

# Al dente 1



**ITALIAN COURSE**  
HANDBOOK FOR ENGLISH  
SPEAKERS

## Unità 0

### Il bel paese!

► p. 14

**A.** Look at the pictures: do you recognise anything? What words do they make you think of?

**B.** Look at the cloud of words: how many words do you know? How many are new to you? Compare them with a classmate.

Words I know:

New words:

**C.** How many Italian words do you know? Work in groups and make a list of all the Italian words or expressions you know.

► p. 15

#### 1. Italiano...

**A.** Read the texts: how many of the given information do you already know? Which ones surprise you?

**B.** Compare the information you already know with the information of a classmate.

► p.16

#### 2. Come suona l'italiano

**A.** Which adjective do you associate Italian with?

**B.** Listen to the six speakers of the recording and mark with an X those who are speaking in Italian.

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#### 3. Capisci l'italiano?

**A.** Look at the pictures: what are they about?

**B.** Look again at the different papers: what kind of information do they give? Write down notes in your own language.

**C.** What has helped you find the information?

Work with a classmate.

1. Il formato del documento (**the format of the papers**)
2. Parole che conosco (**words I know**)
3. Parole simili a parole della mia lingua (**words which are similar to those in my own language**)
4. Parole simili a parole di una lingua che conosco (**words which are similar to those of a language I know**)

**D.** Listen to the conversations and identify where they are taking place.

- biblioteca (library)
- strada (street)
- fermata autobus (bus stop)
- ristorante (restaurant)
- metropolitana (underground/subway)
- museo (museum)

#### WORKING STRATEGIES



The type of text we are reading helps us understand the meaning of the words it contains.

► p.18

#### 4. L'alfabeto

**A.** With a partner read the letters of the alphabet and the examples. Then, together, listen to how they are pronounced.

**Come si scrive** (how you write them)

**Come si dice** (how you say them)

**Esempi** (examples)

Open vowel sound: città, caffè, sì, andrò, virtù

Closed vowel sound: perché

vowels marked with diaresis : Günter

vowels marked with a tilde: João

vowels marked with a circumflex: Benoît

c with a cedilla: François

**B.** Listen and write the missing letters; then compare your notes with a partner's notes. What words are they?

► p.19

#### 5. I numeri

**A.** Here are the numbers from zero to twenty. Read them and then listen to the recording.

**B.** Listen to the recording and tick the numbers you hear.

**C.** Complete the gaps with the numbers you hear in the recording.

## Unità 1 Ciao a tutti!

► p.21

CF

### COMPITI FINALI

- Make a photo story book about greetings and introduction
- Write and fill in a registration form

CI

### COMPITI INTERMEDI

- Make a poster with all types of greetings
- Write a list of questions to ask personal information
- Make a list of reasons for learning Italian

## 1. Immagini e parole

A. Read the words and expressions in the picture: do you know them? Do you use them?

B. Now read the words in the cloud and complete the list.

Words I know:

Words I don't know but understand:

Words I don't know and don't understand:

C. Compare your list to another classmate's. Together find the words you don't know.

► p.22

## 2. Ci presentiamo

A. Look at how the Italian teacher introduces herself and then answer the questions.

B. Read the text and questions in exercise A and complete the conjugation of the verbs *essere* and *chiamarsi*.

*essere* and *chiamarsi* p. 28

C. Go around the classroom and get to know your classmates. Introduce yourselves.

D. Valentina is from Bologna: do you know this city? Find it on the map of Italy on page 244.

Which other Italian cities do you know? Find them on the map. Work with a classmate.

*Bologna: view of Piazza Maggiore with the Basilica of St. Petronius*

► p.23

## 3. Come stai?

A. Look at the pictures and read the dialogues: which situation is formal and which informal? Then read the expressions and greetings in the box: what are their equivalents in the formal situation? Complete the box.

B. Read the dialogues again and complete with the types of greetings.

When arriving: *ciao...*

When leaving: *ciao, buona giornata...*

C. How do you reply to these questions? Pay attention to the situation: formal or informal?

CI

### TANTI SALUTI

Make a poster with the Italian greetings and their equivalent in your own language.

► p.24

## 4. Documenti d'identità

A. Look at these three identity cards: what are they used for? What are their equivalent in your country? Work with a classmate.

B. Read the information contained in each of the three IDs and answer the questions.

C. Look at the highlighted verbs in exercise B and find the rule on their use. Circle the correct option.

The prepositions *a* and *in* p. 28

D. Work with a classmate and write down his/her driving licence data. Use ID n. 2 in exercise A as an example to gather the information.

► p.25

## 5. Moduli d'iscrizione

A. Look at these three registration forms: to which centre does each one refer to? Then listen to the recording and complete the forms with the missing information.

B. Look at the indefinite articles highlighted in exercise A and complete the box.

the indefinite articles ► p. 28

	MASCULINE	FEMININE
words beginning with a consonant: <i>laboratorio, palestra...</i>	<i>un</i>	.....
words beginning with s+consonant, z: <i>studio, scuola, zaino...</i>	.....	.....
words beginning with a vowel: <i>istituto, accademia...</i>	.....	.....

C. Do the following words have an equivalent in your language?

**CI****INFORMAZIONI PERSONALI**

With a classmate make a list of questions useful when asking for personal information.

► p.26

**6. Studenti d'italiano**

**A.** Look at the information cards of some students who are learning Italian. Then together with a classmate find the following information.

**B.** Read the information cards in exercise A again: write the name of each student next to their countries. Then complete the box of the nationality adjectives.

nationality adjectives p. 28

**C.** Work with a classmate: look at the information cards in exercise A and ask each other questions.

**D.** You can make a list of the countries and nationalities you are interested in. You can use a dictionary.

Country	Nationality
---------	-------------

**E.** Think about famous people. What nationality are they? Ask your classmates.

► p.27

**F.** Read the information cards in exercise A again and look at the highlighted definite articles. Then complete the box.

**the definite articles** ► p. 28

	MASCULINE	FEMININE
Words beginning with a consonant: <i>cinema</i> , <i>musica</i> ...	<i>il</i>	.....
Words beginning with s+consonant, z: <i>sport</i> , <i>Storia</i> , <i>zucchero</i> ...	.....	<i>la</i>
Words beginning with a vowel: <i>aperitivo</i> , <i>arte</i> ...	<i>l'</i>	.....

**G.** A campus radio station is interviewing some students. Listen to what they say and write down what language each student is learning and why.

studied language reason for learning it

**H.** And why are you learning Italian? Read the suggested reasons. You can add more. Then discuss this with your classmates.

**CI****PERCHÉ STUDIARE ITALIANO**

Make a list of the reasons you and your classmates are learning Italian. Which is the most popular reason?

**GRAMMATICA**

► p.28

**SUBJECT PERSONAL PRONOUNS****SINGULAR**

io
tu
lui / lei / Lei

In Italian the formal way to address someone is by using the personal pronoun **Lei**, both for men and women.

In written Italian the use of **lei** with the lowercase **l** has become more common.

**THE INFINITIVE**

It is the verb form we find in the dictionary. In Italian the infinitive has three different endings which correspond to the three conjugations.

1 <sup>a</sup> conjugation -are	2 <sup>a</sup> conjugation -ere	3 <sup>a</sup> conjugation -ire
<b>abitare</b>	<b>vivere</b>	<b>dormire</b>
<b>studiare</b>	<b>leggere</b>	<b>partire</b>
<b>ascoltare</b>	<b>scrivere</b>	<b>sentire</b>

**THE PRESENT INDICATIVE OF IRREGULAR VERBS IN -ARE, -ERE**

ABITARE	VIVERE
io abito	io vivo
tu abiti	tu vivi
lui / lei / Lei abita	lui / lei / Lei vive

**THE PRESENT INDICATIVE OF THE VERB CHIAMARSI****PRONOMI SINGOLARI**

io <b>mi</b> chiamo
tu <b>ti</b> chiami
lui / lei / Lei <b>si</b> chiama

# Al dente 1

## THE PRESENT INDICATIVE OF *ESSERE*, *AVERE*, *STARE*

<b>ESSERE</b>	<b>AVERE</b>	<b>STARE</b>
io sono	io ho	io sto
tu sei	tu hai	tu stai
lui / lei / Lei è	lui / lei / Lei ha	lui / lei / Lei sta

## THE INDEFINITE ARTICLES

<b>MASCULINE</b>	
<b>un</b> + consonant	<b>un</b> <i>laboratorio</i>
<b>un</b> + vowel, h	<b>un</b> <i>istituto</i>
<b>uno</b> + s + consonant, z, ps, gn, y	<b>uno</b> <i>studio</i>
<b>FEMININE</b>	
<b>una</b> + consonant	<b>una</b> <i>palestra</i>
<b>una</b> + s + consonant, z, ps, gn, y	<b>una</b> <i>scuola</i>
<b>un'</b> + vowel, h	<b>un'</b> <i>accademia</i>

## THE SINGULAR DEFINITE ARTICLES

<b>MASCULINE</b>	
<b>il</b> + consonant	<b>il</b> <i>cinema</i>
<b>l'</b> + vowel, h	<b>l'</b> <i>aperitivo</i>
<b>lo</b> + s + consonant, z, ps, gn, y	<b>lo</b> <i>sport</i>
<b>FEMININE</b>	
<b>la</b> + consonant	<b>la</b> <i>musica</i>
<b>la</b> + s + consonant, z, ps, gn, y	<b>la</b> <i>storia</i>
<b>l'</b> + vowel, h	<b>l'</b> <i>arte</i>

## GENDER OF ADJECTIVES

<b>MASCULINE</b>	<b>FEMININE</b>
<b>adjectives in -o/a</b>	
italiano <b>o</b>	italiana <b>a</b>
tedesco <b>o</b>	tedesca <b>a</b>
spagnolo <b>o</b>	spagnola <b>a</b>
argentino <b>o</b>	argentina <b>a</b>
marocchino <b>o</b>	marocchina <b>a</b>
<b>adjectives in -e</b>	
francese	francese
giapponese	giapponese
canadese	canades <b>e</b>
senegalese	senegalese
<b>adjectives in -a</b>	
belga	belga
keniota	keniota
vietnamita	vietnamita

## PREPOSITIONS A E IN

Vivo / abito	<b>in</b>	via Riaffrico 12. (indirizzo)
		Umbria. (regione)
		Francia. (Paese)
		Europa. (continente)
Vivo / abito	<b>a</b>	Padova. (città)
		San Gimignano. (piccolo paese)

### ► p.29

1. Complete the gaps with the correct subject personal pronoun.
2. Write the corresponding infinitive form of the verb in the present tense.
3. Complete the dialogues with the missing verb forms.
4. Complete the sentences using the correct forms of the verbs *essere* and *avere*.
5. Complete the gaps with the correct definite article.
6. Complete the gaps with the correct indefinite article.
7. Next to each adjective write (M) if it is masculine, (F) if feminine or (M/F) if it can be both.
8. Complete the gaps with the correct ending of the adjective.
9. Circle the correct option.
10. Complete the gaps with the correct prepositions a, in, and di.

## PAROLE

### ► p.30

#### The Greetings

1. Complete the box with the appropriate greetings. Some may be used more than once.  
when arriving    when leaving
2. This is how you greet in Italian according to the time of day. Look at the given information and write down a timeframe in the form of a clock to explain how you greet in your own language.

#### Nationality adjectives

3. Match each country with the corresponding adjective of nationality. You can add more.
4. Complete the box with your personal information.

## The numbers

5. Complete the missing numbers.

► p.31

## The interrogatives

6. Complete the questions with the missing interrogative words.

## Learning a language

7. Complete the list with further possible combinations.

## Colloquial words

8. Write the appropriate answer for each question. Then listen to the recording and check if they are correct. Lastly, translate the answers into your own language. What do the words in bold correspond to in your language?

## SUONI

1. Listen to the recording and write whether the sound of the letter **e** is open [ɛ] or closed [e].
2. Listen to the recording and write whether the sound of the letter **o** is open [ɔ] or closed [o].
3. Listen to the recording and write how to pronounce the letter **c**, choosing between the sounds [k] and [tʃ]. Then complete the rule.

Before ..... **c** sounds [k].

Before ... and ... **c** sounds [tʃ].

**ch + e, i** sounds.....

4. Write whether the following words have the sound [g] or [dʒ]. Then listen to the recording to check if you are right and complete the rule.

Before a... g sounds [g].

Before ... and .... g sounds [dʒ].

**gh + e, i** sounds .....

5. Listen to the recording and write whether the following words have the sound [gn] or [ɲ].

## SALOTTO CULTURALE

► p.33

## Conosciamo l'Italia

- A.What information about *L'Italia in numeri* do you find more interesting? Try to write the missing information. Work with a classmate.

- B. In which cities can you find these monuments? Match the cities to each picture and then listen to the recording to check if they are correct. Lastly, find the cities on the map of Italy on p. 244.

- C. Work in groups. Choose an Italian region; do some research and write a poster containing the information based on the data below. You can add some pictures. Then you can either hang your poster in your classroom or post it on the virtual classroom.

## COMPITI FINALI

► p.34

### CF Make a photo story book about greetings and introduction

- A. Choose a situation: formal or informal.

- B. Decide on a number of characters you wish to use as well as the different roles (who plays the actor, who takes the photos etc.)

- C. Write down a script and rehearse.

- D. Choose a presentation format (PPT, poster etc.) and describe the photo story to your classmates.

### WORKING STRATEGIES



Organise your team work carefully and follow each step in an orderly way: this will make your project easier and you will accomplish your task.



You can also make a video and either upload it on YouTube or post it on the virtual classroom.

### CF Write and fill in a registration form

- A. Choose a type of course: cooking, photography, language, yoga, etc.

- B. Decide which information you need to ask and prepare a registration form.

- C. Put your form on the notice board and choose one of your classmates'. Then fill it in.

### WORKING STRATEGIES



Before creating your own registration form, look at the different types there are on p. 25.



