Unità 0
Il bel paese!

► p. 14
A. Look at the pictures: do you recognise anything? What words do they make you think of?
B. Look at the cloud of words: how many words do you know? How many are new to you? Compare them with a classmate.
Words I know:
New words:
C. How many Italian words do you know? Work in groups and make a list of all the Italian words or expressions you know.

► p. 15
1. Italiano...
A. Read the texts: how many of the given information do you already know? Which ones surprise you?
B. Compare the information you already know with the information of a classmate.

► p. 16
2. Come suona l’italiano
A. Which adjective do you associate Italian with?
B. Listen to the six speakers of the recording and mark with an X those who are speaking in Italian.

► p. 17
3. Capisci l’italiano?
A. Look at the pictures: what are they about?
B. Look again at the different papers: what kind of information do they give? Write down notes in your own language.

► p. 18
4. L’alfabeto
A. With a partner read the letters of the alphabet and the examples. Then, together, listen to how they are pronounced.
Come si scrive (how you write them)
Come si dice (how you say them)
Esempi (examples)
Open vowel sound: città, caffè, sì, andrò, virtù
Closed vowel sound: perché
vowels marked with diacritical marks: Günter, João
vowels marked with a circumflex: Benoît
C with a cedilla: François
B. Listen and write the missing letters; then compare your notes with a partner’s notes. What words are they?

► p. 19
5. I numeri
A. Here are the numbers from zero to twenty. Read them and then listen to the recording.
B. Listen to the recording and tick the numbers you hear.
C. Complete the gaps with the numbers you hear in the recording.
Unità 1
Ciao a tutti!

♦ p.21

COMPITI FINALI
• Make a photo story book about greetings and introduction
• Write and fill in a registration form

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

1. Immagini e parole
A. Read the words and expressions in the picture: do you know them? Do you use them?
B. Now read the words in the cloud and complete the list.
Words I know:
Words I don’t know but understand:
Words I don’t know and don’t understand:
C. Compare your list to another classmate’s. Together find the words you don’t know.

♦ p.22

2. Ci presentiamo
A. Look at how the Italian teacher introduces herself and then answer the questions.
B. Read the text and questions in exercise A and complete the conjugation of the verbs essere and chiamarsi.
C. Go around the classroom and get to know your classmates. Introduce yourselves.
D. Valentina is from Bologna: do you know this city? Find it on the map of Italy on page 244. Which other Italian cities do you know? Find them on the map. Work with a classmate.

♦ p.23

3. Come stai?
A. Look at the pictures and read the dialogues: which situation is formal and which informal? Then read the expressions and greetings in the box: what are their equivalents in the formal situation? Complete the box.
B. Read the dialogues again and complete with the types of greetings.
When arriving: ciao...
When leaving: ciao, buona giornata...
C. How do you reply to these questions? Pay attention to the situation: formal or informal?

♦ p.24

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

4. Documenti d’identità
A. Look at these three identity cards: what are they used for? What are their equivalent in your country? Work with a classmate.
B. Read the information contained in each of the three IDs and answer the questions.
C. Look at the highlighted verbs in exercise B and find the rule on their use. Circle the correct option.

The prepositions a and in p. 28

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

♦ p.25

5. Moduli d’iscrizione
A. Look at these three registration forms: to which centre does each one refer to? Then listen to the recording and complete the forms with the missing information.
B. Look at the indefinite articles highlighted in exercise A and complete the box.

the indefinite articles ♦ p.28

<table>
<thead>
<tr>
<th>words beginning with a consonant: laboratorio, palestra...</th>
<th>MASULINE</th>
<th>FEMININE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>un</td>
<td></td>
</tr>
<tr>
<td>words beginning with s+consonant, z: studio, scuola, zaino...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>words beginning with a vowel: istituto, accademia...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Do the following words have an equivalent in your language?
6. Studenti d’italiano

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

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

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

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

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

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

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

H. And why are you learning Italian? Read the suggested reasons. You can add more. Then discuss this with your classmates.
### The Present Indicative of **essere**, **averie** and **stare**

<table>
<thead>
<tr>
<th><strong>essere</strong></th>
<th><strong>averie</strong></th>
<th><strong>stare</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>io sono</td>
<td>io ho</td>
<td>io sto</td>
</tr>
<tr>
<td>tu sei</td>
<td>tu hai</td>
<td>tu stai</td>
</tr>
<tr>
<td>lui / lei / Lei è</td>
<td>lui / lei / Lei ha</td>
<td>lui / lei / Lei sta</td>
</tr>
</tbody>
</table>

### Prepositions **a** e **in**

<table>
<thead>
<tr>
<th><strong>Vivo / abito</strong></th>
<th><strong>in</strong></th>
<th><strong>Umbria. (regione)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Francia. (paese)</strong></td>
<td><strong>Europa. (continente)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Vivo / abito</strong></td>
<td><strong>a</strong></td>
<td><strong>Padova. (citta)</strong></td>
</tr>
<tr>
<td><strong>San Gimignano. (piccolo paese)</strong></td>
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</tbody>
</table>

#### Parole

**The Greetings**

1. Complete the box with the appropriate greetings. Some may be used more than once. when arriving when leaving

2. This is how you greet in Italian according to the time of day. Look at the given information and write down a timeframe in the form of a clock to explain how you greet in your own language.

**Nationality adjectives**

3. Match each country with the corresponding adjective of nationality. You can add more.

4. Complete the box with your personal information.
The numbers
5. Complete the missing numbers.

The interrogatives
6. Complete the questions with the missing interrogative words.

Learning a language
7. Complete the list with further possible combinations.

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

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

Before … c sounds [k].
Before … and … c sounds [tʃ].
ch + e, i sounds …

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

Before a … g sounds [g].
Before … and … g sounds [dʒ].
gh + e, i sounds …

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

SALOTTO CULTURALE
Conosciamo l’Italia
A. What information about L’Italia in numeri do you find more interesting? Try to write the missing information. Work with a classmate.
Unità 2
Cose di famiglia

Com’è andato il compito?
A. Assess your own competences.
I am able to greet someone
I am able to introduce myself and others
I am able to distinguish formal and informal situations
I am able to ask and give personal information
B. Did you have any problems when working on your assignments? What kind?
Did you learn something new? What? What did you enjoy most about your assignments?
C. Assess the work of your classmates and discuss it with them.
The presentation is understandable.
They used the contents of the units.
The vocabulary used is appropriate.
It is interesting and original.
The pronunciation is clear and the intonation is correct.

