up to date.  
d was suffering from a chest infection and cyberchondria.  
e is rare or very common.

## FOCUS ON VOCABULARY

D <https://www.collinsdictionary.com/dictionary/english/cyberchondriac>

Match the **highlighted** phrases in the article related to medicine to definitions 1–7.

- 1  the medical treatment of a heart problem that involves an operation
- 2  successful treatments for an illness that was thought to be impossible to cure
- 3  **IDM** not feeling very well
- 4  exaggerated reports in the news that make people worry
- 5  the most terrible situations that could happen
- 6  the speed at which your heart beats
- 7  an illness which could kill you

- d Now read each paragraph again carefully and choose a, b, or c.

- 1 The problem with Dr Google is that the information is \_\_\_\_.  
☐ a insufficient ☐ b worrying ☐ c false
- 2 Microsoft's survey discovered that \_\_\_\_ searches are to do with health.  
☐ a very few  
☐ b quite a lot of  
☐ c the majority of
- 3 The information the writer has found since coming back from hospital has \_\_\_\_.  
☐ a made her cyberchondria worse  
☐ b made no difference to her cyberchondria  
☐ c cured her cyberchondria
- 4 One of the problems with internet searches is that they \_\_\_\_.  
☐ a don't rank answers in order of probability  
☐ b only focus on common illnesses  
☐ c don't always give an answer
- 5 Most people are unlikely to check \_\_\_\_ health information was posted.  
☐ a why and by who  
☐ b how and when  
☐ c when and by who

Cyberchondriac: 1. a person who suffers from cyberchondria, unfounded anxiety concerning the state of one's health brought on by visiting health and medical websites.

ECG machine: abbreviation for electrocardiogram

Swapping symptoms in chat rooms: scambiarsi i sintomi nelle chat

## FOCUS ON GRAMMAR: PAST TENSES

- 1) Circle or highlight all the past tenses in the text.
- 2) Try to name each tense and to give reason of their use, for example “I was feeling”: past continuous, because it is an action in progress in the past before another one happened.
- 3) check your answers in the grammar section (pag. 134-136)

# narrative tenses: past simple, past continuous, past perfect, past perfect continuous

- 1 We use the **past simple** to talk about consecutive actions or situations in the past, i.e. for the main events in a story.
- 2 We use the **past continuous** (*was / were + verb + -ing*) to describe a longer continuous past action or situation which was in progress when another action happened, or to describe an action or situation that was not complete at a past time.
- 3 We use the **past perfect** (*had + past participle*) to talk about the 'earlier past', i.e. things which happened before the main event(s).
- 4 We use the **past perfect continuous** (*had been + verb + -ing*) with action verbs (*go, play, watch, etc.*) to talk about longer continuous actions or situations that started before the main events happened and continued up to that point. Non-action verbs (e.g. *be, have, know, like, etc.*) are not normally used in the past continuous or past perfect continuous.

- 1 We **arrived** at the airport and **checked in**.  3.10
- 2 We **were having** dinner when the plane hit some turbulence. At nine o'clock most people on the plane **were reading** or **were trying** to sleep.
- 3 When we arrived at the airport, we suddenly realized that we'd **left** one of the suitcases in the taxi.
- 4 We'd **been flying** for about two hours when suddenly the captain told us to fasten our seat belts because we were flying into some very bad weather.



# THE PAST SIMPLE: stating a definite time in the past



We use the past simple to talk about **finished actions in the past**.

1. If you want to say that **an event occurred at a particular time in the past**:

- *The Italian Prime Minister **flew** into New York yesterday.*
- *Our teacher **went** to Canada last year.*

NB: a **time expression is necessary** to specify the particular time in the past you are referring to (e.g. *two years ago, last month, yesterday*). The time reference can be established in a previous clause:

Two days **ago** It **was** a sunny day so we **went** to the beach and **ate out** with some friends

- With most verbs the past simple is **formed by adding -ed**:

	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
<b>+ -ed</b> With most verbs we add -ed:	walk finish	walked finished	walked finished
<b>+ -d</b> With verbs ending with -e, we add -d:	live phone	lived phoned	lived phoned
<b>y → -ied</b> With verbs that end with a consonant* + -y, we change the y to -ied:	apply try	applied tried	applied tried
<b>p → -pped</b> With verbs that end with one vowel* + one consonant (e.g. <i>stop</i> ), we double the consonant:	stop plan	stopped planned	stopped planned
<b>+ -ed</b> But note that we do not double the consonant (1) when it is a y or w (e.g. <i>stay</i> ), (2) when the last syllable* is not stressed (e.g. <i>LISten, HAPpen, OPen</i> ):	stay listen happen open visit	stayed listened happened opened visited	stayed listened happened opened visited

- But there are **a lot of irregular verbs** (p.165)

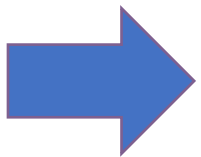
# PAST SIMPLE AND PAST CONTINUOUS

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**WHEN I TOOK THIS PHOTO....**

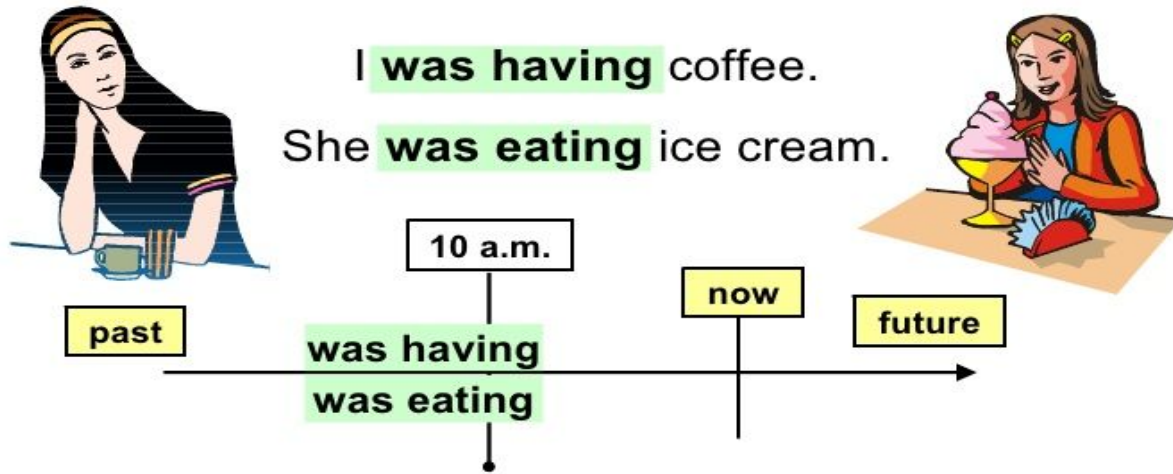
- to have a coffee;
- to fight;
- to ride a bike;
- to read;
- to talk on one's mobile phone



If you want to focus on actions which were in progress in the past, you use the **past continuous** (or *progressive*).



