



Alessandro

Max

Mia

Avanti!

TUTTA

A fun-filled world
of Italian learning

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Marina Bartolameazzi

With Maria Liuzzi-Scalpelli
and Jo Horsburgh

For Dimitra,
Ananda and
Alexander



Purchase of the **Avanti tutta!** textbook entitles you to 2 years of free access to the comprehensive e-platform which includes videos and interactive activities.

GRAZIE A TUTTI!

This project has truly been a team effort. Thanks to everyone at Lingoport who contributed to this huge undertaking as well as the friends of Avanti tutta! in Italy who facilitated and helped.



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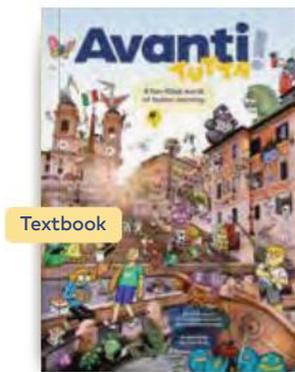
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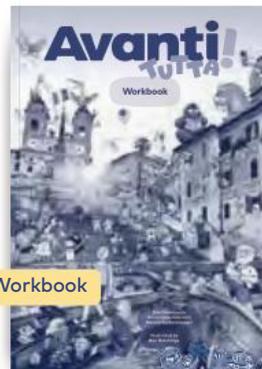


Course overview

The **Avanti tutta!** eco-system is a world of student-centred blended learning in print and digital interactive format. Its fully-integrated print and digital components are designed to allow flexibility of delivery to suit class needs and enable greater independence in student learning.



Textbook



Workbook

e-platform



Teacher's Resource



App (smart phone and web)

Importantly, the digital e-platform not only encompasses the print components, it brings them to life, and the app augments this complete learning environment that can travel beyond the classroom.

Textbook

The textbook is the core of the course. Its carefully-sequenced lessons introduce the key language, grammar, cultural concepts and supporting activities. It includes all the comic strips and song lyrics and essential stimulus material needed in the classroom, apart from the videos and audio that can be accessed on the e-platform. The textbook may be used in print form or as an e-book on the e-platform with audio and video links embedded.

Workbook

The workbook is the textbook companion where students practise, consolidate and extend their learning. It provides engaging listening activities, and reading and writing activities differentiated for three learning levels all directly related to each learning goal of the textbook. The workbook may be used in print form or its activities completed in digital interactive format on the e-platform.

Teacher's Resource

The teacher's resource provides a wealth of both printed and downloadable materials. The X-zone extension activities and the **Giochiamo!** card and board games are supplied in printed form and are ready for the teacher to hand out as required. There is also a guide for the teacher with ideas on how to make the most of the course in the classroom and in blended learning environments. Downloadable printable support material includes the **Ascoltiamo!** scripts, differentiated assessment tasks with rubrics, and the solutions to the workbook and assessment tasks. All the **Storie** and **Benvenuti in Italia!** videos, **Canzoni** and **Ascoltiamo!** listening tracks are downloadable from the digital resource too.

e-platform

The e-platform not only contains the whole course in digitised, linked and super-interactive form, but also transforms the material and the learning and teaching experience. Here students can take on some independence in their learning both in and beyond the classroom while allowing teachers to keep fully in touch with their progress. When you step onto the e-platform, here is what you'll find:

Textbook The textbook in e-book format comes alive with audio and video links embedded. Here students can individually watch, read and listen to the comic strips as dynamic and entertaining moving pictures with full soundtrack, watch the **Benvenuti in Italia!** cultural videos, listen to the songs, poems and rhymes and complete additional integrated online activities.

Workbook activities The activities of the printed workbook are transformed into engaging digital interactive format on the e-platform. Here students can complete the wide variety of differentiated activities online and receive instant feedback. They can work through listening activities at their own pace, monitor their own progress and retry activities to experience success while also having the benefit of teacher oversight. In addition, for each chapter, the e-platform provides extra activities for students who are seeking to further challenge themselves.

Online teacher tools The e-platform also provides teachers with the tools for online oversight and correction of student work as well as for documentation of their results. This assists the teacher to give timely feedback that is informed by automatic continuous records.

App

The app, which can be downloaded to a smart phone or accessed on computer as a website, is an interactive tool for students to continue practising the language introduced in the course beyond the classroom. The language, the variety of vocabulary building, listening and speaking activities and the **Benvenuti in Italia!** quizzes are carefully integrated and sequenced with the course so that students can consolidate their learning independently. With its voice-recognition software, it also allows students the valuable opportunity to practise and develop their spoken Italian at any time and place. In addition it contains all the animated comic strips and **Benvenuti in Italia!** cultural videos of the course so that students can always have access to these.



Introduction

Benvenuti! Welcome to a fun-filled world of Italian learning. The expression **Avanti tutta!** means 'full steam ahead!'. It's an encouragement to 'put your all into it!' or 'go for it!'. That's the approach we hope you'll take to learning Italian.

The **Avanti tutta!** course has been created especially so you can go for it with your learning at school, then continue to watch, listen to and speak Italian beyond the classroom using the **Avanti!** app and e-platform. And have plenty of fun doing it!

How the book works

Unità

Unit

There are five units (**unità**) in the book. Each unit is made up of three **capitoli** (chapters) followed by **Ciao amici!** (Hello friends!), **Benvenuti in Italia!** (Welcome to Italy!), **La grammatica** (The grammar) and **Il vocabolario** (The vocabulary).

Capitolo

Chapter

There are 15 **capitoli** (chapters) in the book, three in each **unità** (unit). Each chapter contains a new episode of the comic strip to introduce you to the new language, which you then learn and practise in the activities that follow.

Chapter opening pages

Here we get to see Italy. And think about it. The pictures and text pick up on an aspect of the story that is to follow. Questions invite you to explore a point of culture, and variously give your own responses to it or make cultural comparisons.

Comic strip

After every chapter opening comes the comic strip, which follows the exploits of the friends Emma, Max, Sofia, Alessandro and Mia. You'll get to know and love their very particular characters and just why they get into such awkward situations, in and out of the classroom, on and off the soccer field, at home, the cinema, the games arcade, at 'work', the zoo, and the museum.

You can read, watch and listen to these stories on the e-platform. The illustrations, the context, the soundtrack and the language you already know will tell you lots about what's going on. But the whole point is that in each story you'll be presented with new language. Whenever you want to watch and listen to the stories, step onto the e-platform or go to the app.

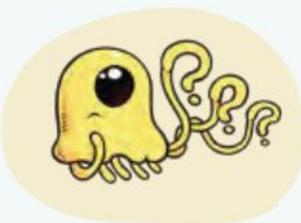


Parole nuove New words

This word list gives you some of the new words from the comic strip. To prepare for reading, watching and listening to a new episode, your teacher will usually go through pronunciation and definitions beforehand. But the list normally doesn't contain *all* the new words you'll encounter in the story. The words it doesn't give are the ones you'll come to learn through the activities that follow!

Questions about language

A question about an aspect of language usually accompanies **Parole nuove**. It will invite you to think about the origins and meanings of words, and about concepts of language. Once you've thought about it, you can find the answer at the end of the book in **Riflettiamo sulla lingua!** (Let's think about the language!).



Abbiamo capito? Have we understood?

Here you are presented with an activity that enables you to check how much of the story you've understood. Whenever you're ready to test your knowledge of the story further, you'll find a different interactive activity on the e-platform.



Come si dice? How do you say it?

These activities help you build your vocabulary. Using what you already know and a process of deduction and elimination, here you'll be able to work out what the words mean; therefore, you'll also understand more about the story when you read, watch or listen to it again. And of course you'll really want to know what the words mean when you act out the story.

Whenever you want to work more on the new vocabulary, you can practise on the e-platform and on the app.

Osserviamo! Let's look closely!

Once you've understood the meaning of the individual words, it's time to look at how they all fit together. Here you are guided step by step to find the patterns in the language and to deduce the rules of grammar. Every grammar point you learn here can also be found in summary in **La grammatica** too, so you'll always have a full grammar reference.

Lo sapevi che... ? Did you know that... ?

These little asides give you extra information about a point of language or culture that will help you make sense of something a bit unusual or that could be a bit confusing.

Parliamo! Let's speak!

Troviamo le differenze! Let's find the differences!

In each chapter, once you've got the hang of the new language, you can begin to put it into conversational practice in these cloze question-and-answer dialogues. Using the dialogues as models and referring to the pictures, you can practise each conversation with a number of variations by substituting the words in **bold** with the new information shown in the pictures.

To continue to develop your conversation skills beyond the classroom, you can practise with the app.



Italiano in pratica Italian in practice

This speaking activity will allow you to put new language into practice with your classmates in various everyday scenarios and use it to give your own authentic responses. It will show you how you can go out and start really using your Italian.

Giochiamo!

Let's play!

Every chapter ends with a game where you'll be able to use your new language to advantage! The games are a great way of finding out just how much Italian you have got at your fingertips, because speed and accuracy are often part of the competition. It's also a great time to simply enjoy using the language freely because, after all, it's just a game!

All the materials you'll need to play are included in the **Teacher's Resource** box so your teacher can provide them for you as required.



Recitiamo!

Let's recite!

This is where you get to take on the characters and act out scenes from the comic strip. You can try it in all sorts of ways with props and costumes, casting in unexpected ways, with sound effects, out the front of the class or in the round. You'll also get the chance to create and perform your own version of one of the stories in each unit. Whichever way you try it, think of your audience. Rehearse!



Simile o differente? Similar or different?

Here you reflect on a specific aspect of Italian culture or language and compare it with your own. A class discussion is always a feature of this activity, so this is a chance to get to know not only more about Italian life, but also the cultures of your classmates, and to consider one another's experiences and responses.

Poesia, Filastrocca, Scioglilingua Poem, Nursery Rhyme, Tongue Twister

These linguistic concoctions will give you practise at sounding more Italian. Each one focuses on particular sounds that those new to Italian might find a bit tricky. To hear Italians reciting or rapping these, step onto the e-platform.



Canzone Song

There are four songs in the course and every one of them will be an earworm. And that's the really handy trick of songs. The words will stick, so you'll always know some Italian! To listen, and sing along to practise your pronunciation, step onto the e-platform.



Ciao amici! con Valeria e Andrea Hello friends! with Valeria and Andrea

Here you'll move into the real world of the Italian friends Valeria and Andrea via some form of communication directly from them: a text message, a group chat, an email, a social media post, or a blog post. Whatever it is, you'll have the opportunity to join the conversation and respond!



Indaghiamo!
Let's investigate!

Scopriamo!
Let's discover!

Before you respond to Valeria and Andrea, you'll need to do some more investigation and discovery of the language they've used. These activities are designed to help you make deductions that will enable you to put that same language into action.

Caro Andrea... Cara Valeria...
Dear Andrea... Dear Valeria...

Here you can finally respond to Andrea or Valeria's message using all the language you've got, being as authentic and creative as you can be.

Benvenuti in Italia!
Welcome to Italy!

Andrea and Valeria are the effervescent Italian hosts of this series of videos in which they go about enthusiastically explaining Italy and conducting quizzes that you'll get to answer. There'll be language you know and language you don't know in the videos. But the video graphics, the context and the way they speak will help you understand, as will the accompanying activities in the book. This section of the unit is broken up into four parts:

Prima di guardare!
Before you watch!

You'll always find a short preparatory activity before you watch the video to help you get familiar with the words of their special topic.

Guardiamo il video!
Let's watch the video!

This is the point where you watch the video and do the quiz. You'll also be able to apply what you've understood to some other activities.

Facciamo una ricerca!
Let's research!

Here you'll focus on researching something related to the content of the video.

Collaboriamo!
Let's collaborate!

And, finally, you'll get together in groups to create and present a project, again inspired by the cultural material introduced by Valeria and Andrea.

La grammatica
The grammar

Here you'll find a full explanation of all the grammar points you've learnt via deduction in each chapter of the unit.

Il vocabolario
The vocabulary

Almost all the new vocabulary you've encountered in the unit is given here in thematically organised lists to help you learn. Always keep revising and trying to memorise it as much as you can! As you progress, it's assumed that you'll already know all the words of the previous units.

And also...

L'Italiano in classe
Italian in the classroom

At the start of the book you'll find this list of expressions and phrases that will help you to communicate in Italian in the classroom with your teacher and your classmates. Start using this language from day one! And try to use it in every lesson so that it becomes automatic. You can also add to the list yourself as you learn more Italian.

Riflettiamo sulla lingua!
Let's think about the language!

Towards the back of the book this section gives you explanations for many of the questions posed about language throughout the course. Make sure you challenge yourself to come up with your own answer before you check these explanations.

Il dizionario
The dictionary

Last but not least at the end of the book you'll find a comprehensive list of all the vocabulary of the course, both Italian-English and English-Italian. This section is in alphabetical order, so you can use it like a dictionary.

Unit and chapter contents

UNITÀ 1

In this unit you will find out about:

- Italian geography: regions and cities
- Rome and its most famous places
- The Colosseum
- Vatican City



Communicative goals	Language focus	Cultural and intercultural aspects	Games and activities
<p>► Capitolo 1 Buongiorno!</p> <ul style="list-style-type: none"> • Greet someone • Greet a group of people • Say who you are • Ask someone's name • Say someone's name • Use people's titles • Identify formal and informal greetings 	<ul style="list-style-type: none"> • I saluti (greetings) • Mi chiamo, ti chiami, si chiama (my name is, your name is, his/her name is) 	<ul style="list-style-type: none"> • Italian greetings • Titles in the Italian culture • Formality in Italian 	<p>2</p> <p>Giochiamo! Introduce yourself 10</p>
<p>► Capitolo 2 Come stai?</p> <ul style="list-style-type: none"> • Ask who someone is • Say who someone is • Ask how someone is • Ask if everything is OK • Say how you feel 	<ul style="list-style-type: none"> • Subject pronouns io, tu, lui/lei (I, you, he/she) • The verb essere (to be) in the singular • Negative sentences with non 	<ul style="list-style-type: none"> • Rome and its most famous places • The Colosseum • Vatican City • Italian names 	<p>11</p> <p>Giochiamo! Introduce yourself and others 21</p>
<p>► Capitolo 3 Come si scrive?</p> <ul style="list-style-type: none"> • Introduce people • Spell your name and other people's names • Answer the roll • Follow basic classroom commands 	<ul style="list-style-type: none"> • The Italian alphabet • Numbers 0–20 • Questo/a (this) 	<ul style="list-style-type: none"> • The relative sizes of Italy, Europe and Australia • Maths in Italian and in English • Lucky and unlucky numbers • The Italian and the English alphabets 	<p>22</p> <p>Suoni nuovi 29 The five Italian vowel sounds</p> <p>Poesia Poesia delle vocali 29</p> <p>Giochiamo! Introduce others and spell names 31</p>
<p>► Ciao amici! Benvenuti in Italia! Le regioni d'Italia</p> <ul style="list-style-type: none"> • Say where you or someone else is from • Read and reply to text messages in Italian 	<ul style="list-style-type: none"> • Nationalities 	<ul style="list-style-type: none"> • Italian geography: regions and cities • Italian landmarks and attractions • Italy and Australia: a comparison 	<p>32 34</p> <p>Play the quiz Le regioni d'Italia on the Avanti! App</p> <p>Collaboriamo! Present an Italian city/region 35</p>

UNITÀ 2

In this unit you will find out about:

- The most popular sports in Italy
- The national love of soccer: **il calcio**, **la Serie A** and **i tifosi**
- The men's and women's national sports' teams: **gli Azzurri** and **le Azzurre**
- The national flag of Italy, **il tricolore**



Communicative goals	Language focus	Cultural and intercultural aspects	Games and activities
▶ Capitolo 4 Che tipo sei? 42			
<ul style="list-style-type: none"> • Describe yourself • Describe another person 	<ul style="list-style-type: none"> • Adjectives to describe physical and personality traits • Singular forms of adjectives • Masculine and feminine forms of adjectives 	<ul style="list-style-type: none"> • The men's and women's national sports teams, gli Azzurri and le Azzurre • The national flag of Italy, il tricolore 	Suoni nuovi The Italian diphthongs 50 Scioglilingua Scioglilingua dei dittonghi 50 Giochiamo! Practise adjectives' meaning 53 Canzone Avanti tutta! 52
▶ Capitolo 5 Sei molto divertente! 54			
<ul style="list-style-type: none"> • Describe yourself in more detail • Describe another person in more detail • Express a simple opinion about what a person is like • Ask and say if someone is there 	<ul style="list-style-type: none"> • More adjectives to describe a person • Revision and practice of adjectives in the singular form • C'è (there is) / non c'è (there is not) 	<ul style="list-style-type: none"> • The national love of soccer: il calcio and i tifosi 	Giochiamo! Use adjectives to describe people 61
▶ Capitolo 6 Siete pronti? 62			
<ul style="list-style-type: none"> • Talk more about physical and personality traits • Describe a group of people • Express a simple opinion about a group of people 	<ul style="list-style-type: none"> • Revision and practice of adjectives in the singular • Adjectives in the plural (masculine and feminine) • Revision and practice of the verb essere in the singular • The verb essere in the plural • Subject pronouns noi, voi, loro (we, you, they) 	<ul style="list-style-type: none"> • More about il calcio: la Serie A 	Giochiamo! Practise adjectives' meaning and use 71
▶ Ciao amici! Benvenuti in Italia! – Lo sport in Italia 72 74			
<ul style="list-style-type: none"> • Say what your favourite sport is • Say what your favourite team is • Cheer for your favourite team • Read and reply to social media posts 	<ul style="list-style-type: none"> • Types of sports 	<ul style="list-style-type: none"> • The most popular sports in Italy • Important soccer tournaments 	Play the quiz Lo sport in Italia on the Avanti! App 77 Collaboriamo! Create a sticker album

UNITÀ 3

In this unit you will find out about:

- Italian schools: **la scuola media** and **la scuola superiore**
- The Italian school timetable and subjects
- The dreaded **interrogazione** (oral test)
- What students do after school



Communicative goals	Language focus	Cultural and intercultural aspects	Games and activities
Capitolo 7 Per me un panino, grazie! 84			
<ul style="list-style-type: none"> • Talk about snack foods • Talk about classroom items • Say what something is • Say whether something is there or not • State the relationship between people 	<ul style="list-style-type: none"> • Indefinite articles (un, uno, una, un') • Masculine and feminine singular nouns • Article and noun agreement • C'è (there is) • Ecco (here is) • Di (possession) 	<ul style="list-style-type: none"> • Italian schools: la scuola media and la scuola superiore • English in Italian schools: learning foreign languages in Italy and in Australia • Common English words in the Italian language • Common Italian words in the English language 	Giochiamo! Practise the vocabulary of school items and foods 95
Capitolo 8 Hai una penna? 96			
<ul style="list-style-type: none"> • Ask whether someone has something • Say what you have or don't have • Say who owns something 	<ul style="list-style-type: none"> • Revision and practice of indefinite articles (un, uno, una, un') • Definite articles in the singular (il, lo, la, l') • The verb avere (to have) 	<ul style="list-style-type: none"> • The dreaded interrogazione (oral test) 	Giochiamo! Practise noun gender, definite and indefinite articles 104
Capitolo 9 Avete finito? 105			
<ul style="list-style-type: none"> • Say what your favourite subject is • Talk about subject equipment • Say what is or isn't there • Ask how many there are 	<ul style="list-style-type: none"> • Plural of nouns • Definite articles in the plural (i, gli, le) • Article, noun and adjective agreement • C'è/ci sono (there is/there are) • Revision and practice of the verb avere (to have) • Quanti/e? (How many?) 	<ul style="list-style-type: none"> • School routines in Italy and in Australia • What students do after school 	Suoni nuovi The sounds GL and GN 115 Scioglilingua Se a luglio 117 Giochiamo! Turn nouns from singular to plural and use singular and plural definite articles 117 Canzone Scuola scuola 115
Ciao amici! 118 Benvenuti in Italia! La scuola in Italia 120			
<ul style="list-style-type: none"> • Say what subject you prefer/hate and why • Discuss school timetables • Read and reply to an email 	<ul style="list-style-type: none"> • Weekdays • School subjects • Use adoro and odio to express likes/dislikes 	<ul style="list-style-type: none"> • The Italian school system • Italian school timetables • Types of secondary schools in Italy 	Play the quiz La scuola in Italia on the Avanti! App 121 Collaboriamo! Create your ideal high school

UNITÀ 4

In this unit you will find out about:

- Italian films and film genres
- Roman numerals
- A favourite Italian meeting place: **la piazza**
- Places teenagers go for entertainment
- Italian street food snacks
- Slow Food vs fast food in Italy
- Italian students and food habits



Communicative goals	Language focus	Cultural and intercultural aspects	Games and activities
Capitolo 10 Quanti anni hai? 130			
<ul style="list-style-type: none"> • Ask and say how someone is feeling • Say how you are feeling • Ask and say how old someone is • Say how old you are • Count to 100 • Talk about different types of movies 	<ul style="list-style-type: none"> • Idiomatic expressions with the verb avere (to have) • Numbers 20–100 	<ul style="list-style-type: none"> • Italian films and film genres • Roman numerals 	Giochiamo! Practise expressions with avere 141
Capitolo 11 Mi piace giocare! 142			
<ul style="list-style-type: none"> • Express likes and dislikes • Say how much you like or don't like something 	<ul style="list-style-type: none"> • Piacere (to like) • Some infinitive verbs ending in -are • Suonare vs giocare 	<ul style="list-style-type: none"> • A favourite Italian meeting place: la piazza • Places teenagers go for entertainment 	Giochiamo! Say whether you like or don't like something 154
Capitolo 12 Mi piacciono gli hamburger! 155			
<ul style="list-style-type: none"> • Talk about activities you do • Ask and say where someone lives • Ask and say what someone is doing • Say what you are doing 	<ul style="list-style-type: none"> • The present tense of regular -are verbs 	<ul style="list-style-type: none"> • Italian street food snacks • Slow Food vs fast food in Italy 	Suoni nuovi The letters C and G 164 Filastrocca Gioco giochi mangio mangi 164 Giochiamo! Conjugate regular -are verbs 166
Ciao amici! Benvenuti in Italia! Il cibo in Italia 168 170			
<ul style="list-style-type: none"> • Talk about snacks • Talk about food preferences • Read and reply to messages in a group chat 	<ul style="list-style-type: none"> • Meals • Practice of the verb piacere (to like) 	<ul style="list-style-type: none"> • Common Italian foods in Australia • A globally famous Italian food: Nutella • Italian students and food habits 	Play the quiz Il cibo in Italia on the Avanti! App Collaboriamo! Create your own snack 174 Canzone Dimmi, dimmi: come stai? 167

UNITÀ 5

In this unit you will find out about:

- Ancient ruins and everyday Roman life
- **L'onomastico** (the name day) tradition in Italy
- **Il lupo grigio** (the grey wolf) and its national significance
- Regional music and dance forms in Italy
- Dialects
- **Il Natale** (Christmas) and **la Pasqua** (Easter)



Communicative goals	Language focus	Cultural and intercultural aspects	Games and activities
<p>▶ Capitolo 13 Emma, sei intelligentissima! 182</p>			
<ul style="list-style-type: none"> • Say the date • Say what you do on a particular date • Ask someone what they do on a particular date • Talk about birthdays • Suggest doing something together 	<ul style="list-style-type: none"> • Revision and practice of regular -are verbs • Days of the week • Months • The superlative form of adjectives (-issimo) 	<ul style="list-style-type: none"> • Ancient ruins and everyday Roman life • L'onomastico (the name day) tradition in Italy 	<p>Suoni nuovi The letter S 194</p> <p>Scioglilingua Troppe esse 194</p> <p>Giochiamo! Practise superlatives 198</p> <p>Canzone I pipistrelli 199</p>
<p>▶ Capitolo 14 Mi piace lo zoo! 200</p>			
<ul style="list-style-type: none"> • Talk about animals • Talk about colours 	<ul style="list-style-type: none"> • Adjectives of colour 	<ul style="list-style-type: none"> • Il lupo grigio (the grey wolf) and its national significance 	<p>Suoni nuovi Double consonants 209</p> <p>Poesia Le doppie 209</p> <p>Giochiamo! Describe items using adjectives of colour 211</p>
<p>▶ Capitolo 15 La festa 212</p>			
<ul style="list-style-type: none"> • Talk about music and musical instruments • Talk about people's likes and dislikes • Talk about recurring and one-off activities 	<ul style="list-style-type: none"> • More practice of regular -are verbs • A... piace/piacciono (someone likes) • A... non piace/piacciono (someone doesn't like) • Articles with days of the week 	<ul style="list-style-type: none"> • Regional music and dance forms in Italy • Dialects • The Italian school year 	<p>Giochiamo! Talk about one's own and others' likes and dislikes 223</p>
<p>▶ Ciao amici! 224</p> <p>Benvenuti in Italia! Il Natale in Italia 228</p>			
<ul style="list-style-type: none"> • Read a blog • Plan activities by writing a list • Present the main aspects of important cultural events 	<ul style="list-style-type: none"> • The seasons • Items associated with festivities • More -are verbs 	<ul style="list-style-type: none"> • Il Natale (Christmas) and la Pasqua (Easter) • La Befana • The winter season and la settimana bianca • Comparing cultural events 	<p>Play the quiz Il Natale in Italia on the Avanti! App</p> <p>Collaboriamo! Create a class festivities and party dictionary 231</p> <p>Giochiamo! La tombola 232</p>

L'italiano in classe

To make the best of your new Italian adventure, make sure you use Italian as much as you can! You can start by including some of the expressions below in your everyday language in **classe** (class).



EVERYDAY EXPRESSIONS

Buongiorno (ragazzi)!	Good morning (guys)!
Ciao!	Hi!/Bye!
Arrivederci!	Goodbye!
Sì	Yes
No	No
Grazie (mille)!	Thank you (very much)!

BOOK AND CLASS EXPRESSIONS

Leggiamo!	Let's read!
Ascoltiamo!	Let's listen!
Guardiamo!	Let's watch!
Osserviamo!	Let's observe!
Parliamo!	Let's speak!/Let's talk!
Scriviamo!	Let's write!
Giochiamo!	Let's play!
Collaboriamo!	Let's collaborate! Let's work together!

STUDENT EXPRESSIONS

(Non) ho capito.	I did (not) understand.
(Non) ho finito.	I did (not) finish.
Come si dice... in italiano/inglese?	How do you say (it)... in Italian/English?
Come si scrive?	How do you spell it?
Come si pronuncia?	How do you pronounce it?
Posso andare in bagno, per favore?	Can I go to the toilet, please?

TEACHER EXPRESSIONS

Apriamo il libro.	Let's open the book.
Andiamo a pagina...	Let's go to page...
Avete capito?	Did you understand?
Va bene?	OK?
(Avete) domande?	(Do you have) any questions?
Correggiamo!	Let's correct!
Attenzione!	Attention!
I compiti sono...	The homework is...





UNITÀ 1

In this unit you will find out about:

- Italian geography: regions and cities
- Rome and its most famous places
- The Colosseum
- Vatican City

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CAPITOLO

1

BUONGIORNO!

In this chapter you will learn to:

- Greet someone
- Greet a group of people
- Say who you are
- Ask someone's name
- Say someone's name
- Use people's titles
- Identify formal and informal greetings

Language focus:

- **I saluti** (greetings)
- **Mi chiamo, ti chiami, si chiama** (my name is, your name is, his/her name is)

CAPITOLO

2

COME STAI?

In this chapter you will learn to:

- Ask who someone is
- Say who someone is
- Ask how someone is
- Ask if everything is OK
- Say how you feel

Language focus:

- Subject pronouns **io, tu, lui, lei** (I, you, he, she)
- The verb **essere** (to be) in the singular
- Negative sentences with **non**

CAPITOLO

3

COME SI SCRIVE?

In this chapter you will learn to:

- Introduce people
- Spell your name and other people's names
- Answer the roll
- Follow basic classroom commands

Language focus:

- The Italian alphabet
- Numbers 0–20
- **Questo/a** (this)

Capitolo 1



Ciao!

Words have history and can change over time. For example, the friendly greeting **ciao** is heard all over the world nowadays, but it originally meant something quite different. It came from the Italian word **schiaivo**, meaning 'slave'. Why do you think that is? Can you work out the connection between the two words? To find the answer, go to page 238.

Something similar happened with language in Australia too. Can you guess what the Australian Aboriginal word 'gangurru' became in English? Do you know any other Aboriginal and Torres Strait Islander words that have been adopted into Australian English from the approximately 250 Indigenous languages originally spoken in Australia? To find the answers to these questions, go to page 238.

Besides **ciao**, there are other greetings in Italian. Can you identify them in the pictures on these pages? What do you think are the reasons for the differences in the greetings?



Do you recognise the Italian cities in the pictures on these pages? What are their names? And what are the pictured landmarks called? If you're not sure, check with your teacher. What are some of Australia's most well-known landmarks and monuments? In what respect are they similar or different from the ones in these pictures?



Buongiorno
signor Brambilla!



Leggiamo,
ascoltiamo e
guardiamo!

BUONGIORNO!



Parole nuove

ragazzi	guys (all genders)	tu sei in ritardo	you are late
mister	Coach	in ritardo	late
e	and	sempre	always
va bene	all right, good	è mio papà	it is my dad
un momento!	just a moment!	signor...	Mr...
o	or		

LO SAPEVI CHE... ?

In Italy, soccer players call their coach **mister**, borrowing the title that in English also applies when addressing male teachers formally. In Italian, we use different words for teachers: **il professore** (male) or **la professoressa** (female). When talking directly to their teacher, students address them as **prof**, using the shorter form. Do you think this happens in your language too? Does English borrow or shorten words used to address people?



Since Italian secondary students call their teachers **professore** and **professoressa**, do you think the English word 'professor' might have a different meaning to these similar Italian words? To find the answer, go to page 238.

Abbiamo capito?

Discuss the story and what you have understood, then complete the following sentences by writing the correct name for each character in the boxes.



1. Lui si chiama

.....



2. Lei si chiama

.....



3. Lei si chiama

.....



4. Lui si chiama

.....



5. Lui si chiama

.....

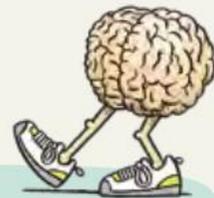
READY FOR MORE?
STEP ONTO THE 

Come si dice?

I saluti

a. With a classmate, match each Italian greeting on the left to its English translation on the right.

- | | | | |
|-------------------|-----------------------------|---------------|--------------------------|
| 1. | ciao! | A. | goodbye! |
| 2. | salve! | B. | good evening! |
| 3. | buongiorno! | C. | see you (tomorrow)! |
| 4. | buonasera! | D. | have a good day! |
| 5. | buonanotte! | E. | hello! [a little formal] |
| 6. | arrivederci! | F. | good morning! |
| 7. | ci vediamo (domani)! | G. | hi! / bye! |
| 8. <i>D</i> | buona giornata! | H. | have a good evening! |
| 9. | buona serata! | I. | good night! |



LO SAPEVI CHE... ?

In Italian, to say 'Good afternoon!' you can say **Buon pomeriggio!** However, this expression is not widely used anymore, so from afternoon to evening you can simply use **Buonasera!** (Good evening!).

b. Now think about when you would use these greetings. With a classmate, use the list above to complete the table below. Be careful: some of the greetings can be used at both the beginning and at the end of a conversation!

At the beginning of a conversation we say:	At the end of a conversation we say:

Ciao!



LO SAPEVI CHE... ?

In Italian, we use different greetings depending on whom we are talking to. For example, if you are talking to your friends or your family you would use informal greetings (such as **Ciao!** and **Ci vediamo!**), while you would use formal greetings (such as **Buongiorno!** and **Arrivederci!**) with your teacher, your coach, your doctor, or an older person you don't know.

- c. Which greetings would you use in an informal conversation? And which ones are appropriate in a formal context? Discuss it then, once you're sure, highlight all the **informal greetings** in one colour and all the **formal greetings** in another colour in the table on the previous page.

LO SAPEVI CHE... ?

In Italian, when talking to older people or people we don't know very well, we usually put a title before their surnames as a sign of respect, just like the characters do with Alessandro's dad in the story. Besides **il signore** (Mr) and **la signora** (Mrs), the most commonly used titles are **il professore** and **la professoressa** (male and female teachers) and **il dottore** and **la dottoressa** (male and female doctors).

We usually use articles (**il** for masculine and **la** for feminine) in front of someone's title when we are talking about the person. However, we don't use the articles when speaking directly to them. For example:

La dottoressa Giunti è sempre in ritardo.
Doctor Giunti is always late.

Buongiorno dottoressa Giunti!
Good morning Doctor Giunti!

Attenzione! An exception to this is when talking about a person with a title using **lui/lei si chiama**. In this case we don't use the article!

To make sure you've understood, go to **La grammatica** point 7 on page 37.



Ci vediamo!

Now go to the **Avanti! App** and keep practising!



Simile o differente?

Look at the pictures here and decide which kind of greetings (formal or informal) each situation requires in Italian, then fill in the speech bubbles accordingly.



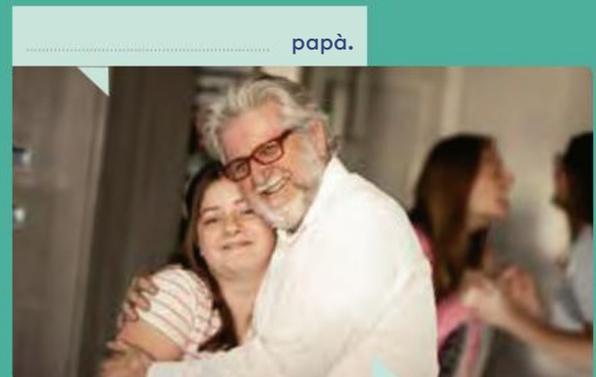
dottoressa.

Bianca!



prof!

Quentin!



papà.

In your own experience, are there formal and informal greetings in English and/or other languages that you know? What are they and when and with whom do you use them? Which greetings would you use for the situations pictured above? Discuss differences and similarities with the rest of the class.

Osserviamo!

- a. Have another look at the story and the **Abbiamo capito?** after it, and complete the following sentences in Italian with the missing words. Then match them with the correct English translation, as shown in the example.

1. *Lui* si chiama *Max*. A. What's your name?
2. Tu come? B. His name is Max.
3. mi chiamo
4. si Emma. C. Her name is Emma.
- D. My name is Sofia.

- b. Look closely at the table below and complete it by adding the correct English translations.

italiano	inglese
io mi chiamo	
tu ti chiami	
lui si chiama	
lei si chiama	

- c. Now see if you can use these expressions. Complete the following sentences with the correct form from the table above.



Io Alessandro.



Tu Emma.



Lui Max.



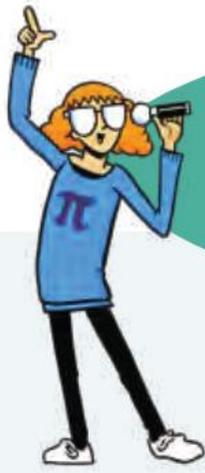
Lei Sofia.



To make sure you've understood, go to **La grammatica** point 5 on page 36.

Italiano in pratica

Do you know all of your classmates' names? Perhaps a new round of introductions would jog your memory! Get up and get moving: go around the class, introduce yourself and ask everybody what their name is. In Italian, of course!



Parliamo!

In pairs, or with your teacher and the class, practise greetings and introductions by talking to, about or for the people pictured. Remember to choose a greeting appropriate to the time of day indicated by the symbols. Use the conversation models below, changing the words in **bold** accordingly.



Lachlan



Michela



Angus



Kylie



Guang



Andrea



Valeria



Matilda



Caterina

- a. One of you points to a person pictured and greets them. Your partner speaks for the person, and returns a greeting matching it to the time of day indicated by the symbol.

Ciao **Valeria!**

Buonasera!

- b. Here you are both speaking for the people pictured. One of you chooses a person, gives a greeting according to the time of day indicated by the symbol, gives their name and asks the name of the other. Your partner chooses another person with the same symbol, returns the greeting and gives their name.

Buongiorno, io mi chiamo **Andrea**.
E tu, come ti chiami?

Buongiorno! Io mi chiamo **Michela**.

- c. One of you points to a person pictured and asks what his/her name is. Your partner says what the person's name is.

Lei come si chiama?

Lei si chiama **Caterina**.

- d. One of you points to a person pictured and says goodbye to them. Your partner speaks for the person pictured, and in return says have a good day or good evening according to the time of day indicated by the symbol.

Ciao **Lachlan!**

Buona giornata!

Now go to the **Avanti! App** and keep practising!





Avanti: recitiamo!

Now get together with your classmates to act out some or all of the story. Make sure you each take a role and rehearse so that you can create the best performance for the rest of the class.

How will you decide who plays which character? You could try drawing straws, making one person the director who allocates roles, or negotiating with one another to play the role you prefer. Each time you act out a new story, consider approaching it a different way. You'll find the **Capitolo 1** story on page 4.



Giochiamo!



Come ti chiami?

What is your Italian name? Most names have an easy Italian equivalent: for example, **James** becomes **Giacomo** and **Kate** becomes **Caterina**. Use your computer and do a quick search to find out how you can translate your name into Italian. If you can't easily find your Italian name, just pick one you like!

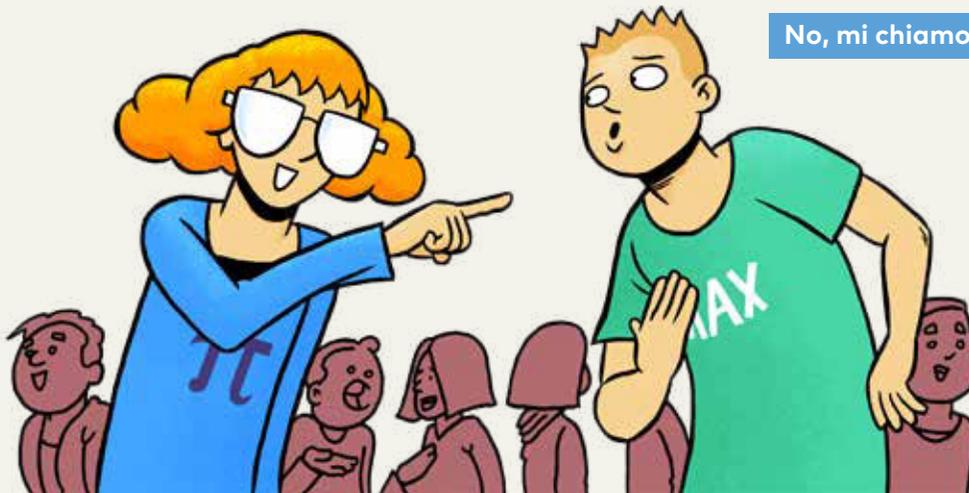
Once you have chosen your name, introduce yourself to the rest of the class. When everybody is finished introducing themselves, it's time to play!

One student starts by pointing to another and asking **Ti chiami...?**. If they remember that classmate's name, that classmate then points to another and asks **Ti chiami...?**. The game continues this way until everyone in the class has been named.

Attenzione! No one can be named twice!

Ti chiami Max?

No, mi chiamo Massimiliano!



Capitolo 2

A Roma

The Colosseum is probably the most famous Italian monument and it has been standing in the heart of Rome for almost 2000 years. It was built between 70 and 80 AD by the Roman emperors Vespasian, Titus and Domitian and it was the place where ancient Romans went for entertainment. In those days, you could go to

the Colosseum to watch bloody gladiators' fights, mock sea battles during which the amphitheatre was filled with water, and dramas based on Roman mythology. Nowadays, more than 7 million people go on tours inside the Colosseum every year and even more people go there just to admire it and have their picture taken in front of it.

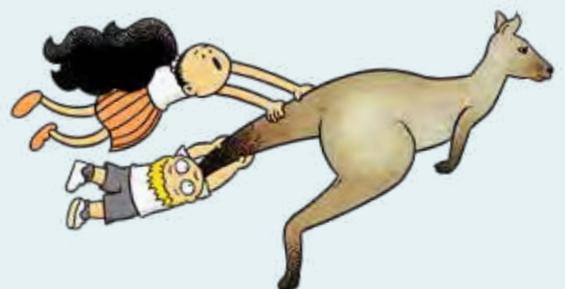


Guardate! Il Colosseo!



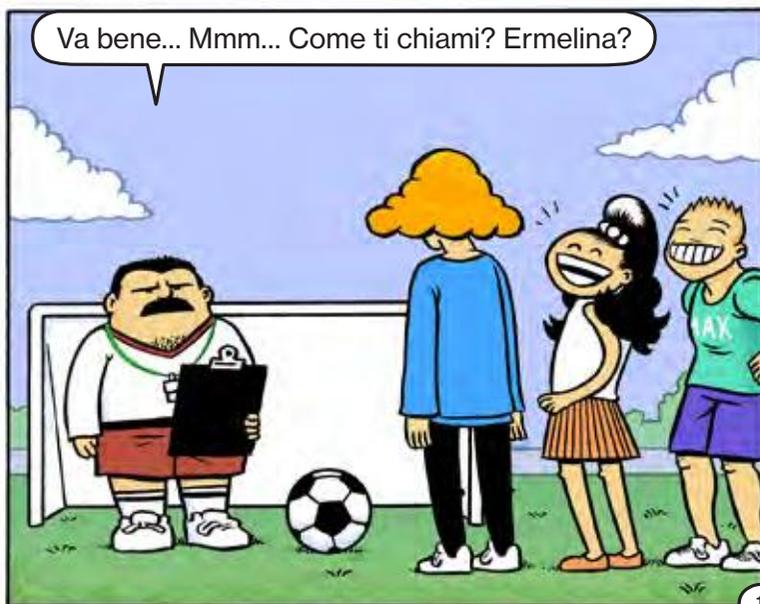
Guardate! La Basilica di San Pietro!

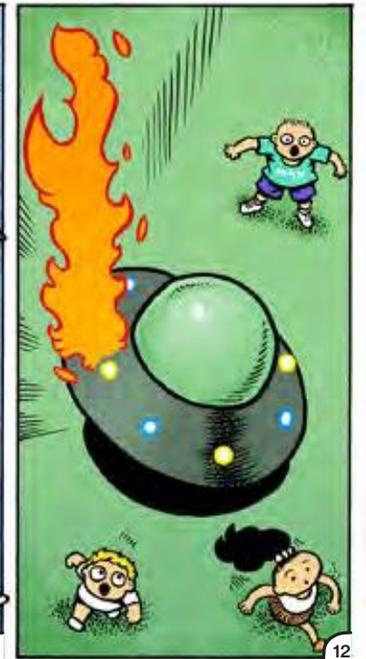
You can visit St. Peter's Basilica when you go to Rome, but did you know that this famous church is actually located in a whole different country? The Basilica is actually part of **Città del Vaticano** (Vatican City). With a surface area of less than 5000 square metres and around 800 inhabitants, Vatican City is the smallest country in the whole world and it's located right in the heart of Rome. If you were showing a visitor around your city, where would you take them? Which places are a must-see and why? Do you think must-see places in Italy and Australia are very different? Why is that?



Leggiamo,
ascoltiamo e
guardiamo!