COMPITI FINALI
• Types of families in my class
• Introducing loved ones

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

1. Vita famigliare
A. Look at the picture. Which elements do you recognise? Discuss it with a classmate and use a dictionary if necessary.
B. Read the cloud of words and complete the following categories.
Family members:
Adjectives:
C. Compare your list with a classmate’s. Together look for the words you both don’t know.

2. Tutto il mondo è paese
A. Read the following interview and mark with an X the given information.
B. Read the introductions of some foreign people who live in Italy. Then complete their information cards.
C. Find and pay attention to the connective words ma, però, e. How do you translate them in your language? Then write a sentence using each one of them.
D. Find the nationality adjectives in the information cards and write them in the box with the correct endings.
Gender and number of nouns and adjectives ➤ p. 44

<table>
<thead>
<tr>
<th>singular</th>
<th>masculine</th>
<th>feminine</th>
<th>plural</th>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>filippino</td>
<td>filippino</td>
<td></td>
<td>filippine</td>
<td></td>
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<tr>
<td>marocchino</td>
<td>marocchina</td>
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<td>marocchini</td>
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<td>tedesco</td>
<td>tedesca</td>
<td></td>
<td>tedesche</td>
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<tr>
<td>cinese</td>
<td>cinese</td>
<td></td>
<td>cinesi</td>
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<tr>
<td>albanese</td>
<td>albanese</td>
<td></td>
<td>albanes</td>
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<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

The present indicative ➤ p. 44

<table>
<thead>
<tr>
<th>VERBS IN -ARE</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>parlare</td>
<td>parliamo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>studiare</td>
<td>studiate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lavorare</td>
<td>lavorano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chiamarsi</td>
<td>vi chiamate</td>
<td>si chiamano</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERBS IN -ERE</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>vivere</td>
<td>vivete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IRREGULAR VERBS

| essere           |           |           |           |
| averre           | avete     |           |           |
| fare             | fate      |           |           |

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

CONOSCIAMOCI!
Interview a classmate and write his/her information card with their name and surname, their nationality, age, languages, email address, job. Then compare the cards of the class and identify the most common profession.
➤ p.40

3. Una famiglia eccezionale!
A. Look at Camilla’s family tree and complete the sentences below with the corresponding names.

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

<table>
<thead>
<tr>
<th>Plural definite articles ➤ p. 44</th>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>words beginning with a consonant</td>
<td>fratelli, nonni, genitori, sorelle...</td>
<td></td>
</tr>
<tr>
<td>words beginning with s + consonante</td>
<td>studenti, zii, zie...</td>
<td></td>
</tr>
<tr>
<td>words beginning with a vowel</td>
<td>amici, amiche...</td>
<td></td>
</tr>
</tbody>
</table>

C. Make a list of the family ties in the family tree and write their translation into your own language.
➤ p.41

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

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

The possessive adjectives ➤ p. 44

<table>
<thead>
<tr>
<th>singular masculine</th>
<th>singular feminine</th>
<th>plural masculine</th>
<th>plural feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuo</td>
<td>tua</td>
<td>tuoi</td>
<td>tue</td>
</tr>
<tr>
<td>suo</td>
<td>sua</td>
<td>suoi</td>
<td>sue</td>
</tr>
<tr>
<td>vostro</td>
<td>vostra</td>
<td>vostri</td>
<td></td>
</tr>
<tr>
<td>loro</td>
<td>loro</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F. Underline the professions mentioned in the texts of exercise D. Then translate them into your own language.

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

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

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

→ p.42

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

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

→ p.43

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

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

Gender and number of the adjectives p. 44

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

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

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

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

GRAMMATICA
→ p.44

SUBJECT PERSONAL PRONOUNS

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>io</td>
<td>noi</td>
</tr>
<tr>
<td>tu</td>
<td>voi</td>
</tr>
<tr>
<td>lui / lei / Lei</td>
<td>loro</td>
</tr>
</tbody>
</table>

THE PRESENT INDICATIVE

VERBS IN -ARE

<table>
<thead>
<tr>
<th>ESSERE</th>
<th>AVERE</th>
<th>FARE</th>
<th>STARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>io</td>
<td>sono</td>
<td>ho</td>
<td>faccio</td>
</tr>
<tr>
<td>tu</td>
<td>sei</td>
<td>hai</td>
<td>fai</td>
</tr>
<tr>
<td>lui / lei / Lei</td>
<td>è</td>
<td>ha</td>
<td>fa</td>
</tr>
<tr>
<td>noi</td>
<td>siamo</td>
<td>abbiamo</td>
<td>facciamo</td>
</tr>
<tr>
<td>voi</td>
<td>siete</td>
<td>avete</td>
<td>fate</td>
</tr>
<tr>
<td>loro</td>
<td>sono</td>
<td>hanno</td>
<td>fanno</td>
</tr>
</tbody>
</table>

VERBS IN -ERE

THE PRESENT INDICATIVE OF SOME IRREGULAR VERBS

GENDER AND NUMBER OF NOUNS AND ADJECTIVES

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td>feminine</td>
</tr>
<tr>
<td>-o</td>
<td>-a</td>
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<tr>
<td>alto</td>
<td>alta</td>
</tr>
<tr>
<td>-e</td>
<td>-i</td>
</tr>
<tr>
<td>insegnante</td>
<td>insegnante</td>
</tr>
<tr>
<td>-ista</td>
<td>-isti</td>
</tr>
<tr>
<td>giornalista</td>
<td>giornalista</td>
</tr>
</tbody>
</table>

CI
**DEFINITE ARTICLES**

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASCULINE</strong></td>
<td></td>
</tr>
<tr>
<td>il</td>
<td>i</td>
</tr>
<tr>
<td>lo</td>
<td>gli</td>
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<tr>
<td>l’</td>
<td></td>
</tr>
<tr>
<td><strong>FEMININE</strong></td>
<td></td>
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<tr>
<td>la</td>
<td>le</td>
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<tr>
<td>l’</td>
<td></td>
</tr>
</tbody>
</table>

**POSSESSIVE ADJECTIVES**

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SINGULAR</strong></td>
<td><strong>PLURAL</strong></td>
</tr>
<tr>
<td>il mio</td>
<td>i miei</td>
</tr>
<tr>
<td>il tuo</td>
<td>i tuoi</td>
</tr>
<tr>
<td>il suo</td>
<td>i suoi</td>
</tr>
<tr>
<td>il nostro</td>
<td>i nostri</td>
</tr>
<tr>
<td>il vostro</td>
<td>i vostri</td>
</tr>
<tr>
<td>il loro</td>
<td>i loro</td>
</tr>
</tbody>
</table>

Whenever a possessive adjective is used with names of family members in the singular form, the article is always dropped except when using l’oro:

- mio zio, i miei zii
- suo cognato, i suoi cognati
- la loro zia, le loro zie

**PAROLE**

**The family and personality**

1. Complete the sentences with the missing word.
2. Match the words with their opposite.
3. Match the professions to the corresponding workplace.
4. Complete the list of combinations.
5. Answer the following questions.

