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STUDENT BOOK

# ECCO!

uno

3RD EDITION



ITALIAN LANGUAGE

# ECCO!

THIRD EDITION

Current, relevant, differentiated and interactive Italian language learning for secondary years

The **Ecco! Third Edition** series offers a complete and supportive suite of print and digital resources with updated features for a motivating and supportive set of student and teacher resources.



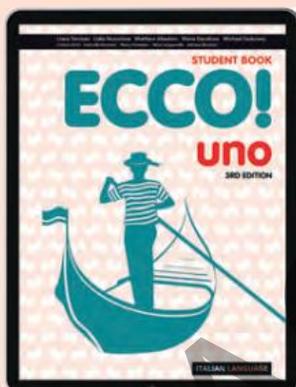
## Student Book

A clear layout with improved, scaffolded content and visuals for Years 7–10 that focus on support and engagement and allow flexibility of use.



## Pearson Digital Hub

The new Pearson Digital Hub features a comprehensive bank of resources to consolidate and further student learning. Access multimedia content, additional grammar and vocabulary drilling, and opportunities to practise all key language skills in one place.



## eBook

Reader+ gives you access to the eBook version of your Student Book, including the audio.



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## Activity Book

Updated engaging activities offer even more differentiated learning opportunities and reinforcement of key skills.



## Senior Student Book

Also available: **Ecco! Senior** for Years 11 and 12.



Discover the full 7–12 series at [pearson.com/en-au/schools/ecco](https://pearson.com/en-au/schools/ecco)

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<b>Topics</b>	Greetings Introductions Days of the week People's age		School life in Italy Likes and dislikes Birthdays	
<b>Communication</b>	Greet people and say goodbye Ask someone their name Introduce oneself and others Ask and give ages Ask how someone is and say how you are Ask what day it is		Talk about school subjects Express likes and dislikes Say the date Ask and give birthdays Exchange phone numbers	
<b>Language</b>	Count from 1 to 20 Use <b>questo</b> and <b>questa</b> Learn about subject pronouns and verb conjugation Conjugate the verb <b>avere</b> Conjugate the verb <b>stare</b> Learn the days of the week		Learn about nouns Use definite articles Use the verbs <b>piacere</b> , <b>adorare</b> and <b>odiare</b> ( <b>io</b> and <b>tu</b> ) Learn how to use the negative construction Use conjunctions to build longer sentences Use some question words Count to 100	
<b>Pronunciation</b>	Italian vowels: <b>a</b> , <b>i</b> and <b>u</b> Letters of the alphabet		Consonants <b>c</b> and <b>ch</b> with vowels	
<b>Cultural and intercultural awareness</b>	Reflect on the levels on formality and different ways of greeting people Investigate the meanings of the days of the week Learn <b>una filastrocca</b>		Explore some aspects of school life in Italy Learn about <b>l'interrogazione</b> at school Learn about the geography of Italy	
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**Che famiglia simpatica!**

**Ti piacciono gli animali?**

**Topics**

Family  
Describing people  
Telling the time

Animals  
Using colours

**Communication**

Talk about family members  
Describe people and animals  
Ask and tell the time

Talk about animals  
Use colours to describe animals and things

**Language**

Conjugate the verb **essere**  
Use adjectives  
Use demonstratives **questo, questa, questi, queste**  
Use possessive adjectives (*my, your, his, her, its*)  
Understand and use the 12-hour clock  
Learn the adverb **molto**

Understand how colours function as adjectives  
Conjugate regular **-are** verbs  
Use indefinite articles

**Pronunciation**

The Italian **r**

Syllables and word stress

**Cultural and intercultural awareness**

Discover some family celebrations in Italy  
Learn about the Romance languages  
Recognise some Latin connections between Italian and English  
Learn the gesture for **Basta!**

Discover Ancient Rome  
Learn about the story of **Romolo e Remo**  
Learn about **il Circo Massimo**  
Learn about the gruesome battles at **il Colosseo**

**Gesture**

**Basta!**

**Perfetto!**

**Create and collaborate**

**La mia famiglia**  
**Il latino**  
**Un'email**

**Ente Nazionale Protezione Animali**  
**Roma antica**  
**Un volantino per lo zoo**  
**I numeri per bambini**

**Text types**

Photo captions  
**Il fumetto**  
Photo album  
Fairytale  
Blog posts with photos  
Pie chart

Photo captions  
**Il fumetto**  
Text messages with photos  
Movie posters  
Book covers  
Blog posts with photos and map

	Cosa fai nel weekend?	Dove abiti? Che lingue parli?
<b>Topics</b>	Talking about pastimes Making plans for the weekend	Countries, languages and nationalities The weather
<b>Communication</b>	Talk about your own and ask about others' pastimes Make plans for the weekend Talk about what you do regularly	Talk about nationalities Talk about what languages people speak Say where you were born Talk about the weather
<b>Language</b>	Revise the conjugation of regular <b>-are</b> verbs Conjugate regular <b>-ere</b> verbs Conjugate the irregular verb <b>fare</b> Talk about days	Learn the prepositions <b>a</b> and <b>in</b> Use the past participle of <b>nascere</b> with <b>essere</b> Use <b>fare</b> in more contexts
<b>Pronunciation</b>	Double consonants	The sounds for the letters <b>sc</b>
<b>Cultural and intercultural awareness</b>	Discover the sights of Bologna Find out what young Italians do in their free time Learn about <b>la passeggiata</b> and <b>fare bella figura</b>	Discover that Italian is spoken in many parts of the world Learn cultural aspects of the regions of Sicily and Emilia-Romagna Continue to explore Italian dialects as part of Italy's heritage
<b>Gesture</b>	<b>Ma fammi il piacere!</b>	<b>Ma che domanda fai?</b>
<b>Create and collaborate</b>	<b>Musicisti italiani</b> <b>Ascoltiamo musica</b> <b>Il concerto degli animali</b> <b>Che cosa fai la domenica?</b>	<b>Giochiamo</b> <b>Scriviamo</b> <b>La mia famiglia</b>
<b>Text types</b>	Photo captions <b>Il fumetto</b> Bar graph Book covers Tourist map Blog post with photo Album cover	Photo captions <b>Il fumetto</b> Map Weather chart Profiles Tourist forum with map Diary Blog posts with photos