COME STAI?





Parole nuove

mi dispiace ----- I'm sorry

mamma mia! ----- my goodness!

che disastro! ----- what a disaster!

come stai? ----- how are you?

grazie ----- thank you



Which Italian expression from the list above can also be used in English?

When and why would you use it?
To find the answer, go to page 238.

Mi dispiace.



Abbiamo capito?

Discuss the story and what you have understood, then decide whether the following statements about the characters in the story are **vero** (true) or **falso** (false). Correct the false ones by writing down their actual names.



1. Lei si chiama Ermelina.

vero falso



3. Lui è Max.

vero falso

2. Lei è Sofia.

vero falso



4. Lui si chiama Alessio.

vero falso



READY FOR MORE? STEP ONTO THE 

Come si dice?

Come stai?

With a classmate, learn how to answer the question **Come stai?** (How are you?) by matching each illustration with the appropriate Italian expression/s, as shown in the example. You can use the story as a guide to help you understand. Notice that in some cases more than one expression can apply!

Come stai?

sto malissimo

sto (molto) male

non sto (molto) bene

così così / non c'è male

sto (molto) bene

sto benissimo

Italiano in pratica

Go around the class and practise asking your classmates how they are feeling today and answering their questions, giving different answers to different classmates.

Keep practising! Try to ask one or more classmates how they are feeling at the start of each Italian lesson for the rest of the term.

Osserviamo!

- a. A subject pronoun is a word we use instead of a name. We use subject pronouns in English and Italian all the time.
1. Have a look at frame 6 of the story. Write down what the coach says and underline the pronoun.
 2. What is the name of the person that the pronoun refers to?

Now look at the Italian pronouns in the table below. What do you think they mean? Complete the table with the English equivalents.

italiano	inglese
io	I
tu	
lui	
lei	

LO SAPEVI CHE... ?

The word 'pronoun' comes from the Latin words **pro-** (in place of) **nomen** (a name) so it literally means 'name substitute'. Many European languages have very similar names to indicate pronouns: *pronomi* (Italian), *pronoms* (French), *pronombres* (Spanish), *pronomes* (Portuguese) and *pronume* (Romanian). Can you guess why? To find the answer, go to page 238.

- b. Write in the missing words below. You can check the story and the **Abbiamo capito?** questions to find the answers. Then match each sentence with its English translation.

1. Io sono Alessandro.
 2. Tu Emma.
 3. Lui Max.
 4. Lei Sofia.
- A. You are Emma.
 - B. She is Sofia.
 - C. I am Alessandro.
 - D. He is Max.

- c. Now look closely at the table below. Can you work out how to fill it in with the correct forms of the verb **essere** (to be) by looking at the sentences above?

italiano		inglese	
subject pronouns	verb 'essere'	subject pronouns	verb 'to be'
		I	am
		you	are
		he	is
		she	is

To make sure you've understood, go to **La grammatica** points 1 and 2 on page 36.



Parliamo!

In pairs, or with your teacher and the class, practise discussing who someone is, how they are and greetings. You will need to talk to or about the people pictured or assume their identity and speak for them. Use the conversation models below, changing the words in **bold** accordingly.



Lachlan



Michela



Angus



Kylie



Guang



Andrea



Valeria



Matilda



Caterina

- a. One of you points to a person pictured and asks who he/she is. Your partner replies saying who the person is.

Lui come si chiama?

Lui è **Guang**.

- b. One of you points to a person pictured and asks them to confirm their name, and may suggest a correct or incorrect name. Your partner speaks for the person, and answers yes or no accordingly and states who they actually are according to the label.

Tu sei **Michela**?

No, io sono **Caterina**.

- c. One of you points to a person pictured, greets them according to the time of day indicated by the symbol and asks the person how they are. Your partner speaks for the person, saying how they are feeling.

Buongiorno **Matilda**! Come stai?

Sto benissimo, grazie.

Now go to the **Avanti! App** and keep practising!



Osserviamo!

- a. Asking questions in Italian is very simple: you just need to change the tone of your voice, not the order of the words. Look at the conversations below, then translate them into English. What difference do you notice between questions in English and Italian?



Lui è Max?

Lui è Alessandro.



Lei è Emma?

Lei è Sofia.

Is? He? ?

Italiano in pratica

Can you use the right tone to ask questions in Italian? In pairs, practise saying or asking who your classmates are using the **lui/lei è...** structure. Your classmate will need to understand from the tone of your voice if you are asking a question or just saying who someone is.

- b. Have a look at what the characters are saying. Can you spot the word we use to make a sentence negative in Italian? Highlight it in the sentences below.

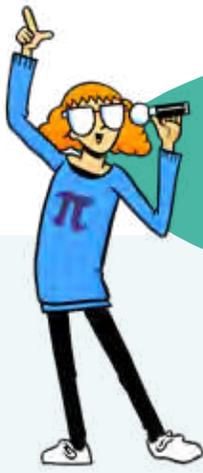


Now complete the rule below by circling the right option.

To make a sentence negative we use the word **non** and we place it **before** **after** the verb.

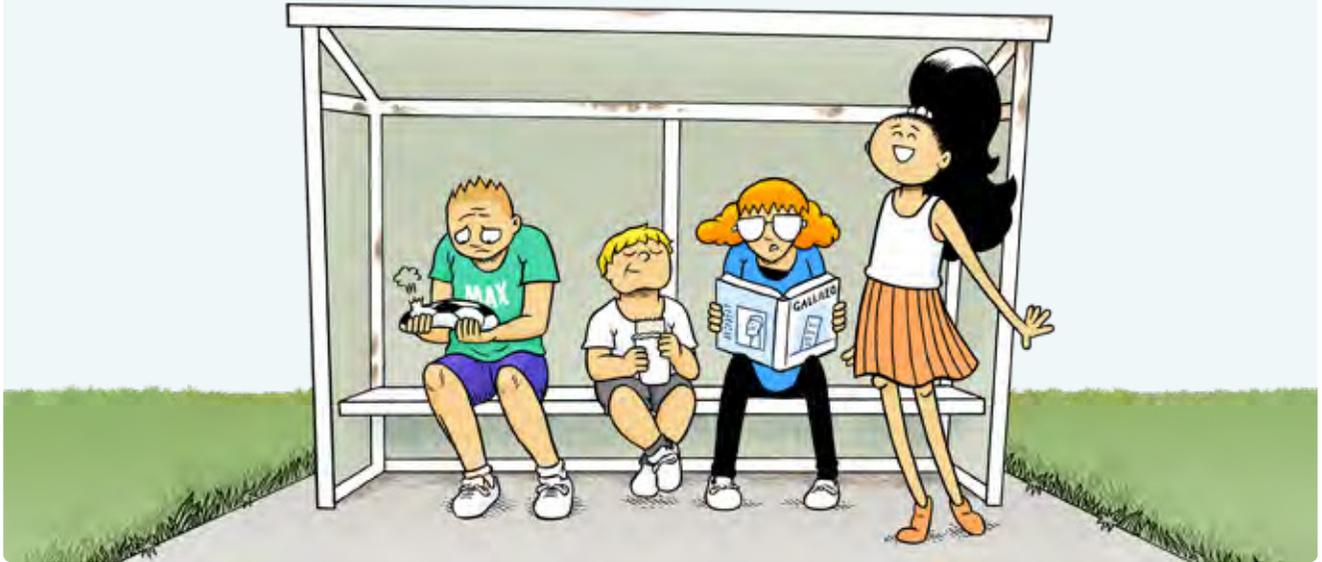
Attenzione! Notice that some verbs are made up of two words, such as **mi chiamo**, **ti chiami**, **si chiama**.

To make sure you've understood both points above, go to **La grammatica** points 3 and 4 on page 36.



Parliamo!

In pairs, or with your teacher and the class, practise asking who someone is and saying who someone is and is not. You will need to talk to or about the characters pictured or assume their identity and speak for them. Use the conversation models below, changing the words in **bold** accordingly.



- a. One of you points to a character and asks who he/she is. Your partner replies saying who the character is.

Chi è lei?

Lei è Sofia.

- b. One of you points to a character, asking for confirmation of his/her name, but suggesting an incorrect name. Your partner corrects the wrong guess, then gives the right name.

Lui è Max?

No, lui non è Max. Lui è Alessandro.

- c. One of you points to a character asking them to confirm their name, and may suggest a correct or incorrect name. Your partner speaks for the character, and answers yes or no accordingly, confirming the name or saying it is not their name.

Tu ti chiami Alessandro?

No, io non mi chiamo Alessandro.

- d. One of you points to a character asking them to confirm their name, then asks how they are. Your partner speaks for the character, confirms their name and says how they are feeling.

Tu sei Emma? Come stai?

Sì, io sono Emma. Non c'è male, grazie.

LO SAPEVI CHE... ?

As you might have noticed, when asking and answering the question 'How are you?' in Italian we do not use the verb **essere** (to be) as we do in English. Instead, we use a different verb, **stare** (literally, to stay), but there is no difference in meaning between the Italian and the English way of saying how a person is feeling.

Simile o differente?

In Italian, masculine names usually end in **-o** (like **Alessandro**), and feminine names usually end in **-a** (like **Sofia** and **Emma**). However, there are also some masculine names that end in **-a**, and both masculine and feminine names can end in **-e**.

With a classmate, have a look at the names below and do a bit of research to figure out their gender (**maschile** or **femminile**). Then write the English equivalent for each name.

	maschile / femminile		in inglese si dice...
Luca	<input type="checkbox"/>	<input type="checkbox"/>	
Beatrice	<input type="checkbox"/>	<input type="checkbox"/>	
Emanuele	<input type="checkbox"/>	<input type="checkbox"/>	
Nicola	<input type="checkbox"/>	<input type="checkbox"/>	
Irene	<input type="checkbox"/>	<input type="checkbox"/>	
Alice	<input type="checkbox"/>	<input type="checkbox"/>	
Andrea	<input type="checkbox"/>	<input type="checkbox"/>	
Rachele	<input type="checkbox"/>	<input type="checkbox"/>	
Mattia	<input type="checkbox"/>	<input type="checkbox"/>	
Gabriele	<input type="checkbox"/>	<input type="checkbox"/>	
Adelaide	<input type="checkbox"/>	<input type="checkbox"/>	
Cesare	<input type="checkbox"/>	<input type="checkbox"/>	

Now use the following questions to discuss similarities and differences between English and Italian names.

1. What do you notice about the lists of names above? What patterns, similarities and differences do you see?

2. Why do you think some names, even though slightly different, can be found in both English and Italian?

Io sono Andrea.



No, io sono Andrea!





Avanti: recitiamo!

Now get together with your classmates to act out some or all of the story. Make sure you each take a role and rehearse so that you can create the best performance for the rest of the class. You'll find the **Capitolo 2** story on page 12.



Gioco di memoria

How many classmates can you introduce? Play this memory game to find out.

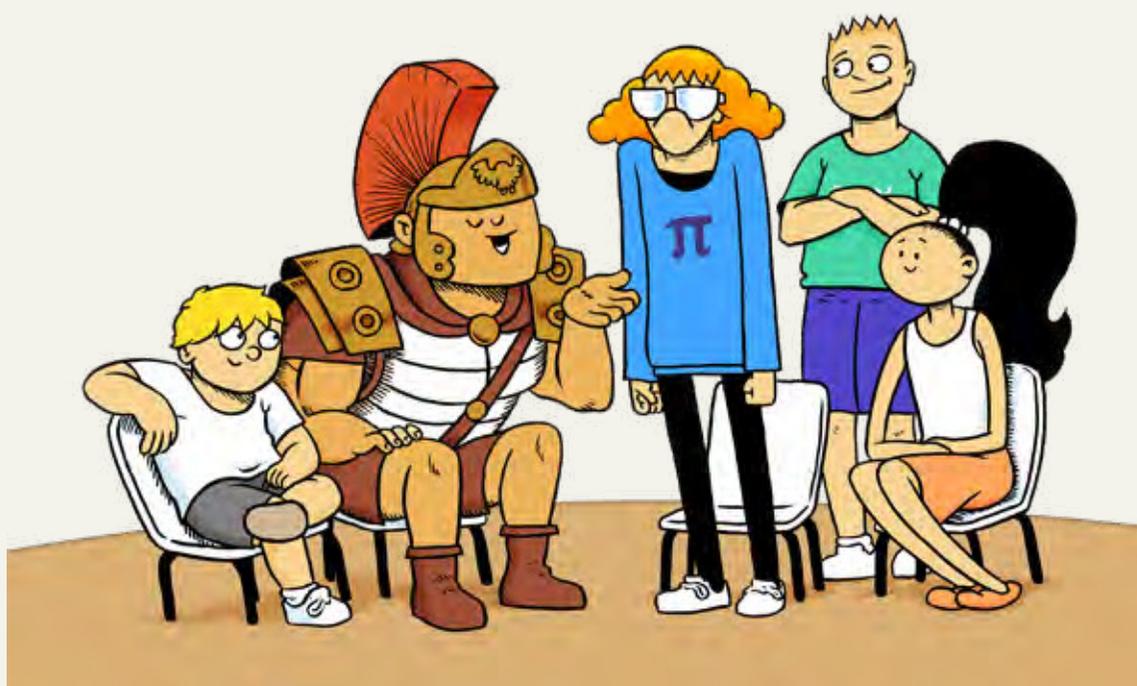
In groups of up to six, one person starts by saying who they are. The following person says who they are and who the previous classmate is. The third person says who they are and who the previous two classmates are and so on.

Keep going until you come back to the first person, who must introduce everybody else again!

You can play this game multiple times, and if you want to really test how good your memory is, you can play in larger groups or even with the whole class! Just make sure that when you start a new round, a different person starts the game.

Io mi chiamo Emanuele, lui si chiama Alessandro, lei si chiama Sofia, lui si chiama Max e lei si chiama Ermelina.

No, non mi chiamo Ermelina!



Capitolo 3



My name is Andrea and I am 12 years old. I live in Rome, Italy, with my family. My mum, Carla, is a primary school teacher and my dad, Massimo, is a photographer. We also have a dog, Leo, and a cat, Romeo.

$$\begin{aligned}7 + 4 \cdot (x + 2) - 4x &= 3(x + 4) - x \\7 + 4x + 8 - 4x &= 3x + 12 - x \\-2x &= -3 \\2x &= 3 \\x &= \frac{3}{2}\end{aligned}$$

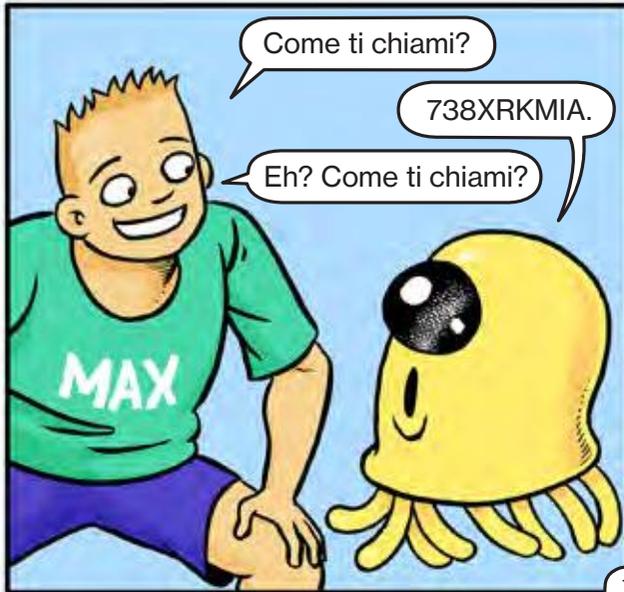
I compiti

Here is a sample of Andrea's Maths and English homework. Although Italians use the same letters and numbers as we do, we do not write exactly the same way. Rewrite what Andrea wrote in your own handwriting: what differences and similarities do you notice?

L'Italia, l'Europa e l'Australia

Have a closer look at the comparative map of Australia and Europe: what do you notice about their relative size? How big is Australia compared with Italy?





COME SI SCRIVE?



Parole nuove

come si scrive? -----	how do you spell it?	sono qui -----	I'm here
attenzione! -----	attention!	perfetto! -----	perfect!
c'è Sofia? -----	is Sofia here?	giusto? -----	right?, correct?
sì -----	yes	uffa! -----	geez!
presente -----	present; I'm present	tu chi sei? -----	who are you?
il numero -----	the number	si scrive -----	it's spelt
		chi -----	who

LO SAPEVI CHE... ?



When marking the roll in Italian, teachers will ask you **C'è** (your name)? When you hear your name being called, you can answer in a couple of different ways: you can say **Presente** (I'm present) or you can go with **Sono qui** (I'm here). Make sure you always answer the roll in Italian!

Practise your Italian listening skills in every class too! Watch out for the expressions your teacher uses, such as **Attenzione, ragazzi!** (Pay attention, guys!), **Silenzio, per favore!** (Silence, please!), **Ascoltate!** (Listen!) or **Ripetete!** (Repeat!).

You'll find more classroom language in **Italiano in classe** on page xv.

Abbiamo capito?

Discuss the story and what you have understood, then match each character pictured below with their correct soccer shirt.

Max



Emma



Alessandro



Sofia





Max a Salerno in Campania

Simile o differente?

In Italy, number 17 is considered an unlucky number. This comes from the ancient Romans: one anagram of the Roman number XVII (17) is VIXI which in Latin means 'I lived' thus implying that life is in the past and therefore 'I am dead'.

Think about your culture: are there numbers that are considered lucky or unlucky? Why? Discuss differences and similarities between cultures with the rest of the class.



Allora... ics - vu - i - i...
diciassette!

Mamma mia!

Come si dice?

I numeri

With a classmate, read the story again and complete the list below with the spelt-out version of the missing numbers.

- | | |
|----|----------------------|
| 0 | zero |
| 1 | uno |
| 2 | due |
| 3 | <input type="text"/> |
| 4 | <input type="text"/> |
| 5 | cinque |
| 6 | sei |
| 7 | <input type="text"/> |
| 8 | <input type="text"/> |
| 9 | nove |
| 10 | dieci |
| 11 | <input type="text"/> |
| 12 | dodici |
| 13 | tredici |
| 14 | quattordici |
| 15 | quindici |
| 16 | sedici |
| 17 | <input type="text"/> |
| 18 | diciotto |
| 19 | diciannove |
| 20 | venti |

Now practise their pronunciation with your teacher.



Avanti: recitiamo!

Now get together in small groups to act out some or all of the story. Are you ready for an extra challenge? One person plays Mia, the others substitute the characters' names with their own and pick their favourite numbers for their soccer shirts! Make sure you rehearse so that you can create the best performance for the rest of the class. You'll find the **Capitolo 3** story on page 23.

Osserviamo!

In the story, Emma introduces her friends to Mia. Have a look at the examples below. How does she do the introductions? What do you notice?



EMMA

Questo è Alessandro.

EMMA

Questa è Sofia.



Now complete the rule about **questo** and **questa** by circling the correct options in the statements below.

- The meaning of **questo/a** is **this** **that**.
- We use **questo** when talking about **a boy** **a girl**.
- We use **questa** when talking about **a boy** **a girl**.

To make sure you've understood, go to **La grammatica** point 6 on page 36.

Italiano in pratica

Practise introducing people. Work in groups of three and take turns introducing two classmates using **questo/a**. Keep changing groups until you've practised with every classmate. If you don't remember someone's name, make sure you start by asking them **Come ti chiami?**

L'alfabeto

In the story, Mia the alien tries to spell her name for the characters using the Italian alphabet, which is a little bit different from the English alphabet. In order to learn how to spell words in Italian, you need to know the names and sounds of Italian letters. Have a look at the Italian alphabet below and try to put the names in the boxes under the correct letter.

erre elle esse bi enne pi effe gi

A a	E e	I i	O o	U u
a	e	i	o	u
B b	F f	L l	P p	V v
				vi / vu
C c	G g	M m	Q q	Z z
ci		emme	qu	zeta
D d	H h	N n	R r	
di	acca			



e-platform

S s
T t
ti

Now listen to the recording and practise pronouncing the names of the letters in the Italian alphabet. Do they sound different from English? Which letters in particular sound the most different to you?

LO SAPEVI CHE... ?

The Italian alphabet only has 21 letters: five of them are **vocali**, that is vowels (**a, e, i, o, u**), while the others are **consonanti**, that is consonants. The letters **j, k, w, x** and **y** are not a part of the Italian alphabet, but they do have Italian names as they are commonly used to spell foreign words, especially English ones.

You can learn their names below. Then listen to the recording and practise pronouncing them.

J j	K k	W w	X x	Y y
i lunga	kappa	doppia vi/vu	ics	ipsilon

Poesia delle vocali

Here is a poem to help you practise your Italian vowels. In order to sound Italian, you need to master these five single, crisp sounds.

aeiou



Ah, papà, la casa!

Eh, bebè, che c'è?

Ih, Mimi, i mici!

Oh, Totò, la moto!

Uh, Lulù, che tutù!



e-platform

The five vowel sounds on their own (written in the poem above as **ah**, **eh**, **ih**, **oh** and **uh**) are exclamations. Do these sounds express the same emotions in English?

Leonardo, come si scrive il tuo nome?

elle - e - o - enne - a - erre - di - o.

E come si scrive il tuo cognome?

di - a spazio vi - i - enne - ci - i.



Italiano in pratica

Practise spelling your **nome** (name) and **cognome** (surname) with a partner. Ask each other **Come si scrive il tuo nome?** or **Come si scrive il tuo cognome?**, as shown above.



Parliamo!

In pairs, practise asking and saying who someone is, spelling, and using numbers. You will need to talk to or about the people pictured or assume their identity and speak for them. Use the conversation models below, changing the words in **bold** accordingly.



Lachlan



Michela



Angus



Kylie



Guang



Andrea



Valeria



Matilda



Caterina

- a. One of you points to a person pictured and asks for confirmation of his/her name, giving the correct or incorrect name. Your partner answers yes or no depending on the details in the picture.

Questo è **Angus**, giusto?

Sì, questo è **Angus**.

- b. One of you asks how to spell the name of one of the people pictured. Your partner replies with the spelling of the person's name.

Come si scrive **Kylie**?

kappa - ipsilon - elle - i - e.

- c. These people are taking part in a competition in which they've been assigned numbers. One of you asks which number one of the people pictured is. Your partner replies saying which number the person is.

Che numero è **Andrea**?

Andrea è il numero **dodici**.

- d. These people are taking part in a competition in which they've been assigned numbers. One of you points to a person pictured and asks if they are a particular number, making an incorrect suggestion. Your partner speaks for the person, negating the previous assumption and giving the correct number.

Matilda, tu sei il numero **tre**, giusto?

No, io non sono il numero **tre**.
Sono il numero **diciannove**.



Now go to the **Avanti! App** and keep practising!



Nuove identità

How well can you spell in Italian? Play this game with the whole class to find out.

First you need to find a new identity (for example a famous person or character, a sports person, a friend or family member), then display a card with first name and surname on your desk for everyone to see.

The aim of the game is to spell your classmates' new names correctly. Whenever your teacher points to a classmate and asks you **Chi è (lui/lei)?** (Who is he/she?) you must reply with the classmate's new name. The teacher will then ask **Come si scrive?** (How do you spell it?) to which you must reply with the correct spelling of the name using the sounds of the Italian alphabet. You are allowed up to three mistakes, then you are out of the game!

You can also play the game in small groups, taking turns asking each other the questions. The winner/s are those who manage to correctly spell all the names they are asked to.

Chi è lui?

Lui è Federico Chiesa.

Come si scrive?

effe - e - di - e - erre - i - ci - o.
ci - acca - i - e - esse - a.





CIAO AMICI!

con Valeria e Andrea



Ciao! Come stai? Mi chiamo Andrea. Questo sono io.

La ragazza nella foto è Valeria. Lei è italiana e anche io sono italiano, di Roma.



Mio papà è di Roma, ma mia mamma è di Torino. Roma è nel Lazio, nel centro Italia, mentre Torino è in Piemonte, nel nord. Vedi?



E tu? Come ti chiami?
Di dove sei?
Scrivimi presto!

.....

.....

.....

.....

Indaghiamo!

Your teacher has given your contact details to an Italian student who is looking for an Australian friend. Read his text messages above and answer the questions below in English.

1. What is the name of the student writing the texts?
2. Who else is in the picture with him?
3. Why does the student mention **Torino** and **Roma**?
4. In which regions are **Torino** and **Roma** located?
5. What do you think the last text means?

Scopriamo!

- a. With a classmate, read Andrea's messages again and find out how to say the following in Italian. Write the translation underneath.

1. She is Italian.

.....

2. I am Italian, from Rome.

.....

3. Where are you from?

.....

- b. Translate these sentences into Italian. Make sure you've read **Lo sapevi che...?** on this page first!

1. He is Australian, from Melbourne.

Lui è australiano, di Melbourne.

2. She is Australian, from Sydney.

.....

3. I'm Australian, from...

.....

LO SAPEVI CHE... ?

In Italian, the word for nationality has to agree with the gender (masculine or feminine) of the subject. For example:

Words for nationalities that end in **-e** do not change according to gender. For example:

Lui è australiano.
He is Australian.

Lei è italiana.
She is Italian.

Lui è cinese.
He is Chinese.

Lei è cinese.
She is Chinese.



In English, it is common to use 'I'm from + country' to say where you're from. In Italian, we use the right form of the verb **essere** (to be) + nationality + **di** + city.

For example:

Io sono cinese, di Shanghai.
I am Chinese, from Shanghai.

Ask your teacher how to say your nationality in Italian and practise saying where you are from.



Caro Andrea...

Now write a reply to Andrea's messages opposite or in your notebook. You should:

- say hello, say how you feel, and ask Andrea how he feels;
- say your name and attach (or imagine you've attached) a picture with a friend;
- say who is in the picture with you;
- say where you and your friend are from (attach a picture too if you like);
- say goodbye and ask Andrea to write to you soon.



Ciao Australia!

BENVENUTI

in Italia!

Prima di guardare!

Le regioni d'Italia

Andrea is from **Roma**, in the central region of **Lazio**, while his mother is from **Torino**, in the northern region of **Piemonte**. What other Italian cities have you heard of? Do you know which regions they are in? Discuss it with the class.





- a. Italy is divided into 20 regions and each region (**regione**) has a 'capital' city (**capoluogo**), which is the main city of the region. Watch the video and, on the map opposite, connect the main city names mentioned by Andrea and Valeria to the dots in the correct region. **Attenzione!** Not all regions and main cities are mentioned.

- b. Watch the video again and answer the following questions in Italian. Then, working with a classmate, compete with the rest of the class: your teacher will ask a question and the fastest pair to answer it correctly gets a point.

1. Andrea è in ritardo?

2. Come sta Andrea oggi?

- a. bene
b. molto bene
c. male

3. Come sta Valeria oggi?

- a. bene
b. molto bene
c. male

4. Come si chiama questo programma?

5. Di dov'è Matilda?

6. Di dov'è Lachlan?

7. In quale regione è Roma?

8. In quale regione è Venezia?

Facciamo una ricerca!

With a classmate, do some research to complete the map of Italy by connecting the remaining regional city names to the correct places.

Collaboriamo!

Working in small groups choose a region, making sure each group chooses a different one, and do some research on its capital city to make a presentation for the rest of the class. You should:

- present the city and say which region it's in;
- talk about at least three famous attractions in the city or region and say why they are famous.

Make sure you use Italian as much as possible so you'll keep practising the language while learning about the culture. Ask your teacher to check your draft before you start making the presentation.

Now test your knowledge of Italian geography with the quiz **Le regioni d'Italia** on the **Avanti! App**.



La grammatica

1. Subject pronouns

A subject pronoun is a word that you use instead of a name as the subject of a sentence. Here are some of the subject pronouns in Italian:

io	I
tu	you
lui	he
lei	she

2. The verb 'essere' (to be)

In a sentence, a verb expresses an action (e.g. to run), a mental activity (e.g. to think) or a condition (e.g. to be). Verbs are sometimes referred to as 'doing words'.

When you look up a verb in a dictionary you will find the infinitive form: for example, when you are looking for the translation of the verb 'to be', you will find its infinitive form **essere**.

To use a verb in a sentence, you need to change it according to who is doing the action. For example:

io sono	I am
tu sei	you are
lui è	he is
lei è	she is

Like all verbs in Italian, the verb **essere** can be used with or without the subject pronouns. This is because the verb itself changes according to who (I, you, he or she) is doing the action. We use subject pronouns when we want to put more emphasis on who is doing the action.

3. The negative form

In Italian we use **non** to make a sentence negative and we place it before the verb. For example:

Io non sono Max, io sono Alessandro.
I am not Max, I am Alessandro.



4. Asking questions

Asking questions in Italian is very simple: you just need to change the tone of your voice. When writing, if you are making a statement you add a full stop at the end, but for a question you add a question mark. For example:



Lei è Emma.	Lei è Emma?
She is Emma.	Is she Emma?

5. Giving your name

To give your name or ask someone what their name is in Italian you use the following expressions depending on whose name you are giving or asking.

io mi chiamo	my name is
tu ti chiami	your name is
lui si chiama	his name is
lei si chiama	her name is

For example:

Io mi chiamo Giulia.
My name is Giulia.

Tu ti chiami Carlo, giusto?
Your name is Carlo, right?

Lui si chiama Francesco.
His name is Francesco.

Lei si chiama Giovanna.
Her name is Giovanna.

6. Questo/questa (this)

Questo/a means 'this' and it must agree with the gender (masculine or feminine) of the person or the object it refers to: we use **questo** for masculine and **questa** for feminine. For example:



Questo è Max.



Questa è Sofia.

7. Titles

In Italian, titles are commonly used. Here are some examples:

Masculine

signore	Mr/Sir
dottore	Doctor
professore*	Professor

Feminine

signora	Mrs/Madam
dottoressa	Doctor
professoressa*	Professor

*In Italy, secondary school teachers also use the title of **professore/professoressa**.

In Italian, when talking to older people or people we don't know very well, we usually put a title before their surnames as a sign of respect, just like the characters do with Alessandro's dad in the story.

Arrivederci signor Brambilla!

Goodbye Mr Brambilla!

Buonasera signora Brambilla!

Good evening Mrs Brambilla!

When talking about someone we almost always use the definite article 'the' before the title. We use the article **il** for a male and the article **la** for a female. However, we don't use the articles when speaking directly to them.

C'è il mister?

Is the coach here?

Buongiorno mister!

Good morning Coach!

La professoressa è in ritardo.

The teacher is late.

Buona giornata professoressa!

Have a good day Professor!

An exception to this is when talking about a person with a title using **lui/lei si chiama**. In this case we do not use the article.

Lui si chiama professor Guarnuccio.

His name is Professor Guarnuccio.

When speaking directly to males and using both their title and name, the final **-e** from their title is dropped.

Salve professore!

Hello Professor!

Arrivederci professor Guarnuccio!

Goodbye Professor Guarnuccio!

The feminine form of the title stays the same whether or not the name is used.

Buonasera signora!

Good evening Madam!

Buona serata signora Casati!

Have a good evening Mrs Casati!

8. Nationalities

In Italian, the word for nationality has to agree with the gender (masculine or feminine) of the subject. For example:

Lui è australiano.

He is Australian.

Lei è australiana.

She is Australian.

Words for nationalities that end in **-e** do not change according to gender. For example:

Lui è cinese.

He is Chinese.

Lei è cinese.

She is Chinese.

Notice that nationalities in Italian don't start with a capital letter.

9. Saying where you're from

In English, it is common to use 'I'm from + country' to say where you're from. In Italian, we use the right form of the verb **essere** (to be) + nationality + **di** + city.

For example:

Io sono cinese, di Shanghai.

I am Chinese, from Shanghai.

Lui è italiano, di Milano.

He is Italian, from Milan.

Il vocabolario

SALUTI

ciao	hi, hello; bye
salve	hello (formal)
buongiorno	good morning
buon pomeriggio	good afternoon
buonasera	good evening
buonanotte	good night
arrivederci	goodbye
ci vediamo (domani)	see you (tomorrow)
buona giornata	have a good day
buona serata	have a good evening
benvenuti	welcome

COME STAI?

sto malissimo	I'm extremely bad/unwell
sto (molto) male	I'm (very) bad/unwell
non sto (molto) bene	I'm not (very) well
non c'è male	not too bad
così così	so so
sto (molto) bene	I'm (very) well
sto benissimo	I'm extremely well

TITOLI

il dottore	the (male) doctor
la dottoressa	the (female) doctor
il mister	the coach
il professore	the (male) teacher/professor
la professoressa	the (female) teacher/professor
il signore	Mr, Sir
la signora	Mrs, Madam

IN CLASSE

attenzione!	attention!
c'è...?	is... present?
presente	(I am) present
sono qui	I am here

NUMERI

il numero	the number
zero	zero
uno	one
due	two
tre	three
quattro	four
cinque	five
sei	six
sette	seven
otto	eight
nove	nine
dieci	ten
undici	eleven

GREETINGS

hi, hello; bye
hello (formal)
good morning
good afternoon
good evening
good night
goodbye
see you (tomorrow)
have a good day
have a good evening
welcome

HOW ARE YOU?

I'm extremely bad/unwell
I'm (very) bad/unwell
I'm not (very) well
not too bad
so so
I'm (very) well
I'm extremely well

TITLES

the (male) doctor
the (female) doctor
the coach
the (male) teacher/professor
the (female) teacher/professor
Mr, Sir
Mrs, Madam

IN THE CLASSROOM

attention!
is... present?
(I am) present
I am here

NUMBERS

the number
zero
one
two
three
four
five
six
seven
eight
nine
ten
eleven

dodici

twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

ESPRESSIONI

che disastro!	what a disaster!
grazie	thank you
in inglese si dice...	in English we say...
in ritardo	late
mamma mia!	my goodness!
mi dispiace	I'm sorry
per favore	please
perfetto!	perfect!
scusa	excuse me
si scrive...	it's spelt...
uffa!	geez!
un momento!	just a moment!
va bene	all right, good
vieni qui!	come here!

DOMANDE

come stai?	how are you?
come ti chiami?	what's your name?
come si chiama?	what's his/her name?
chi è (lui/lei)?	who is he/she?
chi sei (tu)?	who are you?
come si scrive?	how do you spell it?
come si scrive il tuo nome?	how do you spell your first name?
come si scrive il tuo cognome?	how do you spell your surname?
giusto?	right?

ALTRE PAROLE

chi	who
i compiti	the homework
e	and
ma	but
o	or
questo/a	this
sempre	always
spazio	space
sì	yes

VERBO

essere	to be
---------------	-------

twelve

thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

EXPRESSIONS

what a disaster!
thank you
in English we say...
late
my goodness!
I'm sorry
please
perfect!
excuse me
it's spelt...
geez!
just a moment!
all right, good
come here!

QUESTIONS

how are you?
what's your name?
what's his/her name?
who is he/she?
who are you?
how do you spell it?
how do you spell your first name?
how do you spell your surname?
right?

OTHER WORDS

who
the homework
and
but
or
this
always
space
yes

VERB

to be



Le parole di Valeria e Andrea

ESPRESSIONI, DOMANDE E ALTRE PAROLE

benvenuti in Italia!

ciao amici!

guardate!

scrivimi presto!

di dove sei?

di dov'è?

in quale regione?

vedi?

allora

anche

caro/a

di

mentre

oggi

EXPRESSIONS, QUESTIONS AND OTHER WORDS

welcome to Italy!

hello friends!

look!

write to me soon!

where are you from?

where is he/she from?

in which region?

do you see?

so; then

also

dear

from

while

today

NOMI

la foto

il programma

mia mamma

mio papà

il ragazzo

la ragazza

i ragazzi

il capoluogo

il centro

il nord

la regione

AGGETTIVI DI NAZIONALITÀ

italiano/a

australiano/a

cinese

NOUNS

the photo

the program

my mum

my dad

the boy

the girl

the guys (all genders)

the capital city (of a region)

the centre

the north

the region

NATIONALITY ADJECTIVES

Italian

Australian

Chinese



Galleria Vittorio Emanuele II a Milano



UNITÀ 2

In this unit you will find out about:

- The most popular sports in Italy
- The national love of soccer: **il calcio, la Serie A** and **i tifosi**
- The men's and women's national sports teams, **gli Azzurri** and **le Azzurre**
- The national flag of Italy, **il tricolore**

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CAPITOLO

4

CHE TIPO SEI?

In this chapter you will learn to:

- Describe yourself
- Describe another person

Language focus:

- Adjectives to describe physical and personality traits
- Singular forms of adjectives
- Masculine and feminine forms of adjectives

CAPITOLO

5

SEI MOLTO DIVERTENTE!

In this chapter you will learn to:

- Describe yourself in more detail
- Describe another person in more detail
- Express a simple opinion about what a person is like
- Ask and say if someone is there

Language focus:

- More adjectives to describe a person
- Revision and practice of adjectives in the singular form
- **C'è** (there is) / **non c'è** (there is not)

CAPITOLO

6

SIETE PRONTI?

In this chapter you will learn to:

- Talk more about physical and personality traits
- Describe a group of people
- Express a simple opinion about a group of people

Language focus:

- Revision and practice of adjectives in the singular
- Adjectives in the plural (masculine and feminine)
- Revision and practice of the verb **essere** in the singular
- The verb **essere** in the plural
- Subject pronouns **noi**, **voi**, **loro** (we, you, they)

Capitolo 4



Le celebrazioni a Roma per la Coppa del Mondo (2006)

Il tricolore

The national flag of Italy is commonly known as **il tricolore** (the tricolour), as it features three vertical stripes: **verde** (green), **bianco** (white) and **rosso** (red). This flag was first adopted in 1946, when Italy became a republic after the end of World War II.

There are different interpretations of the colours on the flag: according to some, green is for hope, white for faith and red for love; others believe the flag represents the greenness of Italy's forests and the whiteness of its mountains, while the red symbolises the blood of the soldiers who died for their country.

Did you know that some say the famous Pizza Margherita is inspired by the Italian flag? Its main ingredients are basil (green), mozzarella cheese (white) and tomato sauce (red).

Flags often have designs symbolic of history and culture. **What do you know about the symbolism of Australia's Aboriginal and Torres Strait Islander flags?** Do some research and find out some more about the background of these flags. Do you know the meaning behind any other flags? What do the reasons behind the choice of colours and symbols for flags tell you about a country?

Gli Azzurri e le Azzurre

Italian national teams, no matter which sport, always wear the colour **azzurro** (azure or light blue). This is because at the beginning of the 1900s, when the colour was chosen, Italy was still a monarchy. The distinctive colour of the Italian royal family, the Savoia family, was

azzurro, a particularly intense shade of light blue. After more than a century, Italian athletes still wear this colour, which is also used to refer to the national teams: we call the men's team **gli Azzurri** (the azure boys) and the women's team **le Azzurre** (the azure girls).



Le Azzurre a Tokyo



What are the colours of Australia's national sports teams?

Why have they been chosen? Do you know the colours of other countries' national teams and their significance? Which one(s)?



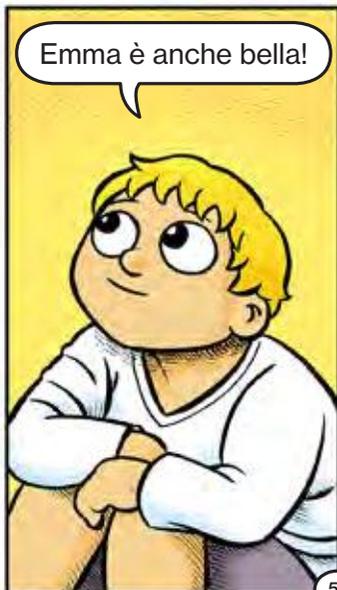
Gli Azzurri a Londra



Gli Azzurri e le Azzurre a Courchevel

Leggiamo,
ascoltiamo e
guardiamo!

CHE TIPO SEI?





Parole nuove

silenzio!	silence!	alto/a	tall
sedetevi!	sit down, guys! (all genders)	basso/a	short
siediti!	(you) sit down	bello/a	beautiful, handsome
allora	so	buffo/a	funny looking
in piedi!	stand up!	bugiardo/a	lying
molto	very; a lot	dispettoso/a	cheeky
(ora) basta!	(now) it's enough!	forte	strong
che tipo sei?	what are you like?	intelligente	intelligent
un po'	a little	lento/a	slow
dov'è... ?	where is... ?	modesto/a	modest
come me	like me	severo/a	strict
allegro/a	cheerful	timido/a	shy
arrabbiato/a	angry	veloce	fast



Which describing words in the list above are similar in English and Italian? Why do you think that is? To find the answer, go to page 238.

Abbiamo capito?

Discuss the story and what you have understood, then decide whether the statements below are **vero** (true) or **falso** (false). Check the story to confirm your answers, then correct the false statements.

- | | | |
|-------------------------------------|-------------|--------------|
| 1. Sofia è il numero dodici. | vero | falso |
| 2. Emma è il numero dieci. | vero | falso |
| 3. Alessandro è sempre in ritardo. | vero | falso |
| 4. Max è modesto. | vero | falso |
| 5. Mia è il numero due. | vero | falso |
| 6. Il mister è severo e arrabbiato. | vero | falso |
| 7. Alessandro si chiama anche Ale. | vero | falso |
| 8. Sofia si chiama anche Sof. | vero | falso |



Italians commonly change full names of friends and family to familiar and informal ones. Do a little research on your chosen Italian name. **What would your Italian friends call you?**

Come si dice?

Descrizione fisica e personalità

With a classmate, match the adjectives with the personal qualities pictured.
You can use the **Parole nuove** list to check the meanings.

forte **allegro/a** **dispettoso/a** **basso/a** **severo/a**

alto/a **buffo/a** **timido/a** **intelligente**



1.



2.



3.



4.



5.



6.



7.



8.



9.

Once you've finished **Osserviamo!** on the next page, come back and circle the correct endings for the adjectives you've written above.

Now go to the **Avanti! App** and keep practising!



Osserviamo!

- a. Have another look at the story and notice how each character is described. Then complete each word below with the correct ending.



alt
 allegr
 bugiard
 dispettos
 modest



bass
 bell
 lent



arrabbiat
 buff
 sever

fort



bell
 timid



intelligent

fort

veloc



allegr
 alt
 bass
 dispettos

All of these words are called adjectives (**aggettivi**), but might be referred to as 'describing words' because they describe a quality of a person or an object. What do you notice about the way they work? What tells you if the adjective you used is masculine (**maschile**) or feminine (**femminile**)? What tells you if the adjective you used is the same for both males and females?

Now complete the table below to reveal the grammar rule about adjectives.

maschile	adjective ends in
femminile	adjective ends in
maschile/femminile	adjective ends in

Now go back to **Come si dice?** on the previous page and circle the correct endings for the adjectives you wrote down according to the gender of the characters they describe.

To make sure you've understood, go to **La grammatica** point 3 on page 78.

Osserviamo!

b. Look at the sentences below and find the three almost identical sentences in the story.

1. Lui è basso, lento...
2. Sì, e io sono alto, forte, allegro e io sono anche molto modesto.
3. Tu sei anche bugiardo e dispettoso!

What is the common difference between the sentences here and those in the story? Discuss whether you think there is a different meaning between the two versions.