**Colloquial words:**

- **Allora and Dunque**

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

7. Look at the highlighted words of the sentences taken from the recording: what do they mean? Is there an equivalent in your own language?

8. Write a short dialogue using the colloquial words dunque and allora.

**SUONI**

1. Listen to the recording and complete the following words with l or ll.
2. Read the following words; then listen to the recording to check how they are pronounced.
3. Read the sentences to a classmate. Then listen to the recording to check how they are pronounced.
4. Read the sentences and underline the stressed syllable of the words in bold. Then listen to the recording to check how they are pronounced.

**SALOTTO CULTURALE**

**Modelli famigliari: quanti tipi di famiglia esistono?**

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

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

C. Listen to the recording and match the names to each family member. What family type does it correspond to?
D. Is there a famous family in your country? Do some research to speak about them and draw their family tree.

**COMPITI FINALI**

> p.50

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

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

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

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

**WORKING STRATEGIES**

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

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

**CF**

**Presentare le persone più importanti della tua vita**

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

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

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

**WORKING STRATEGIES**

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

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

> p.51

**Com’è andato il compito?**

A. Assess your own competences. I am able to ask or give personal information.

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

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

The presentation is understandable

They used the contents of the units

The vocabulary used is appropriate

It is interesting and original

The pronunciation is clear and the intonation is correct
Unità 3
I gusti sono gusti

> p. 55

**COMPITI FINALI**

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

**COMPITI INTERMEDI**

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

1. I gusti in parole

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

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

Words and expressions I know:

Words and expressions I don’t know but understand:

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

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

> p. 56

2. Tempo libero e cultura

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

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

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

piaicere and amare p. 62

> p. 57

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

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

Stressed and unstressed indirect object personal pronouns p. 62

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

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

> p. 58

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

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

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

> p. 59

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

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

the verb piacere p. 62

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

F. Now that you know your classmate’s likes and dislikes better, try and describe him/her using the adjectives in exercises A and E.
AMORE E ODIO
Make a list of the most loved and most hated things among your classmates.

➤ p.60

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

Verb in -isc- p. 62

➤ p.61

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

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

GRAMMATICA
➤ p.62

THE PRESENT INDICATIVE OF THE VERB PIACERE
This verb has a particular conjugation since the actual subject of the sentence is not the person (who likes or doesn’t like) but the object or the action which is liked or not liked.

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

A me piace il cioccolato.
(subject = il cioccolato)
A noi piacciono molto i fumetti.
(subject = i fumetti)

Whereas, the sentence structure with the verb amare is:
subject + verb + object:
Nino ama passeggiare dopo pranzo.
(subject = Nino)
Io amo il cioccolato.
(subject = io)
Noi amiamo i fumetti.
(subject = noi)

<table>
<thead>
<tr>
<th>PRONOUNS</th>
<th>PIACERE</th>
<th>SINGULAR NOUN</th>
<th>INFINITIVE</th>
<th>PLURAL NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>a me / mi</td>
<td>piace</td>
<td>la pasta</td>
<td>leggere</td>
<td>i film d’azione</td>
</tr>
<tr>
<td>a te / ti</td>
<td>piacciono</td>
<td>gli, le, Le</td>
<td>a lui, a lei, a Lei</td>
<td></td>
</tr>
<tr>
<td>a lui / gli</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a lei / le</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a noi / ci</td>
<td></td>
<td></td>
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<tr>
<td>a voi / vi</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a loro / gli</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Stressed forms are used in order to give emphasis.
A me piace suonare la chitarra.
Mi piace suonare la chitarra.
A me mi piace suonare la chitarra.

INDIRECT OBJECT PERSONAL PRONOUNS

<table>
<thead>
<tr>
<th>UNSTRESSED</th>
<th>STRESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>io</td>
<td>mi</td>
</tr>
<tr>
<td>tu</td>
<td>ti</td>
</tr>
<tr>
<td>lui, lei, Lei</td>
<td>gli, le, Le</td>
</tr>
<tr>
<td>noi</td>
<td>ci</td>
</tr>
<tr>
<td>voi</td>
<td>vi</td>
</tr>
<tr>
<td>loro</td>
<td>gli</td>
</tr>
</tbody>
</table>

Stressed forms are used in order to give emphasis.

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

Non mi piace il cinema americano.

EXpressing personal likes and dislikes
Amo viaggiare.
Mi piace tantissimo / moltissimo / un sacco fare sport.
Mi piacciono molto / tanto i fumetti.
Mi piacciono abbastanza i fumetti.
Non mi piace tanto / molto / la musica jazz.
Odio / Non sopporto guardare la TV.
Personal likes and dislikes

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

**Adjectives to describe personality or character traits**

4. Match the adjectives in the left column to their opposite.
5. Fill the gaps with the appropriate adjective.
6. Complete the list of combinations. Pay attention to the article.
7. Choose the appropriate reply to each question. Then listen to the recording to check if they are correct. Lastly, translate the answers into your own language: what do the words in bold correspond to?

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

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

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

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

**SUONI**

1. Listen to the recording: use the colour red to underline the sound [sk] as in **scuola** and the blue for the sound [ʃ] as in **scivolo**. Then complete the rule.

Before ______ and ______, **sc** is pronounced [ʃ].

Before ______, ______ and ______, **sc** is pronounced [sk].

**Sc** followed by **h** is pronounced ______.

2. Read the following sentences to your classmate: what is your intonation? Then listen to the recording and write whether they express surprise (S) or interest (I).
3. Listen to the dialogues and write whether the expressions **ma va** and **certo** are used to state agreement (A), disagreement (D) or surprise (S).
SALOTTO CULTURALE

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

COMPITI FINALI

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

Com’è andato il compito?
A. Assess your own competences.
I am able to talk about likes and dislikes and preferences
I am able to express agreement or disagreement
I am able describe people’s personalities
I am able to talk about hobbies and leisure-time activities
B. Did you have any problems when working on your assignments? What kind?
Did you learn something new? What? What did you enjoy most about your assignments?
C. Assess the work of your classmates and discuss it with them.
The presentation is understandable
They used the contents of the units
The vocabulary used is appropriate
It is interesting and original
The pronunciation is clear and the intonation is correct

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

Trovare il/la compagno/a con cui si ha più affinità
A. Which likes and preferences describe you better? Write a brief text about them.
B. Hang up your work in the classroom and share it with the rest of the class.
Unità 4
Che giornata!