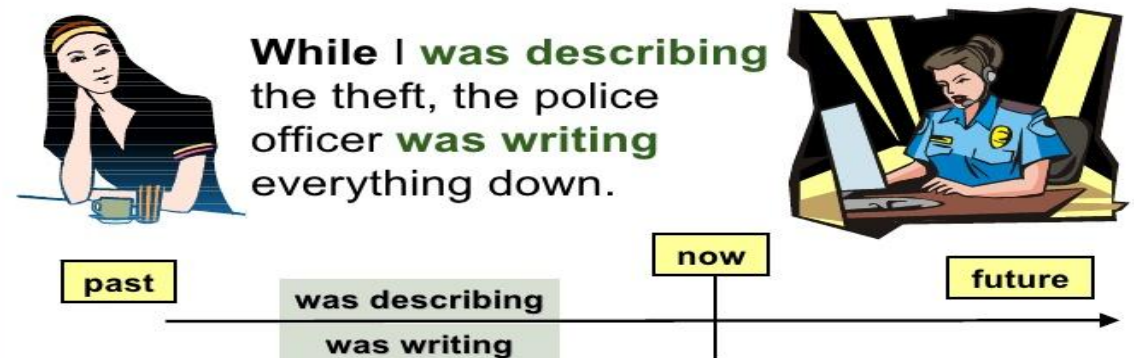
# PAST CONTINUOUS



Or, to talk about **two actions that were in progress at the same time in the past.**

1. To talk about an action that was **in progress in a specific moment in the past.**

«What were you doing at 10 am this morning?»  
«I **was having** coffee with a friend»



# PAST CONTINUOUS

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My mom **was writing** a play in those days.

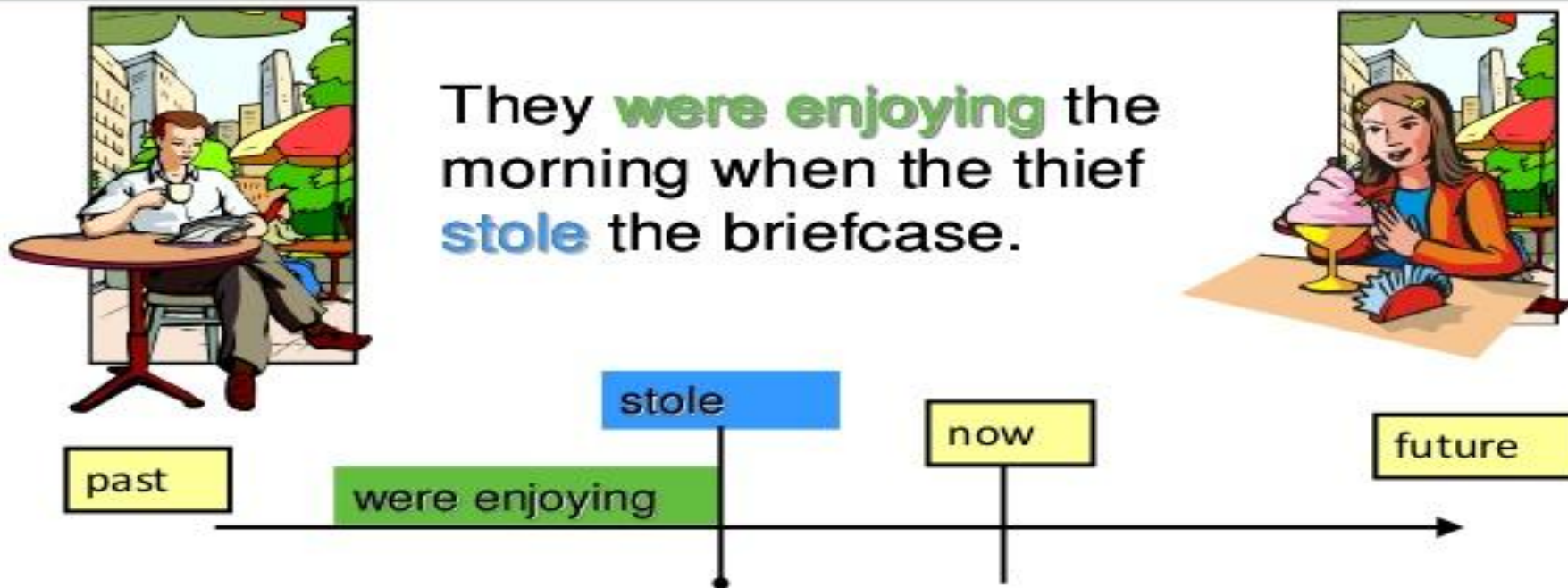


2. To talk about **an action that was temporary but stretched over a certain period in the past.**
- *I was studying in London when my parents brought home a new dog, so he didn't consider me as part of the family. [= in that period]*
  - *I remember when I moved to Rome. I was dating Pauline at that time / at the time [= in that period] and I missed her a lot.*

# PAST CONTINUOUS (with past simple)

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3. To describe an activity or a situation that was interrupted by another action in the past.



- past continuous to describe the situation (or the longer action in progress)
- past simple to describe the event that interrupts it



## present perfect simple: *have / has + past participle*


- 1 Have you ever **broken** a bone?  
I've never **seen** him before.
- 2 I've just **phoned** for an ambulance, but it **hasn't arrived** yet.  
I've already **told** you three times.
- 3 It's the best book I've ever **read**.
- 4 My computer's **crashed**!  
Look, it's **started** snowing.
- 5 I've **known** Miriam since I was a child.  
My sister **has been** ill for ten days now.
- 6 How many Agatha Christie novels **have** you **read**?  
They've **seen** each other twice this week.



- We use the present perfect simple:

- 1 to talk about past experiences when you don't say when something happened, often with *ever* or *never*.
  - 2 with *just*, *yet*, and *already*.
  - 3 with superlatives and *the first*, *second*, *last time*, etc.
  - 4 for finished actions (when no time is specified) which have present results.
  - 5 with non-action verbs (= verbs not usually used in the continuous form, e.g. *be*, *need*, *know*, *like*, etc.) to say that something started in the past and is still true now.
- This use is common with time expressions like *How long...?*, *for* or *since*, *all day / evening*, etc.
  - Don't use the present simple in this situation. **NOT** ~~*I know Miriam since I was a child.*~~
- 6 when we say or ask *how much / many* we have done or *how often* we have done something up to now.

## present perfect continuous: *have / has + been + verb + -ing*

- 1 How long **have** you **been waiting** to see the doctor?  2.13  
He's **been messaging** his girlfriend all evening.
- 2 I **haven't been sleeping** well recently. It's **been raining** all day.
- 3 I've **been shopping** all morning. I'm exhausted.  
My shoes are filthy. I've **been working** in the garden.

- We use the present perfect continuous:

- 1 with action verbs (e.g. *run*, *listen*, *study*, *cook*) to say that an action started in the past and is still happening now (unfinished actions).
- This use is common with time expressions like *How long...?*, *for* or *since*, *all day / evening*, etc.
  - Don't use the present continuous in this situation.  
**NOT** ~~*I'm living here for the last three years.*~~
- 2 for repeated actions, especially with a time expression, e.g. *all day*, *recently*.
  - 3 for continuous actions which have just finished (but which have present results).

# PAST PERFECT

past perfect: *had* + past participle

When they turned on the TV, the match  
**had** already **finished**.



As soon as I shut the door, I realized that I'd **left** my  
keys on the table.