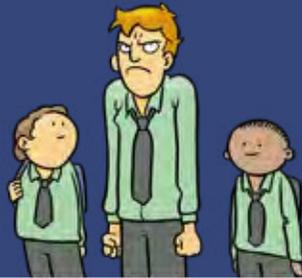
Now complete the rule about subject pronouns by circling the correct option.

We **can** **cannot** leave out the subject pronoun in a sentence without changing the essential meaning.

To make sure you've understood, go to **La grammatica** point 1 on page 78.

Simile o differente?

Have a look at the illustrations below. Working with a classmate, decide how you would describe the main person in each group in both English and Italian. Write three appropriate adjectives for each.



(Lui) è *biondo,*
He is



(Lei) è
She is



(Lui) è
He is



(Lei) è *bruna,*
She is

What do you notice about the way in which we describe people in the two languages?

Does English have a way of telling the gender of the person described just by looking at the describing word or is this just a feature of the Italian language? Do you know any other languages that work in a way that is similar to Italian? Which one(s)? Discuss it with the class.

Scioglilingua dei dittonghi

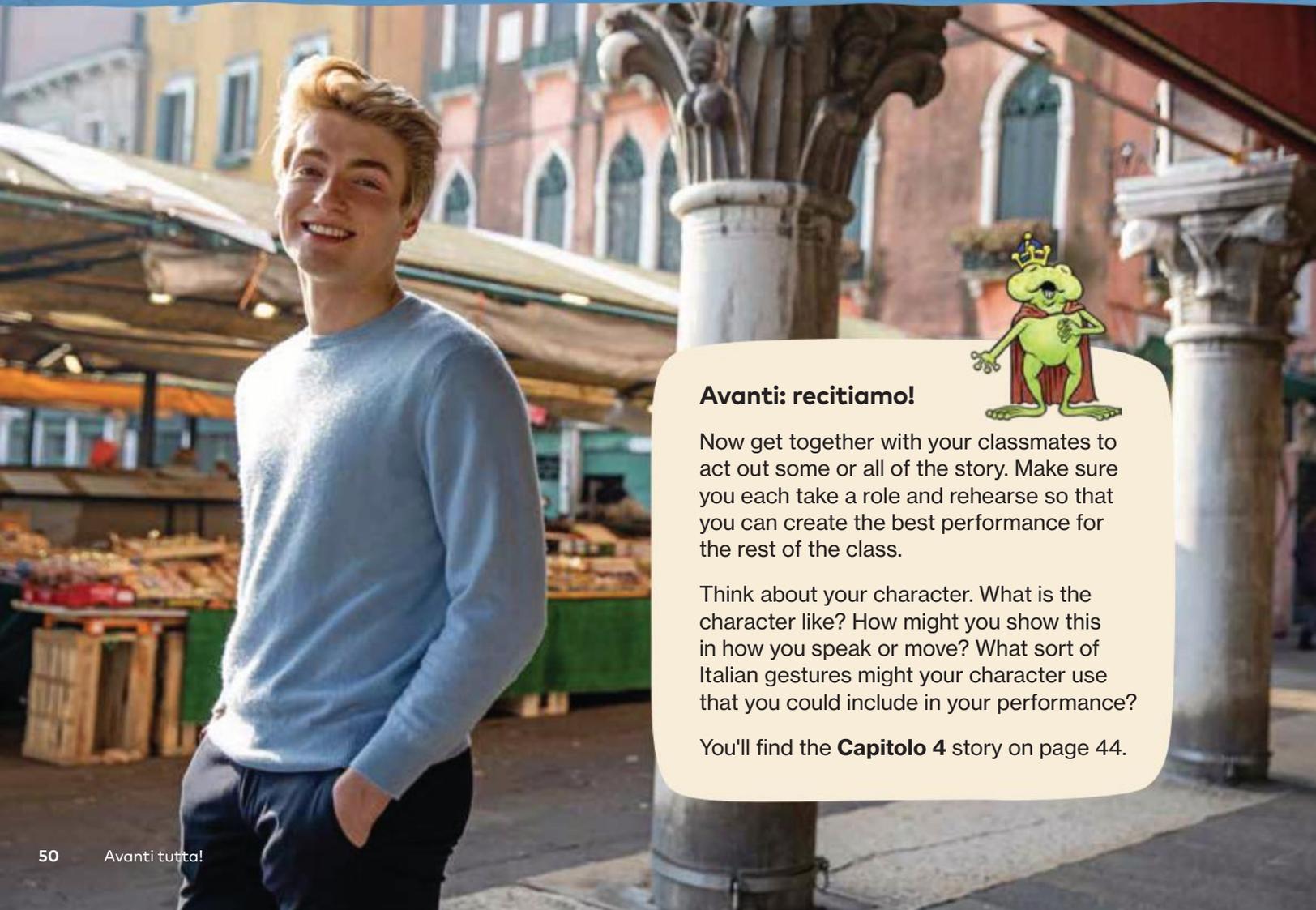
As you know, vowels are very important in Italian! When vowels appear one after another they sometimes form a diphthong, a sound formed by a combination of vowels. To pronounce a diphthong in Italian, all you have to do is sound each vowel as if you were pronouncing it separately. Can you get your tongue around all the vowel combinations here?



Quando piove in **Australia** queste
aiuole hanno i **fiori**,
quando piove in **Lituania** la **piazza**
è **vuota** e nessuno è **fuori**.

e-platform

Focusing on the vowel combinations, learn to say this **scioglilingua** (tongue twister) as fast as you can!



Avanti: recitiamo!



Now get together with your classmates to act out some or all of the story. Make sure you each take a role and rehearse so that you can create the best performance for the rest of the class.

Think about your character. What is the character like? How might you show this in how you speak or move? What sort of Italian gestures might your character use that you could include in your performance?

You'll find the **Capitolo 4** story on page 44.



Parliamo!

In pairs, practise describing people. Use the conversation models below, changing the words in **bold** accordingly. **Attenzione!** Try to use **un po'** (a little) and **molto** (very) in your conversations.



- a. You and your partner talk about the character.

Max è **alto**?

Sì, Max è **alto**.

- b. One of you talks to the character.
Your partner answers for the character.

Mia, sei **forte**?

No, non sono **forte**.

- c. One of you talks to the character.
Your partner answers for the character.

Mister, che tipo sei?

Sono **basso, severo** e **un po' buffo**.

- d. One of you asks what a character is like.
Your partner answers giving one characteristic they have and one that they don't have.

Che tipo è **Emma**?

Emma è **intelligente**, ma non è **forte**.



Now go to the **Avanti! App** and keep practising!

Canzone

Listen to the song, then practise singing along focusing on your pronunciation!



AVANTI! Tutta!



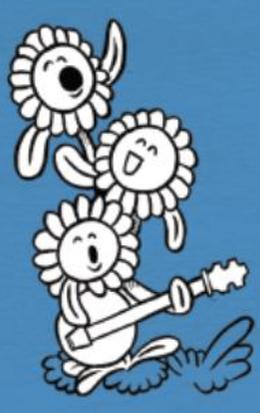
Avanti tutta!
Non ti fermare!
Se la vita
vuoi gustare
devi cantare...
Avanti tutta!
Avanti tutta... A tutta forza... A tutto gas!

Buongiorno a tutti!
Sono Sofia.
Ho un'amica,
si chiama Mia.
È un po' triste
non ha la mamma.
Ci siamo noi
ed è in gamba.



Avanti tutta!
Non ti fermare!
Se la vita
vuoi gustare
devi cantare...
Avanti tutta!
Avanti tutta... A tutta forza... A tutto gas!

Ciao Alessandro!
Mi chiamo Emma.
Sei in ritardo, sì,
non è un dilemma.
Guarda lui...
Si chiama Max
ed è sempre
in relax.



Avanti tutta!
Non ti fermare!
Se la vita
vuoi gustare
devi cantare...
Avanti tutta!
Avanti tutta... A tutta forza... A tutto gas!

READY TO LISTEN? STEP ONTO THE 



Memory

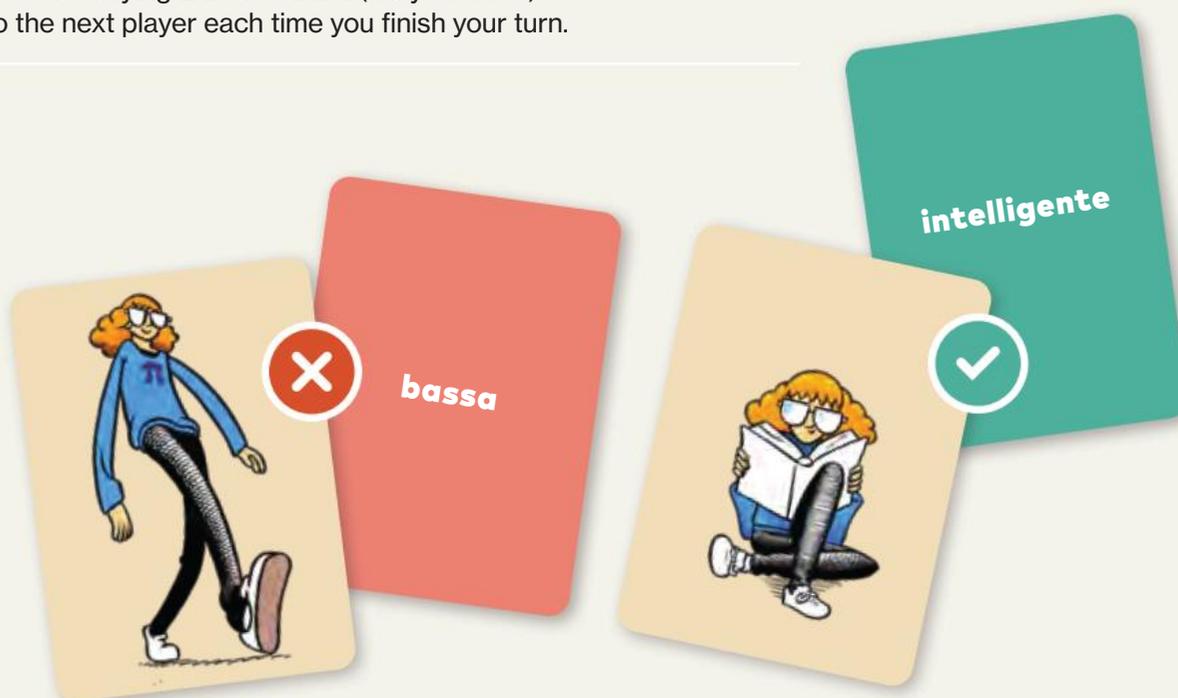
Materials (per group): one set of cards*

Play this game of memory in small groups of four or more. The aim of the game is to match each adjective card (**la carta**) with the corresponding illustration card. The person who makes the most matches wins!

Start with all the cards face down in a grid and take turns to find the pairs by turning two cards over at a time. If the cards match, the player takes the pair. If the cards don't match, place them back exactly where they were. Always try to memorise the position of the unmatched cards to help you get a match in your next turn.

Attenzione! One of the pairs does not relate to adjectives but to an expression. For matching that pair, you get double points!

Practise saying **È il tuo turno!** (It's your turn!) to the next player each time you finish your turn.



*Teacher's resource

Italiano in pratica

What are you and your classmates like? Get up and get moving: go around the class, ask every classmate **Che tipo sei?** and answer their questions giving at least two adjectives to describe yourself. Make sure you change your answer every once in a while so you can talk about different aspects of your appearance and personality!

Capitolo 5

Il calcio e i tifosi

The most popular sport in Italy is **il calcio** (soccer): more than four million Italians play soccer, ranging from children to professionals, both male and female, and more than 33 million people call themselves **tifosi** (fans).

In Italy soccer is not just a sport, but for many Italians it's actually something similar to a religion and fans profess their faith in different ways: from never missing a game to making soccer a beloved family tradition.



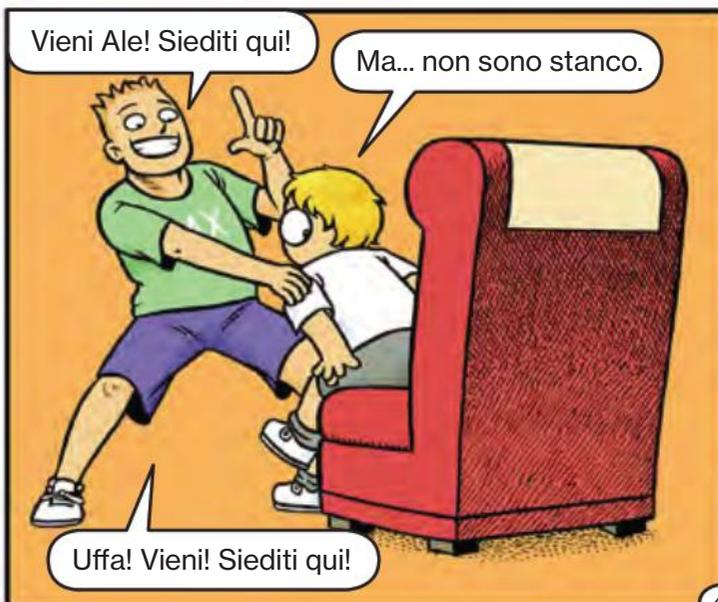
Did you know that the Italian word for fan, 'il tifoso', comes from the word for typhus fever? This is because people suffering from this disease experience extremely high fever and can go through delirious phases, just as a person supporting a team can seem overcome with a kind of 'sport fever'.



Is there one sport in Australia that is the most popular?

Do supporters have the same quasi-religious attitude towards their sport that Italian soccer fans have? Why or why not?







Parole nuove

presto! hurry up!

c'è... there is...

fantastico! awesome!

vieni qui! come here!

qui here

secondo me according to me,
in my opinion

secondo te according to you,
in your opinion

povero/a! poor thing!

divertente funny

solo/a alone, lonely

stanco/a tired

triste sad



LO SAPEVI CHE... ?

In Italian, we use the expression **c'è** in front of someone's name to either ask if someone is present or to say who is or is not present. We use this expression when we refer to a single person (that is, not more than one!). For example:

C'è Alessandro? **Sì, c'è (Alessandro).** / **No, non c'è (Alessandro).**

Is Alessandro present? Yes, Alessandro is present. / No, Alessandro is not present.

To make sure you've understood, go to **La grammatica** point 5 on page 79.

Abbiamo capito?

Discuss the story and what you have understood, then answer the following questions about it in complete Italian sentences.



1. **Alessandro è in ritardo?**

.....
.....



4. **Max è divertente?**

.....
.....



2. **C'è Emma?**

.....
.....



5. **Mia è allegra?**

.....
.....



3. **Sofia è arrabbiata?**

.....
.....



6. **C'è il mister?**

.....
.....

READY FOR MORE? STEP ONTO THE e-platform

Come si dice?

Opinioni

Read the story again and see if you can find some examples of sentences where the characters ask for an opinion or express their own opinion, then write them below.

Now complete the rule below by circling the correct options.

1. **Secondo me** **secondo te** is used to ask for someone's opinion.
2. **Secondo me** **secondo te** is used to give one's own opinion.

Answer the following questions about the characters giving your opinion, as shown in the example below. Then pair up with a classmate: one of you asks a question and the other answers giving their opinion, then you switch roles. Keep going until you have asked and answered all the questions at least once.

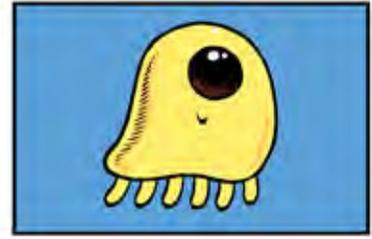
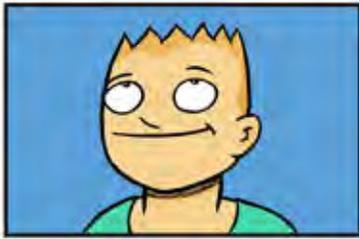
1. Secondo te Alessandro è sempre in ritardo? *Si, secondo me è sempre in ritardo.*
2. Secondo te Sofia è bella?
3. Secondo te Max è dispettoso?
4. Secondo te Mia è buffa?
5. Secondo te Alessandro è timido?
6. Secondo te Emma è intelligente?

To make sure you've understood, go to **La grammatica** point 6 on page 79.



Osserviamo!

- a. Have another look at the story and find all the adjectives used to describe the three characters illustrated below. Then write the correct adjectives under each character.



.....

.....

- b. Do you remember how to use adjectives? Complete the table below with the missing endings for masculine (**maschile**) and feminine (**femminile**).

Gruppo 1 Adjectives ending in -o/-a	
maschile	femminile
allegr.....	allegr.....
arrabbiat.....	arrabbiat.....
dispettos.....	dispettos.....
stanc.....	stanc.....
timid.....	timid.....

Gruppo 2 Adjectives ending in -e	
maschile	femminile
fort.....	fort.....
divertent.....	divertent.....
intelligent.....	intelligent.....
trist.....	trist.....
veloc.....	veloc.....

To make sure you've understood, go to **La grammatica** point 3 on page 78.

Italiano in pratica

By now, you and your classmates should be pretty familiar with the characters from the stories and what they are like. Choose one character to impersonate and pick three adjectives to describe him/her. Then go around the class: ask each classmate **Che tipo sei?** and try to guess which character they picked based on their answers. They will do the same based on your answer to their questions. If you like, you can switch to a different character after a few rounds.

Avanti: recitiamo! Act out the **Capitolo 5** story on page 55 but this time try to make up a different ending! Who will have the last word?





Parliamo!

In pairs, or with your teacher and the class, practise expressing your opinion about people's appearance and personality and saying who is or isn't there. Use the conversation models below, changing the words in **bold** accordingly. You can pick the adjectives from the list or use others if you remember them!

allegro/a

arrabbiato/a

bello/a

buffo/a

dispettoso/a

lento/a

severo/a

stanco/a

timido/a

divertente

intelligente

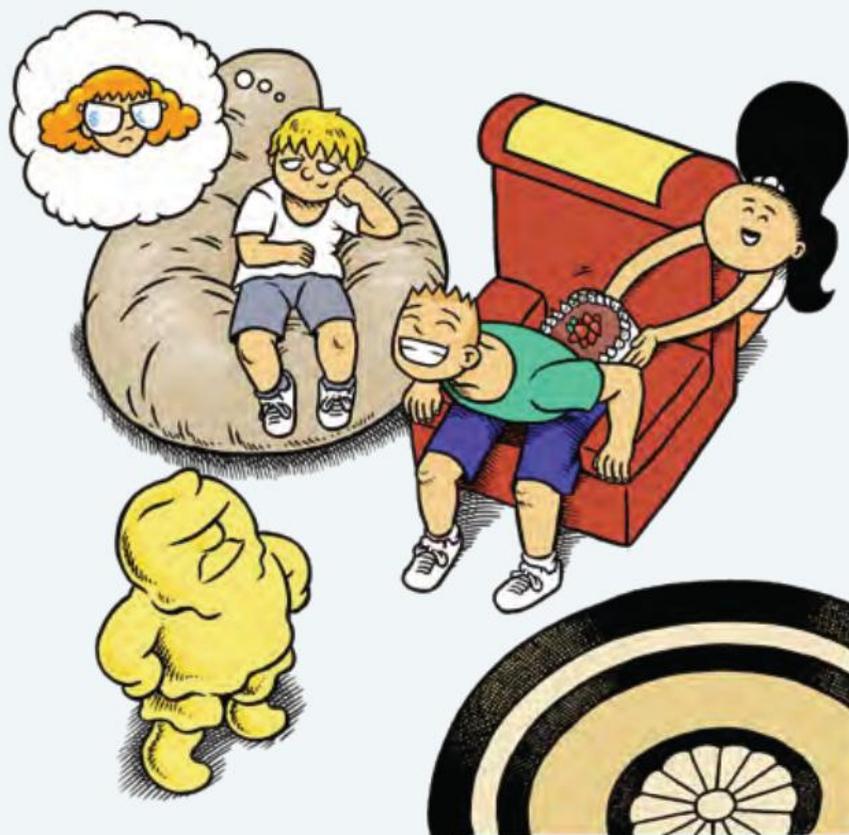
triste

veloce

Attenzione!

un po' a little

molto very



- a. You and your partner talk about the character.

C'è Emma?

No, non c'è Emma.

- b. One of you talks to the character and makes an incorrect suggestion. Your partner answers for the character.

Alessandro, sei stanco?

No, io non sono stanco. Sono triste.

- c. You and your partner talk about the character.

Secondo te Sofia è dispettosa?

Sì, secondo me è molto dispettosa!

Now go to the **Avanti! App** and keep practising!





Indovina chi?

Materials (per student): one board*, one pencil

Play this game of **Indovina chi?** (Guess who?) with a classmate. Both pick a character from your board, then take it in turns to ask each other questions to find out who the other picked.

Use conversation model **a.** to ask and answer the questions, changing the words in **bold** accordingly, and choosing the adjectives from the list below.

a.

Sei **allegro/allegra**?

Sì, sono **allegro/allegra**.

or

No, non sono **allegro/allegra**.

b.

Sei **Giacomo**?

Sì, **bravo/a**!

or

No, **mi dispiace!**

allegro/a **arrabbiato/a** **alto/a** **basso/a** **buffo/a**
bugiardo/a **forte** **intelligente** **stanco/a** **timido/a** **triste**

Attenzione! When answering, always give both adjective options (masculine and feminine). That way it's a bit harder for your classmate to guess who you picked!

Sei **bugiardo/bugiarda**?

Sì, sono **bugiardo/bugiarda**.

Sei **Marcello**?

No, **mi dispiace!**



Oh! **Scusa!** Sei **Elisa**?

Sì, **bravo!**



*Teacher's resource

Capitolo 6

Serie A

The Italian Premier League is called **Serie A** and 20 teams usually compete against each other to win the championship (**il campionato**). The teams represented here by their logos are some of Italy's most famous and beloved.

Each soccer team is based in a specific Italian city: for example, **Napoli** is from Naples and **Juventus** is from Turin. Some cities have two soccer teams: for example both **Roma** and **Lazio** are from Rome and both **Milan** and **Inter** are from Milan.



AS Roma



SS Lazio



Juventus (Juve)



AC Milan



Napoli



Inter



Look at this picture of Italian fans watching a soccer match in a square. **Is this something that is common in Australia too?** Have you ever done anything similar?

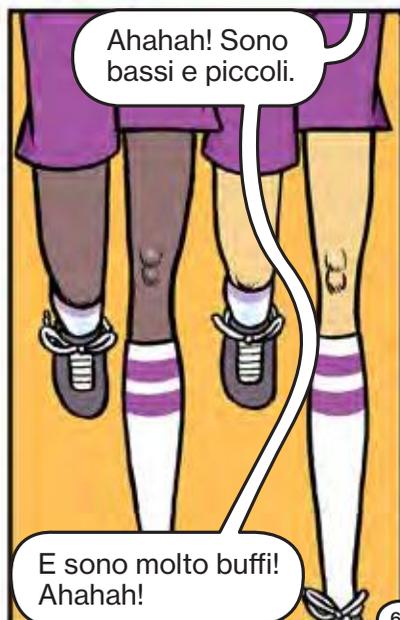
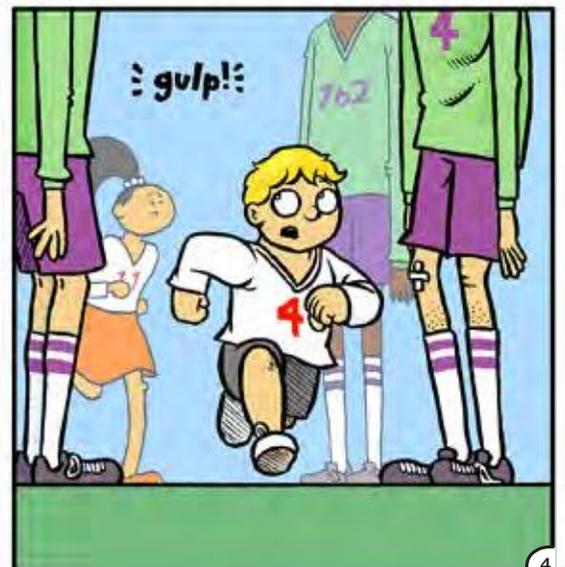
C'è il campionato!

Fantastico!

Can you tell which two **Serie A** teams are the inspiration for the fictional teams in the story on the next pages?

Juventus has won the most championships. Do you know how many? Do some research to find out.

Piazza del Popolo a Roma





Parole nuove

pronto/a -----	ready
ma -----	but
a -----	to
il gol -----	the goal
siamo fritti! -----	we are dead!
piccolo/a -----	small
bravo/a -----	good (at doing something)

carino/a -----	cute
troppo -----	too much
i ragazzi -----	the boys, the guys (all genders)
le ragazze -----	the girls
strano/a -----	weird
fortunato/a -----	lucky



Which word from the list above is also used in English to praise someone? Do you notice any differences in the way this word is used in English and Italian? To find the answer, go to page 239.

Abbiamo capito?

Discuss the story and what you have understood, then write down at least four adjectives used to describe the players of the two teams, **AC Melon** and **Juventox**.



Juventox



AC Melon

.....

.....

.....

.....

READY FOR MORE? STEP ONTO THE e-platform

Simile o differente?

Do you know what the sports pictured are called in Italian? Write the correct name under each, choosing from those in the boxes below. Be careful: one sport can be referred to in two different ways! Can you guess which sport it is?

la pallavolo il nuoto il tennis lo sci la pallacanestro

l'atletica leggera il calcio il basket il ciclismo



Wow! Lei è molto veloce oggi!

Now use the questions below to discuss with the rest of the class similarities and differences between the names of the sports in English and Italian.

1. Why do you think some sports have a similar name in English and Italian and some don't?
2. Which other sports do you know or like that are missing from the list above? Can you find an Italian name for them? If not, why do you think that is?

Lago del Corlo, vicino Belluno, in Veneto

Come si dice?

a. Aggettivi, aggettivi, aggettivi!

With a classmate, match the adjectives with the personal qualities pictured.
You can use the **Parole nuove** list to check the meanings.

bravo/a

carino/a

fortunato/a

piccolo/a

pronto/a

strano/a



1.



2.



3.



4.



5.



6.

b. È l'aggettivo giusto?

Now practise using this new vocabulary. Based on the story in this chapter and what you know, answer the questions below giving your opinion about the characters.

1. Secondo te Mia è strana?

2. Secondo te Alessandro è pronto?

3. Secondo te Sofia è carina?

4. Secondo te il mister è piccolo?

5. Secondo te Emma è brava?

6. Secondo te Max è fortunato?



Now go to the **Avanti! App** and keep practising!

Osserviamo!

- a. Have another look at the story and find the missing forms of the verb **essere** (to be) to complete the table below. Then write the English translation for the whole verb.

essere		to be
io	sono	I
tu	sei	you (singular)
lui/lei	è	he/she
noi	.....	we
voi	.....	you (plural)
loro	.....	they

To make sure you've understood, go to **La grammatica** point 2 on page 78.

- b. Look at the table below that shows both masculine and feminine, and singular and plural forms of adjectives. Do you notice a pattern?

	singolare	plurale
maschile	alto	alti
	basso	bassi
	forte	forti
	veloce	veloci
femminile	alta	alte
	bassa	basse
	forte	forti
	veloce	veloci



Now, applying the pattern you noticed above, complete the rule below.

Gruppo 1		
Adjectives ending in -o/-a change as follows:		
	singolare	plurale
maschile	ends in	ends in
femminile	ends in	ends in

Gruppo 2		
Adjectives ending in -e change as follows:		
	singolare	plurale
maschile / femminile	ends in	ends in

LO SAPEVI CHE... ?

When talking about a mixed-gender group, in Italian we need to use the masculine plural form of adjectives. Notice which plural form of adjectives is used in the following examples.

Max e Alessandro sono carini.

Max and Alessandro are cute.

Max e Sofia sono carini.

Max and Sofia are cute.

Emma e Sofia sono carine.

Emma and Sofia are cute.

The adjective **stanco/a** (tired) has an irregular pattern in the plural, as we need to add an **h** before the ending. This happens because we need to maintain the same hard **C** sound that we have in the singular.

Alessandro è stanco.

Alessandro is tired.

Alessandro e Max sono stanchi.

Alessandro and Max are tired.

Emma è stanca.

Emma is tired.

Emma e Sofia sono stanche.

Emma and Sofia are tired.

To make sure you've understood, go to **La grammatica** point 4 on page 79.

Italiano in pratica

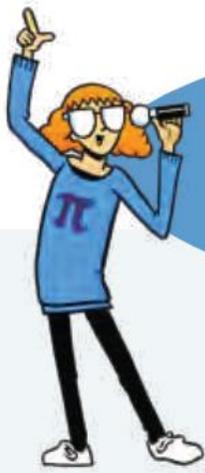
What do you think your classmates are like? Working in pairs, use the question **Secondo te che tipi sono (loro)?** to discuss what the other pairs of students are like. You need to find one or two characteristics each pair has in common in your opinion.

Avanti: recitiamo!

Act out the **Capitolo 6** story. You'll find it on page 63.



'Le mani' a Venezia



Parliamo!

In pairs, practise expressing your opinion about people's appearance and personality. Use the conversation models below, changing the words in **bold** accordingly. You can pick the adjectives from the list below, making sure you use the correct ending, or use other adjectives if you remember them!

allegri

alti

arrabbiati

bassi

dispettosi

pronti

stancati

stranissimi

timidi

forti

tristi

veloci



a. You and your partner talk about the characters.

Chi sono le ragazze **dispettose**?

Le ragazze **dispettose** sono Emma e Sofia.

b. You and your partner talk about the characters.

Secondo te **Ugo** e **Helga** sono **arrabbiati**?

No, secondo me sono **allegri**.

c. One of you talks to the characters and makes an incorrect suggestion. Your partner answers for the characters.

Mister e **Mia**, siete **alti**?

No, non siamo **alti**. Siamo **bassi**.

Now go to the **Avanti! App** and keep practising!





Il gioco dell'oca degli aggettivi

Materials (per group): one board, tokens, one die*

Compete with your classmates in this game to see who can get to the end first by accurately answering a variety of questions on the board.

In small groups, each choose a token (**la pedina**) and roll the die (**il dado**) to decide who's going first. Start at the start (**la partenza**). The aim is to reach the finish line (**l'arrivo**) first. Take turns to roll the die to determine how far to move along the path. When you land on a box, you will need to answer the question posed. If you don't answer a question correctly, you will have to skip a turn. First to the end is the winner!

Practise saying **È il mio turno!** (It's my turn!) and **È il tuo turno!** (It's your turn!) as you play.



*Teacher's resource



CIAO AMICI!

con Valeria e Andrea

@Andrea S.

Ragazzi, sabato c'è il derby Juventus-Torino! Siete pronti? Io non vedo l'ora!

Quest'anno la Juve è una squadra FANTASTICA: forte, veloce, intelligente! Forza Juve!!!



Commenti



@Matteo M.

Buuuu! Forza Milan!



@Giulia S.

Bravo, Andrea! Anche io e mio papà siamo pronti!



@Valeria N.

Ma per favore! C'è UNA squadra: la Roma! FORZA ROMAAAA!



@Luca B

Basta! Basta calcio! Parliamo d'altro!



@Alessio T.

Bravo, Luca! Ottima idea! Il mio sport preferito è la pallavolo.



@Luca B.

Fantastico, Alessio! Stasera c'è la Nazionale! Forza Azzurri!

@

Castelmola, in Sicilia

Indaghiamo!

You follow Andrea on social media. Read his latest post shown opposite and the comments (**commenti**) from a bunch of his friends. Can you figure out what they're talking about? Working with a classmate, tick all the correct statements in the list below.

1. Andrea is talking about soccer, but he doesn't like it.
2. Andrea is excited about an upcoming soccer match.
3. Andrea is a supporter of a soccer team called Juventus.
4. All of Andrea's friends are Juventus supporters.
5. Giulia supports Roma, but Valeria supports Juventus.
6. Everybody is very interested in soccer.
7. Luca is sick and tired of soccer.
8. Alessio is more interested in volleyball.
9. Luca supports Italy's national volleyball team.

Check your answers after you've finished **Scopriamo!** below.

Scopriamo!

a. Use your dictionary or the Internet to find the English translation of these words.

- | | |
|-----------------|------------------|
| 1. sabato | 3. squadra |
| 2. anno | 4. stasera |

b. Read the feed again and match the Italian expressions below to the correct English translation.

- | | |
|---------------------------------------|--|
| 1. Non vedo l'ora! | A. Please! |
| 2. Forza Juve! | B. Great idea! |
| 3. (Ma) per favore! | C. I can't wait! |
| 4. Parliamo d'altro! | D. My favourite sport is... |
| 5. Ottima idea! | E. Let's talk about something else! |
| 6. Il mio sport preferito è... | F. Go Juve! |

c. Write the correct definitions in **Il vocabolario** on page 81.



Caro Andrea...

Join the conversation and comment on Andrea's post. You can:

- support Andrea's team: say something positive about it;
- support a different team: say which one and write something positive about it;
- prefer another sport: say what it is.



Forza Roma!

BENVENUTI

in Italia!

Prima di guardare!

Lo sport in Italia

Which sports do you think are the most popular in Italy? Discuss it with the class and number the sports below in order of popularity, from 1 to 8. You can check your answers when you watch the video!



il calcio



il tennis



lo sci



il ciclismo



il nuoto



il basket



la pallavolo



l'atletica leggera



GUARDIAMO
il video, ragazzi!

Watch the video and decide whether the following statements are true (**vero**) or false (**falso**). You might need to use your deduction skills to answer some of the questions.

- | | | |
|--|-------------------------------|--------------------------------|
| 1. Il calcio è lo sport più popolare in Italia. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 2. Secondo Andrea la squadra di calcio numero uno è la Roma. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 3. La Juventus è una squadra di Torino. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 4. Secondo Andrea la mamma non è contenta. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 5. La pallavolo è molto popolare tra le ragazze italiane. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 6. Il colore della nazionale italiana è blu. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 7. In italiano lo sport 'cricket' si dice 'grillo'. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 8. In Italia il cricket è uno sport popolare. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |

Watch the video again to check your answers.

Now test your knowledge of Italian sport with the quiz **Lo sport in Italia** on the **Avanti! App**.



I tifosi in Piazza Venezia a Roma

Facciamo una ricerca!

As you have seen, soccer is the most popular sport in Italy. What else can you find out about soccer and other sports in Italy? In pairs, compete with your classmates to research the answers to the questions below. You have 20 minutes. When the time is up, the pair with the highest number of correct answers wins.

1. How many times, when and where has the Italian national soccer team won the World Cup?

2. How do you say 'World Cup' in Italian?

3. Which important tournament did Italy win in 2021? Who did they play and what was the score?

4. In which sport would you find the **Giro d'Italia**?

5. How far is the Ultra Marathon Swim between the island of Capri and Naples?

6. Have the Olympics and the Paralympics ever been hosted by an Italian city? If yes, which one?

7. Where (including the region) and when were the Olympic Winter Games held in Italy?

8. Which Italian **Serie A** soccer teams have the same jersey colours?

9. Can you name two famous Italian swimmers (a man and a woman)? How many Olympic medals have they each won?

10. Where were chariot races conducted in ancient Rome? You get an extra extra point for giving its name in Italian.



I campioni d'Europa a Londra



Federica Pellegrini a Roma



L'hockey su ghiaccio

Collaboriamo!

Let's create **un album delle figurine** (sticker album) for the class! First you need to write your name on a piece of paper and put it in an envelope. Taking turns, everyone must pick a name from the envelope, making sure nobody picks their own name. Then, according to the name you picked, create a profile of your classmate to be included in the class album. You should:

- take a picture of/draw your classmate;
- introduce your classmate giving their first name and surname;
- say what suburb your classmate is from;
- say what kind of person your classmate is, using at least three adjectives.

Make sure you write your classmate's profile in Italian. Once your teacher has checked your draft, make a profile card with that information, much like a card in a sticker album. Then, working with the whole class, create your class album pages with everyone's profile.



Do you know what these are? Do you have something similar in Australia?



La grammatica

1. More about subject pronouns

As you learnt in **Unità 1**, a subject pronoun is a word that we use instead of a name as the subject of a sentence. Here are the most used subject pronouns in Italian:

io	I
tu	you (singular)
lui	he
lei	she
noi	we
voi	you (plural)
loro	they

As in English, you can use subject pronouns or people's first names, or a combination of the two. In Italian, unlike in English, subject pronouns can also be left out of a sentence. For example:

Che tipo sei (tu)?

What are you like?

Che tipo sei, Mario?

What are you like, Mario?

(Lui) è alto e bello.

He is tall and handsome.

Carlo è alto e bello.

Carlo is tall and handsome.

(Lei) è alta e bella.

She is tall and beautiful.

Carla è alta e bella.

Carla is tall and beautiful.

(Noi) siamo divertenti.

We are funny.

Io e Alessandro siamo divertenti.

Alessandro and I are funny.

(Voi) siete in ritardo!

You guys are late!

Tu e Teresa siete in ritardo!

You and Teresa are late!

(Loro) sono forti e veloci.

They are strong and fast.

Giulia e Francesco sono forti e veloci.

Giulia and Francesco are strong and fast.

2. More about the verb 'essere' (to be)

Here is the complete conjugation of the verb **essere** (to be).

io sono	I am
tu sei	you are (singular)
lui è	he is
lei è	she is
noi siamo	we are
voi siete	you are (plural)
loro sono	they are

3. The singular form of adjectives (masculine and feminine)

An adjective (**aggettivo**) is a word used to describe a person or an object, and we sometimes refer to it as a 'describing word'. In Italian all adjectives have to agree with the person or object they describe, and can be either masculine or feminine. That is, their endings must change according to the gender of the person or object they describe.

We can divide Italian adjectives into two different groups, depending on their endings.

Gruppo 1 – adjectives ending in -o/-a

These adjectives end in **-o** in the masculine and **-a** in the feminine.

maschile **allegro** femminile **allegra**

For example:



Max è allegro.
Max is cheerful.



Sofia è allegra.
Sofia is cheerful.

Gruppo 2 – adjectives ending in -e

These adjectives end in **-e** in both masculine and feminine.

maschile **veloce** femminile **veloce**

For example:



Ale non è veloce.
Ale is not fast.



Sofia è veloce.
Sofia is fast.

4. The plural form of adjectives (masculine and feminine)

In the plural form, adjectives also need to agree with the person or object they describe. That is, adjective endings must agree both in gender (masculine or feminine) and number (singular or plural) with the person or object described. Let's have a look at what happens to the two different groups in the plural.

Gruppo 1

In the plural form, these adjectives end in **-i** in the masculine and **-e** in the feminine.

	singolare	plurale
maschile	alto basso	alti bassi
femminile	alta bassa	alte basse

Gruppo 2

In the plural form, these adjectives end in **-i** in both the masculine and feminine.

	singolare	plurale
maschile / femminile	forte veloce	forti veloci

Using the masculine plural for mixed gender groups

When talking about a mixed gender group, in Italian we need to use the masculine plural form of adjectives. Notice which plural form of adjectives is used in the following examples:

Max e Alessandro sono carini.

Max and Alessandro are cute.

Max e Sofia sono carini.

Max and Sofia are cute.

Emma e Sofia sono carine.

Emma and Sofia are cute.

Attenzione! The adjective **stanco/a** (tired) has an irregular pattern in the plural, as we need to add an **h** before the ending. This happens because we need to maintain the same hard **C** sound that we have in the singular.

Alessandro è stanco.

Alessandro is tired.

Alessandro e Max sono stanchi.

Alessandro and Max are tired.

Emma è stanca.

Emma is tired.

Emma e Sofia sono stanche.

Emma and Sofia are tired.

5. C'è (there is)/non c'è (there is not)

In Italian, we use the expression **c'è** (there is) to either ask if someone is present or to say who is or is not present. We can use this expression only when we refer to a single person or object! For example:

C'è Alessandro?

Is Alessandro there? /

Is Alessandro present?

Sì, c'è Alessandro.

Yes, Alessandro is there. /

Yes, Alessandro is present.

No, non c'è Alessandro.

No, Alessandro is not there. /

No, Alessandro is not present.

6. Expressing opinions

To ask for someone's opinion, we use the expression **secondo te** (according to you).

To express an opinion, we use the expression **secondo me** (according to me). For example:

Secondo te Anna è arrabbiata?

According to you, is Anna angry?

Sì, secondo me (lei) è arrabbiata.

Yes, according to me she is angry.

No, secondo me (lei) non è arrabbiata.

No, according to me she is not angry.

Il vocabolario

AGGETTIVI

allegro/a
alto/a
arrabbiato/a
basso/a
bello/a
biondo/a
bravo/a
bruno/a
buffo/a
bugiardo/a
carino/a
dispettoso/a
fortunato/a
lento/a
modesto/a
piccolo/a
pronto/a
severo/a
solo/a
stanco/a
strano/a
timido/a

divertente
forte
intelligente
popolare
triste
veloce

IN CLASSE

in piedi!
(ora) basta!
presto!
sedetevi!

siediti!
silenzio!

COLORI

il colore
il tricolore

azzurro/a
bianco/a
blu
rosso/a

ADJECTIVES

cheerful
tall
angry
short
beautiful, handsome
blond/e
good (at doing something)
brown-haired, dark-haired
funny looking
lying
cute
cheeky
lucky
slow
modest
small
ready
strict
alone; lonely
tired
weird
shy

funny
strong
intelligent
popular
sad
fast

IN THE CLASSROOM

stand up!
(now) that's enough!
hurry up!
sit down, guys!
(all genders)
(you) sit down!
silence!

COLOURS

the colour
the national flag of Italy
azure (light blue)
white
blue
red

SPORT

l'atletica leggera
il basket
il calcio
il ciclismo
il nuoto
la pallacanestro
la pallavolo
lo sci
il tennis

PAROLE DELLO SPORT

il campionato
il tifoso
la tifosa
i tifosi

ESPRESSIONI

c'è...
come me
fantastico!
povero/a!
secondo me

secondo te

siamo fritti!
un po'

DOMANDE

che tipi sono (loro)?
che tipo è (lui/lei)?
che tipo sei (tu)?
chi sono (loro)?
dov'è... ?
siete pronti?

ALTRE PAROLE

allora
le mani
molto
ora
qui
i ragazzi
le ragazze
troppo

GIOCHI

la partenza
l'arrivo
la carta
il dado
la pedina
è il mio turno!
è il tuo turno!

SPORTS

athletics
basketball
soccer
(international football)
cycling
swimming
basketball
volleyball
skiing
tennis

WORDS OF SPORT

the championship
the fan, the supporter (male)
the fan, the supporter (female)
the fans, the supporters
(all genders)

EXPRESSIONS

there is... ; is... present?
like me
awesome!
poor thing!
according to me,
in my opinion
according to you,
in your opinion
we are dead!
a little

QUESTIONS

what are they like?
what is he/she like?
what are you like?
who are they?
where is... ?
are you ready?

OTHER WORDS

so; then
the hands
very; a lot
now
here
the guys (all genders)
the girls
too much

GAMES

the start
the finish line
the (playing) card
the die
the token
it's my turn!
it's your turn!