1. Azioni quotidiane
A. Look at the pictures: which daily activities are represented? Discuss it with a classmate.
B. Look at the cloud of words: which words can you match the pictures to? Complete the following categories with the words inside the cloud.
   Times of the day: Daily activities:
C. Compare your list a classmate’s. Together find the words you both don’t know.

2. Mattiniero o nottambulo?
A. Look at the different times of the day in Italian: are there similarities with your own language? Discuss it with a classmate.
B. Look at the pictures: which of these activities, according to you, identify a morning person or a night owl? Discuss it with a classmate.
C. Read the posts on the following blog. What do you think about the owl-lark theory? Discuss it with a classmate.

3. Momenti di felicità
A. Which are, according to you, the Italians’ happiest moments of the day? Discuss it with a classmate. Then read the article and find out the times of the day when the Italians feel the happiest.
B. What are Italians like at the times written below, happy or sad? Based on the information in the article, match the emoticons to the corresponding time. Then write them in letters.
C. Read the article and find the following verbs. Look at them carefully and then complete the box.

D. Look at the highlighted words of the article in exercise A. What do they express? Choose the correct option. What is their equivalent in your language?
E. A radio programme is broadcasting an interview to several people: they were asked what their happiest moment of the day is. Listen to the interview of two people talking about their daily activities and write who does what. Who is the owl and who is the lark?
L. Are you an owl or a lark? Discuss it with a classmate. Then write a comment for the blog in exercise C.
AL DENTE 1

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

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

Articulated prepositions p. 78

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

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

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

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

GRAMMATICA

THE PRESENT INDICATIVE OF VERBS IN -IRE

<table>
<thead>
<tr>
<th>DORMIRE</th>
<th>FINIRE</th>
</tr>
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<tbody>
<tr>
<td>dormo</td>
<td>finisco</td>
</tr>
<tr>
<td>dormi</td>
<td>finisci</td>
</tr>
<tr>
<td>dorme</td>
<td>finisce</td>
</tr>
<tr>
<td>dormiamo</td>
<td>finiamo</td>
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<tr>
<td>dormite</td>
<td>finite</td>
</tr>
<tr>
<td>dormono</td>
<td>finiscono</td>
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THE PRESENT INDICATIVE OF SOME IRREGULAR VERBS

<table>
<thead>
<tr>
<th>USCIRE</th>
<th>FARE</th>
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</thead>
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<tr>
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<td>esci</td>
<td>fai</td>
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<td>fa</td>
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<td>uscite</td>
<td>fate</td>
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<tr>
<td>escono</td>
<td>fanno</td>
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THE PRESENT INDICATIVE OF REFLEXIVE VERBS

<table>
<thead>
<tr>
<th>SVEGLIARSI</th>
<th>VESTIRSI</th>
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<tbody>
<tr>
<td>mi sveglio</td>
<td>mi vesto</td>
</tr>
<tr>
<td>ti svegli</td>
<td>ti vesti</td>
</tr>
<tr>
<td>si sveglia</td>
<td>si veste</td>
</tr>
<tr>
<td>ci svegliamo</td>
<td>ci vestiamo</td>
</tr>
<tr>
<td>vi svegliate</td>
<td>vi vestite</td>
</tr>
<tr>
<td>si svegliano</td>
<td>si vestono</td>
</tr>
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</table>

SEQUENCE OF ACTIONS

Prima mi faccio la doccia e poi / dopo faccio colazione.
Prima di uscire di casa leggo il giornale.
Durante la giornata prendo tre caffè.

MOMENTI DI FELICITÀ

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

p.76

4. Avventuroso o abitudinario?

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

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

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

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

p.77

5. Italiani DOC

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

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>cominciare (to start, to begin)</td>
<td>a + infinitive</td>
</tr>
<tr>
<td>continuare (to continue, to carry on)</td>
<td>a + infinitive</td>
</tr>
<tr>
<td>finire (to stop)</td>
<td>di + infinitive</td>
</tr>
</tbody>
</table>

Di solito, *comincio a studiare* alle 10. 
*Continuo a studiare* fino all’ora di cena. 
*Finisco di lavorare* intorno alle 18.

ADVERBS OF FREQUENCY

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

Non vado mai al cinema. 
Non vado quasi mai a teatro. 
Qualche volta vado a cena fuori. 
Ogni tanto vado al museo. 
Qualche volta pranzo con Nicoletta. 
A volte faccio un pisolino dopo pranzo. 
Spesso vado in piscina. / Vado spesso in palestra. 
La mattina bevo sempre il caffè.

**Attenzione** Qualche volta, ogni tanto, a volte are placed before the verb. 
**Sempre** , mai and **quasi mai** are placed after the verb. 
**Mai** and **quasi mai** must always be combined with the negation **non**. 
**Spesso** can be placed before or after the verb.

SIMPLE AND ARTICULATED PREPOSITIONS

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Articulated Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>il</td>
<td>lo</td>
</tr>
<tr>
<td>da</td>
<td>dal, dallo</td>
</tr>
<tr>
<td>su</td>
<td>sul, sullo</td>
</tr>
<tr>
<td>di</td>
<td>del, dello</td>
</tr>
<tr>
<td>in</td>
<td>nel, nello</td>
</tr>
</tbody>
</table>

ASKING AND TELLING THE TIME

- *Che ora è?* / *Che ore sono?*
  - È l’una
  - Sono le due...

- **Sono le quattro** di pomeriggio / di notte.
- **A che ora** cominci a lavorare?
  - **Alle otto**.
- **Che orario** fa il parrucchiere il martedì?
  - **Dalle 9 alle 20**, orario continuato.
- **Quando** vai in piscina?
  - **Verso le 19**.
- **Fino a che ora** guardi la TV?
  - **Fino all’una**, poi vado a letto.

**Parole**

**Times of the day**

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

**Parole colloquiali**

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

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

**SALOTTO CULTURALE**  
▶ p.83

**Che orario!**

A. Read the text about the times and timetables in Italy. What differences are there compared to your country’s? Discuss it with a classmate.

B. Look at the following times. Then listen to the dialogues and complete the box stating if the speakers are talking about the baker’s, the museum or the hairdresser’s.

C. Think of how a normal day in people’s lives from your country is organised. Are there other times or timetables which could be useful to foreigners? Discuss it with a classmate.

**COMPITI FINALI**  
▶ p.84

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

A. Work in groups. Talk about Sundays’ activities which make you feel the happiest.

B. Decide on at least five activities the whole group shares. Write them down on a sheet of paper and hang it up in your class or post it in the virtual classroom.

C. Compare your list with those from other groups and make a conclusive list containing the most common five activities shared by everyone or by the majority.

