

# Al dente 2



**ITALIAN COURSE**  
HANDBOOK FOR ENGLISH  
SPEAKERS

## Unità 0 Musica per le mie orecchie!

► p.14

**A.** Look at the pictures: they show some reasons why people learn Italian. Is your reason there? Discuss it with a classmate using the word cloud.

**B.** Work in groups. Share the reasons you are learning Italian and find the most popular ones. Then discuss them with the other groups and make a list.

► p.15

### 1. Sai che...

**A.** How well do you know Italy? Take this quiz, then compare your answers with a classmate's.

**B.** Write two more questions about Italy and check if your classmate knows the answers.

► p.16

### 2. Mi piace!

**A.** Work in pairs. Read the words and ask your classmates which ones match his/her likes and dislikes or interests. Ask questions to find out more. Then, based on the information gathered, draw your classmate.

**B.** What do you like? Complete the following chart. Then, work in groups and compare your notes. Find out the classmate you are more compatible with.

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### 3. Studiare una lingua

**A.** What languages have you studied? Which parts are the most difficult for you? Discuss it in groups.

**B.** Listen to two young people talking about their experience on learning a language. Write down who the information refers to.

**C.** What do you do to learn a language? Work in groups and discuss about the following activities. Which ones do you or don't you like doing?

**D.** Share the results of the groups' opinions with the class. Which is the most common learning strategy and which is the least used? Are some of the strategies adopted by the class not in the list given?

#### WORKING STRATEGIES



Thinking about learning strategies helps us choose the most suitable ones for us.

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### 4. Il gioco dell'oca

It is a board game, played in groups. Each group has a colour counter. Roll the dice and move it along the squares of the board according to the number rolled. Answer the question or follow the instruction (written on that square). If you know the answer, you stay on that square and wait for your next turn to roll the dice again. If you don't know the answer, go back to the square you were before rolling the dice. The winner is the player who is first to land on square number 44.

## Unità 1 Siamo così

► p.21

**CF**

#### COMPITI FINALI

- Introduce and talk about a classmate
- Talk about three things which are indispensable in your country

**CI**

#### COMPITI INTERMEDI

- Suggest ways to improve communication
- Talk about two important objects (in your everyday life)
- Describe your generation

## 1. Emozioni in parole

**A.** Look at the pictures: what feelings are these people communicating? Use a dictionary if necessary.

**B.** Look at the word cloud: which words can you match to the pictures? Then complete the following lists.

Adjectives:  
Expressions:

**C.** Lastly, write a list of the new words and expressions.

**D.** If you want, at the end of the unit, suggest an alternative for this double page: select significant pictures and words for the word cloud.

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## 2. Sei quello che comunichi

**A.** Read the definitions of the following verbs and then find the equivalent in your own language.

**B.** Do you agree with these opinions? Which one do you think is the truest? Add also your opinion and discuss it with a classmate.

**C.** Are you outgoing? Take the test and read what your profile is. Then compare your answers to a classmate's.

**D.** Read the expressions highlighted in the test: do they express positive or negative emotions?

**E.** Look at the expressions highlighted in the test profiles and then complete the following examples.

### Verbs with prepositions ► p. 28

- Non **riesco a** parlare con le persone che non conosco: sono troppo timido!
- ..... **di** leggere di più: ti aiuta ad esprimerti meglio.
- Parli sempre tu! ..... **ad** ascoltare gli altri.

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**F.** In which situations you feel like this? Discuss it with your classmates.

**G.** Luca, a student attending the course *Comunichiamo!*, talks about his experience. Listen to the recording and complete the box.

**H.** Which do you think is the best solution for Luca? Discuss it with a classmate and then listen to the recording to check your answers.

## 3. Cosa dicono i colori

**A.** Is there a colour suitable for every situation? Read the texts and match them to the corresponding colour. Then compare your answers to a classmate's.

**B.** What colours do you like to wear? Why? Discuss it with your classmates.

CI

### ESPERTI IN COMUNICAZIONE

Write five questions to understand what type of communicator your classmate is. Then give him/her suggestions on how to improve his/her communication skills.

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## 4. Psicologia della scrivania

**A.** What is on your desk? Select which of these objects are on your desk. If you want, add some more. Then compare your objects to the ones chosen by a classmate.

**B.** Read the following post on a radio station Facebook page. What does your desk reveal about your personality? Do you agree?

**C.** Listen to the radio podcast and write down the objects you hear for each profile.

**D.** What do you think can also be revealing about one's personality?

► p.25

## 5. Non esco di casa senza...

**A.** Read the texts: do you also not leave the house without these objects? Why?

**B.** Read the following sentences: what do they refer to in the texts of exercise A? Which is the difference?

### Direct pronouns and the pronoun ne ► p. 28

- Uso il computer per lavorare. → **lo uso per lavorare**
- Cambio spesso gli occhiali. → .....
- Ho tanti occhiali. → .....
- Posso portare la bicicletta anche sui mezzi pubblici. → .....
- Metto le scarpe da ginnastica anche per andare al lavoro. → .....

**C.** Read the sentences containing the highlighted words and translate them into your own language: what can you tell?

D. What about you? What object do you never leave the house without? Why? Discuss it with your classmates.

**CI I MIEI OGGETTI**

Think about two objects you often use and which are representative of your lifestyle. Find them or take a picture of them, then put them on display with your name in the classroom. What objects did your classmates choose? Discuss it together.

► p.26

**6. Di che generazione sei?**

A. How is a generation defined? What do you think are its significant features?

B. Do you know any of the following generational labels? Do you know which period or age group they refer to? Read the texts and choose the corresponding titles. Then compare your work with a classmate's.

► p.27

C. What generation do you belong to? Do you identify with its description? Discuss it with your classmates.

D. Underline the key expressions and words in the texts of exercise B which describe the different generations. Then compare your work with a classmate's and together find the adjectives to define the people of each generation.

E. Read the texts of exercise B again and look at the highlighted words: write the examples in the corresponding column.

**Indefinites** ► p. 28

► Interessati alla politica solo in <b>qualche</b> occasione. ► ..... ► ..... ► .....	indefinite + a noun
► Si sono ritrovati in una realtà <b>molto</b> difficile. ► ..... ► .....	indefinite + an adjective
► <b>Tanti</b> hanno trovato lavoro. ► ..... ► ..... ► .....	indefinite without noun or adjective

F. Read the sentences from the texts of exercises B and specify the chronological order of the actions. Then circle the correct option to complete the rule.

**Sequence of time: previous and following actions** ► p. 28

- Dopo aver fatto importanti rivoluzioni culturali (1), tanti hanno trovato lavoro (2).
- Dopo aver fatto un'esperienza ( ), pubblicano video ( ).
- Prima di lasciare la casa dei genitori ( ), fanno passare tanto tempo ( ).
- Prima di fare qualsiasi cosa ( ), cercano recensioni sul web ( ).

**Prima di present infinitive / past infinitive**  
**Dopo present infinitive / past infinitive**

G. Listen to the recording, the introduction of a famous person: pay attention to what the person did and when. Who is it?

H. Now choose a famous person and talk about him/her to your classmates, without revealing the name. Follow the example of the recording.

**CI LA MIA GENERAZIONE**

Write a short text about your generation, describing its features, mentality and lifestyle. Specify what is important for you. Add some pictures to your presentation.

**GRAMMATICA**

► p.28

**EXPRESSING EMOTIONS**

**Mi sento a mio agio / a disagio**

**Mi sento ridicolo/a**

**Sono nervoso/a** quando / se parlo in pubblico.

**Sono soddisfatto/a**

**Sto male / bene**

**Mi vergogno**

**Ho paura di** non ricordare cosa devo dire.

**Faccio fatica a** parlare con persone che non conosco.

**VERBS WITH PREPOSITIONS**

**Provare a** + infinitive

**Prova a usare** tecniche di respirazione se sei nervoso.

## Riuscire a + infinitive

Tu **riesci a comunicare** bene in situazioni formali?

## Cercare di + infinitive

**Cercate di leggere** di più, se volete scrivere bene.

## DIRECT PRONOUNS

The direct pronouns **lo, la, li, le** are used when speaking about people or objects which have been previously mentioned – the listener knows what we are referring to. They agree in gender and number with the noun they are replacing as a direct object.

Adoro il mio computer! **Lo** uso tutti i giorni.

La bicicletta? **La** uso per andare al lavoro.

Ho tante scarpe da ginnastica, **le** metto anche al lavoro.

Gli occhiali da sole **li** trovo molto eleganti.

## THE PARTITIVE NE

It is used to talk about a certain amount or part of something which is clearly identifiable.

Uso spesso le matite colorate, **ne** ho tante.

## CE L'HO, CE LI HO, CE LE HO

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

Il mio computer è un Mac, **ce l'ho** da tanti anni.

• Hai la bicicletta?

◦ Sì, **ce l'ho** pieghevole, è comodissima.

I trucchi **ce li ho** sempre in borsa.

Sì, uso matite colorate. **Ce le ho** sulla scrivania.

## PAST INFINITIVE

The past infinitive is formed using the auxiliary verbs **essere** or **avere** in the present infinitive + the past participle of the main verb. The auxiliary **avere** usually drops the final vowel **e**:

Di solito, **avere** perde la vocale finale:

**aver(e) fatto**

**essere andato/a**

## PREVIOUS AND FOLLOWING ACTIONS

### Prima di + infinitive

**Prima di finire** l'università, ho trovato un buon lavoro. (= Ho trovato un buon lavoro e poi ho finito l'università.)

### Dopo + past infinitive

**Dopo aver finito** l'università, ho fatto un lungo viaggio. (= Ho finito l'università e poi ho fatto un lungo viaggio.)

**Dopo essere stata** all'estero, ho cercato lavoro in Italia. (= Sono stata all'estero e poi ho cercato lavoro in Italia.)

## INDEFINITES

They give a generic, imprecise information. They can be used with a noun (as adjectives) to specify its amount; with an adjective or verb to specify the intensity (as adverbs of quantity); and to replace a noun (as pronouns).

As adjectives, they agree in gender and number with the noun they refer to.

As pronouns, they agree in gender and number with the noun they replace.

As adverbs of quantity, they are invariable.

ADJECTIVE	PRONOUN	ADVERB
ogni		
qualche		
alcuni, alcune	alcuni, alcune	
nessun, nessuno, nessun', nessuna	nessuno, nessuna	
tanto, tanta, tanti, tante (molto/a/i/e)	tanti, tante (molti, molte)	tanto (molto)
tutto, tutta, tutti, tutte	tutti, tutte	
troppo, troppa, troppi, troppe	troppi, troppe	troppo

### ► p.29

- Complete the sentences with the following expressions.
- Complete the sentences with the forms of the verbs *provare*, *cercare* and *riuscire*, paying attention to their conjugation according to the right person.
- Complete the sentences with *ce l'ho/hai*, *ce le ho/hai*, *ce li ho/hai*.
- Rewrite the following sentences according to the example.
- Complete the sentences with the pronouns *lo*, *la*, *li*, *le* or *ne*.
- Circle the correct form.
- Complete with *tutti*, *troppo*, *qualche*, *ogni*, *nessuna*, *alcune*.

## PAROLE

► p.30

### What we are like, how we feel

1. Match the adjectives of the left-hand column to their antonyms.
2. Complete the sentences with the following adjectives.
3. Complete based on your experience.

### Colours and objects

4. What do these colours communicate?
5. What objects of these colours do you like to use?
6. Write down the objects you cannot do without and translate them into your own language.

► p.31

### Communication verbs

7. Complete the list of combination.

### Colloquial words: *cioè, diciamo, come dire?*

8. Read these sentences and translate them into your own language. What do the words in bold refer to?

## SUONI

1. Read the following words and write if the letter *i* is pronounced (✓) or is silent (✗). Then listen to the recording to check how they are pronounced.
2. Listen to the recording and write the corresponding punctuation at the end of each sentence: full stop (.), question mark (?) or exclamation mark (!).
3. Listen to the recording and write whether the sentences express disappointment (D = "delusione"), surprise (S = "sorpresa"), interest (I = "interesse") or worry (P = "preoccupazione").

## SALOTTO CULTURALE

► p.33

### Oggetti indispensabili

**A.** Look at the pictures: do you use these objects in your country? How important are they? Read the texts and complete. Then compare your notes with a classmate's.

Information already known to me:

Information new to me:

Information which surprises me:

- C.** Explain why each object is indispensable for Italians.

**D.** Based on your experience (you have been to Italy, you know some Italians etc.), think about something else you believe Italians cannot do without. What did your classmates choose?

## COMPITI FINALI

► p.34

### CF Presentare un compagno di classe

**A.** Work in groups and write 10 questions to ask your classmate on the following topics: communicating with others; objects they use daily; indispensable objects.

**B.** Interview a classmate, write down his/her answers and create his/her info-card using your notes.

**C.** Create a presentation and share it with the class.

#### WORKING STRATEGIES



Being well-organised is the first step to achieve the best result when working in groups. You should make sure everyone is assigned a task to work on.



Make your presentation creative and choose a style (interview, documentary, video etc.). Then post it on the social network of the class.

### CF Presentare tre cose indispensabili nel tuo Paese

**A.** Think about the most used objects in your country.

**B.** Make a list and select three of them which you consider indispensable in your everyday life.

**C.** Write short texts explaining why they are so important culturally in your country. Add some pictures to your presentation.

**D.** Share your work with the class and look at your classmates' presentations: are there objects in common?

#### WORKING STRATEGIES



Before starting to write, read the example models on page 32-33 carefully.



Write a post on a blog or forum to start a discussion.

## BILANCIO

► p.35

### Com'è andato il compito?

**A.** Assess your own competences.

I am able to express my doubts and difficulties;  
I am able to express my emotions;  
I am able to say what objects I have and use;  
I am able to express previous and following actions.