Post your form on the virtual classroom.

► p.35

## Com'è andato il compito?

**A.** Assess your own competences.

I am able to greet someone

I am able to introduce myself and others

I am able to distinguish formal and informal situations

I am able to ask and give personal information

**B.** Did you have any problems when working on your assignments? What kind?

Did you learn something new? What? What did you enjoy most about your assignments?

**C.** Assess the work of your classmates and discuss it with them.

The presentation is understandable.

They used the contents of the units.

The vocabulary used is appropriate.

It is interesting and original.

The pronunciation is clear and the intonation is correct.

# Unità 2

## Cose di famiglia

► p. 37

**CF**

### COMPITI FINALI

- Types of families in my class
- Introducing loved ones

**CI**

### COMPITI INTERMEDI

- Interviewing a classmate to make his/her information card
- Drawing your family tree
- Describing someone famous

### 1. Vita familiare

**A.** Look at the picture. Which elements do you recognise? Discuss it with a classmate and use a dictionary if necessary.

**B.** Read the cloud of words and complete the following categories.

Family members:

Adjectives:

**C.** Compare your list with a classmate's. Together look for the words you both don't know.

► p.38

### 2. Tutto il mondo è paese

**A.** Read the following interview and mark with an X the given information.

**B.** Read the introductions of some foreign people who live in Italy. Then complete their information cards.

► p.39

**C.** Find and pay attention to the connective words **ma**, **però**, **e**. How do you translate them in your language? Then write a sentence using each one of them.

**D.** Find the nationality adjectives in the information cards and write them in the box with the correct endings.

**Gender and number of nouns and adjectives** ► p. 44

<b>singular</b>		<b>plural</b>	
<b>masculine</b>	<b>feminine</b>	<b>masculine</b>	<b>feminine</b>
filippino	filippina		filippine
marocchino	marocchina	marocchini	
rumeno	rumena		rumene
tedesco	tedesca		tedesche
cinese	cinese	cinesi	
albanese	albanese		

**E.** Do you know any other adjectives of nationality ending in **-o/a** and in **-e**? Write a list and share it with a classmate.

**F.** Find the names of professions of the people whose introductions are in the texts and write them in the box. Then translate them into your own language.

**G.** Do you have friends who live abroad or friends from foreign countries? Discuss it with your classmates.

**H.** Listen to what some Italians living abroad have to say. Then mark with an X which of the information below belongs to which speaker.

**I.** Look at the verb forms highlighted in exercises B and H and complete the box.

**The present indicative** ► p. 44

**VERBS IN -ARE**

	noi	voi	loro
parlare	parliamo		
studiare		studiate	
lavorare			lavorano
chiamarsi		vi chiamate	si chiamano

**VERBS IN -ERE**

vivere		vivete	
--------	--	--------	--

**IRREGULAR VERBS**

essere			
avere		avete	
fare		fate	

**L.** Find in the texts those expressions used for talking about one's profession and underline them. Then ask your classmates what their profession is.

**CI CONOSCIAMOCI!**

Interview a classmate and write his/her information card with their name and surname, their nationality, age, languages, email address, job. Then compare the cards of the class and identify the most common profession.

► p.40

**3. Una famiglia eccezionale!**

**A.** Look at Camilla's family tree and complete the sentences below with the corresponding names.

**B.** Look at the forms of the definite articles and complete the box. Work with a classmate.

**Plural definite articles** ► p. 44

	<b>masculine</b>	<b>feminine</b>
words beginning with a consonant: <i>fratelli, nonni, genitori, sorelle...</i>		
words beginning with s + consonante, z: <i>studenti, zii, zie...</i>		le
words beginning with a vowel: <i>amici, amiche...</i>		le

**C.** Make a list of the family ties in the family tree and write their translation into your own language.

► p.41

**D.** On the website *Italiano in casa* some families who wish to accommodate an Italian-learning student introduce themselves. Read the descriptions and then the students' information cards. Decide which student would be better suited for which family.

**E.** Look at the highlighted words in exercise D and complete the box.

**The possessive adjectives** ► p. 44

<b>singular masculine</b>	<b>singular feminine</b>	<b>plural masculine</b>	<b>plural feminine</b>
			mie
tuo	tua	tuoi	tue
suo	sua	suoi	sue
vostro	vostra	vostri	
loro	loro		loro

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**F.** Underline the professions mentioned in the texts of exercise D. Then translate them into your own language.

**G.** Look at the use of articles with the possessive adjectives in exercise D. Complete the box and then circle the correct option to complete the rule.

With the possessive adjectives and family members in the singular form you use / you don't use the articles, with the exception of "loro". With the possessive adjectives and family members in the plural form you use / you don't use the articles.

CI

## L'ALBERO GENEALOGICO

Draw your own family tree. Then find who in your class has more siblings, more uncles and aunts or cousins.

► p.42

## 4. Condividere lo spazio

**A.** Alice is describing her family and neighbours. Look at the pictures: two people have been put with the wrong families. Who are they? Find them and then check with a classmate.

**B.** Complete with the names of all the people. Then compare your work with a classmate.

► p.43

**C.** Read the text in exercise A again; in the box write the adjectives of personality and the adjectives for the physical description.

**D.** Look at the endings of the adjectives and complete the box.

Gender and number of the adjectives p. 44

**E.** Read the text and mark with an X which are the advantages for students and which for the elderly.

**F.** Luisa has joined the project called Prendi in casa uno studente and is accommodating Luca. Listen to them talking about their experience. Mark with an X Luca and Luisa's features.

**G.** What does your classmate look like? Work with a classmate; in turns describe one another. Then both choose another student in your class and without revealing his/her identity, describe them

to your classmate. Try and guess who is the student your classmate is describing.

CI

## UNA PERSONA CHE AMMIRÒ

Is there someone famous you particularly admire? Speak about him/her and describe his/her personality and physical appearance.

## GRAMMATICA

► p.44

### SUBJECT PERSONAL PRONOUNS

SINGULAR	PLURAL
io	noi
tu	voi
lui / lei /Lei	loro

### THE PRESENT INDICATIVE

#### VERBS IN -ARE

#### VERBS IN -ERE

### THE PRESENT INDICATIVE OF SOME IRREGULAR VERBS

	ESSERE	AVERE	FARE	STARE
io	sono	ho	faccio	sto
tu	sei	hai	fai	stai
lui / lei /Lei	è	ha	fa	sta
noi	siamo	abbiamo	facciamo	stiamo
voi	siete	avete	fate	state
loro	sono	hanno	fanno	stanno

### GENDER AND NUMBER OF NOUNS AND ADJECTIVES

SINGULAR		PLURAL	
masculine	feminine	masculine	feminine
-o	-a	-i	-e
alt <b>o</b>	alt <b>a</b>	alt <b>i</b>	alt <b>e</b>
	-e		-i
	insegnant <b>e</b>		insegnant <b>i</b>
	-ista		-isti
	giornalist <b>a</b>		giornalist <b>i</b>

- i** tedesco - tedesca - **tedeschi** - **tedesche**  
 austriaco - austriaca - austriaci - **austriache**  
 simpatico - simpatica - simpatici - **simpatiche**  
 amico - amica - amici - **amiche**

### DEFINITE ARTICLES

	SINGULAR	PLURAL
<b>MASCULINE</b>	il	i
	lo	gli
	l'	
<b>FEMININE</b>	la	le
	l'	

### POSSESSIVE ADJECTIVES

Masculine		Feminine	
SINGULAR	PLURAL	SINGULAR	PLURAL
il mio	i miei	la mia	le mie
il tuo	i tuoi	la tua	le tue
il suo	i suoi	la sua	le sue
il nostro	i nostri	la nostra	le nostre
il vostro	i vostri	la vostra	le vostre
il loro	i loro	la loro	le loro

- i** Whenever a possessive adjective is used with names of family members in the singular form, the article is always dropped except when using **loro**:  
*mio zio, i miei zii*  
*suo cognato, i suoi cognati*  
*la loro zia, le loro zie*

### ► p.45

- Write the subject of the following sentences.
- Complete the gaps with the correct verb forms in the indicative present tense.
- Underline the adjective in each group which is the odd one out.
- Write the sentences as shown in the example.
- Complete the gaps with the correct definite article.
- Write the sentences again using the appropriate possessive adjective.
- Match the two parts of the sentences.

### PAROLE

#### ► p.46

#### The family and personality

- Complete the sentences with the missing word.
- Match the words with their opposite.
- Match the professions to the corresponding workplace.
- Complete the list of combinations.
- Answer the following questions.

#### Colloquial words:

#### **allora** and **dunque**

- Listen to the dialogue and write how many daughters there are in each family.

### ► p.47

- Look at the highlighted words of the sentences taken from the recording: what do they mean? Is there an equivalent in your own language?
- Write a short dialogue using the colloquial words *dunque* and *allora*.

### SUONI

- Listen to the recording and complete the following words with **I** or **II**.
- Read the following words; then listen to the recording to check how they are pronounced.
- Read the sentences to a classmate. Then listen to the recording to check how they are pronounced.
- Read the sentences and underline the stressed syllable of the words in bold. Then listen to the recording to check how they are pronounced.

### SALOTTO CULTURALE

#### ► p.49

#### Modelli familiari: quanti tipi di famiglia esistono?

**A.** In your opinion, what are the most common family types in Italy? Discuss it with a classmate before reading the infographic. Then read it and check if your theories are right.

**B.** With a classmate discuss the family types of your own countries: are there any differences with Italian ones? What are they?

**C.** Listen to the recording and match the names to each family member. What family type does it correspond to?

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D. Is there a famous family in your country? Do some research to speak about them and draw their family tree.

I am able to talk about my family and friends.  
I am able to describe people's personality and physical appearance.

## COMPITI FINALI

► p.50

CF

### Fare la classifica dei modelli di famiglia della classe

A. In groups prepare a list of questions to help you conduct a survey so to find out the most typical family types in your class.

B. Did you have any problems when working on your assignments? What kind?

Did you learn something new? What? What did you enjoy most about your assignments?

B. Interview your classmates and take notes of their answers. Then make a list of all the family types of the class.

C. Assess the work of your classmates and discuss it with them.

The presentation is understandable

They used the contents of the units

The vocabulary used is appropriate

It is interesting and original

The pronunciation is clear and the intonation is correct

C. Put the lists of the various groups on a board and compare them. Do the family types in the lists represent the ones in your country?

#### WORKING STRATEGIES



Organise the group work: assign different tasks (who takes notes, who draws etc.). Come to an agreement making sure everyone's ideas and suggestions are taken into account.



You can post your list on a blog, on Facebook, YouTube...

CF

### Presentare le persone più importanti della tua vita

A. Think of the 4 most important people in your life. Who are they? Organise and write down your ideas.

B. Write a short text introducing each of the 4 people you thought about.

C. Make a video recording of your oral presentation and share it with the class.

#### WORKING STRATEGIES



Before writing your paper, take notes and organize and outline your ideas following an order.



Post your video on a blog, on Facebook, YouTube...

► p.51

## Com'è andato il compito?

A. Assess your own competences.

I am able to ask or give personal information.

# Unità 3

## I gusti sono gusti

► p. 55

**CF**

### COMPITI FINALI

- Make an infographic about the likes and dislikes of the class
- Find the classmates whose likes and dislikes are mostly similar to yours

**CI**

### COMPITI INTERMEDI

- Create a diagram about your favourite cultural activities
- Make a list of the most loved and most hated things
- Complete a personality test

### 1. I gusti in parole

**A.** Look at the objects on Carlotta's desk: what does she like? Use a dictionary to help you.

**B.** Look at the shape of the cloud of words: what does it represent? Then read the words and expressions contained in the cloud and complete the list.

Words and expressions I know:

Words and expressions I don't know but understand:

Words and expressions I don't know and don't understand:

**C.** Compare your list to another classmate's. Together find the words you both don't know.

► p.56

### 2. Tempo libero e cultura

**A.** Complete the following mind map with spare time activities. Use a dictionary.

**B.** What do Italians do in their leisure time? Think of three activities and compare them with a classmate's. Use a dictionary to help you. Then read the article, write the missing information in the infographic and check if your ideas are correct.

**C.** Read the article again: look at the use of the verbs **piacere** and **amare** and circle the correct option. Do you notice anything particular in the construction of the sentences? Discuss it with a classmate.

*piacere and amare* p. 62

► p.57

**D.** An Italian radio station is interviewing some people on their spare time activities. Listen to the recording and mark with an X which activities the interviewees like or don't like.

**E.** Read the following sentences taken from the interviews in exercise D and complete the box.

Stressed and unstressed indirect object personal pronouns p. 62

**F.** Read the comments about leisure time in the forum and underline the statements you agree with. Then look at the highlighted forms and complete the box.

**G.** What do you like doing in your spare time? What time of the day or of the week? Discuss it with a classmate.

### CI IL GRAFICO DELLE ATTIVITÀ CULTURALI

Work in groups and create a diagram about the favourite cultural activities of the class. Choose a graphic format – you can consider "what" and "when" as variables.

► p.58

### 3. Le cose che amo e... che odio!

**A.** Look at Giorgia and Daniele's bedrooms; they are two very different teenagers. According to the characteristics of their rooms, match the adjectives to the right person. You can add more adjectives.

**B.** Who is saying what? Match the statements to either Giorgia (G) or Daniele (D).

► p.59

**C.** Look at the highlighted forms in the sentences of exercise B and complete the box.

**D.** Look at the form of the verb *piacere* in the sentences of exercise B. Then try and complete the rule on its use.

the verb *piacere* p. 62

**E.** In your opinion what are the people in the pictures like? Match them to the adjectives below. Then discuss with a classmate which of these activities you love or hate doing. Use the expressions in exercise C.

**F.** Now that you know your classmate's likes and dislikes better, try and describe him/her using the adjectives in exercises A and E.

# Al dente 1

CI

## AMORE E ODISCEA

Make a list of the most loved and most hated things among your classmates.

