CAPITOLO

5

What Are You Doing?

"Who has seen the wind? / Neither I nor you: / But when the leaves hang trembling, / The wind is passing through." — Christina Rossetti, "Who has seen the wind?"

OBIETTIVI

1. I can talk about free-time activities and sports, using *play*, *go* and *do* correctly.
2. I can describe clothes and say what the weather is like.
3. I can say what is happening now and around now with the present continuous.
4. I can choose between the present simple and the present continuous, and I know which verbs are not normally used in the continuous.
5. I can talk about my likes and dislikes with *love, enjoy, don't mind, hate, can't stand* + *-ing*, and have a simple phone conversation.
6. I can write a short social post from a trip and talk about sport in the UK and the US.

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Look up from this book for a moment. What is happening around you? Perhaps your teacher is writing on the board and a classmate is looking out of the window. In Unit 3 you described your routine, the things you do every day. In this unit you look at the world *at this moment*: what people are doing now, what they are wearing, what the weather is like. For all of this, English uses a new tense, the *present continuous*. You will also learn to talk about the sports and hobbies you love (and the ones you can't stand!).

5.1 Vocabulary: free time, sport, clothes and weather

5.1.1 Free-time activities

Your **free time** *(ita: tempo libero)* is the time when you are not at school and you are not doing homework or jobs at home. What do you do with it? Tabella 5.1 shows some common free-time activities.

Tabella 5.1 Free-time activities

At home	Out and about	Creative and social
play video games	go shopping	play the guitar / the piano
listen to music / podcasts	go for a walk / a bike ride	draw and paint
watch a series / a film	go to the cinema	sing in a choir
read a book / comics	go to a concert	take photos
chat online with friends	hang out in the park	bake cakes
do nothing! / relax	meet friends in town	act in the school play

To **hang out** *(ita: stare insieme, passare il tempo)* is an informal phrasal verb that teenagers use all the time: *On Saturdays I usually hang out with my friends in the park.* Notice also that musical instruments take **the**: *I play **the** guitar, she plays **the** violin*. Sports and games do not: *I play football*, never ✗ *I play the football.*

5.1.2 Sport: *play*, *go* or *do*?

In Italian you *giochi a calcio*, *fai nuoto* and *fai judo*: two verbs. English uses three verbs with sports, and the choice is not random. Look at Figura 5.1.

- **play** + games with a ball, and competitive games played against another person or team: *play football, tennis, basketball, volleyball, rugby, chess*.
- **go** + activities that end in *-ing*, often outdoors and often involving movement from place to place: *go swimming, cycling, running, skiing, climbing, surfing, horse riding*.
- **do** + individual activities without a ball, martial arts and general exercise: *do judo, karate, yoga, athletics, gymnastics, exercise*.



Figura 5.1 Sport collocations: *play* with ball and team games, *go* with *-ing* activities, *do* with martial arts and individual activities without a ball.

DA RICORDARE

play + ball / team games · **go** + *-ing* activities · **do** + martial arts and individual activities. Two exceptions: *bowling* is a ball game but takes **go** (*go bowling*), and *boxing* ends in *-ing* but takes **do** (*do boxing*) — learn them as they are.

People: *a footballer, a tennis player, a swimmer, a runner, a climber*. Places: football and rugby are played on a **pitch** *(ita: campo)*; tennis, basketball and volleyball on a **court**; swimmers train in a *pool*, runners on a *track*, and climbers at a *climbing wall*.

5.1.3 Clothes and accessories

Clothes /kləʊðz/ are the things you wear on your body: the word is always plural and has no singular form. **Accessories** are the smaller things you wear or carry with your clothes, like a cap, a belt or a bag.

Tabella 5.2 Clothes and accessories

Tops	Bottoms	Feet	Accessories
T-shirt	jeans	trainers *(ita: scarpe da ginnastica)*	cap / hat
shirt	trousers (AmE *pants*)	shoes	scarf
jumper (AmE *sweater*)	shorts	boots	gloves
hoodie	skirt	sandals	belt
jacket / coat	leggings	socks	sunglasses
dress	tracksuit bottoms	flip-flops	backpack / bag

Some clothes are made of two identical parts, one for each leg (or each eye): *jeans, trousers, shorts, leggings, pyjamas, sunglasses*. These nouns are always plural, so the verb is plural too: *My jeans **are** new.* To count them, use **a pair of**: *a pair of jeans, two pairs of shorts*.

Four verbs go with clothes. You **wear** clothes when they are on your body: *Sam is wearing a blue hoodie.* You **put on** clothes when you dress (*Put on your coat, it's cold!*) and you **take off** clothes when you undress (*Take off your shoes, please*). In a shop, you *try on* clothes to see if they fit. Careful: you *wear* clothes and glasses, but you *carry* a bag or an umbrella in your hand.

> **ERRORE FREQUENTE**
> *Jeans, trousers, shorts* sono sempre plurali: non hanno *a* e vogliono il verbo al plurale.
> ✗ *I'm wearing a jeans.* → ✓ *I'm wearing jeans.* / ✓ *I'm wearing a pair of jeans.*
> ✗ *My trousers is too long.* → ✓ *My trousers are too long.*
> Attenzione anche al falso amico *vestito*: *a dress* è solo l'abito da donna; i vestiti in generale sono *clothes*, e il completo da uomo è *a suit*.
> ✗ *I'm buying some new dresses for my brother.* → ✓ *I'm buying some new clothes for my brother.*

5.1.4 What's the weather like?

The British talk about the **weather** /ˈweðə/ a lot. To ask about it, say *What's the weather like?* The answer usually starts with *It's…*. Many weather adjectives are formed from a noun + *-y*: *sun* → *sunny* (double *n*), *cloud* → *cloudy*, *wind* → *windy*, *rain* → *rainy*, *snow* → *snowy*. For weather that is happening at this moment, English often uses the present continuous: *It's raining. It's snowing. The sun is shining. The wind is blowing.*

Tabella 5.3 Weather and temperature

Noun	Adjective	Happening now	Temperature
sun	It's sunny.	The sun is shining.	It's hot. (30 °C)
cloud	It's cloudy.	—	It's warm. (20 °C)
wind	It's windy.	The wind is blowing.	It's cool. (12 °C)
rain	It's rainy / wet.	It's raining.	It's cold. (3 °C)
snow	It's snowy.	It's snowing.	It's freezing. (−5 °C)

For the exact temperature, say *It's eighteen degrees* or *It's minus five*.

COLLEGAMENTI

Science and maths. The UK and Italy measure temperature in degrees Celsius (°C), but the United States uses degrees Fahrenheit (°F). The formula is °F = °C × 9/5 + 32. So water freezes at 0 °C = 32 °F, a warm day of 20 °C is 68 °F, a hot day of 30 °C is 86 °F, and a normal body temperature of 37 °C is about 98.6 °F. If an American friend writes *It's 95 degrees here!*, don't worry: it's hot (35 °C), not boiling.

Pronunciation. The *-ing* ending is pronounced /ɪŋ/: one short vowel and the nasal sound /ŋ/, the same sound as in Italian *banca*. In standard British English there is no hard /g/ at the end: *swimming* /ˈswɪmɪŋ/, *running* /ˈrʌnɪŋ/, *singing* /ˈsɪŋɪŋ/.