**B.** Did you have any problems when working on your assignments? What kind? Did you learn something new? 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 Case di stile

► p.37

### CF COMPITI FINALI

- Furnishing the areas of a school
- Present and compare the designs of different time periods

### CI COMPITI INTERMEDI

- Design and draw the layout of a modular home
- Make your home feel more Feng shui
- Describe your childhood bedroom

### 1. Case per tutti i gusti

**A.** Look at the picture: what items can you name in Italian? Discuss it with a classmate.

**B.** Read the words in the cloud and write them in the category they belong to. Use a dictionary if necessary.

Housing typology:  
Home areas:  
Home furnishings:

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

► p.38

### 2. Costruiamo il futuro

**A.** Do you know these three types of eco-friendly homes? Which one do you like best? Discuss it with a classmate.

House with solar panels  
Vertical garden  
Wooden house

**B.** Do you know what a container house is? Read the article describing three container houses and underline the names of the rooms.

► p.39

**C.** Look at the different floor plans and match them to the house which corresponds to the description in the article. Then complete by writing the names of the rooms.

**D.** Which of the houses described would be your choice? Discuss it with a classmate.

**E.** Look at the expressions of place highlighted in the text and complete the box. Then translate them into your language and write them down; or make a drawing of their meaning.

**F.** Look at the way the verbs **essere** and **esserci** are used in the texts for the description of the floor plan. Then complete the sentences and the rule in the box. Compare and discuss your notes with a classmate's.

**essere / esserci** ► p. 44

Tra il ripostiglio e la cucina ..... il salotto.  
Il salotto ..... tra il ripostiglio e la cucina.

expressions of place + ..... + room or object  
room or object + ..... + expressions of place

**G.** Listen to the conversation between a couple who is interested in a container house and choose the characteristics they are talking about.

**H.** Look at the ordinal numbers highlighted in exercise G and complete the box.

### CI LA MIA CASA CONTAINER

Work in pairs. Design and draw the layout of a modular home.

► p.40

### 3. Stili a confronto

**A.** What interior design styles do you know? How would you define your home décor? Discuss it with a classmate.

**B.** Look at the pictures and read the descriptions of different types of home décor. Match each picture to its corresponding interior design style and discuss it with a classmate.

► p.41

**C.** Find the words for pieces of furniture and home furnishings described in exercise B: what are the rooms where you can find them?

**D.** Look at the comparatives highlighted in the text and complete the following box. Then discuss it with a classmate.

#### The comparatives ► p. 44

majority	<i>più ... di / che</i>
minority	.....
equality	.....

**E.** Which of the home décor described in exercise B do you like best and which the least? Discuss it with a classmate. Then look at the pictures: to which style do the pieces of furniture shown belong to?

- Boho chic or industrial style?
- Shabby chic or vintage style?
- Country style or modern classic?
- Modern classic or shabby chic?

**F.** Listen to the tips on how to decorate a house according to the Feng Shui principles and complete the box.

#### CI UNA CASA FENG SHUI

Work in pairs. In turns, describe your house and its type of décor. Then think about how you should change the furniture arrangement of each house based on the Feng Shui principles.

► p.42

### 4. Modi di vivere

**A.** Have you ever imagined living in a camper van? Write a list of potential positive and negative aspects of such a choice. Then discuss it with a classmate.

**B.** In the following interview, Luna talks about her life story. Read the text and add information to your list.

► p.43

**C.** Find and pay attention to the verbs in the **passato prossimo** tense. When is the auxiliary **avere** used and when the auxiliary **essere**? Discuss it with a classmate.

**D.** When is the **passato prossimo** tense used? Choose the correct option.

**E.** The verbs highlighted in the text are in the imperfect tense **imperfetto**. Read them carefully and complete the box. Then choose which option in exercise D refers to its correct use. Does this verb tense exist in your language?

#### The Imperfect ► p. 44

ESSERE	AVERE
.....	.....
eri	avevi
.....	.....
eravamo	avevamo
eravate	avevate
.....	avevano

**F.** In the previous interview Luna describes the furniture and appliances she had in her old apartment and the ones she has now. Find them and complete the box. Which ones do you also have in your home? Then compare your list with a classmate's.

**G.** The words in the box below can be found in the text: do you know what they mean? Discuss it with a classmate and translate them into your own language.

**H.** Three people are interviewed on the types of homes they have chosen; they describe what they have now and what they had in the past. Complete the box with the given information matching it to each speaker.

**I.** Do you like the homes of the three people interviewed? Discuss it with a classmate.

#### CI LA MIA CAMERA ERA...

Think about the bedroom you had when you were a child and write five things you had or kept there that you no longer have or aren't there anymore.

## GRAMMATICA

► p.44

### ESSERE and ESSERCI

The verbs **essere** and **esserci** can be used to express where something or someone is. We use **esserci** if the first information is the place, position or location; on the contrary, if the first information is the object or person, we use **essere**.

*Il bagno **è** a sinistra.  
A sinistra **c'è** il bagno.  
La camera e il bagno **sono** al primo piano.  
Al primo piano **ci sono** la camera e il bagno.*

**i** **c'è** + singular, **ci sono** + plural

### EXPRESSIONS OF PLACE

They are used to express the location of people or objects.

*Il bagno è **a destra** e la camera matrimoniale è **a sinistra**.  
La cucina è **in fondo al** corridoio.  
Il bagno è **fra / tra** lo studio **e** la camera.  
Il comodino è **accanto al / a fianco del / al lato del** letto.  
**Di fronte alla** libreria **c'è** una poltrona.*

### COMPARATIVES

The comparative form is used when comparing two people or things.

The **majority comparative** is formed with:  
noun + essere + **più** + adjective + **di** + noun

*La casa di Linda è **più** grande **della** casa di Giulia.*

The **minority comparative** is formed with:  
noun + essere + **meno** + adjective + **di** + noun

*La casa di Giulia è **meno** grande **della** casa di Linda.*

The second element, of the two compared, is introduced by **che** when there is a preposition before the noun and when two adjectives are compared.

*Nello stile classico moderno la monocromia è **più** frequente **che** nello stile vintage.*

*La poltrona è **più** comoda **che** bella.*

The **equality comparative** is formed with:  
noun + essere + adjective + **come / quanto** + noun

*Il desiderio di "salto indietro nel tempo" è fondamentale **quanto** il principio di riciclo.  
Nello stile classico moderno, l'ordine è importante **come** la concretezza.*

## THE PASSATO PROSSIMO

AUXILIARY	+	PAST PARTICIPLE
ho hai ha abbiamo avete hanno	+	parlato ricevuto dormito
sono sei è siamo siete sono	+	andato/a andati/e

All transitive verbs require the auxiliary **avere**.  
The following verb categories require the auxiliary **essere**:

- reflexive verbs (lavarsi, vestirsi etc.)
- verbs which express a change of state/condition (nascere, diventare etc.)
- verbs which express stasis or immobility (essere, stare, rimanere etc.)
- some verbs which express movement (andare, venire, entrare etc.)

**i** Several verbs which express movement require the auxiliary **avere**: **camminare, viaggiare, nuotare, passeggiare** etc.

### IMPERFECT INDICATIVE

The imperfect tense is used to describe people, objects, locations or situations of the past.

*La mia casa **era** molto grande e **aveva** tante stanze. Nel giardino **c'era** una casetta di legno.*

**i** The auxiliary **essere** is irregular when conjugated in the imperfect tense.

ESSERE	AVERE
ero	avevo
eri	avevi
era	aveva
eravamo	avevamo
eravate	avevate
erano	avevano

► p.45

1. Complete the sentences with the forms of the verbs **essere** or **esserci**.
2. Write if the sentences have a comparative of majority (>), minority (<) or equality (=).

- Complete the sentences with **di**, **che** or **quanto/come**. Pay attention to the articulated preposition needed.
- Mario describes his childhood home and his current one. Complete the description with the verbs **essere** – **esserci** in the correct tense.
- Read the text and rewrite it so the sentences are in the imperfect tense.
- Look at the pictures of the two kitchens: write sentences making comparisons.

## PAROLE

► p.46

### Rooms and furniture

- In which room do you usually do the following daily activities?
- In which room can you find the following objects? Complete the box.
- Match the adjectives in the list below with their opposite. Then think of a place or venue (i.e. a café, restaurant, library etc.) you particularly like and write a short description using some of these adjectives.
- Complete the list of combinations.

### The expressions of place

- Look at the layout of the house: starting from the entryway, describe where each room is positioned.
- Complete the sentences with the equivalent ordinal number in letters.

► p.47

### Colloquial words: *quindi, vediamo*

- Read and complete the dialogues with the sentences below. Then listen to the recording to check if they are correct. Look at the words in bold: what are they used for? What is their equivalent in your language?

## SUONI

- Listen to the recording and underline in red the sound [ts] as in *sez**z**ione* and in blue the sound [dz] as in *z**z**ero*.
- Work in pairs and take turns. Read the sentences aloud from *a* to *c*. Your classmate must identify the stressed syllable of the words in bold you have pronounced. Then you will do the same when he/she reads the sentences from *d* to *f*. Afterwards listen to the recording to check.

## SALOTTO CULTURALE

► p.49

### Oggetti di design

- Do you know any design objects dating back to the second half of the twentieth century? Discuss it with your classmates and write down the objects you mention.
- Read the article and answer the following questions.
- Look at the pictures of the design furniture pieces of the 1950s mentioned in the article. Do you know them? Do you know any other Italian design home furnishings? Discuss it with a classmate.
- Work in pairs. According to your personal taste, match the adjectives below to the pictures in the article.
- Work in groups. Find information on Italian style furniture or home furnishings and then talk about them to the class.

## COMPITI FINALI

► p.50

### CF Arredare gli spazi di una scuola

- Think about your school and decide which area you would like to decorate (library, classroom, canteen, reading-room etc.)
- Decide on style, furniture, furnishings. You can use the Internet to find information and pictures.
- Draw the area layout or create a collage of pictures.
- Make a presentation to your class using the layout or collage and explain your choices. Lastly, decide which idea is the most original.

### WORKING STRATEGIES



Drawings are a great help to gain perspective, memorize vocabulary and have a clearer understanding of the grammar.



If you make a digital layout, you can post it in the virtual classroom so that your classmates can give their opinions.

## CF Preparare una presentazione per confrontare il design di varie epoche

- A. Choose a decade of the twentieth century and research information about the design of the same period in your country.
- B. Choose some furniture, home furnishings and appliances which are a typical example of the design of that time. Make a presentation with descriptions and pictures.
- C. Expand your presentation by adding information: make a comparison between the design of the period you have chosen and the contemporary design.
- D. Submit your presentation to your classmates.

### WORKING STRATEGIES



The research will introduce new vocabulary: write it down and translate it into your own language to learn and memorize the meaning. Sharing the new vocabulary with the class is a useful tool to clear doubts and correct mistakes.



You can share your presentation by posting it in the virtual classroom or on a social network: other users may give you ideas and suggest ways to expand the content.

## BILANCIO

► p.51

### Com'è andato il compito?

- A. Assess your own competences.

I am able to describe the floor plan and rooms of a house;  
 I am able to express the position of something inside a space;  
 I am able to make comparisons;  
 I am able to talk about different design or décor styles.

- B. Did you have any problems when working on your assignments? What kind? Did you learn something new? 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 3

## Correva l'anno...

► p.55



### COMPITI FINALI

- Make a poster depicting your childhood memories
- Make a presentation of a decade of fashion in your county



### COMPITI INTERMEDI

- Prepare a questionnaire on one's childhood life routine
- Write a text about your formation and professional life
- Prepare an info card describing differences between two generations

### 1. Cosa è cambiato?

- A. Look at the pictures: what do you see? Complete the box and then compare it with a classmate's.

before	now

- B. Look at the word cloud and complete the following categories:

School:

Work:

- C. Compare the list with a classmate's: which are the most difficult words to remember? Why?

- D. If you want, at the end of the unit, suggest an alternative for this double page: select significant pictures and words for the word cloud.

► p.56

### 2. La scuola di ieri e di oggi

- A. What do you remember about your school years? Write three words to describe that time of your life.

- B. Read the questionnaire the children of a school in

Turin have prepared to interview their grandparents. Work with a classmate and underline the vocabulary you don't know. Create your own vocabulary.

► p.57

C. Find the missing verb forms in the questionnaire to complete the box. Then look at the letters in bold: what difference is there between the three conjugations?

**The imperfect** ► p. 64

ANDARE	SCRIVERE	FINIRE
and <b>avo</b>	scrive <b>vo</b>	fin <b>ivo</b>
and <b>avi</b>	scrive <b>vi</b>	fin <b>ivi</b>
and <b>ava</b>	scrive <b>va</b>	.....
and <b>avamo</b>	scrive <b>vamo</b>	fin <b>ivamo</b>
.....	scrive <b>vate</b>	fin <b>ivate</b>
.....	.....	fin <b>ivano</b>

D. Besides the verb **essere**, there are two irregular verbs in the questionnaire: **dare** and **fare**. Complete the conjugation and compare your work with a classmate's.

**The imperfect** ► p. 64

FARE	DARE
facevo	davo
facevi	davi
faceva	dava
facevamo	davamo
.....	davate
facevano	.....

E. Look at some school items of the past: match the words to the pictures.

F. Work in groups and answer the questionnaire. Each of you should then write down five characteristics of their school environment and share them with the rest of the class.

G. Listen to the children recounting their grandparents' past school memories and write who said what with reference to the statements in the box.

H. Work in pairs and complete the box. Use a dictionary if necessary.

► p.58

**3. Che cosa è successo?**

A. Why do you think many young Italians decide to move abroad? Read the following reasons and discuss them with a classmate.