	Quale mezzo prendiamo?	Buon appetito!
<b>Topics</b>	Travelling and commuting Using different modes of transport	Food preferences Ordering meals How much things cost
<b>Communication</b>	Talk about where you are going and how you are getting there Say at what time you are taking a mode of transport Ask and say what time someone is arriving and leaving	Talk about food and food preferences Ask and say how much something costs Read a menu and order food
<b>Language</b>	Conjugate the verb <b>andare</b> Learn more ways to use the prepositions <b>a</b> and <b>in</b> Conjugate regular <b>-ire</b> verbs <b>Use the verb salire</b>	Use absolute superlatives Learn more adverbs Use <i>there is</i> and <i>there are</i> ( <b>c'è/ci sono</b> ) Learn about the <b>-isc</b> verbs
<b>Pronunciation</b>	The sounds for the letters <b>g</b> and <b>gh</b> The sounds for the letters <b>gli</b> and <b>gn</b>	The sounds for the letter <b>s</b>
<b>Cultural and intercultural awareness</b>	Discover some of the different ways to travel around Italy Learn about <b>la gondola</b> Discover <b>l'Ape</b> and <b>la Vespa</b>	Learn about <b>la cucina italiana</b> Discover the different types of <b>pasta</b> and <b>gelato</b> Understand the euro
<b>Gesture</b>	<b>Se ti prendo...!</b>	<b>Ma che dici?</b>
<b>Create and collaborate</b>	<b>Un viaggio</b> <b>Una gara</b> <b>Andiamo al concorso</b> <b>Facciamo un sondaggio</b>	<b>Prepara un pranzo</b> <b>Inventa un menù</b> <b>Conosci l'euro?</b> <b>Andiamo al ristorante</b> <b>Un menù fusion</b>
<b>Text types</b>	Photo captions <b>Il fumetto</b> Transport signs Itinerary Tourist information Letter Blog post with photo Iconic advertisement	Photo captions <b>Il fumetto</b> Menu Food labels Restaurant review Recipe Blog posts with photos

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# How to use Ecco!

Let's explore the features of your *Ecco!* Third Edition Student Book, eBook and Activity Book.

## Pagina di apertura

The first page of every chapter shows a selection of authentic spark visuals that allow you to predict what you will cover in the chapter. Take the time to discuss them in class.

**Prima di iniziare** asks three inquiry questions that you can consider as a group. The first question is factual, the second conceptual and the third debatable. These questions act as prompts to allow you to tap into your personal understanding and experience, and general knowledge.

The learning goals list what you will be able to do, talk about, ask about and read about when you have finished the chapter.

- **Comunicare** outlines the new communication skills you will be acquiring.
- **Capire** lists the different language points you will be learning.
- **Cultura e intercultura** shows some cultural and intercultural discoveries and comparisons you will make.

Before you start your chapter, complete your prior learning activities in the Activity Book and Hub.

## Il fumetto

In the *cartoon story*, **il fumetto**, you will meet **Barbara, Massimo** and his dog **Gustavo, Claudia** and **Bruno**. They all live and go to school in **Bologna**. Can you spot Bologna on the map on page 142? Through **il fumetto** you will hear and learn new language and expressions used in context, and you will be able to reflect on aspects of Italian culture and compare it with your own.

## Chapter features

When you have listened to and read the cartoon story a few times, have a go at answering the **Abbiamo capito tutto?** questions. These questions will be in English and Italian and will develop your viewing, comprehension and higher order thinking skills.

The **Vocabolario** section lists all new words and expressions from **il fumetto** or the feature text. Corresponding activities in your Activity Book and Hub provide opportunities to practise these new words.

To make sure you sound Italian, **Fonetica** offers a rigorous approach to understanding the sounds of Italian. Head to Hub to watch a helpful video and practise the sounds. *The Italian alphabet and the IPA* on page 129 is also a good reference.

**Gesti** presents the chapter's gesture in more detail. Hub provides some real-life context in a soap-opera style video for each chapter.

When you're familiar with **il fumetto**, but: you will have a chance to use your Italian and perform the story: **Tocca a te!**

## Più parliamo, più impariamo

Throughout the chapter, you will have many opportunities to speak Italian. Speaking activities are divided into three levels: **Iniziamo** activities give you a chance to recall past knowledge or practise key vocabulary, preparing you for **Parliamo**, which provides scaffolding to build sentences and dialogue. Once you have mastered the new language from the chapter, **Facciamo conversazione** encourages you to get creative and have conversations! And don't forget to try out your Italian outside your classroom if you can.

## Spiegazione della lingua

**Spiegazione della lingua** provides clear key language and grammar explanations to develop your understanding of how the Italian language works. Your Activity Book and Hub provide opportunities to practise and reinforce your knowledge. You can also find handy animations on Hub for further support. *Parts of speech* on page 127 explains and demonstrates some key metalanguage in both Italian and English to help you grasp grammar concepts. On page 130, the *verb tables* are a great reference to consult when you are unsure how to use and conjugate verbs in Italian.