We couldn't get a table in the restaurant because  
we **hadn't booked**.

- We use the past perfect when we are talking about the past and we want to talk about an earlier past action. Compare:  
*When John arrived, they **went out**.* (= first John arrived and then they went out)  
*When John arrived, they **had gone out**.* (= they went out before John arrived)

# A QUICK REVISION OF THE SIMPLE PRESENT AND FUTURE



# PRESENT SIMPLE



Alex is a bus driver, but now he is in bed asleep.  
He is not driving a bus. (He is asleep.)

*but* He **drives** a bus. (He is a bus driver.)

## HABITUAL / PERMANENT ACTIONS



To say that something is true in general, or that something happens all the time or repeatedly (and how often we do things):

- The cafe **opens** at 7.30 in the morning / I **get up** at 8 o'clock every morning.
- We usually go home at weekends / We **don't go** abroad very often.
- Nurses **look** after patients in hospitals. / The Earth **goes** round the Sun / Rice **doesn't grow** in cold climates.
- What **does** this word **mean**? / Where **do** they **live**?

<b>always</b>	sempre
<b>usually</b>	di solito
<b>often</b>	spesso
<b>sometimes</b>	qualche volta
<b>seldom</b>	ogni tanto
<b>rarely</b>	raramente
<b>hardly ever</b>	quasi mai (+ verbo nella forma affermativa)
<b>never</b>	mai ( + verbo nella forma affermativa)
<b>ever</b>	mai (nelle frasi interrogative)

FREQUENCY ADVERBS: S + AVV + V

Usually at the end of sentences  
(can be at the beginning in affirmative sentences)

## TIME EXPRESSIONS

**in the morning**

**in the afternoon**

**in the evening**

**at night**

**every day**

**every Monday**

**on Mondays**

**at weekends**

**at the weekend**

**once a week**

**twice a month**

**three times a year**



# PRESENT CONTINUOUS

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Something happening (or true) at the time of speaking

- John is in his car. He **is driving** to work.
- Let's go out now. **It isn't raining** any more.



**ACTIONS TAKING  
PLACE NOW**

**simple present TO BE + present participle (base +*ing*)**

*Affirmative:* You **are watching** TV.

*Interrogative:* **Are you watching** TV?

*Negative:* You **are not watching** TV.

# PRESENT CONTINUOUS

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**NOW** = this second, today, this month, this year, this century... (□ longer actions in progress now)

**Something happening (or true) in a period around now**

- *(talking on the phone)* **I'm reading** a really good book about...
- **You are studying** to become teachers.
- Kate wants to work in Italy, so **she's learning** Italian.
- **You're working** very hard today. – Yes, I have a lot to do.
- **Are you working** on any special projects at work?
  
- **Is** your English **getting** better now that you're studying harder?
- The population of the world **is increasing** very fast.
- At first I didn't like my job, but **I'm beginning** to enjoy it now.

## SAME VERBS - DIFFERENT TENSE, DIFFERENT MEANING

### Present continuous (I am doing)

We use the continuous for things happening at or around the time of speaking.

The action is not complete.

#### I am doing

past                      now                      future

- ☐ The water **is boiling**. Can you turn it off?
- ☐ Listen to those people. What language **are they speaking**?
- ☐ Let's go out. It **isn't raining** now.
- ☐ 'I'm busy.' 'What **are you doing**?'
- ☐ I'm **getting** hungry. Let's go and eat.
- ☐ Kate wants to work in Italy, so she's **learning** Italian.
- ☐ The population of the world **is increasing** very fast.

We use the continuous for *temporary* situations:

- ☐ I'm **living** with some friends until I find a place of my own.
- ☐ A: You're **working** hard today.  
B: Yes, I have a lot to do.

### Present simple (I do)

We use the simple for things in general or things that happen repeatedly.

#### I do

past                      now                      future

- ☐ Water **boils** at 100 degrees Celsius.
- ☐ Excuse me, **do** you **speak** English?
- ☐ It **doesn't rain** very much in summer.
- ☐ What **do** you usually **do** at weekends?
- ☐ I always **get** hungry in the afternoon.
- ☐ Most people **learn** to swim when they are children.
- ☐ Every day the population of the world **increases** by about 200,000 people.

We use the simple for *permanent* situations:

- ☐ My parents **live** in London. They have lived there all their lives.
- ☐ Joe isn't lazy. He **works** hard most of the time.

# NB: NON-CONTINUOUS VERBS!

There are verbs you don't normally use in the present continuous: usually these are things you cannot see somebody doing. E.g.:

## Abstract Verbs

to be, to want, to cost, to seem, to need, to care, to contain, to consist, to know, to realize, to suppose, to mean, to understand, to believe, to agree, to forget, to remember, to exist...

**Possession Verbs:** to possess, to own, to belong...

**Emotion Verbs:** to feel, to like, to love, to hate, to prefer, to dislike, to fear, to envy, to mind...

**Perception Verbs:** to see, to hear, to smell

Examples:

He **is needing** help now. **Not Correct** vs. He **needs** help now. **Correct**

He **is wanting** a drink now. **Not Correct** vs. He **wants** a drink now. **Correct**

Dual meaning verbs: e.g. to think

1.to believe, to have an opinion → non-continuous tense

*I think red is a sexy colour.*

2.to reflect, to use your brain to solve a problem → continuous tense

*I am thinking about my homework.*

# PRESENT CONTINUOUS + ALWAYS

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The Present Continuous with words such as "*always*" or "*constantly*" expresses the idea that something irritating often happens.

- the meaning is like Simple Present, but with a negative connotation.

Examples:

She **is ALWAYS coming** to class late.

I'm **ALWAYS losing** my keys.

He **is CONSTANTLY talking**. I wish he would shut up.

I don't like them because they **are ALWAYS complaining**.

Remember to put the words "always" or "constantly"  
between "be" and "verb+ing"



# FUTURE

future forms: present continuous, *be going to*, *will* / *won't*

*be going to* + infinitive

## future plans and intentions

1.16

My sister's **going to adopt** a child.

**Are you going to buy** a new car or a second-hand one?

I'm **not going to go** home for the holidays. It's too far.

## predictions

1.17

Barcelona **are going to win**. They're playing really well.

Look at those black clouds. I think it's **going to rain**.

- We use *be going to* (**NOT** *will* / *won't*) when we have already decided to do something. **NOT** *My sister will adopt a child.*
- We also use *be going to* to make a prediction about the future, especially when we have some evidence (e.g. *we can see black clouds*).

present continuous: *be* + verb + *-ing*

## future arrangements

1.18

Lorna and Jamie **are getting** married in October.

We're **meeting** at 10.00 tomorrow in Richard's office.