B. Read the posts on a blog of Italians living abroad: why did they move to another country? Underline the reasons and compare your ideas with a classmate's.

► p.59

C. In the blog posts the *imperfetto* and *passato prossimo* tenses are used to talk about actions of the past. Read the comments again and complete the box.

**the imperfect and passato prossimo** ► p. 64

to recount actions which are completed at a definite point in time in the past:	<i>sono andati,</i> ..... .....
to talk about past life recurrent events or habitual actions:	..... .....
to describe times and situations of the past:	..... .....

D. Which drawing best describes how the two verb tenses in the following sentence are connected? Discuss it with a classmate.

E. Look at the time indicators highlighted in the blog. Is there an equivalent word or expression in your own language?

F. Match the elements of the two columns. Read the posts again for help.

G. Listen to the interview to a young businesswoman and write if the following sentences are true (T) or false (F).

H. Listen to the interview again and put the followings events in chronological order.

I. What do you think about Elena's story? Do you know any people who reinvented themselves? Discuss it with a classmate.

**CI PRIMA E ADESSO**

Prepare a 10-question interview to ask a classmate and find out his/her childhood life routine.

**CI CAMBIAMENTI**

Write a short text describing the most significant moments of your formation and professional life.

► p.60

## 4. Com'erano e come sono gli italiani

**A.** Look at the timeline *Italia e italiani ieri e oggi*. Which pieces of information surprise you? Discuss it with a classmate. Then look for the words you don't know and create your own vocabulary.

► p.61

**B.** Read the following article linked to the timeline and complete the box with the necessary information.

**C.** Think of at least three things which have changed in your country and write sentences describing how they were in the past and how they are now. Then compare them with a classmate's and discuss it.

**D.** Write the meaning of the following words. You can use a dictionary.

**E.** Listen to an interview to two people of different generations and complete the info cards with the information you hear.

**F.** Are the differences mentioned in the recording also true with regards to your country? Discuss it with a classmate.

### CI COME ERAVAMO

Prepare an info card to present the differences between your generation and your parents': education, home environment and professional career path.

## GRAMMATICA

► p.62

### THE IMPERFECT INDICATIVE

The imperfect tense is used:

► to describe people, objects, places, moods or feelings and situations of the past.

*Mia nonna **era** molto brava a scuola.*

*La mia aula **era** grande ma **era** poco luminosa.*

*Quando **vivevo** a Tokio **ero** molto felice!*

*Nel 1861 il 98% degli italiani **parlava** dialetto in famiglia.*

► to describe recurring or ongoing actions in the past.

STUDIARE	SCRIVERE	VENIRE
studiavo	scrivevo	venivo
studiavi	scrivevi	venivi
studiava	scriveva	veniva
parlavamo	scrivevamo	venivamo
parlavate	scrivevate	venivate
parlavano	scrivevano	venivano

### SOME IRREGULAR VERBS

FARE	ESSERE	BERE	DIRE
facevo	ero	bevevo	dicevo
facevi	eri	bevevi	dicevi
faceva	era	beveva	diceva
facevamo	eravamo	bevevamo	dicevamo
facevate	eravate	bevevate	dicevate
facevano	erano	bevevano	dicevano

### THE USE OF IMPERFECT AND PASSATO PROSSIMO TENSES

The passato prossimo is used when talking about a fact of the past.

*Mia nonna Caterina **è andata** a scuola nel 1964. Dopo cinque anni di studi, **mi sono laureata** al Politecnico di Milano.*

The imperfect is used to describe a fact or situation that lasted an indefinite time in the past.

*Quando **vivevo** in città ero molto stressata.*

We use the imperfect when we talk about an action or situation which is still ongoing at a specific moment in the past.

*Quando **ero** a Bruxelles, **pensavo** all'Italia.*



We use the passato prossimo when we talk about a past action or situation presenting it as finished, complete.

*Quando **ero** a Bruxelles, **ho conosciuto** il mio fidanzato.*



We use the passato prossimo when we refer to the specific time frame of a situation or condition in the past, from beginning to end.

**Sono stato** a Bruxelles *dal 2012 al 2014*.  
**Ho lavorato** *tutta la sera*.

We use the imperfect when we describe past recurring actions.

*Mia nonna Caterina* **andava** *sempre a scuola a piedi*.

### TIME CONNECTORS

They are used to express the order of events, the sequence in which actions take place.

#### Prima

**Prima** *andavo in bicicletta, ora in monopattino*.

#### Poi

Ho studiato a Firenze, **poi** mi sono trasferita a Roma.

#### Sempre

Aiutavo **sempre** i miei compagni durante le verifiche.

#### Ogni giorno / tutti i giorni

Andavo a correre **tutti i giorni**.

#### Ora / adesso

Prima usavamo il pennino con l'inchiostro, **adesso** usiamo la penna biro.

#### Dopo

**Prima** *ho fatto un tirocinio, poi ho trovato un lavoro a tempo determinato. Dopo ho partecipato a un concorso e ora lavoro a tempo indeterminato*.

► p.63

1. Complete the text with the verbs in the imperfect tense.
2. Complete the sentences as you like. Pay attention to the verb tense.
3. Complete the box with the verbs in the correct tense to describe your habits.
4. Use the given information to write a question for each answer.
5. Complete the text with the verbs in brackets.
6. Write a short text about a past episode in your life. The following questions may help you organize your story.

## PAROLE

► p.64

### Work and education

1. Translate the following words.
2. Complete the sentences with the following words.

### Society and changes

3. Match the words to their antonym.
4. Translate the following words into your own language.
5. Complete the possible combinations.

### Time connectors

6. Read the text, then translate the highlighted time connectors into your own language. Lastly, use them to write a short text.

► p.65

### The colloquial words: allora, poi, ora

7. Complete the dialogue with the sentences below. Then listen and check. What do the words in bold express? Is there an equivalent in your language?

## SUONI

1. Listen to the recording and write the word you hear.
2. Read the sentences and write if the letter **c** has the sound [k] as in **cane** or [tʃ] as in **ciao**. Then listen and check.
3. Read the sentences and write if the letter **g** has the sound [g] as in **gatto** or [dʒ] as in **gelato**.

## SALOTTO CULTURALE

► p.67

### L'Italia e gli stilisti

**A.** Do you know any Italian fashion designers? Who are the most famous in your country? Discuss it with a classmate.

**B.** Read the article and answer the questions.

**C.** Listen to a radioprogramme about Miuccia Prada's life and complete the following box.

**D.** Complete the mind map.

**E.** Work in pairs. Prepare a fashion show: draw or find the pictures of clothes you wish to present. Also write a brief caption for each item.

## COMPITI FINALI

► p.68

### CF Fare un cartellone con i ricordi della scuola primaria

- A. Find some pictures of the time you were in primary school (your class or pictures of one of that same period): put them in chronological order and write a caption for each one.
- B. Share the memories you have of the school years and write short texts to describe your experiences to go along with the pictures.
- C. Prepare a poster with the pictures and your experiences.

#### WORKING STRATEGIES



To work in groups means to organise assignments and decide what each member should do.



Take a picture of your poster and post it on any social media. The users' comments may provide you with useful ideas to expand your contents!

### CF Preparare la presentazione di una decade della moda nel tuo Paese

- A. Gather information on your country's fashion during a decade of the twentieth century: which cities were the venues of fashion houses? Who were the most famous designers? Who were the fashion icons at the time? Which brands were the most popular?
- B. Prepare a presentation in paper or digital format. Think of a title, find some pictures and include short information.
- C. Present your research to your class and then together discuss the results of everyone's research.

#### WORKING STRATEGIES



When you outline your ideas and info, make sure they follow an order. Remember to use the time connectors and colloquial expression.



Share your presentation by posting it in the virtual classroom so that your classmates may give you feedback.

## BILANCIO

► p.69

### Com'è andato il compito?

A. Assess your own competences.

- I am able to describe past events and habits;
- I am able to talk about my childhood years;
- I am able to make comparisons between the present and the past;
- I am able to talk about the education system.

B. Did you have any problems when working on your assignments? What kind? Did you learn something new? 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 Artigianato e mestieri

► p.71

### CF COMPITI FINALI

- Create a space in the virtual classroom where services are offered.
- Present a DIY activity you enjoy doing.

### CI COMPITI INTERMEDI

- Prepare an info card about the things you like or don't like doing
- Prepare a list of malfunctions, repair works and professions
- Prepare a list of useful expressions when having to call a craftsman

### 1. I mestieri in parole

A. Which professions shown in the pictures do you know? Use the word cloud for help.

B. Look at the word cloud and complete the following categories. Use a dictionary. Then compare your list with a classmate's.

Tools:

Professions:

C. Translate the following professions into your own language.

► p. 72

## 2. Cose di casa

A. Who does these odd jobs in your home? Do you call for a professional or do you try and take care of them yourself? Discuss it with a classmate.

B. Read the ads posted on the platform Wwwworkers and complete them with the activities given below. Then discuss it with a classmate.

► p. 73

C. Pay attention to the position of the pronouns highlighted in the previous ads and complete the rule.

### The pronouns with the infinitive ► p. 78

When a verb is followed by an infinitive, the pronoun **goes before the conjugated verb or is joined to the infinitive / is joined to the infinitive.**

When the verb is in the infinitive form, the pronoun **is joined to the ending of the verb / goes before or after the verb.**

D. Can you do these odd jobs? Discuss it with a classmate. Then match the jobs with the corresponding tools.

- a. Lawnmower
- b. Screws
- c. Paint brush
- d. Hammer
- e. Glue

E. Listen to the dialogue between two people organizing some odd jobs and write whether the following sentences are true (T) or false (F).

F. Look at the verbs highlighted in exercise E. Do you remember how to conjugate the verbs **potere** and **sapere**? And what about their meaning? Discuss it with a classmate.

G. A friend of yours gives you the keys to his/her beach house for the summer. However, he/she asks you to take care of several odd jobs: the walls are dirty, the place is very dusty, some new furniture is needed and the kitchen sink is clogged. Work in groups and decide which jobs to do, who should take care of them and which tools are necessary.

## CI LO SAI FARE?

Do you enjoy home DIY? Prepare an info card with the things you are good at, those you are not or don't like doing.

► p. 74

## 3. Che cosa è successo?

A. Have you got a tool box at home? What's inside? Write a list of objects and compare it with a classmate's.

B. Read the article. What about you, do you follow these tips? Are you a "jack of all trades"? Discuss it with a classmate.

C. Translate the following words into your own language. You may add more if you want.

D. Work in pairs. Use the text of exercise B to get some ideas and then write a description of the ideal handyman.

► p. 75

E. Listen to the dialogues and match them to the corresponding picture.

F. Read the statements taken from the recording and pay attention to the highlighted parts: what can you tell? Then complete the rule and the sentences in the box.

### Direct pronouns and past participle agreement ► p. 78

With the direct pronouns **lo, la, li, le** the past participle **agrees / doesn't agree** with the object in gender and number.

Singular masculine **lo** → (Il martello) l'ho vist... sul tavolo in giardino.

Singular feminine **la** → (La colla) l'ho mess... nel cassetto della scrivania.

Plural masculine **li** → (I guasti) li ho riparat... da sola!

Plural feminine **le** → (Le istruzioni) le ho lett... con attenzione.

G. What happens with **ne**? Work in pairs and write some examples.

H. Read the messages of an online chat room called Il tuttofare between a user and a professional and look at the highlighted constructs. What do they express? Complete the box below.

### stare + gerund ► p. 78

**stare + gerund** expresses **an ongoing action / a finished action.**

## The gerund ▶ p. 78

Verbs ending in <b>-are</b>	Verbs ending in <b>-ere</b>	Verbs ending in <b>-ire</b>
<i>controllando</i> <b>-ando</b>	.....	.....

I. Imagine there is something in your home which is not working and that you cannot fix. Write a message on the live chat of the platform *Il tuttofare* to state your problem and ask for assistance to the professionals online.

### CI CHI CHIAMIAMO?

What are the kind of problems or repair works for which you need a professional? Who are the professionals you call more often? Write a list and compare it with a classmate's.

▶ p.76

### 4. Potrebbe venire al più presto?

A. What's your reaction when someone you have an appointment with does not turn up? Compare your reactions with a classmate's.

B. There are blogs where you can often read comments of unsatisfied customers, unhappy with the work done or with the professionals' behaviour. Read Stefania's post: have you ever been in a similar situation? How did you react? Discuss it with a classmate.

C. Listen to the phone conversation between Stefania and the plumber. Answer the questions.

D. Listen to the recording again and match each sentence with the following functions. Then discuss your work with a classmate's.

E. What do you reply in these situations? Discuss it with a classmate.

▶ p.77

F. Read the text messages between two friends and write if the sentences below are true (T) or false (F).

G. In the text find the expressions which match the functions listed in the box below.

H. In the text messages a new verb tense is used: the present conditional. Read them again and complete the box.

## The present conditional ▶ p. 78

DOVERE	POTERE
.....	.....
.....	.....
dovrebbe	potrebbe
dovremmo	.....
dovreste	potreste
dovrebbero	potrebbero

I. Look at the pictures: these people have a problem they need solved. Give them advice as shown in the example.

### CI APPUNTAMENTI

Write a list of useful expressions when having to call a professional and make an appointment.

## GRAMMATICA

▶ p.78

### THE VERBS POTERE AND SAPERE

POTERE	SAPERE
posso	so
puoi	sai
può	sa
possiamo	sappiamo
potete	sapete
possono	sanno

The verb **sapere**, when followed by an infinitive, expresses the ability to perform an action defined by the infinitive.

*Sai riparare la bicicletta?*

The verb **potere** followed by an infinitive expresses the ability to perform an action defined by the infinitive as the external circumstances allow it.