► p.60

## 4. Cosa preferisci?

- A. Take this personality test and then compare it with those of your classmates.
- B. You are a member of a whatsapp group: read your friends' messages and then reply according to your personal preferences.
- C. Look at the forms of the verb *preferire* used in the messages and complete the box.  
Do you notice anything particular about the conjugation? Discuss it with a classmate.

Verb in -isc- p. 62

► p.61

## 5. Compatibilità

- A. These are two profiles posted on a dating website. Read Angelo's profile, then listen to the recording and complete Betta's. Do you think they are compatible? Discuss it with a classmate.
- B. Make a list of all the adjectives found in this unit according to how you view them.  
positive characteristics:  
negative characteristics:  
neutral characteristics:
- C. Now create your own profile. You can write additional information which you feel are important. Then you can post it in the virtual classroom to find out who you are most compatible with.

CI

## TEST DI PERSONALITÀ

Add questions you feel are important to the personality test on p. 60 and then compare your preferences with your classmates' ones.

## GRAMMATICA

► p.62

### THE PRESENT INDICATIVE OF THE VERB PIACERE

This verb has a particular conjugation since the actual subject of the sentence is not the person (who likes or doesn't like) but the object or the action which is liked or not liked.

A Nino **piace** passeggiare dopo pranzo.  
(subject = passeggiare dopo pranzo)

A me **piace** il cioccolato.

(subject = il cioccolato)

A noi **piacciono** molto i fumetti.

(subject = i fumetti)

Whereas, the sentence structure with the verb **amare** is:

subject + verb + object:

Nino **ama** passeggiare dopo pranzo.

(subject = Nino)

Io **amo** il cioccolato.

(subject = io)

Noi **amiamo** i fumetti.

(subject = noi)

PRONOUNS	PIACERE	
a me / mi a te / ti a lui / gli a lei / le a noi / ci a voi / vi a loro / gli	<b>piace</b>	<b>SINGULAR NOUN</b> la pasta <b>INFINITIVE</b> leggere
	<b>piacciono</b>	<b>plural NOUN</b> i film d'azione

 **A me** piace suonare la chitarra.

**Mi** piace suonare la chitarra.

**A me mi** piace suonare la chitarra.

### INDIRECT OBJECT PERSONAL PRONOUNS

	UNSTRESSED	STRESSED
io	mi	a me
tu	ti	a te
lui, lei, Lei	gli, le, Le	a lui, a lei, a Lei
noi	ci	a noi
voi	vi	a voi
loro	gli	a loro

Stressed forms are used in order to give emphasis.

**A me** non piace la musica punk!

 In negative sentences unstressed forms are always placed between the negation (non) and the verb.

Non **mi** piace il cinema americano.

### EXPRESSING PERSONAL LIKES AND DISLIKES

**Amo** viaggiare.

**Mi piace tantissimo / moltissimo / un sacco** fare sport.

**Mi piacciono molto / tanto** i fumetti.

**Mi piacciono abbastanza** i film horror.

**Non mi piace tanto / molto** la musica jazz.

**Odio / Non sopporto** guardare la TV.

## TO AGREE AND DISAGREE

	AGREE	DISAGREE
☺ Mi piace leggere.	<b>Anche</b> a me.	A me ( <b>invece</b> ) no.
☺ Non mi piace il calcio.	<b>Neanche</b> a me.	A me ( <b>invece</b> ) sì.
☺ Io amo l'arte.	<b>Anch'</b> io.	Io ( <b>invece</b> ) no.
☺ Io non amo cucinare.	<b>Neanch'</b> io.	Io ( <b>invece</b> ) sì.



Me anche / Me neanche

## THE PRESENT INDICATIVE OF THE REGULAR VERBS IN -ISC-

Some regular verbs of the third conjugation (-ire) are particular as they require the suffix **-isc-** to be added to the stem of all three singular (io, tu, lei) and the third-person plural (loro): *io prefer-isc-o, tu cap-isc-i, lui/ lei/ Lei fin-isc-e, loro un-isc-ono*.

When looking for the infinitive form of the verb in the dictionary, this distinctive feature is pointed out:

**capire [ca-pi-re] v.** (*capisco, capisci, ecc.*)

preferisco
preferisci
preferisce
preferiamo
preferite
preferiscono

finire →(io) finisco
capire →(io) capisco
pulire →(io) pulisco
unire →(io) unisco
stabilire →(io) stabilisco
costruire →(io) costruisco

### ► p.63

- Underline the subject of the following sentences.
- Circle the correct option.
- Complete the gaps with *piace* or *piacciono*.
- Complete the dialogues with the correct forms of the verb *preferire*.
- Write the subject personal pronoun of each sentence.
- Write whether each reply expresses agreement (A) or disagreement (D).
- Write the appropriate reply choosing from the following expressions: *anch'io, neanch'io, anche a me, neanche a me, io sì, io no, a me sì, a me no*. Base your choice according to the symbols: agreement (=), disagreement (≠).

## PAROLE

### ► p.64

#### Personal likes and dislikes

- Think of your ideal boyfriend/girlfriend: what does he/she like or doesn't like doing? Write some sentences about it.
- Read these expressions and complete the box writing them according to the level of intensity they describe.
- In this unit there are examples of the verb **andare** + preposition. Complete the sentences with the correct preposition **a, al** or **in**.

#### Adjectives to describe personality or character traits

- Match the adjectives in the left column to their opposite.
- Fill the gaps with the appropriate adjective.

### ► p.65

#### The verbs used when talking about spare time activities

- Complete the list of combinations. Pay attention to the article.

#### The colloquial words *certo, ma va*

- Choose the appropriate reply to each question. Then listen to the recording to check if they are correct. Lastly, translate the answers into your own language: what do the words in bold correspond to?

## SUONI

- Listen to the recording: use the colour red to underline the sound [sk] as in **scuola** and the blue for the sound [ʃ] as in **scivolo**. Then complete the rule.  
Before ..... and ..... , **sc** is pronounced [ʃ].  
Before ..... and ..... , **sc** is pronounced [sk].  
**Sc** followed by **h** is pronounced .....
- Read the following sentences to your classmate: what is your intonation? Then listen to the recording and write whether they express surprise (S) or interest (I).
- Listen to the dialogues and write whether the expressions *ma va* and *certo* are used to state agreement (A), disagreement (D) or surprise (S).

## SALOTTO CULTURALE

► p.67

### Dell'Italia mi piace e non mi piace...

- A. Read the comments contained in the article: do you share their opinion? Discuss it with a classmate.
- B. Based on what you know about Italy and the Italians, write a list of what you like and what you don't. Then compare it with a classmate's.
- C. Match at least one of the adjectives below to the comments in the article. There are different possible options. Work with a classmate.
- D. Lastly, make a short list of the things that, according to you, foreigners love or hate about your country (or about a country you know well).

## COMPITI FINALI

► p.68

CF

### Fare un'infografica su gusti e preferenze della classe

- A. Work in groups. Choose a topic like leisure time, culture, sport, cooking, etc.
- B. Prepare a questionnaire for your classmates to fill out so you will find out their likes and dislikes and preferences.
- C. Once you have gathered all the data, share the information with the other groups.
- D. Prepare an infographic about the likes and dislikes of the class. Remember to use texts and images.

#### WORKING STRATEGIES



In order to complete the assignment you can leaf through the unit and collect information. This assignment is a way for you to contextualise what you have learnt.



You can create an infographic animated version or also make a video in which you describe the likes and dislikes of the class.

CF

### Trovare il/la compagno/a con cui si ha più affinità

- A. Which likes and preferences describe you better? Write a brief text about them.
- B. Hang up your work in the classroom and share it with the rest of the class.

- C. Find the classmate you are most compatible with and write a short text to explain the likes and preferences you have in common.

#### WORKING STRATEGIES



You can organise your ideas by creating a mind map.



You can prepare a short video where you introduce yourself and talk about your likes and dislikes.

► p.69

### Com'è andato il compito?

- A. Assess your own competences.

I am able to talk about likes and dislikes and preferences  
I am able to express agreement or disagreement  
I am able to describe people's personalities  
I am able to talk about hobbies and leisure-time activities

- B. Did you have any problems when working on your assignments? What kind?  
Did you learn something new? What? What did you enjoy most about your assignments?

- C. Assess the work of your classmates and discuss it with them.  
The presentation is understandable  
They used the contents of the units  
The vocabulary used is appropriate  
It is interesting and original  
The pronunciation is clear and the intonation is correct

# Unità 4

## Che giornata!

► p. 71

### **CF** COMPITI FINALI

- Make a list of the things that make you happy on Sundays
- Prepare a test for a classmate to take, and decide what his lifestyle is

### **CI** COMPITI INTERMEDI

- Identify in your class who is a morning person and who is a night owl
- Create a diagram about the happy moments of the class
- Make a list of the most common habits of the people in your country

## 1. Azioni quotidiane

**A.** Look at the pictures: which daily activities are represented? Discuss it with a classmate.

**B.** Look at the cloud of words: which words can you match the pictures to? Complete the following categories with the words inside the cloud.

Times of the day:

Daily activities:

**C.** Compare your list a classmate's. Together find the words you both don't know.

► p.72

## 2. Mattiniero o nottambulo?

**A.** Look at the different times of the day in Italian: are there similarities with your own language? Discuss it with a classmate.

**B.** Look at the pictures: which of these activities, according to you, identify a morning person or a night owl? Discuss it with a classmate.

**C.** Read the posts on the following blog. What do you think about the owl-lark theory? Discuss it with a classmate.

► p.73

**D.** Read the blog posts again, look at the highlighted verb forms and match them to the corresponding infinitive form in the following box. Do you notice anything particular about the conjugation? Discuss it with a classmate.

Reflexive verbs p. 78

**E.** Look at the following words and find them in the blog. What are their equivalent in your language?

**F.** The blog mentions a lot of daily actions. Underline them and complete the box with the corresponding infinitive.

**G.** In the blog, among the verbs expressing daily actions, two are conjugated like the verb *preferire*. Which are they? Find them and write their conjugation.

**H.** Complete the following chart. You can read the blog again.

**I.** Listen to the interview of two people talking about their daily activities and write who does what. Who is the owl and who is the lark?

**L.** Are you an owl or a lark? Discuss it with a classmate. Then write a comment for the blog in exercise C.

### **CI** MATTINIERI O NOTTAMBULI?

With a classmate prepare some questions to find out whether in your class there are more morning people or night owls.

► p.74

## 3. Momenti di felicità

**A.** Which are, according to you, the Italians' happiest moments of the day? Discuss it with a classmate. Then read the article and find out the times of the day when the Italians feel the happiest.

**B.** What are Italians like at the times written below, happy or sad? Based on the information in the article, match the emoticons to the corresponding time. Then write them in letters.

**C.** Read the article and find the following verbs. Look at them carefully and then complete the box.

Verbal periphrasis p. 78

..... + **a** + infinitive

..... + **a** + infinitive

..... + **di** + infinitive

**D.** Look at the highlighted words of the article in exercise A. What do they express? Choose the correct option. What is their equivalent in your language?

► p.75

**E.** A radio programme is broadcasting an interview to several people: they were asked what their happiest moment of the day is. Listen to the

interview and complete the gaps with the time of each activity.

**F.** Look at the highlighted preposition in exercise E and complete the following box.

Articulated prepositions p. 78

**G.** Now look at the following sentences taken from the recording in exercise E. Write possible answers.

**H.** Work with a classmate. Use the highlighted constructions you find in exercise G to ask about your routines.

Write your answers in the following space.

CI

## MOMENTI DI FELICITÀ

What is the happiest time of the day according to your class? Ask your classmates and together create a diagram using the information collected.

► p.76

## 4. Avventuroso o abitudinario?

**A.** Look at the different adjectives used for the description of people. Which lifestyle of the three suggested do you associate each one with? Match them and then discuss it with a classmate. And what is your lifestyle?

**B.** Read the information about the following three comics characters: do you know them? Which one would you like to read? Discuss it with a classmate. Then match the lifestyles suggested in exercise A to the appropriate character.

**C.** Read the texts again and look at the highlighted words. What is the position of the adverbs of frequency in the sentences? Now complete the box.

**D.** Give a short written description of a comics character you know about. Use the texts in exercise B to help you. Use the adjectives and adverbs of frequency.

► p.77

## 5. Italiani DOC

**A.** In your opinion, what are the most common habits among the Italians? Discuss it with a classmate.

**B.** And what about you? Is your lifestyle like an Italian's? Take the following test and answer the questions; read your corresponding profile. Then compare your result with a classmate's.

**C.** Underline the actions in exercise B and complete the box.

CI

## ABITUDINI "NAZIONALI"

Write at least five habitual daily actions which characterise the people from your country and discuss them with your classmates. Then make a conclusive list of the most representative habits of your fellow countrymen.

## GRAMMATICA

► p.78

### THE PRESENT INDICATIVE OF VERBS IN -IRE

DORMIRE	FINIRE
dormo	finisco
dormi	finisci
dorme	finisce
dormiamo	finiamo
dormite	finite
dormono	finiscono

### THE PRESENT INDICATIVE OF SOME IRREGULAR VERBS

USCIRE	FARE
esco	faccio
esci	fai
esce	fa
usciamo	facciamo
uscite	fate
escono	fanno

### THE PRESENT INDICATIVE OF REFLEXIVE VERBS

SVEGLIARSI	VESTIRSI
mi sveglio	mi vesto
ti svegli	ti vesti
si sveglia	si veste
ci svegliamo	ci vestiamo
vi svegliate	vi vestite
si svegliano	si vestono

### SEQUENCE OF ACTIONS

**Prima** mi faccio la doccia e **poi / dopo** faccio colazione.

**Prima** di uscire di casa leggo il giornale.

**Durante** la giornata prendo tre caffè.

## VERBAL PERIPHRAESIS

cominciare (to start, to begin)	a + infinitive
continuare (to continue, to carry on)	
finire (to stop)	di + infinitive

*Di solito, comincio a studiare alle 10.*

**Continuo a studiare** fino all'ora di cena.

**Finisco di lavorare** intorno alle 18.

## ADVERBS OF FREQUENCY

sempre / ogni giorno (always / every day)
spesso (often)
a volte / qualche volta / ogni tanto (sometimes / at times / now and again)
quasi mai (hardly ever)
mai (never)

**Non vado mai** al cinema.

**Non vado quasi mai** a teatro.

**Qualche volta** vado a cena fuori.

**Ogni tanto** vado al museo.

**Qualche volta** pranzo con Nicoletta.

**A volte** faccio un pisolino dopo pranzo.

**Spesso** vado in piscina. / **Vado spesso** in palestra.

La mattina bevo **sempre** il caffè.