Jane's **leaving** on Friday and **coming back** next Tuesday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and *be going to* for future plans / arrangements and often you can use either.
  - *be going to* shows that you have made a decision.  
*We're going to get married next year.*
  - the present continuous emphasizes that you have made the arrangements.  
*We're getting married on October 12th.* (= we've booked the church)
- We often use the present continuous with verbs relating to travel arrangements, e.g. *go*, *come*, *arrive*, *leave*, etc.  
*He's arriving tomorrow and leaving on Thursday.*

*will* / *shall* + infinitive



## instant decisions, promises, offers, predictions, future facts, suggestions


1.19

- 1 I'll **have** the steak. (instant decision)  
I **won't tell** anybody where you are. (promise)  
I'll **carry** that bag for you. (offer)  
You'll **love** New York! (prediction)  
Next year Christmas Day **will be** on a Thursday. (future fact)
- 2 **Shall I help** you with your homework? (offer)  
**Shall we eat** out tonight? (suggestion)

- 1 We use *will* / *won't* (**NOT** the present simple) for instant decisions, promises, and offers. **NOT** *I carry that bag for you.*
  - We can also use *will* / *won't* for predictions, e.g. *I think Barcelona will win*, and to talk about future facts, e.g. *The election will be on 1st March.*
- 2 We use *shall* (**NOT** *will*) with *I* and *we* for offers and suggestions when they are questions.

# Il *simple present* e il *present continuous* con valore futuro

Il *simple present* e il *present continuous* si usano anche per esprimere azioni future.

-  Il ***simple present*** esprime **azioni future che avranno luogo di sicuro**, tanto che vi sono **orari o calendari prestabiliti** (*timetables*: orari di mezzi di trasporto, programmi TV, spettacoli, lezioni, servizi pubblici). Queste azioni non dipendono dalla volontà di chi parla e di solito sono rese in italiano con il presente indicativo [**> 4.3**].

*The shows begin at 9.00 p.m.*

*Gli spettacoli iniziano / inizieranno alle 21.*

- Il ***present continuous*** esprime **azioni future prestabilite e programmate da chi le compie**. Sono azioni di cui sono già iniziati i preparativi e che difficilmente verranno rinviate o modificate.

*He can't leave. He's having an exam tomorrow.*    *Non può partire. Ha / Avrà un esame domani.*

- Il *present continuous* con valore futuro spesso è accompagnato da **espressioni di tempo futuro** (*tonight, this evening, tomorrow, next week* ecc.) che differenziano quest'uso dagli altri usi [**> 7.5**].

*Anna is studying now.* (valore presente)

*Anna studia / sta studiando ora.*

*Anna is studying tonight.* (valore futuro)

*Anna studia / studierà stasera.*

Con i verbi **go**, **leave** e **come** si usa spesso il ***present continuous*** anche se l'azione futura è solo una generica intenzione e non sono stati fatti programmi prestabiliti né preparativi.

*He is coming here in summer, but I don't know when.*

*Viene / Verrà qui in estate, ma non so quando.*






- La forma **be going to** (**simple present di be + going + to + forma base del verbo**) si usa generalmente nella **forma contratta**, **tranne che nelle frasi interrogative**. Osserva le forme di *be going to* nelle tabelle.

	Affermativa	Negativa	Interrogativa (mai contratta)	Interrogativa-negativa
I	'm going to eat	'm not going to eat	Am I going to eat?	Aren't I going to eat?
you / we / you / they	're going to eat	aren't going to eat	Are + sogg. + going to eat?	Aren't + sogg. + going to eat?
he / she / it	's going to eat	isn't going to eat	Is + sogg. + going to eat?	Isn't + sogg. + going to eat?

Short answer affermativa (mai contratta)	Short answer negativa (sempre contratta)
Yes, I am.	No, I'm not.
Yes, you / we / you / they are.	No, you / we / you / they aren't.
Yes, he / she / it is.	No, he / she / it isn't.

-  **Be going to** si usa per esprimere **eventi futuri** quando:
  - si ha **intenzione di compiere qualcosa**, ma non si ha un programma preciso (**futuro intenzionale**: in italiano si rende con l'espressione "avere intenzione di..." oppure con il futuro).  
*I'm going to call her tomorrow.* *Ho intenzione di chiamarla / La chiamerò domani.*  
*She isn't going to sleep here!* *Non ha intenzione di dormire / Non dormirà qui!*
  - qualcosa sta per accadere** (**futuro imminente**: in italiano "stare per...", "essere sul punto di..."). In questo caso si possono usare anche **be about to + forma base** e **be on the point of + -ing**:  
*The concert is going to end.*  
*The concert is about to end.*  
*The concert is on the point of ending.*

*Il concerto sta per finire.*



She isn't going to sleep here!

Non ha intenzione di dormire / Non dormirà qui!

- **qualcosa sta per accadere (futuro imminente):** in italiano “stare per...”, “essere sul punto di...”). In questo caso si possono usare anche **be about to + forma base** e **be on the point of + -ing**:

The concert **is going to end**.

The concert **is about to end**.

The concert **is on the point of ending**.

Il concerto sta per finire.

- **qualcosa succederà inevitabilmente** sulla base di dati o indizi certi (**futuro di deduzione**). Si tratta di una previsione oggettiva espressa in italiano con il futuro semplice.

The reviews are great. The film **is going to be a success**.

Le recensioni sono ottime. Il film sarà un successo.  
(Lo penso perché so che le recensioni sono ottime.)

#### NOTA CHE

- 1 Si usa il **present continuous per azioni future programmate** (con preparativi); si usa **be going to se si ha solo intenzione** di fare qualcosa (ma senza un programma certo). Se il contesto non è chiaro, si usa *be going to*.

He's **having** a party next week.

Farà una festa la prossima settimana.  
(È a buon punto con i preparativi.)

He's **going** to have a party for Halloween.

Ha intenzione di fare una festa per Halloween.  
(È solo un'idea.)

- 2 Di solito **be going to non si usa con go, leave e come**, e si preferisce usare il *present continuous*.

intenzione	We <b>are going</b> to Australia next year.	Andremo in Australia il prossimo anno.
imminenza	The train <b>is leaving</b> ! Say goodbye to everybody!	Il treno sta per partire! Saluta tutti!
deduzione	She's tired tonight. She's not <b>coming</b> to the gym.	È stanca stasera. Non verrà in palestra.

- 3 Si usa **be going to anche al passato** per esprimere sia il **futuro intenzionale** sia il **futuro imminente**.

I **was going to tell** you, but you were busy.

Avevo intenzione di dirtelo, ma eri impegnato.

We **were going to sell** our house, but then we changed our minds.

Stavamo per vendere la nostra casa ma poi abbiamo cambiato idea.

- 4 Spesso nell'*American English*, nel linguaggio informale, si usa **gonna al posto di going to**.

I'm **gonna** have fun on holiday!

Ho intenzione di divertirmi in vacanza!

# QUESTION FORMATION

Observe these examples:

Are you happy?

have you got any brothers or sisters?

Where have you been?

Where are you from?

What do you usually eat for breakfast?

What did you eat yesterday?

BE CAREFUL!