5.2 Reading: Sports Day live!

Before you read. Does your school organise a sports day or a sports tournament? What happens? Look at the title and the times in the text: what kind of text is it?

Every summer term, most schools in the UK hold a *Sports Day*: an afternoon of races and games on the school field. At Hillside Academy in Bristol, Sam and Giulia are writing a **live blog** *(ita: blog in diretta)* for the school website: a page that they update every few minutes while the event is happening.

Hillside Academy Sports Day — live blog

1:30 pm — Hello from the school field, and welcome to our live blog! Every year in June, Hillside Academy has a Sports Day, and this year Giulia and I are writing about it for the school website. Giulia is my exchange partner from Turin. She's staying with my family until the end of term, and she's helping me with the blog. Right now we're sitting on the grass next to the **finish**

line *(ita: traguardo)*. The sun is shining and about four hundred students are waiting for the first race. — *Sam*

1:45 pm — The 100 metres is starting! Eight runners are standing at the start line. Mr Doyle, our PE teacher, is holding his whistle... and they're off! Zara from 10B is running really fast. She's winning... yes, she's first! Zara doesn't usually run: she plays the violin in the school orchestra. But today she's running like the wind. — *Sam*

2:15 pm — Giulia here! Sam is buying an **ice lolly** *(ita: ghiacciolo)*, so I'm writing this part. In Italy we don't have a Sports Day like this, so everything is new for me. At the moment the Year 7 students are doing the **sack race** *(ita: corsa nei sacchi)*. They're jumping along inside big bags, they're falling over, and everyone is laughing. I don't understand all the rules, but I love the atmosphere! — *Giulia*

2:50 pm — Oh no. The sky is getting dark and it's starting to rain. Teachers are carrying the tables into the sports hall, and lots of students are putting on their hoodies. Other students aren't moving at all: they're dancing in the rain! "Typical British weather," Giulia says. She's right: it often rains in Bristol, but it doesn't usually rain for long. — *Sam*

3:20 pm — Good news: the rain is stopping and the sun is coming out again. Now it's the most popular event of the afternoon, the **tug of war** *(ita: tiro alla fune)*: the teachers against Year 11. Twelve teachers are pulling the rope on one side, and twelve students are pulling on the other side. The teachers are red in the face... and they're losing! It's over: Year 11 are the champions, and the whole field is cheering. — *Giulia*

3:45 pm — The last race of the day is the **relay** *(ita: staffetta)*. Sam's team needs a fourth runner because Callum has got a twisted ankle, so Sam is running in his place, and I'm writing the blog again. Four teams are waiting. Sam is running the third part of the race: he's holding the **baton** *(ita: testimone)*, he's running round the bend... and he's passing it to Mia! Mia is crossing the finish line... second place! Sam doesn't really like running — he usually prefers basketball — but right now he's smiling **from ear to ear** *(ita: da un orecchio all'altro)*. — *Giulia*

4:10 pm — That's all from Sports Day. Thank you for reading, and see you next year! — *Sam and Giulia*

Language in context. The blog describes events *while they are happening*, so most verbs are in the present continuous (*we're sitting, Zara is winning*). Habits and facts are in the present simple (*Zara **doesn't usually run**, it often **rains** in Bristol*), and so are states, even now (*I don't understand, I love, Sam's team needs*). You will study all three points in 5.3.

5.2.1 A poem: *Rain*

This tiny poem is also by Robert Louis Stevenson (1850–1894), from *A Child's Garden of Verses* (1885). It has only four lines, and the first one is in the present continuous.

The rain is raining all around,
It falls on field and tree,

It rains on the umbrellas here,
And on the ships at sea.
— R. L. Stevenson, "Rain", *A Child's Garden of Verses* (1885)

5.3 Grammar: present continuous, present simple vs continuous, state verbs, verbs of liking

5.3.1 Present continuous: form and spelling

The **present continuous** (also called the *present progressive*) is formed with the present of *be* (*am / is / are*) + the **-ing form** of the main verb.

Tabella 5.4 Present continuous of *play*

Affirmative	Negative	Questions	Short answers
I am / I'm playing	I am not / I'm not playing	Am I playing?	Yes, I am. / No, I'm not.
you are / you're playing	you are not / you aren't playing	Are you playing?	Yes, you are. / No, you aren't.
he / she / it is / he's playing	he is not / he isn't playing	Is he playing?	Yes, he is. / No, he isn't.
we are / we're playing	we are not / we aren't playing	Are we playing?	Yes, we are. / No, we aren't.
they are / they're playing	they are not / they aren't playing	Are they playing?	Yes, they are. / No, they aren't.

Two negative contractions are possible after *you, he, she, it, we, they*: *you aren't* or *you're not*, *she isn't* or *she's not*. With *I* there is only one: *I'm not*. In short answers we never contract the affirmative: *Yes, I am* (✗ *Yes, I'm*). Questions with a question word put it first: *What **are** you **doing**? Where **is** Sam **going**? Why **are** they **laughing**?*

Tabella 5.5 Spelling of the *-ing* form

Rule	Examples
Most verbs: add *-ing*.	play → playing · read → reading · watch → watching · go → going
Verb ending in consonant + silent *-e*: drop the *-e*.	make → making · write → writing · dance → dancing · have → having but: be → being · see → seeing · agree → agreeing (*-ee* stays)
Verb ending in *-ie*: change *-ie* to *-y*.	lie → lying · die → dying · tie → tying
One-syllable verb ending in one vowel + one consonant: double the consonant.	swim → swimming · run → running · sit → sitting · stop → stopping · get → getting but: no doubling of *w, x, y*: snow → snowing · fix → fixing · play → playing; no doubling after two vowels or two consonants: rain → raining · help → helping
Longer verb ending in one vowel + one consonant: double only if the last syllable is stressed.	be**gin** → beginning · for**get** → forgetting · pre**fer** → preferring but: **vis**it → visiting · **lis**ten → listening · **o**pen → opening
BrE: final *-l* after one vowel is always doubled.	travel → travelling · cancel → cancelling (AmE *traveling, canceling*)

GRAMMAR IN ITALIANO

Il present continuous: la forma. Si forma con il presente di *be* usato come ausiliare (*am / is / are*) + la forma in *-ing* del verbo (in italiano la chiamiamo spesso *forma in -ing* o *gerundio inglese*). Corrisponde quasi parola per parola alla perifrasi italiana *stare* + *gerundio*: *I'm reading* = *sto leggendo*.

Negativa: *not* dopo l'ausiliare (*She isn't sleeping*). Interrogativa: l'ausiliare va prima del soggetto (*Is she sleeping?*), come per *be* nell'Unità 1. Risposte brevi: solo soggetto + ausiliare (*Yes, she is. / No, she isn't.*), mai la forma contratta nella risposta affermativa.

Attenzione: come in italiano non si omette mai *stare*, in inglese non si omette mai *be*: ✗ *She sleeping* → ✓ *She's sleeping*.

5.3.2 Present continuous: uses

We use the present continuous for three main situations.