## Guardiamo e leggiamo

In **Guardiamo e leggiamo**, you will get the opportunity to read a variety of authentic text types. This will allow you to extend your reading skills with a bit of clever guesswork and research skills. After reading the text, have a go at answering the **Abbiamo capito tutto?** questions. Your teacher will decide which text(s) to work on for each chapter.

You can learn how to use an Italian–English dictionary from the **Cosa significa...?** section on page 128. The **Glossario** (page 131) and the **Vocabolario** word lists (page 132) are also extra references to help you work out the meaning of words and expressions.

## Il blog di Keira

Keira and her family have moved to Italy for two years. She is keeping a blog for her family and friends. You will read her blog towards the end of each chapter so you can experience Italy as she publishes posts. Discover some aspects of culture and life in Italy and compare them with your own.

## Nota, Rifletti e Culture a confronto

**Nota**  
In Italian, you don't write the days of the week with a capital letter – unless they're at the beginning of a sentence.

**Rifletti**  
What does **non ha senso** mean? Notice you use the verb **avere** but we use the verb **to make** in English. **Fa senso** has another Italian meaning – *it's disgusting!*

**Culture a confronto**  
Take a closer look at the cartoon story (**il fumetto**) in this chapter. Which details suggest the story is set in Italy? How is it different to where you live?

**Nota** (*noticing*) and **Rifletti** (*investigating and critical thinking skills*) appear on most pages, to guide you in your learning experience pages, to guide you in your learning experience. You will discover where some words and expressions come from and some interesting connections between Italian, English and other languages. **Culture a confronto** (*intercultural skills*) prompts provide you with the opportunity to reflect on and consider

your own culture, and respond based on your own bi-cultural experiences (your own family, friends, travel etc.).

## Creiamo

The last page of each chapter includes some interesting activities to choose from. You will work independently or collaboratively to put into practice what you have learnt, using technology when needed.

Icons used in **Ecco! uno** Third Edition Student Book:

-  Listen to Italian native speakers and practise your comprehension and speaking skills.
-  Watch video content to support your learning of Italian grammar and pronunciation, or view a live action episode related to the chapter.
-  Develop your intercultural awareness. Observe, explore, notice, compare, reflect and record your point of view.
-  Work out the language using your deductive and thinking skills.
-  Develop your 21st-century skills through activities that involve collaboration, communication, critical thinking, creativity and ICT skills.
-  Notice something about the Italian language.
-  Go to Pearson Digital Hub and find some more content or practice!

# Istruzioni in classe: Come si dice?

Ora ascoltate e ripetete.



## Il professore / La professoressa dice:

<b>Attenzione!</b>	Pay attention!
<b>Ascoltate!</b>	Listen!
<b>Facciamo l'appello.</b>	Let's call the roll.
<b>Oggi studiamo...</b>	Today, we will study ...
<b>Lavorate in coppia!</b>	Work with a partner!
<b>Alzatevi! / Sedetevi!</b>	Stand up! / Sit down!
<b>Prendete il libro!</b>	Get the book!
<b>Andate a pagina...</b>	Go to page ...
<b>Leggiamo.</b>	Let's read.
<b>Ripetiamo insieme.</b>	Let's repeat together.
<b>Scrivete nel vostro quaderno!</b>	Write in your (exercise) books!
<b>Tutti insieme...</b>	All together ...
<b>Avete capito?</b>	Did you understand?
<b>Scrivete i compiti per casa.</b>	Do (or write) as homework.
<b>Tocca a te.</b>	It's your turn.
<b>Spegnete le luci / il cellulare</b>	Switch off the lights / your mobile.

## Parole utili

<b>il libro di testo</b>	textbook (Student Book)
<b>il libro dello studente</b>	Activity Book
<b>il portatile</b>	laptop
<b>il tablet   iPad</b>	tablet   iPad
<b>la penna</b>	pen
<b>la matita</b>	pencil
<b>l'armadietto</b>	locker
<b>i compiti per casa</b>	homework

## Lo studente / La studentessa dice:

<b>Presente!</b>	I'm here!
<b>(Non) capisco.</b>	I do (not) understand.
<b>Può ripetere per favore?</b>	Can you repeat (that) please?
<b>Come si dice... in italiano?</b>	How do you say ... in Italian?
<b>Come si scrive... in italiano?</b>	How do you write/ spell ... in Italian?
<b>Come si pronuncia?</b>	How do you pronounce it?
<b>Cosa significa...? / Cosa vuole dire...?</b>	What does ... mean?
<b>Me lo spiega di nuovo?</b>	Can you explain it again?
<b>Posso andare in bagno?</b>	May I go to the bathroom?
<b>Scusi il ritardo.</b>	Sorry I'm late.
<b>... è assente oggi.</b>	... is absent today.
<b>Secondo me...</b>	In my opinion ...
<b>Di chi è questo/a...</b>	Whose is this ... ?
<b>È mio/mia. / È di...</b>	It's mine. / It's ... 's.
<b>Mi presti...?</b>	Can I borrow ... ?