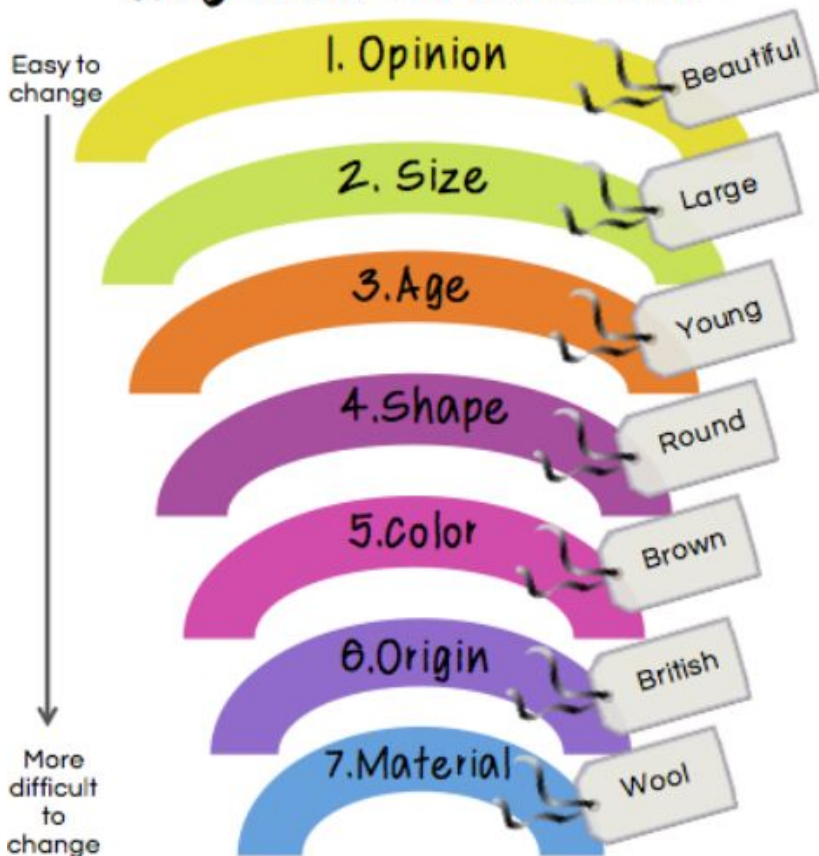
WHY DID YOU NOT COME YESTERDAY MORNING?

BUT

WHY DIDN'T YOU COME YESTERDAY MORNING?

REMEMBER: when full forms are used, you have to put the NOT between the subject and verb! (in spoken English the contracted form is much more common!)

## How To Place Adjectives In Order



## 2 GRAMMAR using adjectives as nouns, adjective order

a Look at the sentences in 1 and 2 below and decide if you think they are right (✓) or wrong (X). Compare with a partner and say why you think the X ones are wrong.


- 1 a ☐ In general, it's difficult for the old and the young to be good friends.
- b ☐ In general, it's difficult for the old people and the young people to be good friends.
- c ☐ In general, it's difficult for old people and young people to be good friends.
- 2 a ☐ Sian is a lively, dark-haired, Welsh woman.
- b ☐ Sian is a Welsh, lively, dark-haired woman.
- c ☐ Sian is a dark-haired, Welsh, lively woman.



# Now look at the exercise again and check your answers

## using adjectives as nouns, adjective order

### adjectives as nouns

- 1 In most African countries, **the young** still look up to **the old**.  2.15  
**The poor** are getting poorer, and **the rich** are getting richer.  
**The government** needs to create more jobs for **the unemployed**.
- 2 **The English** are famous for drinking tea.  
**The Chinese** invented paper.  
**The Dutch** make wonderful cheeses.



- You can use *the* + some adjectives to talk about groups of people, e.g.
  - specific groups in society, such as *the young*, *the old* (or *the elderly*), *the sick* (= people who are ill), *the blind*, *the deaf*, *the homeless*, *the dead*.
  - some nationalities that end in *-ch*, *-sh*, *-ese*, and *-ss*, such as *the French*, *the Spanish*, *the British*, *the Japanese*, *the Irish*, *the Swiss*, etc. (most other nationality words are nouns and are used in the plural, e.g. *the Brazilians*, *the Poles*, *the Turks*, *the Hungarians*, *the Argentinians*, etc.).
- You can also use adjective + *people* to talk about a group of people, e.g. *poor people*, *homeless people*, *old people*, *French people*.
- To talk about one person, use, e.g. *a Japanese woman*, *a rich man*, etc. **NOT** *a-Japanese*, *a-rich*.

### adjective order

- We've got a **lovely old** cottage just outside Bath.  2.16  
She has **long fair** hair.  
I bought a **beautiful Italian leather** belt.

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. **NOT** ~~*an old lovely cottage*~~.
- Opinion adjectives, e.g. *beautiful*, *nice*, *lovely*, always go before descriptive adjectives, e.g. *big*, *old*, *round*.
- If there is more than one descriptive adjective, they go in this order:

OPINION	SIZE	AGE	SHAPE	COLOUR	PATTERN	ORIGIN / PLACE	MATERIAL	NOUN
expensive beautiful	little	brand new	long	purple	spotted	French Italian	silk	scarf car



### 3 VOCABULARY clothes and fashion

- a Look at the title of an article about fashion. What's your answer to the question?
- b Look at the photo of the Hoppen family and read the article. Complete the **highlighted** phrases with the clothes in the list.

dress jacket jeans sandals sweater top trainers

## Can the same clothes work for all ages?

A recent survey found that 54% of British women borrow clothes from their mothers' wardrobes. One in five also 'share' with their grandmothers. 'It's not about what you "should" wear when you're young or old', says designer Emilia Wikstead. 'It's about finding the things that really suit you, regardless of your age.'



The Hoppen family:  
Plum Hoppen (21),  
her mother Jenny (60),  
her sister Daisy (31)  
[= from left to right]

When three women of the same clothing and shoe size live under the same roof, clothes are bound to go missing. 'I remember seeing this girl in the park and thinking, "That's a nice dress; it looks like one of mine."', says Jenny Hoppen. 'And I realized it was Daisy, going to a wedding, wearing my dress and shoes.' But even if they borrow from each other, the same piece looks different on them all.

In the photo, they are all wearing the same <sup>1</sup>cropped . Plum wears hers with <sup>2</sup>a leather  and <sup>3</sup>patterned , but they look just as good on Jenny with <sup>4</sup>a silk V-neck  and <sup>5</sup>red velvet , or on Daisy with <sup>6</sup>a see-through black  worn over <sup>7</sup>a black polo-neck . 'The principle we learned from our mother', says Daisy, 'is to have our own sense of style and be adventurous.'

- c Whose 'look' do you prefer? Do you ever borrow clothes or accessories from people in your family, or friends?
- d  p.153 **Vocabulary Bank** Clothes and fashion

What's the difference between BORROW and LEND?



## 5 LISTENING & SPEAKING

- a Look at the clothes in the photos. What age group do you associate them with?



a cardigan and fur slippers



a leather miniskirt



very short shorts



tight jeans and a T-shirt with a slogan



a blazer and chinos

# For further practice

## Clothes and fashion

### 1 DESCRIBING CLOTHES

- a Match the adjectives and pictures.

Fit

- ☐ loose /lu:z/  
☒ 1 tight /taɪt/

Style

- ☐ hooded /'hʊdɪd/  
☐ long-sleeved /lɒŋ 'sli:vɪd/ (also short-sleeved)  
☐ polo neck /'pəʊləʊ nek/  
☐ sleeveless /'sli:vələs/  
☐ V-neck /'vi: nek/

Pattern

- ☐ checked /tʃekt/  
☐ patterned /'pætənd/  
☐ plain /pleɪn/  
☐ spotted /'spɒtɪd/  
☐ striped /straɪpt/

- b 2.17 Listen and check.