1. **Actions happening now**, at the moment of speaking. The action started a short time ago and it isn't finished: *Look! It's snowing. Shh — the baby is sleeping. What are you doing? — I'm making a sandwich.*
2. **Actions happening around now**, not exactly at this second but in this period: *I'm reading a great book at the moment* (maybe I'm not reading it right now, I'm at school, but I'm in the middle of it). *Callum is learning to climb this term.*

3. **Temporary situations**, which we see as limited in time: *Giulia lives in Turin, but this term she's staying with Sam's family in Bristol. My dad usually works in an office, but this week he's working from home.*

All three uses share one idea: the action is **temporary**, with a beginning and an end, and we are in the middle of it (Figura 5.3).

GRAMMAR IN ITALIANO

Quando si usa il present continuous. Per azioni in corso nel momento in cui si parla (*It's raining = sta piovendo / piove*), per azioni in corso nel periodo attuale anche se non proprio ora (*I'm reading a great book = sto leggendo un bel libro*) e per situazioni temporanee (*This term she's staying in Bristol = questo trimestre sta / abita a Bristol*).

Confronto con l'italiano. L'italiano usa *stare + gerundio* molto meno dell'inglese: spesso basta il presente semplice. *Che fai?*, *Dove vai?*, *Piove!* si traducono tutti con il present continuous: *What are you doing? Where are you going? It's raining!* Quindi non tradurre parola per parola: chiediti sempre se l'azione è in corso o temporanea.

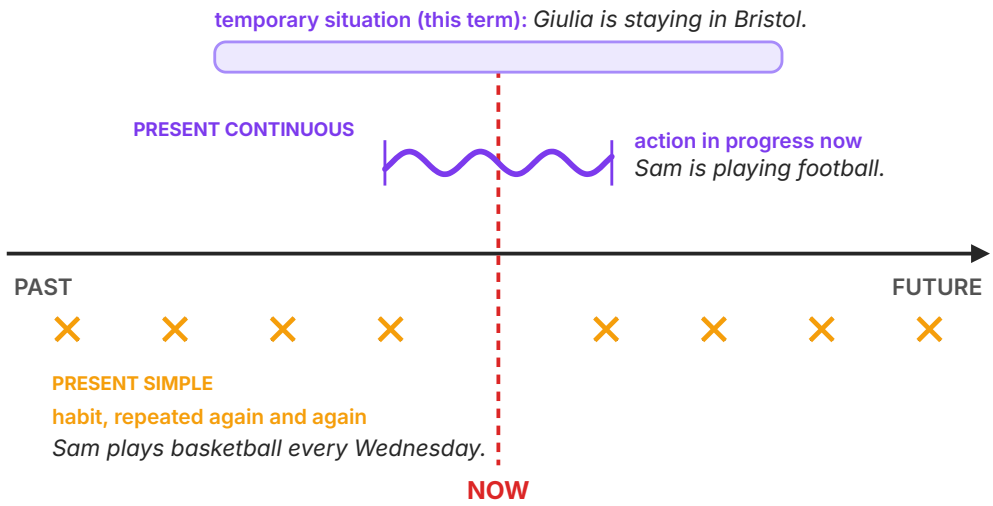


Figura 5.2 Present continuous and present simple on a timeline. The present continuous (violet) shows an action in progress around NOW or a temporary situation; the present simple (amber) shows a habit, repeated regularly before and after now.

5.3.3 Present simple or present continuous?

The *present simple* (Unit 3) describes habits, routines, permanent situations and facts. The *present continuous* describes actions in progress and temporary situations. Compare:

Tabella 5.6 Present simple vs present continuous

	Present simple	Present continuous
Meaning	habits, routines, permanent situations, facts	actions in progress now or around now, temporary situations
Examples	Sam **plays** basketball every Wednesday. Giulia **lives** in Turin. Water **boils** at 100 °C.	Sam **is playing** football at the moment. Giulia **is staying** in Bristol this term. The water **is boiling** — turn it off!
Typical time expressions	always, usually, often, sometimes, never, every day, on Mondays, once a week, at the weekend	now, right now, at the moment, today, this week, this term, these days, *Look!*, *Listen!*

The **time expression** is often your best clue, but always think about the meaning too. The two tenses can appear in the same sentence: *I usually **walk** to school, but today I'**m taking** the bus because it'**s raining**.*

GRAMMAR IN ITALIANO

Abitudine o azione in corso? Il *present simple* (presente semplice) indica abitudini, routine, situazioni permanenti e verità generali; il *present continuous* indica azioni in corso ora o nel periodo attuale e situazioni temporanee. In italiano entrambe le idee si esprimono spesso con lo stesso presente: *Sam gioca a basket il martedì* (abitudine) e *Sam gioca a calcio adesso* (azione in corso). In inglese invece la differenza è obbligatoria: *Sam plays basketball on Wednesdays* / *Sam is playing football now*.

Spie utili: *always, usually, every day, on Mondays* → present simple; *now, at the moment, today, this week, Look!* → present continuous.

ESEMPIO SVOLTO

Choose the tense step by step. *Giulia (speak) ___ Italian with her family, but this term she (speak) ___ English all day.*

Step 1. First gap: *with her family* — is it a habit or a permanent situation? Yes: Giulia always speaks Italian at home. → present simple, 3rd person singular: *speaks*.

Step 2. Second gap: *this term* signals a limited period. It's a temporary situation. → present continuous: subject + *is* + *-ing*: *is speaking*.

Step 3. Check: is *speak* an action verb or a state verb (5.3.4)? It's an action, so the continuous is possible. Final answer: *Giulia **speaks** Italian with her family, but this term she **is speaking** English all day.*

5.3.4 State verbs

Most verbs describe actions: *run, eat, write, play*. These are **action verbs** (or *dynamic verbs*), and they can be used in the continuous. But some verbs describe **states**: feelings, opinions, knowledge, possession. A state is not an activity with a beginning and an end; it simply *is*. These **state verbs** (or *stative verbs*) are not normally used in the continuous, even when we talk about this exact moment.

Tabella 5.7 Common state verbs

Feelings and wishes	Thinking and knowing	Possession
like, love, hate, prefer, want, need	know, understand, believe, remember, mean, think (= have an opinion)	belong (to), own, have (= possess)

So we say *I **know** the answer* (✗ *I'm knowing*) and *This bike **belongs** to Callum* (✗ *is belonging*), even if the situation is true right now.

A few verbs have two meanings: one is a state, the other an action. Only the action meaning can be continuous.

- **think**: *I **think** it's a great idea* (opinion = state) · *I'**m thinking** about my holiday* (the activity of thinking = action).
- **have**: *We **have** / **'ve got** a dog* (possession = state) · *We'**re having** lunch / a shower / a great time* (an activity = action). Remember: *have got* is only for possession, never for actions.

The advertising slogan *I'm loving it* breaks the rule on purpose, to sound fresh: it is not a model to copy.

GRAMMAR IN ITALIANO

I verbi di stato. I verbi che esprimono stati e non azioni (sentimenti e desideri: *like, love, hate, want, need, prefer*; conoscenza e opinione: *know, understand, believe, remember, mean, think*; possesso: *belong, own, have*) di norma non si usano al present continuous, anche quando la situazione è vera in questo momento: *Ora capisco* = *Now I understand*.