**i** **Qualche volta, ogni tanto, a volte** are placed before the verb.

**Sempre, mai** and **quasi mai** are placed after the verb.

**Mai** and **quasi mai** must always be combined with the negation **non**.

**Spesso** can be placed before or after the verb.

## SIMPLE AND ARTICULATED PREPOSITIONS

	il	lo	la	l'	i	gli	le
a	al	allo	alla	all'	ai	agli	alle
da	dal	dallo	dalla	dall'	dai	dagli	dalle
su	sul	sullo	sulla	sull'	sui	sugli	sulle
di	del	dello	della	dell'	dei	degli	delle
in	nel	nello	nella	nell'	nei	negli	nelle

## ASKING AND TELLING THE TIME

• **Che ora è? / Che ore sono?**

○ **È l'una**

○ **Sono le due...**

○ **Cono le quattro di pomeriggio / di notte.**

• **A che ora** cominci a lavorare?

○ **Alle** otto.

• **Che orario** fa il parrucchiere il martedì?

○ **Dalle 9 alle** 20, orario continuato.

• **Quando** vai in piscina?

○ **Verso le** 19.

• **Fino a che ora** guardi la TV?

○ **Fino all'una**, poi vado a letto.

## p.79

1. Complete the gaps with the correct forms of the following verbs.
2. Choose the correct alternative.
3. Complete the gaps with the correct forms of the indicative present tense of the following verbs.
4. Complete the gaps with the verbs *fare* or *uscire*.
5. What time is it? Match the times to the clocks.
6. Match the questions to their corresponding answers.
7. For each of the following activities, write a sentence using an adverb of frequency to say how often you do them.

## PAROLE

### p.80

#### Times of the day

1. Write the following times in letters. Then match them to the time of the day they belong to.
2. Complete the box with the possible combinations.
3. Look at this restaurant's opening hours and complete with the missing information.
4. Look at Andrea's daily routine and write his actions according to each illustration.
5. Match the adjectives to their opposite.

### p.81

#### Colloquial words

6. Listen to the dialogues and write what the highlighted colloquial words express: agreement, surprise or approval?
7. Listen to the dialogues and repeat the sentence where you hear the colloquial expression *ah, sì*. Pay attention to the intonation.

## SUONI

1. Listen to the recording and choose the word you hear.
2. Read the sentences and write the sounds you hear: sound [i] as in **sala**, [ii] as in **palla** or [ʌ] as in **maglia**.

## SALOTTO CULTURALE

► p.83

### Che orario!

- A. Read the text about the times and timetables in Italy. What differences are there compared to your country's? Discuss it with a classmate.
- B. Look at the following times. Then listen to the dialogues and complete the box stating if the speakers are talking about the baker's, the museum or the hairdresser's.
- C. Think of how a normal day in people's lives from your country is organised. Are there other times or timetables which could be useful to foreigners? Discuss it with a classmate.

## COMPITI FINALI

► p.84

CF

### Fare la lista delle cose che rendono felici la domenica

- A. Work in groups. Talk about Sundays' activities which make you feel the happiest.
- B. Decide on at least five activities the whole group shares. Write them down on a sheet of paper and hang it up in your class or post it in the virtual classroom.
- C. Compare your list with those from other groups and make a conclusive list containing the most common five activities shared by everyone or by the majority.

#### WORKING STRATEGIES



Before starting the group discussion, each member of the class could collect their ideas and make a personal list.



Post the list on a social network and ask its users to add some activities.

CF

### Preparare un test per un compagno e decidere che tipo di vita fa

- A. Prepare a test to understand the lifestyle of one of your classmates.

B. Submit the test to your classmate and write down his/her answers.

C. Think of adjectives to describe his/her lifestyle and explain your choices to him/her. Compare your profiles.

#### WORKING STRATEGIES



Before preparing your test, look at different types so to help get some ideas.



Post your test in the virtual classroom. Your classmates will also be able to do so.

► p.85

## Com'è andato il compito?

- A. Assess your own competences.  
I am able to talk about my life routine  
I am able to ask and give the time  
I am able to ask about timetables and frequency of actions
- B. Did you have any problems when working on your assignments? What kind?  
Did you learn something new? What? What did you enjoy most about your assignments?
- C. Assess the work of your classmates and discuss it with them.  
The presentation is understandable  
They used the contents of the units  
The vocabulary used is appropriate  
It is interesting and original  
The pronunciation is clear and the intonation is correct

# Unità 5

## Parla come mangi!

► p. 89

**CF**

### COMPITI FINALI

- Conduct a survey on food consumption
- Present the typical food shopping in your own country

**CI**

### COMPITI INTERMEDI

- Your average consumer
- My daily diet
- Street food specialties

### 1. Il cibo in parole

**A.** Which food products do you recognise in the picture? Use the cloud of words to help you.

**B.** Fill the box with the food products contained both in the cloud of words and the picture according to what you like or don't like. Then discuss your list with a classmate.

**C.** Write down the food products you don't know and compare your notes with a classmate's. Underline the products you both don't know and search them on the net.

► p.90

### 2. Consumo e tendenze

**A.** Choose the products from the list below that you usually buy and then compare them with the ones chosen by a classmate: is your food shopping similar?

**B.** What type of consumer are you? Read the article and discuss it with a classmate.

**C.** Read the article again and complete the box with the expressions **c'è** or **ci sono**. Work with a classmate and circle the correct option to complete the rule for their use.

**c'è / ci sono** p. 96

**c'è** + singular / plural      **ci sono** + singular / plural

**D.** Look at the sentences where the verb **mancare** is used; then for each statement select which of the two given options with the use of **c'è / ci sono** has the same meaning.

**mancare** p. 96

► p.91

**E.** What do the three people interviewed usually eat? Listen to the recording and complete their shopping list with the following food products.  
(*mela*= apple; *zucchini*= courgettes (UK)/zucchini(US); *farro*= spelt; *fagioli*= beans; *melanzana*= aubergine (UK)/eggplant (US); *orzo*= barley)

**F.** Complete the box with the food products in exercise E. You may add more examples. Work with a classmate and use the dictionary.

**Meat (red and white):** agnello, coniglio, .....

**Cereals:** farro, orzo, .....

**Cheese:** pecorino, .....

**Fruit:** pesche, uva, .....

**Legumes/beans:** soia, .....

**Vegetables:** zucchine, melanzane, .....

**G.** Listen to the second part of the interview and write where the three people do their shopping.

**H.** Listen to the third part of the interview and write who (speaker 1, speaker 2, speaker 3) does the following actions.

### CI IL CONSUMATORE TIPO

Identify and describe the eating habits and behaviour of the "average consumer" in your country.

► p.92

### 3. La salute innanzitutto!

**A.** Do you drink in a healthy way? Take this test and find out.

**B.** Match the types of drinks found in the test to their corresponding container. You may add more examples.

**C.** Read the test again and identify which words refer to the direct pronouns **Io, la, li, le** and the pronoun **ne**. Then circle the correct option to complete the rule of their use.

the direct pronouns and the pronoun **ne** p. 96

The pronouns **Io, la, li, le** are used instead of a direct object / a direct object when we speak about a quantity/amount.

The pronoun **ne** is used instead of a direct object / a direct object when we speak about a quantity/amount.

**D.** How do you prefer having your drinks? How many do you drink? Discuss it with a classmate and identify similarities and differences in your eating habits. Use the following words and expressions to help you.

► p.93

## 4. Mens sana in corpore sano

**A.** Choose which daily eating habits are, in your opinion, healthy ones. Then compare them with a classmate's and together add more examples of healthy or unhealthy eating habits.

**B.** Three forum members have shared their diet. Read the posts: who is a vegetarian? Who is a vegan? According to you, which of the three diets is the healthiest? Discuss it with a classmate.

**C.** Which are the main meals during the day in your country? Do you eat at every meal or do you skip any?

**D.** Read the forum posts again and complete the box with the words **nessun**, **nessuno** or **nessuna**. Which quantities do they describe? Based on what does their construction change?

Indefinite adjectives p. 96

**E.** Read the posts and complete the box with the words **qualche** or **alcuni/e**. In your opinion, do these two adjectives have the same meaning or a different meaning? Then circle one option to complete the rule for their use.

Indefinite adjectives p. 96

*qualche + singular / plural  
alcuni/e + singular / plural*

**F.** Look at the partitive articles highlighted in the forum posts of exercise B and complete the left column using the correct articles. Then from the titles below, choose the correct one for each column.

Partitive articles p. 96

CI

### LA MIA DIETA QUOTIDIANA

Write a post to describe your daily diet. Then compare and discuss it with your classmates. Who has the healthiest one?

► p.94

## 5. Abitudini, tradizioni e mode culinarie

**A.** In your opinion are the following statements about the Italians' eating habits true or false?

Discuss it with a classmate.

**B.** Read the text. Work with a classmate and find out if your opinions are true. Then underline the places where Italians eat.

**C.** Look at the following sentences taken from the text: who is the subject of the verbs **mangiare** and **degustare**? Then choose the correct option or options to complete the rule.

impersonal form p. 96

we use *si + verb* with the third person singular when...  
we use *si + verb* with the third person plural when...

**D.** What are the eating habits and trends in your country? And what about in other countries you know? Discuss it with a classmate.

► *The piadina romagnola, one of Italy's most popular types of street food. You eat it warm, filled with cheese, charcuterie (cold cuts) or vegetables.*

► p.95

**E.** Who do you think is saying the following? Write (V) for *venditore ambulante* (stallholder) and (C) for *clienti* (customers). Then listen to the dialogue to check if you are right.

**F.** The following words and expressions help you to talk about dishes and food. Put the correct title for each column. You may add other words or expressions.

**G.** Now listen to a conversation between two customers and a lady traveller and complete the card about this two following street foods: *Lampredotto* and *Sopressa Vicentina*.

CI

### SPECIALITÀ DI STRADA

Speak about street food you know and that you like: describe it briefly and use pictures to help you. Don't reveal the region or nation it is from: your classmates should try and guess.

### GRAMMATICA

► p.96

#### **C'È (THERE IS) AND CI SONO (THERE ARE)**

To state the presence or existence of someone or something the forms **c'è** + singular, **ci sono** + plural are used.

*Il sabato c'è molta gente al ristorante.*

*Nel suo carrello della spesa ci sono i prodotti biologici.*

**i** To state the absence of someone or lack of something for a planned event:  
 - **c'è/ci sono** can be used with the negation **non**:  
**Non c'è** pane fresco in casa.

- the verb **mancare** can be used:

**Manca il caffè...** Andiamo al bar?

(third person singular)

**Mancano** le pizzette per l'aperitivo.

(third person plural)

## DIRECT PRONOUNS

**Lo, la, li, le** are used to identify people or objects which have been already mentioned.

They agree in gender and number with the noun they are replacing as direct objects.

*Compro il vino e **lo** porto alla festa.*

*L'acqua minerale? Non **la** bevo mai.*

*Vado da Mara e Carla e **le** aiuto a preparare le lasagne.*

*I dolci? **Li** adoro!*

	SINGULAR	PLURAL
<b>Masculine</b>	<b>lo</b>	<b>li</b>
<b>Feminine</b>	<b>la</b>	<b>le</b>

**i** In spoken Italian direct object pronouns are often used to give emphasis:

**Lo** preparo io il tiramisù!

**Le** compri tu le olive?

The pronoun **lo** can be used to replace an entire sentence.

- *Che cosa si mangia di tipico in Finlandia?*

- *Non **lo** so.*

(= I don't know any typical Finnish dish.)

## THE PARTITIVE NE

It can replace a noun when this is introduced by a number or an expression of quantity.

*Ci sono sei uova, **ne** uso quattro per la frittata, ok?*

## COLLECTIVE NOUNS

They are words that identify a group of people or things. Verbs referring to collective nouns are used in the third person singular.

**La maggioranza / maggior parte** degli italiani **dà** molta importanza alla convivialità a tavola.

## THE PREPOSITION DA

*Si mangia bene **da** Beppe. (= at his home)*

*Compro la carne **dal** macellaio. (= at the butcher's)*

**Da** noi si cena tardi. (= at our home / in my country)

## THE INDEFINITE ADJECTIVES

They give a generic, imprecise information.

**Nessun, nessuno** and **nessuna** are always used in the singular form.

*Mario **non fa nessuno spuntino** a metà mattina.*

**Nessuna cuoca** al mondo cucina meglio di mia nonna.

## Poco / poca / pochi / poche

*C'è **poco latte**... Non possiamo fare il dolce.*

*Due **uova** sono **poche** per la frittata.*

## Alcuni/e (are always used in the plural form)

*Faccio **alcuni spuntini** durante la giornata.*

**Alcune persone** fanno colazione al bar.

**Qualche** (is invariable and it is always used in the singular form)

*Faccio **qualche spuntino** durante la giornata.*

**Qualche persona** fa colazione al bar.

**Tutto / tutta / tutti / tutte** (followed by the definite article of the noun)

*Mangia e beve **tutto il giorno!***

**Tutte le mattine** mangio uno yogurt.

## Troppi / troppa / troppi / troppe

*Mangi **troppa carne!***

*Mangiare **troppi dolci** fa male.*

**i** To refer to an indefinite small quantity, the expression **un po' di** can be used.

*Compriamo **un po' di** fragole?*

*Bevo **un po' di** vino durante i pasti.*

## PARTITIVE ARTICLES

Partitive articles are formed by using the preposition **di** + **definite articles** to introduce an unknown amount.