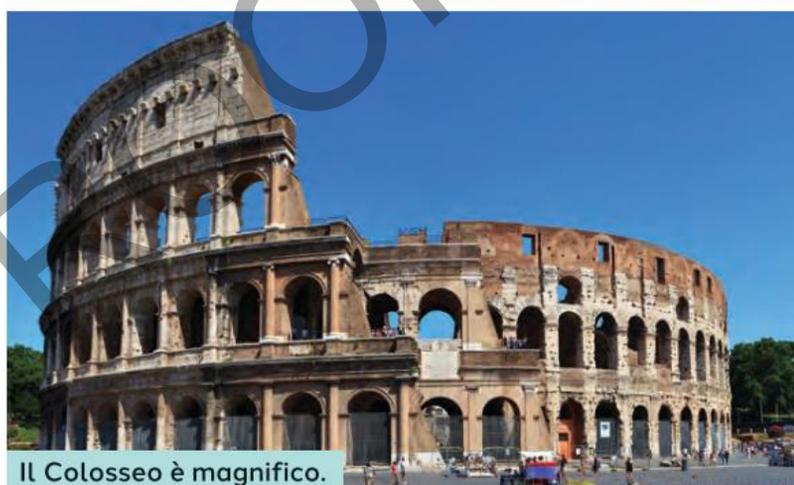
# Ti piacciono gli animali?



Questo leone del bioparco a Roma è molto feroce.



Eleonora abita a Roma. Ha un cane grande e intelligente. Ma qualche volta il suo cane è birichino.



Il Colosseo è magnifico.

## Prima di iniziare...

- What animals do people usually keep as pets?
- Why do some animals make good pets?
- Should zoos exist?

### Comunicare

- Talk about animals
- Use colours to describe animals and things
- Put stress on the correct syllables in Italian words

### Capire

- Understand how colours function as adjectives
- Conjugate regular **-are** verbs
- Use indefinite articles

### Cultura e intercultura

- Discover Ancient Rome
- Learn about the story of **Romolo e Remo**
- Learn about **il Circo Massimo**
- Learn about the gruesome battles at **il Colosseo**
- Learn the gesture **Perfetto!**

Before you start this chapter, go to page 49 of your Activity Book and to *Let's get started* on Digital Hub.



AB

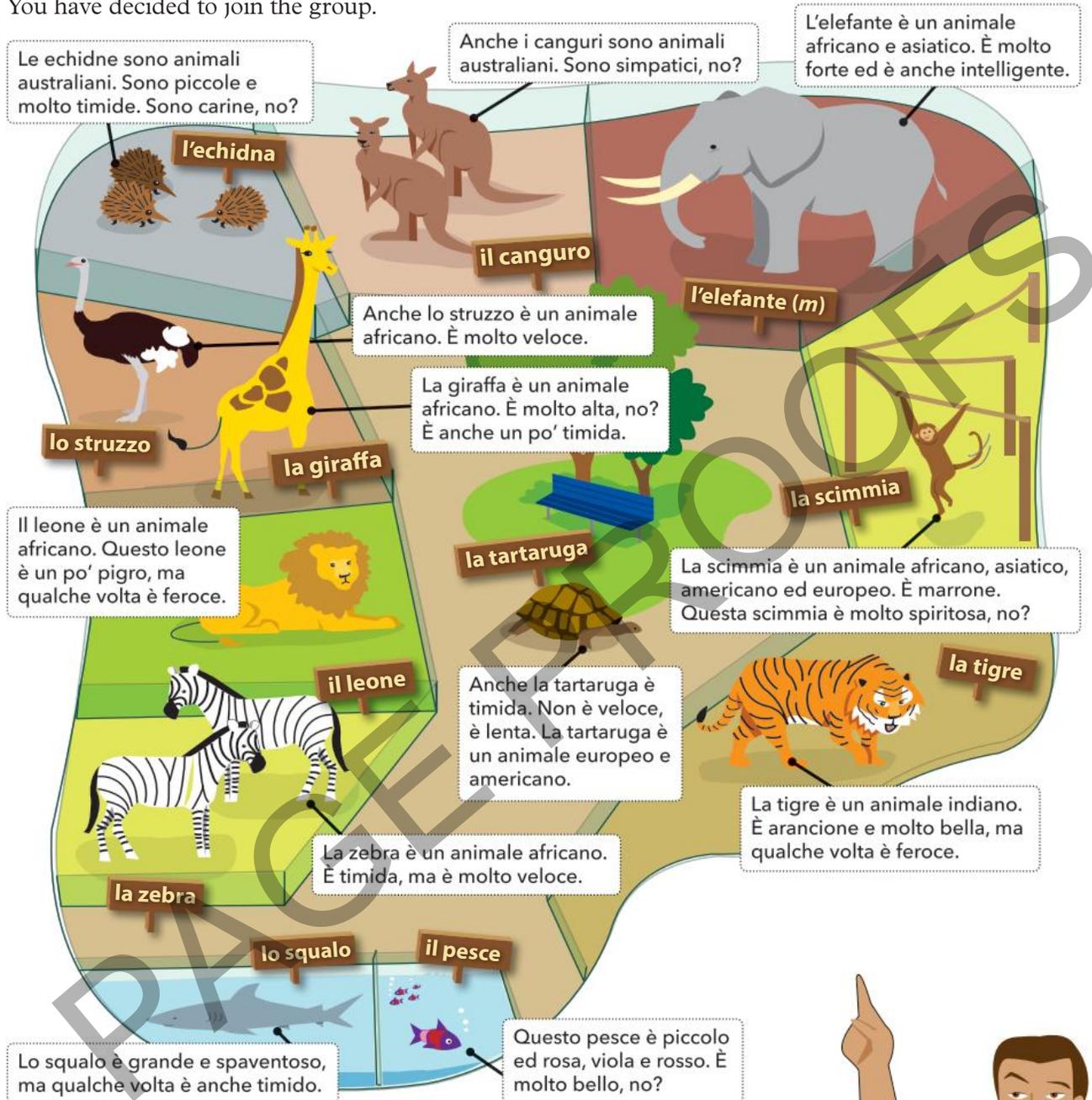
p.49-50

# Prima parte

## Gli animali dello zoo di Roma

You are visiting **lo zoo di Roma**. Il **guardiano dello zoo** (*zookeeper*) is giving a tour to a group of small children.