Alessandro,
siamo in ritardo!
Sei lento.



Non sono lento,
sono veloce!



Le parole di Valeria e Andrea

SPORT

- il cricket
- il derby
- il gol
- l'hockey su ghiaccio
- la mazza
- la nazionale italiana
- la palla
- lo sport
- forza!
- il mio sport preferito è...
- la squadra

ESPRESSIONI

- ma per favore!
- non vedo l'ora!
- ottima idea!
- parliamo d'altro!
- più popolare

SPORT

- cricket (game)
- the derby
- the goal
- ice hockey
- the bat (for games)
- the national Italian team
- the ball
- the sport

ESPRESSIONS

- most popular

ALTRE PAROLE

- l'anno
- il sabato
- stasera
- i commenti
- contento/a
- il grillo
- più
- solo
- tra

OTHER WORDS

- the comments
- happy
- the cricket (insect)
- more
- only
- among

**Fantastico ragazzi!
Avete finito l'Unità 2!**



Ehi, ragazzi, guardate!

Fantastico!

Sei bravo oggi!

Il calcio a Roma



UNITÀ 3

In this unit you will find out about:

- Italian schools: **la scuola media** and **la scuola superiore**
- The Italian school timetable and subjects
- The dreaded **interrogazione** (oral test)
- What students do after school

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CAPITOLO

7

PER ME UN PANINO, GRAZIE!

In this chapter you will learn to:

- Talk about snack foods
- Talk about classroom items
- Say what something is
- Say whether something is there or not
- State the relationship between people

Language focus:

- Indefinite articles (**un, uno, una, un'**)
- Masculine and feminine singular nouns
- Article and noun agreement
- **C'è** (there is) • **Ecco** (here is)
- **Di** (possession)

CAPITOLO

8

HAI UNA PENNA?

In this chapter you will learn to:

- Ask whether someone has something
- Say what you have or don't have
- Say who owns something

Language focus:

- Revision and practice of indefinite articles (**un, uno, una, un'**)
- Definite articles in the singular (**il, lo, la, l'**)
- The verb **avere** (to have)

CAPITOLO

9

AVETE FINITO?

In this chapter you will learn to:

- Say what your favourite subject is
- Talk about subject equipment
- Say what is or isn't there
- Ask how many there are

Language focus:

- Plural of nouns
- Definite articles in the plural (**i, gli, le**)
- Article, noun and adjective agreement
- **C'è/ci sono** (there is/there are)
- **Quanti/e?** (How many?)

Capitolo 7



Come si dice 'ciambella' in inglese?

Mmm... ciambella...
Si dice 'doughnut'.

Bravo, Andrea!

La scuola

After primary school, Italian students move up to **la scuola media** (middle school), which they attend for three years and finish when they are 13 or 14 years old. At the end of the three years, middle school students have to sit a written and oral exam on all their subjects and need to pass it in order to move up to **la scuola superiore** (high school).

In Italy, middle school students study a variety of subjects: Italian language and literature, history and geography, mathematics and science, information technology, music, art and physical education. Catholic religion is also taught in middle school, but students can decide whether they want to take it or not.

Another important subject is foreign languages: English is now compulsory, but some schools also offer a second language and students can usually choose between Spanish, German and French.

Italian students start learning English in primary school and continue through middle and high school. In middle school, students focus more on English grammar and vocabulary and practise their listening, reading, writing and speaking skills. Once they start high school, however, often they also study English literature and examine works by famous English authors such as William Shakespeare and Jane Austen.

Do you think Italian and Australian students learn foreign languages in a similar or different way? What is your experience with language learning so far? What did you find particularly difficult and what has been very interesting for you?



Leggiamo,
ascoltiamo e
guardiamo!

PER ME UN PANINO, GRAZIE!







Parole nuove

in giardino in the garden

con with

dove? where?

dove sei? where are you (singular)?

dove siete? where are you (plural)?

che cos'è? what is it?

che cos'è questo/a? what is this?

occupato/a busy

per for

per me for me

per te for you

ecco here is; here are

generoso/a generous

la mamma the mum

di of

l'astronauta the astronaut

che bello! how nice!

anch'io me too

anche also, as well



LO SAPEVI CHE... ?

In Italian, we never add an 's after a word to indicate the relationship between people and who owns something. Instead, we need to use the word **di** (of) followed by the name of the 'owner'. For example:

la mamma di Mia **il disco volante di Mia**
Mia's mum Mia's flying saucer

To make sure you've understood, go to **La grammatica** point 8 on page 125.

Abbiamo capito?

Discuss the story and what you have understood, then decide whether the following statements are true (**vero**) or false (**falso**).

- | | | |
|---|-------------|--------------|
| 1. Emma è in giardino con Sofia. | vero | falso |
| 2. Emma e Mia sono molto occupate. | vero | falso |
| 3. Alessandro è generoso. | vero | falso |
| 4. Secondo Max la mamma di Mia è molto bella. | vero | falso |
| 5. Emma è arrabbiata. | vero | falso |
| 6. I ragazzi sono tristi. | vero | falso |

READY FOR MORE? STEP ONTO THE e-platform

Come si dice?

Che cos'è?

With a classmate, read the story again and write the words below under the objects.

un libro

una macchina

un disco volante

un panino

una ciambella

un dolce

uno zaino

un'arancia

un pallone

una penna

un computer

una matita



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.

Come si dice?

Come si dice in inglese?

With a classmate, have a look at the classroom items and snack food pictured below and use the conversation model, changing the words in **bold** accordingly, to discuss and learn the Italian words for them. Write the English translation under the Italian.

One of you asks for the English translation of an Italian word. Your partner gives the English translation of the word.

Come si dice **mela** in inglese?

Si dice **apple**.



1. una mela



2. un quaderno



3. una gomma



4. un toast



5. una pizzezza



6. un dizionario



7. una merendina



8. un gelato



9. un evidenziatore



10. una calcolatrice



11. uno yogurt



12. un astuccio



The English word 'toast' is used in both Italian and English on a regular basis, but with a slightly different meaning. **Can you guess what this difference is?** To find the answer, go to page 239.

Now go to the **Avanti! App** and keep practising!



Osserviamo!

Nomi maschili e femminili

A noun is a word that is used as the name of something, for example it can indicate an animal, object, place or idea. In Italian, all nouns (**nomi**) have a gender, that is, they are either masculine (**maschile**) or feminine (**femminile**). Have a look at the table of nouns opposite. What pattern do you see? How can we recognise the gender of a word?

maschile	femminile
panino	mela
gelato	arancia
libro	penna
quaderno	matita

Now complete the rule below to make sure you can recognise the difference between masculine and feminine nouns.

1. Masculine nouns usually end in
2. Feminine nouns usually end in

LO SAPEVI CHE... ?

Nouns ending in **-e** are either masculine or feminine. For example: **evidenziatore** (highlighter) is a masculine word, while **calcolatrice** (calculator) is a feminine word. We cannot deduce the gender of these words just by looking at them, so we need to memorise them or check a dictionary.

Foreign words that have been adopted into Italian, such as **computer** and **yogurt**, are almost always masculine.

LO SAPEVI CHE... ?

The Italian word **ecco** means 'here is' or 'here are'. We usually use it when we are giving something to someone. On these occasions, **ecco** is usually followed by the name of the object we are giving to a person.

Ecco una ciambella.
Here is a doughnut.

Ecco un pallone.
Here is a soccer ball.



To make sure you've understood, go to **La grammatica** point 2a on page 122.

Osserviamo!

Articoli indeterminativi

The tables below contain the **articoli indeterminativi** (indefinite articles). With a classmate, find out how these articles work by putting the words from **Come si dice?** on pages 89 and 90 into the correct column with the right article.



maschile	
un	.....

uno	.....

femminile	
una	.....

un'

Complete the rule to make sure you understand how indefinite articles work by choosing the correct option in each statement.

- The meaning of **un**, **uno**, **una** and **un'** is **the** or **a** or **an**.
- We use **un** with **masculine** **feminine** nouns starting with a consonant or a vowel.
- We use **uno** with **masculine** **feminine** nouns starting with **s** + consonant or with **y** or **z**.
- We use **una** with **masculine** **feminine** nouns starting with a consonant.
- We use **un'** with **masculine** **feminine** nouns starting with a vowel.

To make sure you've understood, go to **La grammatica** point 3 on page 123.

Avanti: recitiamo!

Now get together with your classmates to act out some or all of the story, but with a twist: make up your own characters! What will your character be like? And what items will they find in the backpack or in the flying saucer? Get creative! You'll find the **Capitolo 7** story on page 85.



Simile o differente?

Italians use many foreign words, especially English ones. Have a look at the items pictured for which Italians use an English word and write the word beneath each picture. Then ask your teacher how to pronounce these words in Italian: do you notice any differences with the English pronunciation?



1.



2.



3.



4.



5.



6.



7.



8.

Now think about English: are there any Italian words you commonly use? Look at the pictures below: can you identify the Italian words we use in English? Write them beneath the pictures.



9.



10.



11.



12.



13.



14.



15.



16.

Now use the following questions to discuss with the rest of the class.

1. What do you notice about the words above? What kind of English words are frequently adopted into Italian? And what kind of Italian words are adopted into English?
2. What other non-English words do you commonly use in everyday conversation? Where do they come from?

Troviamo le differenze!

Working with a classmate, find the six differences between what's in Emma's and Max's backpacks. That is, find six items in each backpack that the other does not have. One of you (Student A) looks only at the contents of Emma's backpack and the other (Student B) looks only at the contents of Max's backpack. Ask and answer questions about what is or isn't there, using the conversation models below and changing the words in **bold** accordingly.

Attenzione! Refer to the items listed to ask the questions, but remember to put the correct indefinite article before each word.

arancia

dizionario

mela

pizzetta

astuccio

evidenziatore

merendina

quaderno

calcolatrice

gomma

pallone

yogurt

ciambella

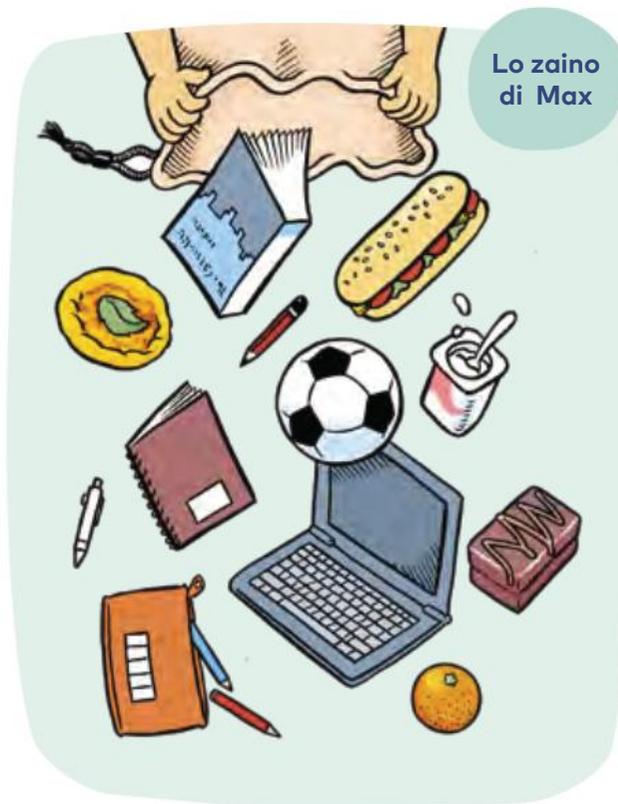
libro

panino

computer

matita

penna



Student B

C'è **una pizzetta**?

Student A

C'è **una pizzetta**?

Student A

No, non c'è **una pizzetta**.

Student B

Sì, c'è **una pizzetta**.



Now go to the **Avanti! App** and keep practising!

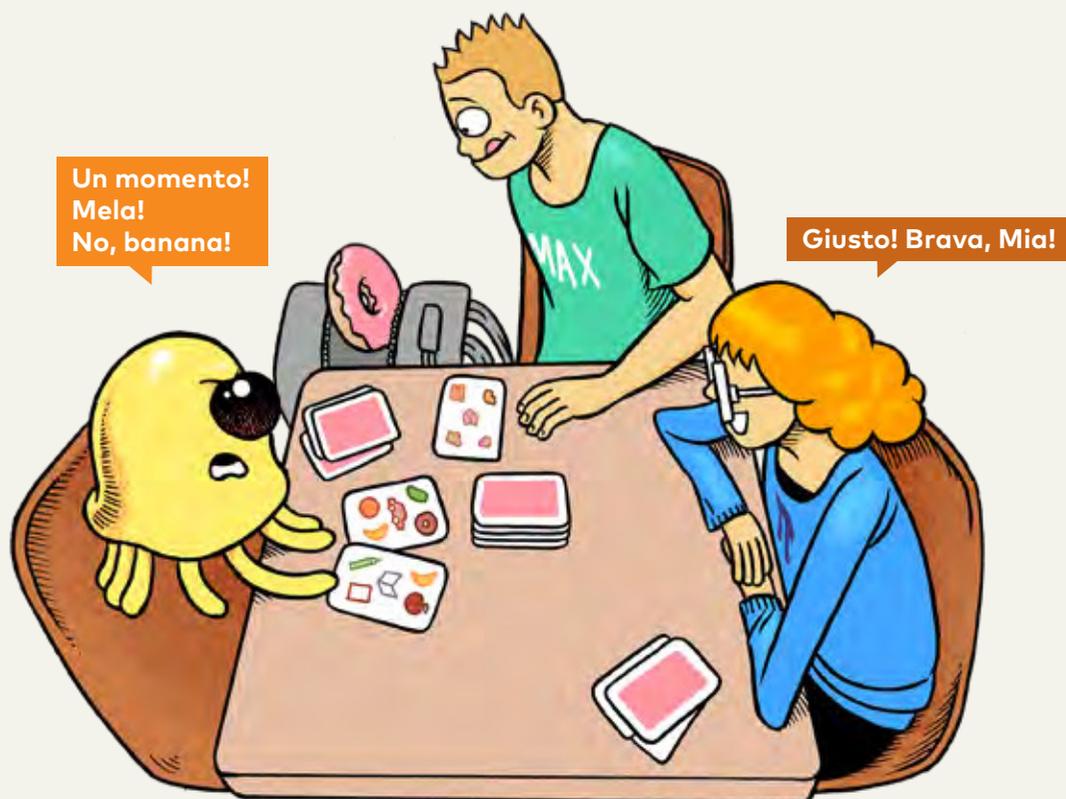


Troviamo l'oggetto!

Materials (per group): one set of cards*

Play this card game in pairs or small groups of three or four. The aim of the game is to win cards by calling out in Italian the name of an item that a pair of cards has in common. Each time you are correct, you collect one of the cards.

First place the deck of cards face down in the middle. To start the game, turn one card and then another: the first player to call out in Italian the name of the item the two cards have in common wins the first card that was turned. Then a third card is turned and you keep going until you have used all the cards. Whoever has collected the most cards wins!



*Teacher's resource

Italiano in pratica

Which objects did you bring to school with you today? And what did your classmates bring with them? Get up and get moving: ask each classmate what they have in their backpack using the question **Cosa c'è nel tuo zaino?**

and answer their questions listing at least five items you have in your bag today. Use the Italian words you've just learnt, or ask your teacher **Come si dice... ?** if you are looking for a new word.

Capitolo 8

L'interrogazione

One of the most dreaded aspects of middle and high school in Italy is the oral test called an **interrogazione**, which can be translated as 'interrogation'. Although it sounds like something out of a detective movie, it has nothing to do with the police, but the feeling is quite similar to that of an innocent suspect being questioned. Every day of the year, any teacher can call your name for an impromptu interrogation on any topic

and for any subject, and you have to be ready, otherwise you get a bad mark and this will influence your average score at the end of the school year. You can usually excuse yourself from an **interrogazione** once or twice a year, but many students frequently find different ways to avoid being called by their teachers. What ideas does Andrea have for getting out of today's **interrogazione**? How would you get out of it?



How do you think you would cope with these oral tests if you went to school in Italy? Do you have any similar tests in your school? In what ways are your school tests similar or different to the **interrogazione**?



Posso andare in bagno, per favore?

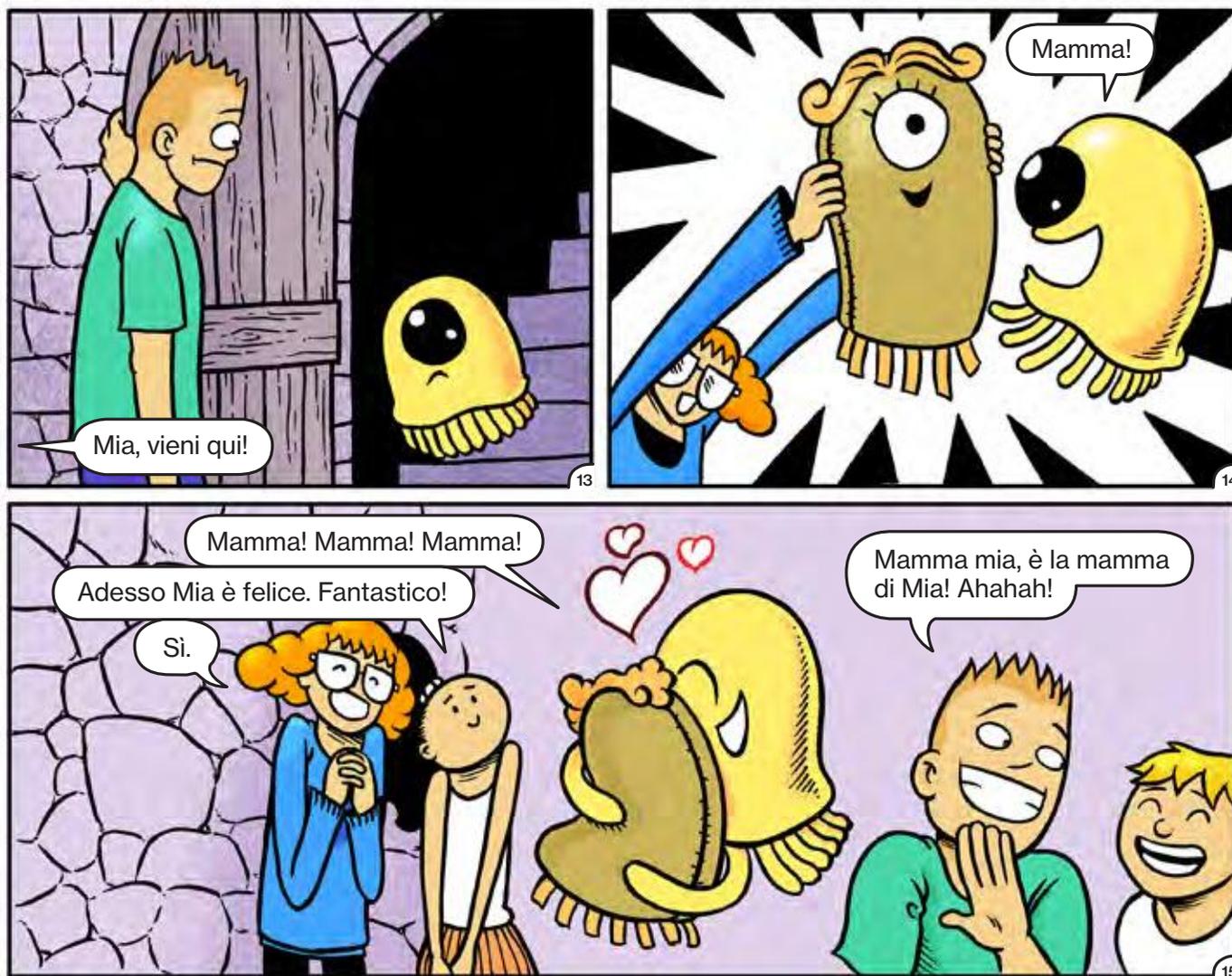
Non oggi, per favore! Non oggi!

Oggi sto male, prof!









Parole nuove

il progetto the project

importante important

blu blue

l'occhio the eye

chiudi la finestra! (you) close the window!

la bocca the mouth

giusto! correct!

apri la porta! (you) open the door!

adesso now

felice happy



Come si dice?

b. Una parola piccola

Now write the correct indefinite article (**un**, **uno**, **una** or **un'**) in front of each Italian word on the previous page. Then with a different classmate, practise using the vocabulary for classroom items with the correct indefinite article. Use the conversation model below, changing the words in **bold** accordingly.

One of you points to an item pictured on the previous page saying what it is and asking if that's right. Your partner confirms what the item is.

Questo è **un astuccio**, giusto?

Sì, questo è **un astuccio**.

Now go to the **Avanti! App** and keep practising!



Osserviamo!

a. Articoli determinativi

The tables below contain the **articoli determinativi** (definite articles) in Italian. Complete the tables by writing the classroom items that appear in the story in the correct column.

maschile	
il	taglierino
lo	zaino
l'	astuccio

femminile	
la	carta
l'	agenda

To make sure you understand how to use the definite articles, complete the rule below by choosing the correct option in each statement.

- The meaning of **il**, **lo**, **la** and **l'** is **the** or **a** or **an**.
- We use **il** with **masculine** **feminine** nouns starting with a consonant.
- We use **lo** with **masculine** **feminine** nouns starting with **s** + consonant or with **y** or **z**.
- We use **la** with **masculine** **feminine** nouns starting with a consonant.
- We use **l'** with both masculine and feminine nouns starting with a **vowel** **consonant**.

To make sure you've understood, go to **La grammatica** point 4 on page 123.

Osserviamo!

b. Articoli determinativi e indeterminativi

Have a look at the following examples and underline all the definite and indefinite articles. Notice how they are used.

EMMA **Abbiamo un pennarello blu?**
Do we have a blue marker?

SOFIA **Sì, abbiamo il pennarello blu.**
Yes, we have the blue marker.

SOFIA **Ragazzi, avete un temperino?**
Guys, do you have a sharpener?

ALESSANDRO **Sì, ecco il temperino.**
Yes, here is the sharpener.

EMMA **Adesso ha una bocca.**
Now it has a mouth.

SOFIA **Ma la bocca è troppo piccola.**
But the mouth is too small.



To make sure you understand when to use definite and indefinite articles, complete the rule below by choosing the correct option in each statement.

1. We use indefinite articles (**un, uno, una, un'**) to talk about something **general** **specific**.
2. We use definite articles (**il, lo, la, l'**) to talk about something **general** **specific**.

c. Verbo 'avere' (to have)

Working with a classmate, find all the forms of the verb **avere** (to have) in the story and use them to complete the table below. Then write the English translation following the example given.

avere	to have
io	<i>I have</i>
tu
lui/lei
noi
voi
loro <i>hanno</i>



To make sure you've understood, go to **La grammatica** points 1, 3 and 4 on pages 122 and 123.



Parliamo!

In pairs, or with your teacher and the class, practise talking about what people do or don't have, referring to the characters and their belongings pictured. Use the conversation models below, changing the words in **bold** accordingly.



- a. One of you talks to a character.
Your partner answers for the character.

Emma, hai un computer?

Sì, ecco il computer.

- b. You and your partner talk about who has what.

Chi ha un astuccio?

Max, Sofia e Emma hanno un astuccio.

- c. One of you talks to the characters to find out what items they both have. Your partner answers for the characters according to whether they both have the item.

Emma e Alessandro, avete un libro?

Sì, abbiamo un libro.

- d. You and your partner talk about the belongings of the characters.

Questo è il temperino di Emma?

No, questo è il temperino di Alessandro.



Now go to the **Avanti! App** and keep practising!



Giochiamo!



Giochiamo con la grammatica!

Materials (per group): one set of cards*

In teams, compete with your classmates in a series of three challenges to see how quickly you can use the grammar you've learnt. Each group has a set of cards and each card has one Italian word that you know.

For each challenge, your team must divide the set of cards into different categories.

Challenge 1: divide the cards into **maschile** (masculine) and **femminile** (feminine).

Challenge 2: divide the cards according to the **articoli determinativi** (definite articles).

Challenge 3: divide the cards according to the **articoli indeterminativi** (indefinite articles).

At the end of each challenge, you'll get 1 point (**punto**) for every correct answer. The team with the most points at the end of the three challenges wins!



*Teacher's resource

Italiano in pratica

Write down the first five classroom items that you can think of in Italian. Now pretend you've left these items at home and need to borrow them: go around the class and ask your classmates if they have any of these items using the question **Hai...?** and adding the name of a different item each time.

If they say **No, mi dispiace!** move on to another classmate, but if they say **Ecco...** borrow it from them for the purpose of the activity. The first person to successfully borrow the five items on their list wins! And don't forget to return what you borrowed at the end of the activity.

Capitolo 9



Ciao Anna!
Ciao Marina!

Dopo scuola

In Italy, most secondary school students go to school only in the mornings (from around 8:30 a.m. to 1:30 p.m.), but they have classes from Monday to Saturday! That means students usually go home for lunch (**il pranzo**) and often get together with their friends in the afternoon in their favourite places such as the park or square (**la piazza**). Of course, they also have to fit in homework (**i compiti**) each day.



Consider how Italian students spend their afternoons. **How does it compare with your own routine?** How significant do you think the differences are?

Leggiamo,
ascoltiamo e
guardiamo!

AVETE FINITO?









Parole nuove

a scuola	at school	la cucina	the cooking (class)
la scuola	the school	aprite	open, guys! (all genders)
il mio/la mia	my	a pagina...	on page...
il tuo/la tua	your	la pagina	the page
che cos'hai?	what do you have?	l'esercizio	the exercise
per merenda	for snack-time	difficile	difficult, hard
la merenda	the snack	facile	easy
buono/a	good	la domanda	the question
interessante	interesting	certo!	sure!
tutto/a	all	finito!	finished!
nuovo/a	new	avete finito?	have you guys finished? (all genders)
lo studente	the (male) student	abbiamo finito	we have finished
la studentessa	the (female) student	la vitamina	the vitamin
che cosa c'è adesso?	what (subject) do we have now?	sei sempre il solito/	you're always the same
la matematica	maths	la solita	
la storia	history	la materia preferita	the favourite subject
la lezione	the lesson		

Abbiamo capito?

Discuss the story and what you have understood, then decide whether the following statements are true (**vero**) or false (**falso**).

- | | | |
|--|------|-------|
| 1. Max ha uno yogurt per merenda. | vero | falso |
| 2. Secondo Max i panini sono buoni. | vero | falso |
| 3. Alessandro è in ritardo oggi. | vero | falso |
| 4. Questa è la lezione di matematica. | vero | falso |
| 5. Secondo Mia le domande sono facili. | vero | falso |
| 6. Cucina è la materia preferita di Max. | vero | falso |

READY FOR MORE?
STEP ONTO THE

e-platform

Simile o differente?

Consider the following points about the lives of secondary school students in Italy. Then think about what school is like in Australia and compare the school day of an Italian student with your own. What do you have in common and what do you see as significant differences? Discuss with the rest of the class.

Italian secondary students go to school from Monday to Saturday, but only in the mornings, so they usually have lunch (**il pranzo**) at home with their families and are free in the afternoon.

The typical school day generally consists of five or six periods and students get a 15-minute recess (**la ricreazione**) halfway through the morning.

In Italy, high school students have almost all lessons in the one classroom (**la classe**) for the whole year. They usually only move when they go to the gym (**la palestra**).

In the afternoon, Italian students do all sorts of activities: they play sports, learn how to play an instrument, hang out with their friends and do their homework (**i compiti**). However, none of these activities happens on school grounds!



Come si dice?

Le materie scolastiche

With a classmate, match each image with the Italian school subject name.

Attenzione! We don't usually need to use the article when talking about school subjects.

matematica storia cucina italiano inglese teatro scienze

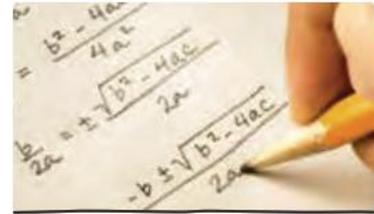
musica educazione fisica geografia educazione artistica informatica



1.



2.



3.



4.



5.



6.



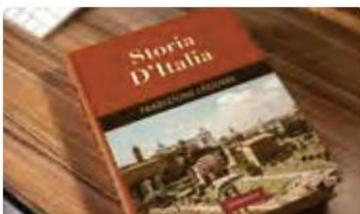
7.



8.



9.



10.



11.



12.

Now your teacher will ask you what your favourite subject is. Follow the conversation model here to answer the question. Remember to change the subject name in **bold** according to your choice.

Hai una materia preferita?

Sì. È **educazione fisica**.



Come si dice?

Altri oggetti della classe

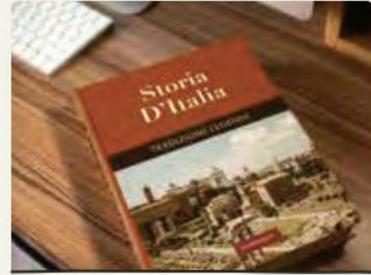
Work with a classmate and write the Italian name of the relevant school subject underneath the subject equipment pictured.



1. i costumi



2. il mappamondo



3. il libro di storia



4. i colori e i pennelli



5. il dizionario di italiano



6. il computer



7. la calcolatrice



8. il microscopio



9. le pentole e le padelle



10. le scarpe da ginnastica



11. gli strumenti musicali



12. i libri di inglese



Osserviamo!

a. Plurale dei nomi

In Italian, to form the plural of nouns we need to change the ending of the word following a certain pattern. Have a look at the examples below and see if you can identify a pattern.



panino

panini



ciambella



ciambelle



pallone



palloni

Now complete the table below with the rule for forming the plural of nouns.

singolare

plurale

nouns ending in **-o** **-o** changes to

nouns ending in **-a** **-a** changes to

nouns ending in **-e** **-e** changes to

When and how do you use the words **panini** and **gelati** in English? Are they used in the same way as they are in Italian? Look on page 239 to find the answer.



b. Articoli determinativi al plurale

Have another look at the story and find the correct plural articles to complete the tables below.

maschile	
singolare	plurale
il libro	..... libri
lo zaino	..... zaini
l'esercizio	..... esercizi

femminile	
singolare	plurale
la banana	..... banane
l'arancia	..... arance

Now complete the rule below about when to use each article, by filling in the correct options for each statement. The first one has been done for you.

1. We use **il / i** with masculine nouns starting with a consonant.
2. We use / with masculine nouns starting with **s** + consonant or with **y** or **z**.
3. We use / with masculine nouns starting with a vowel.
4. We use / with feminine nouns starting with a consonant.
5. We use / with feminine nouns starting with a vowel.

To make sure you've understood, go to **La grammatica** points 2b and 4 on pages 122 and 123.

Osserviamo

c. Articoli, nomi e aggettivi

As you now know, in Italian we use different forms of articles, nouns and adjectives depending on gender (masculine or feminine) and number (singular or plural). This means that when writing a sequence of article + noun + adjective, all of these elements need to be in agreement, as shown in the following table.

	singolare	plurale
maschile	il ragazzo alto	i ragazzi alti
	il ragazzo divertente	i ragazzi divertenti
	il pallone piccolo	i palloni piccoli
	il pallone grande	i palloni grandi
femminile	la ragazza alta	le ragazze alte
	la ragazza divertente	le ragazze divertenti
	la calcolatrice piccola	le calcolatrici piccole
	la calcolatrice grande	le calcolatrici grandi

Now use the table above and the adjective tables on page 79 as a guide to complete the examples below.

	singolare	plurale
maschile	..... libro buff .....	..... libr buff
	..... libr trist .....	..... libr trist
	..... professore alt .....	..... professor alt
	..... professor divertent .....	..... professor divertent
femminile	..... professoressa sever .....	..... professoress sever
	..... professoress intelligent .....	..... professoress intelligent
	..... lezione bell .....	..... lezion bell
	..... lezion interessant .....	..... lezion interessant

LO SAPEVI CHE... ?

In Italian, we use the expression **c'è** (there is) or **ci sono** (there are) to say and ask whether or not something is there. We use **c'è** for the singular, and **ci sono** for the plural. For example:

C'è una matita.

There is one pencil.

Ci sono due matite.

There are two pencils.

To ask the question 'how many...?' of certain items there are, we use the word **quanti/e** followed by the name of the item and **ci sono**, and these elements need to be in agreement. For example:

Quanti libri ci sono?

How many books are there?

Quante matite ci sono?

How many pencils are there?

To make sure you've understood, go to **La grammatica** points 5, 6 and 7 on pages 124 and 125.

Scioglilingua

Pronouncing **GL** and **GN** sounds in Italian can take some practice! The letters **GL** together are pronounced like the 'lli' in the English word 'million'. The letters **GN** together are pronounced like the 'ny' in the English word 'canyon'.

Find as many examples as you can of words with **GN** and **GL** sounds in this **scioglilingua**, then challenge yourself to some rapid recitation!



Se a luglio un bagnino
Fa il bagno a Ostiglia,
Mangia pasta aglio e olio
O gli gnocchi e il coniglio?
Mangia meglio le lasagne
O l'agnello alla griglia?

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Canzone

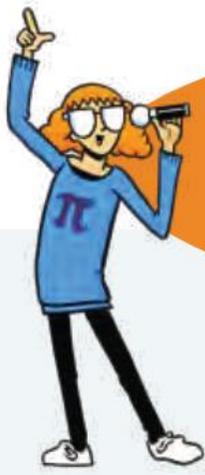
Scuola scuola

Listen to the song, then practise singing along focusing on your pronunciation!

Scuola scuola,
Siamo sempre qua!
Uffa! Uffa!
Proprio non mi va!
Computer qui e banco là,
Zaino lì e libro là...
Apri la finestra e scappiamo in città!
Apri la finestra e scappiamo in città!



[e-platform](#)



Parliamo!

In pairs, or with your teacher and the class, practise talking about what people do or don't have, referring to the characters and their belongings shown here. Use the conversation models below, changing the words in **bold** accordingly.



- a. One of you talks to the character.
Your partner answers for the character.

Sofia, tu hai **i libri**?

Sì, ecco **i libri**.

- b. One of you talks to both the characters,
asking about an item they have in common.
Your partner answers for them.

Sofia e Alessandro, avete **una matita**?

Sì, abbiamo **sette matite**.

- c. You and your partner talk about the
characters' belongings.

Quanti **strumenti musicali** ha Alessandro?

Alessandro ha **uno strumento musicale**.

- d. You and your partner talk about the
items in the illustration.

Quanti **zaini** ci sono?

Ci sono **due zaini**.



Now go to the **Avanti! App** and keep practising!



Gioco di velocità

Materials: one set of cards* (per class); pen and paper (per group)

In teams, compete with your classmates in a series of three challenges to see how quickly you can use the grammar you've learnt.

For each challenge you will have to apply a different aspect of grammar to the words your teacher displays on the board.

Challenge 1: write the correct definite article for each word.

Challenge 2: turn the words into plural form.

Challenge 3: write the correct plural definite article for each word.

At the end of each challenge, you will get 1 point (**punto**) for every correct answer. The team with the most points at the end of all three challenges wins!



*Teacher's resource

Italiano in pratica

Along with your classmates, secretly choose a desk from **Parliamo!** on page 103 and pretend it's yours. Then get together and question one another in Italian to find out which desk you've chosen.

Get up and get moving: pair up and ask **Quanti/e... hai?** as many times as you need to, to find out what items your partner has on their desk and therefore which desk they chose. Once you have both worked it out, move on and pair up with another classmate. You can choose a different desk after a few rounds.



Scrivimi presto!

CIAO AMICI!

con Valeria e Andrea

A: myaustralianfriend@gmail.com

Da: Andrea S.

Oggetto: La scuola

Ciao!

Come stai? Oggi è il primo giorno di scuola e sono molto stanco! Quest'anno sono in terza media e ho gli esami... aiuto! Ecco il mio orario:

	lunedì	martedì	mercoledì	giovedì	venerdì	sabato
1a ora	storia	educazione artistica	italiano	educazione fisica	scienze	italiano
2a ora	matematica	geografia	italiano	storia	inglese	matematica
3a ora	inglese	musica	informatica	geografia	inglese	matematica
Ricreazione – 15 minuti						
4a ora	italiano	francese	scienze	francese	matematica	musica
5a ora	italiano	educazione fisica	storia	francese	informatica	educazione artistica

La mia materia preferita è educazione fisica perché adoro lo sport: il calcio, il nuoto, il tennis... Matematica, invece... Odio matematica! Non sono bravo con i numeri.

E tu? Qual è la tua materia preferita? Quale materia odi?

Scrivimi presto,
Andrea

LO SAPEVI CHE... ?

The first column of Andrea's timetable shows each hour of the school day. As you can see, the word **ora** (hour) is accompanied by numbers and a letter. This is how we read them:

1a ora = la prima ora

1st period = the first period

2a ora = la seconda ora

2nd period = the second period

3a ora = la terza ora

3rd period = the third period

4a ora = la quarta ora

4th period = the fourth period

5a ora = la quinta ora

5th period = the fifth period

6a ora = la sesta ora

6th period = the sixth period

Do you know the days of the week?

Look at Andrea's timetable to find out.

Parliamo!

In pairs, look at Andrea's school timetable in his email above and discuss it, using the conversation models. Refer to the **Lo sapevi che... ?** to help you understand it.

a. Quando c'è storia?

Storia c'è lunedì, mercoledì e giovedì.

b. Che cosa c'è martedì alla terza ora?

Martedì alla terza ora c'è musica.

Indaghiamo!

With a classmate, read Andrea's email and decide whether the following sentences are true (**vero**) or false (**falso**). Then correct the false statements.

- | | | |
|---|-------------|--------------|
| 1. Andrea è stanco. | vero | falso |
| 2. La materia preferita di Andrea è educazione artistica. | vero | falso |
| 3. Andrea è bravo con i numeri. | vero | falso |

Scopriamo!

a. With a classmate, read the email again and find out how to say the following in Italian.

- | | |
|---|-------------------------|
| 1. the first day of school | 5. here is my timetable |
| | |
| 2. I'm in the third year of middle school | 6. recess |
| | |
| 3. the exams | 7. I adore... |
| | |
| 4. help! | 8. I hate... |
| | |

b. With a classmate, work out the English translations for the questions below taken from Andrea's email. Then try to answer them in Italian using the expressions you've just learnt in activity a. above.

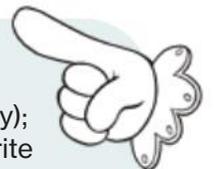
DOMANDA	IN INGLESE SI DICE...	RISPOSTA
1. Qual è la tua materia preferita?
2. Quale materia odi?

Write the correct definitions for a. and b. in **Il vocabolario** on page 127.

c. Now, using Andrea's email as a guide, translate your own timetable into Italian. Then use the conversation models in the **Parliamo!** on the previous page to talk to a classmate about it.

Caro Andrea... Now it's time to reply! Answer Andrea's email in Italian. You should:

- say hello and how you are today;
- say what your favourite subject is (and why);
- include your timetable in Italian;
- say what subject you hate (and why);
- say goodbye and ask Andrea to write to you soon.





Ciao Australia!

BENVENUTI

in Italia!

Prima di guardare!

La scuola in Italia

Based on what you've learnt in this unit and Andrea's email on page 118, what major differences do you notice between Italian and Australian schools? Discuss with the class.



a. Watch the video and choose the correct option to either complete each statement or answer the question.

1. **Andrea ha i compiti di...**

- matematica, italiano, francese e inglese.
- matematica, italiano, scienze e inglese.
- matematica, informatica, scienze e inglese.

2. **Nella scuola italiana ci sono...**

- tre livelli: primaria, media e avanzata.
- due livelli: primaria e superiore.
- tre livelli: primaria, media e superiore.

3. **Gli studenti della scuola media...**

- sono a scuola anche il pomeriggio.
- il pomeriggio sono a casa, ma sono a scuola il sabato.
- hanno tutto il weekend libero.

4. **Gli studenti della scuola media...**

- hanno molti esami durante l'anno.
- non hanno gli esami, hanno solo le verifiche.
- hanno le verifiche e le interrogazioni.

5. **In quale scuola superiore ci sono il latino e il greco?**

- il liceo classico.
- il liceo artistico.
- il liceo scientifico.

6. **La tua materia preferita è francese. La scuola perfetta per te è...**

- il liceo classico.
- il liceo scientifico.
- il liceo linguistico.

Watch the video again to check your answers.

b. Complete the chart below with the missing numbers and words, choosing from the list given.

artistico classico matematica

linguistico greco scientifico

tre cinque cinque



Facciamo una ricerca!

Based on the information you now have about the Italian school system, which types of Italian high school would you like to attend and why? Discuss it with the class and do a class survey to find out which school is the most popular.

Collaboriamo!

In small groups, create an ideal school and present an ideal timetable to the rest of the class. You should decide:

- the name of the school (in Italian for extra marks!);
- when to go to school (at least 30 hours distributed during the week as you think best);
- the school subjects you would study at the school.

Make sure you use Italian as much as possible in your presentation. Ask your teacher to check your draft before you start making the presentation.

LO SAPEVI CHE... ?

When deciding on a high school, you can choose among the four options shown on the chart, but there are also other schools you could attend. For example, you can attend an **istituto tecnico** or an **istituto professionale**. These schools have more practical subjects and prepare you for a specific profession. Can you specialise in similar ways at secondary level in Australia?

Now test your knowledge of the Italian school system with the quiz **La scuola in Italia** on the **Avanti! App**.



La grammatica

1. The verb 'avere' (to have)

Here is the complete conjugation of the verb **avere** (to have):

io	ho	I have
tu	hai	you have (singular)
lui/lei	ha	he/she has
noi	abbiamo	we have
voi	avete	you have (plural)
loro	hanno	they have

2. Masculine and feminine nouns

a. What is a noun and how do we recognise it?

A noun is a word that is used as the name of something, for example it can indicate a person (girl, boy), animal (cat, dog), object (backpack, table), place (school, house) or idea (lesson, story). In Italian, all nouns (**nomi**) have a gender, that is, they are either masculine (**maschile**) or feminine (**femminile**). In general, we can recognise masculine and feminine nouns by their singular endings as follows:

- masculine nouns usually end in **-o** (for example **panino**, **gelato**, **libro** and **quaderno**);
- feminine nouns usually end in **-a** (for example **mela**, **arancia**, **penna** and **matita**).

Some nouns do not follow this general rule. The main exceptions are:

- nouns ending in **-e**, which can be either masculine (for example **evidenziatore**) or feminine (for example **calcolatrice**). As we cannot tell the gender by looking at these words, we need to memorise them or use a dictionary when in doubt;
- foreign nouns, such as **computer** and **yogurt**, which are almost always masculine in Italian.

b. How do we form the plural of nouns?

To form the plural of nouns we need to change the ending of the word following a certain pattern, as shown in the table below.

singolare	examples	plurale	examples
masculine nouns ending in -o in the singular	panino gelato	-o changes to -i	panini gelati
feminine nouns ending in -a in the singular	penna matita	-a changes to -e	penne matite
masculine/feminine nouns ending in -e in the singular	evidenziatore calcolatrice	-e changes to -i	evidenziatori calcolatrici

3. Indefinite articles (a/an)

Indefinite articles (**articoli indeterminativi**) are used when talking about something in general and can be translated as 'a' or 'an' in English. We only have a singular form for indefinite articles, but a different article is used depending on whether the noun it accompanies is masculine or feminine.