### with uncountable nouns (singular)

**del pane**  
**dello zucchero / speck / yogurt**  
**dell'aranciata / olio**  
**della mortadella**

### with countable nouns (plural)

**dei tortellini**  
**degli spaghetti / gnocchi**  
**delle mele / angurie**

## IMPERSONAL CONSTRUCTION

For actions with an unspecified subject it is common to use the word **si + verb in the third person** singular or plural.

*Durante la settimana, a pranzo **si mangia** fuori.  
(verb in the third pers. sing.)*

*Dopo il lavoro **si prende un aperitivo** con gli amici.  
(verb in the third pers. sing.+ singular object)*

*In Italia **si consumano cibi di strada** molto differenti.  
(verb in the third pers. plur. + plural object)*

### ► p.97

1. Complete the gaps with *c'è* or *ci sono* and match the sentences with the ones below to create dialogues.
2. Read the following dialogues: what words do the pronouns *Io, la, li, le* and *ne* refer to? Underline the words as shown in the example.
3. Complete the gaps with the pronouns *Io, la, li, le* or *ne*.
4. Complete the gaps with the partitive articles or the singular indefinite articles.
5. Complete the gaps in this interview with Livia, a cook, with the indefinite adjectives. There is more than one possible option.
6. Write what the subject of these sentences is.

## PAROLE

### ► p.98

#### Food products

1. Complete the following lists of food types.

#### Containers and quantities

2. Complete the list of combinations.

#### Adjectives and expressions used for talking about food

3. Read the following sentences and write the translation of the words in bold in your own language.
4. Identify the types of food suitable for each cooking method.

#### Places and professions related to food

5. Match the descriptions to the professions. Then write the name of the corresponding workplace.

### ► p.99

#### Verbs related to food

6. Complete the list of combinations.

## The colloquial words **beh, boh, mah**

7. Choose the appropriate reply for each question. Then listen and check if you are right. Lastly, translate the answers into your own language. What's the equivalent of the words in bold in your language?

## SUONI

1. Listen to the recording: use the colour red to underline the sound [s] as in *sole* and the blue for the sound [z] as in *presentare*.
2. Listen to the recording: use the colour red to underline the sound [ts] as in *canzone* and the blue for the sound [dz] *zaino*.
3. Listen to the recording paying attention to the intonation. Then use the correct punctuation to end the sentences: full stop(.), question mark (?) or exclamation mark (!).

## SALOTTO CULTURALE

### ► p.101

#### A DOP menu

- A.** Here is a menu of an Italian restaurant. Match the pictures to the dishes. Work with a classmate.

- B.** Together with a classmate complete the menu on page 100 with the following dishes. Search the net to find out the dishes you don't know.

- C.** Read the ingredients of two dishes on the menu: did you guess which they are? Then also add the main ingredient. You may use the internet to help you.

- D.** Among the various dishes on the menu find those more suitable for a vegan and a vegetarian. You may also change the ingredients. Work with a classmate.

- E.** Use the internet and create a menu based on DOP and IGP products. Choose also according to your likes and dislikes. Then show it to a classmate to know if he/she would enjoy it. You may add pictures to present your suggestions.

*The Italian acronyms DOP (Denominazione di Origine Protetta; in English, Protected Designation of Origin) and IGP (Indicazione Geografica Protetta; in English, Protected Geographical Indication) are official certifications which identify products the quality and characteristics of which depend on their geographical area of origin and the type of production. The certification for Italian wines is DOC (Denominazione di Origine Controllata; In*

*English, Controlled Designation of Origin) and DOCG (denominazione di Origine Controllata e Garantita; In English, Controlled and Guaranteed Designation of Origin).*  
[www.prodottidopigp.it](http://www.prodottidopigp.it)  
[www.politicheagricole.it](http://www.politicheagricole.it)

► p.102

### **CF** Fare un'inchiesta sul consumo alimentare

- A.** Prepare a questionnaire to find out who, among your classmates, is a health-conscious consumer and who a responsible consumer.
- B.** Everyone in the class should interview two classmates and write down their answers.
- C.** Compare all your notes and decide who is the most responsible consumer and who is the most health-conscious in your class.

#### WORKING STRATEGIES



Before making the list of questions for the questionnaire, carefully define the profiles of the two types of consumer.



You may post the results of your survey in the virtual classroom.

### **CF** Presentare la spesa tipica del proprio Paese

- A.** Search information to prepare the list of the most purchased types of food in your country (or a country you know well).
- B.** Choose a format for your presentation: it can be a printed or digital version. Think of a title, a subtitle; find pictures for a visual description. You may add captions.
- C.** Give an oral presentation to the class and all together discuss about the differences and similarities among the different countries.

#### WORKING STRATEGIES



Preparing a plan of the presentation helps you explain your work neatly.



Share your research by posting in the virtual classroom.

► p.103

### Com'è andato il compito?

- A.** Assess your own competences.  
 I am able to ask if someone or something is there

I am able to talk about quantity and speak about something in general  
 I am able to give information on food products  
 I am able to talk about eating habits

- B.** Did you have any problems when working on your assignments? What kind?  
 Did you learn something new? What? What did you enjoy most about your assignments?

- C.** Assess the work of your classmates and discuss it with them.  
 The presentation is understandable  
 They used the contents of the units  
 The vocabulary used is appropriate  
 It is interesting and original  
 The pronunciation is clear and the intonation is correct

## Unità 6 Personaggi e storie

► p. 105

CF

### COMPITI FINALI

- Create the timeline of the class
- Interview a classmate and write his/her resume dated 2035

CI

### COMPITI INTERMEDI

- Write your resume
- Write the biography of someone famous
- Make a list of the three newspapers and the three magazines most loved in Italy

### 1. Li conosco!

A. Do you know these celebrities? If you do, what do you know about them? Discuss it with a classmate.

B. Look at the cloud of words and find those corresponding to the following categories:  
Professions:  
Life events and achievements:

C. Compare your list with a classmate's. Work together and find the words you both don't know.

► p.106

### 2. La vita è bella!

A. Roberto Benigni is a celebrity: do you know him? Read his resume. Have you seen any of his movies or shows? Which ones would you like to see? Discuss it with a classmate.

B. Answer the following questions about Roberto Benigni.

C. Look at the highlighted words in his resume: what's the equivalent in your language? Do you provide the same type of information when you write a resume in your country?

► p.107

D. Read Roberto Benigni's biography and answer the questions. Compare your answers with a classmate's.

E. Look at the verb forms in bold you find in the text. Put them in the corresponding infinitive and complete the rule.

The past tense *passato prossimo* p. 112

### INFINITIVE

### PASSATO PROSSIMO

The *passato prossimo* is formed with the present indicative of the auxiliary verbs **essere** or **avere** +.....

F. Look at the forms of the past participle in exercise E and complete the box with the corresponding endings. There are two irregular verbs: which are they?

the past participle p. 112

### CONJUGATION

### PAST PARTICIPLE

G. Ask a classmate about his education or job experiences.

CI

### ESPERIENZE E CAPACITÀ

Write your resume. Use the same format as the one for Roberto Benigni's CV.

► p.108

### 3. Intellettuali d'Italia

A. Read the biographies below about some Italian writers: do you know them? Have you read any of their works? Discuss it with a classmate.

► p.109

B. Read the statements below: who are they referred to? Match them to the famous people whose biographies are in exercise A.

C. Read the biographies again; highlight the verb forms in the *passato prossimo* tense. Then complete the box. Lastly, complete the conjugation in the second part of the box.

the auxiliary verbs *essere* or *avere* p. 112

WITH THE AUXILIARY  
*ESSERE*

WITH THE AUXILIARY  
*AVERE*

D. Look at the verb forms you have highlighted in the biographies again. Which verbs are irregular in the past participle? Complete the box.

the past participle p. 112

### INFINITIVE      IRREGULAR PAST PARTICIPLE

E. A radio station is broadcasting a programme about the life and works of an important Italian writer. Listen and write whether the following statements are true or false.

F. Talk about a particularly significant period in your life. What happened during that time? Describe it to a classmate using the highlighted time indicators.

**G.** Now write down the most significant years in your classmate's life.

CI

### PERSONAGGI IMPORTANTI

Do you know about a famous person's life? Try to write a short biography.

► p.110

## 4. Notizie dall'Italia

**A.** Do you know any Italian newspapers or magazines? Discuss it with a classmate. Then read the following articles and match them to their corresponding headlines.

**B.** Match the following types of news to the articles in exercise A. Then discuss it with a classmate.

**C.** Read the speech bubbles in the pictures below and look at the highlighted words. What do they mean? Then choose the correct option in the box on page 111 to complete the rule.

► p.111

Adverbs of frequency p. 112

In the *passato prossimo* tense, the adverbs of frequency *ancora*, *già*, *mai*, *appena* are placed **before the auxiliary / between the auxiliary and the past participle / after the past participle**.

**D.** Modify the following sentences by using the adverbs of frequency as shown in the example.

**E.** Listen to the recording: some people have read some bizarre news. Choose which of the following expressions describe the speakers' reaction to the news.

**F.** Work with a classmate and create the front page of a newspaper bearing extraordinary headlines. Among them, make up some with you as the protagonist. Write at least 6 news headlines using the **passato prossimo** tense. Then read them to your classmates. What's their reaction?

**G.** In pairs, answer the questions. Use the adverbs of frequency.

with the 3 mostly read newspapers and the 3 most loved magazines.

### GRAMMATICA

► p.112

#### THE PAST TENSE PASSATO PROSSIMO

It is formed by using either the verb **essere** (to be) or **avere** (to have) in the present tense followed by **the past participle**.

AUXILIARY (AVERE - ESSERE)	+	PAST PARTICIPLE
ho		parlato
hai		ricevuto
ha		dormito
abbiamo	+	
avete		
hanno		
sono		andato/a
sei		andata/e
è		
siamo	+	
siete		
sono		

#### THE AUXILIARY ESSERE OR AVERE

All transitive verbs use the auxiliary **avere**.

The verbs which use the auxiliary **essere** are as follows:

- reflexive verbs
- verbs which express a change of state (*nascere* – to be born; *diventare* – to become etc.)
- verbs which express stasis or immobility (*essere* – to be; *stare* – to stay; *rimanere* – to remain etc.)
- verbs which express movement (*andare* – to go; *venire* – to come; *entrare* – to enter etc.)

**i** Some verbs of movement require the auxiliary **have**: *camminare* (to walk), *viaggiare* (to travel), *nuotare* (to swim), *passeggiare* (to walk, to stroll) etc.

When the verb is conjugated using the auxiliary **avere**, the past participle does not change (invariable) and does not agree with the subject:

*La direttrice ha parlato con il nuovo giornalista. Monica e Valeria hanno elaborato un saggio sugli scrittori italiani del Novecento.*

When the verb is conjugated using the auxiliary **essere**, the past participle agrees with the subject in gender and number.

CI

### QUOTIDIANI E RIVISTE

Research which Italian newspapers and magazines are the most popular. Make a poster

Marina **è andata** a vedere l'ultimo film di Benigni.  
Le mie zie **sono nate** a Berlino.

## THE PAST PARTICIPLE

### REGULAR PAST PARTICIPLES

stare	stato
avere	avuto
partire	partito

### SOME IRREGULAR PAST PARTICIPLES

accendere	acceso
prendere	preso
decidere	deciso
chiudere	chiuso
spendere	speso
correre	corso
perdere	perso/perduto
vedere	visto/veduto
vincere	vinto
aprire	aperto
offrire	offerto
chiedere	chiesto
comporre	composto
rispondere	risposto
dire	detto
fare	fatto
leggere	letto
scrivere	scritto
mettere	messo
spegnere	spento

## ADVERBS OF FREQUENCY WITH PASSATO PROSSIMO

**Ancora** expresses an action which still hasn't occurred at that time

Non ho **ancora** comprato il biglietto.

**Appena** shows that an action has taken place recently:

Ho **appena** comprato il biglietto.

**Già** shows that an action has already taken place:

Ho **già** comprato il biglietto.

The adverb **mai** is always used with the negation **non**.

Non ho **mai** comprato il biglietto.

## ► p.113

- Who is the subject of the following sentences? Simone, Giulia or both?
- Find and correct the mistakes in Lucy's account of her life.
- Essere* or *avere*? Complete the gaps with the correct auxiliary verb.
- Which of the following things have you already done and which ones not yet? Answer the questions as shown in the example.
- Complete the biography of the singer Luciano Ligabue with the following verbs in the *passato prossimo* tense.
- Which of the following things have you done and which ones have you never done? Answer the questions as shown in the example.

## PAROLE

### ► p.114

#### Verbs related to life

- Complete the list of combinations.
- Complete the sentences with the following prepositions or expressions.
- Complete the sentences with the following simple or articulated prepositions.
- Match the words to their corresponding meaning.
- Complete the mind map with the types of news you know.

### ► p.115

- Write your life's most significant events and dates.
- Write the following events in chronological order.

#### Colloquial words

- Listen to the recording. What do the exclamations express: surprise, joy or pity?
- Listen to the recording and underline the stressed syllable of the words in bold.

## SUONI

- Read the sentences and write whether the letter g is pronounced [g] as in *gatto* or [dʒ] as in *gelato*. Then listen to the recording to check if they are correct.
- Read the sentences write whether the letter c is pronounced [k] as in *cane* or [tʃ] as in *ciao*. Then listen to the recording to check if they are correct.
- Listen to the recording and write if you hear the sound [l] as in *lato*, [ʎ] as in *maglia* o [ɲ] as in *gnomo*.