**WORKING STRATEGIES**

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

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

**Com’è andato il compito?**

A. Assess your own competences.
- I am able to talk about my life routine
- I am able to ask and give the time
- I am able to ask about timetables and frequency of actions

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

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

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

A. Prepare a test to understand the lifestyle of one of your classmates.
Unità 5
Parla come mangi!

➤ p. 89

COMPITI FINALI
• Conduct a survey on food consumption
• Present the typical food shopping in your own country

COMPITI INTERMEDI
• Your average consumer
• My daily diet
• Street food specialties

1. Il cibo in parole
A. Which food products do you recognise in the picture? Use the cloud of words to help you.
B. Fill the box with the food products contained both in the cloud of words and the picture according to what you like or don’t like. Then discuss your list with a classmate.
C. Write down the food products you don’t know and compare your notes with a classmate’s. Underline the products you both don’t know and search them on the net.

➤ p.90

2. Consumo e tendenze
A. Choose the products from the list below that you usually buy and then compare them with the ones chosen by a classmate: is your food shopping similar?
B. What type of consumer are you? Read the article and discuss it with a classmate.
C. Read the article again and complete the box with the expressions c’è or ci sono. Work with a classmate and circle the correct option to complete the rule for their use.

 c’è / ci sono p. 96

c’è + singular / plural  ci sono + singular / plural

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

mancare p. 96

➤ p.91

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

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

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

Cereals: **farro, orzo**

Cheese: **pecorino**

Fruit: **pesche, uva**

Legumes/beans: **soia**

Vegetables: **zucchine, melanzane**

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

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

IL CONSUMATORE TIPO
Identify and describe the eating habits and behaviour of the “average consumer” in your country.

➤ p.92

3. La salute innanzitutto!
A. Do you drink in a healthy way? Take this test and find out.
B. Match the types of drinks found in the test to their corresponding container. You may add more examples.
C. Read the test again and identify which words refer to the direct pronouns io, la, li, le and the pronoun ne. Then circle the correct option to complete the rule of their use.

The pronouns io, la, li, le are used instead of a direct object / a direct object when we speak about a quantity/amount.
The pronoun ne is used instead of a direct object / a direct object when we speak about a quantity/amount.
D. How do you prefer having your drinks? How many do you drink? Discuss it with a classmate and identify similarities and differences in your eating habits. Use the following words and expressions to help you.

▶ p.93

4. Mens sana in corpore sano

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

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

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

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

Indefinite adjectives p. 96

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

Indefinite adjectives p. 96

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

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

Partitive articles p. 96

LA MIA DIETA QUOTIDIANA

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

▶ p.94

5. Abitudini, tradizioni e mode culinarie

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

Discuss it with a classmate.

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

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

Impersonal form p. 96

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

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

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

▶ p.95

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

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

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

SPECIALITÀ DI STRADA

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

GRAMMATICA

▶ p.96

C’È (THERE IS) AND CI SONO (THERE ARE)

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

Il sabato c’è molta gente al ristorante.
Nel suo carrello della spesa ci sono i prodotti biologici.
THE PREPOSITION DA
Si mangia bene da Beppe. (= at his home)
Compro la carne dal macellaio. (= at the butcher’s)
Da noi si cena tardi. (= at our home / in my country)

THE INDEFINITE ADJECTIVES
They give a generic, imprecise information.
Nessun, nessuno and nessuna are always used in the
singular form.

Poco / poca / pochi / poche
C’è poco latte… Non possiamo fare il dolce.
Due uova sono poche per la frittata.

Alcuni / alcune (are always used in the plural form)

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

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

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

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

PARTITIVE ARTICLES
Partitive articles are formed by using the
preposition di + definite articles to introduce an
unknown amount.
IMPERSONAL CONSTRUCTION
For actions with an unspecified subject it is common to use the word *si + verb in the third person* singular or plural.

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

_Dopo il lavoro* _si prende un aperitivo_ con gli amici. (verb in the third pers. sing.+ singular object)

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

> p.97

1. Complete the gaps with _c'è _or _ci sono _and match the sentences with the ones below to create dialogues.
2. Read the following dialogues: what words do the pronouns _lo, la, li, le _and _ne _refer to? Underline the words as shown in the example.
3. Complete the gaps with the pronouns _lo, la, li, le _or _ne_.
1. Complete the gaps with the partitive articles or the singular indefinite articles.
2. Complete the gaps in this interview with Livia, a cook, with the indefinite adjectives. There is more than one possible option.
3. Write what the subject of these sentences is.

PAROLE
> p.98

Food products
1. Complete the following lists of food types.

Containers and quantities
2. Complete the list of combinations.

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

Places and professions related to food
5. Match the descriptions to the professions. Then write the name of the corresponding workplace.

> p.99

Verbs related to food
6. Complete the list of combinations.

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

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

SALOTTO CULTURALE
> p.101

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

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

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

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

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

The Italian acronyms DOP (Denominazione di Origine Protetta; in English, Protected Designation of Origin) and IGP (Indicazione Geografica Protetta; in English, Protected Geographical Indication) are official certifications which identify products the quality and characteristics of which depend on their geographical area of origin and the type of production. The certification for Italian wines is DOC (Denominazione di Origine Controllata; In
I am able to talk about quantity and speak about something in general
I am able to give information on food products
I am able to talk about eating habits

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

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

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**Fare un’inchiesta sul consumo alimentare**

A. Prepare a questionnaire to find out who, among your classmates, is a health-conscious consumer and who a responsible consumer.

B. Everyone in the class should interview two classmates and write down their answers.

C. Compare all your notes and decide who is the most responsible consumer and who is the most health-conscious in your class.

**WORKING STRATEGIES**

- Before making the list of questions for the questionnaire, carefully define the profiles of the two types of consumer.
- You may post the results of your survey in the virtual classroom.

**Presentare la spesa tipica del proprio Paese**

A. Search information to prepare the list of the most purchased types of food in your country (or a country you know well).

B. Choose a format for your presentation: it can be a printed or digital version. Think of a title, a subtitle; find pictures for a visual description. You may add captions.

C. Give an oral presentation to the class and all together discuss about the differences and similarities among the different countries.

**WORKING STRATEGIES**

- Preparing a plan of the presentation helps you explain your work neatly.
- Share your research by posting in the virtual classroom.