You have decided to join the group.



### Abbiamo capito tutto?

- 1 Come sono le echidne?
- 2 Quante echidne ci sono allo zoo di Roma?
- 3 La scimmia è molto pigra – vero o falso?
- 4 La tartaruga è veloce – vero o falso?
- 5 Quale animale è intelligente?
- 6 Com'è il leone?
- 7 Di che colore è il pesce?
- 8 Quali animali sono africani?
- 9 Can you organise the animals according to what they have in common based on the text?

ci sono there are



## Vocabolario

### Continenti



### Colori

arancione  
marrone  
rosa  
viola

### Nome

l'animale (m)

### Aggettivi

africano/a	lento/a	feroce
americano/a	piccolo/a	forte
asiatico/a	pigro/a	grande
australiano/a	spaventoso/a	
europeo/a	timido/a	

### Rifletti

Many adjectives form pairs of opposites, or **contrari**. What are the opposites of these adjectives: **lento/a, piccolo/a, simpatico/a**?

## Fonetica

### How words are formed

Words are made up of sounds, which can be divided into two groups: *vowels* and *consonants*.

When sounds come together in words, they form syllables. In Italian, every syllable has a vowel. Words can have one syllable such as **si** [si] or more than one such as **canguro** [kan.gu.ro].

As a general rule, when sounding out words, or spelling in Italian, you separate consonant clusters and double consonants. Look at these examples:

<b>lento</b> [len.to]	<b>mamma</b> [mam.ma]
<b>grande</b> [gran.de]	<b>scimmia</b> [scim.mia]

Remember how Barbara spelt out her name in **Capitolo 1**? How would you spell out **Massimo** in Italian?

### Word stress

Understanding syllables is important in Italian words. One syllable is always stressed or more prominent than the others. Putting stress on the wrong syllable can change the meaning of a word!

Listen to these words: **papa, papà**. Can you hear the difference?

**il papa** pope

So, where does stress fall in Italian words?

<b>2nd last syllable</b>	most common	<b>casa, libro, italiano</b>
<b>Final syllable</b>	fairly common	<b>caffè, perché</b>
<b>3rd last syllable</b>		<b>abito, abiti, abita</b>
<b>4th last syllable</b>	rare	<b>abitano, telefonano</b>

# Più parliamo, più impariamo

## Iniziamo

Listen to the audio and practise saying the zoo animals in Italian, making an effort to learn their meaning as you go. Don't forget to pronounce the **r** (but don't exaggerate it!) when you say **la tartaruga**.

## Parliamo

1 In pairs, take turns to ask where some of the animals come from.

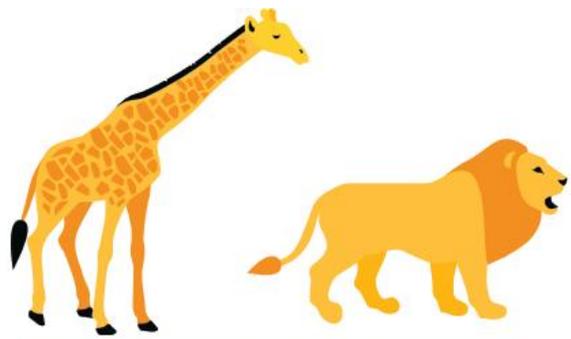
**A: Di dov'è il leone?**

**B: Il leone è un animale africano.**

2 Now take turns to ask about and describe the animals.

**A: Com'è il leone?**

**B: Il leone è un po' pigro, ma qualche volta è feroce.**



La giraffa è timida e il leone è feroce.

### Rifletti

**Di dov'è...** means *Where is ... from?*  
Can you work out how **dov'è** has been constructed? Is there something similar in English? Why do we do this?

## Spiegazione della lingua

### 1 Di che colore è?



Colour words are often adjectives, so they agree with the nouns they are describing.

**Esempi: Il canguro è marrone.**

**I canguri sono marroni.**

**La zebra è bianca e nera.**

**Le zebre sono bianche e nere.**

**Il pesce è azzurro e arancione.**

**I pesci sono azzurri e arancioni.**

Exceptions to the agreement rule are **rosa**, **viola** and **blu**.

These adjectives are invariable and never change.

**Esempio: Il maiale è rosa. I maiali sono rosa.**

Colour words always follow the noun they describe.

**Esempio: Ho una macchina gialla.**

To describe a colour as dark or light you add **scuro** or **chiaro** after the colour adjective. In that case, neither of the adjectives agree with the noun; they become invariable.

**Esempio: Ho una macchina giallo scuro.**

### Rifletti

To ask the colour of something in Italian, we say **Di che colore è?**  
What is the literal translation of this in English? Is this the same structure in other languages you know? If not, how is it different?

### Nota

Notice how **bianco** needs an **h** in the plural of both masculine and feminine forms, to keep the [k] sound (see **Capitolo 2, Fonetica**). This 'rule' applies to nouns too. What would be the plural of **amica**?

## La fattoria



### Iniziamo

Work in pairs, taking turns to ask each other about the colours of the animals at **lo zoo di Roma** (page 46) and **la fattoria** above.