Alcuni verbi cambiano significato: *think* = "pensare, ritenere" (stato: *I think so, credo di sì*) ma anche "riflettere" (azione: *I'm thinking, sto pensando*); *have* = "possedere" (stato) ma anche "fare, prendere" in espressioni come *have lunch, have a shower, have fun* (azione: *We're having lunch, stiamo pranzando*).

ERRORE FREQUENTE

In italiano diciamo tranquillamente *Non sto capendo* o *Sto pensando che hai ragione*. In inglese i verbi di stato restano al present simple.
✗ *I'm not understanding.* → ✓ *I don't understand.*
✗ *I'm thinking you're right.* → ✓ *I think you're right.*
✗ *Are you knowing Callum?* → ✓ *Do you know Callum?*
E ricorda di non usare il continuous per le abitudini: ✗ *I'm going to the gym every Monday.* → ✓ *I go to the gym every Monday.*

5.3.5 Verbs of liking + *-ing*

To talk about likes and dislikes, we use **verbs of liking** followed by a noun or by the *-ing* form of another verb: *I love football. I love **playing** football.* Figura 5.4 puts them on a scale from the most positive to the most negative.

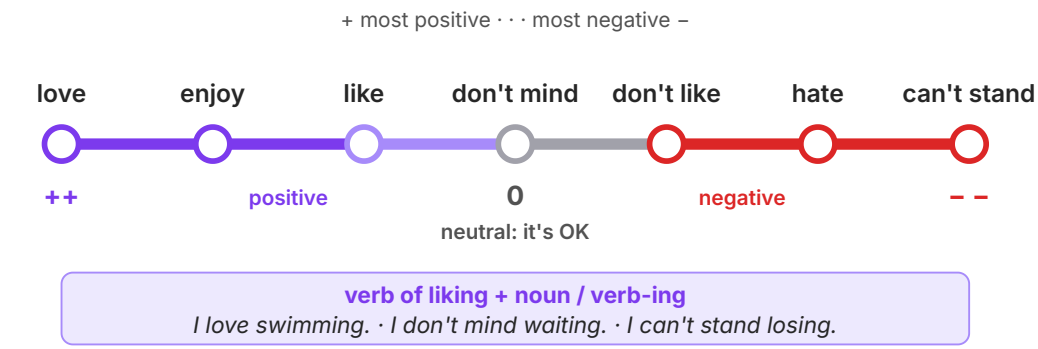


Figura 5.3 Verbs of liking on a scale from the most positive (*love*) to the most negative (*can't stand*). All of them can be followed by a noun or by a verb in the *-ing* form.

- **love**, **enjoy**, **like**: positive. **Enjoy** means "get pleasure from": *I enjoy cooking.* It always needs an object: *I enjoy it*, not ✗ *I enjoy*.
- **don't mind**: neutral. It means "it's OK for me, it isn't a problem": *I don't mind walking to school.*
- **don't like**, **hate**, **can't stand**: negative. *Can't stand* is very strong and informal: *I can't stand getting up early!*

Questions use the present simple, because likes are states: *Do you like dancing? What do you enjoy doing at the weekend?* Don't confuse *I like swimming* (in general) with *I'd like to swim* (I want to, now or soon): you will study *would like* in Unit 7.

GRAMMAR IN ITALIANO

Esprimere gusti: verbo + -ing. Dopo *love, like, enjoy, don't mind, don't like, hate, can't stand* il secondo verbo va nella forma in *-ing*, dove l'italiano usa l'infinito: *Mi piace nuotare = I like swimming*; *Odio alzarmi presto = I hate getting up early*; *Non mi dispiace aspettare = I don't mind waiting*; *Non sopporto perdere = I can't stand losing*.

Attenzione alla costruzione: in italiano *mi piace* ha come soggetto la cosa che piace; in inglese il soggetto è la persona: *I like it* (letteralmente "io lo apprezzo"). Le domande e le negative si fanno con *do / does*, perché questi verbi sono verbi di stato.

ERRORE FREQUENTE

✗ *I enjoy to swim.* → ✓ *I enjoy swimming.*
✗ *I like very much football.* → ✓ *I like football very much.* / ✓ *I really like football.*
In inglese *very much* non si mette mai tra il verbo e il complemento oggetto: va alla fine; in alternativa si usa *really* prima del verbo.
✗ *Football likes me.* → ✓ *I like football.* (calco di "mi piace il calcio")

5.4 Listening and Speaking: on the phone, describing a scene, likes and dislikes

LEARNING TO LEARN

Listening for gist. This book has no recordings: every listening script is printed, so that your teacher, or a few classmates, can read it aloud or act it out while the class listens with books **closed**. The first time, listen only for the gist: who is speaking, where they are, and what the conversation is about. Don't stop at every word you don't know — the meaning often becomes clear later. The second time, listen for details (times, places, names). Only at the end, read the script and check.

Try it. Before the first script, read the questions in the introduction and keep them in your head while you listen.

5.4.1 A phone call on a rainy Saturday

It's Saturday afternoon and it's raining in Bristol. Sam's home phone rings, and his mum, Helen, answers it. Listen with your book closed while two classmates read the script aloud, and find out: what are Sam and Giulia doing, and what are their plans for the afternoon?

Tabella 5.8 Listening script — A phone call on a rainy Saturday

Helen	Hello?
Callum	Hello, it's Callum. Is Sam there, please?
Helen	Oh, hi, Callum. Yes, he is. Hang on a minute… Sam! It's Callum on the phone!
Sam	Hi, Callum! What's up?
Callum	Not much. I'm bored. It's raining, my ankle still hurts, and I'm sitting on the sofa with my foot on a cushion. What are you doing?
Sam	Giulia and I are watching the cricket on TV. England are playing India.
Callum	Cricket? But you don't like cricket!
Sam	I know, I usually watch football. But Giulia wants to understand the rules, and she's asking me a hundred questions a minute.
Giulia	(*in the background*) That's not true! Only fifty!
Callum	Ha! Listen, my ankle is a lot better, and Aoife is at the climbing wall at the sports centre. She goes every Saturday. I don't want to climb today, but I want to watch. Do you and Giulia want to come?
Sam	Climbing? Hmm, I don't mind climbing, but Giulia loves it. Hang on, I'm asking her… Giulia, do you want to go climbing with Aoife?
Giulia	Yes, please! I love climbing!
Sam	She says yes. Well, she's jumping up and down, actually.
Callum	Great. When does the match finish?
Sam	Not until this evening — cricket matches are really long! But we can leave at half past three.
Callum	OK, see you at the sports centre at four. And bring your trainers, not your football boots!
Sam	Very funny. See you later. Bye!

Notice two features of spoken English. The phrase **hang on** (*a minute / a second*) means "wait a moment": it's very common on the phone and it's informal. And in British English a team can take a plural verb, because we think of the players: *England **are** playing India*.

5.4.2 At the climbing wall: a video call

Later, Giulia makes a video call to her mum in Turin and describes what is happening at the sports centre.