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**Com’è andato il compito?**

A. Assess your own competences.
I am able to ask if someone or something is there
Unità 6
Personaggi e storie

▶ p. 105

Comuni Finali

• Creare il timeline della classe
• Intervistare un compagno e scrivere il suo curriculum datato 2035

Comuni Intermedi

• Scrivere il curriculum
• Scrivere la biografia di qualcuno famoso
• Creare una lista dei tre giornali e dei tre periodici più amati in Italia

1. Li conosco!

A. Conosci questi celebratissimi? Se sì, riporta cosa sai su di loro. Discussilo con un compagno.

B. Guarda la nuvola di parole e individua quelle che corrispondono ai seguenti tipi di informazioni:
Professioni:
Eventi nella vita e realizzazioni:

C. Confronta la tua lista con quella di un compagno. Collaborate per individuare le parole non conosciute:

▶ p. 106

2. La vita è bella!


B. Rispondi alle seguenti domande su Roberto Benigni.

C. Guarda le parole evidenziate nel curriculum di Roberto. Qual è l’equivalente nella tua lingua? Ti offri di fornire il medesimo tipo di informazioni quando scrivi il tuo curriculum?

▶ p. 107

D. Leggi la biografia di Roberto Benigni e rispondi alle domande. Confronta le tue risposte con quelle di un compagno.

E. Guarda le forme verbali evidenziate nel testo e trova il loro equivalente infinitivo. Completa la regola.

The passato prossimo p. 112

Children’s Text

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

F. Guarda le forme del participio passato in esercizio E e completa la casella con le relative endings. Ci sono due verbi irregolari: quali sono?

The past participle p. 112

Conjugation

G. Chiedi a un compagno di classe dei suoi periodi di formazione o esperienze lavorative.

Esperienze e Capacità

Scrivere il curriculum. Utilizzare lo stesso formato del curriculum di Roberto Benigni.

▶ p. 108

3. Intellettuali d’Italia


B. Leggi le seguenti domande su Roberto Benigni.

C. Leggi le biografie di Roberto ancora una volta; evidenzia le forme verbali del passato prossimo. Poi completa la casella. Infine, completa la conjugazione in secondo parte della casella.

WITH THE AUXILIARY essere WITH THE AUXILIARY avere

D. Guarda le forme verbali evidenziate nelle biografie di Roberto ancora una volta. Quali sono i verbi irregolari del participio passato? Completa la casella.

The past participle p. 112

Infinitive Irregular Past Participle

E. Una stazione radio sta trasmettendo un programma sulle trame e le opere di un celebre scrittore italiano. Ascolta e scrivi se le seguenti affermazioni sono vere o false.

F. Parla di un periodo particolarmente significativo nella tua vita. Che cosa è successo durante quel periodo? Descrivilo a un compagno utilizzando le forme verbali evidenziate.
PERSONAGGI IMPORTANTI
Do you know about a famous person’s life? Try to write a short biography.

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

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

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

Adverbs of frequency p. 112

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

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

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

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

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

QUOTIDIANI E RIVISTE
Research which Italian newspapers and magazines are the most popular. Make a poster with the 3 mostly read newspapers and the 3 most loved magazines.

GRAMMATICA
THE PAST TENSE PASSATO PROSSIMO
It is formed by using either the verb essere (to be) or avere (to have) in the present tense followed by the past participle.

AUXILIARY (AVERE – ESSERE) + PAST PARTICIPLE

ho
hai
ha
abbiamo
avete
hanno
+ parlati
rievuto
dormito
sono
sei
è
siamo
siete
sono
+ andati/a
andati/e

THE AUXILIARY ESSERE OR AVERE
All transitive verbs use the auxiliary avere.

The verbs which use the auxiliary essere as follows:

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

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

When the verb is conjugated using the auxiliary avere, the past participle does not change (invariable) and does not agree with the subject: La direttrice ha parlato con il nuovo giornalista. Monica e Valeria hanno elaborato un saggio sugli scrittori italiani del Novecento.

When the verb is conjugated using the auxiliary essere, the past participle agrees with the subject in gender and number.
1. Who is the subject of the following sentences? Simone, Giulia or both?
2. Find and correct the mistakes in Lucy’s account of her life.
3. Essere or avere? Complete the gaps with the correct auxiliary verb.
4. Which of the following things have you already done and which ones not yet? Answer the questions as shown in the example.
5. Complete the biography of the singer Luciano Ligabue with the following verbs in the passato prossimo tense.
6. Which of the following things have you done and which ones have you never done? Answer the questions as shown in the example.

**Parole**

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

**Colloquial words**

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

**Suoni**

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

**I fotografi della dolce vita**

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

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

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

**COMPITI FINALI**

**Elaborare la linea del tempo della classe**

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

B. Create a timeline using the collected data.

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

**WORKING STRATEGIES**

- Before deciding the groups, you can write down a list of questions to make the collection of data easier.
- Create a digital version of the timeline and post it in the virtual classroom.

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

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

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

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

**WORKING STRATEGIES**

- Make sure you know about your classmate’s competences and interests so to envision an imaginary future career for him/her.
- Use a format among the several types viewable on websites like LinkedIn or Infojobs.


**Unità 7**

*Tutta mia la città*

» p. 123

**CF**

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

**CI**

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

**1. La città in parole**

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

B. Now look at the clouds of words: do you know the building depicted? Then find the words corresponding to the following categories.
- City sites:
- Adjectives used for describing the city and its sites:

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

» p.124

**2. Da non perdere**

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

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

» p.125

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

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

The indefinite p. 130

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

» Turin, the most visited city by Italians in 2013.

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

**LA CITTÀ PIÚ BELLA**

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

» p.126

**3. Nuove bellezze**

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

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

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

Invariable nouns p. 130

**D. Look at the highlighted words in exercise A and complete the box. Work with a classmate. Then look at the plural masculine and feminine: do you notice anything?**

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

**MASCULINE**

**FEMININE**

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

» p.127

**4. #insta_roma**

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

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

Expressions of place p. 130
They give a generic, imprecise information. They can be used with a noun to specify its amount, or with an adjective to specify the intensity:

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

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

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

When used with an adjective, they are invariable:

Il ristorante è molto caro
Gli abitanti sono molta gentilì.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>.plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>troppo/a</td>
<td>troppi/e</td>
</tr>
<tr>
<td>molto/a</td>
<td>molti/e</td>
</tr>
<tr>
<td>tanto/a</td>
<td>tanti/e</td>
</tr>
<tr>
<td>poco/a</td>
<td>pochi/e</td>
</tr>
<tr>
<td>nessun/a</td>
<td>nessuno</td>
</tr>
</tbody>
</table>

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

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

Nouns with stressed final vowel:
la città → le città
il caffè → i caffè

Nouns ending in a consonant:
il bar → i bar
l'autobus → gli autobus

Abbreviation of nouns:
il cinema → i cinema (cinematografo → cinematografi)
là moto → le moto (motocicletta → motociclette)