Here is a table with the indefinite articles and when to use them:

	indefinite article	the nouns we use it with	examples
maschile	un	masculine nouns starting with a consonant or a vowel	un panino un astuccio
	uno	masculine nouns starting with s + consonant or with y or z	uno zaino uno yogurt
femminile	una	feminine nouns starting with a consonant	una matita una penna
	un'	feminine nouns starting with a vowel	un'arancia un'agenda

Attenzione! Notice that we use an apostrophe (**un'**) only in front of feminine nouns starting with a vowel, but we never use the apostrophe in front of masculine nouns starting with a vowel.

4. Definite articles

Definite articles (**articoli determinativi**) are used to indicate something specific and can be translated as 'the' in English. We have different forms of definite articles, and which one we use depends on whether the noun we are using is masculine or feminine, singular or plural.

Here is a table with the definite articles in the singular form and how to use them:

	definite article	the nouns we use it with	examples
maschile	il	masculine nouns starting with a consonant	il panino
	lo	masculine nouns starting with s + consonant or with y or z	lo zaino
	l'	masculine nouns starting with a vowel	l'astuccio
femminile	la	feminine nouns starting with a consonant	la matita
	l'	feminine nouns starting with a vowel	l'agenda

Here is a table with both the singular and plural forms of definite articles:

	singolare	plurale	examples
maschile	il	i	il panino → i panini
	lo	gli	lo zaino → gli zaini
	l'		l'astuccio → gli astucci
femminile	la	le	la matita → le matite
	l'		l'agenda → le agende

5. Article, noun and adjective agreement

In Italian, articles, nouns and adjectives have different forms, depending on whether they are singular or plural, masculine or feminine. When speaking or writing in Italian, we need to make all of these elements agree in a sentence, which means they all have to have the same gender (masculine or feminine) and the same number (singular or plural).

The noun (the main word) is the one element that dictates the gender and number of the other components, that is, the article and adjective(s). For example:

- if we are talking about **ragazzo** (boy), all articles and adjectives referring to him need to be put in the masculine singular: **il ragazzo alto e intelligente.**

- if we are talking about **ragazzi** (boys), all articles and adjectives referring to them need to be put in the masculine plural: **i ragazzi alti e intelligenti.**
- if we are talking about **ragazza** (girl), all articles and adjectives referring to her need to be put in the feminine singular: **la ragazza alta e intelligente.**
- if we are talking about **ragazze** (girls), all articles and adjectives referring to them need to be put in the feminine plural: **le ragazze alte e intelligenti.**

The same rule applies to all nouns, as in Italian even the names for objects have a specific gender. The table below gives more examples of article, noun and adjective agreement.

	singolare	plurale
maschile	il libro buffo	i libri buffi
	il libro triste	i libri tristi
	il professore bravo	i professori bravi
	il professore divertente	i professori divertenti
femminile	la professoressa severa	le professoresse severe
	la professoressa intelligente	le professoresse intelligenti
	la lezione bella	le lezioni belle
	la lezione interessante	le lezioni interessanti

6. C'è/ci sono (there is/there are)

You already know that we use **c'è** (there is) to ask or say if someone or something is or is not present. We can only use this expression when we refer to a single person or object. We use **ci sono** (there are) when talking about more than one person or object. For example:

C'è una matita?
Is there a pencil?

Sì, c'è una matita.
Yes, there is a pencil.

No, non c'è una matita.
No, there isn't a pencil.

Ci sono due matite?
Are there two pencils?

Sì, ci sono due matite.
Yes, there are two pencils.

No, non ci sono due matite.
No, there are not two pencils.

7. Quanti/e? (How many?)

In Italian there are two words used to ask 'how many...?': we use **quanti** when asking a question about something masculine and plural, while we use **quante** when asking about something feminine and plural. For example:

Quanti zaini ci sono?

How many backpacks are there?

Quante ciambelle ci sono?

How many doughnuts are there?

8. Di (possession)

In Italian we use the word **di** (meaning 'of') to talk about the relationship between people and about who owns something. For example:

il papà di Alessandro

Alessandro's dad

il pallone di Alessandro

Alessandro's ball

As you can see, **di** is followed by the proper name of the person who 'owns' someone or something. In English we commonly express this by using an 's' after a person's name.



Lo shopping a Roma

Il vocabolario

AGGETTIVI

brutto/a
buono/a
difficile
facile
felice
generoso/a
grande
importante
interessante
libero/a
nuovo/a
occupato/a
tutto/a

ADJECTIVES

ugly
good
difficult
easy
happy
generous
big
important
interesting
free
new
busy
all

CIBO

l'arancia
la banana
la ciambella
il dolce
il gelato
la mela
la merenda
la merendina
il panino
la pizzecca
il toast
lo yogurt

FOOD

the orange
the banana
the doughnut
the sweet
the ice cream
the apple
the snack
the sweet packaged snack
the roll
the small pizza
the toastie
the yoghurt

OGGETTI DELLA CLASSE

l'agenda
l'astuccio
la calcolatrice
la carta
la colla
i colori
il computer
il dizionario
l'evidenziatore
la gomma
il libro
il mappamondo
la matita
il microscopio
la penna
il pennarello
il pennello
il quaderno
il taglierino
il temperino
lo zaino

CLASSROOM ITEMS

the diary
the pencil case
the calculator
the paper
the glue
the colours
the computer
the dictionary
the highlighter
the eraser
the book
the globe
the pencil
the microscope
the pen
the marker
the paintbrush
the notebook
the box cutter
the pencil sharpener
the backpack

A SCUOLA

la classe
la domanda
l'esercizio
la lezione
la pagina
il progetto
la scuola
lo studente
la studentessa

AT SCHOOL

the class, the classroom
the question
the exercise
the lesson
the page
the project
the school
the (male) student
the (female) student

MATERIE SCOLASTICHE

la cucina
l'educazione artistica
l'educazione fisica
la geografia
l'informatica
l'inglese
l'italiano
la matematica
la musica
le scienze
la storia
il teatro

SCHOOL SUBJECTS

cooking
art
physical education
geography
information technology
English
Italian
mathematics
music
science
history
theatre

ALTRI NOMI

l'astronauta
la bocca
il disco volante
la finestra
il giardino
la macchina
la mamma
l'occhio
la palestra
il pomeriggio
la porta
la sorpresa
la vitamina

OTHER NOUNS

the astronaut
the mouth
the flying saucer
the window
the garden
the car
the mum
the eye
the gym
the afternoon
the door
the surprise
the vitamin

OGGETTI DELLE MATERIE SCOLASTICHE

la batteria
la chitarra
i costumi
la padella
il pallone
la pentola
il pianoforte
le scarpe da ginnastica
lo strumento musicale

SUBJECT EQUIPMENT

the drums
the guitar
the (theatre) costumes
the frying pan
the ball
the pot
the piano
the runners
the musical instrument

ESPRESSIONI E ALTRE PAROLE

adesso
anch'io
a pagina...
apri la porta!
aprite!
blu
certo!
chiudi la finestra!
che bello!
dopo
ecco
finito!
giusto!
per me
per te
sei sempre il solito/
la solita

EXPRESSIONS AND OTHER WORDS

now
me too
on page...
(you) open the door!
open, guys! (all genders)
blue
sure!
(you) close the window!
how beautiful!, how nice!
after
here is; here are
done!, finished!
correct!
for me
for you
you are always the same

VERBO

avere

VERB

to have

DOMANDE**avete finito?****hai finito?****che cosa c'è adesso?****QUESTIONS**have you guys finished?
(all genders)

have you finished?

what do we have now?

che cos'hai?**che cos'è?****che cos'è questo/a?****dove?****dove sei?****dove siete?**

what do you have?;

what's wrong?;

what's the matter?

what is it?

what is this?

where?

where are you?

where are you guys?

(all genders)

**Le parole di Valeria e Andrea****POSTA ELETTRONICA****da****a****(l') oggetto****scrivimi presto!****EMAIL**

from

to

subject (of email)

write soon!

SCUOLE**la scuola primaria****la scuola media****la scuola superiore****il liceo classico****il liceo scientifico****il liceo artistico****il liceo linguistico****SCHOOLS**

(the) primary school

(the) middle school

(the) secondary school

(the) classics high school

(the) scientific high school

(the) artistic high school

(the) linguistic high school

MATERIE SCOLASTICHE**l'architettura****la chimica****il disegno****la fisica****il francese****il greco****il latino****la storia dell'arte****lo spagnolo****il tedesco****SCHOOL SUBJECTS**

architecture

chemistry

drawing

physics

French

Greek

Latin

art history

Spanish

German

DI NUOVO A SCUOLA**l'interrogazione****il livello****la materia****la risposta****la verifica****avanzato/a****avete molti esami?****in terza media****posso andare in bagno?****l'esame****il mio orario****AT SCHOOL AGAIN**

the oral test

the level

the subject

the answer

the written test

advanced

do you guys have many
exams? (all genders)in the third year
of middle school

can I go to the toilet?

il primo giorno di scuola**qual è la tua materia****preferita?****quale materia odi?****la ricreazione****A CASA****la casa****il pranzo**

AT HOME

the house, the home

the lunch

L'ORARIO SCOLASTICO**la prima ora****la seconda ora****la terza ora****la quarta ora****la quinta ora****la sesta ora****SCHOOL SCHEDULE**

the first period

the second period

the third period

the fourth period

the fifth period

the sixth period

GIORNI DELLA SETTIMANA**lunedì****martedì****mercoledì****giovedì****venerdì****sabato****domenica****DAYS OF THE WEEK**

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

ALTRE PAROLE**aiuto!****l'anno****durante****il giorno****invece****libero/a****il minuto****l'ora****perché****la settimana****solo****il weekend****OTHER WORDS**

help!

the year

during

the day

instead

free

the minute

the hour

because

the week

only

the weekend

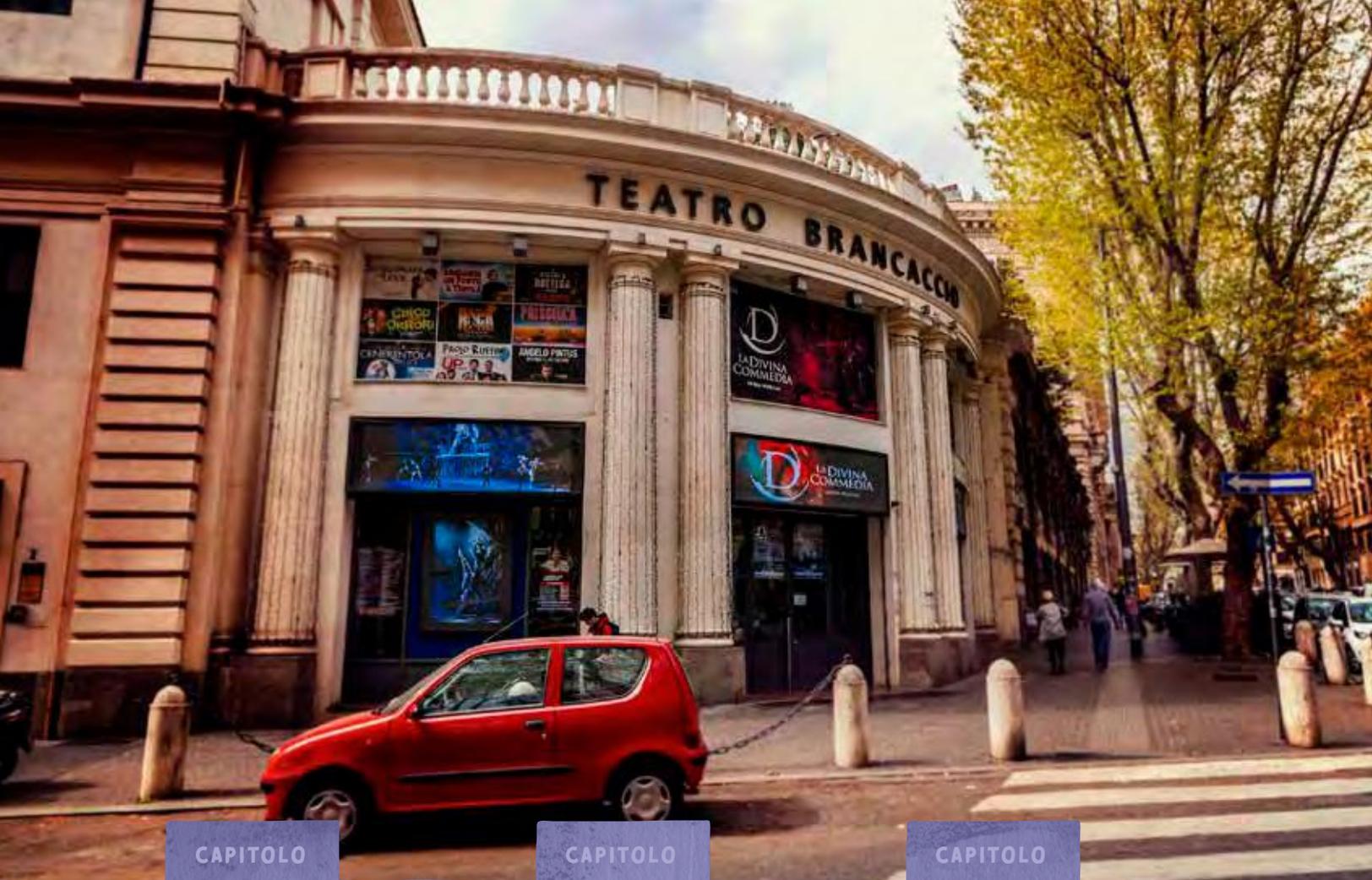


UNITÀ 4

In this unit you will find out about:

- Italian films and film genres
- Roman numerals
- A favourite Italian meeting place: **la piazza**
- Places teenagers go for entertainment
- Italian street food snacks
- Slow Food vs fast food in Italy
- Italian students and food habits

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Ciao amici!	168
Benvenuti in Italia!	170
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CAPITOLO

10

QUANTI ANNI HAI?

In this chapter you will learn to:

- Ask and say how someone is feeling
- Say how you are feeling
- Ask and say how old someone is
- Say how old you are
- Count to 100
- Talk about different types of movies

Language focus:

- Idiomatic expressions with the verb *avere* (to have)
- Numbers 20–100

CAPITOLO

11

MI PIACE GIOCARE!

In this chapter you will learn to:

- Express likes and dislikes
- Say how much you like or don't like something

Language focus:

- **Piacere** (to like)
- Some infinitive verbs ending in **-are**
- **Suonare** (to play an instrument) vs **giocare** (to play a game)

CAPITOLO

12

MI PIACCIONO GLI HAMBURGER!

In this chapter you will learn to:

- Talk about activities you do
- Ask and say where someone lives
- Ask and say what someone is doing
- Say what you are doing

Language focus:

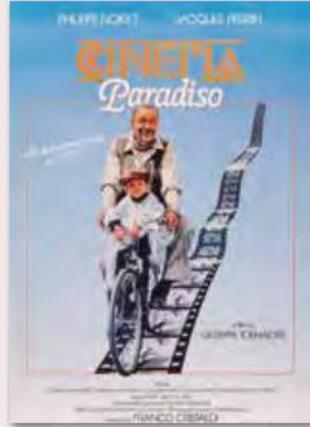
- The present tense of regular **-are** verbs

Capitolo 10

I film italiani



La Befana
vien di notte



Nuovo Cinema
Paradiso



La vita è bella



Pinocchio

Do you know who the **Befana** is and why she is famous? Find some information about this figure in Italian life. Is there a similar figure in your culture? Which one? Discuss it with the class.



Do you know the story of **Pinocchio**? Where did the story come from? How would you describe the character of **Pinocchio** in Italian?

Che cosa guardiamo?

Un film dell'orrore?

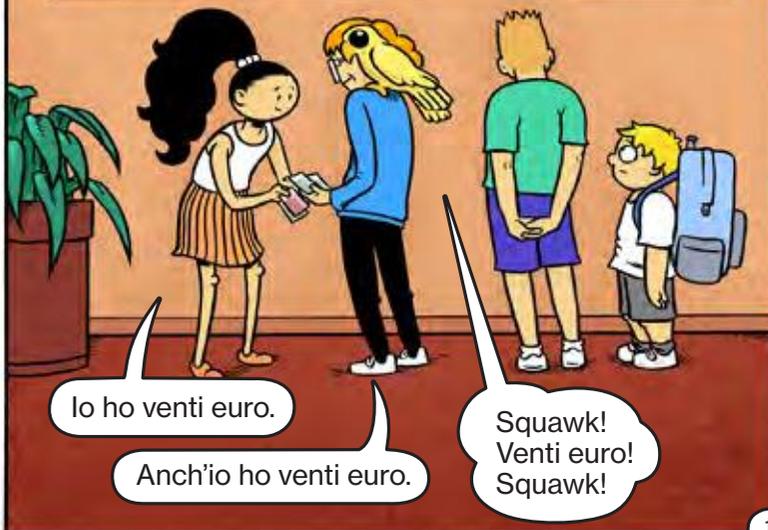
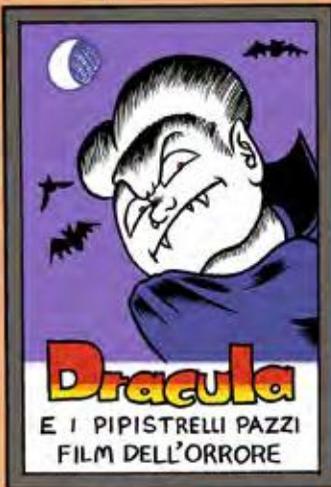
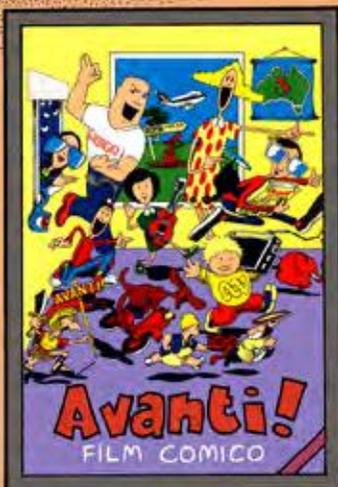
No, non c'è. Ma c'è Pinocchio!

Un film per bambini?

No. È un film molto bello!

Uffa!

È sabato. I ragazzi sono al cinema.



Io ho venti euro.

Anch'io ho venti euro.

Squawk!
Venti euro!
Squawk!



Silenzio,
Mia!

Io ho quindici euro.

Io ho trenta euro.
Sono ricco oggi!



Allora, quanto abbiamo in totale?

Venti più venti
fa quaranta.

In totale?!?!



Quaranta più quindici fa cinquantacinque.

Bravo Max! Sei molto generoso!

Più trenta fa ottantacinque.
Sì, siamo ricchi oggi!
Fantastico!

Squawk! Siamo
ricchi oggi! Squawk!



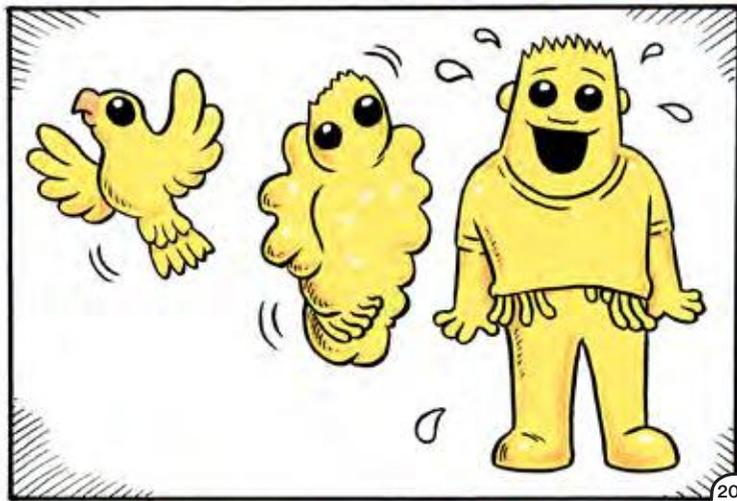
Hai fame, Max?

Io ho sempre fame!



Allora, ci sono
i panini...
ci sono le
patatine...





Parole nuove

il film	the movie	le patatine	the chips
comico/a	comic	la limonata	the lemonade
il pipistrello	the bat (animal)	la bottiglia	the bottle
pazzo/a	crazy	l'acqua	the water
dell'orrore	horror	che cosa guardiamo?	what are we watching?
il cinema	the cinema	stupido/a	stupid
euro	euro	piccolo/a mio/a	my little one
i soldi	the money	la biglietteria	the ticket office
ricco/a	rich	il biglietto	the ticket
quanto/a?	how much?	quanti anni hai?	how old are you?
in totale	in total	io ho... anni	I am... years old
più	more	il bambino	the kid (male)
fa	it equals	la bambina	the kid (female)



Why do you think Italian and English have the same word for 'cinema'? Look on page 239 to find out the answer.

Abbiamo capito?

Discuss the story and what you have understood, then answer the following questions in Italian in complete sentences.

1. Quanti soldi ha Emma?

2. Che cosa c'è nello zaino di Alessandro?

3. Che tipo di film è 'Avanti!'?

4. Che tipo di film è 'Dracula e i pipistrelli pazzi'?

5. Secondo te Max è un bambino?

READY FOR MORE? STEP ONTO THE 

Simile o differente?

What movie genres do you know and like? Work in small groups: look at the list of movie genres below and match the Italian to the correct English translation, as shown in the example. Feel free to ask your teacher the words for other genres in Italian.

il film drammatico	the thriller
il film d'azione	the sci-fi movie
il film fantastico	the romantic movie
il film dell'orrore	the crime movie
il film di fantascienza	the musical
il film romantico	the horror movie
il giallo	the dramatic movie / the drama
la commedia	the action movie
il thriller	the fantasy movie
il musical	the comedy

In Italian, crime movies are referred to as **giallo** (yellow). The term derives from the yellow covers of a popular series of crime novels first published in Italy in 1929. The colour became associated with the crime/detective book genre and later extended to crime movies as well. Do you notice other differences or any similarities between English and Italian words for genres? Why do you think some words for genres are different or similar? Discuss it with the rest of the class.

Go to page 130 and have a closer look at the movie posters. What kind of movies do you think they are? Discuss it in Italian with a classmate, asking and answering the question **Secondo te che tipo di film è questo?** Make a note of your answers, then watch the movie trailers online to check if you were right.

Come si dice?

I numeri da 20 a 100

With a classmate, read the story again and find out how much money the characters have. Write down the different amounts they mention, giving both the numerals and the spelt-out form in your answers. Refer to the table below as you need to.

..... = **i**

..... = **d**

..... = **t**

..... = **n**

..... = **c**

..... = **t**

Now let's look closely at the first three columns. Revise the numbers from 1 to 20 and learn how to count to 30, practising pronunciation with your teacher.

Then look at the last column and learn how to count in tens.

Finally, working with your teacher, practise how to say the numbers from 31 to 100.

1 uno	11 undici	21 ventuno	10 dieci
2 due	12 dodici	22 ventidue	20 venti
3 tre	13 tredici	23 ventitré	30 trenta
4 quattro	14 quattordici	24 ventiquattro	40 quaranta
5 cinque	15 quindici	25 venticinque	50 cinquanta
6 sei	16 sedici	26 ventisei	60 sessanta
7 sette	17 diciassette	27 ventisette	70 settanta
8 otto	18 diciotto	28 ventotto	80 ottanta
9 nove	19 diciannove	29 ventinove	90 novanta
10 dieci	20 venti	30 trenta	100 cento

Now go to the **Avanti! App** and keep practising!



LO SAPEVI CHE... ?

Some numbers act in a peculiar way in Italian. For example:

- Starting from **23 (ventitré)**, all numbers containing 3 are written with an accent on the last letter: **trentatré, quarantatré, cinquantatré**, etc.
- Starting in the 20s, all numbers containing **1** and **8** lose a letter to avoid having two vowels next to each other. For example, we write **ventuno** (and not **ventiuno!**) and **trentotto** (and not **trentaotto!**).
- All numbers from 1 to 100 are written as one whole word without hyphens. For example, eighty-nine (**89**) is written **ottantanove** and sixty-six (**66**) is written **sessantasei**.



LO SAPEVI CHE... ?

In Italian, when asking how old someone is, we literally have to ask how many years someone 'has'. Look at the examples below and learn how to ask how old someone is and how to say your age:

Quanti anni hai? **Io ho 12 anni.**
How old are you? I am 12 years old.

As you can see, the phrases do not translate directly, and in Italian we also always have to say the word **anni** (years) in the answer.

Quanti anni hai?

Ho LXXIV anni.

Bugiarda!



Statua a Castel Sant'Angelo a Roma

I numeri romani

In ancient Roman times the numbers were different to the ones we use today. In fact Roman numerals are combinations of capital letters. But don't worry! They add up just the same!

The main symbols used by ancient Romans are:

I = 1 **V** = 5 **X** = 10 **L** = 50 **C** = 100

A combination of these symbols is required to form all the other numbers, but there are some strict rules.

Only the symbols for 1, 10 and 100 can be repeated, but they cannot appear more than three times in a row. For example:

III indicates 3

XXX indicates 30

CCC indicates 300

When the symbols for 1 and 10 come after another symbol, we add them to the symbol that precedes them to get the total. For example:

VI means **V + I** indicating 6

XIII means **X + I + I + I** indicating 13

LX means **L + X** indicating 60

When the symbols for 1 and 10 come before another symbol, we subtract them from the symbol that follows them to get the total. For example:

IV means **V - I** indicating 4

IX means **X - I** indicating 9

XL means **L - X** indicating 40

XC means **C - X** indicating 90

Using the guide above, can you work out how old the statue (**la statua**) in the picture is? Do you think the statue is telling the truth?

Italiano in pratica

Now practise asking and answering the question **Quanti anni hai?** with your classmates. Before you start, pick a different age for yourself, then ask around and see if you can find out who the youngest and the oldest people in the class are.

Come si dice?

Espressioni nuove

With a classmate, work out what the following expressions mean by looking at the pictures and write the English translation under the Italian.



1. avere fame

.....



2. avere sete

.....



3. avere caldo

.....



4. avere freddo

.....



5. avere sonno

.....



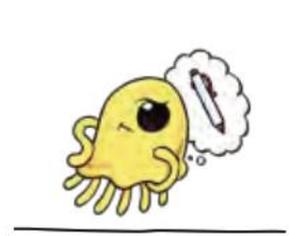
6. avere paura

.....



7. avere fretta

.....



8. avere bisogno di

.....



Now go to the **Avanti! App** and keep practising!



Osserviamo!

Espressioni con il verbo 'avere' (to have)

In Italian, there are some very common expressions with the verb **avere** (to have) that we cannot translate literally into English, so we have to memorise them. To learn how to use these expressions, have another look at the story and complete the sentences below.

ALESSANDRO: fame, Max?

Are you hungry, Max?

MAX: **Io** sempre fame!

I am always hungry!

ALESSANDRO: fame? sete?

Are you guys hungry? Are you guys thirsty?

EMMA E SOFIA: **Noi** sete.

We are thirsty.



What do you notice about the language in these examples? Complete the rule below by choosing the correct option.

To use these expressions, the verb **avere** (to have)

is used as it is. changes according to the subject.

Do you remember how to form the verb **avere**? Before practising the expressions you've just learnt, complete the table below with the correct forms of the verb.

avere (to have)

io

tu

lui/lei

noi

voi

loro

To make sure you've understood, go to **La grammatica** point 1 on page 176.

Avanti: recitiamo!

Now get together with your classmates to act out some or all of the story. Make sure you each take a role and rehearse so that you can create the best performance for the rest of the class. Before you start, think again about how you are allocating roles and consider doing it in a different way. Are some people always playing the same character? Try rotating roles. You'll find the **Capitolo 10** story on page 131.





Parliamo!

In pairs, or with your teacher and the class, practise asking and answering questions about how people are feeling and how old they are. Use the conversation models below, changing the words in **bold** accordingly.



Melissa, 23 anni



Francesco, 15 anni



Piero, 11 anni



Vanessa, 17 anni



Carlotta, 18 anni



Sergio, 16 anni



Angela, 21 anni



Roberto, 19 anni



Elisa, 12 anni

- a. One of you talks to the person.
Your partner answers for the person.

Vanessa, hai sete?

No, non ho sete. Ho sonno.

- b. You and your partner talk about the people.

Chi ha fame?

Piero e Roberto hanno fame.

- c. One of you talks to the person.
Your partner answers for the person.

Angela, quanti anni hai?

Ho ventuno anni.

Now go to the **Avanti!** App and keep practising!





Il gioco del mimo

Materials (per two teams): one die

Challenge your classmates to charades in a round robin. In teams of two, compete to determine which team is the best at miming and guessing the Italian expressions with the verb **avere** (to have).

In each challenge two teams compete. One person mimes one of the expressions and their partner and all of the opposing team have a chance to say which expression the person is miming. Whoever says the correct expression first wins a point for their team.

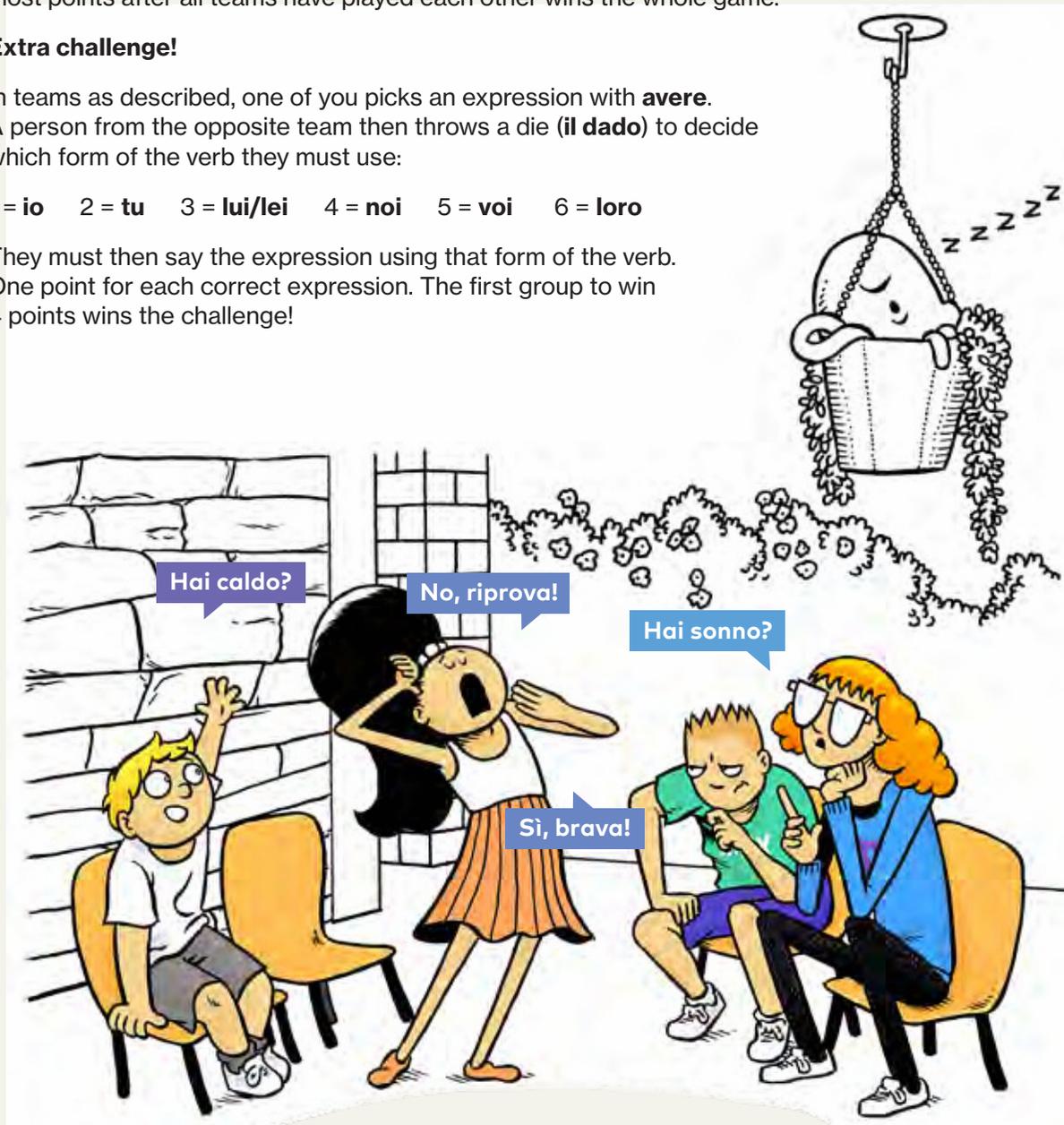
The first team to get 4 points wins the challenge. The team with the most points after all teams have played each other wins the whole game.

Extra challenge!

In teams as described, one of you picks an expression with **avere**. A person from the opposite team then throws a die (**il dado**) to decide which form of the verb they must use:

1 = **io** 2 = **tu** 3 = **lui/lei** 4 = **noi** 5 = **voi** 6 = **loro**

They must then say the expression using that form of the verb. One point for each correct expression. The first group to win 4 points wins the challenge!



Capitolo 11

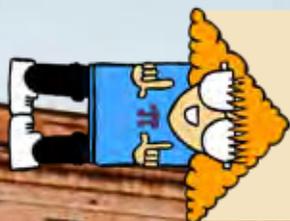
La piazza

Since ancient Roman times, Italian towns and cities have been built around a central square (**piazza**), an open space with a fountain or a monument at its centre that plays a significant role in Italians' political, religious, commercial and social life. A **piazza** is the beating heart of any community, a place where people conduct business, run errands, meet friends and enjoy themselves. Town halls, churches and other

businesses (such as banks, pharmacies, post offices, theatres and cinemas, bars and restaurants, and more) can usually be found in a **piazza**. Markets, festivals, concerts and other gatherings are commonly held there too.

Which places have a similar function in Australia as a whole or in your community? How are they similar or different to an Italian **piazza**?





When going out with their friends, Italian teenagers usually choose a **piazza** as their meeting place. When and how do you meet up with friends? What do you usually do together? Do you notice any differences between your life and that of Italian people your age?

Ragazzi, cinema oggi pomeriggio?

Cinema? No, dai...

Gelato, allora?

Mmm, no...

Un po' di shopping?

No, no, no!

Allora... la sala giochi?

Oh, finalmente!

Ottima idea!



Piazza Garibaldi a Parma

Leggiamo,
ascoltiamo e
guardiamo!

MI PIACE GIOCARE!





Ti piace cantare?

Sì, mi piace cantare, ma non sono brava.



Ecco una chitarra. Ti piace suonare?

Sì, mi piace suonare, ma non la chitarra.



Ecco! Mi piace suonare il pianoforte!

Bravissima! Ecco venticinque biglietti.



Sofi, vieni! Questo gioco è per te. Ti piace ballare!

Fantastico! Sì, mi piace molto ballare.



Brava Sofia! Sei bravissima!

Grazie! Mamma mia, ho sete!

Ottimo lavoro! Ecco venticinque biglietti.



Uffa! È troppo veloce. Non mi piace ballare.

Che disastro! Ecco un biglietto.



Dov'è Mia?



Ecco Mia!

Mi piace suonare la batteria. Che bello!

Mamma mia! Sei bravissima. Sei una super campionessa! Ecco cento biglietti!



Parole nuove

la sala giochi ----- the games arcade

il gioco ----- the game

ancora ----- still

la partita ----- the game, the match

l'alieno ----- the alien

bravissimo/a ----- very good

troppo ----- too much

bambino/a mio/a ----- my child

il campione ----- the (male) champion

la campionessa ----- the (female) champion

crudele ----- cruel, mean

solo ----- only

il palloncino ----- the balloon

la bambola ----- the doll

il puzzle ----- the jigsaw puzzle



Which word from the list above is also used in English, but with a completely different meaning? Why do you think this word is called a 'false friend'? Look on page 239 to find out the answer.

Abbiamo capito?

Discuss the story and what you have understood, then decide whether the following statements are true (**vero**) or false (**falso**).

- | | | |
|---|-------------|--------------|
| 1. Secondo Max la sala giochi è interessante. | vero | falso |
| 2. I ragazzi hanno ancora 20 euro. | vero | falso |
| 3. Secondo Mia il gioco 'Gli alieni' è divertente. | vero | falso |
| 4. Emma ha 25 biglietti e Alessandro ha 15 biglietti. | vero | falso |
| 5. Max ha 100 biglietti. | vero | falso |
| 6. Alessandro ha paura dei pipistrelli. | vero | falso |

READY FOR MORE? STEP ONTO THE 

Come si dice?

a. I verbi

With a classmate, read the story again and find the missing words for the following actions, then write them under the illustrations.



1. **studiare italiano**

.....



2.

.....



3. **ascoltare la musica**

.....



4. **la chitarra**

.....



5. **ai videogiochi**

.....



6. **guardare la TV**

.....



7.

.....



8. **mangiare i dolci**

.....

In pairs, or with your teacher and the class, use the conversation model to check with each other that you know the English translation of each action labelled above. Remember you'll need to change the words in **bold** for each action! Then write the English form under the Italian.

Come si dice **cantare** in inglese?

Si dice **to sing**.



Piazza della Signoria a Firenze

LO SAPEVI CHE... ?

The words you just added to the labels opposite, and almost all words ending in **-are**, refer to actions and are called **verbs**. They can also be called 'doing words'. All verbs ending in **-are** are called 'infinitive verbs', which are the basic forms of verbs. The infinitive equivalent in English is **to + action**. You will learn more about verbs in the next chapter.

b. Giocare o suonare?

In Italian there are two different ways of saying 'to play': we use **giocare** if we are playing a game or a sport with points and a winner; we use **suonare** if we are playing a musical instrument.

Look at the list of words below. Working with a classmate, decide which words go with **giocare** and which with **suonare** and write them in the correct column.

a tennis

a Monopoli

la batteria

a pallavolo

la chitarra

ai videogiochi

a basket

il pianoforte

il violino

giocare

suonare

Osserviamo!

Mi piace

Have another look at the story to find out how to complete the sentences below.

ALESSANDRO: **questo gioco, Max?**

Do you like this game, Max?

MAX: **Sì,** **molto (questo gioco)!**

Yes, I like it very much!



SOFIA: **cantare?**

Do you like to sing?

EMMA: **Sì,** **cantare, ma non sono brava.**

Yes, I like to sing, but I am not very good.

SIGNORE: **Allora** **le bambole?**

So do you like dolls?

EMMA: **Non** **(le bambole).** **i puzzle.**

I don't like dolls. I like puzzles.

Now complete the rule below by choosing the correct options given in the boxes, to make sure you understand how to talk about what you like and don't like in Italian.

1. **Mi piace** and **mi piacciono** mean... .
2. **Ti piace** and **ti piacciono** mean... .
3. **Mi/ti piace** can be followed by... .
4. **Mi/ti piacciono** can be followed by... .

To make sure you've understood, go to **La grammatica** point 4 on page 177.

Ti piace cantare, eh?



Sì, mi piace cantare.

Secondo me sono molto brava!

LO SAPEVI CHE... ?

We use **molto** right after **piace/piacciono** to say that we like something a lot.

Mi piace molto questo panino!

I like this roll a lot!

Mi piacciono molto questi panini!

I like these rolls a lot!

We use **non** before **mi/ti** to say that we don't like something.

Non mi piace questo panino!

I don't like this roll!

Non mi piacciono questi panini!

I don't like these rolls!

We use **per niente** (at all) after **piace/piacciono** to reinforce the idea that we don't like something. It is used together with **non**.

Non mi piace per niente questo panino!

I don't like this roll at all!

Non mi piacciono per niente questi panini!

I don't like these rolls at all!



Apri la finestra, per favore.
Mi piace il sole.



Parliamo!

In pairs, or with your teacher and the class, practise using the verb 'to like' with an action (a), a singular noun (b) or a plural noun (c). Use the conversation models below, changing the words in **bold** accordingly.

Try also including the expressions you learnt on page 151:

molto **non... per niente**

- a. One of you talks to the character.
Your partner answers for the character.

Max, ti piace **giocare ai videogiochi**?

Sì, mi piace **giocare ai videogiochi**.

- b. One of you talks to the character.
Your partner answers for the character.

Emma, ti piace **lo yogurt**?

No, **non** mi piace **per niente lo yogurt**.

- c. One of you talks to the character.
Your partner answers for the character.

Alessandro, ti piacciono **i dolci**?

Sì, mi piacciono **i dolci**.



Now go to the **Avanti! App** and keep practising!

MAX

IL GELATO GIOCARRE AI VIDEOGIOCHI LE PATATINE IL FILM 'DRACULA' BALLARE I PIPISTRELLI

SOFIA

LE ARANCE L'EDUCAZIONE ARTISTICA BALLARE I DOLCI IL CALCIO CANTARE



Una gelateria italiana

ALESSANDRO







LA SALA GIOCHI



I DOLCI

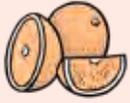


SUONARE
LA CHITARRA





MANGIARE
LE BANANE



LE ARANCE



L'INFORMATICA

EMMA







LA MATEMATICA



SUONARE IL
PIANOFORTE



LE CIAMBELLE





LO YOGURT



GIOCARE A
MONOPOLI



LE BAMBOLE



Giochiamo!



Il gioco dell'oca – mi piace/piacciono

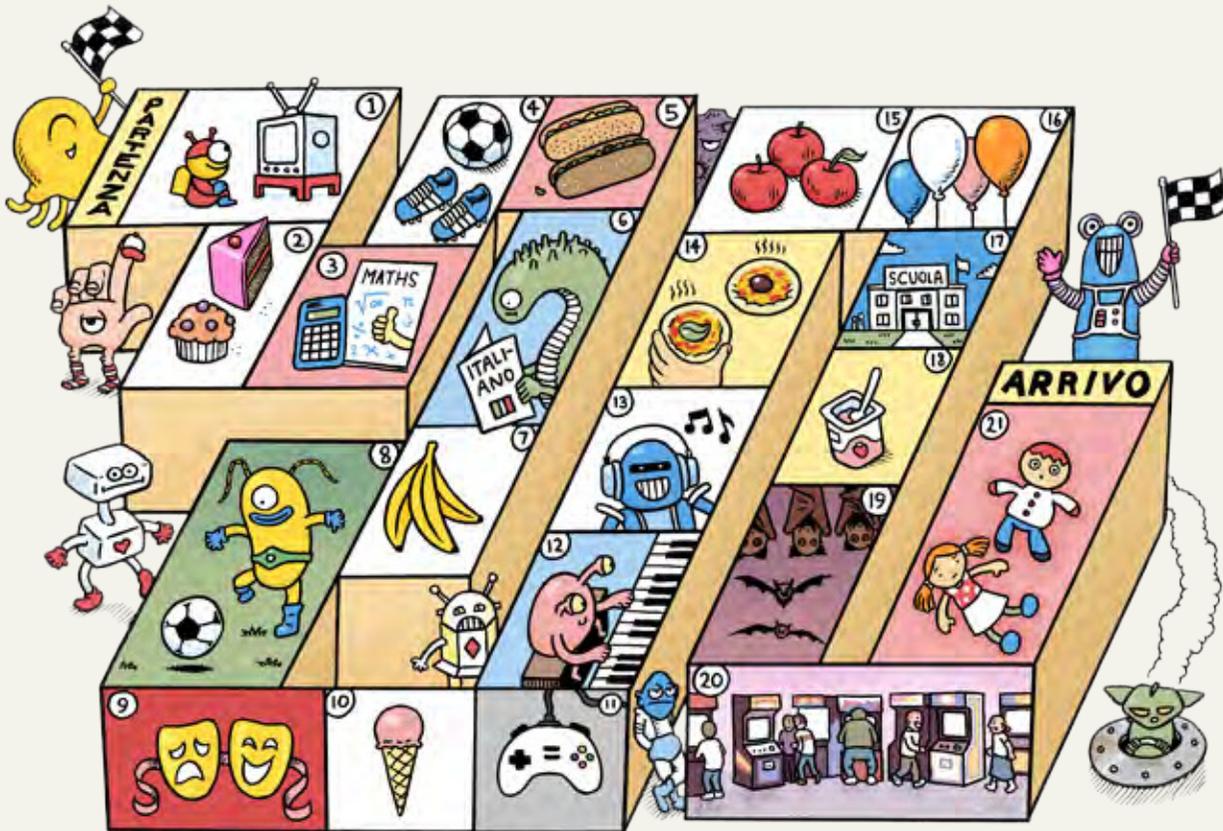
Materials (per group): one board, tokens, one die*

Compete with your classmates in this board game to see who can get to the end first. All you need to do is correctly say whether or not you like the things pictured on the squares you land on!