Tabella 5.9 Listening script — At the climbing wall

Mum	Ciao, Giulia! Where are you? It's very noisy!
Giulia	Hi, Mum! I'm speaking English today, OK? It's good practice. I'm at the sports centre with Sam and his friends. Look, I'm turning the camera round. Can you see the wall?
Mum	Yes! It's really high! Who's that girl at the top, in the red T-shirt?
Giulia	That's Aoife. She's climbing the most difficult route. And the boy on the bench, with the bandage on his ankle, is Callum. He isn't climbing today, he's taking photos.
Mum	And Sam?
Giulia	He's over there, in the blue hoodie. He's putting on his climbing shoes. He's a bit nervous, I think!
Mum	And you? Are you having fun?
Giulia	Yes, a lot! I'm waiting for my turn now. Sorry, Mum, it's my turn now! Talk to you later. Bye!

5.4.3 Useful language

Tabella 5.10 Useful language

Function	Phrases
Starting a phone call	Hello, it's… (here). · Is … there, please? · Hi, … What's up? · Who's calling, please?
Asking someone to wait / ending a call	Hang on (a minute). · Just a second. · Sorry, he isn't here at the moment. · Talk to you later. · See you later. · Speak soon. · Bye!
Describing a picture or a scene	In the picture… · On the left / right… · In the middle… · In the background / foreground… · The girl in the red T-shirt is… · The boy next to the tree is… · It looks sunny / cold.
Likes and dislikes	I love / really like… · I'm really into… (informal) · I quite like… · I don't mind… · I'm not keen on… · I hate / can't stand… · What about you? · Me too! / Me neither!

In informal text messages, people often drop the subject and the auxiliary: *(I'm) Waiting for the bus. (I'm) Nearly there!* This is fine with friends, but never in a school email or a test.

Speaking.

1. **Pair work — phone call.** Student A phones Student B on a Saturday afternoon. B is busy (choose an activity). A asks what B is doing and invites B to do something together. B accepts or refuses politely and gives a reason. Use the phrases in Tabella 5.10.
2. **Picture description.** Look at Figura 5.2. Take turns: one student describes what a person is doing and what he or she is wearing; the other says who it is. *This person is sitting on a bench. She's wearing a yellow jumper. — It's Giulia!*

3. **Likes and dislikes survey.** Ask three classmates: *What do you enjoy doing at the weekend? Is there a sport you can't stand? Do you mind getting up early?*

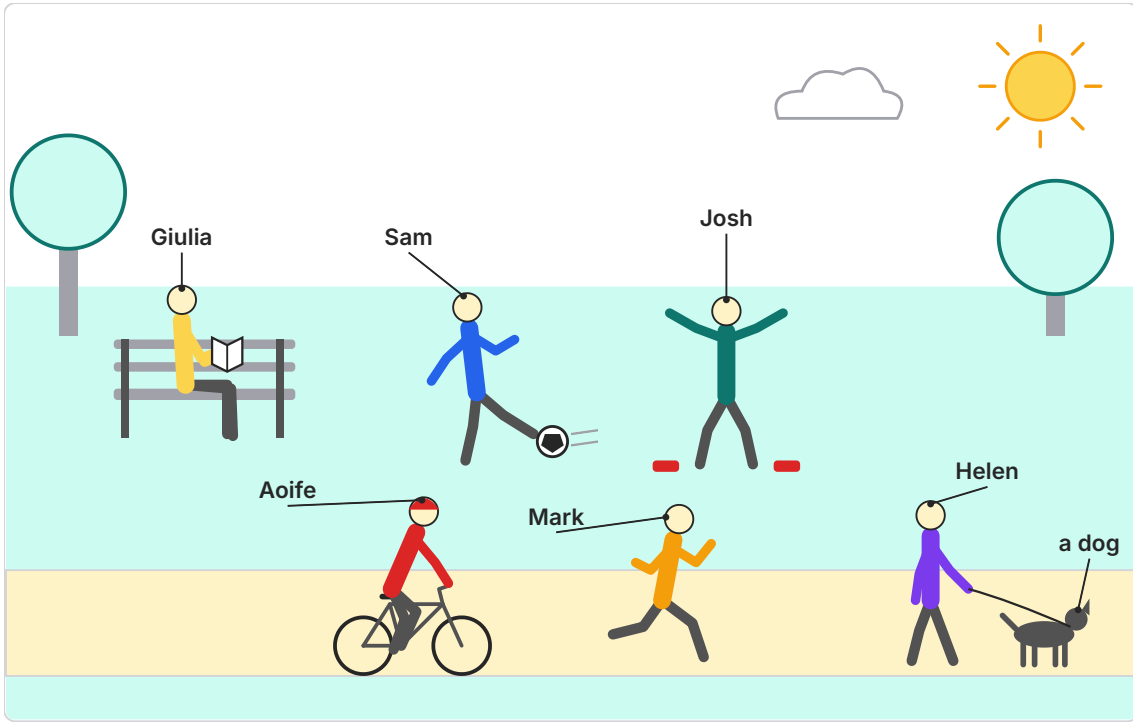


Figura 5.4 Saturday afternoon in a park in Bristol. Use the picture to describe what each person is doing and what they are wearing, and to say what the weather is like.

5.5 Writing: a social post from a trip

A **social post** is a short public message on a social network, often with a photo. A post from a trip mixes the present continuous (now) and the present simple (usually). Read Giulia's post from a weekend in Cornwall, in the south-west of England.

Greetings from Cornwall!

Hi everyone! I'm writing this post from a beach in Cornwall, in the south-west of England. I'm here for the weekend with Sam and his family. It's a sunny but windy day, and the sea is really cold!

Right now Sam and his stepbrother Josh are having a surfing lesson. They're standing up on their boards for two seconds and then falling into the water, again and again. I'm sitting on the sand in my hoodie, I'm drinking a hot chocolate and I'm laughing a lot!

At home in Turin I usually spend Saturdays with my friends. We often go to the cinema or we go shopping in the city centre, but we never go to the beach at the weekend: the sea is two hours away! This weekend is different, and I love it.

Tomorrow morning I've got my first surfing lesson. Wish me luck!

#Cornwall #exchange #surfing

Tabella 5.11 The structure of the model post

Part	Content	Language
Opening	Greeting, where you are, who with, the weather	*Hi everyone! I'm writing this from… I'm here with… It's sunny but windy.*
Now	What is happening at this moment	Present continuous + *right now, at the moment*
Usually	Contrast with your normal routine	Present simple + *usually, often, never*; linker *but*
Feelings and ending	How you feel, a final line, hashtags	*I love it! Wish me luck! See you soon!* · #hashtags

The register is informal: contractions, exclamation marks, short paragraphs, simple linkers (*and, but, so, because*). A **hashtag** (# + a word) groups posts about the same topic; two or three are enough.

Checklist. Before you post, check that you:

- say where you are, who you are with and what the weather is like;
- use the present continuous for what is happening now and the present simple for what you usually do;
- don't use state verbs in the continuous (*I love it*, not ✗ *I'm loving it*);
- spell the *-ing* forms correctly (*swimming, having, sitting*);
- use *and, but, so, because* to link your ideas;
- keep it short: 60–80 words, plus two or three hashtags.

Your turn. Imagine you are on a school trip or a holiday. Write a social post (60–80 words) for your English-speaking friends. Say where you are, describe what you and the people around you are doing at the moment, and compare it with what you usually do on that day of the week.