*So riparare la bicicletta, ma oggi non posso perché non ho i pezzi di ricambio.*

### PRONOUNS WITH THE INFINITIVE

When the verbs are in the infinitive form, the pronoun is joined to the ending of the verb so to form one single word.

*L'aspirapolvere? Ci penso io a sistemarla!*

When we have a verb + infinitive, the pronoun can be placed:

- ▶ before the conjugated verb.

**Mi** puoi aiutare?

**Li** sai sistemare?

- ▶ After the infinitive.

Puoi aiutarmi?

Sai sistemarli?

- ▶ **i** Whenever the pronoun follows the infinitive, the infinitive drops the ending **-e**.

Puoi aiutar**mi** a spostare la scrivania?

### PAST PARTICIPLE AGREEMENT WITH DIRECT PRONOUNS AND THE PRONOUN **NE**

With the direct pronouns **lo, la, li, le** and **ne** the past participle agrees with the object in gender and number. The singular forms **lo** and **la** are marked with an apostrophe; the plural forms **li** and **le** aren't.

- **1** Hai comprato le viti?
- **1** Sì, **le** ho comprate.
- **1** Hai comprato le viti?
- **1** Ne **ho** comprate solo dieci, quelle che mi servono per sistemare l'armadio.

### STARE + GERUND

The construct **stare + gerund** is used to express an ongoing action.

The gerund is not conjugated and is formed as follows:

guardare → guardando

leggere → leggendo

aprire → aprendo

- ▶ **i** fare → facendo
- dire → dicendo

- **1** Che cosa **stai leggendo**?
- **1** Le istruzioni per montare gli scaffali.
- **1** Dove **stai andando**?
- **1** Da Mario, voglio aiutarlo a riparare la moto.

### THE PRESENT CONDITIONAL TENSE

FARE (= to do, to make)	POTERE (= can, to be able to)	DOVERE (= must, to have to)	VOLERE (= to want)
farei	potrei	dovrei	vorrei
faresti	potresti	dovresti	vorresti
farebbe	potrebbe	dovrebbe	vorrebbe
faremmo	potremmo	dovremmo	vorremmo
fareste	potreste	dovreste	vorreste
farebbero	potrebbero	dovrebbero	vorrebbero

ESSERE	AVERE
sarei	avrei
saresti	avresti
saresti	avrebbe
saremmo	avremmo
sareste	avreste
sarebbero	avrebbero

The present conditional tense is used in the following situations:

- ▶ to make a polite request;
  - **Potresti** aiutarmi a potare le piante? (tu)
  - **Potrebbe** dirmi quando può venire a riparare il televisore? (Lei)
- ▶ to give advice (or opinions);
  - **1** Il nostro giardino è un disastro...
  - **1** **Dovreste** chiamare Mario, è un ottimo giardiniere!
- ▶ to make a wish.
  - **Vorrei** vivere in una casa senza guasti!

### ▶ p.79

1. Read the list and write what you can or can't do. Use the direct pronouns.
2. Complete the sentences with *ne, lo, la, li, le* and make sure the past participle endings are correct (past participle agreement).
3. Look at the pictures and describe what Dario is doing.
4. Write the sentences in the present conditional.
5. Look at the sentences in exercise 4 and match them with the corresponding function.
6. What expressions can you use in these situations?
7. What would you like to change in your house? Write at least five sentences.

## PAROLE

### ▶ p.80

### Tools and professionals

1. Write the nouns which correspond to the following descriptions.
2. Which craftsman do you call to fix the following problems?

### Repair works

3. Write the nouns which correspond to the action expressed by the following verbs.
4. Make a list and write which malfunctions or

- problems can occur in the following rooms.
- Complete the list of combinations.
  - Complete the list of combinations.

### Offering to do something or asking someone to do something; apologising; offering a justification

- Complete the box with the expressions you could use which correspond to the given functions.

► p.81

### The colloquial words: *comunque*, *a proposito*

- Complete the dialogue with the colloquial words *a proposito* and *comunque*: what are they used for? Is there an equivalent in your language? Then listen to the dialogue to check.

## SUONI

- Read the sentences and underline in red the sound [n] as in *giugno* and underline in blue the sound [ɲ] as in *luglio*. Listen to the recording to check.
- Read the sentences and underline in red the sound [n] as in *giugno* and underline in blue the sound of the double n [nn] as in *anno*. Listen to the recording to check.
- Read the questions and the replies. What's your intonation when suggesting, accepting or refusing? Listen to the recording to check.

## SALOTTO CULTURALE

► p.83

### Artigianato di qualità

- Which Italian handicrafts do you know? Do you know what region or city they come from? Discuss it with a classmate and make a list.
- Read the texts: do you know any of the products mentioned? Have you ever bought any or would you like to? Discuss it in small groups.
- Choose an Italian region and do a research on its craftwork excellence. Then write a short text and insert it in the map. With the contribution of the whole class, can you complete it?
- Which are typical handicrafts from your country? Choose a region or an area and prepare an info card. Then present it to your classmates.

## COMPITI FINALI

► p.84



### Creare uno spazio virtuale della classe in cui offrire servizi

- Work in groups. Conduct a survey to know which DIY services you can offer. Write a list of categories of professionals.
- Work in groups. Each group should prepare the advertisement for a service, with a title and picture.
- Post the advertisements, based on the category, in the virtual classroom. The categories could be repair works, garden, painting and decorating, installation etc.
- Read the advertisements posted by the others and discuss, if any, doubts concerning vocabulary.

#### WORKING STRATEGIES



The language of advertising is specific: the sentences are short and aim at persuading the reader.



You can post comments in the virtual classroom asking questions about the service.



### Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare

- Think about a DIY job you like doing or you would like to learn.
- Prepare a list or a mind map with the sentences related to the job, the tools necessary and some tips to do it in the best way.
- Share your list or mind map with the class.

#### WORKING STRATEGIES



Focus on which are your strong points with the chosen DIY job: use the vocabulary learnt in the unit.



Find and write some links to Italian websites pages which deal with your hobby.

## BILANCIO

► p.85

### Com'è andato il compito?

A. Assess your own competences.

- I am able to talk about my competences;
- I am able to talk about malfunctions or problems and repair works;
- I am able to offer my assistance for getting something done and ask someone to do something;
- I am able to arrange an appointment.

B. Did you have any problems when working on your assignments? What kind? Did you learn something new? 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 Società del benessere?

► p.89

### CF COMPITI FINALI

- Exchange tips on how to manage your time
- Present a society of the future which is functional and health-oriented

### CI COMPITI INTERMEDI

- Gather articles on the possible illnesses of the future
- Create a graphic layout on the stress index of the class and the most common symptoms
- Suggest remedies or treatments for the most common problems

### 1. Parole in salute

A. Look at the picture: what do you associate with this image? Use the word cloud for help and discuss it with a classmate.

B. Look at the word cloud and complete the categories below.

- Disorders:
- Medicines:
- Healthcare professionals and facilities:

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

D. If you want, at the end of the unit, suggest an alternative for this double page: select significant pictures and words for the word cloud.

► p.90

## 2. Tecnologia e salute

A. Have you ever heard of disorders connected to technology? If yes, which ones? Discuss them with a classmate and write them down.

B. How addicted are you to the Internet? Take the test and find out your level of addiction. Do you agree with the results? Discuss it with a classmate.

C. Work in pairs. Think of the things you are able to do, must do or want to do only on the Internet. Then add two questions to the test.

► p.91

D. Read the article and then match each disorder with the remedies suggested below.

E. Look at the verb forms highlighted in the article and complete the box. Are there differences between the three conjugations?

The future simple ► p. 96

DIVENTARE	PERDERE	SOFFRIRE
diventerò	perderò	soffrirò
diventerai	perderai	soffrirai
.....	perderà	soffrirà
.....	.....	.....
diventerete	perderete	soffrirete
diventeranno	.....	soffriranno

F. Identify the future simple of the verbs **essere** and **avere**. Then complete the conjugation.

The future simple ► p. 96

**essere:** sarò, sarai, ....., saremo, sarete, .....

**avere:** avrò, avrai, avrà, ....., avrete, avranno

**G.** Translate the following words into your own language.

**H.** Work in pairs. Think about how technology is used in your country: which disorder linked to technology will be more common in 2050? Write down ideas and then write a short description of causes and symptoms.

**CI COME STAREMO?**

Find articles regarding problems we will face in the future due to the excessive use of technology. Choose a few and present them to the class.

► p.92

### 3. Come sono stressato!

**A.** How do you usually feel first thing in the morning? Choose the emoticon which best describes it and think of the most fitting adjective for it.

**B.** A reader writes to a column of a wellness magazine. What are Lorenzo's symptoms? Underline them and complete the box.

**C.** Read the reply: what advice does Giorgia give? Do you think these tips are helpful? Discuss this with a classmate: what would your advice be?

► p.93

**D.** In the texts you can find sentences which are used to express hypotheses. Identify them and complete the box.

**real conditional sentences ► p. 96**

CONDITION	CONSEQUENCE
Se le code sono lunghe,	<i>divento pigro e non vado in palestra.</i>
Se non mi rilasso,	.....
.....	risparmierai molto tempo ed energie.
.....	ti limiterai alle cose più importanti.
Se fai un'ora di attività fisica dopo il lavoro,	.....

**E.** Did you understand how to build a real conditional sentences? Complete the following sentences as you please.

**F.** Look at the highlighted structures in Giorgia's letter: what are they used for? Complete the box and discuss it with a classmate.

**Verbs with prepositions ► p. 96**

inizio di un'azione:	<i>cominciare a</i> .....
fine di un'azione:	.....
intenzione:	.....

**G.** And what about you? Are you stressed out? Work in pairs and answer the questions below. Make a diagnosis of your classmate. You may use the following adjectives.

**H.** Listen to a conversation among friends and complete the box with the problem and relative advice.

**I.** Work in pairs. Write down suggestions you believe could help Raffaele.

**CI STIAMO TUTTI BENE?**

What is the stress level of the class and what are the reasons? Make a poster or graphic layout with explanatory captions.

► p.94

### 4. Dottore, cosa sarà?

**A.** Look at the illustration and complete with the following body parts.

**B.** What medicine do you use to treat the following health problems? Discuss it with a classmate. Then listen to the dialogue between a doctor and her patient to check.

**C.** Look at the sentences taken from the recorded conversation and write what the verbs in the future tense express. Listen once again. The intonation may help you decide.

**D.** The patient mentions some body parts which are nouns with an irregular plural form. Complete the box with the corresponding singular form.

► p.95

**E.** Match the words to the corresponding picture.

**F.** Read the posts written on the platform called Dottore Online and complete the doctor's advice with the following sentences.

**G.** Look at the highlighted parts in the text of exercise F. What are they used for?

H. And what about you? What would be your advice to these people? Write a reply for each of the three posts.

I. Read the previous posts again and find the plural forms of the following body parts. Then complete the box.

L. Match the professions to their definition.

M. And what about you? What do you do when you suffer from these health problems? Work in pairs and compare your remedies.

### CI MI FA MALE LA TESTA...

Work in pairs. Think of the most common health problems in your country and prepare an info card writing symptoms, remedies, medicines and appropriate advice.

## GRAMMATICA

► p.96

### THE FUTURE SIMPLE

IMPARARE	PRENDERE
imparerò	prenderò
imparerai	prenderai
imparerà	prenderà
impareremo	prenderemo
imparerete	prenderete
impareranno	prenderanno

COLPIRE
colpirò
colpirai
colpirà
colpiremo
colpirete
colpiranno

ESSERE	AVERE
sarò	avrò
sarai	avrà
sarà	avrà
saremo	avremo
sarete	avrete
saranno	avranno

Here are some irregular verbs.

**andare** → andrò, andrai, andrà, andremo, andrete, andranno

**dovere** → dovrò, dovrai, dovrà, dovremo, dovrete, dovranno

**potere** → potrò, potrai, potrà, potremo, potrete, potranno

**sapere** → saprò, saprai, saprà, sapremo, saprete, sapranno

**vedere** → vedrò, vedrai, vedrà, vedremo, vedrete, vedranno

**dare** → darò, darai, darà, daremo, darete, daranno

**fare** → farò, farai, farà, faremo, farete, faranno

**stare** → starò, starai, starà, staremo, starete, staranno

**bere** → berrò, berrai, berrà, berremo, berrete, berranno

**venire** → verrò, verrai, verrà, verremo, verrete, verranno

**volere** → vorrò, vorrai, vorrà, vorremo, vorrete, vorranno

The verbs with the infinitive forms **-care** and **-gare** require the addition of the letter **h**-

**cercare** → cer**cher**ò, cer**cher**ai, cer**cher**à, cer**che**remo, cer**cher**ete, cer**cher**anno

**pagare** → pag**gher**ò, pag**gher**ai, pag**gher**à, pag**gher**emo, pag**gher**ete, pag**gher**anno

The verbs with the infinitive forms **-ciare** and **-giare** drop the letter **-i**-

**cominciare** → comin**cer**ò, comin**cer**ai, comin**cer**à, comin**cer**emo, comin**cer**ete, comin**cer**anno

**mangiare** → mang**er**ò, mang**er**ai, mang**er**à, mang**er**emo, mang**er**ete, mang**er**anno

We use the future tense:

► To talk about future actions or events

Il mese prossimo **controllerò** il tempo dedicato ai social.

Nel 2050 la nostra memoria **sarà** poco sviluppata.

► To make hypotheses

● *Non mi sento bene. Che cosa **avrò**?*

○ ***Sarà** il cambio di stagione...*

 Instead of the future, we often use the present indicative, especially in spoken language.

*Il mese prossimo **ho** una visita medica.*

*Il 18 ottobre **ho** un appuntamento dal dentista.*

### STARE PER + INFINITIVE

We use the construction **stare per** + infinitive to describe an action which will take place very soon.