**A: Di che colore è l'uccello?**

**B: L'uccello è azzurro e arancione.**

### Rifletti

Look at each of the animal words. How would you change them from singular to plural?

### Parliamo

Now ask each other questions about the colour of the animals in plural form.

**A: Di che colore sono gli uccelli?**

**B: Gli uccelli sono azzurri e arancioni.**

### Facciamo conversazione

Imagine you have lots of animals. Ask each other about the types of animals, what they are like and their colour. Use the following questions as prompts for your conversation.

**Quanti animali hai?**

**Come sono le zebre?**

**Di che colore sono le giraffe?**

### Culture a confronto

Another name for **la gallina** is **il pollo**. When you're talking about cooked chicken, you mainly use **il pollo**.

Many languages use different words when describing animals as meat.

animale	carne
la gallina	il pollo
la mucca	il manzo

Which words would we use in English for the meat of these animals? What about other languages that you know?

# Seconda parte

## La vita in fattoria





### Rifletti

Which English word does **la fattoria** sound like and look like?  
 Don't get **la fattoria** confused with **la fabbrica** (factory)!  
 Beware of **i falsi amici**!

## Abbiamo capito tutto?

- 1 Come si chiama lo zio di Claudia?
- 2 What do you notice about the sound Gustavo makes in frame 2?
- 3 Quanti cavalli hanno lo zio e la zia di Claudia?
- 4 Come si chiama il cavallo di Claudia e quanti anni ha?
- 5 Di che colore è Paolo?
- 6 Che cos'è Minimo?
- 7 Quante mucche hanno lo zio e la zia di Claudia?
- 8 Com'è la vita in fattoria per Claudia? E per Massimo?
- 9 Explain the use of the expression "che schifo" in relation to the text.
- 10 Would you like to spend a day at la fattoria? Justify your answer making reference to the **il fumetto**.

## Vocabolario

### Nomi

il pappagallo  
la campagna  
la fattoria  
la vita

### Aggettivi

cattivo/a  
domestico/a  
fantastico/a

### Espressioni

a cavallo  
benvenuto/a!  
che schifo!  
mamma mia!  
non preoccuparti.  
perfetto!  
quanti?  
sta' zitto/a!

### Parole utili

vicino a

## Rifletti

You know what **un maiale** is and you can work out from the story what **un maialino** is. Watch out for **-ino/-ina** endings – they make whatever you're talking about smaller and cuter. So, if **un gatto** is a cat, what is **un gattino**? This does not apply to all words ending in **-ino**. Look up the word **il postino** – it doesn't mean 'the little post'!



## Gesti

At the end of **il fumetto**, Claudia congratulates Massimo with a bit of sarcasm: **Perfetto!** To show something is perfect, even sarcastically, bring your thumb and index together to form a ring and keep the other fingers fanned out. Then pull your hand across your chest. There are some other ways to show that something is perfect in Italian; can you think of any? When using these gestures, be mindful that in some cultures and subcultures, they can be given a different meaning.

## Tocca a te!

With some classmates, choose a role from **il fumetto** to act out. You know what to do! If not, check page viii.

## Spiegazione della lingua

### 2 Conjugate regular -are verbs

So far, we have looked at the irregular verbs **avere**, **stare** and **essere**, which are each conjugated differently, so you need to learn them by heart. However, in Italian, there are also regular verbs that follow a pattern when conjugated – making them much easier to learn!

Almost all Italian verbs have a stem and end in **-are**, **-ere** or **-ire** in their infinitive form.

In **il fumetto** we saw the verb **abitare**. Is it an **-are**, **-ere** or **-ire** verb?

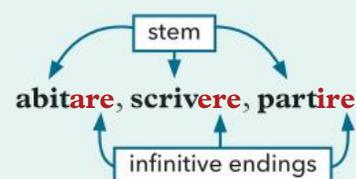
Now, look at the verb table for **abitare**. Notice that the endings are all different. So, when we conjugate a regular verb, we remove the infinitive ending and replace it with the ending that corresponds to the person doing the action.

Barbara **abitare** a Bologna.

→ Barbara **abita** a Bologna.

How would you say these sentences in Italian? 'We live in Sydney. They live in Bologna.'

Here are two more regular verbs: **ascoltare** (*listen (to)*) and **lavorare** (*to work*). How would you conjugate these verbs? You will learn more **-are** verbs in **Capitoli 5** and **6**.



abitare	to live
io <b>abito</b>	I live
tu <b>abiti</b>	you live
lui/lei <b>abita</b>	he/she/it lives
noi <b>abitiamo</b>	we live
voi <b>abitate</b>	you live
loro <b>abitano</b>	they live

### 3 The indefinite article

In **Capitolo 2** you learnt about the definite article in Italian – **il, l', lo, la, i, gli, le** – which all mean *the*. **La scimmia, le scuole, il motorino, l'animale.**

The English words *a* and *an* (*a dog, an elephant*) are called *indefinite articles*.

In Italian, indefinite articles can be masculine or feminine like definite articles and are only used with singular nouns.

Feminine		
<b>una</b>	Used with feminine nouns that start with a consonant	<b>una scimmia</b> <b>una giraffa</b> <b>una pecora</b>
<b>un'</b>	Used with feminine nouns that start with a vowel	<b>un'oca</b> <b>un'ape</b>
Masculine		
<b>un</b>	Used with masculine nouns starting with a vowel, a consonant, or most consonant clusters.	<b>un cane</b> <b>un elefante</b>
<b>uno</b>	Used with all masculine nouns that start with <b>s</b> + consonant or <b>z</b>	<b>uno squalo</b> <b>uno zoo</b>

#### Rifletti

In English, we don't say *a apple* or *a elephant*. How do we make these words easier to say? How does the indefinite article change in Italian so it is easier to pronounce?