5.6 Culture: sport in the UK and the US

Many of the world's most popular sports took their modern form in Britain in the nineteenth century. Before that, every town and school had its own rules; to play against each other, teams needed the same rules, so the sports were **codified**: their rules were written down and accepted by all.

Football. In October 1863, representatives of several London football clubs met in a London pub and founded **the Football Association** (the FA). In the following weeks they agreed on the first official "Laws of the Game". Their game didn't allow players to run with the ball in their hands, and from that moment football and rugby went separate ways. In the US and some other countries the game is called **soccer**, a word that comes from "as**soc**iation football". In the US, the word *football* means a different game: American football.

Rugby and cricket. Rugby takes its name from Rugby School, in the English Midlands, and the Rugby Football Union was founded in 1871. It is very popular in Wales, England, Scotland, Ireland, New Zealand and South Africa. Cricket is a summer bat-and-ball game; the Marylebone Cricket Club (MCC), founded in London in 1787, is still the guardian of its laws. It is hugely popular in England, India, Pakistan, Australia, South Africa and the Caribbean, and a top international match, called a Test match, can last up to five days. Tennis, too, has a British home: the first Wimbledon Championships took place in London in 1877.

Sport in the US. The most popular American sports developed from British games but took their own shape. American football grew out of rugby and soccer in American colleges in the late nineteenth century; its final, the Super Bowl, is one of the most-watched TV events in the US every February. Baseball, another bat-and-ball game, is often called "America's national pastime". Basketball is a true American invention: James Naismith, a Canadian teacher, invented it in December 1891 in Springfield, Massachusetts, as an indoor game for the cold winter months.

Figura 5.5 shows some key dates on a timeline.

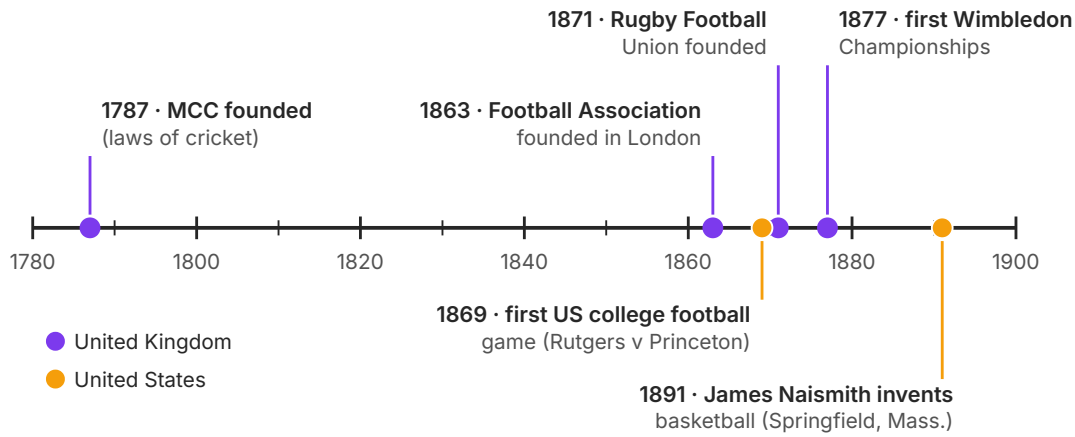


Figura 5.5 Some key dates in the history of modern sport, 1780–1900 (proportional time axis). British events are in violet, above the axis; American events are in amber, below it.

APPROFONDIMENTO

A legend, not history. Many people say that rugby started in 1823, when a pupil at Rugby School called William Webb Ellis picked up the ball during a football match and ran with it. The Rugby World Cup trophy is even called the Webb Ellis Cup. But there is no reliable evidence: the story first appeared more than fifty years later, after Webb Ellis's death, and historians consider it a legend.

Compare with Italy. Which sports are most popular in Italy, both to play and to watch? Do Italian schools organise sports competitions between students, like Sports Day? Think of one sport that is popular in the UK or the US but not in Italy, and one that is the opposite. Why do you think this happens?

SINTESI

- **play** + ball and team games (*play tennis*), **go** + *-ing* activities (*go swimming*), **do** + martial arts and individual activities (*do judo*).
- *Jeans, trousers, shorts, sunglasses* are plural: *my jeans are…*, *a pair of jeans*. You *wear*, *put on*, *take off* and *try on* clothes.
- Weather: *What's the weather like? — It's sunny / cloudy / windy. It's raining / snowing. It's 18 degrees.*
- Present continuous = *am / is / are* + *-ing* (≈ *stare* + gerundio): *She's reading. She isn't sleeping. Is she working? — Yes, she is.*
- Spelling: *make → making, lie → lying, swim → swimming, begin → beginning*, BrE *travel → travelling*; but *visit → visiting, fix → fixing*.
- Use the present continuous for actions happening now, around now and for temporary situations.
- Use the present simple for habits, routines, permanent situations and facts. Clues: *usually, every day* vs *now, at the moment, this week*.
- State verbs (*like, love, want, need, know, understand, believe, belong*) are not normally continuous: *I don't understand* (✗ *I'm not understanding*).
- *think* and *have*: state (*I think so; I have a dog*) vs action (*I'm thinking about it; I'm having lunch*).
- *love, enjoy, like, don't mind, don't like, hate, can't stand* + *-ing*: *I can't stand losing* (verbo + *-ing*, non infinito).
- On the phone: *Is … there, please? Hang on a minute. What's up?*
- Modern football rules: the Football Association, London, 1863; basketball: James Naismith, 1891.

ESERCIZI

Vocabulary

1. ● Write *play*, *go* or *do*. a … football · b … swimming · c … judo · d … tennis · e … cycling · f … yoga · g … basketball · h … climbing · i … athletics · j … chess

2. ● Find the odd one out and say why. a trainers · boots · sandals · gloves — b shorts · jeans · trousers · jacket — c sunny · windy · cloudy · lovely — d pitch · court · pool · ball

3. ● You wear these on your feet when you do sport.
   A. gloves
   B. a scarf
   C. trainers
   D. a cap

4. ● It's freezing today. Put on your _____ and your gloves.
   A. sandals
   B. scarf
   C. shorts
   D. sunglasses

5. ●● Complete the sentences with the words in the box: *hang out · put on · take off · try on · wear*. a It's hot in here — I want to _____ my jumper. b In a shop, Giulia always _____ clothes before she buys them. c Students at Hillside Academy _____ a uniform. d It's raining — _____ your coat before you go out! e On Saturdays I usually _____ with my friends in the park.

6. ●● Word formation. Make weather adjectives with *-y*, then write a sentence with three of them. a sun · b rain · c wind · d cloud · e snow · f ice

7. ●● Which sentence is correct?
   A. I'm wearing a jeans.
   B. My jeans is new.
   C. I want a new jeans.
   D. I've got a new pair of jeans.

Grammar

8. ● Write the *-ing* form. a make · b swim · c lie · d play · e write · f stop · g travel (BrE) · h see · i begin · j visit · k fix · l run

9. ● Complete with the present continuous of the verbs in brackets. a Look! The children _____ (play) in the garden. b I _____ (not / watch) TV, so please turn it off. c _____ you _____ (listen) to me? d It _____ (snow) in the mountains. e Sam and Giulia _____ (not / sit) in the canteen. f What _____ your sister _____ (do)?