- **1** Ho male dappertutto, **sta per venirmi** l'influenza.
- **1** Mannaggia... hai già preso lo sciroppo?
- **1** Sto per prenderlo.

## REAL CONDITIONAL SENTENCES

It is used when the condition (introduced by **se**) is highly possible – given the right circumstances.

CONDITION	CONSEQUENCE
<b>se</b> + present / future	→ present /future
<i>Se segui questi consigli,</i>	→ <i>ti sentirai meglio.</i>
<i>Se prendo la compressa,</i>	→ <i>mi addormento.</i>
<i>Se useremo molto il cellulare,</i>	→ <i>soffriremo di nomofobia.</i>

## VERBS WITH PREPOSITIONS

**Provare a** + infinitive, **Smettere di** + infinitive, **Cercare di** + infinitive, **Cominciare a** + infinitive

*Provate a* fare ogni giorno una lista delle cose che dovete fare.

*Smetti di* guardare sempre il cellulare.

*Cercate di* dedicare almeno due ore a voi stessi!

*Cominciano a* capire che non è possibile fare tutto!

### ► p.97

1. Read the following sentences and choose the reason the future tense is used.
2. Complete the articles with the future simple of the verbs in brackets.
3. What would you say if you were in these situations? Write a reply in the future simple tense.
4. Write the sentences again using the construction *stare per* + infinitive.
5. Complete the sentences with *smettere*, *cercare*, *provare*, *cominciare*.
6. Complete the hypothetical clauses.

## PAROLE

### ► p.98

### The body parts

1. Look at the pictures, find the mistakes and correct the sentences.
2. Match the problems with the expert.
3. What remedies can be of help to these people?
4. Write the body parts.
5. Complete the sentences with the correct body parts.

### ► p.99

6. Complete the combinations.

### The colloquial word magari

7. Complete the dialogues with the sentences below. Then listen and check. Lastly, translate the replies in your own language. What does **magari** express? What is its equivalent in your own language?

## SUONI

1. Listen to the recording and write next to each sentence if they express a future action (F) or a hypothesis (I).
2. Read the dialogues and pay attention to your intonation. After listening to the recording to check, decide whether **magari** is used to express a wish or a possibility.
3. Listen to the recording and write if what you hear is a simple or a double sound.

## SALOTTO CULTURALE

### ► p. 101

### Dieta mediterranea e longevità

**A.** Do you know what the Mediterranean diet is? Before reading the article, discuss it with a classmate.

**B.** Read the article and answer the following questions.

**C.** Listen to the recording and write whether the following statements are true (V) or false (F).

**D.** Do you follow the Mediterranean diet? Do you do any physical activity? Write a list of your eating and sports habits.

## COMPITI FINALI

### ► p. 102



### Scambiarsi consigli sulla gestione del tempo

**A.** Work in groups. Think of the strategies you adopt to organise your day.

**B.** Choose the best strategies and write a list of useful tips to manage your time.

**C.** Show your tips to your classmates and read theirs. Discuss and ask questions about the tips which you believe are the most interesting or peculiar.

**WORKING STRATEGIES**

Use the constructions learnt in the unit to give advice.



You can create a blog on how to manage time wisely.

**CF**

## Immaginare e presentare una società del futuro funzionale e sana

**A.** Think about the features which you believe a health-oriented and functional society of the future should possess. Use topics like work, food habits, technology, time management etc.

**B.** Gather ideas and information and prepare a presentation with pictures, hypotheses and examples.

**C.** Choose your favourite format and present your “future society”.

**WORKING STRATEGIES**

Think about the things you'd like to change to improve the quality of life: they will set the starting point and lead you to find possible better options.



Share your presentation in the virtual classroom and on a social network.

**BILANCIO**

► p.103

### Com'è andato il compito?

**A.** Assess your own competences.

- I am able to talk about time management;
- I am able to talk about illnesses and symptoms;
- I am able to ask for and give advice;
- I am able to make hypotheses.

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

## Lo compriamo?

► p.105

**CF****COMPITI FINALI**

- Prepare an infographic about the products mostly bought in your class
- Prepare an advertisement describing a second-hand item to be sold online

**CI****COMPITI INTERMEDI**

- Find information on a specific product
- Prepare an info card with details of a second-hand item
- Write the characteristics of an ideal consumer-based supermarket

### 1. Lo prendo!

**A.** Look at the picture: what is the place shown? What elements do you recognise? Discuss them with a classmate.

**B.** Look at the cloud of words and complete the following categories. Then compare your list to a classmate's.

- Nouns useful when doing shopping:
- Verbs useful when doing shopping:
- Places where to go shopping:

**C.** Where do you usually go shopping? What things do you buy? Discuss it with a classmate.

► p.106

### 2. Cose di cui abbiamo bisogno

**A.** Look at the infographic about the purchasing behaviour of men and women in Italy. Complete it with the following words. Then discuss the results with a classmate.

**B.** And who takes care of house-related purchases in your family? What do they buy? Work in pairs. Ask each other questions to complete the other's info card.

► p.107

**C.** Read the article and check the infographic you have filled in. Are there bits of information which surprise you? What do you think is the purchasing behavior in your country? Discuss it with a classmate.

**D.** Look at the relative pronouns **che** and **cui** highlighted in the text and choose the correct options to complete the rule.

**The relative pronouns che and cui** ▶ p. 112

<b>che / cui</b>	is preceded by a preposition
<b>che / cui</b>	is not preceded by a preposition

**E.** Identify and pay attention to the following comparatives taken from the text and complete the box. Then based on the infographic data and the article's information, complete the sentences below.

**The comparatives** ▶ p. 112

<b>buono</b>	.....
<b>grande</b>	.....
<b>piccolo</b>	.....
<b>bene</b>	.....

**F.** Did you notice anything particular in the use of the words **bene** and **buono**? Complete the rule.

**bene and buono** ▶ p. 112

**bene** refers to a **verb / noun** and is **variable / invariable**

**buono** refers to a **verb / noun** and is **variable / invariable**

**G.** A newspaper interviews two people about their shopping behavior when they buy online. Listen and write whether the sentences are true (T) or false (F).

**H.** Look at the words highlighted in exercise G. What do they mean? Translate them into your own language.

**CI RECENSIONI PER TUTTI I GUSTI**

Use the Internet and looking at Italian websites, find a product you would like to buy. Write down the pieces of information you think are more useful. Do you think the reviews are helpful? Take notes and discuss it with a classmate.

▶ p.108

### 3. Compravendita usato online

**A.** The online second-hand market is growing. Have you ever bought or sold any second-hand items online? If yes, what? Discuss it with a classmate.

**B.** Read the four advertisements posted on a buying and selling portal for second-hand items.

Which of the following categories do they belong to? Then complete the box on the next page with the corresponding characteristics.

▶ p.109

**C.** Which item of the ones advertised do you like? Why? Think of someone you could give it as a present.

**D.** Look at the impersonal forms with **si** which are highlighted in the posts. Choose the correct option and complete the rule.

**Impersonal form with reflexive verbs** ▶ p.112

We use the impersonal form when **we want / don't want** to specify the subject of the sentence.

..... + si + verb in the third person singular

**Impersonal form with modal verbs** ▶ p.112

With no object	si + modal verb in the third person singular + infinitive
When the object is singular	si + modal verb ..... + infinitive
When the object is plural	si + modal verb ..... + infinitive

**E.** Look at the prepositions used to describe the material of the items mentioned in the advertisements. Complete the list and write at least one object for each material. Then compare your work with a classmate's.

**F.** Listen to two dialogues in which two couples read an item advertisement. What's the item? Answer the questions.

**G.** Work in pairs. Look at the items in the pictures and describe colours and materials.

**CI LO VENDO!**

Think of an item you have at home which you would like to sell. Prepare an info card like the one of exercise B.

▶ p.110

### 4. Difendersi dal marketing

**A.** Think of two adverts (online, on radio or TV, on a billboard, newspaper advertisement or flyer etc.) which you were impressed with and explain why to a classmate.

**B.** Read the following blog giving advice on well-informed purchasing. Which behavior among the ones recommended do you follow when shopping? Discuss it with a classmate.

**C.** Look at the highlighted forms of the imperative + pronoun and complete the following box.

**The imperative with pronouns** ▶ p. 112

Affirmative imperative + pronoun	Negative imperative + pronoun
(voi) <i>acquistateli</i>	(voi) <i>Non sceglierli</i>
(voi) .....	(voi) .....
(voi) .....	(voi) .....

**D.** Where is the pronoun placed with the affirmative imperative? And with the negative imperative? Discuss it with a classmate.

**E.** Write the affirmative and negative imperative in the second person singular of the verbs in exercise C.

**The imperative with pronouns** ▶ p. 112

Affirmative imperative + pronoun	Negative imperative + pronoun
(tu) <i>acquistali</i>	(tu) <i>Non acquistarli</i>
(tu) .....	(tu) .....

▶ p.111

**F.** The blog features three irregular imperative forms without the pronoun: identify them and complete the box.

**Irregular imperative** ▶ p. 112

Infinitive	Imperative	
.....	(tu) sii	(voi) .....
.....	(tu) abbi	(voi) .....
.....	(tu) sappi	(voi) .....

**G.** Some of the readers of the blog shown in exercise B ask the blog's authoress some questions. Do you agree with her replies? Discuss it with a classmate.

**H.** Read the text of exercise G again and complete the box. Write the infinitive form of the verbs, too. Where are the pronouns placed compared to the verb?

**The formal imperative** ▶ p. 112

Affirmative imperative (Lei)	Negative imperative (Lei)
.....	<i>Non ceda (cedere)</i>
.....	
.....	
.....	
Affirmative imperative (Lei) + pronoun	Negative imperative (Lei) + pronoun
<i>Si prepari (prepararsi)</i>	<i>Non si lasci (lasciarsi)</i>
.....	
.....	
.....	

**I.** Translate the following words into your own language. Then expand your list using the vocabulary of new words found in the blog. Compare your list to a classmate's.

**L.** Write 5 tips to help shopping online in an informed way. Use the formal imperative.

**CI NON FATEVI INGANNARE!**

Work in pairs. Think of what the characteristics of an ideal, consumer-based supermarket should be. Write down these characteristics.

**GRAMMATICA**

▶ p.112

**COMPARATIVE AND SUPERLATIVE FORMS OF BUONO, BENE, GRANDE AND PICCOLO**

The adjectives **buono**, **grande**, **piccolo** and the adverb **bene** have irregular forms when used as comparative and superlative.

	COMPARATIVE	RELATIVE SUPERLATIVE	ABSOLUTE SUPERLATIVE
<b>buono</b>	più buono / migliore	il migliore	buonissimo / ottimo
<b>grande</b>	più grande / maggiore	il maggiore	grandissimo / massimo
<b>piccolo</b>	più piccolo / minore	il minore	piccolissimo / minimo
<b>bene</b>	meglio	il migliore	benissimo

## THE COMPARATIVE

La mia poltrona è **migliore** della tua.  
 La percentuale di uomini che acquista computer è **maggiore/minore** di quella delle donne.  
 Con la radio nuova sento **meglio** che con quella vecchia.

## ABSOLUTE SUPERLATIVE

It expresses the highest degree of a quality, without any term of comparison.  
 Questo smartphone è **ottimo**.  
 Quel negozio ha la mia **massima** fiducia.

## RELATIVE SUPERLATIVE

It expresses the maximum degree of a quality within a certain group.  
 Questa è l'**offerta migliore** di tutte.  
**Gli acquisti maggiori** avvengono il fine settimana.  
**Il fratello minore** di Alberto si chiama Gabriele.

## THE RELATIVE PRONOUNS

### CHE

It is used as a subject or direct object and is invariable in gender and number.

Aumentano i consumatori **che** fanno acquisti online. (subject)  
 Gli elettrodomestici **che** vedi in vetrina sono in offerta. (direct object)

### CUI

It is used as an indirect object; it comes after a preposition and is invariable in gender and number.  
 Preferisco comprare da un negoziante **di cui** ho fiducia.  
 Questo è il computer **con cui** lavoro ogni giorno.

## THE IMPERSONAL CONSTRUCTION

### REFLEXIVE VERBS

The impersonal construction is formed by **ci + si** + verb in the third person singular.  
**Ci si diverte** a fare la pasta con questa macchina.

### IMPERSONAL SI + MODAL VERBS

If there is no direct object or if the direct object is singular, the construction is **si** + modal verb in the third person singular + infinitive.  
**Si può andare** la domenica al centro commerciale.  
 Se **si vuole comprare** un oggetto cult, questa lampada è perfetta!

If the direct object is plural, the modal verb is conjugated in the third person plural:  
 Si **possono acquistare** i prodotti anche online.

If the verb is a reflexive verb, the construction is

**ci + si** + the modal verb in the third person plural + infinitive.

**Ci si deve abituare** a fare gli acquisti online.

## THE FORMAL IMPERATIVE

	AFFIRMATIVE	NEGATIVE
<b>Lei</b>	- are Usi la carta fedeltà - ere Legga le etichette - ire Parta la mattina	non <b>usi</b> la carta fedeltà non <b>legga</b> le etichette non <b>parta</b> la mattina
<b>Voi</b>	- are Usate la carta fedeltà - ere Leggete le etichette - ire Partite la mattina	non <b>usate</b> la carta fedeltà non <b>leggete</b> le etichette non <b>partite</b> la mattina

 The verbs which are irregular in the indicative present are also irregular in the imperative form.

	ESSERE	AVERE	SAPERE
<b>tu</b>	sii	abbi	sappi
<b>Lei</b>	sia	abbia	sappia
<b>voi</b>	siate	abbiate	sappiate

## FORMAL IMPERATIVE WITH PRONOUNS

In the singular (Lei) the pronoun is placed before the verb.