## SALOTTO CULTURALE

► p.117

### I fotografi della dolce vita

**A.** Do you know the word *paparazzo*? Before reading the texts, discuss your ideas with a classmate.

**B.** Read the texts and answer the following questions. Then compare your answers with a classmate's.

**C.** Work with a classmate. Complete the *paparazzo's* identikit.

► p.119

### Com'è andato il compito?

**A.** Assess your own competences.

I am able to give an account of someone's life (biography)

I am able to talk about past events

I am able to deliver news

I am able to react to pieces of news and fun facts accordingly

**B.** Did you have any problems when working on your assignments? What kind?

Did you learn something new? What? What did you enjoy most about your assignments?

**C.** Assess the work of your classmates and discuss it with them.

The presentation is understandable

They used the contents of the units

The vocabulary used is appropriate

It is interesting and original

The pronunciation is clear and the intonation is correct

## COMPITI FINALI

► p.118

CF

### Elaborare la linea del tempo della classe

**A.** Work in groups. Gather information and take notes on the significant moments in your lives (high school diploma, graduation, wedding, children, abroad experiences etc.)

**B.** Create a timeline using the collected data.

**C.** Discuss this with the other groups and put all the information together to create the timeline of the class.

#### WORKING STRATEGIES



Before deciding the groups, you can write down a list of questions to make the collection of data easier.



Create a digital version of the timeline and post it in the virtual classroom.

CF

### Intervistare un compagno e scrivere il suo CV del 2035

**A.** Write down questions to interview a classmate and find out about his studies and experiences.

**B.** Imagine it is the year 2035: based on the collected information write your classmate's resume.

**C.** Show the resume to your classmate and explain your choices. You can hang the CV in your classroom and share it with the class.

#### WORKING STRATEGIES



Make sure you know about your classmate's competences and interests so to envision an imaginary future career for him/her.



Use a format among the several types viewable on websites like LinkedIn or Infojobs.

## Unità 7 Tutta mia la città

► p. 123

CF

### COMPITI FINALI

- Promote a city worth visiting
- Give information and describe an area

CI

### COMPITI INTERMEDI

- Describe the most beautiful city
- Make a photo-collage presentation
- Write a review of services

### 1. La città in parole

A. Look at the picture: what comes to your mind? Use a dictionary to help you.

B. Now look at the clouds of words: do you know the building depicted? Then find the words corresponding to the following categories.

City sites:

Adjectives used for describing the city and its sites:

C. Compare your list with a classmate's. Together find the words you both don't know.

► p.124

### 2. Da non perdere

A. Look at the format of this text: what's the general theme? What kind of information can you find? Work with a classmate.

B. Read the article: do you know the Italian cities mentioned? Work with a classmate and find them on the map of Italy on page 244.

► p.125

C. Read the article again and underline the adjectives used to describe the cities. Then translate them into your own language.

D. Look at the highlighted words in exercise A: what are they used for? Complete the examples (left column) and circle the correct option to complete the rule for their use (right column).

The indefinite p. 130

The indefinite + an adjective have a **variable/invariable form**.

The indefinite + a noun have a **variable/invariable form**.

E. Which city mentioned in the article would you rather visit? Discuss it with a classmate

► *Turin, the most visited city by Italians in 2013.*

F. A radio station is interviewing several people to know which city in Italy is the most beautiful. Read the following info cards, listen to the recording and write the information you hear.

CI

### LA CITTÀ PIÙ BELLA

Which do you think is the most beautiful city in your country? Write a short text to describe it.

► p.126

### 3. Nuove bellezze

A. Read the posts in this blog about three Italian areas which have been redeveloped. Which do you think is the most interesting?

B. In the blog posts you found new adjectives to describe a city. Underline them and add them to the list on page 125. Lastly, try and complete the following lists of words.

C. Read the posts and find the plural of the following words: do you notice anything particular? Discuss it with a classmate.

Invariable nouns p. 130

D. Look at the highlighted words in the blog posts and try to complete the box. Work with a classmate. Then look at the plural masculine and feminine: do you notice anything?

Nouns in -co/-go, -ca /-ga p. 130

MASCULINE FEMININE

E. And what's your neighborhood like? What services are provided? What are its main characteristics? Write a short text to describe it.

► p.127

### 4. #insta\_roma

A. Hans is visiting Rome: follow him on Instagram! Which photo do you think is the most beautiful? Complete the descriptions and match the captions below to the corresponding picture.

B. Now look at the highlighted words in exercise A and complete the box.

Expressions of place p. 130

**C.** Choose an object in the class and give clues to a classmate who will then have to try and guess what it is.

CI

### DIVENTA UN "URBAN PHOTOGRAPHER"!

Choose or take some pictures of an area in a city you like; make a photo collage. Then show and explain it to the class.

► p.128

## 5. Dove dormiamo?

**A.** When organising a trip to a city and looking for accommodation, which area do you prefer? Use the Internet or a dictionary to help you.

**B.** Here are some suggestions for a weekend-long stay in the city of Mantova. Use two different colours to underline the services provided with the accommodation and those available in the areas. Then compare it with the work of a classmate.

**C.** Find some information on Mantova and then choose the most enticing accommodation among the ones suggested in exercise B. Discuss it with a classmate.

► p.129

## 6. Ti è piaciuto?

**A.** Read the reviews below and write the places named in the labels they refer to. Then choose a title for each of the reviews from the ones given.

**B.** Read the reviews again, find the sentences which correspond to the statements in the following box and then complete it. Look at the highlighted words: what words are they replacing?

The locative *ci* p. 130

**C.** Read the reviews and underline the **passato prossimo** tense of the verb **piacere**. What auxiliary does it need?

**D.** Listen to four different reviews and write the level of customer service quality satisfaction.  
 eccellente (excellent)  
 nella media (average)      s  
 caro (poor)

CI

### LO CONSIGLIO!

Write a positive review and a negative one regarding a service (accommodation, restaurant etc.) or an activity (guided tour, excursion etc.)

## GRAMMATICA

► p.130

### THE INDEFINITE (ADJECTIVES, NOUNS)

They give a generic, imprecise information. They can be used with a noun to specify its amount, or with an adjective to specify the intensity:

*In questa zona ci sono troppi turisti.*  
*Questo quartiere è molto tranquillo.*

When used with a noun, they agree in gender and number with that noun:

*L'albergo offre pochi servizi.*  
*In centro c'è molta confusione.*

When used with an adjective, they are invariable:

*Il ristorante è molto caro.*  
*Gli abitanti sono molto gentili.*

SINGULAR	PLURAL
troppo/a	troppi/e
molto/a	molti/e
tanto/a	tanti/e
poco/a	pochi/e
nessun / nessuno / nessuna / nessun'	

**i** **Nessun**, **nessuno** and **nessuna** are always used in the singular form.

### INVARIABLE NOUNS

Some nouns have one form only for the singular and the plural.

Nouns with stressed final vowel:

la città → le città  
 il caffè → i caffè

Nouns ending in a consonant:

il bar → i bar  
 l'autobus → gli autobus

Abbreviation of nouns:

il cinema → i cinema (cinematografo → cinematografi)  
 la moto → le moto (motocicletta → motociclette)

**i** All elements which accompany these nouns (articles, adjectives, etc.) follow the general rules of agreement:

<b>La</b> città è tranquilla.	[feminine singular]
<b>Le</b> città sono pulite.	[feminine plural]
<b>Il</b> bar all'angolo è economico.	[masculine singular]
<b>I</b> bar del centro sono cari.	[masculine plural]

# Al dente 1

## NOUNS AND ADJECTIVES ENDING IN -CA AND -GA, -CO AND -GO

tur <u>isti</u> co	→	turisti <u>ci</u>
par <u>co</u>	→	parchi
psicolog <u>o</u>	→	psicologi
alber <u>go</u>	→	alberghi
ban <u>ca</u>	→	banche
botte <u>ga</u>	→	botteghe



amico	→	amici
dialogo	→	dialoghi

For the plural of masculine nouns ending in **-co** and **-go** you must pay attention to the stressed syllable.

## PREPOSITIONS OF PLACE

They are used to indicate the location of objects or people in space. They are usually formed by using the prepositions **a** and **da** (**davanti a, lontano da** = in front of, far from), and it is important to pay attention to the noun which follows the preposition:

Siamo **davanti al** museo.

La fermata è **di fronte allo** stadio.

Il B&B è **lontano dal** centro.

Ti aspetto **in mezzo alla** piazza.

## ESSERE AND ESSERCI

To state where someone or something is located the verbs **essere** and **esserci** can be used:

In pieno centro storico **c'è** il bellissimo loft.  
Il bellissimo loft **è** in pieno centro storico.

Al primo piano **c'sono** la camera e il bagno.  
La camera e il bagno **sono** al primo piano.

**i** If the first piece of information is the place, location, we use **esserci**; if it is the object or person, we use **essere**.

## THE LOCATIVE CI

The pronoun **ci** can be used instead of a place:

A me piace questa zona, **ci** vengo spesso.

Bellissima Mantova! **Ci** siamo stati per Pasqua.

Questo ristorante è ottimo, **ci** torniamo di sicuro!

## THE PASSATO PROSSIMO OF THE VERB PIACERE

The verb **piacere** is conjugated using the auxiliary **essere**; the past participle agrees with the object in gender and number.

L'albergo ci **è piaciuto** molto, davvero confortevole!

Le escursioni non ci **sono piaciute** tanto.

### ► p.131

1. Circle the correct option.
2. Write whether the following words are singular (S), plural (P) or can be both (S/P).
3. Write the plural form of the following words. Pay attention to the stress position for the masculine nouns.
4. Complete the expressions of place with the correct preposition. Pay attention to the noun which follows the preposition.
5. Complete the gaps with *c'è/ci sono* or *è/sono*.
6. Match the sentences in the first column to the ones in the second so to create some dialogues. Then underline the part of the sentences the word *ci* refers to.
7. Complete the gaps with the verbs in brackets conjugating them in the *passato prossimo* tense. Pay attention to the auxiliary.

## PAROLE

### ► p.132

## City sites and services

1. Complete the following mid maps.
2. Match the words to find city sites and services.

## Adjectives to describe a city

3. Match the adjectives on the left to their opposite.
4. Complete the sentences with the following adjectives.

## Accommodation services

5. Write the following words or expressions next to their corresponding pictogram.

## Verbs related to the city

6. Complete the list of combinations.

### ► p.133

## Prepositions of place

7. Where is Hans located in each situation in relationship to the Coliseum: in front of, near, behind, between, opposite or far from?  
Colloquial words: *non so, senti*
8. Match each sentence to the appropriate reply. Which colloquial word expresses doubt and which is used to draw someone's attention? Then listen to the recording to check if you are correct. Lastly, translate the replies into your own language.

## SUONI

1. Read these sentences to your classmate: what's your intonation like? Then listen to the recording and write whether the sentences express surprise (S), interest (I) or disappointment (D).
2. Listen to the recording and place the accent mark on the words in bold where necessary.
3. Listen to the recording and circle which word you hear.

## SALOTTO CULTURALE

► p.135

### In giro per Venezia

- A. Look at the map of Venice and answer the following questions. Then compare them with a classmate.
- B. Read this riddle and try to finish it writing the missing word.
- C. Look at the picture: do you recognise any means of transport? Work with a classmate.
- D. Read the information on Venice. Which statements do you think are true and which false? Then listen to the interview and write which statements are true or false according to Lucia. Lastly, compare them with your initial hypothesis.
- E. Work in groups. Choose an area in Venice, do some research and create an info card based on the given prompts. Then hang it in the classroom.

## COMPITI FINALI

► p.136

### Promuovere un quartiere o una città

- A. Work in groups. Choose a specific area or city you like and that it's worth visiting.
- B. Think of the characteristics you wish to point out and select the most significant places of interest.
- C. Create a presentation aiming at promoting your proposal. Choose your favourite format: Power Point, a poster, a brochure, a photo collage, Prezi, a video, ecc.

### WORKING STRATEGIES



Organise your team work: decide who does what (who takes note, who makes the drawing etc.). Come to an agreement taking into account everyone's opinions and suggestions.



You can post your presentation on Facebook, a blog, on YouTube etc.

CF

### Dare informazioni e descrivere un quartiere che conosciamo

- A. Choose a neighbourhood of a city or town you know and that you like.
- B. Write down the most significant characteristics as well as several suggestions for those who wish to visit this place.
- C. Write a comment supporting your proposal.

### WORKING STRATEGIES



Before writing your text, take notes and make a list of the things you want to write about.



You can share your description by posting on a blog, on Facebook, on Tripadvisor etc.

► p.137

CF

### Com'è andato il compito?

- A. Assess your own competences.  
I am able to describe an area or city  
I am able to ask and give information about places  
I am able to locate people, places and things  
I am able to talk about and give my opinion on a trip
- B. Did you have any problems when working on your assignments? What kind?  
Did you learn something new? What? What did you enjoy most about your assignments?
- C. Assess the work of your classmates and discuss it with them.  
The presentation is understandable  
They used the contents of the units  
The vocabulary used is appropriate  
It is interesting and original  
The pronunciation is clear and the intonation is correct

## Unità 8 Questione di stile

► p. 139

CF

### COMPITI FINALI

- Choose a present for a classmate
- Describe the most beautiful and the ugliest presents

CI

### COMPITI INTERMEDI

- Give advice on how to dress like an Italian
- Prepare an interview to find out the most compatible shopping partner
- Choose and describe a present to get for the Italian teacher

### 1. Parole della moda

A. What elements shown in the picture do you recognise? Discuss it with a classmate and write a list of words.

B. Now read the words contained in the cloud and complete the categories. Then discuss it with a classmate.

Article of clothing:

Accessories:

Places where to go shopping:

C. The English word *shopping* has become part of the Italian vocabulary and is now a common word. Look at the verb used together with shopping.

► p.140

### 2. Ma come ti vesti?

A. In what way does the Italian style stand out, in your opinion? Which differences are there in the way people dress between your country and Italy? Discuss it with a classmate.

B. Read the following blog which gives tips on style. Then look at the pictures and identify which ones, according to the blog's writers, represent wrong or correct fashion style choices.

