LETTURA E COMPRENSIONE —

SUMMER HOLIDAYS

CLASSE 5A

NOME E COGNOME

DATA

Tom's Amazing Summer Holiday





Last summer, Tom and his family went to Sicily for their holiday. The journey took five hours by car and then they took a ferry to reach the island. They stayed in a small hotel near the beach for two weeks.

Every morning, Tom woke up early and ran to the beach. He swam in the clear blue sea and built sandcastles with his little sister, Lily. One day, they saw some dolphins near the boat during a boat trip. Tom was very excited!

In the afternoons, the family visited old villages and museums. Tom's mum bought some souvenirs at the local market — a small ceramic pot and a beautiful painted plate. Tom chose a fridge magnet for his bedroom.

On the last evening, Tom wrote a postcard to his best friend, Max. He wrote: "The beach is amazing! The sea is warmer and clearer than the sea at home. Sicily is the most beautiful place I've ever visited!" Tom didn't want to go home. It was the best holiday of his life.

> **Keywords: holiday, journey, beach, souvenir, postcard, ferry, dolphin, sandcastle**

PAROLE CHIAVE / KEY WORDS

holiday | journey | beach | souvenir | postcard | ferry | dolphin | sandcastle

1 Read the text and answer the questions with a full sentence.

(Leggi il testo e rispondi alle domande con una frase completa.)

> Where did Tom and his family go last summer?

a) **How long did the journey take?**

The journey took five hours by car.

b) **What did Tom see during the boat trip?**

Tom saw some dolphins during the boat trip.

c) **What did Tom's mum buy at the market?**

Tom's mum bought a small ceramic pot and a beautiful painted plate.

d) **Who did Tom write a postcard to?**

Tom wrote a postcard to his best friend, Max.

e) **How did Tom feel about going home at the end of the holiday?**

Tom didn't want to go home because it was the best holiday of his life.

Le domande coprono diversi tipi di wh- (Where, How, What, Who, How) e progressano da dettagli letterali (q1-q4) a una domanda più inferenziale (q6). Correggere anche risposte parzialmente corrette purché grammaticalmente coerenti.

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2 Read and tick True (T) or False (F).

(Leggi e segna Vero (T) o Falso (F).)

EXAMPLE

Ex. Tom's family travelled to Sicily by plane.

○ True ● **False** ○ Not given

a) Tom and his sister built sandcastles on the beach.

● **True** ○ False ○ Not given

b) Tom chose a painted plate as his souvenir.

○ True ● **False** ○ Not given

c) The family stayed in Sicily for two weeks.

● **True** ○ False ○ Not given

d) Tom wrote a postcard to his sister Lily.

○ True ● **False** ○ Not given

e) Tom thought Sicily was the most beautiful place he had visited.

● **True** ○ False ○ Not given

Tre affermazioni vere e tre false, tutte basate su dettagli fattuali del brano. Le false riguardano il mezzo di trasporto (car+ferry, non plane), il souvenir di Tom (fridge magnet, non la targa) e il destinatario della cartolina (Max, non Lily).

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3 Answer the questions about your own holidays. Write a full sentence.

(Rispondi alle domande sulle tue vacanze. Scrivi una frase completa.)

EXAMPLE

Ex. **Where did you go last summer?**

Last summer I went to... (risposta personale)

a) **How did you travel?**

I travelled by... (risposta personale)

b) **What did you do at the beach or on holiday?**

I swam / visited / ate... (risposta personale)

c) **Did you buy a souvenir? What was it?**

Yes, I bought a... / No, I didn't buy a souvenir. (risposta personale)

d) **What was the best moment of your holiday?**

The best moment was when I... (risposta personale)

Esercizio di produzione scritta personale, distinto dal brano. Le domande usano il Past Simple (went, travelled, did, bought, was) per fare pratica attiva delle strutture del brano. Non esiste una risposta unica: valutare la correttezza grammaticale e l'uso del Past Simple.

NOTE PER L'INSEGNANTE

La scheda si sviluppa in tre fasi: comprensione (esercizio 1), verifica rapida di dettagli (esercizio 2) e produzione personale (esercizio 3). Il brano usa sia Past Simple regolare (stayed, walked, visited, wanted, woke) sia irregolare (went, took, saw, built, wrote, chose) in modo naturale. Adattamento DSA: per gli alunni con difficoltà di lettura, si consiglia di leggere il brano ad alta voce prima di avviare gli esercizi. Per l'esercizio 3, si può accettare anche una risposta in bullet point invece di frasi complete.