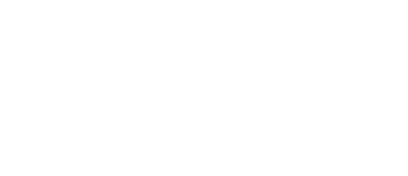
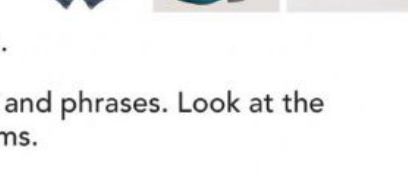
- c Match the phrases and pictures.

Materials

- ☐ a cotton vest /kɒtn 'vest/  
☐ a denim waistcoat /denɪm 'weɪskəʊt/  
☐ a fur collar /fɜ: 'kɒlə/  
☐ a lace top /leɪs 'tɒp/  
☒ 1 a linen suit /lɪnɪn 'suɪt/  
☐ a lycra swimsuit /laɪkrə 'swɪmsuɪt/  
☐ a silk scarf /sɪlk 'skɑ:f/  
☐ a velvet bow tie /velvɪt bəʊ 'taɪ/  
☐ a wool(ly) cardigan /wʊl(ə)n 'kɑ:dɪɡən/  
☐ leather sandals /leðə 'sændlɪz/  
☐ suede boots /sweɪd 'bu:ts/

- d 2.18 Listen and check.

**ACTIVATION** Cover the words and phrases. Look at the photos and describe the items.



## 2 ADJECTIVES TO DESCRIBE CLOTHES AND THE WAY PEOPLE DRESS

a Complete the sentences with an adjective.

casual /'kæʒuəl/   classic /'klæsɪk/  
old-fashioned /əʊld 'fæʃənd/   scruffy /'skrʌfi/  
smart /smɑ:t/

- 1 She always wears  clothes to work – she hates dressing formally.
- 2 He looks really . His clothes are old and a bit dirty.
- 3 Jane looked very  in her new suit. She wanted to make a good impression.
- 4 That tie's a bit ! Is it your dad's?
- 5 I like wearing  clothes that don't go out of fashion.

b  2.19 Listen and check.

**ACTIVATION** Say one item you own for each adjective in the list.

## 3 VERBS AND VERB PHRASES

a Match the sentences.

- 1 ☒ C I'm going to **dress up** tonight.
- 2 ☐ Please **hang up** your coat.
- 3 ☐ These jeans don't **fit** me.
- 4 ☐ That skirt really **suits** you.
- 5 ☐ Your bag **matches** your shoes.
- 6 ☐ I need to **get changed**.
- 7 ☐ Hurry up and **get undressed**.
- 8 ☐ Get up and **get dressed**.
- 9 ☐ That tie doesn't really **go with** your shirt.

- A Don't leave it on the chair.  
B I've just spilt coffee on my shirt.  
C ~~I'm going to a party.~~  
D They don't look good together.  
E It's bath time.  
F They're too small.  
G They're almost the same colour.  
H You look great in it.  
I Breakfast is on the table.

b  2.20 Listen and check.

**ACTIVATION** Cover 1–9. Look at A–I and remember the matching sentences.

# HEALTH AND INJURIES



# Illnesses and injuries

## 1 MINOR ILLNESSES AND CONDITIONS

a Match the sentences with the pictures.

She has / She's got...

- ☐ a **cough** /kɒf/
- ☐ a **headache** /'hedeɪk/ (backache, earache, stomach ache, toothache)
- ☒ 1 a **rash** /ræʃ/
- ☐ a **temperature** /'temprətʃə/
- ☐ **sunburn** /'sʌnbɜːn/
- ☐ She's **being sick**. / She's **vomiting**. /'vɒmɪtɪŋ/.
- ☐ She's **sneezing**. /'sniːzɪŋ/
- ☐ Her **ankle's swollen**. /'swɒlən/
- ☐ Her back **hurts**. /hɜːts/ / Her back **aches**. /eɪks/
- ☐ Her **finger's bleeding**. /'bliːdɪŋ/



b 2.1 Listen and check.

c Match the illnesses and conditions with their cause or symptoms.

- 1 ☒ B He has a **sore throat**. /sɔː 'θrəʊt/
- 2 ☐ He has **diarrhoea**. /daɪə'riə/
- 3 ☐ He **feels sick**. /fɪlz 'sɪk/
- 4 ☐ He's **fainted**. /'feɪntɪd/
- 5 ☐ He has a **blister** on his foot. /'blɪstə/
- 6 ☐ He has a **cold**. /ə 'kəʊld/
- 7 ☐ He has **flu**. /fluː/
- 8 ☐ He feels **dizzy**. /'dɪzi/
- 9 ☐ He's **cut himself**. /'kʌt hɪmself/

- A He has a temperature and he aches all over.
- B It hurts when he talks or swallows food.
- C It's so hot in the room that he's lost consciousness.
- D He's been to the toilet five times this morning.
- E He feels that he's going to vomit.
- F He's sneezing a lot and he has a cough.
- G He feels that everything is spinning round.
- H He's been walking in uncomfortable shoes.
- I He's bleeding.

## 2 INJURIES AND MORE SERIOUS CONDITIONS

a Match the injuries with their causes or symptoms.

- 1 ☒ C He's **unconscious**. /ʌn'kɒnʃəs/
- 2 ☐ He's had an **allergic reaction**. /əˌlɜːdʒɪk rɪˈækʃn/
- 3 ☐ He's **sprained** his ankle. /spreɪnd/
- 4 ☐ He has **high (low) blood pressure**. /'blʌd preʃə/
- 5 ☐ He has **food poisoning**. /'fuːd pɔɪzənɪŋ/
- 6 ☐ He's **choking**. /tʃəʊkɪŋ/
- 7 ☐ He's **burnt** his hand. /bɜːnt/

- A He spilt some boiling water on himself.
- B He fell badly and now it's swollen.
- C He's breathing, but his eyes are closed and he can't hear or feel anything.
- D It's 180 over 140 (or 18 over 14).
- E He ate some prawns that were off.
- F He was eating a steak and a piece got stuck in his throat.
- G He was stung by a wasp and now he has a rash and has difficulty breathing.

Common treatments for...

- a **cut** minor: put a plaster on it (AmE band aid) and antiseptic cream, major: have stitches
- headaches** take painkillers
- an infection** take antibiotics
- a **sprained ankle** put ice on it and **bandage** it
- an allergic reaction** take antihistamine **tablets** / pills or use cream

## 3 PHRASAL VERBS CONNECTED WITH ILLNESS

a Match the **bold** phrasal verbs to their meanings.

Please **lie down** on the couch. I'm going to examine you.

After two hours queuing in the sun, I **passed out**, and when I **came round** I was lying on the floor.

It often takes a long time to **get over** flu.

A few minutes after drinking the liquid I had to run to the bathroom to **throw up**.