- La newsletter dei saldi è pronta! La spedisco?
- No, Signor Martini, **non la spedisca**. Prima deve rileggerla il direttore. (negative)
- Bene signor Martini, **la spedisca** entro stasera. (affirmative)

In the plural, the formal Voi is as the informal imperative plural (voi) and follows the same rule: if affirmative, the pronoun is joined to the verb ending; if negative, we can either place the pronoun before the verb or join it to the verb ending.

• Riguardo all'acquisto nei mercati dell'usato, **preferiteli / non preferiteli** ai negozi tradizionali.

### ► p.113

1. Complete the sentences with *buono, buon, bene*.
2. Complete the sentences with *migliore, maggiore* or *minore*, and also writing the corresponding article when dealing with a relative superlative.
3. Complete the sentences with the appropriate forms of the absolute superlative.
4. Circle the correct option.
5. Turn the underlined verbs into the impersonal *si* form.
6. Use the verbs of exercise 3 to write the imperative form with the appropriate pronoun. Then change the sentences into the formal imperative form.

## PAROLE

► p.114

### The material of items

1. Which items are made of these materials?  
Complete the lists and add one more material of your choice.

### Advertisements for the selling of items

2. Complete the list of combinations.
3. Match the verbs to the appropriate nouns.

### The adjectives *diverso, simile, stesso, uguale*

4. Complete the sentences with the following adjectives.

### Shopping expressions

5. Match the elements to form expressions.
6. Complete the advertisements below using the following information.

► p.115

### Colloquial words *insomma, dunque, allora*

7. Read the conversation between two friends at a superstore and complete the dialogues with the sentences below. Then listen and check. Do the words in bold have an equivalent in your language?

## SUONI

1. Listen to the recording and write the stress on the words in bold when needed.
2. Read the dialogue and insert the letter **h** before the words in bold when needed.
3. Listen to the recording and pay attention to the intonation: identify if the sentences express giving advice (C) or instructions (I)?

## SALOTTO CULTURALE

► p.117

### Gli influencer

**A.** Read the article's title and introduction: do you know any influencers? What social network do they use? Do they work in any of the sectors shown in the list below? Discuss it with a classmate.

**B.** Read the three info cards and answer the following questions. Then compare your answers to a classmate's.

**C.** Listen to an interview to an influencer marketing expert. Write if the following statements are true (T) or false (F).

**D.** Choose one of the influencers described in the info cards and visit their website. What do you think of it? What are its contents? Do you find him/her interesting? Present it to your class.

## COMPITI FINALI

► p.118

### CF Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe

**A.** Work in groups. Think of which kind of information you want to know and prepare a list of questions.

**B.** Interview your classmates and take notes of their answers.

**C.** Work with your group and assemble all the answers. Then choose the information you want to be in the infographic.

**D.** Prepare a digital or paper infographic. Think of a title, too.

**E.** Display all your infographics in the classroom and highlight the data you believe are the most interesting.

#### WORKING STRATEGIES



Bear in mind that an infographic is a communication tool used to convey information in a simple, immediate and appealing way.



Post your infographic on a social network: you may get feedback and comments from the users.

CF

### Preparare l'annuncio di un oggetto usato da vendere su una piattaforma web

**A.** Think of a second-hand item or something you don't want to keep anymore and decide on which online platform you wish to sell it.

- B.** Go to an Italian online platform for buying and selling second-hand items and read some advertisements to find useful examples to follow.
- C.** Write your own advertisement and make it more appealing by adding one or several pictures.
- D.** Display your advertisement in the classroom or post it in the virtual classroom.
- E.** Read your classmates' advertisements and see if there is anything you like.

## WORKING STRATEGIES



Before writing your advertisement, check the vocabulary learnt in the unit.



Post your advertisement on an online platform: you might sell it!

## BILANCIO

► p.119

### Com'è andato il compito?

- A.** Assess your own competences.

I am able to describe items;

I am able to express preferences and opinions;

I am able to make purchases;

I am able to make comparisons and give information.

- B.** Did you have any problems when working on your assignments? What kind? Did you learn something new? 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 7

## Andata e ritorno

► p.123



### COMPITI FINALI

- Describe various tourist typologies
- Give an account of a travelling experience



### COMPITI INTERMEDI

- Write tips for a slow travel weekend
- Give an account of a special journey
- Prepare a one-day trip to your city

## 1. Parole in viaggio

- A.** Look at the picture: what items do you recognise? Discuss it with a classmate and write a list of words.

- B.** Look at the word cloud and complete the following categories. Use a dictionary for help.

Transport means:

Travelling items:

Verbs for travelling:

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

- D.** If you want, at the end of the unit, suggest an alternative for this double page: select significant pictures and words for the word cloud.

► p.124

## 2. Turista o viaggiatore?

- A.** Do you like to travel? Which of these items do you always take with you? Compare your choice with a classmate's.

- B.** Read the interview to the journalist Tiziano Terzani. Then mark which of the statements below refer to the traveller and which to the tourist. And what about you? Do you agree with Terzani's view? Discuss it with a classmate.

- C.** Look at the highlighted constructions in the interview: what do they express? Then complete the rule.

**avere bisogno di** ► p. 130

..... + ..... + infinitive / noun

- D.** Work in pairs. Write three behaviours which you associate with the tourist and three that you

associate with the traveller. Then share your notes with your class.

► p.125

### 3. Viaggiare slow

**A.** What do you think slow travel is? Discuss it with a classmate.

**B.** Read the text. Then, with a classmate, write the essential features of a slow traveller.

**C.** Look at the connectors highlighted in the text: what are they used for? For each one, find an equivalent in your own language.

**D.** Listen to the radio programme and write down the tips given by the interviewed writers. Then compare your notes with a classmate's.

**E.** Work in groups. Interview one another and find out what type of travellers there are in your class.

#### CI MANIERE DI VIAGGIARE

Work in pairs. Plan a slow travel weekend to a place near your town. Write down destination, transport means, accommodation and interesting sites worth visiting.

► p.126

### 4. Da sogno o da incubo?

**A.** What's the last trip you took? Where, who with, when? Discuss it with a classmate.

**B.** Read the journey accounts and match to each one the adjective you think is the most fitting. And what about you? Would you take one of these trips? Why?

**C.** Look at the verbs in the *passato prossimo* tense highlighted in the texts: what can you tell? Then read the sentences in the box and underline the direct object – when there is one – as in the two examples given.

#### Verbs with two auxiliaries ► p. 130

<b>AUXILIARY AVERE</b>	<p>Hai fatto un viaggio nel Bel Paese che ti <b>ha cambiato</b>?</p> <p>Il Salento <b>ha cambiato</b> il mio modo di viaggiare.</p> <p><b>Ho iniziato</b> a parlare con la gente del posto.</p> <p><b>Ho cominciato</b> a capire che il tramonto è una dimensione ideale.</p>
<b>AUXILIARY ESSERE</b>	<p>Il nostro viaggio <b>è iniziato</b> a Ravenna, in Emilia Romagna, ed <b>è finito</b> a Firenze.</p> <p>La mia maniera di viaggiare <b>è cambiata</b>!</p> <p>Il mio viaggio <b>è cominciato</b> in macchina da Cuneo.</p>

**D.** Make a written comment on one of the journey accounts posted on Italia da scoprire and explain if the idea appeals to you and why.

**E.** Look at the connectors in bold in the texts: what are they used for? Then write their equivalent in your own language.

**F.** Not all trips are exactly a dream trip; sometimes they can turn out being a nightmare. With a classmate discuss the possible problems while travelling. Have you ever had to face these inconveniences?

**G.** Listen to two travel experiences and choose which information in the list is mentioned.

**H.** Look at the *passato prossimo* tense forms of the modal verbs **potere**, **dovere** and **volere** highlighted in exercise G: both the auxiliaries are used. Pay attention to the verbs in the infinitive which follow **potere**, **dovere** and **volere**: which are transitive (direct object) and which are intransitive (indirect object)? Then complete the rule.

#### The auxiliary of modal verbs ► p. 130

auxiliary **essere / avere** + *potere, dovere, volere* + transitive verb.

auxiliary **essere / avere** + *potere, dovere, volere* + intransitive verb.

**I.** Work in groups and answer the following questions.

#### CI CHE ESPERIENZA!

Write a short account about a dream or a nightmarish trip. Describe the travel route and most relevant moments.

► p.128

### 5. Itinerario salentino

**A.** Read the directions and match them to the symbols. Then compare your results with a classmate's.

**B.** Read the itinerary. Then complete the conversation between Simona and Beppe with the missing information.

**C.** Underline the verbs which help give directions and complete the box writing them in the infinitive form.

**D.** Look at the highlighted constructions: what do **metterci** and **volerci** mean? Match them with the corresponding meaning.

E. Ask a classmate how long it takes him/her to get to school and what route does he/she take. Then answer his/her questions.

► p.129

F. Read the mail and then put the paragraphs of the reply in the correct order.

G. Look at the highlighted words in the text: they are modified adjectives, the suffixes change their meaning. Which are the augmentative and which the diminutive? Discuss it with a classmate.

H. Read the reply email and find and underline the adverbs ending in **-mente**. Then complete the box. Did you understand their construction?

the adverbs ending in **-mente** ► p. 130

ADJECTIVE	ADVERB
ovvio/a	<b>ovviamente</b>
.....	.....
.....	.....

I. Pay attention to the highlighted constructions in the text: they are used to talk about future plans. Then complete the box.

express intention ► p. 130

..... + di + .....

L. In the email identify the references to the weather and draw the meaning.

M. Work in pairs. Research further information on the city of Lecce and choose a place to visit and a restaurant where to have a meal. Then share your intentions with your classmates and explain the reasons.

## CI CHE PERCORSO!

Plan a one-day trip to your city or a city you know. Give travelling directions, indicate how long it takes and give advice on restaurants and traditional products. Then submit it to your class.

## GRAMMATICA

► p. 130

### THE VERBS WITH TWO AUXILIARIES

Some verbs, given their transitive or intransitive use, use the auxiliary **essere** (intransitive) or **avere** (intransitive) when forming compound tenses. Here are some of these verbs: **cominciare** (to start, to begin), **iniziare** (to start, to begin), **finire** (to finish, to

end), **salire** (to get in, to get on, to climb), **scendere** (to get out, to get off, to climb down), **cambiare** (to change)

*L'itinerario **è cominciato** ai piedi dell'Etna.*

***Hanno cominciato** il percorso a piedi dall'anfiteatro.*

*Il viaggio **è iniziato** il primo agosto ed **è finito** il 15 settembre.*

*Eva **ha cambiato** il volo per motivi di lavoro.*

### AUXILIARIES OF THE VERBS: **POTERE, DOVERE AND VOLERE**

The verbs **potere**, **dovere** and **volere**, when forming compound tenses, require the auxiliary of the main verb.

► with an intransitive verb we use: **essere**

***Siamo dovuti andare** all'ufficio oggetti smarriti.*

► with a transitive verb we use: **avere**

***Abbiamo voluto bere** un caffè e poi siamo andati di corsa alla porta d'imbarco.*

*Per fortuna **abbiamo potuto** prendere un pullman per Casablanca.*

### METTERCI AND VOLERCI

**Volerci** means "to be necessary, to need".

• *1Quanto (tempo) **ci vuole** per arrivare?*

◦ *1**Ci vorranno** dieci minuti.*

One of the meanings of **metterci** is "to employ a defined amount of time".

*Il treno **ci mette** un'ora ad arrivare a Venezia.*

### ADVERBS ENDING IN **-MENTE**

By adding the suffix **-mente** to an adjective we obtain adverbs.

The adjectives ending in **-o/a** are made into adverbs from the feminine singular + the suffix **-mente**

ovvio → ovvia + mente → **ovviamente**

libero → libera + mente → **liberamente**

The adjectives ending in **-e** have only one form and they are made into adverbs adding the suffix **-mente**.

breve + mente → **brevemente**

The adjectives ending in **-le** or **-re** drop the ending letter **-e**.

facile + mente → **facilmente**

particolare + mente → **particolarmente**

### MODIFIED ADJECTIVES AND NOUNS

It is possible to add suffixes to nouns and adjectives to change their meanings: quantity, quality, speaker's opinion.

**-ino**: diminutive  
 ristorante → ristorante**ino**  
 bella → bell**ina**

**-one**: augmentative  
 paese → paes**one**  
 passeggiata → passeggiat**ona**

### PENSARE DI + INFINITIVE

This construction is used to express an intention.  
**Pensiamo di fare** un giro per l'Italia quest'estate.

### AVERE BISOGNO DI + NOUN / INFINITIVE

This construction is used to express a need.

**Ho bisogno di andare** in ferie perché sono molto stanco.  
 Per andare negli Stati Uniti **hai bisogno di un visto**.

### CONNECTORS OF CAUSE

The connectors **perché, siccome, poiché, dato che** and **visto che** are used to state a cause or reason.

*Non mi hanno fatto salire sull'aereo **perché / poiché** avevo il passaporto scaduto.  
**Visto che / Dato che** volevo un ricordo del viaggio originale, sono andato nei negozietti di artisti locali.  
 Abbiamo mangiato in una trattoria, **dato che / visto che** volevamo provare i piatti tipici.*

When we use **siccome**, the sentence which contains the cause is before the one containing the consequence.

**Siccome** a me piace conoscere persone che vivono nei luoghi che visito, uso sempre il couchsurfing.

### CONNECTORS OF TIME

The connectors **mentre, quando, intanto, nel momento in cui** are used to identify an event in time.

**Mentre** eravamo nel volo Venezia-Roma ci hanno avvisato che l'aereo per Casablanca partiva dall'uscita 27.  
**Quando** ci siamo resi conto che le nostre valigie non c'erano, siamo dovuti andare all'ufficio oggetti smarriti.  
 Io ho fatto la denuncia e **intanto** mio marito ha telefonato all'albergo di Ischia per avvisare del ritardo.  
**Nel momento in cui** siamo arrivati in albergo a Capri, abbiamo riavuto la mia valigia.