10. ● Complete the short answers. a Are you studying? — Yes, _____ . b Is it raining? — No, _____ . c Are your friends playing volleyball? — Yes, _____ . d Is Giulia writing the blog? — Yes, _____ . e Am I speaking too fast? — No, _____ .

11. ●● Listen! Somebody _____ the piano.
   A. is playing
   B. plays
   C. play
   D. playing

12. ●● Sam _____ basketball every Wednesday after school.
   A. is playing
   B. are playing
   C. play
   D. plays

13. ●● Choose the correct form. a I (read / 'm reading) a great book at the moment. b My dad (cooks / is cooking) dinner every evening. c Where's Aoife? — She (has / 's having) a shower. d This week Callum (stays / is staying) with his mum in Edinburgh. e They usually (go / are going) climbing on Saturdays. f Shh! The baby (sleeps / is sleeping).

14. ●● Present simple or present continuous? Complete with *think* or *have*. a I _____ it's a good idea. b What are you doing? — I _____ about my weekend. c We _____ a dog and two cats. d Shh, they _____ dinner. e Sam _____ a great time in Cornwall at the moment.

15. ●● Each sentence has a mistake. Find it and correct it. a ✗ I'm knowing the answer. b ✗ This bike is belonging to Callum. c ✗ Are you understanding the question? d ✗ She's wanting a new phone. e ✗ Look! It rains. f ✗ I'm going to the gym every Monday.

16. ●● Complete with the *-ing* form of the verbs in brackets. a I can't stand _____ (get up) early. b Do you enjoy _____ (swim) in the sea? c My mum doesn't mind _____ (drive). d Callum loves _____ (run). e Giulia hates _____ (shop) for clothes. f We like _____ (dance) at parties.

17. ●● Put the words in the correct order. a playing / are / where / the children / ? b isn't / Sam / wearing / today / his uniform c you / mind / do / waiting / ? d really / football / I / watching / enjoy e at the moment / what / reading / you / are / ?

18. ●●● Write a question for each answer. Use the word in brackets. a (What) Giulia is writing a blog post. b (Where) They're playing in the park. c (Why) I'm wearing a coat because it's cold. d (Who) Sam is talking to Callum. e (How often) Aoife goes climbing twice a week.

19. ●●● Translate into English. a Che cosa stai facendo? — Sto guardando una partita. b Di solito Sam gioca a basket, ma oggi gioca a calcio. c Non mi dispiace aspettare.

Reading and Listening

20. ● Read the live blog in 5.2. Are the sentences true (T), false (F) or doesn't say (DS)? a Sam and Giulia are writing the blog for the school website. b Giulia is from Milan. c Zara often runs in races. d Giulia understands all the rules of the sack race. e The teachers are angry about the result of the tug of war. f Sam's team wins the relay.

21. ●● Answer the questions about the live blog. a Where are Sam and Giulia sitting at 1:30 pm? b Why is Giulia writing the blog at 2:15 pm? c What are the teachers doing at 2:50 pm? d Why is Sam running in the relay?

22. ●● Find words or phrases in the live blog that mean: a the line at the end of a race · b a frozen sweet on a stick · c a game where two teams pull a rope · d a race where each runner runs one part · e the stick that runners pass in a relay · f smiling a lot

23. ●● Read the phone call in 5.4.1 and answer. a Who answers the phone? b What are Sam and Giulia doing? c Why are they watching cricket? d Where is Aoife and how often does she go there? e What time do they meet, and where?

24. ●● Read the video call in 5.4.2. Write what each person is doing at the climbing wall: a Aoife · b Callum · c Sam · d Giulia

25. ● Read the poem *Rain*. a Find the verb in the present continuous. b Where does the rain fall? Find three places. c Which two lines rhyme? d Write your own four-line poem with the same pattern about the sun or the snow. Begin: *The sun is shining…*

Writing and Speaking

26. ● Complete the sentences so that they are true for you. a At the moment I'm… b At the weekend I usually… c I can't stand… d I don't mind… e Today I'm wearing…

27. ●● Look at Figura 5.2. Write six sentences: say what each person is doing and what the weather is like.

28. ●●● Write a social post (60–80 words) from a day trip. Say where you are and who with, what is happening at the moment, and what you usually do on that day. Use the checklist in 5.5.

Towards B1

29. ●● Multiple-choice cloze. Choose the correct answer (A, B, C or D) for each gap.
Hi Aoife! I'm (1) ___ this message on the bus. It's Saturday morning and we (2) ___ to the stadium, because Sam's stepdad has got tickets for the match. I don't usually (3) ___ football on TV, but I love (4) ___ matches live! It's (5) ___ a bit, so I'm wearing my raincoat.
(1) A write · B writing · C writes · D to write
(2) A go · B goes · C 're going · D going
(3) A watch · B watching · C watches · D to watching
(4) A watch · B to watching · C watched · D watching
(5) A rain · B raining · C rainy · D rains

30. ●● Open cloze. Write ONE word in each gap.
Callum (1) ___ from Edinburgh, but this year he (2) ___ living in Bristol with his dad. He loves climbing, and he goes to the climbing wall (3) ___ Saturdays. At the moment (4) ___ is learning to climb harder routes. "I can't stand (5) ___ at home when it's raining!" he says.

31. ●●● Complete the second sentence so that it means the same as the first. Use the word in CAPITALS and one to three words in total. a I hate tidying my room. STAND → I _____ tidying my room. b Waiting for the bus is OK for me. MIND → I _____ for the bus. c This phone is Callum's. BELONGS → This phone _____ Callum. d My jeans are new. PAIR → I've got a new _____ jeans. e Sam goes swimming on Mondays and Thursdays. TWICE → Sam goes swimming _____ a week.

32. ●● You are at a concert, a match or a party. Write a text message to an English-speaking friend (35–45 words). Say where you are, describe what is happening, and invite your friend to come next time.

33. ●● Read the notice. What does it say?
CLIMBING WALL — closed for repairs until Saturday. This week, climbing lessons are taking place in the small sports hall.

A. You can't climb anywhere this week.
B. This week the lessons are in a different place.
C. The lessons start again on Saturday.
D. The small sports hall is closed this week.

PER APPROFONDIRE

- MUR — R. Murphy, *Essential Grammar in Use*: the units on the present continuous and on present simple vs present continuous, with extra practice.
- EGU — R. Murphy, *English Grammar in Use*: the unit on verbs not normally used in continuous tenses, for students who want to go further.
- SWA — M. Swan, *Practical English Usage*: entries on progressive tenses, non-progressive verbs and *-ing* forms after verbs.
- OAL — *Oxford Advanced Learner's Dictionary*: look up *play, go* and *do* to see which sports collocate with each verb.
- CED — D. Crystal, *The Cambridge Encyclopedia of the English Language*: British and American differences in vocabulary, such as *football* / *soccer* and *trousers* / *pants*.