- 1 ☐ faint
- 2 ☐ put your body in a horizontal position
- 3 ☐ vomit, be sick
- 4 ☐ get better / recover from sth
- 5 ☐ become conscious again

# PREPOSITIONS OF TIME

test-english.com

## AT

### TIMES OF DAY

- at 4 o'clock
- at 10:30
- at noon
- at midnight

### MEALTIMES

- at lunchtime
- at dinnertime

### HOLIDAYS

- at Christmas
- at Eastern
- at the weekend

### EXPRESSIONS

- at present
- at the moment
- at night

## IN

### MONTHS

- in April

### SEASONS

- in the summer
- in the spring

### YEARS

- in 1990

### DECADES

- in the 80s


### CENTURIES

- in the 20th century

### LONG PERIODS

- in the ice age
- in the present
- in the past

### PARTS OF THE DAY

- in the morning
- in the afternoon
- in the evening
-  at night

## ON

### DAYS

- on Tuesday
- on Saturday
- on my birthday
- on Christmas day
- on Halloween

### DATES

- on 15th June
- on 20th May
- on our anniversary

### PARTS OF SPECIFIC DAY

- on Monday morning
- on Friday evening
- on Saturday night
- on Sunday afternoon



LAST/NEXT

at/in/on



~~Call me at the next weekend.~~



Call me next weekend.



~~I met her on the last Friday.~~



I met her last Friday.



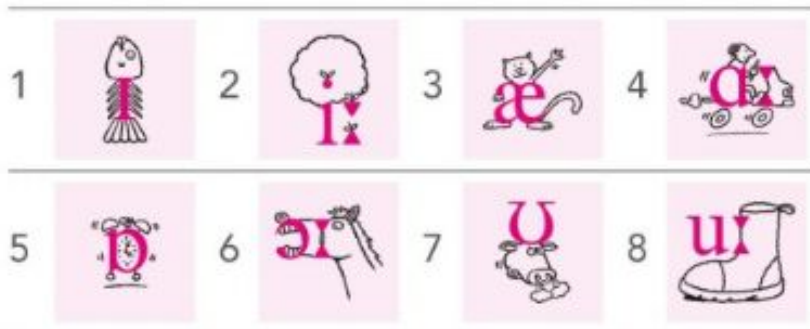
# Phonetic chart

Vowels					
i:	ɪ	e	æ	ɑ:	ɒ
please, tree	it, pig	bed, yes	cat, man	car, father	box, clock
ɔ:	ʊ	u:	ʌ	ɜ:	ə
ball, horse	book, full	blue, shoe	cup, nut	girl, word	mother, Saturday
Diphthongs					
eɪ	aɪ	ɔɪ	əʊ	aʊ	ɪə
name, table	eye, five	boy, oil	go, those	how, house	dear, here
eə	ʊə	Semivowels			
chair, there	cure, tour	w	j		
		woman, away	yes, yellow		
Consonants					
p	b	t	d	k	g
pen, stop	boy, book	table, train	dog, door	car, black	good, egg
f	v	θ	ð	s	z
fish, off	very, seven	thank, thin	that, with	sun, place	zoo, noise
ʃ	ʒ	h	tʃ	dʒ	m
ship, fish	measure, pleasure	hand, hat	chair, church	age, jewel	man, match
n	ŋ	r	l		
name, nose	king, song	room, very	leg, full		
Other symbols					
ˈ	Stress mark: it is placed before the syllable on which it falls.			ː	Long vowel marker: placed after a vowel symbol, it indicates that the vowel is long.

## 2 PRONUNCIATION

short and long vowel sounds

- a Look at the eight sound pictures. What are the words and sounds? What part of the symbol tells you that a sound is long?



- b 1.6 Match a phrase to each sound. Then listen and check.

<input type="checkbox"/> crab salad	<input type="checkbox"/> a good cook
<input type="checkbox"/> grilled squid	<input type="checkbox"/> hot sausages
<input type="checkbox"/> a jar of raspberry jam	<input type="checkbox"/> raw pork
<input type="checkbox"/> steamed green beans	<input type="checkbox"/> tuna with beetroot

## 4 PRONUNCIATION vowel sounds

- a Say the vowel sounds below. Are they short, long, or diphthongs?



- b 2.21 Circle the different sound in each group. Listen and check.
- c 2.22 Listen to some phrases describing clothes. Is anyone in the class wearing them, or something similar?



# PRONUNCIATION

- REMEMBER:

THIRD PERSON ENDING IN –S

- /s/ for verbs ending in an unvoiced consonant (e.g. cooks, eats)
- /z/ verbs ending in a vowel sound or voiced consonant, (e.g. watches, finishes)
- **IRREGULAR PRONUNCIATION:**
- HE,SHE,IT SAYS /sez/
- DOES /dʌs/

# Present tenses: ex. 1C-b p. 127

1C

Complete the sentences with the present simple or present continuous.

The girl in the painting *is playing* the guitar. (play)

- 1 My dog's not dangerous. He \_\_\_\_\_. (not bite)
- 2 Why \_\_\_\_\_ you \_\_\_\_\_ sunglasses? It \_\_\_\_\_! (wear, rain)
- 3 You can turn off the radio. I \_\_\_\_\_ to it. (not listen)
- 4 I \_\_\_\_\_ to go to the bank. I \_\_\_\_\_ any money. (need, not have)
- 5 Be careful! The baby \_\_\_\_\_ that pen in her mouth! (put)
- 6 A \_\_\_\_\_ you usually \_\_\_\_\_ at weekends? (cook)  
B No, we normally \_\_\_\_\_ out. (eat)
- 7 A What \_\_\_\_\_ you \_\_\_\_\_ here? (do)  
B I \_\_\_\_\_ for Emma. She's late, as usual. (wait)
- 8 I usually drink tea, but I \_\_\_\_\_ a coffee today. (want)
- 9 My sister \_\_\_\_\_ from 9.00 to 5.00. She's a secretary. (work)
- 10 We \_\_\_\_\_ in Paris, but we \_\_\_\_\_ in Nice at the moment.  
(live, stay)

# WORD STRESS ( = SYLLABLE STRESS)

---

Video lesson: <https://www.oxfordonlineenglish.com/syllables-and-stress>

To communicate clearly when you are speaking in English, it is important to stress the correct syllables in each word.

This is called *word stress*, which means **pronouncing one syllable** of a multisyllabic word **with greater emphasis (stress) than the other syllables** in the word.

A stressed syllable combines these features:

- It is **l-o-n-g-e-r** - com p-u ter
- It is **LOUDER** - comPUter
- It usually has a **higher pitch** than the syllables coming before and afterwards.
- It is **said more clearly** -The vowel sound is purer.

Stress is always  
on a vowel!

Remember: the unstressed (*weak/quiet*) syllables of a word have the opposite features of a stressed syllable!