C. What about you? What do you think about the blog's fashion tips? Which ones do you follow or don't? Discuss it with a classmate. You may give some pieces of advise.

► p.141

D. Look at the highlighted verb forms in the text

and complete the box.

The direct imperative p. 146

IMPERATIVE      IMPERATIVE  
AFFIRMATIVE      NEGATIVE

E. Complete the combinations. Use the text to help you if necessary.

F. Sandra and Paolo are getting ready to go to the theatre. Listen to their conversation and write which articles of clothing and accessories they are wearing. Then, in pairs, think about what Sandra and Paolo could wear to follow the blog's style tips in a better way.

G. Look at the sentences taken from the dialogue: next to the underlined verbs in the imperative form write their infinitive form.

The direct imperative p. 146

H. Did you understand how to form the imperative mood of verbs? Complete the box.

The direct imperative p. 146

IMPERATIVE AFFIRMATIVE      IMPERATIVE  
NEGATIVE

I. In pairs, choose one of the following situations and give your classmate advice on how to dress.

CI

### STILE ITALIANO

Do your classmates follow the Italian fashion style rules? Look at the way they are dressed and give them advice so they look more "Italian".

► p.142

### 3. Facciamo shopping!

A. In a fashion forum, Kevin, a British guy, is asking for advise on the best places to go shopping. Read the posts in which some people answer and share their opinion on where they prefer to shop. Underline the places where it is possible to go shopping. Then answer the questions below.

B. Look at the highlighted sentences in the forum: what do they express? Then choose the correct option or options to complete the rule.

Expressing need or obligation p. 146

**si deve** + infinitive + singular / plural

**si devono** + infinitive + singular / plural

C. Look at the highlighted sentences in the forum again and write sentences using the constructions *bisogna + infinitive* and *avere bisogno di*.

**D.** The forum presents useful vocabulary to talk about shopping. Complete the following lists of words. Then compare the list with a classmate's.

**E.** What about you? Where do you prefer going shopping and why? Discuss it with a classmate and give each other tips. Then write a comment for the forum in exercise A.

► p.143

## 4. Abbigliamento di seconda mano

**A.** What do you think about second-hand clothing? Discuss it with a classmate.

**B.** In your opinion, are the following statements on second-hand clothes shopping in Italy true or false? Discuss your opinions with a classmate. Then read the article and find out if you are right.

**C.** Look at the imperative + pronoun forms highlighted in the article and choose the correct option to complete the rule.

The imperative with pronouns p. 146

The imperative in the affirmative form requires the pronoun **before the verb / after the verb / before or after the verb**

The imperative in the negative form requires the pronoun **before the verb / after the verb / before or after the verb**

**D.** Now compare the following constructions: are there differences between the position of the reflexive pronoun and the position of the direct pronoun?

The imperative with pronouns p. 146

**E.** What about you? Have you got anything to sell or swap at a second-hand market? Write a list of garments or accessories and find corresponding pictures. Discuss it with a classmate and match the items to create different looks.

CI

### ANDIAMO A FARE SHOPPING!

Prepare some questions to find your most compatible shopping partner. Interview some of your classmates and identify the right one. Explain the reasons behind your choice.

► p.144

## 5. Un regalo è per sempre!

**A.** What's your relationship with presents? Take the test and compare your results with a classmate's.

Would you like to receive a present from your classmate or not?

**B.** Look at the highlighted verbs in the text and complete the box.

Modal verbs p. 146

**C.** In the text find the verbs related to "getting presents" and complete the list writing them in their infinitive form.

**D.** Think about two presents you bought: who were they for? How did you decide what to get? Discuss it with a classmate.

► p.145

## 6. Vorrei quell'orologio

**A.** Look at the following pictures and match them to the corresponding dialogue.

**B.** Read the lines of the pictures and complete the box using the demonstratives adjectives. Then choose the correct option to complete the rule.

The demonstratives p. 146

We use *questo, questa, quest', questi, queste* to point out an object which is **near us / far away from us**.

We use *quel, quello, quella, quell', quei, quegli, quelle* to point out an object which is **near us / far away from us**.

**C.** Read the sentences of a dialogue taking place in a shoe shop and a dialogue taking place in a clothes shop. Write whether the sentences are said, in your opinion, by the shop assistant (C) or the customer (CL). Then listen to both dialogues to check if you are right.

**D.** Look at the highlighted expressions in exercise C. Then think of some items of clothing or accessories you would like to have and ask a classmate whether he/she has them.

**E.** Imagine you are a shop assistant in a clothes shop where a customer wants to buy a pair of shoes and a jumper. Write a short dialogue using the following information. Then act out the dialogue with a classmate.

CI

### UN REGALO PER L'INSEGNANTE

Work in pairs: think of a present for your Italian teacher. Explain the reasons behind your choice.

## GRAMMATICA

► p.146

### THE PRESENT INDICATIVE OF MODAL VERBS

When conjugating the verbs **dovere** (must), **potere** (can) and **volere** (want) in the present tense, they modify their stem. (These verbs do not follow the regular conjugation patterns of the Italian -ere verbs)

DOVERE	POTERE	VOLERE
dev <u>o</u>	posso	voglio
dev <u>i</u>	puoi	vuo <i>i</i>
dev <u>e</u>	può	vuole
dobbiamo	possiamo	vogliamo
dovete	potete	volete
devono	possono	vogliono

**Vuoi** quel braccialetto?

Finalmente oggi **posso** riposarmi.

**Devi** indossare la camicia nuova.

Anna **vuole** che stasera ci vestiamo in modo elegante.

In order to make a request politely, the verb **volere** is generally used in the **conditional** or the **imperfect** tense.

Buongiorno, **vorrei** provare quella giacca marrone.

• **Così** la posso aiutare?

○ **Così**, grazie, **volevo** vedere quegli stivali neri.

### EXPRESSING NEED AND OBLIGATION

The need or obligation to do something specific can be expressed by using the **personal** or **impersonal form**.

### IMPERSONAL FORM

**Si deve + infinitive**

**Si deve vestire** in modo elegante a un matrimonio.

Quando fa freddo, **si devono indossare** vestiti pesanti

### Bisogna + infinitive

Quando fa freddo **bisogna mettersi** qualcosa di lana.

**Bisogna prendere** l'ombrelllo per ripararsi.

**i** The construction **si deve/devono + infinito** changes when the infinitive is followed by a noun in the plural form.

### PERSONAL FORM

**Avere bisogno di + infinitive / noun**

**Ho bisogno di mettermi** il cappotto perché ho freddo.

**Ho bisogno dei vestiti** leggeri per il viaggio a Cuba.

### THE ADJECTIVE BELLO

When it precedes the noun, it takes the forms of the definite article: **bel** vestito, **bell'**oggetto, **bei** vestiti, **begli** oggetti.

### CE L'HO

The construction **ce** + direct pronoun **lo, la, li, le** is used to express possession.

• **Ce l'hai** il vestito?

○ **Così, ce l'ho.**

### DIRECT (INFORMAL) IMPERATIVE

It is used to offer advice or suggestions and to give instructions to one person (**tu** – you, second person singular) or a group of people (**voi** – you, second person plural) in an informal way.

### AFFIRMATIVE

All persons of the conjugation of the verbs in the imperative are the same as in the present indicative with the exception of the second person singular of the verbs ending in **-are**.

	STUDIARE	SCRIVERE	DORMIRE	FINIRE
tu	studia	scrivi	dormi	finisci
voi	studiate	scrivete	dormite	finite

Those verbs which are irregular in the present indicative are also irregular in the imperative.

**essere** → (tu) sii, (voi) siate

**avere** → (tu) abbi, (voi) abbiate

**sapere** → (tu) sappi, (voi) sappiate

The second person singular has irregular forms.

**andare** → va' (o vai)

**dare** → da' (o dai)

**dire** → di'

**fare** → fa' (o fai)

**stare** → sta' (o stai)

### NEGATIVE

The imperative in the negative form is formed with **non + infinitive** of the verb for the second person singular; with **non + imperative affirmative** for the second person plural.

**Non mettere le scarpe rosse stasera.**

**Non abbinate più di tre colori.**

### THE IMPERATIVE WITH PRONOUNS

In the affirmative form the pronoun is **joined** to the

verb. In negative form it can be placed **before** or **after** the verb.

*Mettiti il vestito blu!*

*Non ti mettere il vestito! / Non metterti il vestito!*

### DEMONSTRATIVE ADJECTIVES

**Questo/a** indicate closeness in space or time of people or objects with respect to the speaker.

**Quello/a** indicate distance in space or time of people or objects with respect to the speaker.

	MASCULINE	FEMININE
SINGULAR	questo / quest' quello / quell'	questa / quest' quella / quell'
	questi / quegli quelli	queste quelle
PLURAL	questi / quegli quelli	queste quelle

 The singular form **quest'** is used when the noun begins with a vowel.

The forms **quel**, **quello**, **quella**, **quell'**, **quei**, **quegli**, **quelle** follow the same rules of the indefinite article

► p.147

1. Complete the gaps in the dialogues with correct form of the verbs *volere*, *dovere* and *potere*.
2. What do the demonstrative pronouns in the following sentences refer to? Underline the correct option or options.
3. Complete the sentences to give advice as shown in the example.
4. Complete the following sentences with *si deve* or *si devono*.
5. Give Piero advice when replying to each of his statements. Choose how to reply using the options as shown in the example.
6. Piero and his brother don't do everything as they should. Encourage them to do better writing sentences as shown in the examples.
7. Complete the answers or the questions in the appropriate way.

### PAROLE

► p.148

#### Articles of clothing and accessories

1. What do you wear in summer and winter?  
Write the list of articles of clothing below in the appropriate column.
2. Underline the appropriate articles of clothing and accessories according to each situation.  
What do you wear ...?

### Body parts, clothes and accessories

3. Match the body parts to clothes and accessories.

### Dialogue in a clothes shop

4. Put the dialogue between a customer and a shop assistant in the correct order.

### Clothes categories

5. Complete the following lists.

► p.149

### Adjectives for clothes

6. Complete the sentences with the correct form of the adjective *bello*.
7. Complete the sentences with the correct colour endings.
8. Choose from the list of adjectives and for each noun form the most possible combinations.

### SUONI

1. Work with a classmate and act out the following dialogues. What's your intonation? Then listen to the recording to check if you are correct.
2. Listen to the recording and write whether the sentences are questions (?) or exclamations (!).
3. Listen to the recording and choose which word you hear.

### SALOTTO CULTURALE

► p.151

#### Il regalo giusto per ogni occasione

**A.** What type of present do you get in your country for the following occasions? Before reading the text, discuss it with a classmate. Then read the article and compare the types of presents.

**B.** Which of the following expressions are more suitable for each of the six situations described in the article? Discuss it with a classmate.

**C.** Listen to two conversations between people who must decide what present to buy some friends. What do they eventually decide to get?

**D.** How would you reply to these statements? Use the expressions in exercise B.

**E.** What are the most important occasions in your country? What types of presents are bought? Write a short text and discuss it with a classmate.

## COMPITI FINALI

► p.152

CF

### Scegliere un regalo per un compagno

- A. Work in groups: prepare some questions for a classmate to answer to. Find out useful information on which article of clothing or accessory you can get him/her.
- B. Each group should interview a classmate and write down their answers.
- C. Read the answers and choose the most suitable present for your classmate. Then search on the Internet and send a picture of the present with a gift card to your classmate.

#### WORKING STRATEGIES



Organise your team work: decide who does what (who takes note, who does the research etc.). Come to an agreement taking into account everyone's opinions and suggestions.



You can post your present in the virtual classroom.

CF

### Descrivere il regalo più bello e più brutto

- A. Think of the presents you have received: which one did you like best and which one the least?
- B. Write a text where you describe both presents: what was the occasion and who got them for you? Why did you or didn't you like them? Use a picture for your description.
- C. Hang the description in your classroom. Then read it to your classmates and choose the present you like best.

#### WORKING STRATEGIES



Before writing your text, take notes and make a list of the things you want to write about.



Share your descriptions by posting them in the virtual classroom.

► p.153

### Com'è andato il compito?

- A. Assess your own competences.

I am able to communicate and ask about something in a shop  
I am able to talk about clothes and style  
I am able to give advice on style  
I am able to ask for and grant permission  
I am able to express need and obligation

- B. Did you have any problems when working on your assignments? What kind?

Did you learn something new? What? What did you enjoy most about your assignments?

- C. Assess the work of your classmates and discuss it with them.

The presentation is understandable

They used the contents of the units

The vocabulary used is appropriate

It is interesting and original

The pronunciation is clear and the intonation is correct

# Esercizi

## unità 1

► P. 194

### PERSONAL PRONOUNS

1. Complete the sentences with the correct personal pronouns.

### PRESENT INDICATIVE

2. Circle the correct option.
3. Complete the sentences with the correct form of the following verbs.

### PRESENT INDICATIVE OF THE VERB CHIAMARSI

4. Complete the sentences with the correct forms of the verb *chiamarsi*.

### PRESENT INDICATIVE OF THE VERBS ESSERE, AVERE, STARE

5. Complete the sentences with the correct forms of the verbs *essere* or *avere*.
6. Complete the dialogues with the correct forms of the verb *stare* and then match them with the right pictures. Then listen to the recording to check if they are correct.

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7. Complete the post with the correct form of the following verbs.

### INDEFINITE ARTICLES

8. Read the sentences. There are 4 mistakes: find them and correct them.

### DEFINITE ARTICLES

9. Complete the box writing the following words in the right columns.
10. Complete the sentences with the correct definite article.

### NATIONALITIES

11. Read the sentences, then write the right nation for each adjective which describes a Nationality.

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### GENDER OF ADJECTIVES

12. Complete the sentences with the Nationality adjectives. Pay attention to the gender agreement.
13. Complete the dialogues with a Nationality adjective.