### ► p.131

1. Identify the connector of cause. Then write the sentences again using the connector **siccome**.
2. Join the sentences using a connector of cause.
3. Complete the sentences with the correct forms of the verbs in the *passato prossimo* tense.
4. Complete the sentences with the verbs **metterci** and **volerci**.
5. Complete the text with the connectors of time **mentre, quando, intanto, nel momento in cui**.
6. Turn the following adjectives into adverbs. Then write a sentence for each one.
7. Join the sentences using the construction **avere bisogno di** + infinitive.

## PAROLE

### ► p. 132

#### The trip

1. Complete the mind maps.
2. Complete the sentences with the following words.
3. Complete the list of combinations.

#### Directions

4. Match the following directions to the corresponding pictogram.
5. Draw a pictogram for each of the following words.

#### The weather

6. Match the sentences to the pictures.

### ► p.133

#### Verbs for travelling

7. Complete the list of combinations.

#### The colloquial word *proprio*

8. Complete the dialogue with the sentences below. Then listen and check. Look at the words in bold: what are they used for? What's their equivalent in your own language?

## SUONI

1. In spoken Italian two words are often "combined" and require the double sound of a consonant. Listen to the recording and underline where you hear the consonant doubling.
2. Listen to the recording and pay attention to the intonation. End the sentences with the full stop (.), the question (?) or exclamation mark (!).

3. Listen to the recording and write which sound you hear for each word.

## SALOTTO CULTURALE

► p.135

### Viaggiare in TV

- A.** Where do you get information when planning a trip? Do you watch documentaries, read magazines or travel journals? Discuss it with a classmate.
- B.** Read the texts, which programme would you like to watch? Why? Discuss it with a classmate.
- C.** Surf the website of one of the programmes mentioned previously. You can watch the introduction video or part of an episode. Gather further information and submit them to your classmate.
- D.** Listen to a conversation between two female friends and write whether the following statements are true (T) or false (F)
- E.** Which are the most engaging TV programmes about travelling in your country? Choose one and write a short presentation. Then submit it to your class.

## COMPITI FINALI

► p.136

### CF Descrivere varie tipologie di turisti

- A.** Work in groups. Read the list of different tourist typologies and think about what everyone enjoys doing.
- B.** Write a description for each type of tourist: what they enjoy doing, where they like to go, how they plan and get ready for the trip. Include at least one picture for each description.
- C.** Submit your descriptions to the class and compare them to your classmates'.

#### WORKING STRATEGIES



Before an oral presentation, rehearse several times. It will help you be more relaxed and confident about your speech.



Post the description on Tripadvisor or similar websites: it could serve as an inspiration to other travellers.



### Raccontare un'esperienza di viaggio particolare o memorabile

- A.** Think of a positive and a negative travel you experienced. Write down the place, episodes and details you wish to share.
- B.** Now write the account of the journey. You may make it more interesting by adding pictures.
- C.** Display your story in the classroom and read at least one other story written by a classmate.

#### WORKING STRATEGIES



Creating a mind map with all the various points you wish to address is an effective tool to organize the contents.



Share your story on a travel blog.

## BILANCIO

► p.137

### Com'è andato il compito?

- A.** Assess your own competences.

I am able to compare various types of travellers;  
I am able to talk about my travel experiences;  
I am able to give and ask for directions.

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

## Fatti e misfatti

► p.139

**CF**

### COMPITI FINALI

- Write ten civic guidelines for the class
- Write one's opinion about a civism topic

**CI**

### COMPITI INTERMEDI

- Safeguarding an element of the heritage
- Promoting good coexistence in the classroom
- Expressing one's opinion on art and vandalism

## 1. Patrimonio e civismo

- A.** Look at the picture: what strikes you the most?
- B.** Look at the word cloud: what words do you associate with the picture? Discuss your choices with a classmate's.
- C.** Read the words in the cloud again and complete. Then compare your list with a classmate's.
- Words I know:  
Words I don't know but understand:  
Words I don't understand:
- D.** If you want, at the end of the unit, suggest an alternative for this double page: select significant pictures and words for the word cloud.

► p.140

## 2. SOS patrimonio culturale!

- A.** Try and define what you think is the cultural heritage of a country. Then read below the definition of the dictionary.
- B.** Which of the ones written below do you think are elements of the Italian heritage? Why? Discuss it with a classmate.
- ▲ *Mamuthones (Sardinian traditional masks)*
  - ▲ *The Trulli of Alberobello*
  - ▲ *Michelangelo's Moses*
  - ▲ *La Val di Funes Valley (Dolomites)*
  - ▲ *The Tarantella (traditional dance)*
- C.** Read the following awareness campaign for the protection of the Italian cultural heritage. Is the situation in your country similar or different? Discuss it with your classmates.

- D.** Read the posts on the forum for the protection of the Italian cultural heritage and underline the ideas you agree with.

- E.** Pay attention to the present conditional (highlighted in exercise D) and decide what it is used for. Compare and discuss your choice with a classmate.

► p.141

- F.** What is the infinitive form of the verbs highlighted in exercise D? Then write the person of each conjugated verb. Work in pairs.
- G.** What about you? What action would you take for the protection of the cultural heritage? Take part in the forum's discussion.

## 3. Il braccio armato della cultura

- A.** Read the interview to Captain Rossetti of the Carabinieri Unit for the Protection of Cultural Heritage and write down the duties this police force performs.

▲ *The Carabinieri Mounted police as they keep surveillance on the archaeological area of the Colosseum and the Arch of Constantine in Rome*

- B.** Use a dictionary and find the meaning of these words and expressions.
- C.** The words and expressions highlighted in exercise A serve the purpose of organising sentences. Match them with the corresponding function.

**The connectors** ► p. 146

To begin a sentence:	..... ..... .....
To add information:	..... ..... .....
To close a sentence:	..... ..... .....

- D.** Listen to the second part of the interview to Captain Rossetti and identify which statements are mentioned.
- E.** Do you think a police force for the protection of cultural heritage is necessary? Is there an equivalent in your country? Discuss it with your classmates.

**CI**

### LO SALVEREI COSÌ

Choose an element of your country's heritage (or of another country) which you think should be kept better and write what you would do to salvage it.

► p.142

## 4. Senso civico all'italiana

**A.** Look at this mind map on public spirit: what would you add? Then think about respectful behaviours which denote public spirit and discuss them with a classmate.

**B.** Here are some recommended behaviours in Italy to develop public spirit: which ones are also frequent in your country? Then decide if you would add any.

**C.** The highlighted parts in exercise B express obligation and need. Pay attention to the words which follow them.

**D.** Do you know other words used for expressing obligation and need? Find them in the text of exercise B and then compare and discuss them with a classmate.

**E.** Write down three behaviours which lack civic sense and three respectful ones which are common in your country. Then compare and discuss them with a classmate: did you write the same behaviours?

► p.143

**F.** An online magazine submits the question to their readers "How can civic sense in our society be improved?". Read the answers: do you agree? Discuss it with a classmate.

**G.** The tweets in exercise F offer useful vocabulary when talking about civic sense. Complete the following lists of words and then compare them with a classmate.

**H.** In Italy over 6 million people are involved in volunteer work. Read the following sentences and choose the ones you agree with. Then listen to Camilla's interview, a volunteer working in a refugee shelter, and compare your ideas.

**I.** Here are some volunteering activities: do you understand what they are about? Work in pairs and use the dictionary and/or the Internet. Take notes of the useful vocabulary relating to the activities which interest you the most.

**L.** What about you? Have you ever done or are you doing volunteer work? Would you like to? Say what activities you are / were involved in or would like to do.

## CI SENSO CIVICO IN CLASSE

Work with a classmate. Write three examples of respectful behaviour for good coexistence in the classroom and three which are not. Share your suggestions with the class and together choose the most respectful and most disrespectful ones.

► p.144

## 5. Arte o vandalismo?

**A.** What do you associate street art with? Write a list of five words and share it with the class. Then find the meaning of the following verbs.

**B.** Read the article and underline the information you think are the most interesting. Then compare your work with your classmates'.

**C.** Read the article again and complete the following lists of words. Then compare them with a classmate's.

**D.** Which are examples of street art you like and the ones you don't? Why? Do you know any particular artist or art work?

► p.145

**E.** Read several citizens' opinion on street art: which are the ones you agree with? Discuss it with a classmate.

**F.** Look at the sentences highlighted in exercise E: what are they used for?

**G.** In some sentences highlighted in exercise E you can find the use of a new verb tense: the present subjunctive. Underline the verb forms and write the corresponding infinitive.

**H.** Read the sentences in exercise E again and complete the rule.

Giving an opinion ► p. 146

..... / ..... / .....  
+ verb in the indicative

..... / ..... / **che** + verb in the subjunctive

**I.** Read the article's title and subheading: what do you think happened? Discuss it with a classmate. Then listen to an art critic and check if your hypotheses were right.

L. Listen to the interview again and mark which of the following statements reflect the art critic's opinion.

M. Reassess the Bologna "incident" carefully from the Municipality viewpoint, which is in charge of promotion and conservation of artistic heritage, and Blu's, the mural artist. Who do you think is right? Write a short text.

### CI ARTE O VANDALISMO?

Art or vandalism? Decide what your point of view is and find examples so to back up your arguments. Explain your opinions to your classmates.

## GRAMMATICA

► p.146

### THE PRESENT CONDITIONAL

MULTARE	METTERE	INVESTIRE
multere <b>rei</b>	mettere <b>rei</b>	investire <b>rei</b>
multere <b>resti</b>	mettere <b>resti</b>	investire <b>resti</b>
multere <b>rebbe</b>	mettere <b>rebbe</b>	investire <b>rebbe</b>
multere <b>mmo</b>	mettere <b>mmo</b>	investire <b>mmo</b>
multere <b>reste</b>	mettere <b>reste</b>	investire <b>reste</b>
multere <b>rebbero</b>	mettere <b>rebbero</b>	investire <b>rebbero</b>

ESSERE	AVERE
sare <b>i</b>	avre <b>i</b>
sare <b>sti</b>	avre <b>sti</b>
sare <b>sti</b>	avre <b>bbe</b>
sare <b>mmo</b>	avre <b>mmo</b>
sare <b>ste</b>	avre <b>ste</b>
sare <b>ebbero</b>	avre <b>ebbero</b>

 The verbs which are irregular in the conditional also show irregular forms in the future tense.

dovere → dovre <b>i</b>	sapere → sapre <b>i</b>
fare → fare <b>i</b>	volere → vorre <b>i</b>
dire → dire <b>i</b>	vivere → vivre <b>i</b>
andare → andre <b>i</b>	vedere → vedre <b>i</b>

The present conditional is used to express hypotheses on the present and the future time, thus a representation of a hypothetical reality.

Lo Stato **dovrebbe** tutelare seriamente il patrimonio.

**Multerei** chi non rispetta la convivenza civile.

### ORGANISING A SENTENCE

To begin a sentence:

**innanzitutto, in primo luogo, prima di tutto, per prima cosa, per cominciare**

To add information:

**ma anche, poi, anche, e, inoltre**

To close a sentence:

**per concludere, infine, in conclusione**

Per tutelare il patrimonio culturale, **innanzitutto** si dovrebbe organizzare un piano di restauro, **poi** ci vorrebbe più controllo sulle opere e **inoltre** è necessario valorizzare i beni. **Infine** bisognerebbe potenziare l'educazione civica a scuola.

### EXPRESSING OBLIGATION AND NEED

In order to express need and obligation in an impersonal form, several constructions with the infinitive are used:

**si deve / devono**

**bisogna, occorre**

infinitive

**è necessario / doveroso / indispensabile**

**Si deve ridurre** la velocità nei centri residenziali.

**Bisogna essere** più solidali.

**È doveroso aiutare** le persone in difficoltà.

 **Si deve punire** il vandalismo.  
**Si devono punire** i vandali.

### THE PRESENT SUBJUNCTIVE

AIUTARE	COMMETTERE	INVESTIRE	FAVORIRE
aiut <b>i</b>	commet <b>ta</b>	invest <b>a</b>	favoris <b>ca</b>
aiut <b>i</b>	commet <b>ta</b>	invest <b>a</b>	favoris <b>ca</b>
aiut <b>i</b>	commet <b>ta</b>	invest <b>a</b>	favoris <b>ca</b>
aiut <b>iamo</b>	commett <b>iamo</b>	invest <b>iamo</b>	favori <b>amo</b>
aiut <b>iate</b>	commett <b>iate</b>	invest <b>iate</b>	favori <b>ate</b>
aiut <b>ino</b>	commett <b>ano</b>	invest <b>ano</b>	favorisc <b>ano</b>

ESSERE	AVERE
sia	abbia
sia	abbia

sia	abbia
siamo	abbiamo
siate	abbiate
siano	abbiano

The subjunctive is used when expressing a likely possibility though not a fact. The subjunctive verb form is generally in the subordinate clauses.

## GIVING AN OPINION

**Secondo me**, *i murales sono opere d'arte.*

**A mio avviso**, *occorre denunciare i vandali.*

**Dal mio punto di vista**, *il senso civico è indispensabile.*

**Penso che** *i graffiti siano atti incivili.*

**Credo che** *occorra promuovere la solidarietà tra concittadini.*

When we use the indicative, we state something; when we use the subjunctive we do not make a statement. That's the reason why expressing opinions with *secondo me, a mio avviso, dal mio punto di vista*, makes them "stronger".