# WORD STRESS – some general rules

---

## TWO-SYLLABLE WORDS

### Stress the first syllable of:

- Most two-syllable nouns (examples: CLimate, KNOWledge)
- Most two-syllable adjectives (examples: FLIPpant, SPAcious)

BUT: hotel,  
respect

### Stress the last syllable of:

- Most two-syllable verbs (examples: reQUIRE, deCIDE)
- Many two-syllable prepositions and connectors (examples: beHIND, beFORE, beCAUSE)

**Compound nouns:** stronger stress on the first part (examples: HAIRbrush, FOOTball)

Underline the stressed syllable in these words from the story.

a|cross af|ter a|gain a|long  
al|though aw|ful be|cause birth|day  
eve|ning in|vite per|fect se|cond

Exercise 2a (p.17)



# WORD STRESS – some general rules (2)

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## LONGER WORDS

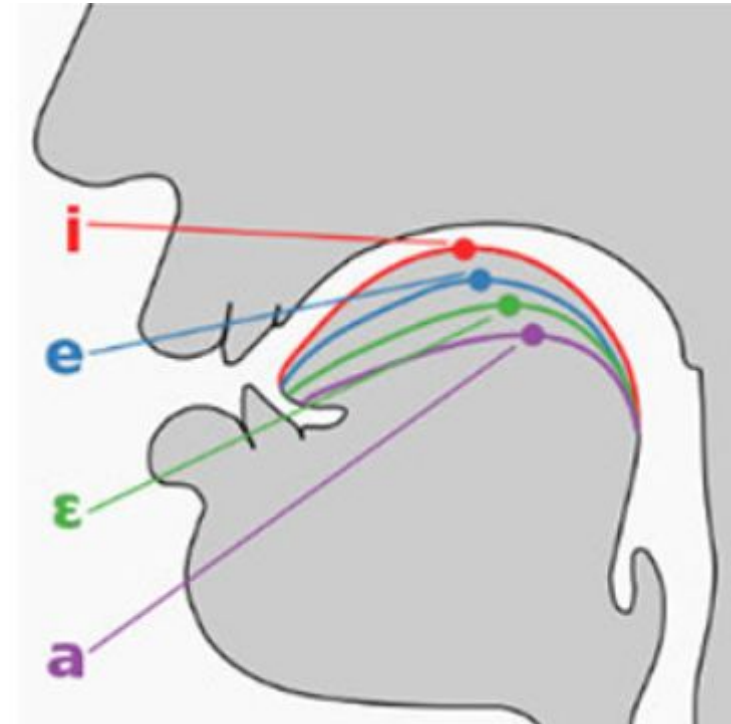
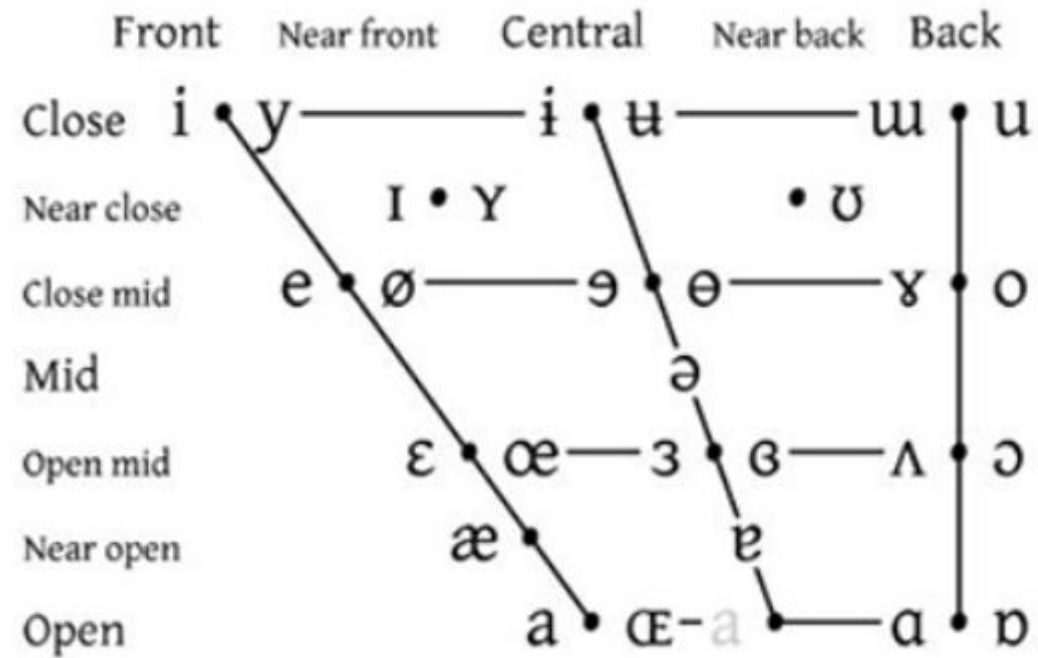
### **Stress the second-to-last syllable of:**

- Words that end in *-ic* (examples: ecSTATic, geoGRAPHic)
- Words ending in *-sion* and *-tion* (examples: exTENSion, retriBUtion)

### **Stress the third-from-last syllable of:**


- Words that end in *-cy*, *-ty*, *-phy* and *-gy* (examples: deMOCracy, unCERTainty, geOGRAPHy, radiOLOGy)
- Words that end in *-al* (examples: exCEPTional, CRItical)

# Phonetic chart



# Pronunciation notes



1C

1		computer	<u>trousers</u> <u>trainers</u> <u>sandals</u> <u>sweater</u> <u>cardigan</u>
2		bird	shirt skirt T-shirt

- **/ə/ (schwa)** is the most common sound in English. It is a short sound, and always occurs in an **unstressed syllable**, e.g. doctor, address.
  - Unstressed *-er* or *-or* at the end of a word are always pronounced /ə/, e.g. *teach*er, *bett*er
  - Same sound in *-ti*on
- **/ɜ:/** is a similar sound, but it is a long sound and is always in a **stressed syllable**, e.g. nurse, worker

# Pronunciation notes

1C

1		computer	<u>trousers</u> <u>trainers</u> <u>sandals</u> <u>sweater</u> <u>cardigan</u>
2		bird	shirt skirt T-shirt

Underline the stressed syllable in the words below. Which sound do they have, 1 or 2?

actor cinema first painter third  
arrive fashion world university  
picture working prefer

Exercise 2b (p.8)



# WORD STRESS – more practice

<https://www.youtube.com/watch?v=Vu6UVwkUgzc>

- 1    jea|lous    anx|ious    am|bi|tious  
      ge|ne|rous    re|be|llious
- 2    so|cia|ble    re|li|a|ble
- 3    re|spon|si|ble    sen|si|ble
- 4    com|pe|ti|tive    tal|ka|tive  
      a|ggre|ssive    sen|si|tive
- 5    un|friend|ly    in|se|cure  
      im|pa|tient    i|mma|ture

Listen again and answer the questions.

- 1 Is **-ous** pronounced /aus/ or /əs/?
- 2 Is **-able** pronounced /əbl/ or /eibl/?
- 3 Is **-ible** pronounced /əbl/ or /ibl/?
- 4 Is **-ive** pronounced /əv/ or /iv/?
- 5 Are **-ous** / **-able** / **-ible** / **-ive** stressed?
- 6 Are **un-** / **in-** / **im-** stressed?

# OVER TO YOU – PART 1

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## Oxford Online English – Pronunciation Lessons

- Sounds and spelling:  
<https://www.oxfordonlineenglish.com/sounds-and-spelling>
- Silent letters:  
<https://www.oxfordonlineenglish.com/silent-letters>
- *(others)*
- *ADJECTIVE ORDER:*  
<https://www.youtube.com/watch?v=qcOfYIMfDz0>

**KEEP PRACTISING AT HOME!!!**

**THANK YOU FOR THE ATTENTION!!!**