In small groups, each choose a token (**la pedina**), then roll the die (**il dado**) to decide who's going first. Start at the start (**la partenza**). The aim is to reach the finish line (**l'arrivo**) first.

Take turns to roll the die to determine how far to move along the path. When you land on a square, you need to say whether or not you like the pictured item(s) or action. If you don't say it correctly or don't remember the Italian word for what is pictured, you'll have to skip a turn.

Practise saying **È il mio turno!** (It's my turn!) and **È il tuo turno!** (It's your turn!) as you play.



*Teacher's resource



Finito! Mi piace questo gioco!

Italiano in pratica

Using the vocabulary learnt here or in previous lessons, make a list of three things/activities you like. Then do a survey and find out which of the three your classmates like the most.

Ask everyone **Ti piace/piacciono... ?** and record all the positive answers. Then tell the class how many positive answers you got for each question. Say the numbers in Italian so you keep practising them!

Capitolo 12

Il cibo da strada

In Italy you can find a wide variety of delicious street food (**cibo da strada**). There are many pizza places selling **pizza al taglio** (literally 'pizza by the cut'), and here you can buy one or more squares of pizza and eat it as a snack. In Rome you can accompany your pizza with a delicious **suppli**, a fried ball of rice, tomato sauce, minced meat and mozzarella cheese, similar to the Sicilian **arancino**. Have you ever eaten any of these?

Besides **pizza al taglio** and **suppli**, there are many other street foods, and many of them are typical of one or more regions. Do some research and see if you can find three more examples. Make note of their names, their ingredients and the region they come from. Then share your findings with the rest of the class. What are some typical street foods in Australia? And in other countries? What do they have in common?

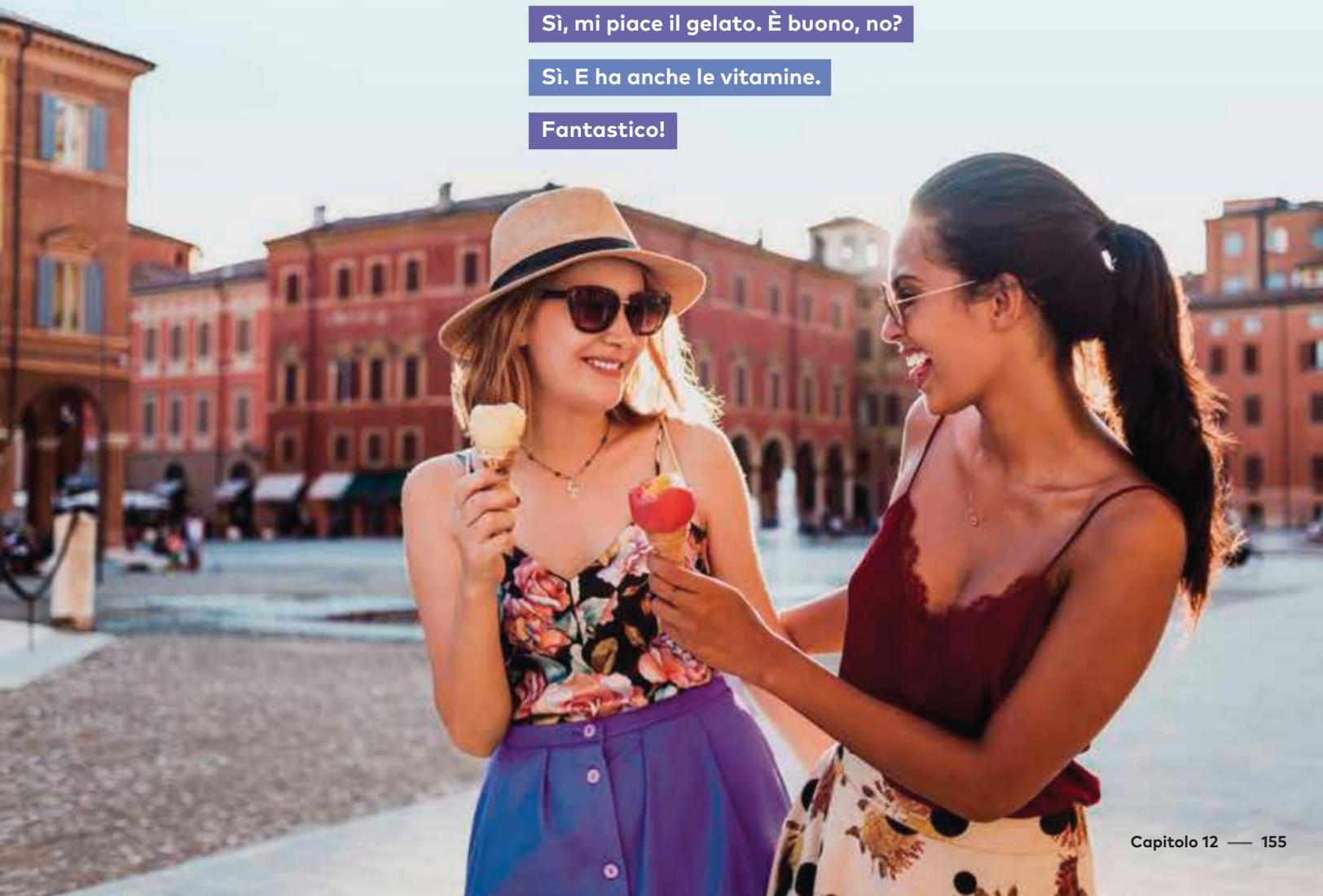


Ti piace il gelato, giusto?

Sì, mi piace il gelato. È buono, no?

Sì. E ha anche le vitamine.

Fantastico!

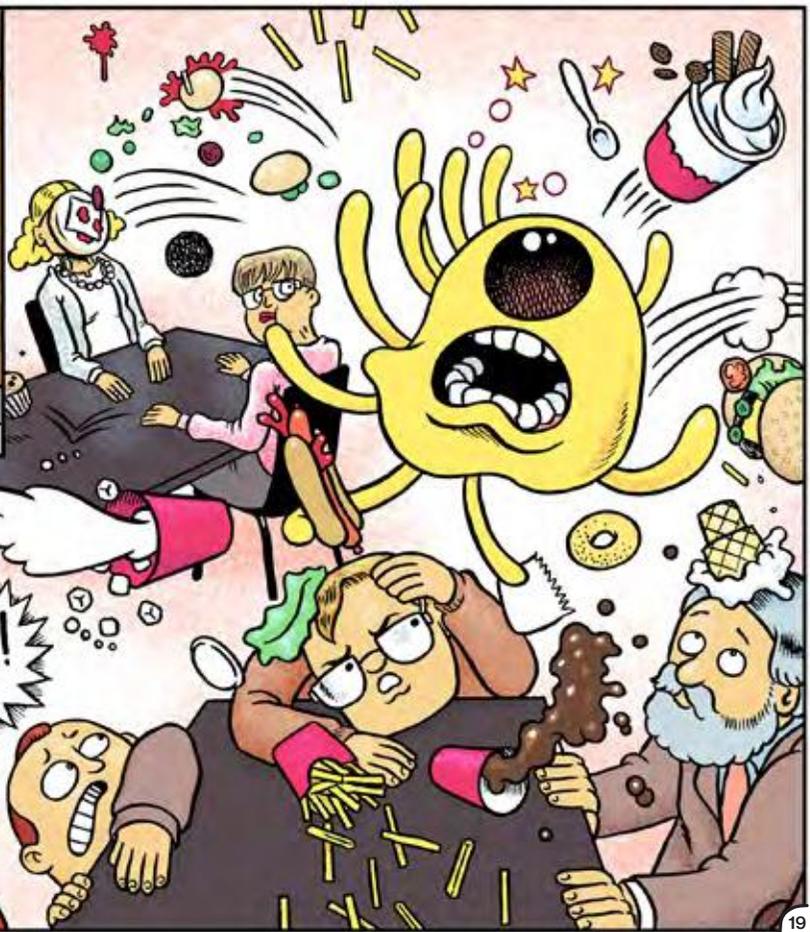


Leggiamo,
ascoltiamo e
guardiamo!

MI PIACCONO GLI HAMBURGER!







Parole nuove

l'hamburger the hamburger

il lavoro the job

il manager the manager

l'assistente the assistant

quando... ? when... ?

ma certo! of course!

poco a little

dove abiti? where do you live?

qui vicino close by

il bicchiere the glass; the cup

di plastica of plastic

il frullato the smoothie

presto! quick!

le patatine (fritte) the fries

che cosa... ? what... ?

il formaggio the cheese

l'insalata the salad

la maionese the mayonnaise

insieme together

contento/a happy

gustoso/a tasty

che sorpresa! what a surprise!

la bevanda the drink

buonissimo/a very good

lo zucchero the sugar



How do you think you say 'fast food restaurant' in Italian?

Why do you think the definite article for **hamburger** is **l'** even though it starts with a consonant? Look on page 240 to find out the answers.

Simile o differente?

Fast food restaurants are very popular worldwide but, starting in Italy in the 1980s, an alternative concept of food has also spread around the world, that of Slow Food. Based on their names, what do you think the main differences between fast food and Slow Food are? Discuss it with the rest of the class, then read the information in the box below to confirm your answers.

Now answer the following questions and discuss them with the rest of the class.

1. Do you think Italian cuisine is more 'fast' or 'slow'? And what about Australian cuisine? Do you think Italy and Australia have very different culinary traditions?
2. Think about what you normally eat: are your eating habits more 'fast' or 'slow'? In small groups, make a list of five healthy eating habits.

Slow Food is a movement that was born in Italy as a reaction against the spread of mass-produced food, including fast food. Focusing on quality rather than quantity, the Slow Food movement wants to preserve local and regional cuisine, encourage the farming of livestock and local produce typical of a specific ecosystem, promote more sustainable agricultural practices, and support small, sustainable businesses.



Robiola di Roccaverano:
un formaggio del Piemonte

Abbiamo capito?

Discuss the story and what you have understood, then read the story again and decide whether the following statements are true (**vero**) or false (**falso**).

- | | | |
|--|-------------------------------|--------------------------------|
| 1. Secondo Max il lavoro è interessante. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 2. Max non ha sedici anni. Max è bugiardo. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 3. Secondo Max il frullato non è buono. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 4. Max ha bisogno di 18 hamburger e 26 patatine. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 5. I clienti sono molto tristi. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |
| 6. Nel frullato ci sono banana, gelato e zucchero. | <input type="checkbox"/> vero | <input type="checkbox"/> falso |

READY FOR MORE? STEP ONTO THE 

LO SAPEVI CHE... ?

To ask someone where they live, we use the question **Dove abiti?**, but we have a few options for the type of information we give in the answer:

Dove abiti? Io abito a + *suburb*.

Io abito a Carlton.
I live in Carlton.

Dove abiti? Io abito a + *city*.

Io abito a Melbourne.
I live in Melbourne.

Dove abiti? Io abito in + *country*.

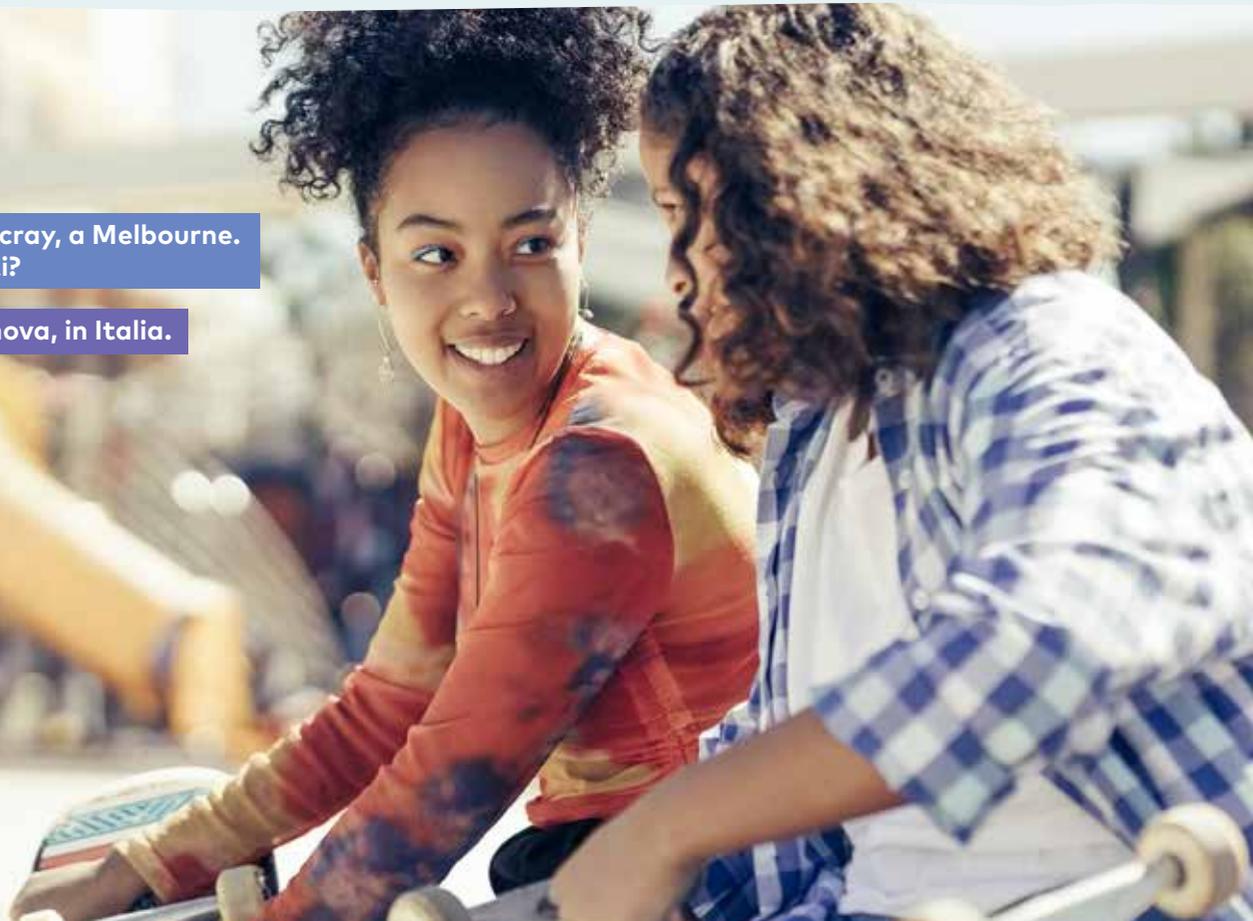
Io abito in Australia.
I live in Australia.

Now practise asking and answering this question with the whole class. When you answer, make sure you use a different form each time or combine two forms together.

Dove abiti?

Abito a Footscray, a Melbourne.
E tu dove abiti?

Io abito a Genova, in Italia.



Italiano in pratica

Create a new identity for yourself: choose an Italian name, decide how old you are and pick an Italian city to live in. Then go around the class and ask your classmates questions to get to know them. Before you start, check with your teacher to see whether you remember how to ask and answer the questions listed here.

1. What's your name?
2. How are you?
3. How old are you?
4. Where do you live?

Come si dice?

Ti piace studiare?

With a classmate, read the story again and write the correct Italian description of each action underneath the corresponding illustration, choosing from the words listed.

ascoltare la musica

lavorare

guardare

mangiare

preparare

studiare

giocare

abitare



1.



2.



3.



4.



5.



6.



7.



8.



Now go to the **Avanti! App** and keep practising!

Osserviamo!

I verbi

Have another look at the story to find out how to complete the sentences below. Check with your teacher if you've got them right, then write the English translations underneath.



1. Io lavor..... molto! Lavor..... sempre.

.....

2. Quando tu lavor..... non mang, giusto?

.....

3. Lui gioc..... e mangi......

.....

4. Allora, prepar..... il panino, il formaggio, l'insalata e la maionese.

.....

5. Voi lavor..... insieme! Ahahah!

.....

6. Loro mangi..... gli hamburger e ascolt..... la musica.

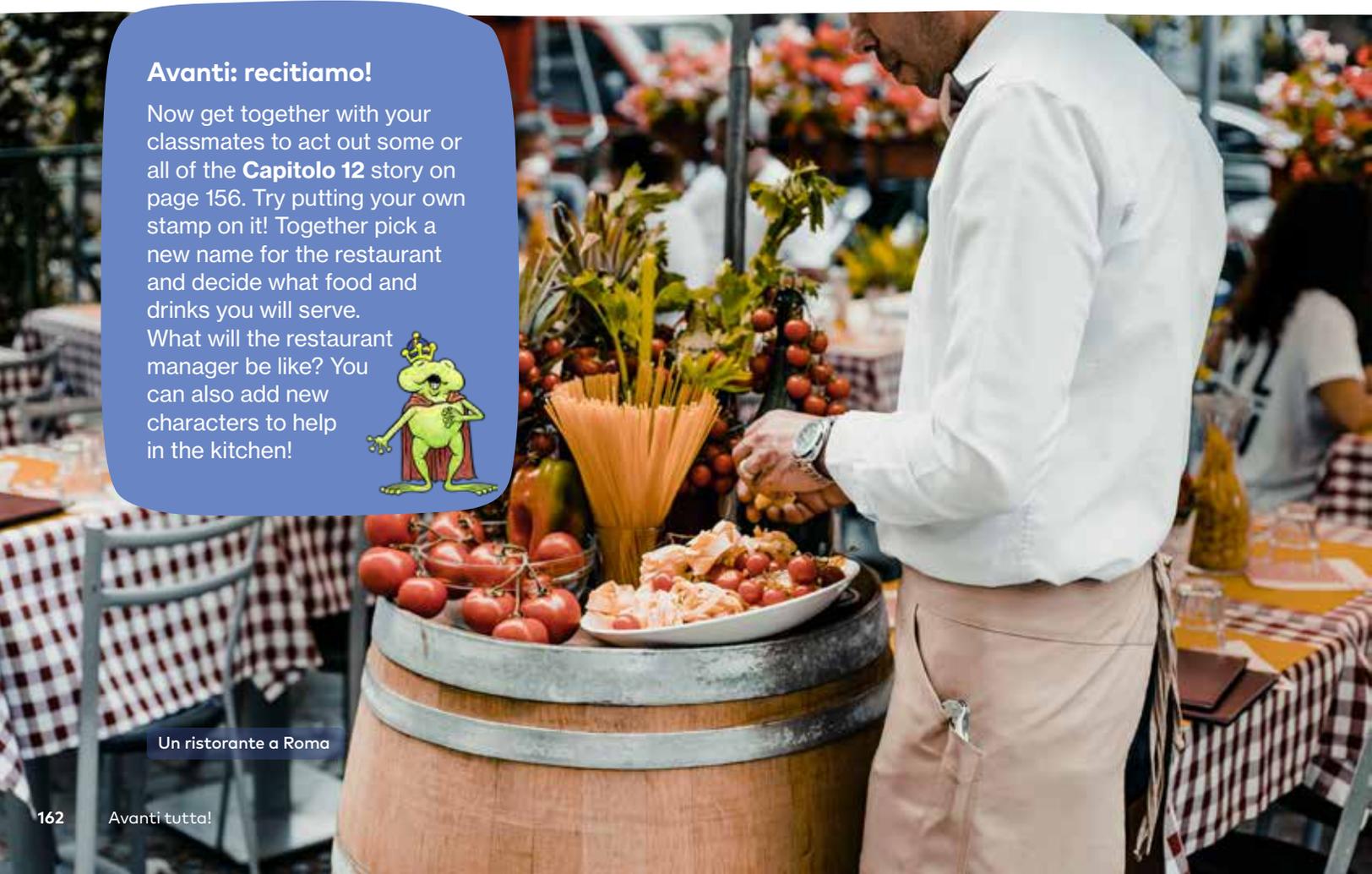
.....

Avanti: recitiamo!

Now get together with your classmates to act out some or all of the **Capitolo 12** story on page 156. Try putting your own stamp on it! Together pick a new name for the restaurant and decide what food and drinks you will serve. What will the restaurant manager be like? You can also add new characters to help in the kitchen!



Un ristorante a Roma



The sentences on the page opposite all contain a different verb and each one has a different form. As you know, a verb is a word that indicates an action. You've already learnt the verbs **essere** (to be) and **avere** (to have). Now let's look at how to form and use regular verbs ending in **-are**.

1. First complete the verb **lavorare** (to work) below by writing the correct ending for each form, using the sentences on the page opposite as models.

You will notice that for each form, we drop the infinitive **-are** ending and replace it with a different ending. This is the pattern for all regular **-are** verbs.

2. Now use the pattern to complete all the forms of **preparare** (to prepare) and **abitare** (to live).

lavorare (to work)

io **lavor**.....

tu **lavor**.....

lui/lei **lavor**.....

noi **lavor**.....

voi **lavor**.....

loro **lavor**.....

preparare (to prepare)

.....

.....

.....

.....

.....

.....

abitare (to live)

.....

.....

.....

.....

.....

.....

To make sure you've understood, go to **La grammatica** points 3a and 3b on pages 176 and 177.

LO SAPEVI CHE... ?

Some regular verbs ending in **-are** are a bit tricky. Have a look at the tables below to find out why.

	studiare to study	mangiare to eat	giocare to play
io	stud <u>io</u>	mang <u>io</u>	gioc <u>o</u>
tu	stud <u>i</u>	mang <u>i</u>	gioc <u>hi</u>
lui/lei	stud <u>ia</u>	mang <u>ia</u>	gioc <u>a</u>
noi	stud <u>iamo</u>	mang <u>iamo</u>	gioc <u>hiamo</u>
voi	stud <u>iate</u>	mang <u>iate</u>	gioc <u>ate</u>
loro	stud <u>iano</u>	mang <u>iano</u>	gioc <u>ano</u>



When a verb ends in **-iare** (as do **studiare** and **mangiare**), in the **tu** and **noi** forms both the root of the verb and the ending have an **-i** in them. When this happens, we only keep one **-i**.

When a verb ends in **-care** (as does **giocare**), we need to add an **-h** in the **tu** and **noi** forms in order to maintain the same hard **C** sound (as in the English word 'cat') of the other forms.



Gioco giochi mangio mangli



How do you pronounce the letters **C** and **G** in Italian? Read the rules below and practise pronouncing each sound with the examples provided. Then read the rhyme and make a list of as many examples as you can find belonging to the four categories.

Now practise reading the rhyme aloud. Once you've got the hang of it, listen to the rap version and join in, focusing on your pronunciation.!

In Italian, the letters **C** and **G** can have a hard or a soft sound, depending on the letters that follow them.

Soft **C** as in the English word **CHAT**

when **C** is followed by **i** and **e** as in the Italian word **CIAO**

Hard **C** as in the English word **CAT**

when **C** is followed by **a**, **o**, **u** or any consonant including **h** as in the Italian word **CASA**

Soft **G** as in the English word **JET**

when **G** is followed by **i** and **e** as in the Italian word **GELATO**

Hard **G** as in the English word **GET**

when **G** is followed by **a**, **o**, **u** or **h** as in the Italian word **SPAGHETTI**

Ciao Giulia!
Cosa fai?

Gioco a calcio,
non lo sai?

Dopo giochi
anche a bocce?

E mi faccio
cinque docce.

E se perdi?
Che fai, piangi?

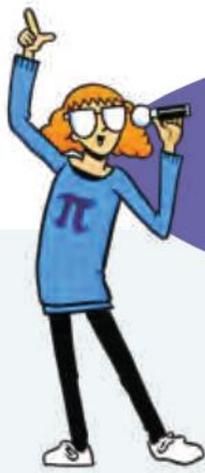
Ma che dici!
Mangio! Mangi?

Certo! Sì!
Che cos'hai?

Mangio un mango.
Ecco, dai!

E meringhe,
Non ne hai?

Non le mangio
O sono guai!



Parliamo!

In pairs, or with your teacher and the class, practise asking and answering questions about what people are doing. Use the conversation models below, changing the words in **bold** accordingly.



Mark



Paolo



Giò



Sara



Thomas



Enrico



Ugo



Helga

- a. You and your partner talk about the person.

Che cosa fa **Ugo**?

Ugo gioca a calcio.

- b. You and your partner talk about the people.

Chi mangia?

Enrico e Thomas mangiano.

- c. One of you talks to the person.
Your partner answers for the person.

Sara, tu guardi la TV?

No, io non guardo la TV.

Now go to the **Avanti! App** and keep practising!





Giochiamo!



La staffetta

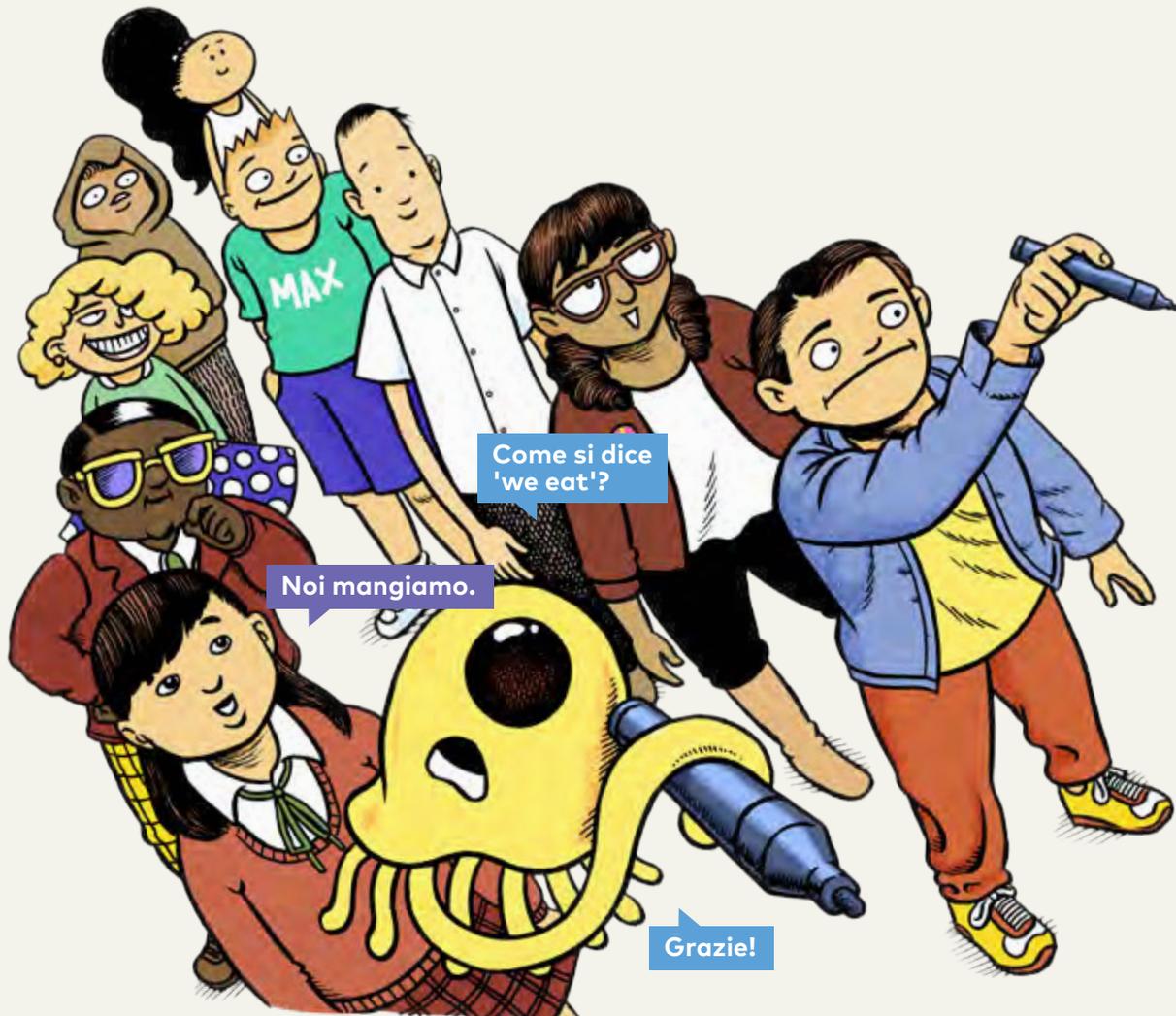
Materials: whiteboard markers

Race in teams to see who can complete the most regular **-are** verbs in their correct forms (**io, tu, lui/lei, noi, voi** and **loro**) in the shortest possible time.

In teams of up to six, line up in front of the board. Each team gets a different verb. In a relay (**la staffetta**), the first person must write the correct form for **io**, the second person must write the correct form for **tu** and so on, until the whole verb is completed. Don't worry if you or someone else cannot remember a particular form: you can consult with your team whenever

you like, but each person has to write down at least one form on the board.

Each time your teacher gives you a new verb, make sure you change the order of the people in the line, so everyone gets to write different forms of the verb. After each round, make sure to count the points (**i punti**): you get a point for every correct form of the verb, and 1 extra point will be assigned to the fastest team. The team with the most points at the end of all the rounds wins! At the end of the game, try to say how many points you have in Italian!



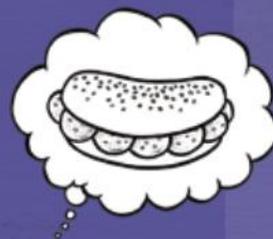
Canzone

Listen to the song, then practise singing along focusing on your pronunciation!

Dimmi, dimmi Come stai?



Ecco Max!
Vieni qui! Cosa fai?
Dove vai? Dimmi, dimmi: come stai?
Io sto bene, ma ho fame!
Mangio pane e salame.
Mi dispiace non parlare,
Ho bisogno di mangiare,
Riposare e giocare.
(Mmm buono questo panino!)

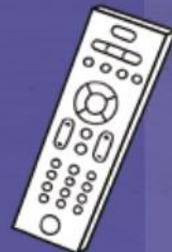


C'è Sofia!
Vieni qui! Cosa fai?
Dove vai? Dimmi, dimmi: come stai?
Non c'è male, ma ho fretta
Corro sempre in bicicletta.
Mi dispiace, devo andare
Ho bisogno di studiare
Poi cantare e ballare.
(Uuuu mi piace ballare!)

Emma, ciao!
Vieni qui! Cosa fai?
Dove vai? Dimmi, dimmi: come stai?
Io ho freddo e ho sete,
Quanto latte caldo avete?
Non va bene la limonata
Ho bisogno di cioccolata,
Merendine e marmellata!
(Cioccolata calda! Calda calda, eh!)



Ale, ciao!
Vieni qui! Cosa fai?
Dove vai? Dimmi, dimmi: come stai?
Io sto male, molto male!
Cambia presto il canale
C'è un film dell'orrore.
Ho paura! Che terrore!
Che cos'è questo rumore?
(Brrrr... Non ho freddo, ho paura!)



 e-platform



CIAO AMICI!

con Valeria e Andrea

A scuola mi piace... **LA RICREAZIONE!**
Nella mia scuola purtroppo la ricreazione è corta: 15 minuti. A ricreazione mi piace giocare a calcio e mangiare una pizzetta (o due pizzette)!



E tu? Cosa mangi a ricreazione?

Mi piacciono i libri e mi piace molto studiare! Io studio sempre e per fortuna ho molti libri. La ricreazione è lunga: 15 minuti! A ricreazione mi piace ascoltare la musica, parlare con le amiche e mangiare per avere molta energia a scuola.



Io a ricreazione mangio la frutta!

La frutta è buona, ma le pizzette di mamma sono buonissime! Non ti piacciono le pizzette?

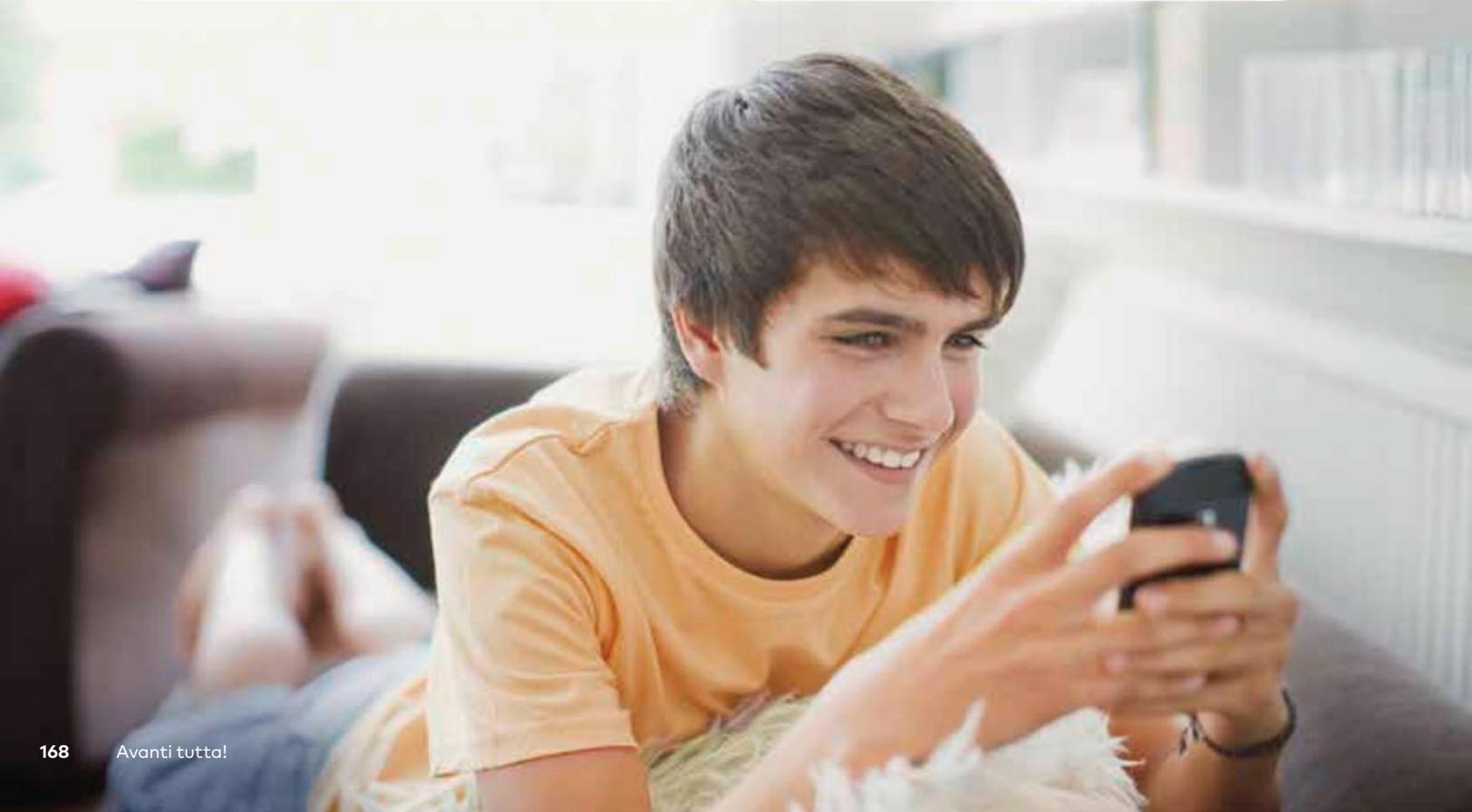
Questa è la mia merendina preferita, con la cioccolata. Ti piace la cioccolata? Tu hai una merendina preferita?



.....
.....
.....
.....



.....
.....
.....
.....



Indaghiamo!

Andrea and Valeria are talking about school, in particular about **la ricreazione** (recess). With a classmate, read their messages and underline the Italian words for the items listed below. Then tick the items in the list to indicate who likes what.

Andrea		Valeria
<input type="checkbox"/>	to play soccer	<input type="checkbox"/>
<input type="checkbox"/>	books	<input type="checkbox"/>
<input type="checkbox"/>	to listen to music	<input type="checkbox"/>
<input type="checkbox"/>	to talk with friends	<input type="checkbox"/>
<input type="checkbox"/>	to eat	<input type="checkbox"/>
<input type="checkbox"/>	to study	<input type="checkbox"/>
<input type="checkbox"/>	chocolate	<input type="checkbox"/>
<input type="checkbox"/>	small pizzas	<input type="checkbox"/>

Parliamo!

In pairs, role-play conversations with Andrea and Valeria about their likes and dislikes. One of you asks Andrea or Valeria whether they like something, the other answers for them referring to the list (left). Use the conversation models below and remember to change the words in **bold** according to their preferences.

Andrea, ti piace **studiare**?

No, **non** mi piace **studiare**.

Valeria, ti piacciono **i libri**?

Sì, mi piacciono **i libri**.

Scopriamo!

a. With a classmate, read the messages again and find out how to say the following in Italian. Write the Italian translation beside each.

- | | |
|------------------------|-----------------------------------|
| 1. unfortunately | 5. long |
| 2. short | 6. the energy |
| 3. the fruit | 7. the sweet packaged snack |
| 4. luckily | 8. the chocolate |

b. Now write the English translations of the questions that Andrea and Valeria ask.

1. **Cosa mangi a ricreazione?**
2. **Ti piace la cioccolata?**
3. **Tu hai una merendina preferita?**
4. **Non ti piacciono le pizzette?**



Caro Andrea... Cara Valeria... It's time to join the conversation. Try to answer Andrea and Valeria's questions (that you translated above) in the message spaces opposite. Think about what you like to eat for a snack and let them know!



Il Vegemite...

Ma che cos'è?

BENVENUTI

in Italia!

Prima di guardare!

Il cibo in Italia

a. In their messages, Andrea and Valeria mention food (**il cibo**) that they eat every day at school. Do you know any other Italian foods that are very common in Australia? Discuss it with your class and come up with as many Italian foods as you can, then list your top five.

1.
2.
3.
4.
5.

b. Before watching the video, match the Italian meals to their English equivalents. If there are words you don't know, check your dictionary.

la colazione

lunch

il pranzo

snack

la merenda

dinner

la cena

breakfast

Once you have confirmed the answers with your teacher, write the correct definitions in **Il vocabolario** on page 179.





Salumeria tradizionale a Verona, in Veneto

GUARDIAMO il video, ragazzi!

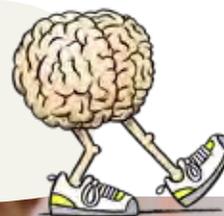


Watch the video and decide whether the following statements are true (**vero**) or false (**falso**). You might need to use your deduction skills to answer some of the questions!

- | | | |
|--|------|-------|
| 1. Andrea ha fame e mangia una merendina. | vero | falso |
| 2. In italiano 'canteen' si dice 'mensa'. | vero | falso |
| 3. In inglese 'distributore' si dice 'vending machine'. | vero | falso |
| 4. A scuola in Italia non ci sono i distributori. | vero | falso |
| 5. Gli studenti italiani mangiano a scuola per pranzo. | vero | falso |
| 6. In Italia i sandwich sono un cibo molto comune. | vero | falso |
| 7. La Nutella è italiana. | vero | falso |
| 8. In italiano 'peanut butter' si dice 'burro d'arachidi'. | vero | falso |
| 9. In Italia c'è il Vegemite. | vero | falso |
| 10. La mamma di Andrea prepara il risotto per pranzo. | vero | falso |

LO SAPEVI CHE... ?

Nutella was first introduced into the market more than 50 years ago by the Italian company Ferrero, in the Piedmont region (**la regione Piemonte**). It is produced and sold all over the world and it uses about 25% of the global hazelnut (**la nocciola**) supply. Did you know **Nutella** was Italian?



Italiano in pratica

Work in pairs and try to guess what food your classmate prefers, comparing the foods in the two lists below.

First tick the items you think they prefer. Then, using the conversation model below, check with them to see if you made the correct guesses. Remember to change the words in **bold**.

- | | | |
|--|-----------------------------------|--------------------------|
| <input type="checkbox"/> il gelato | <input type="radio"/> lo yogurt | <input type="checkbox"/> |
| <input type="checkbox"/> la Nutella | <input type="radio"/> il Vegemite | <input type="checkbox"/> |
| <input type="checkbox"/> il burro d'arachidi | <input type="radio"/> la maionese | <input type="checkbox"/> |
| <input type="checkbox"/> l'arancia | <input type="radio"/> la banana | <input type="checkbox"/> |
| <input type="checkbox"/> la ciambella | <input type="radio"/> il panino | <input type="checkbox"/> |
| <input type="checkbox"/> la merendina | <input type="radio"/> la pizzezza | <input type="checkbox"/> |
| <input type="checkbox"/> la pasta | <input type="radio"/> il risotto | <input type="checkbox"/> |

a.

Ti piace **il gelato**, giusto?

No, non mi piace **il gelato**.
Mi piace **lo yogurt**.

b.

Ti piace **il gelato**, giusto?

Sì, mi piace **molto il gelato**.

How well do you know your classmate?

- 7 **Benissimo**
6 **Molto bene**
3-5 **Abbastanza bene**
1-2 **Così così**
0 **Per niente**



Now test your knowledge of Italian food with the quiz **Il cibo in Italia** on the **Avanti! App**.



Facciamo una ricerca!

Work in pairs. You want to invite two classmates over for lunch after school tomorrow. The four of you will have lunch together, then you'll study and have a snack, just like Italian students typically do after school.

You'll need to cook your lunch, so first decide what lunch dish you'll have, then research the ingredients (**gli ingredienti**) required and prepare a grocery list.

Write the grocery list in Italian and then present it to the class. Your classmates will try to guess your dish!