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

La città è tranquilla [feminine singular]
Le città sono pulite [feminine plural]
Il bar all'angolo è economico [masculine singular]
I bar del centro sono cari [masculine plural]
Nouns and Adjectives Ending in -CA and -GA, -CO and -GO

<table>
<thead>
<tr>
<th>Noun</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>turistico</td>
<td>turistici</td>
</tr>
<tr>
<td>parchi</td>
<td>parchi</td>
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<tr>
<td>psicologo</td>
<td>psicologi</td>
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<tr>
<td>alberghi</td>
<td>alberghi</td>
</tr>
<tr>
<td>banchi</td>
<td>banchi</td>
</tr>
<tr>
<td>botteghi</td>
<td>botteghi</td>
</tr>
</tbody>
</table>

Adjectives to describe a city

3. Match the adjectives on the left to their opposite.

Accommodation services

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

Verbs related to the city

6. Complete the list of combinations.

Prepositions of place

7. Where is Hans located in each situation in relationship to the Coliseum: in front of, near, behind, between, opposite or far from?

Colloquial words:

8. Match each sentence to the appropriate reply. Which colloquial word expresses doubt and which is used to draw someone’s attention? Then listen to the recording to check if you are correct. Lastly, translate the replies into your own language.
Dare informazioni e descrivere un quartiere che conosciamo

A. Choose a neighbourhood of a city or town you know and that you like.

B. Write down the most significant characteristics as well as several suggestions for those who wish to visit this place.

C. Write a comment supporting your proposal.

WORKING STRATEGIES

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

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

Com’è andato il compito?

A. Assess your own competences.
   I am able to describe an area or city
   I am able to ask and give information about places
   I am able to locate people, places and things
   I am able to talk about and give my opinion on a trip

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

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

SUONI

1. Read these sentences to your classmate: what’s your intonation like? Then listen to the recording and write whether the sentences express surprise (S), interest (I) or disappointment (D).

2. Listen to the recording and place the accent mark on the words in bold where necessary.

3. Listen to the recording and circle which word you hear.

SALOTTO CULTURALE

In giro per Venezia

A. Look at the map of Venice and answer the following questions. Then compare them with a classmate.

B. Read this riddle and try to finish it writing the missing word.


D. Read the information on Venice. Which statements do you think are true and which false? Then listen to the interview and write which statements are true or false according to Lucia. Lastly, compare them with your initial hypothesis.

E. Work in groups. Choose an area in Venice, do some research and create an info card based on the given prompts. Then hang it in the classroom.

COMPITI FINALI

Promuovere un quartiere o una città

A. Work in groups. Choose a specific area or city you like and that it’s worth visiting.

B. Think of the characteristics you wish to point out and select the most significant places of interest.

C. Create a presentation aiming at promoting your proposal. Choose your favourite format: Power Point, a poster, a brochure, a photo collage, Prezi, a video, ecc.

WORKING STRATEGIES

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

You can post your presentation on Facebook, a blog, on Youtube etc.
Unità 8
Questione di stile

► p. 139

COMPITI FINALI
• Choose a present for a classmate
• Describe the most beautiful and the ugliest presents

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

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

B. Now read the words contained in the cloud and complete the categories. Then discuss it with a classmate.
Article of clothing:
Accessories:
Places where to go shopping:

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

► p. 140
2. Ma come ti vesti?
A. In what way does the Italian style stand out, in your opinion? Which differences are there in the way people dress between your country and Italy? Discuss it with a classmate.

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

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

► p. 141
D. Look at the highlighted verb forms in the text and complete the box.

The direct imperative p. 146

IMPERATIVE AFFIRMATIVE IMPERATIVE NEGATIVE

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

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

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

The direct imperative p. 146

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

The direct imperative p. 146

IMPERATIVE AFFIRMATIVE IMPERATIVE NEGATIVE

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

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

► p. 142
3. Facciamo shopping!
A. In a fashion forum, Kevin, a British guy, is asking for advise on the best places to go shopping. Read the posts in which some people answer and share their opinion on where they prefer to shop. Underline the places where it is possible to go shopping. Then answer the questions below.

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

Expressing need or obligation p. 146

si deve + infinitive + singular / plural
si devono + infinitive + singular / plural

C. Look at the highlighted sentences in the forum again and write sentences using the constructions bisogna + infinitive and avere bisogno di.
D. The forum presents useful vocabulary to talk about shopping. Complete the following lists of words. Then compare the list with a classmate’s.

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

p.143

4. Abbigliamento di seconda mano

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

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

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

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

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

p.145

6. Vorrei quell’orologio

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

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

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

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

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

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CI

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

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5. Un regalo è per sempre!

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

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

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

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

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

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The imperative with pronouns

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

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

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The demonstratives

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

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

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

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CI

UN REGALO PER L’INSEGNANTE

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

Avere bisogno di + infinitive /noun

*Ho bisogno di mettermi* il cappotto perché ho freddo.
*Ho bisogno dei vestiti* leggeri per il viaggio a Cuba.

**THE ADJECTIVE BELLO**

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

**CE L’HO**

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

* Ce l’hai il vestito?
  * Sì, ce l’ho.

**DIRECT (INFORMAL) IMPERATIVE**

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

**AFFIRMATIVE**

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

<table>
<thead>
<tr>
<th>STUDIARE</th>
<th>SCRIVERE</th>
<th>DORMIRE</th>
<th>FINIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu</td>
<td>studia</td>
<td>dormi</td>
<td>finisci</td>
</tr>
<tr>
<td>voi</td>
<td>studiate</td>
<td>scrivete</td>
<td>dormite</td>
</tr>
</tbody>
</table>

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

**essere** → (tu) sii, (voi) siate
**avere** → (tu) abbi, (voi) abbiate
**sapere** → (tu) sappi, (voi) sappiate

The second person singular has irregular forms.

**andare** → va’ (o vai)
**dare** → da’ (o dai)
**dire** → di’
**fare** → fa’ (o fac)
**stare** → sta’ (o sta’)

**NEGATIVE**

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

*Non mettere le scarpe rosse stasera.*
*Non abbinate più di tre colori.*

**THE IMPERATIVE WITH PRONOUNS**

In the affirmative form the pronoun is joined to the

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**GRAMMATICA**

➤ p.146

**THE PRESENT INDICATIVE OF MODAL VERBS**

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

**DOVERE**  **POTERE**  **VOLERE**

devo posso voglio
devi puoi vuoi
dove può vuole
doibiamo possiamo vogliamo
dovete potete volete
devono possono vogliono

**EXPRESSING NEED AND OBLIGATION**

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

**IMPERSONAL FORM**

*Si deve* + infinitive

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

Quando fa freddo, *si devono indossare* vestiti pesanti

**Bisogna** + infinitive

Quando fa freddo *bisogna mettersi* qualcosa di lana.