► p.147

1. Fill the gaps with the appropriate verb forms.
2. Complete a citizen's letter to the Mayor using the appropriate connectors.
3. Complete the sentences with the following verbs conjugating them in the present subjunctive.
4. Circle the correct option.
5. Eliminate the wrong option or options in each sentence.
6. Read the article's title and subheading and write comments to state your opinion.

## PAROLE

► p.148

### Cultural heritage

1. Complete the sentences with the following words and expressions.
2. Complete the following mind map.
3. Translate these cultural heritage elements into your own language.

### Public spirit

4. Link the verbs on the left to their synonyms.
5. Write sentences using the following words.
6. Insert the following words in the corresponding column.

## Verbs linked to public spirit

7. Complete the list of combinations.

► p.149

### The colloquial expressions: *va beh, chiaro, guarda*

8. Fill the gaps with the appropriate colloquial word choosing from **guarda, va beh** and **chiaro**. Then listen to the recording and check.
9. Translate the sentences into your own language: what is the equivalent for **guarda, va beh** and **chiaro**?

## SUONI

1. Read the sentences and listen to the recording to check the correct intonation.
2. Complete the sentences with **e, ed, a** or **ad**. Then listen to the recording to check.
3. Mark the vowels in bold with the open (˘) or closed stress (˙).

## SALOTTO CULTURALE

► p.151

### Arte di strada in Italia

**A.** When do you think the first forms of graffiti date back to? Before reading the text, exchange ideas with a classmate.

**B.** Read the text and answer the following questions. Then compare and discuss them with a classmate's.

**C.** According to what you know about Italy, in which city areas do you think it would be nice to see street art? Why? Discuss it with your classmates.

**D.** Listen to the recording and write down the information you believe is more significant and interesting. Then compare your notes with a classmate's.

**E.** Choose a street artist you like and briefly describe one of his/her works. Find some pictures to add to your presentation.

## COMPITI FINALI

► p.152



### Redigere il decalogo civico della classe

**A.** Work in groups. Think of what you find annoying in class and what you appreciate. Take notes and write a list of behaviours which affect the classroom coexistence positively and negatively.

**B.** Share your list with your classmates and take into account their comments. Then write the ten behaviours you believe are indispensable for establishing a good coexistence environment in general and during lessons.

**C.** Create your set of civic guidelines for the class in the format you prefer and submit it to your classmates.

#### WORKING STRATEGIES



The style of a manual like a set of guidelines is specific, so find some reference models and revise the contents of the unit carefully.



Post your guidelines on a social network so you can share it with other students.

I am able to express opinions and hypotheses;  
I am able to organise a sentence;  
I am able to express obligation or need;  
I am able to talk about (cultural) heritage and public spirit.

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



## Scrivere la propria opinione su un tema di civismo

**A.** Think of a topic related to civism you find particularly interesting or believe essential.

**B.** Write down issues and possible solutions methodically. Then write a text like an opinion article where you illustrate the type of problem and how you would solve it. Convey your viewpoint clearly.

**C.** Share your thoughts with your classmates, read their texts and together express your opinions.

#### WORKING STRATEGIES



In addition to reading texts to find a style reference, make a list of the concepts you want to express.



Find forums centered on your topic of choice and post your opinion.

## BILANCIO

► p.153

### Com'è andato il compito?

**A.** Assess your own competences.

## Esercizi unità 1

► p. 198

### DIRECT PRONOUNS AND THE PARTITIVE *NE*

- Match the following questions to the replies below to form dialogues. Then write what the pronoun underlined in each reply stands for.
- Complete the sentences with the pronouns *lo, la, li, le* or *ne*.

### THE INDEFINITE

- Circle the correct option.
- Complete the sentences with the following indefinite adjective or pronoun.

### CE L'HO

- Complete the dialogues with the construction *ce + direct pronoun (lo, la, li, le)*.

### VERBS WITH PREPOSITIONS

- Complete the sentences with the correct forms of the verbs *provare, cercare* and *riuscire*.

► p. 199

### PREVIOUS AND FOLLOWING ACTIONS

- Change the sentences using *prima + present infinitive* or *dopo + past infinitive* as in the example given.

### EMOTIONS AND COMMUNICATION

- A communication expert gives advice on how to speak in public. Listen to the recording and complete the box, writing the problem and the corresponding piece of advice.
- Listen to the recording again and choose the correct option.
- Circle the correct option.
- Match each noun to its opposite. Use a dictionary if necessary.

► p. 200

- Listen to the recording and match each adjective to the corresponding person.

### OBJECTS

- Match the following words to the corresponding pictures. Use a dictionary if necessary.

### PERSONALITY

- Circle the correct option.

### GENERATIONS

- Complete the crossword puzzle.

► p. 201

### A. READING COMPREHENSION

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

### B. LISTENING COMPREHENSION

Listen to the recording and circle the correct option.

### C. WRITING EXERCISE

According to you, which are the traits most revealing of one's personality? Why? Write a short text to say your opinion.

## Esercizi unità 2

► p. 202

### ESSERE OR ESSERCI

- Change the sentences using the forms of the verbs *essere* or *esserci* as in the example given.
- Complete the sentences with *c'è, ci sono, è* or *sono*.

### THE DIRECT PRONOUNS

- Complete the sentences with the appropriate direct pronouns.

### EXPRESSIONS OF PLACE

- Circle the correct option.
- Listen to the conversation between husband and wife: they are talking about the furniture of their new home. Complete the dialogue with the missing expressions of place.

### THE COMPARATIVES (I)

- Complete the sentences with the majority (+), minority (-) or equality (=) comparative.

► p. 203

- Look at the pictures and write five sentences to compare the different décors. Use the majority, minority or equality comparatives. You can take the following adjectives as examples.



## Esercizi unità 4

► P. 210

### PRONOUNS

1. Circle the correct option.

### PRONOUNS WITH THE INFINITIVE

2. Change the sentences by replacing the underlined words with the appropriate pronoun as in the example given.

### PRONOUNS WITH THE *PASSATO PROSSIMO*

3. Complete the dialogues with the *passato prossimo* tense and the appropriate pronoun as in the example given. Pay attention to the agreement when conjugating the verb.

### STARE + GERUND

4. Complete the sentences with the construction *stare + gerund*.

### THE PRESENT CONDITIONAL

5. Complete the sentences with the present conditional of the verbs in brackets.
6. Read the sentences and write if the conditional is used for making a polite request (R), giving advice (C), or making a wish (D).

► P. 211

### THE VERBS *POTERE* AND *SAPERE*

7. Circle the correct option. Then listen to the recording to check.

### CRAFTSMEN-AND-TOOL-RELATED VOCABULARY

8. Match the following words to the corresponding pictures.
9. Read the notice board and match the advertisements of professionals offering their service to the following needs.
10. Listen to the recording and choose the tools necessary to carry out the odd jobs.

► P. 212

11. Circle the correct option.
12. Write the noun corresponding to each given verb. Use a dictionary if necessary.
13. Complete the sentences with the nouns of exercise 12.

14. Match each manual work to the corresponding description. Use a dictionary if necessary.

► P. 213

### A . READING COMPREHENSION

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

### B . LISTENING COMPREHENSION

Listen to the recording and circle the correct option.

### C . WRITING EXERCISE

Would you like to pursue a creative hobby? Which one and why? Write a short text to explain it.

## Esercizi unità 5

► P. 214

### VERBAL PERIPHRAIS

1. Circle the correct option.

### THE SIMPLE FUTURE

2. Complete the box with the simple future of the following verbs. Pay attention to the verbs, some are irregular.
3. Complete the sentences with the simple future of the verbs in brackets. Pay attention to the verbs, some are irregular.
4. Listen to the recording and write if the simple future of the following sentences is used to convey uncertainty or talk about a future action.

### REAL CONDITIONAL SENTENCES

5. Read the following sentences and underline in red the condition and in blue the consequence.

► P. 215

6. Complete the sentences writing either the condition or the consequence.

### STARE PER + INFINITIVE

7. Change the sentences by replacing the underlined expressions with the construction *stare per + infinitive*.

**HEALTH-RELATED VOCABULARY**

- Write the plural form of the following nouns.  
Pay attention: the plurals are irregular.
- Listen to the recording and choose the correct option.
- Complete the sentences with the following words.

## ▶ P. 216

- Complete the following mind maps.
- Circle the correct option.
- Complete the sentences with the following words and expressions.

## ▶ P. 217

**A . READING COMPREHENSION**

Read the text and write the correct option.

**B . LISTENING COMPREHENSION**

Listen to the recording and choose which of the following statements are mentioned.

**C . WRITING EXERCISE**

What's your remedy of choice when you are not well? Have you ever tried the old homemade remedies or alternative medicine? Do you think they work? Write a short text to say what your opinion is.

# Esercizi

## unità 6

## ▶ P. 218

**THE RELATIVE PRONOUNS**

- Complete the sentences with *che* or *cui* (preceded by a preposition).
- Change the sentences by using the relative pronouns as in the example given.

**BUONO, BEN, CATTIVO, MALE**

- Complete the sentences with *buono/a*, *cattivo/a*, *bene* or *male*.

**THE COMPARATIVE AND THE SUPERLATIVE**

- Complete the sentences with *migliore/i*, *peggiore/i*, *maggiore/i* o *minore/i*. Remember to use the appropriate article in case of a relative superlative.

- Replace the underlined expressions with the forms of the absolute superlative. There are several possibilities.
- Read the sentences. There are four mistakes: find them and correct them.

## ▶ P. 219

**THE IMPERSONAL FORM**

- Complete the sentences with the impersonal form of the verbs in brackets.
- Circle the correct option.
- What can you do before purchasing something? Write short sentences with the impersonal *si* form. You can take the following suggestions as examples.

**THE IMPERATIVE**

- Complete the sentences with the imperative form of the verbs in brackets.
- Change the underlined sentences by using the formal imperative as in the example given. Some sentences may have more than one alternative.

## ▶ P. 220

**THE ADJECTIVES *DIVERSO, SIMILE, STESSO* AND *UGUALE***

- Circle the correct option.

**THE MATERIALS**

- Match the following materials to the corresponding pictures.

**TO MAKE PURCHASES**

- Listen to the recording of a teleshopping and write if the following statements are true (T) or false (F).
- Complete the sentences with the following expressions.
- Circle the correct option.

## ▶ P. 221

**A . READING COMPREHENSION**

Read the text and write the correct option.

**B . LISTENING COMPREHENSION**

Listen to the dialogue between two female friends and write which of the following statements are true (T) or false (F).

## C . WRITING EXERCISE

Do you prefer buying online or in a shop? Why? Write a short text to say your opinion.

## Esercizi unità 7

► P. 222

### AUXILIARIES OF THE VERBS *POTERE, DOVERE AND VOLERE*

1. Complete the sentences with the *passato prossimo* tense of the verbs in brackets. Pay attention to the auxiliary.

### VERBS WITH TWO AUXILIARIES

2. Complete the sentences with the *passato prossimo* tense of the verbs in brackets. Pay attention to the auxiliary.

### CONNECTORS OF CAUSE AND TIME

3. Circle the correct option.

### THE EXPRESSIONS *AVERE BISOGNO DI AND PENSARE DI*

4. Complete the sentences with the expressions *avere bisogno di* or *pensare di* paying attention to the conjugation. Then write if the sentences express need (N) or intention (I).

### METTERCI AND VOLERCI

5. Complete the dialogues with *metterci* or *volerci* paying attention to the conjugation.

### ADVERBS IN *-MENTE*

6. Turn the following adjectives into adverbs ending in *-mente*.

► P. 223

### MODIFIED ADJECTIVES AND NOUNS

7. Complete the sentences by modifying the nouns in brackets with the appropriate suffix.

### TRAVEL-RELATED VOCABULARY

8. Match the following words to the corresponding pictures.
9. Complete the sentences with the following words and expressions.

10. Write the noun corresponding to each given verb as in the example.

11. Listen to the recording and write which adjective best describes the trips.

► P. 224

12. Complete the crossword puzzle with the opposite of the adjectives below. Use a dictionary if necessary.

DOWN ACROSS

13. Listen to the recording and complete the box writing the interviewees' preferences.

14. Listen to the recording again and write whether the following sentences are true (V) or false (F).

► 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 recording and choose the correct option.

## C . WRITING EXERCISE

What do you think about couchsurfing? Do you know any other ways of alternative travelling? Which do you think are the possible advantages and disadvantages? Write a short text to say what your opinion is.

## Esercizi unità 8

► P. 226

### THE PRESENT CONDITIONAL

1. For each verb conjugate the verb in the present conditional of the person given. Pay attention: some verbs are irregular.
2. Complete the sentences with the present conditional of the verbs in brackets.

### THE CONNECTORS TO ORGANISE SENTENCES

3. Circle the correct option.

**THE PRESENT SUBJUNCTIVE**

4. Complete the box with the forms of the present subjunctive.
5. Complete the sentences with the present subjunctive of the verbs in brackets.

**GIVING AN OPINION**

6. Circle the correct option.

▶ **P. 227**

7. Change the sentences as shown in the example.

**CULTURAL HERITAGE AND CIVISM**

8. Complete the sentences with the following expressions.
9. Match the following words with the pictures.
10. Circle the correct option.

▶ **P. 228**

11. Complete the crossword puzzle with the nouns corresponding to the verbs given as shown in the example.  
Down                      Across
12. Listen to the recording and write whether the following sentences are true (V) or false (F).
13. Complete the sentences with the following words.
14. Match each verb to its meaning.

▶ **P. 229****A. READING COMPREHENSION**

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

**B. LISTENING COMPREHENSION**

Listen to the recording and circle the correct option.

**C. WRITING EXERCISE**

What's the condition of the cultural and landscape heritage in your country? Who is in charge of its protection and enhancement? Have you got any suggestions for improving and enhancing your country's cultural heritage? Write a short text to say what your opinion is.