You can research recipes both in Italian and in English, but make sure to list the ingredients in Italian! You can use your dictionary and ask your teacher for help in finding the names of the ingredients you'll need.

gli ingredienti

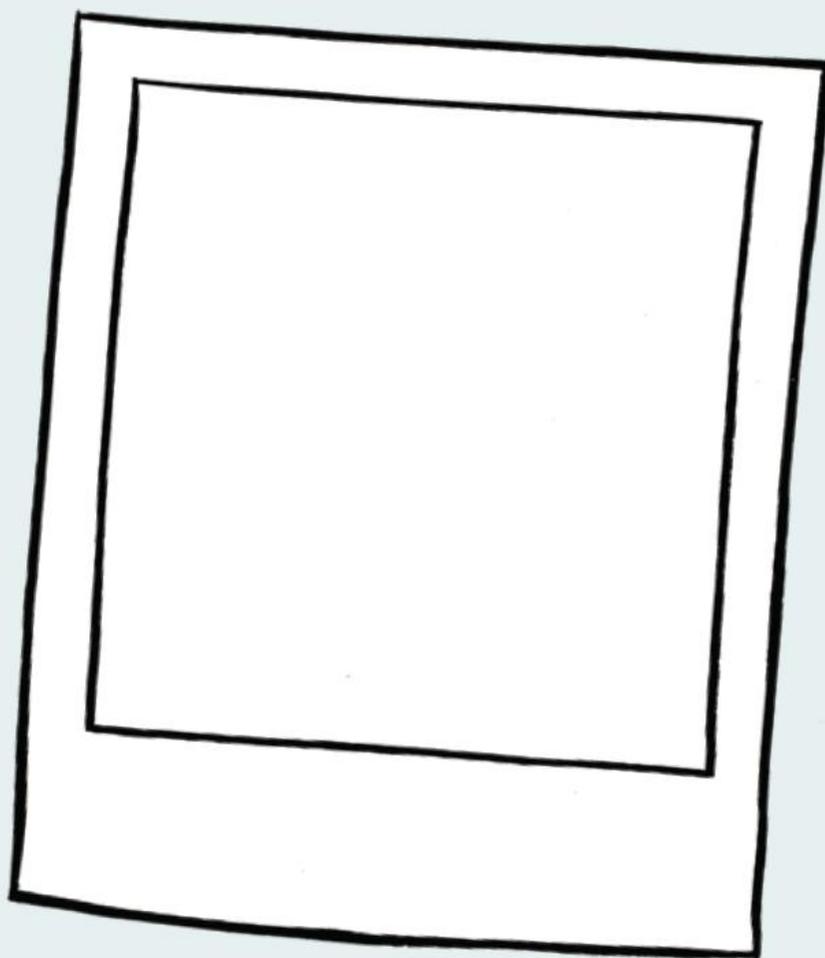
Collaboriamo!

After lunch and studying, it's time to have a snack! You open the fridge and the kitchen cupboard and these are the ingredients you find:



La merenda si chiama:

Gli ingredienti sono:



Ecco la merenda!

La grammatica

1. Idiomatic expressions with the verb 'avere' (to have)

An idiomatic expression is a word or a phrase that cannot be translated literally from one language to another without losing its original meaning. For example, the English idiomatic expression 'Break a leg!' couldn't be used to wish someone good luck if translated literally into Italian, as in Italian it means only that someone should break a leg.

The verb **avere** (to have) is used in many idiomatic expressions in Italian. Here are some of the most common ones:



avere fame
to be hungry



avere sete
to be thirsty



avere sonno
to be sleepy



avere paura
to be afraid



avere fretta
to be in a rush



avere bisogno di
to need



avere caldo
to be hot



avere freddo
to be cold

When using these expressions we need to change the verb **avere** according to the subject (indicated by the pronoun) of the sentence, as shown in the examples below.

io	ho fame	I	am hungry
tu	hai sete	you	are thirsty
lui	ha caldo	he	is hot
lei	ha freddo	she	is cold
noi	abbiamo sonno	we	are sleepy
voi	avete paura	you	are afraid
loro	hanno fretta	they	are in a rush

2. Quanti anni hai? (How old are you?)

In Italian, we use the verb **avere** to ask and tell how old someone is. That is, to say how old you are in Italian, you say you 'have' a certain number of years.

Quanti anni hai? Ho quattordici anni.
How old are you? I am 14 years old.

In Italian, it is always necessary to say the word **anni** (years) after your age.

3. Verbs

a. The infinitive form

The infinitive is the basic form of a verb. When you look up a verb in a dictionary, you will find it in its infinitive form, for example **mangiare** (to eat). Notice that in English, infinitives are formed by 'to + action'. In Italian, we have three different groups of verbs and we classify them according to their infinitive ending: **-are**, **-ere** and **-ire**.

In this unit we are focusing on the first group. Here are some common **-are** verbs in the infinitive form:

abitare	to live
ballare	to dance
cantare	to sing

b. The present tense of -are verbs

When using verbs in a sentence, we cannot just use them in their infinitive form; we need to conjugate the verb, that is change it, according to the person (subject) doing the action. To conjugate the verb, we take the following steps:

Step 1

We drop the **-are** ending from the infinitive to find the root of the verb:

preparare → **prepar**
infinitive root of the verb

Step 2

We add the correct ending to the root of the verb:

io	prepar<u>o</u>	I prepare
tu	prepar<u>i</u>	you prepare (singular)
lui/lei	prepar<u>a</u>	he/she prepares
noi	prepar<u>iamo</u>	we prepare
voi	prepar<u>ate</u>	you prepare (plural)
loro	prepar<u>ano</u>	they prepare

Most **-are** verbs are regular, which means that they follow the same pattern as **preparare**. However, there are some tricky verbs that act slightly differently. Here are two examples:

	studiare (to study)	giocare (to play)
io	stud<u>io</u>	gioc<u>o</u>
tu	stud<u>i</u>	gioc<u>hi</u>
lui/lei	stud<u>ia</u>	gioc<u>a</u>
noi	stud<u>iamo</u>	gioc<u>hiamo</u>
voi	stud<u>iate</u>	gioc<u>ate</u>
loro	stud<u>iano</u>	gioc<u>ano</u>

When a verb ends in **-iare** (as **studiare** does), in the **tu** and **noi** forms, both the root of the verb and the ending have an **-i** in them. When this happens, we only keep one **-i**.

When a verb ends in **-care**, we need to add an **-h** in the **tu** and **noi** forms in order to maintain the same hard **C** sound (as in the English word 'cat') of the other forms.



4. Piacere (to like)

To express likes and dislikes in Italian we use the verb **piacere** (to like). We usually only use two forms of this verb: **piace** and **piacciono**.

We use the form **mi/ti piace** (I/you like) when we like one thing (a singular noun) or an action (a verb). For example:

Ti piace la pizza? **Mi piace la pizza.**
Do you like pizza? I like pizza.

Ti piace mangiare? **Mi piace mangiare.**
Do you like to eat? I like to eat.

We use the form **mi/ti piacciono** (I/you like) when we like more than one thing (a plural noun). For example:

Ti piacciono gli spaghetti?
Do you like spaghetti?

Mi piacciono gli spaghetti.
I like spaghetti.

If we want to say that we like something a lot, we use **molto** right after **piace/piacciono**. For example:

Mi piace molto questo gelato!
I like this ice cream a lot!

Mi piacciono molto questi gelati!
I like these ice creams a lot!

When we want to say that we don't like something, we simply use **non** before **mi/ti**. For example:

Non mi piace questo gelato!
I don't like this ice cream!

Non mi piacciono questi gelati!
I don't like these ice creams!

To say that we really don't like something, we use **per niente** (at all) together with **non**. For example:

Non mi piace per niente questo gelato!
I don't like this ice cream at all!

Non mi piacciono per niente questi gelati!
I don't like these ice creams at all!

Il vocabolario

VERBI

abitare	to live
ascoltare	to listen to
ballare	to dance
cantare	to sing
giocare a	to play (a game, sports)
guardare	to watch
lavorare	to work
mangiare	to eat
parlare	to speak
piacere	to like
preparare	to prepare
studiare	to study
suonare	to play (an instrument)

ESPRESSIONI CON IL VERBO AVERE

avere bisogno di
avere caldo
avere fame
avere freddo
avere fretta
avere paura
avere sete
avere sonno

AGGETTIVI

bravissimo/a
comico/a
contento/a
crudele
gustoso/a
pazzo/a
ricco/a
stupido/a

CIBO E BEVANDE

l'acqua
l'arancino
la bevanda
il cibo da strada
il formaggio
il frullato
l'insalata
la limonata
la maionese
la pizza al taglio
il suppli
lo zucchero

NOMI

l'alieno
l'assistente
la bambina
il bambino
la bambola
il bicchiere
la biglietteria
il biglietto
la bottiglia
il campione
la campionessa

VERBS

to live
to listen to
to dance
to sing
to play (a game, sports)
to watch
to work
to eat
to speak
to like
to prepare
to study
to play (an instrument)

EXPRESSIONS WITH THE VERB 'AVERE' (TO HAVE)

to need
to be hot
to be hungry
to be cold
to be in a rush
to be afraid
to be thirsty
to be sleepy

ADJECTIVES

very good (for people)
comic
happy
cruel
tasty
crazy
rich
stupid

FOOD AND DRINKS

the water
the fried rice ball (Sicilian)
the beverage
the street food
the cheese
the smoothie
the salad
the lemonade
the mayonnaise
the pizza by the slice
the fried rice ball (Roman)
the sugar

NOUNS

the alien
the assistant
the (female) child
the (male) child
the doll
the glass, the cup
the ticket office
the ticket
the bottle
the (male) champion
the (female) champion

il cinema

euro	the movie theatre
il film	euro
il gioco	the movie
l'hamburger	the game
il lavoro	the hamburger
il/la manager	the work, the job
il palloncino	the manager
la partita	the balloon
le patatine	the match
le patatine (fritte)	the chips
il pipistrello	the fries
il puzzle	the bat (animal)
la piazza	the jigsaw puzzle
la sala giochi	the square
i soldi	the games arcade
il sole	the money
la statua	the sun
la TV	the statue
il videogioco	the television
	the video game

ESPRESSIONI E ALTRE PAROLE

apri la finestra!
bambino/a mio/a
che cosa fa?
che cosa guardiamo?
che sorpresa!
dove abiti?
fa
insieme
in totale
ma certo!
mi piace/piacciono
ti piace/piacciono
per niente
piccolo/a mio/a
più
poco
quando?
quanto/a?
quanti anni hai?
qui vicino
riprova!
solo
la staffetta

FILM

la commedia
il film d'azione
il film dell'orrore
il film di fantascienza
il film drammatico
il film fantastico
il film romantico
il giallo
il musical
il thriller

EXPRESSIONS AND OTHER WORDS

(you) open the window!
my child
what is he/she doing?
what are we watching?
what a surprise!
where do you live?
it equals
together
in total
of course!
I like
you like
not at all
my little one
more
a little
when?
how much?
how old are you?
close by
(you) try again!
only
the relay

MOVIE

the comedy
the action movie
the horror movie
the sci-fi movie
the dramatic movie/the drama
the fantasy movie
the romantic movie
the crime movie
the musical
the thriller



Le parole di Valeria e Andrea

CIBO

il burro d'arachidi
 il cibo
 la cioccolata
 la frutta
 il risotto
 la nocciola
 il sandwich

PASTI

la colazione
 il pranzo
 la merenda
 la cena

FOOD

the peanut butter
 the food
 the chocolate
 the fruit
 the risotto
 the hazelnut
 the sandwich

MEALS

ESPRESSIONI, NOMI E AGGETTIVI

a ricreazione
 abbastanza bene
 boh
 cosa...?
 nella mia scuola
 per fortuna
 purtroppo
 quale/i... ?

gli amici
 le amiche
 il distributore
 l'energia
 l'ingrediente
 la mensa

buono/a
 buonissimo/a
 comune
 corto/a
 lungo/a

EXPRESSIONS, NOUNS AND ADJECTIVES

at recess
 quite well
 dunno (colloquial)
 what...?
 in my school
 luckily
 unfortunately
 which... ?

the (male/all genders) friends
 the (female) friends
 the vending machine
 the energy
 the ingredient
 the canteen, the cafeteria

good
 very good
 common
 short (in length)
 long



Una pasticceria italiana

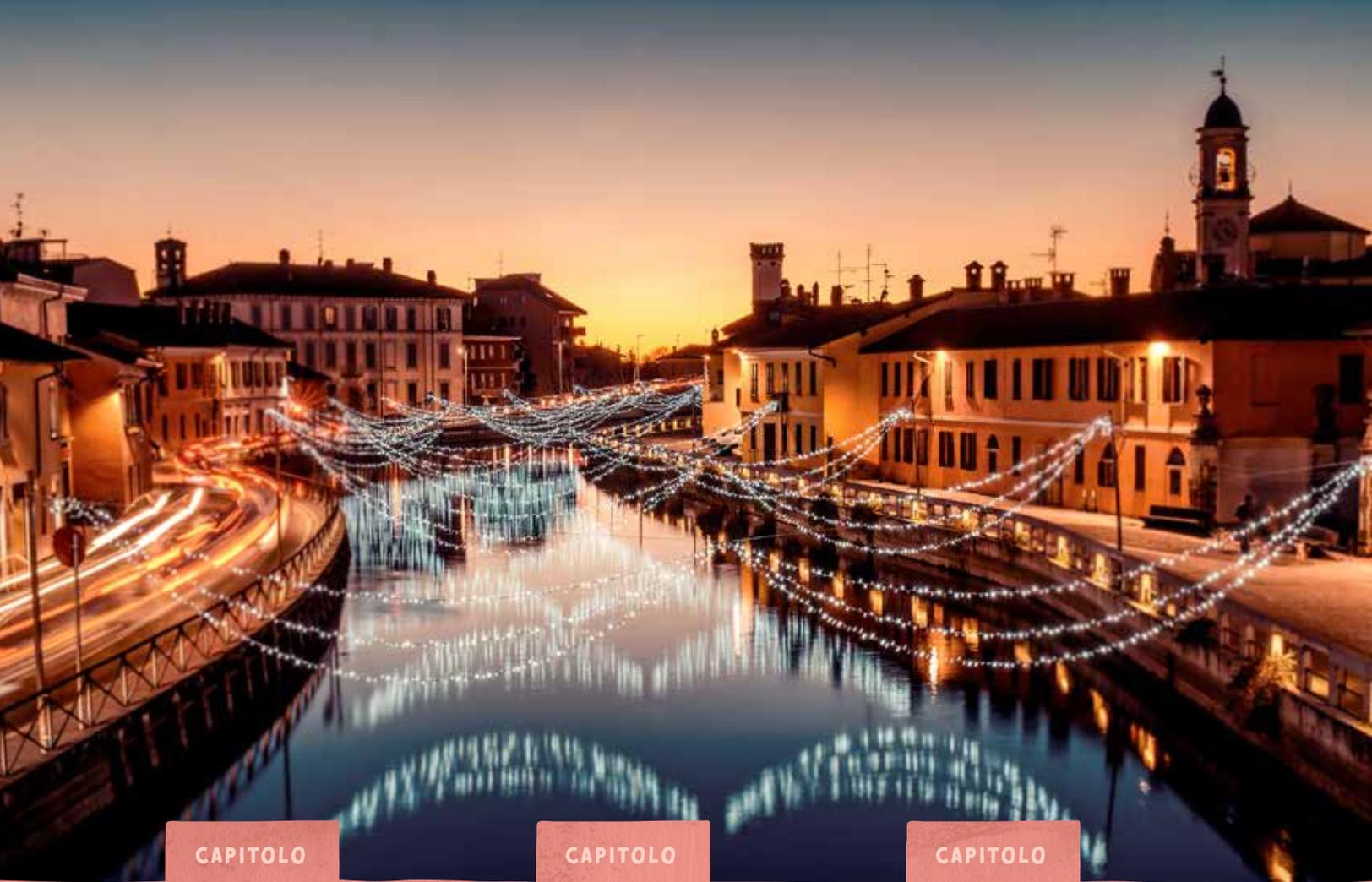


UNITÀ 5

In this unit you will find out about:

- Ancient ruins and everyday Roman life
- **L'onomastico** (the name day) tradition in Italy
- **Il lupo grigio** (the grey wolf) and its national significance
- Regional music and dance forms in Italy
- Dialects
- **Il Natale** (Christmas) and **la Pasqua** (Easter)

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CAPITOLO

13

EMMA, SEI INTELLIGENTISSIMA!

In this chapter you will learn to:

- Say the date
- Say what you do on a particular date
- Ask someone what they do on a particular date
- Talk about birthdays
- Suggest doing something together

Language focus:

- Revision and practice of regular **-are** verbs
- Days of the week
- Months
- The superlative form of adjectives (**-issimo**)

CAPITOLO

14

MI PIACE LO ZOO!

In this chapter you will learn to:

- Talk about animals
- Talk about colours

Language focus:

- Adjectives of colour

CAPITOLO

15

LA FESTA

In this chapter you will learn to:

- Talk about music and musical instruments
- Talk about people's likes and dislikes
- Talk about recurring and one-off activities

Language focus:

- More practice of regular **-are** verbs
- **A... piace/piacciono** (someone likes)
- **A... non piace/piacciono** (someone doesn't like)
- Articles with days of the week

Capitolo 13

La storia è molto interessante!

The monuments on this page were all built in ancient Roman times. Some of them date back to many centuries before Christ (the first buildings of the Roman forum go as far back as the 7th century BC), while others are relatively 'new' (the Baths of Caracalla were built in the 2nd century AD).

Notwithstanding the passing of time, you can still admire their ruins nowadays. In fact, they are not only symbols of an ancient civilisation and popular tourist attractions: they are also an integral part

of modern life in Italy, as people live their daily lives in and around them. For example, a lot of concerts and similar events are held in both **Circo Massimo** and **Terme di Caracalla**, thousands of people walk past the **Foro Romano** as they go about their daily business, and many others choose to go for a run or have a picnic at **Parco degli Acquedotti**.

Do a little research to find out what purposes these places were originally built for.



Are historical and heritage sites part of everyday life in Australia too?
In what ways do Italian and Australian heritage differ?

Consider Australian Indigenous cultures, the oldest living cultures in the world, which existed in Australia at the same time as ancient Romans were building all the monuments shown on this page. **Approximately how old are Aboriginal and Torres Strait Islander cultures and how and where are they evident now?**



Circo Massimo



Foro Romano



Terme di Caracalla



Parco degli Acquedotti

Roma è una città antica.



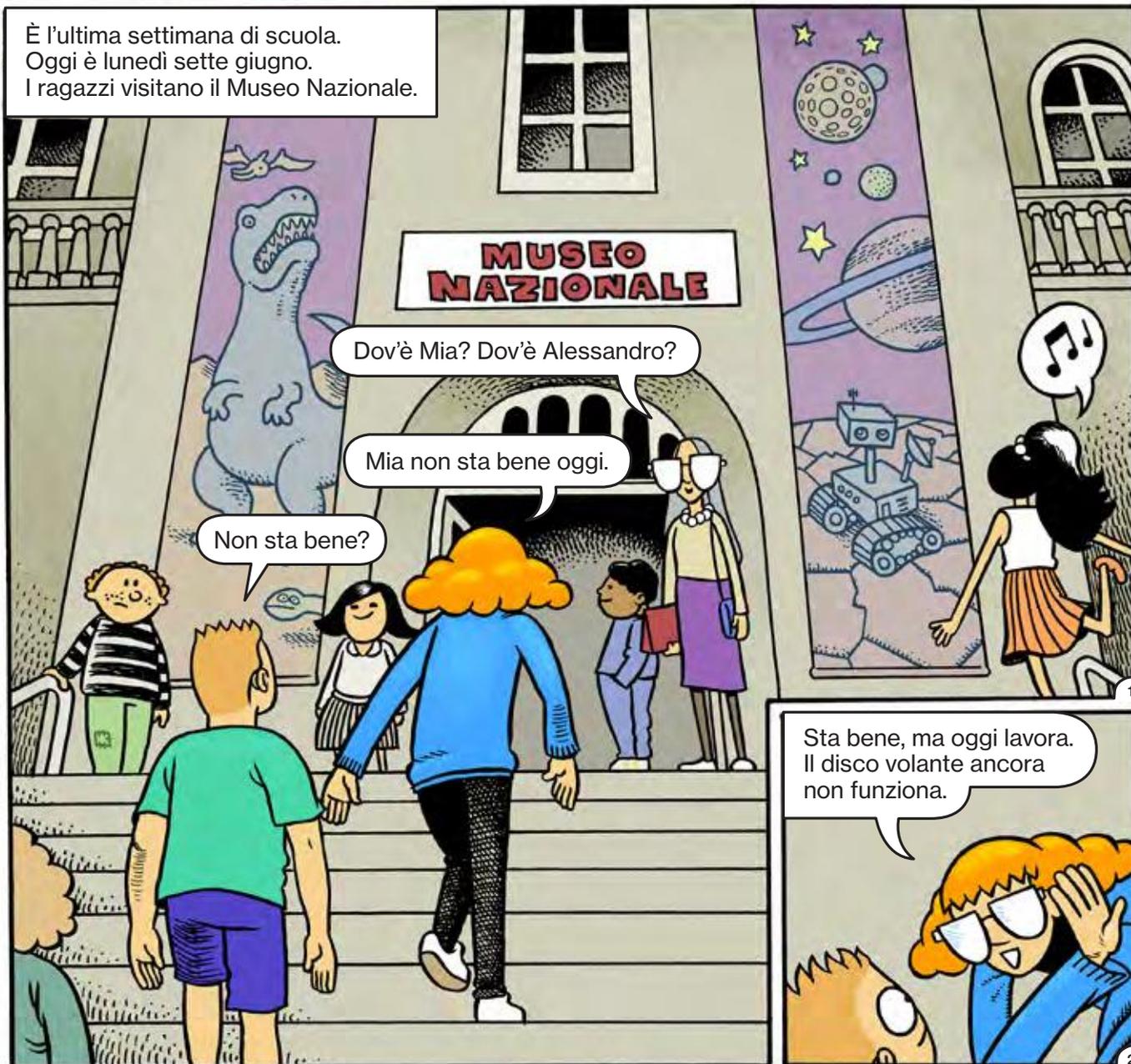
MAXXI, museo di arte contemporanea a Roma

Si, ma è anche una città moderna!

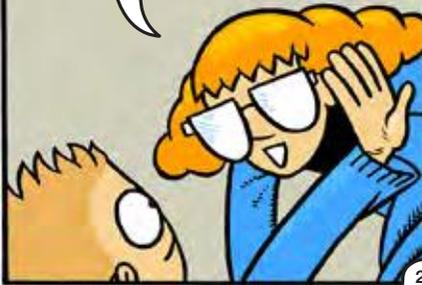
Leggiamo,
ascoltiamo e
guardiamo!

EMMA, SEI INTELLIGENTISSIMA!

È l'ultima settimana di scuola.
Oggi è lunedì sette giugno.
I ragazzi visitano il Museo Nazionale.



Sta bene, ma oggi lavora.
Il disco volante ancora
non funziona.



Un momento, arrivo!

Ecco, arriva Alessandro.

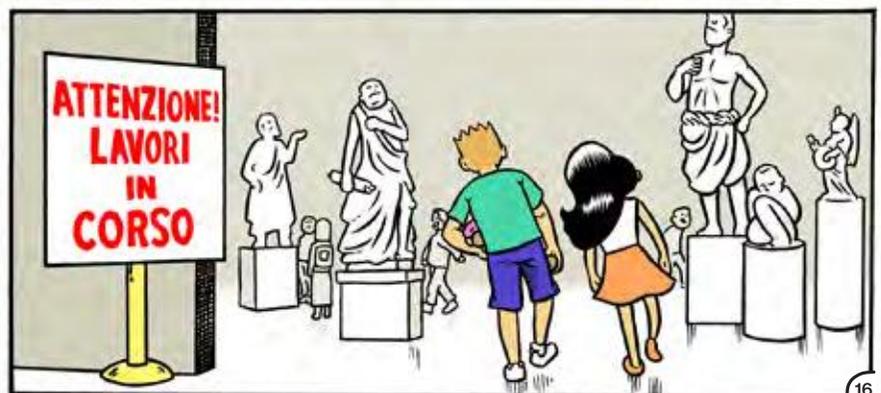
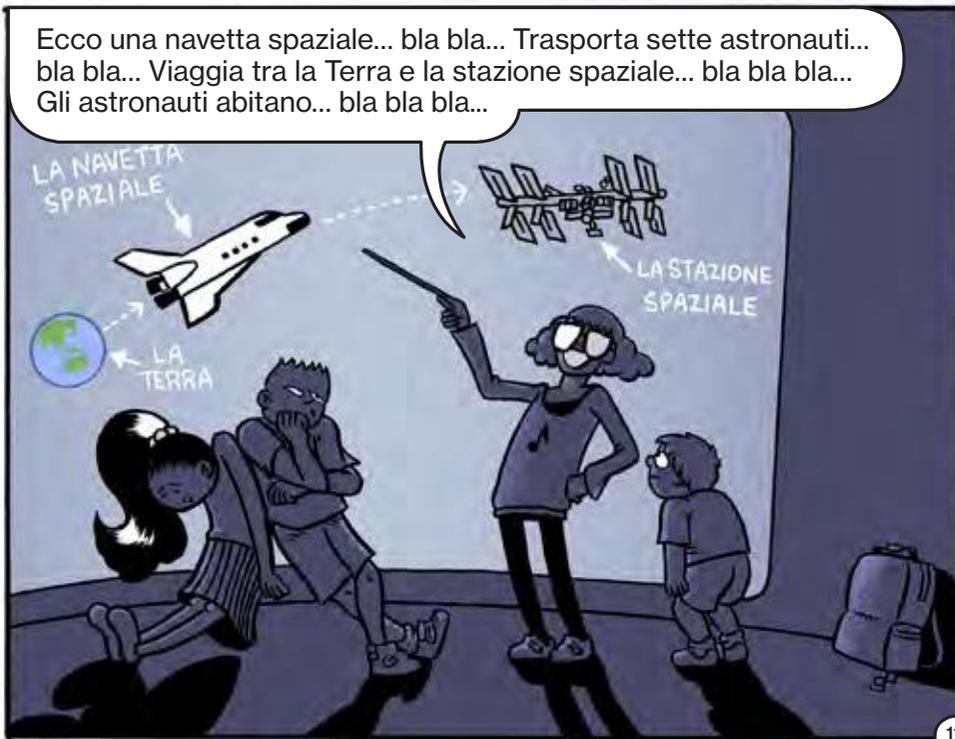


Lui è sempre in ritardo.

Non sono sempre in ritardo.
È mio papà...









Sofia, questa sala è interessante. Entriamo qui.



Va bene, va bene! Mangiamo un piatto di pasta?

Ho fame e ho sete.



Emma e Alessandro guardano le sculture.

Che cosa c'è qui?

Qui ci sono le sculture. Vieni! Questo è il David di Michelangelo.



È alto e grande! Mamma mia, è nudo!



Sofia e Max mangiano.

Per me un panino e per te due panini. Tu mangi molto!

Non mangio molto, ma oggi ho fame.



Ecco due ciambelle per te e una ciambella per me.

Grazie. Ecco, questa panca è comoda.



No, Max!



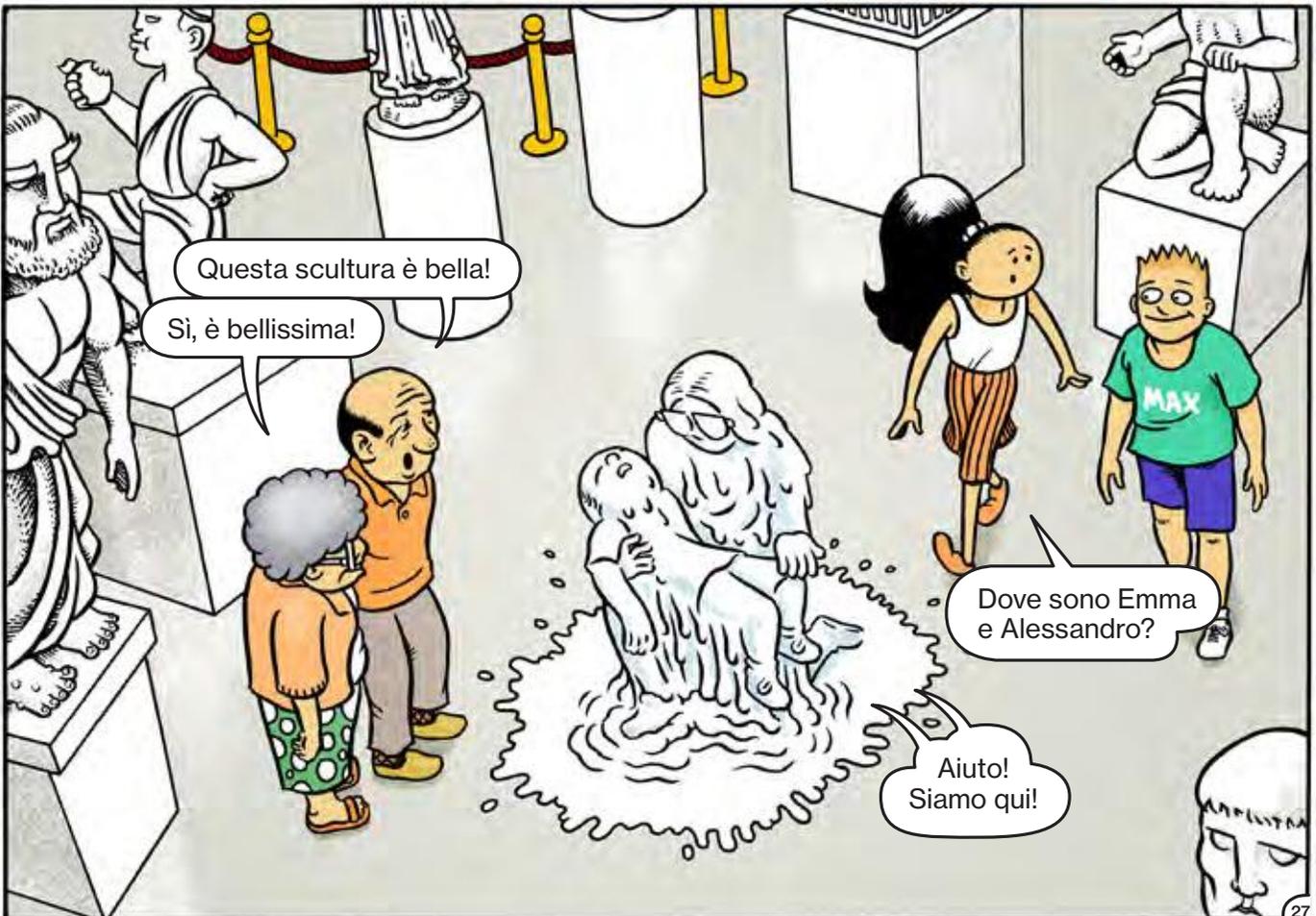
24



25



26



27

Parole nuove

ultimo/a	last	veramente	actually, really
giugno	June	avere ragione	to be right
visitare	to visit	la navetta spaziale	the space shuttle
il museo	the museum	trasportare	to carry, to transport
funzionare	to function	l'astronauta	the astronaut
arrivare	to arrive	viaggiare	to travel
la bibita	the (soft) drink	la Terra	the Earth
lo scheletro	the skeleton	la stazione spaziale	the space station
prima	before	noioso/a	boring
comprare	to buy	lavori in corso	work in progress
il lecca lecca	the lollipop	avanti!	come on!
il dinosauro	the dinosaur	la sala	the room
il metro	the metre	entrare	to enter
la carne	the meat	il piatto	the plate, the dish
vegetariano/a	vegetarian	la scultura	the sculpture
la pianta	the plant	nudo/a	naked
estinto/a	extinct	la panca	the bench
la balena	the whale	comodo/a	comfortable
parlare	to speak		

????????



LO SAPEVI CHE... ?

In Italian, we can use the **noi** form of verbs to suggest doing something together, pretty much like when we use 'Let's...' or 'Shall we...?' in English. Have a look at the following examples:

Entriamo qui!
Let's go in here!

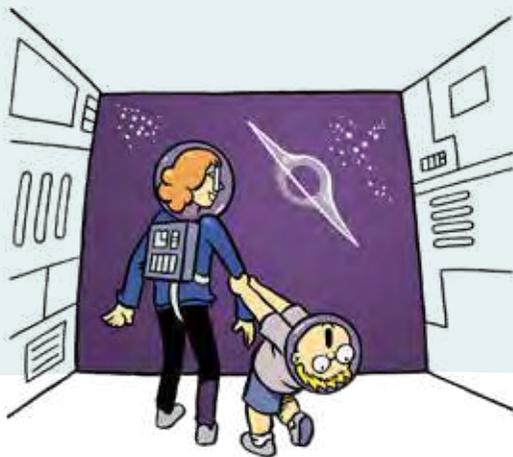
Mangiamo un piatto di pasta?
Shall we eat a plate of pasta?

Can you find the instances of this form used throughout the **Avanti tutta!** course? Hint: Think about the titles of the activities!

Abbiamo capito?

Discuss the story and what you have understood, then decide whether the following statements are true (**vero**) or false (**falso**).

- | | | |
|--|------|-------|
| 1. I ragazzi visitano il Museo Nazionale. | vero | falso |
| 2. Mia non sta bene oggi. | vero | falso |
| 3. I ragazzi hanno tre ore per visitare il museo. | vero | falso |
| 4. I dinosauri mangiano la carne. | vero | falso |
| 5. Secondo Emma le balene non parlano, ma cantano. | vero | falso |
| 6. Secondo Sofia, Emma è intelligente, ma parla troppo. | vero | falso |
| 7. Sofia e Alessandro mangiano, Emma e Max guardano le sculture. | vero | falso |
| 8. Emma e Alessandro hanno bisogno di aiuto. | vero | falso |



READY FOR MORE?
STEP ONTO THE **e-platform**

Come si dice?

I giorni della settimana

Do you remember how to say the days of the week (**i giorni della settimana**) in Italian? Write the correct English translation below, as shown in the example.

- (il) lunedì
(il) martedì
(il) mercoledì
(il) giovedì
(il) venerdì
(il) sabato *Saturday*
(la) domenica

Notice that in Italian the days of the week do not have an initial capital letter.

Come si dice?

I mesi

Now find out how to say the months (**i mesi**) in Italian. Complete the first column of the table with the correct options from the list below, then write the English translation next to each, as shown in the example.

febbraio

dicembre

giugno

aprile

ottobre

gennaio	<i>January</i>
marzo	
maggio	
luglio	
agosto	
settembre	
novembre	

Just like the days of the week, months do not have an initial capital letter either.



Why do you think the names of the months are very similar in English and Italian? Look on page 240 to find out the answer.



Festa medievale ad Asti, in Piemonte

Come si dice?

Le date

Now that you know the days, months and numbers in Italian, it's time to learn how to say the date. Following the example below, answer the rest of the questions. Make sure you spell out the numbers in Italian.

- Che giorno è oggi?** *Oggi è lunedì sette giugno.*
What day is it today? Today is Monday the 7th of June.
- Che giorno è oggi?**
Today is Thursday the 17th of May.
- Che giorno è oggi?**
Today is Wednesday the 4th of August.
- Che giorno è oggi?**
Today is Tuesday the 25th of December.
- Che giorno è oggi?**
Today is Sunday the 13th of March.
- Che giorno è oggi?**
Today is Saturday the 31st of October.

LO SAPEVI CHE... ?

When it's the first day of the month, we need to use a different number. For example:

- Che giorno è oggi?** **Oggi è sabato primo gennaio.**
What day is it today? Today is Saturday the 1st of January.



'Visioni di Natale', Palazzo Senatorio a Roma

LO SAPEVI CHE... ?

When we talk about dates without mentioning the day of the week, we need to use an article before the number. The most commonly used article is **il**, but there are two exceptions: **l'otto** (the 8th) and **l'undici** (the 11th) use the article **l'** because the numbers start with a vowel. Have a look at the following examples.

Che giorno è oggi?

What day is it today?

Oggi è il sei aprile.

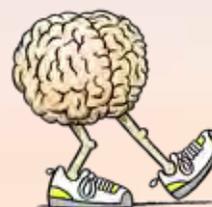
Today is the 6th of April.

Oggi è l'otto aprile.

Today is the 8th of April.

Oggi è l'undici aprile.

Today is the 11th of April.



Even when talking about our birthdays, we need to use the article before the number.

Quando è il tuo compleanno?

When is your birthday?

Il mio compleanno è il nove aprile.

My birthday is the 9th of April.

Italiano in pratica

When are your classmates' birthdays? Get up and get moving: ask every classmate when their birthday is and, together with the rest of the class, create a birthday calendar so you will always remember when to wish someone **Buon compleanno!** (Happy birthday!).

Scioglilingua

How well can you pronounce the Italian **S**?

In Italian, when a single **S** is between two vowels it is pronounced like the **S** in the English word 'rose'. Highlight the words in the **scioglilingua** that follow this rule. Then practise saying the rhyme paying attention to the rule.



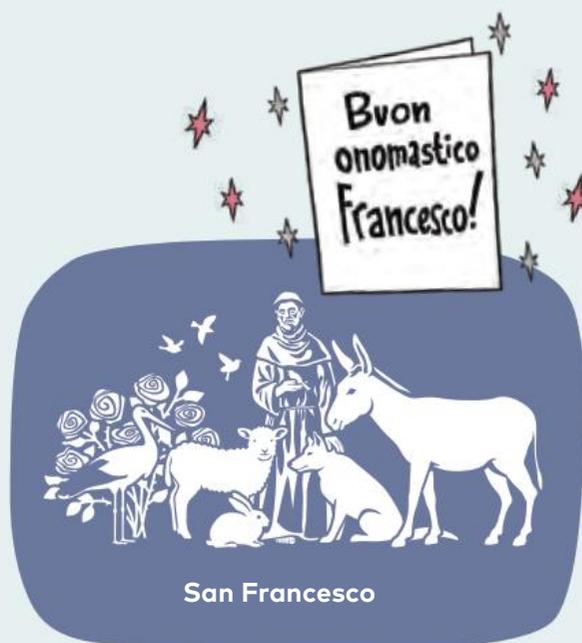
Mentre sei studenti scozzesi
osservano asciugamani rossi stesi,
sessanta musicisti a Sassuolo
ammassano grossi pesi al suolo
e sette graziose principesse ad Assisi
suonano il sassofono con grandi sorrisi!

e-platform

Simile o differente?

In Italy, many people are named after saints and, besides birthdays, Italians also celebrate **l'onomastico** (name day), which falls on the day of the saint you are named after. For example, if your name is Francesco, your **onomastico** falls on the 4th of October. This tradition is particularly strong in the southern regions where it can sometimes be more important than birthdays.

Do a little bit of research and find out when your Italian name day is. Be aware that not all Italian names derive from a saint's name, so you might not have a name day. If that's the case, you can always pick a new name for yourself! Then complete the sentences below with your personal information.



Mi chiamo

Il mio onomastico è

Think about your culture: do you have a similar celebration? If yes, which one? If not, why do you think that is? Discuss differences and similarities between your traditions and the Italian one with the rest of the class.



ESSERE O NON ESSERE?

Avanti: recitiamo!

Now get together with your classmates to act out some or all of the story. Make sure you each take a role and rehearse so that you can create the best performance for the rest of the class. Think about props. Collaborate and decide what you can bring to class to help create the world of the characters. For example, you could all wear costumes or an accessory that signifies your character, or use an object that helps set the scene. You'll find the **Capitolo 13** story on page 184.

Osserviamo!

I superlativi

The story contains a particular form of adjective called a **superlativo** (superlative). In this form the adjective is given an extra degree of intensity in its meaning. To learn what **superlativi** are and how to form them, have a look at the sentences below and complete the English translations for each.

1. Il dinosauro è altissimo.

The dinosaur is very tall.

2. Gli scheletri sono interessantissimi.

The skeletons are

3. Emma è intelligentissima.

Emma is

4. Le ciambelle sono buonissime.

The doughnuts are

Now have a look at the rule below about how to form the superlative of different adjectives.

To form a superlative, first of all we drop the final letter of an adjective:

alto → **alt-**

intelligente → **intelligent-**

Then we add the new ending **-issimo/a/i/e**, choosing the ending depending on whether the noun the adjective refers to is masculine or feminine, singular or plural.

Il dinosauro è altissimo.

The dinosaur is very tall.

Questa ragazza è intelligentissima.

This girl is very intelligent.

I dinosauri sono altissimi.

The dinosaurs are very tall.

Queste ragazze sono intelligentissime.

These girls are very intelligent.

Notice that all superlative adjectives must agree in gender and number with the noun they describe. Even adjectives from **Gruppo 2** (ending in **-e**) act as adjectives from **Gruppo 1** (ending in **-o/a**) in the superlative form.

LO SAPEVI CHE... ?

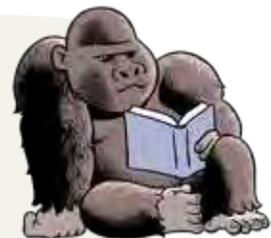
We can express the same meaning as a superlative by using **molto** (very) before the standard form of an adjective, as shown in the examples below.

Il dinosauro è molto alto.

The dinosaur is very tall.

I dinosauri sono molto alti.

The dinosaurs are very tall.



Now translate the sentences below into Italian using the correct superlative form of the adjectives underlined. Write both options given above: use **molto** in the first sentence and **-issimo/a/i/e** in the second sentence.

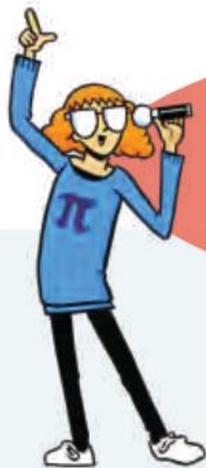
1. The museum is very interesting.

2. Emma is very boring.

3. The smoothies are very good.

4. The whales are very big.

To make sure you've understood, go to **La grammatica** point 2 on page 234.



Parliamo!

In pairs, or with your teacher and the class, ask and answer questions about what Emma is doing on different days during the month of September. Use the conversation models below, changing the words in **bold** accordingly.

SETTEMBRE						
lunedì	martedì	mercoledì	giovedì	venerdì	sabato	domenica
	1 <i>Studiare matematica con Alessandro</i>	2	3 <i>Suonare il pianoforte</i>	4	5	6
7	8 <i>Mangiare una pizza con Sofia</i>	9	10	11	12 <i>Giocare ai videogiochi con Max</i>	13 <i>Viaggiare con la famiglia</i>
14	15	16	17	18 <i>Guardare un film al cinema</i>	19	20
21 <i>Lavorare con Mia</i>	22	23	24 <i>Giocare a calcio</i>	25	26	27
28	29	30 <i>Visitare il museo</i>				

- a. You and your partner discuss what day it is, pointing to a different date for each conversation.

Che giorno è?

È **venerdì diciotto** settembre.

- c. One of you talks to Emma. Your partner answers for Emma.

Emma, quando **suoni il pianoforte**?

Suono il pianoforte il tre settembre.

- b. One of you asks Emma to do something on a day she is already busy. Your partner answers for Emma.

Emma, **mangiamo una pizza** insieme **lunedì ventuno** settembre?