## Più parliamo, più impariamo

### Iniziamo

Practise the articles with a partner by taking turns to change the definite article to an indefinite for the animals at **lo zoo di Roma** (page 46) and **la fattoria** (page 49).

### Facciamo conversazione

Can you remember all the adjectives you have learnt? With a partner, use the questions and answers below to discuss your pets or a toy animal.

**A: lo squalo**

**B: uno squalo**

#### Nota

The word **peluche** has French origins and does not follow the usual 'che' sound in Italian. The 'che' is pronounced with a *shhhh* sound.

**il peluche** soft toy animal

Hai un animale domestico / un peluche?

Sì, ho un animale domestico / un peluche.

E tu?

Ho un pappagallo / una tartaruga / un'anatra.  
Ho due gatti e quattro pesci.

Che cos'è?

Ho un animale grande. È uno squalo / una tigre / un leone.

Com'è?

È piccolo/a, carino/a, marrone e fantastico/a.  
È molto feroce / spaventoso/a

Come si chiama?

Si chiama Milo.

Quanti anni ha?

Ha due anni.

Ti piacciono i cani?

Adoro i cani, ma odio gli uccelli.

# Guardiamo e leggiamo

## La fattoria in campagna

Eleonora has sent pictures of her holiday to her cousin's farm near Rome to her friend Alex. Develop your Italian reading skills by reading her messages. Some of the language you will know and some you can guess using the Italian you already know and your knowledge of English. Clever guessing is an important reading skill.

The screenshot shows a WhatsApp chat interface. At the top, there's a header with a back arrow, a circular profile picture of Eleonora, and a video call icon. The name 'Eleonora' is displayed below the profile picture. The chat is dated 'venerdì 16 ottobre'.

**giovedì 15 ottobre**

Ciao Alex. Come va? Ecco delle foto della mia vacanza. Mia zia ha una piccola fattoria in campagna, vicino a Roma. Abita in questa casa. La casa ha 70 anni – è vecchia e grande, no?



Ciao Eleonora. Che bella casa!

Nella fattoria c'è un piccolo cavallo – ma no, è una cavalla; ha un cavallino! È molto carino.



Adoro i cavalli. Come si chiama il cavallino?

Si chiama CuCu.

**venerdì 16 ottobre**

Mia zia ha anche quattro conigli e cinque galline. In questa fattoria tutti gli animali sono contenti! Mi piace.



Sono molto carini. Sono come i peluche della mia sorellina.

Questa è mia cugina Olivia. Olivia adora la vita in fattoria, specialmente quando aiuta con le mucche.



non mi piacciono le mucche, ma Olivia è molto bella!

**sabato 17 ottobre**

Oggi è il compleanno di mia zia. La festa è stasera alle sette.

Mia zia adora gli elefanti. Per la festa preparo una torta come questa.



Wow Ele! Sei molto brava!

Domani ritorno a casa.

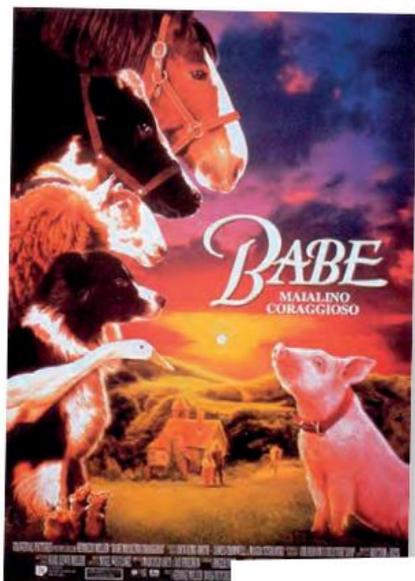
Va bene. A presto allora.

### Abbiamo capito tutto?

- 1 Based on the photos sent by Eleonora, describe what kind of trip Eleonora.
- 2 Where did Eleonora stay on her holiday?
- 3 Who did she stay with?
- 4 How old is the house she stayed at?
- 5 How does her cousin feel about life on the farm?
- 6 When does Eleonora leave the farm?
- 7 Translate Eleonora and Alex's messages, using a dictionary if you need to.

## Animali famosi

Many popular films and books that you may have seen or read have been translated into different languages so that people across the world can also enjoy them.



### Abbiamo capito tutto?

- 1 Do you recognise any of the films or books? With the help of the images, cognates, guesswork and perhaps a dictionary, work out what the titles mean in English.
- 2 Why do you think some titles are not directly translated?
- 3 Go online and look up some of your favourite films or books. Have they been translated into Italian? If so, are the titles a direct translation? Share and discuss your findings in class.

### Rifletti

- Have you seen an Italian film recently? Now that you know some more Italian, think about the translation of the original title in English. What do you think of this translation?
- Watching films and tv shows in Italian is a great way to improve your listening skills. Many streaming platforms allow you to watch programs in Italian. Next time you watch your favourite show, try changing the language into Italian (it's OK to have the subtitles in English). You will be surprised at how much language you can pick up.

### Culture a confronto

Why is it important to read books and watch films from around the world? What do these works of art help you understand?