*Bisogna prendere* l’ombrello per ripararsi.

⚠️ The construction *si deve/devono + infinito* changes when the infinitive is followed by a noun in the plural form.
Body parts, clothes and accessories
3. Match the body parts to clothes and accessories.

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

Clothes categories
5. Complete the following lists.

<table>
<thead>
<tr>
<th>SUONI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives for clothes</td>
</tr>
</tbody>
</table>
| 6. Complete the sentences with the correct form of the adjective *bello*.
| 7. Complete the sentences with the correct colour endings.
| 8. Choose from the list of adjectives and for each noun form the most possible combinations.

<table>
<thead>
<tr>
<th>PAROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles of clothing and accessories</td>
</tr>
</tbody>
</table>
| 1. What do you wear in summer and winter? Write the list of articles of clothing below in the appropriate column.
| 2. Underline the appropriate articles of clothing and accessories according to each situation. What do you wear …?|
COMPITI FINALI

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

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

COM’È ANDATO IL COMPITO?
A. Assess your own competences.
I am able to communicate and ask about something in a shop
I am able to talk about clothes and style
I am able to give advice on style
I am able to ask for and grant permission
I am able to express need and obligation

B. Did you have any problems when working on your assignments? What kind?
Did you learn something new? What? What did you enjoy most about your assignments?
C. Assess the work of your classmates and discuss it with them.
The presentation is understandable
They used the contents of the units
The vocabulary used is appropriate
It is interesting and original
The pronunciation is clear and the intonation is correct
Esercizi
unità 1

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PERSONAL PRONOUNS
1. Complete the sentences with the correct personal pronouns.

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

PRESENT INDICATIVE OF THE VERB CHIAMARSI
4. Complete the sentences with the correct forms of the verb chiamarsi.

PRESENT INDICATIVE OF THE VERBS ESSERE, AVERE, STARE
5. Complete the sentences with the correct forms of the verbs essere or avere.
6. Complete the dialogues with the correct forms of the verb stare and then match them with the right pictures. Then listen to the recording to check if they are correct.

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

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

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

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

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

INTERROGATIVES AND CONJUNCTIONS E, O
14. Listen to the interview and write if the following sentences are true (vere) or false (false).

THE PREPOSITIONS A, IN AND DI
15. Circle the correct option.

PER AND PERCHÉ
16. Complete the sentences with per or perché.

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

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

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

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

Esercizi
unità 2

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PERSONAL PRONOUNS (II)
1. Change the underlined subject with its correct corresponding personal pronoun, as shown in the example.

THE PRESENT INDICATIVE
2. Circle the correct option.
3. Complete the box with the verbs of exercise 2. Then write their form in the infinitive.
4. Read the sentences. There are 4 mistakes: find them and correct them.
5. Complete the sentences with the correct forms of the verbs fare or essere.
6. Circle the correct option.
C. WRITING EXERCISE
Describe your best friend, his personality, his physical appearance and, if you know them, one member of his family.

Esercizi
unità 3

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

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

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

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

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

EXPRESSING AGREEMENT OR DISAGREEMENT
14. Put the dialogue in the correct order. Then listen to the recording to check if it is correct.
Esercizi
unità 4

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

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

COLLOQUIAL WORDS CERTO AND MA VA
18. Complete the following dialogues using the colloquial words certo and ma va.

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

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

C. WRITING EXERCISE
What are the things which foreigners like or don’t like about your country?

VERBS ENDING IN -IRE
4. Complete the sentences with the correct forms of the verbs in brackets.
5. Write the infinitive of the verbs of exercise 4 in the corresponding columns.

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

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

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

ADJECTIVES DESCRIBING ONE’S LIFESTYLE
14. Complete the sentences with one of the following adjectives.

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

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

B. LISTENING COMPREHENSION
1. Listen to the messages on Stefania’s answering machine and choose the correct option.

C. WRITING EXERCISE
What’s a typical day in your life like? What do you do? Where do you go? Who do you see? Write a short text to describe it.
CONTAINERS AND QUANTITIES
14. Listen to the message and complete the shopping list by writing the mentioned quantities.

ADJECTIVES USED FOR TALKING ABOUT FOOD AND CUISINE
15. Match each adjective to its opposite. Use a dictionary if necessary.

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

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

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

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

Esercizi unità 6

AUXILIARY VERBS ESSERE AND AVERE
1. Complete the box by writing the following verbs in the corresponding columns.
2. Complete the sentences with the correct forms of the auxiliary verbs essere or avere.

THE PAST PARTICIPLE
3. Complete the box writing the past participle of the following verbs in the corresponding columns.
4. Complete the sentences with the past tense passato prossimo of the verbs in brackets.
Esercizi
unità 7

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

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AGREEMENT OF THE PAST PARTICIPLE
7. Complete each past participle with the correct ending.
8. Write the sentences in the past tense passato prossimo.

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

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A. READING COMPREHENSION
Read the text and choose the correct option.

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

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

Esercizi
unità 7

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

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

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

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THE LOCATIVE CI
8. Write the second sentence of each dialogue using the locative ci.

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

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CITY AND SERVICES GLOSSARY
11. Complete the crossword puzzle with the terms referring to the city.

THE ADVERBS ANCORA, GIÀ, MAI, APPENA
12. Circle the correct option.
13. Put the words or group of words in the correct order to create a sentence.

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

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

A. READING COMPREHENSION
Read the text and choose the correct option.

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

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

COLLOQUIAL EXPRESSIONS NON SO AND SENTI
16. Circle the correct option. Then listen to the recording to check if the sentences are correct.
A. READING COMPREHENSION
1. Read the text and complete it with the following words.
2. Read the text again and write if the following sentences are true (V) or false (F).

B. LISTENING COMPREHENSION
Listen to the recording and circle the correct option.

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

Esercizi unità 8

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

EXPRESSIONS OF NEED AND OBLIGATION
3. Complete the sentences with the following expressions.
4. Change the sentences by using the impersonal form as shown in the example.

DIRECT (INFORMAL) IMPERATIVE
5. Complete the sentences with the affirmative form of the imperative of the following verbs.
6. Put the sentences in the negative form of the imperative.

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

CLOTHES GLOSSARY
10. Match the following words to the corresponding pictures.

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

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

THE COLOURS
14. Complete the adjectives with the correct ending.

AN EXPRESSION FOR EVERY OCCASION
15. Match each of the following sentences to the appropriate occasion.
16. Complete the dialogues with the correct forms of ce + io, tu, li or le

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

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

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