### INTERROGATIVES AND CONJUNCTIONS E, O

14. Listen to the interview and write if the following sentences are true (*vere*) or false (*false*).

### THE PREPOSITIONS A, IN AND DI

15. Circle the correct option.

### PER AND PERCHÉ

16. Complete the sentences with *per* or *perché*.

### LEARNING A LANGUAGE

17. Match the following reasons for learning Italian with the right picture.

► P. 197

### A . READING COMPREHENSION

Read the text and write if the following sentences are true (*vere*) or false (*false*).

### B . LISTENING COMPREHENSION

Listen to the dialogue and complete the chart about Carlotta with the missing information.

### C. WRITING EXERCISE

You are in Italy and you are attending a language course to learn Italian. Write a letter to a friend and introduce your new school friends. Use the information in the charts.

# Esercizi

## unità 2

► P. 198

### PERSONAL PRONOUNS (II)

1. Change the underlined subject with its correct corresponding personal pronoun, as shown in the example.

### THE PRESENT INDICATIVE

2. Circle the correct option.
3. Complete the box with the verbs of exercise 2. Then write their form in the infinitive.
4. Read the sentences. There are 4 mistakes: find them and correct them.
5. Complete the sentences with the correct forms of the verbs *fare* or *essere*.
6. Circle the correct option.

## GENDER AND NUMBER OF NOUNS AND ADJECTIVES

7. Complete the box with the following adjectives. Then write the other forms as shown in the example.

► P. 199

8. Complete the names of professions with the correct ending.
9. Complete the notices with one of the following words. Pay attention to the gender and number agreement.
10. Put the following words in their plural form. Remember to put the article in the plural form.

## DEFINITE ARTICLES

11. Complete the box with the following words.

## POSSESSIVE ADJECTIVES

12. Circle the correct option.
13. Complete the dialogue with the possessive adjectives and corresponding article when necessary. Then listen to the recording to check if the exercise is correct.

► P. 200

## THE FAMILY

14. Match the following sentences to their corresponding pictures.

## JOBs AND PROFESSIONS

15. Complete the crossword puzzle with the names of professions.

## ADJECTIVES USED FOR DESCRIBING PEOPLE

16. Match each adjective to its opposite. Use a dictionary if necessary.

## COLLOQUIAL WORDS DUNQUE AND ALLORA

17. Put the sentences in the correct order. Then listen to the recording to check if they are right.

► P. 201

## A. READING COMPREHENSION

1. Read the text and choose the correct option.
2. Read the text again and write if the following sentences are true (V) or false (F).

## B. LISTENING COMPREHENSION

Listen to a radio programme and complete the box with the adjectives describing personality and physical traits of Giuseppe and Pedro.

## C. WRITING EXERCISE

Describe your best friend, his personality, his physical appearance and, if you know them, one member of his family.

# Esercizi unità 3

► P. 202

## THE PRESENT INDICATIVE

1. Complete the sentences with the correct forms of the verbs in brackets.
2. Read the sentences and write the infinitive of the underlined verbs in the corresponding columns.

## PREFERIRE OR PIACERE?

3. Complete the sentences with the correct forms of the verbs *piacere* or *preferire*.
4. Listen to the dialogue and write which activities Marco (M) likes, and which Lucia (L) likes.

## THE VERB PIACERE

5. Circle the correct option.
6. Complete the sentences with the following expressions.
7. Put the words or group of words in the correct order to create a sentence.

► P. 203

## INDIRECT OBJECT PERSONAL PRONOUNS

8. Replace the underlined words with the correct stressed indirect object personal pronoun, as shown in the example.
9. Replace the underlined words with the correct unstressed indirect object personal pronoun, as shown in the example.

## EXPRESSING PERSONAL LIKES AND DISLIKES

10. Look at the pictures and complete the box.  
What do you like or don't like?
11. Match the elements of the two columns so to create sentences.
12. Write the sentences into their negative forms.
13. Circle the correct option.

► P. 204

## EXPRESSING AGREEMENT OR DISAGREEMENT

14. Put the dialogue in the correct order. Then listen to the recording to check if it is correct.

15. Match each sentence to its appropriate reply. Then complete the answers with the following expressions.

#### A QUESTION OF PERSONALITY

16. Match the following adjectives to their corresponding definitions.  
17. Complete the box with the missing forms of the adjectives.

#### COLLOQUIAL WORDS CERTO AND MA VA

18. Complete the following dialogues using the colloquial words *certo* and *ma va*.

► P. 205

#### A. READING COMPREHENSION

Read the text and write if the following sentences are true (V) or false (F).

#### B. LISTENING COMPREHENSION

1. Listen to Anna and Paolo's messages, then complete the box with the information on their likes and dislikes.
2. Listen to the recording again and complete the sentences.

#### C. WRITING EXERCISE

What are the things which foreigners like or don't like about your country?

# Esercizi

## unità 4

► P. 206

#### REFLEXIVE VERBS

1. Read the sentences, underline the reflexive verbs and circle the non-reflexive ones. Then write them in the corresponding columns.
2. Circle the correct option.
3. Complete the sentences with the correct forms of the following verbs.

#### VERBS ENDING IN -IRE

4. Complete the sentences with the correct forms of the verbs in brackets.
5. Write the infinitive of the verbs of exercise 4 in the corresponding columns.

#### IRREGULAR VERBS

6. Complete the box with the correct forms of the following irregular verbs.

► P. 207

7. Complete the sentences with the correct forms of the verbs in brackets.

#### ADVERBS OF FREQUENCY

8. Put the following expressions in the correct order of frequency.
9. Put the words or group of words in the correct order to create a sentence. Pay attention to the position of the adverbs of frequency.
10. Listen to Bianca's message and write if the following sentences are true (V) or false (F).

#### PREPOSITIONS

11. Complete the sentences with the correct simple or articulated preposition.
12. Read the sentences. There are 4 mistakes: find them and correct them.

► P. 208

#### THE TIME

13. Listen to the dialogues and choose the correct option.

#### ADJECTIVES DESCRIBING ONE'S LIFESTYLE

14. Complete the sentences with one of the following adjectives.

#### PUNCTUATION MARKS

15. Listen to the dialogues. Pay attention to the intonation and end the sentences with a question mark (?) or an exclamation point (!).

► P. 209

#### A. READING COMPREHENSION

1. Read the text and choose the title which best suits each paragraph.
2. Read the text again and write if the following sentences are true (V) or false (F).

#### B. LISTENING COMPREHENSION

Listen to the messages on Stefania's answering machine and choose the correct option.

#### C. WRITING EXERCISE

What's a typical day in your life like? What do you do? Where do you go? Who do you see? Write a short text to describe it.

## Esercizi unità 5

► P. 210

### C'È AND CI SONO AND DIRECT PRONOUNS

1. Circle the correct option.
2. Complete the sentences with *c'è* or *ci sono* and match them to the ones below so to create dialogues. Then write the noun which the underlined pronoun in the answers refers to.

### DIRECT PRONOUNS AND THE PARTITIVE NE

3. Complete the sentences with the pronouns *lo*, *li*, *la*, *le o ne*.
4. Read the sentences. There are 4 mistakes: find them and correct them.

### INDEFINITE ADJECTIVES AND UN PO' DI

5. Complete the sentences with one of the following expressions.

### PARTITIVE ARTICLES

6. Replace the underlined expressions with the correct partitive article. Use the plural form when necessary.

► P. 211

### THE IMPERSONAL FORM

7. Put the sentences in the impersonal form, as shown in the example.
8. Read the text B on page 94 and write if the following sentences are true (V) or false (F).
9. Circle the correct option.

### THE PREPOSITION DA

10. Change the sentences by replacing the underlined words with the preposition *da*, as shown in the example.

### FOOD GLOSSARY

11. Where can you buy these food products? Complete the box. Some types of food can be bought in more than one shop.
12. Cross out the unrelated product in each food category.

► P. 212

13. Match the names of the dishes to their corresponding pictures.

### CONTAINERS AND QUANTITIES

14. Listen to the message and complete the shopping list by writing the mentioned quantities.

### ADJECTIVES USED FOR TALKING ABOUT FOOD AND CUISINE

15. Match each adjective to its opposite. Use a dictionary if necessary.

### ORDERING FOOD AND DRINKS

16. Listen to the dialogue and complete it with the missing expressions.
17. Put the dialogue between a market stallholder and a customer in the correct order. Then listen to the recording to check if it is right.

► P. 213

### A. READING COMPREHENSION

1. Read the text and write if the following sentences are true (V) or false (F).
2. Read the text again and write to which category of organic products consumers the following sentences refer to.

### B. LISTENING COMPREHENSION

1. Listen to the people speaking about organic products and choose the correct option.
2. Listen to the recording again and answer the following questions.

### C. WRITING EXERCISE

Is organic food popular in your country? What do you think about it? Write a short text expressing your opinion.

## Esercizi unità 6

► P. 214

### AUXILIARY VERBS ESSERE AND AVERE

1. Complete the box by writing the following verbs in the corresponding columns.
2. Complete the sentences with the correct forms of the auxiliary verbs *essere* or *avere*.

### THE PAST PARTICIPLE

3. Complete the box writing the past participle of the following verbs in the corresponding columns.
4. Complete the sentences with the past tense *passato prossimo* of the verbs in brackets.

**IRREGULAR PAST PARTICIPLES**

5. Write the past participle of the following irregular verbs.
6. Complete the sentences with the past participle of the verbs in brackets. Then listen to the recording to check if they are correct.

► P. 215

**AGREEMENT OF THE PAST PARTICIPLE**

7. Complete each past participle with the correct ending.
8. Write the sentences in the past tense *passato prossimo*.

**WORDS RELATED TO LIFE**

9. Complete the sentences with one of the following verbs.
10. Look at the pictures and complete the sentences with one of the following verbs.

► P. 216

11. Complete the crossword puzzle.

**THE ADVERBS ANCORA, GIÀ, MAI, APPENA**

12. Circle the correct option.
13. Put the words or group of words in the correct order to create a sentence.

**TIME INDICATORS**

14. There are 3 mistakes: find them and correct them.

**NEWS GLOSSARY**

15. Listen to the recording and mark with an X in which pages of a newspaper you can find these types of news.
16. Write to which type of newspapers or periodicals the following definitions refer to.

► P. 217

**A. READING COMPREHENSION**

Read the text and choose the correct option.

**B. LISTENING COMPREHENSION**

1. Listen to the recording and write if the following sentences are true (V) or false (F).
2. Listen to the recording again and write which activities Luca has done.

**C. WRITING EXERCISE**

1. Choose a famous person from your country and write a short biography about him/her.

# Esercizi

## unità 7

► P. 218

**ESSERE OR ESSERCI**

1. Complete the sentences with the correct forms of the verbs *essere* or *esserci*.
2. Circle the correct option.

**THE PLURAL OF SOME NOUNS AND ADJECTIVES**

3. Complete the sentences with the correct ending.
4. Write the plural form of the following expressions as shown in the example.
5. Read the sentences. There are 3 mistakes: find them and correct them.

**INDEFINITE WORDS**

6. Underline the indefinite words and write whether they refer to a noun (S) or to an adjective (A).
7. Circle the correct option.

► P. 219

**THE LOCATIVE *ci***

8. Write the second sentence of each dialogue using the locative *ci*.

**EXPRESSIONS OF PLACE**

9. Complete the sentences with one of the following expressions of place.
10. Circle the correct option.

**CITY AND SERVICES GLOSSARY**

11. Complete the crossword puzzle with the terms referring to the city.

► P. 220

12. Complete the box with the following words.
13. Match the following words to their corresponding pictures.
14. Match each adjective to its opposite. Use a dictionary if necessary.
15. Listen to the recording and write whether the following sentences are true (V) or false (F).

**COLLOQUIAL EXPRESSIONS *NON SO* AND *SENTI***

16. Circle the correct option. Then listen to the recording to check if the sentences are correct.

► P. 221

## A. READING COMPREHENSION

1. Read the text and complete it with the following words.
2. Read the text again and write if the following sentences are true (V) or false (F).

## B. LISTENING COMPREHENSION

Listen to the recording and circle the correct option.

## C. WRITING EXERCISE

Write a short text describing characteristics, districts, services and the most important sites in your city.

# Esercizi unità 8

► P. 222

## MODAL VERBS

1. Complete the box with the correct forms of the modal verbs.
2. Complete the sentences with the correct forms of the verbs *dovere*, *potere* or *volere*.

## EXPRESSIONS OF NEED AND OBLIGATION

3. Complete the sentences with the following expressions.
4. Change the sentences by using the impersonal form as shown in the example.

## DIRECT (INFORMAL) IMPERATIVE

5. Complete the sentences with the affirmative form of the imperative of the following verbs.
6. Put the sentences in the negative form of the imperative.

► P. 223

## DEMONSTRATIVE PRONOUNS AND ADJECTIVES

7. Complete the box with the following words.
8. Complete the sentences with the correct demonstrative adjectives.
9. Complete the dialogue with the correct demonstrative adjectives and pronouns. Then listen to the recording to check if it is correct.

## CLOTHES GLOSSARY

10. Match the following words to the corresponding pictures.

► P. 224

11. Listen to the dialogue and write what Cristina and Monica have bought.
12. Listen to the recording again and complete the boxes with the types of material and patterns Cristina is talking about.

## THE ADJECTIVE BELLO

13. Read the sentences. There are 4 mistakes: find them and correct them.

## THE COLOURS

14. Complete the adjectives with the correct ending.

## AN EXPRESSION FOR EVERY OCCASION

15. Match each of the following sentences to the appropriate occasion.
16. Complete the dialogues with the correct forms of *ce + lo, la, li* or *le*

► P. 225

## A. READING COMPREHENSION

Read the text and write whether the following sentences are true (V) or false (F).

## B. LISTENING COMPREHENSION

Listen to the dialogue between a client and a shop assistant and choose the correct option.

## C. WRITING EXERCISE

Think about a present to get your best friend for his/her birthday and explain why according to you it is suitable for him/her.