# Il blog di Keira



## A glimpse of Ancient Rome

Last weekend my family and I went for a trip to the capital of Italy, Rome. What a city! They call it **la città eterna** (*the eternal city*) and I can see why. It's over 2500 years old. In the years between 98 CE and 275 CE, it was the centre of government of the vast Roman Empire, with at least one million inhabitants. Animals were important in Roman society - Romans worshipped wolves; they looked at bird flight patterns to tell the future; and many other animals were used for sporting activities and for entertainment. I have uploaded a copy of the map we used to get around the city!

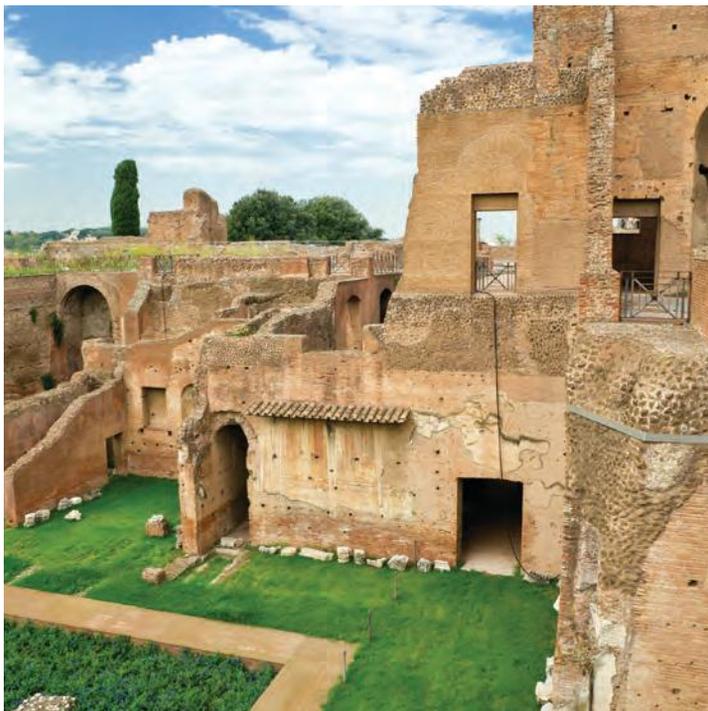
DOMENICA 27 LUGLIO - DI: KEIRA [COMMENTI](#)



## Il Circo Massimo

I learnt from a guide that **il Circo Massimo** was built in the sixth century BCE. It was mainly used for chariot racing, the most popular sport in Ancient Rome. Chariots were pulled at great speed by two or four specially trained horses (**poveri cavalli!**). Many charioteers had accidents or died because of the high speeds. **Il Circo Massimo** held up to 300 000 people. That's almost a quarter of Rome's population at the time, crowded into the stands and on the hills.

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## Il Palatino

I saw **il Palatino**, one of the seven hills of Rome (in Italian they are called **i colli romani**). It's supposed to be the place Rome was first established, back in 753 BCE. Rome itself is named after Romolo, its first king. The story goes that Romolo and his twin brother Remo were abandoned as babies and were found by a she-wolf (known as **la lupa**), who fed them. Imagine that! A shepherd then raised the twins until they could look after themselves. When they grew up, they founded a kingdom on the banks of the Tiber River (**il Tevere**), where their lives had begun. But Romolo and Remo could not agree on the exact site (arguing like brothers!) and on **il Palatino** Romolo killed Remo and became the leader of the city of Rome. Today, there are statues and postcards everywhere in Rome of the she-wolf and the twins.

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## Il Colosseo

Finally, I got to see the famous **Colosseo** (**che enorme!**). It was built in 80 CE. Here **i gladiatori** fought terrible battles with wild beasts and even with each other, watched by the emperor and 50 000 loud spectators! All sorts of animals were used for these battles, including bulls, bears, lions, rhinoceroses, tigers and elephants. These days, **il Colosseo** has some less ferocious animals - about 200 feral cats.

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### Culture a confronto

- Which modern-day countries were at some point part of the Roman Empire?
- What sporting activities today could be compared with those of Ancient Rome?
- Work with a partner to find out a bit more about beliefs and legends in Ancient Roman mythology.

## Ente Nazionale Protezione Animali (ENPA)

The ENPA has offices in all Italian regions, which advertises lost animals and animals in need of a home.

Go online and look at these different websites to see what sort of information they provide about the animals looking for a home. Your task is to create an advertisement for four to five animals.

The advertisement should include the type of animal looking for a home, its name, age, colour, a description and any other information you think is important. But remember, it should all be in Italian!

Lots of different animals need to find homes, not just the typical pets you find in homes. Be creative and use the information in this chapter to create your advertisement with a range of different animals!

### Culture a confronto

Do some research on animal shelters where you live. What differences or similarities can you see in the information provided on these websites and the website of **Ente Nazionale Protezione Animali**.

## Un volantino per lo zoo

Design a brochure for a new zoo. Include some of the animals that visitors will see, where these animals are from and what they look like. You may include some details about some of the favourites (such as **Leo il leone**, **Tina la tigre**). Don't forget the farm animals!

## I numeri per bambini

Create an illustrated counting book or devise a computer game for young children using the Italian numbers from one to 20 and the words for animals you have learnt so far. (Remember: use the plural endings for animals two to 20 – **un asino**, but **due galline**, **tre cani**, etc.). You could add descriptions of the animals. When your illustrated counting book or computer game is ready, you could use it to teach Italian to some young children you know.



## Roma antica

Design a time traveller's tour of Ancient Rome. Your travellers will arrive at various sites at different times in history. Re-read Kiera's blog, use the sites and dates to guide you and research what Rome might have looked like at that time. You can use English to guide your travellers but make sure you throw in some Italian.