Glossario del capitolo

A pair of
un paio di — used to count plural clothes: *a pair of jeans, two pairs of shorts*

Action verb
verbo di azione (dinamico) — a verb for an activity, which can be continuous: *run, eat, write*

Can't stand
non sopportare — to hate something very much (informal): *I can't stand losing.*

Clothes
vestiti, abiti — the things you wear; always plural (a *dress* is only a woman's or girl's dress)

Court
campo (da tennis, da basket) — the area where tennis, basketball or volleyball is played

Don't mind
non mi dispiace, mi va bene — it's OK for me: *I don't mind waiting.*

Enjoy
divertirsi a, apprezzare — to like doing something; followed by a noun or *-ing*: *I enjoy cooking.*

Free time
tempo libero — the time when you are not working or studying: *What do you do in your free time?*

Hang on
aspetta un attimo — informal, especially on the phone: *Hang on a minute!*

Hang out
stare insieme, passare il tempo — informal: to spend relaxed time with friends: *We hang out in the park.*

-ing form
forma in -ing — the verb + *-ing*: *playing, making, swimming*

Pitch
campo (da calcio, da rugby) — the area of grass where football, rugby or cricket is played

Play / go / do (+ sport)
giocare / praticare — *play* + ball and team games, *go* + *-ing* activities, *do* + martial arts and individual activities

Present continuous
presente progressivo — *am / is / are* + verb-*ing*, for actions in progress and temporary situations: *I'm reading.*

Put on / take off
mettersi / togliersi (vestiti) — *Put on your coat. Take off your shoes.*

Soccer
calcio — AmE (and some other countries) for football; from "association football"

State verb
verbo di stato — a verb for a feeling, opinion, knowledge or possession, not normally continuous: *know, like, want, belong*

Trainers
scarpe da ginnastica — sports shoes (AmE *sneakers*)

Wear
indossare, portare — to have clothes or glasses on your body: *She's wearing a red T-shirt.*

Weather
tempo (atmosferico) — *What's the weather like? It's sunny and warm.*

Soluzioni

1. a play football · b go swimming · c do judo · d play tennis · e go cycling · f do yoga · g play basketball · h go climbing · i do athletics · j play chess.

2. a gloves (you wear them on your hands, not on your feet) · b jacket (it's a top, the others are for your legs) · c lovely (not a weather adjective) · d ball (not a place where you play sport).

3. C (trainers).

4. B (scarf).

5. a take off · b tries on · c wear · d Put on · e hang out.

6. a sunny (double *n*) · b rainy · c windy · d cloudy · e snowy · f icy (drop the *-e*). Model sentence: *Today it's cloudy and windy, but it isn't rainy.*

7. D. *A, B e C sono sbagliate: jeans è plurale (niente a, verbo al plurale).*

8. a making · b swimming · c lying · d playing · e writing · f stopping · g travelling · h seeing · i beginning · j visiting · k fixing · l running.

9. a are playing ('re playing) · b am not watching ('m not watching) · c Are … listening · d is snowing ('s snowing) · e are not sitting / aren't sitting · f is … doing.

10. a I am · b it isn't / it's not · c they are · d she is · e you aren't / you're not.

11. A (is playing). *Listen! indica un'azione in corso ora.*

12. D (plays). *every Wednesday indica un'abitudine: present simple, terza persona singolare.*

13. a 'm reading (around now) · b cooks (habit) · c 's having (action now) · d is staying (temporary, this week) · e go (habit) · f is sleeping (now).

14. a think (opinion) · b 'm thinking / am thinking (activity) · c have / 've got (possession) · d are having / 're having (action: eating) · e is having / 's having (action: *have a great time*).

15. a I know the answer. · b This bike belongs to Callum. · c Do you understand the question? · d She wants a new phone. · e Look! It's raining. · f I go to the gym every Monday. *a–d: verbi di stato; e: azione in corso; f: abitudine.*

16. a getting up · b swimming · c driving · d running · e shopping · f dancing.

17. a Where are the children playing? · b Sam isn't wearing his uniform today. · c Do you mind waiting? · d I really enjoy watching football. · e What are you reading at the moment? (also: At the moment, what are you reading?)

18. a What is Giulia writing? · b Where are they playing? · c Why are you wearing a coat? · d Who is Sam talking to? · e How often does Aoife go climbing?

19. a What are you doing? — I'm watching a match. · b Sam usually plays basketball, but today he's playing football. · c I don't mind waiting.

20. a T · b F (she's from Turin) · c F (she doesn't usually run; she plays the violin) · d F (she doesn't understand all the rules) · e DS · f F (they finish second).

21. a On the grass, next to the finish line. · b Because Sam is buying an ice lolly. · c They're carrying the tables into the sports hall. · d Because Callum has got a twisted ankle and the team needs a fourth runner.

22. a finish line · b ice lolly · c tug of war · d relay · e baton · f (smiling) from ear to ear.

23. a Helen, Sam's mum. · b They're watching the cricket (England v India) on TV. · c Because Giulia wants to understand the rules. · d At the climbing wall at the sports centre; she goes every Saturday. · e At four o'clock, at the sports centre.

24. a Aoife is climbing the most difficult route. · b Callum is sitting on the bench and taking photos. · c

Sam is putting on his climbing shoes. · d Giulia is talking to her mum and waiting for her turn.

25. a *is raining*. · b On field and tree, on the umbrellas here, on the ships at sea. · c Lines 2 and 4 (*tree / sea*). · d Open answer, e.g. *The sun is shining all around, / It shines on hill and town, / It shines on children at the beach, / And on the fields of brown.*

26. Open answers. Model: a At the moment I'm doing an English exercise. · b At the weekend I usually go cycling with my dad. · c I can't stand getting up early on Sundays. · d I don't mind doing the washing-up. · e Today I'm wearing jeans, a grey hoodie and white trainers. *Controlla: present continuous in a ed e, present simple in b, -ing dopo can't stand e don't mind.*

27. Model answer: Giulia is sitting on a bench and reading a book; she's wearing a yellow jumper. Sam is kicking the ball; he's playing football with Josh. Josh is standing in goal with his arms out. Aoife is riding her bike along the path; she's wearing a red T-shirt and a red helmet. Mark is running along the path. Helen is walking a dog. It's sunny, with a few clouds.

28. Model answer (about 70 words): *Hi everyone! I'm writing this post from Lake Garda. I'm here with my class on a school trip. It's sunny and warm. Right now my friends are taking photos of the castle and our teacher is buying ice creams for everyone! On Thursdays I usually have double maths and then I go to my swimming lesson, so this is a lot better! I really enjoy travelling with my class. #schooltrip #LakeGarda Criteri: luogo, persone e tempo atmosferico; present continuous per ora e present simple per le abitudini; 60–80 parole; collegamenti and / but / so.*

29. (1) B writing · (2) C 're going · (3) A watch · (4) D watching · (5) B raining.

30. (1) is / comes · (2) is · (3) on · (4) he · (5) staying / sitting / being.

31. a can't stand · b don't mind waiting · c belongs to · d pair of · e twice.

32. Model answer (about 40 words): *Hi Leo! I'm at Marco's birthday party. Everyone is dancing and Marco's brother is playing the guitar. His mum is bringing a huge chocolate cake right now! I'm having a great time. Come with me next time — you love parties! Criteri: dove sei, cosa sta succedendo (present continuous), invito; 35–45 parole.*

33. B. *Le lezioni continuano, ma in un altro posto (the small sports hall).*