No, mi dispiace. **Lunedì ventuno** settembre io **e Mia lavoriamo**.

Now go to the **Avanti! App** and keep practising!





Giochiamo!



Domino dei superlativi!

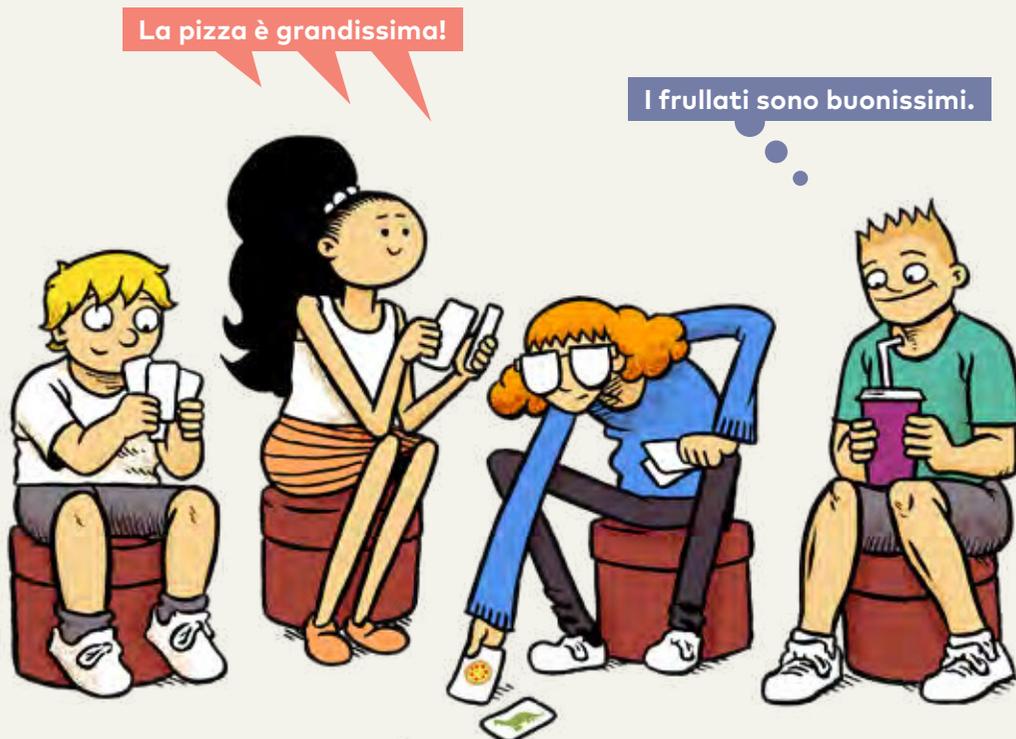
Materials (per group): one set of cards*

In small groups with a maximum of four people, see if you can match all the cards in the set. The aim is to match the picture on one card with the relevant sentence on another and, for each match, finish the sentence with the correct superlative adjective.

To play the game, divide your deck of cards equally among the group. One player starts by putting a card face up in the middle.

Everyone looks at their cards to find the illustration that matches the sentence on that card. The player who finds the matching card then places it face up under the sentence on the first card. Before moving on, the team needs to complete the sentence with the correct superlative form of the adjective given. Continue in this way until all the cards have been played!

When you're finished, let your teacher know by saying **Abbiamo finito!**



*Teacher's resource

Canzone

Listen to the song, then practise singing along focusing on your pronunciation!



I PIPISTRELLI



Mi piacciono i cani
E quasi tutti gli animali.
Mi piacciono i cavalli,
Le mucche e i galli.
Mi piacciono gli uccelli,
Sono molto molto belli.
Ma non mi piacciono...

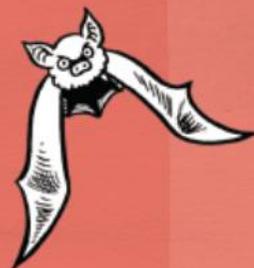
I pipistrelli
Non sono belli
I pipistrelli
Non sono belli
E ho paura
La notte è scura
Non sono belli
I pipistrelli
E non ho freddo, ma ho paura...
E non ho freddo, ma ho paura...

Mi piace visitare
La campagna o il mare.
Mi piace andare
In città a passeggiare.
Ma non mi piace il bosco
C'è un posto molto losco
Dove ci sono...

I pipistrelli
I pipistrelli
Non sono belli
I pipistrelli
E ho paura
La notte è scura
Non sono belli
I pipistrelli
E non ho freddo, ma ho paura...
E non ho freddo, ma ho paura...

Pipistrelli
Pipistrelli
Paura
Pericolosi

I pipistrelli
Non sono belli
I pipistrelli
Non sono belli
E ho paura
La notte è scura
Non sono belli
I pipistrelli
E non ho freddo, ma ho paura...
E non ho freddo, ma ho paura...



Capitolo 14

In bocca al lupo!

Can you see that the grey she-wolf (**la lupa**) in the emblem of the Roma team (right) is feeding two babies? Legend has it that the founders of the city of Rome, the twin brothers Romulus and Remus, were abandoned at birth and thrown in the River Tiber, then found by a she-wolf who fed them and took care of them until a shepherd took them in. The image of the twins being fed by the she-wolf is the symbol of the city of Rome to this very day.

Because of the grey she-wolf's legendary role in the foundation of the city of Rome, Italy's capital city, the grey wolf (**il lupo grigio**) is the national animal of Italy and has played an important role in the shaping of Italian national identity. The grey wolf is a native Italian animal that is unfortunately endangered, but much is being done to protect it.



In bocca al lupo! is a phrase often used by Italians. Literally it translates as 'in the mouth of the wolf!'. The appropriate response to this is **crepi!**, literally 'may it (the wolf) die!'. What do you think these expressions actually mean? Do a little research to find out.

Think about Australia, its flag and its emblems.

- Are any native Australian animals particularly represented?
- Do you know why these specific animals were chosen?
- Which animals do you think are significant to Australian national identity and why?
- Do you know the Italian names for these animals?

Do a little research and discuss your findings with the class.



'Lupa capitolina' a Roma

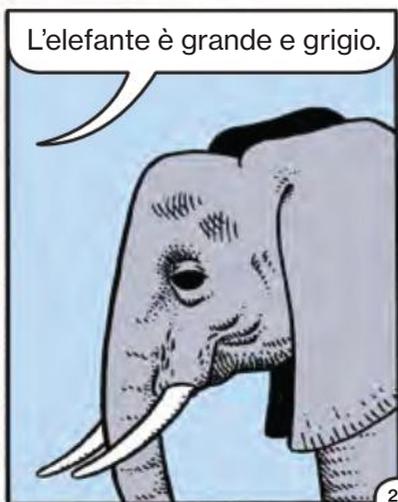
Leggiamo,
ascoltiamo e
guardiamo!

MI PIACE LO ZOO!

È mercoledì nove giugno.
Oggi i ragazzi visitano lo zoo.



L'elefante è grande e grigio.



La giraffa è alta.



Di che colore è?

È gialla e marrone.

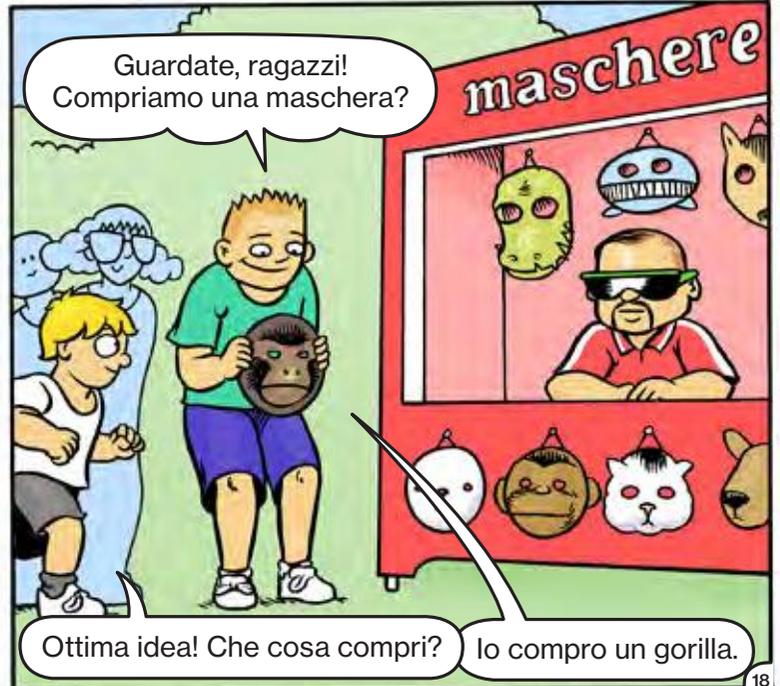
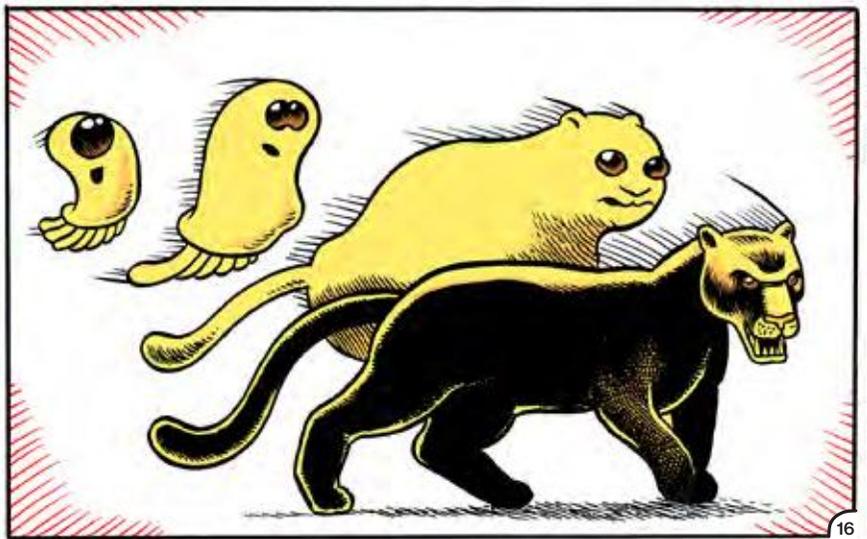
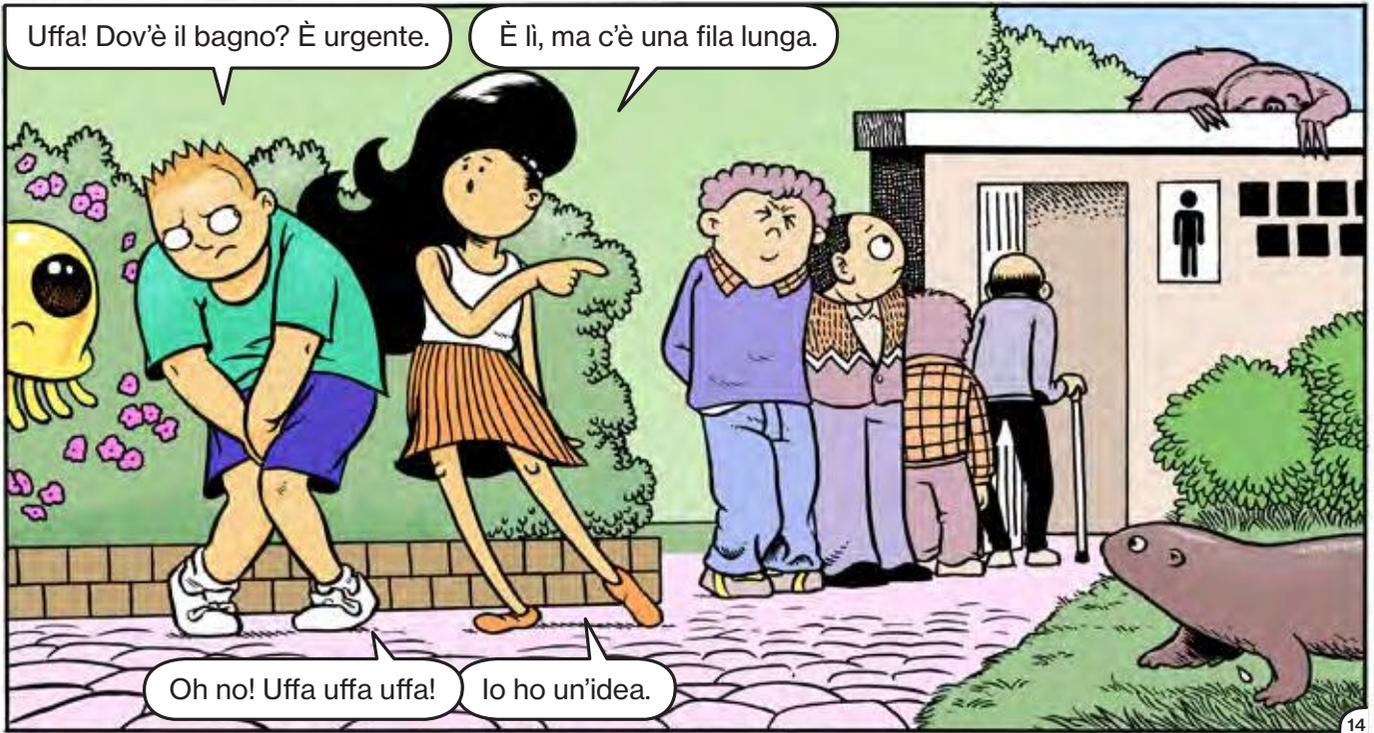
Anche il leone è
giallo e marrone.



E ci sono i frullati. Prima io compro un frullato.









Parole nuove

lo zoo	the zoo	il bagno	the bathroom
l'animale	the animal	urgente	urgent
di che colore è?	what colour is it?	li	there
di che colore sono?	what colour are they?	la fila	the line, the queue
prima	first, before	l'idea	the idea
l'erba	the grass	la maschera	the mask
l'insetto	the insect	il bambù	the bamboo
l'audio guida	the audio guide	quasi	almost
nella fattoria	in the farm	perché	why, because

Which word from the list above is a false friend? Which English word does it look like? Look on page 240 to find out the answer.



Abbiamo capito?

Discuss the story and what you have understood, then answer the following questions in Italian in complete sentences.

1. Che cosa compra Max?

2. Che cosa ascolta Sofia?

3. Perché il gorilla è triste?

4. Chi è triste come il gorilla?

5. Che maschera compra Alessandro?

6. Che cosa studia Emma?

READY FOR MORE?
STEP ONTO THE 

Come si dice?

Gli animali

Read the story to find the names of most of these animals, then write them underneath the pictures. Two you already know!



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



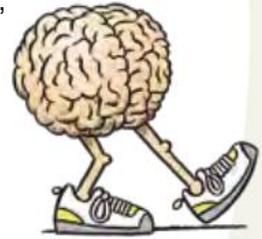
12.

LO SAPEVI CHE... ?

Most animal names can easily be recognised as being masculine or feminine, as they follow the same pattern as most nouns in Italian. For example, **il pinguino** ends in **-o** so it's masculine, while **la giraffa** ends in **-a** so it's feminine.

The gender of other animal names is not so easily recognisable. For example, we need to use a dictionary to find out the gender of **l'elefante** (elephant, which is masculine) or **la volpe** (fox, which is feminine).

There are also some animal names that are irregular: they end in **-a**, but are masculine instead of feminine, and they do not change in the plural. Some examples are **il gorilla** and **il panda** (**i gorilla** and **i panda** in the plural).



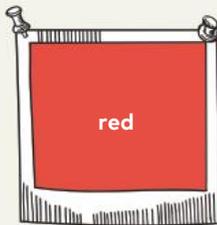
Come si dice?

I colori

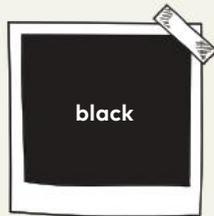
Write the correct Italian word for each colour below choosing from the words listed. Some of these words you already know, some you can work out from their context in the story, and others you will have to deduce.

verde bianco/a grigio/a marrone giallo/a arancione

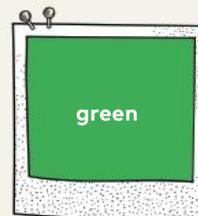
rosso/a viola blu azzurro/a nero/a rosa



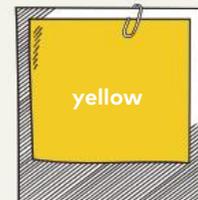
1.



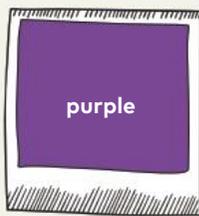
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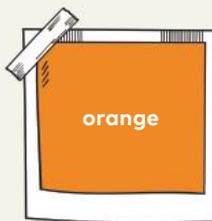
3.



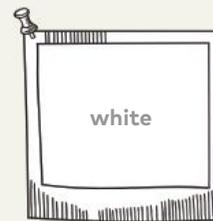
4.



5.



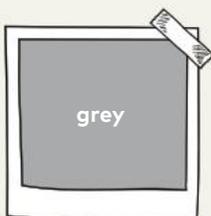
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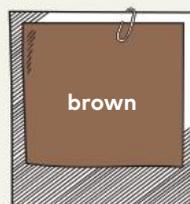
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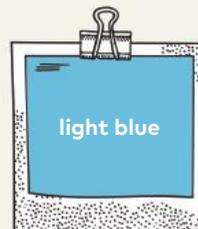
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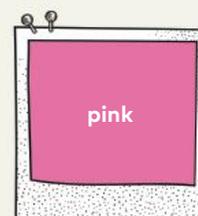
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11.



12.

Now go to the **Avanti! App** and keep practising!



Osserviamo!

Di che colore è?

Have another look at the story and complete the following sentences by giving the correct ending for each colour. What do you notice about how the words for colours change?

1. **L'elefante è grigi.....**
The elephant is grey.
2. **La giraffa è giall..... e marron.....**
The giraffe is yellow and brown.
3. **Anche il leone è giall..... e marron.....**
The lion is also yellow and brown.
4. **Una pantera ner.....? Mi piacciono le pantere ner.....**
A black panther? I like black panthers!
5. **Quasi tutti i panda sono bianch..... e ner....., ma ci sono anche i panda marron.....**
Almost all pandas are white and black, but there are also brown pandas.



Colours are adjectives and most of them change according to the noun they describe just as other adjectives do. We can divide adjectives of colour into three groups, depending on the way they work, as described in the table below. Use the examples given above and the list of colours in the **Come si dice?** on page 207 to complete the table.

Gruppo 1	Gruppo 2	Gruppo 3
nero/a	marrone	blu
.....	.....	rosa
.....	.....	viola
.....		
.....		
.....		
We use these colours just like we use the adjective alto/a .	We use these colours just like we use the adjective intelligente .	These colours never change.
These colours change according to the gender and number of the noun they describe.	These colours change according to the number of the noun they describe.	

To make sure you've understood, go to **La grammatica** point 3 on page 235.

Poesia

Here's a poem to help you practise pronouncing your double consonants and make sure they don't sound the same as the single consonants! Try holding the doubles a bit longer or giving them more emphasis. That way you'll sound more Italian. Once you've done some practice, you can recite the poem in class.



Io ho una **palla** per giocare
e tu hai una **pala** per scavare
con due **canne** noi peschiamo
e con il **cane** noi giochiamo
poi compriamo tre **cappelli**
per coprire i **capelli**.

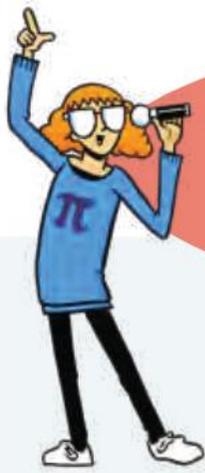


Quattro **case** hanno loro
con le **casse** del tesoro
cinque **torri** con le fate
e i **tori** in estate.

Sei **serre** con le zucchine
e le **sere** con le galline
sette le **note** per suonare
e la **notte** per riposare.

e-platform





Parliamo!

In pairs, or with your teacher and the class, practise talking about what people have or don't have. Use the conversation models below, changing the words in **bold** accordingly.



- a. You and your partner talk about who has what.

Chi ha **un computer**?

Emma e Alessandro hanno **un computer**.

- b. You and your partner talk about the colours of Emma and Alessandro's belongings.

Di che colore è **lo zaino di Emma**?

Lo zaino di Emma è **giallo**.

- c. You and your partner talk about what Emma and Alessandro have, clarifying the colours of the items.

Alessandro ha **una matita rossa**?

No, **Alessandro** ha **una matita nera**.



Avanti: recitiamo!

Now get together with your classmates to act out your own version of the **Capitolo 14** story on page 201. Change the animals the characters see. They can be real or imagined. Give their colours and say what they're like. Then find a new surprising ending for your story!

Now go to the **Avanti! App** and keep practising!



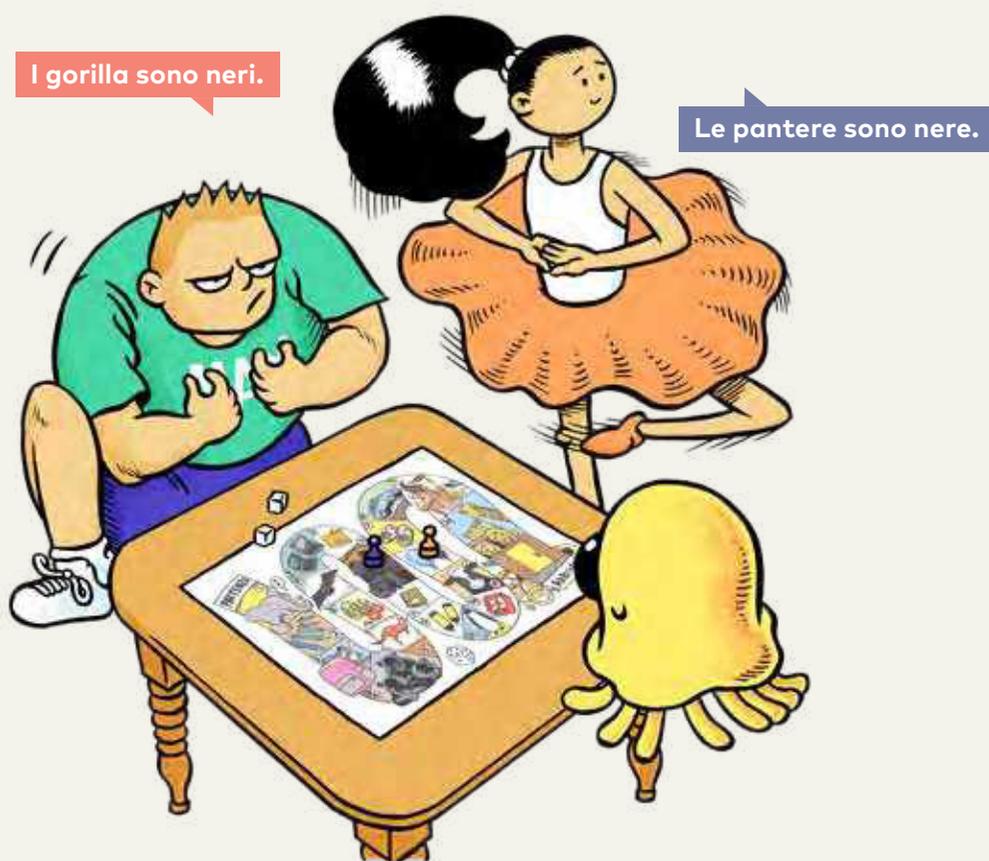


Il gioco dell'oca dei colori

Materials (per group): one board, tokens, one die*

See who can get to the end of the board first by accurately making up sentences using the items shown in the squares.

In small groups, each choose a token (**la pedina**), and roll the die (**il dado**) to decide who's going first. Start at the start (**la partenza**). The aim is to reach the finish line (**l'arrivo**) first. Take turns to roll the die to determine how far to move along the path. When you land on a square, you will need to make up a sentence that includes both the name(s) and colour(s) of the item(s) pictured. If you can't make up a sentence correctly or you can't remember the name of the item(s) or colour(s), you will have to skip a turn. First to the end is the winner!



*Teacher's resource

Italiano in pratica

With a classmate, find at least one item in the classroom for each of the colours you've learnt how to say in Italian. Then present the items to the class by saying their names and their colours.

Capitolo 15

Le regioni e le tradizioni

Italy has a long and diverse tradition of popular music and dances. Each region has its own traditions and these are still a feature of regional celebrations. For example, **la tarantella** is a popular folk dance typical of the southern regions of **Puglia**, **Calabria** and **Sicilia**. It is characterised by fast upbeat music and is said to have originated from the tarantula, a poisonous spider whose bite is said to cause convulsions and agitation, something very similar to the way in which people dance **la tarantella**.

Two important musical traditions, Roman folksong and Neapolitan song, are strictly linked to the cities of Rome and Naples and to their respective dialects. In fact, although standard Italian is the official language of Italy, almost every town across the country has its own dialect, a particular kind of language specific

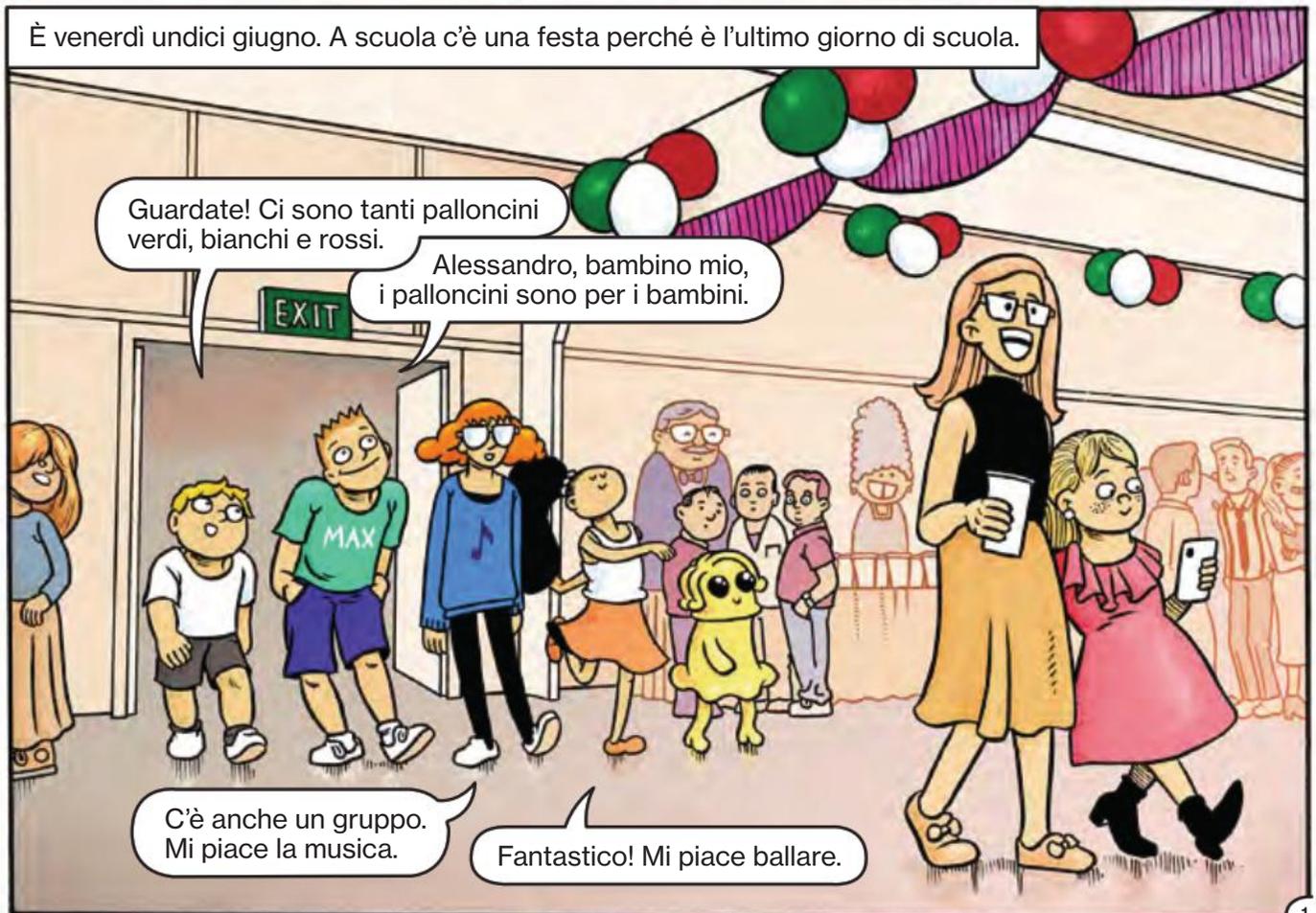
to a certain area or group of people. If you listen to **gli stornelli romani** or **la canzone napoletana**, you will realise that the lyrics sound a bit different from the Italian you have grown used to: this is because these songs are written in Roman and Neapolitan dialects.

- What folk music and dance traditions are part of you and your classmates' heritage?
- What are their origins and who sings or dances them?
- Are any of the song lyrics in dialect?
- Which and how many languages and dialects from around the world do your classmates or their families speak?



La tarantella calabrese

È venerdì undici giugno. A scuola c'è una festa perché è l'ultimo giorno di scuola.



Guardate! Ci sono tanti palloncini verdi, bianchi e rossi.

Alessandro, bambino mio, i palloncini sono per i bambini.

C'è anche un gruppo. Mi piace la musica.

Fantastico! Mi piace ballare.



Chi suona?

Il gruppo si chiama I Dinosauri. Sono bravi?



Ciao ragazzi. Sì, sono molto bravi. Cantano molto bene.



Uuuu... interessante... come si chiama il ragazzo carino?





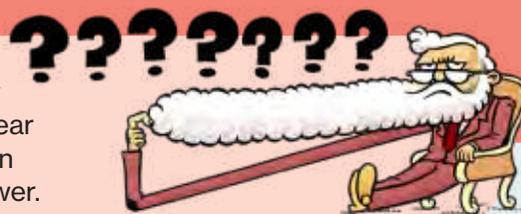




Parole nuove

la festa	the party, the celebration	il gallo	the rooster
tanto/a	a lot	il pappagallo	the parrot
il gruppo	the band	l'asino	the donkey
bene	well	il secchione	the (male) nerd
antipatico/a	unpleasant	la secchiona	the (female) nerd
male	badly	cattivo/a	mean, bad
l'applauso	the applause	il melone	the melon
la versione	the version	la canzone	the song
moderno/a	modern	d'amore	of love
non è possibile!	it's not possible	quale/i	which
		lo strumento musicale	the musical instrument

What is the date of the end-of-school-year party in the story? Why do you think the Italian school year ends in the middle of the calendar year and starts in September? Look on page 240 to find out the answer.



Abbiamo capito?

Discuss the story and what you have understood, then answer the following questions in Italian in complete sentences.

1. Come si chiama il primo gruppo?

2. Di chi ha paura Max?

3. Chi canta 'Nella vecchia fattoria'?

4. Quali strumenti musicali suonano i ragazzi?

5. Secondo Ugo come si chiama il gruppo di Max, Alessandro, Emma, Mia e Sofia?

6. Secondo Helga che tipo è Max?

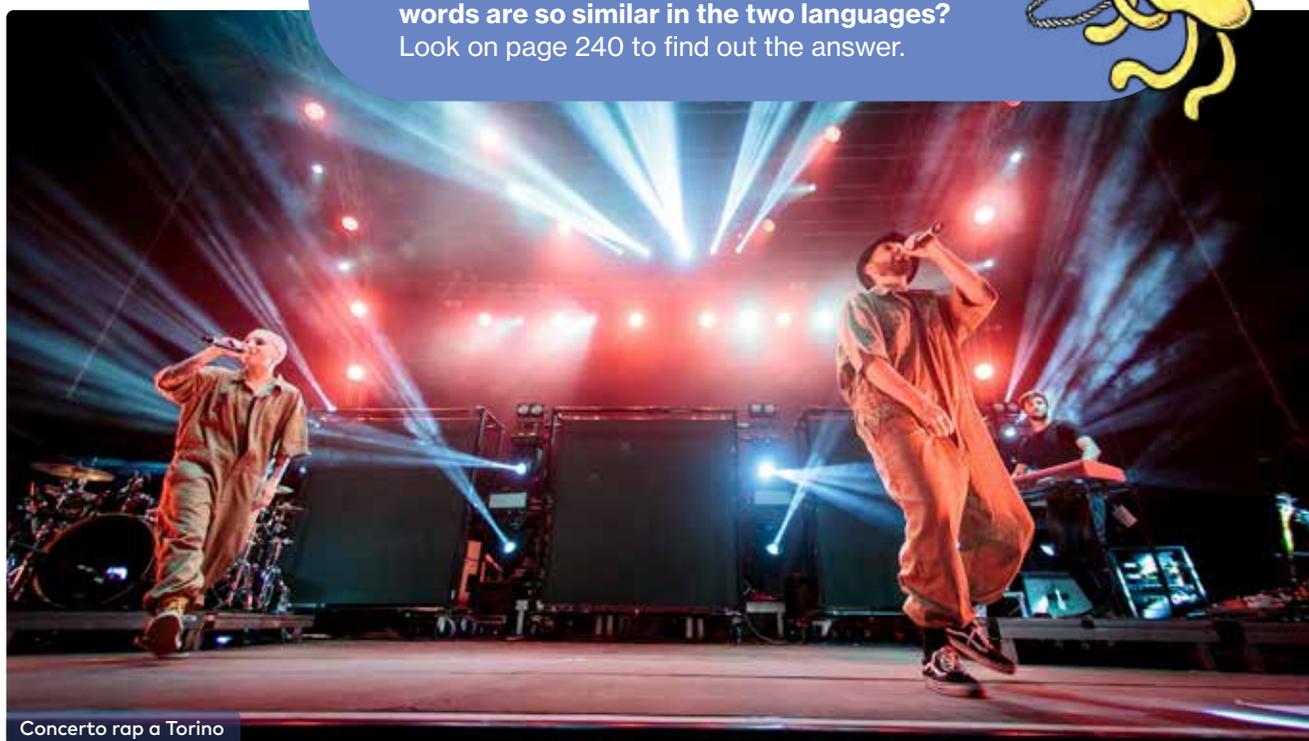
READY FOR MORE? STEP ONTO THE 

Simile o differente?

What other music genres do you know and like? Work in small groups: look at the list of music genres below and match the Italian to the correct English translation, as shown in the example. Feel free to ask your teacher the words for other genres in Italian.

la musica classica	hip hop music
la musica pop	folk music
la musica rock	classical music
la musica rap	jazz music
la musica hip hop	rock music
la musica jazz	pop music
la musica popolare	rap music

Have a closer look at the list of music genres in both English and Italian. **Why do you think these words are so similar in the two languages?** Look on page 240 to find out the answer.



Concerto rap a Torino

Italiano in pratica

Which sort of music do your classmates listen to? Get up and get moving: ask everyone **Che tipo di musica ti piace?** and make a note for every answer you get for each music genre. Once you've spoken to everybody in the class, have a look at the results: which genre is the most popular in your class?

Come si dice?

Gli strumenti musicali

Look at the musical instruments pictured and, choosing from the words listed, write the correct Italian name underneath each one.

la batteria

la tastiera

il sassofono

la tromba

la chitarra acustica

il violino

il basso

la chitarra elettrica

il flauto

il pianoforte

il trombone

la fisarmonica



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.

Now practise the new vocabulary. Walk around the class, talk to different classmates and find out whether they play any musical instruments. Use the conversation models on the right and remember to change the name of the instrument in **bold** accordingly.

Suoni uno strumento musicale?

Sì, suono **la chitarra elettrica**.

Suoni uno strumento musicale?

No, ma mi piace **la batteria**.

Osserviamo!

A chi piace la musica?

Have another look at the story and complete each of the following sentences with the name of the relevant character, according to the likes and dislikes they expressed in the story.

1. **A** **piace la musica.**
2. **A** **piace ballare.**
3. **A** **non piace suonare.**
4. **A** **non piace Helga.**
5. **Ad** **piacciono i palloncini.**

As you can see, to talk about what people like or don't like, we use the following expression:

a + name of the person/people + **(non) piace/piacciono**

We use **ad** instead of **a** if the name that follows starts with an **a** (i.e. **Alessandro**), to avoid a clash of sound.

To make sure you've understood, go to **La grammatica** point 1 on page 234.

Italiano in pratica

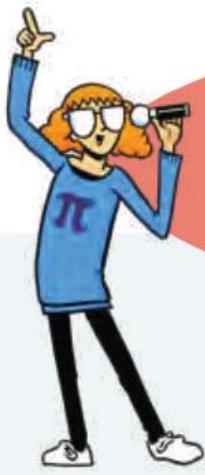
Learn about what your classmates like and dislike and practise using **piace/piacciono**.

Pair up with a classmate and ask one another the questions below, making note of each other's answers. Then report back to the whole class and tell everybody what your classmate (**compagno/a**) likes or doesn't like, using the expression you have just learnt. You can repeat the exercise as many times as you like with different classmates.

il mio compagno

- | | sì | no |
|--------------------------------|--------------------------|--------------------------|
| 1. Ti piace la musica? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ti piace ballare? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ti piacciono le feste? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ti piace lo sport? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ti piace studiare italiano? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ti piacciono i dolci? | <input type="checkbox"/> | <input type="checkbox"/> |





Parliamo!

In pairs, or with your teacher and the class, practise talking about weekly schedules and what someone does and doesn't like to do referring to Max's planner below. Use the conversation models, changing the words in **bold** accordingly.

L'AGENDA di Max						
lunedì	martedì	mercoledì	giovedì	venerdì	sabato	domenica
Lavorare da McDonetti	Giocare a calcio	Giocare ai videogiochi	Guardare la TV con la famiglia	Lavorare da McDonetti	Giocare a calcio	Mangiare con la famiglia
Preparare i panini e i frullati	la Juventus	★★★★★		Preparare i panini e i frullati	la Juventus	
	Studiare inglese		Ascoltare la musica		Guardare un film al cinema	bleah
	Troppo difficile!		la musica rock		i film dell'orrore	Suonare e cantare con gli amici

- a. You and your partner talk about what Max is doing on each day.

Che cosa fa Max **la domenica?**

La domenica Max mangia con la famiglia.

- b. One of you talks to Max. Your partner answers for Max.

Max, quando **giochi a calcio?**

Gioco a calcio il martedì e il sabato.

- c. You and your partner talk about Max's likes and dislikes.

A Max **piacciono i film dell'orrore?**

No, a Max non piacciono i film dell'orrore.



Now go to the **Avanti! App** and keep practising!

LO SAPEVI CHE... ?

We don't always have to use the article before the days of the week. We use it when we talk about an action that regularly occurs on a specific day of the week. For example:

La domenica gioco a calcio.

On Sundays I play soccer.

We don't use the article when we talk about something that we are going to do next Monday, Tuesday, etc. For example:

Domenica gioco a calcio.

This Sunday I am playing soccer.

**Bingo!**

Materials (per student): one bingo card*

Play bingo with words instead of numbers! All you need to do is ask one another whether you like the items listed on your bingo card and, each time a classmate answers yes, fill in their name (**nome**) on your card until it is complete.

You will need to use either **ti piace** or **ti piacciono** in your question, depending on the word for the item (singular, plural or verb).

Ask one question to one classmate, then move on to another person and so on.

To win the game, you have to complete the whole card with your classmates' names, but be careful: you are allowed to use the same name only twice!

The fastest person to complete the card wins, so make sure you call out 'Bingo!' when you have completed the whole card.

When the game is over and the winner has been declared, the teacher will ask you questions about what you have found out about your classmates' likes and dislikes.

Mia, ti piacciono i film dell'orrore?

Sì, mi piacciono molto i film dell'orrore.



*Teacher's resource

CIAO AMICI!

con Valeria e Andrea

HOME

RICETTE

CREAZIONI

VIAGGIARE IN ITALIA

CONTATTI



Il mondo di Valeria

Mangiare, creare, viaggiare

3 COMMENTI



martedì 23 novembre

Un calendario dell'avvento speciale!

Post di **ValeriaCreativa**

Per tante persone il Natale comincia a dicembre. A dicembre tante persone comprano i regali e le decorazioni per l'albero di Natale, preparano il presepe e mangiano tanti dolci buonissimi. In questo periodo ci sono anche tante feste di Natale! Fantastico! Anche gennaio è un mese speciale, perché il 6 gennaio arriva la Befana con i regali.

Per me, il periodo di Natale comincia a novembre! A novembre mi piace preparare il calendario dell'avvento perché è tipico del periodo di Natale in Italia. Ci sono i calendari dell'avvento in Australia?

Mi piace colorare e usare il calendario nell'immagine come un diario per creare una lista di eventi e di attività del Natale! Questo calendario è anche un regalo per voi.



Ecco un calendario dell'avvento speciale per voi!



La settimana bianca



Le decorazioni per la festa di Natale



La cioccolata calda!

Indaghiamo!

Read Valeria's blog and decide whether the following statements are **vero** (true) or **falso** (false). Then correct the false statements.

- | | | |
|--|------|-------|
| 1. Valeria ha un blog insieme ad Andrea. | vero | falso |
| 2. Valeria è creativa. | vero | falso |
| 3. Per Valeria il Natale comincia a dicembre. | vero | falso |
| 4. A Valeria piace preparare le decorazioni di Natale. | vero | falso |

LO SAPEVI CHE... ?

La Befana is an old woman who visits the homes of all Italian children overnight between January 5th and 6th while they are asleep. She fills their socks with presents and lollies if they've been good and with coal if they've been bad. She wears old clothes, carries a broom and is often dirty with soot. Her arrival marks the end of the Christmas period in Italy. What is traditionally considered the last day of Christmas in Australia?

After Christmas it is very common to go away for a short holiday. As Christmas in Italy occurs in **inverno** (winter), many people choose to go to the mountains and enjoy **la neve** (the snow). What regions do you think are the snowiest and why?

It is common for Italians to refer to a short holiday at the snow as **la settimana bianca**. Why do you think that is? Look on page 240 to find out the answer.



Mercatini di Natale a Merano, in Trentino Alto Adige

Scopriamo!

- a. In Italy Christmas is in **inverno** (winter). Look at the other season names below. Can you work out which is which? Check them in your dictionary, then write their English translation.

l'inverno winter la primavera

l'estate l'autunno

- b. Read Valeria's blog again and identify the words associated with Christmas traditions, then match the Italian words below with the right image by drawing a line.



le decorazioni

il calendario dell'avvento

l'albero di Natale

il presepe

i dolci

il regalo

la Befana

Babbo Natale

Once you have confirmed the answers for **Scopriamo! a** and **b** with your teacher, write the correct definitions in **Il vocabolario** on page 237.

- c. Read the blog one more time to find out how to say the infinitive of the following verbs in Italian. Note that for two of the verbs you will need to work out the infinitive from the form that is given in the blog.

to create to buy

to start, to commence to prepare

to eat to colour in

to travel to use

Il calendario di

1 <i>Giocare a</i>	2 <i>Guardare</i>	3 <i>Ascoltare</i>	4 <i>Comprare un regalo per</i>	5 <i>Parlare con</i>
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25 <i>Ecco le vacanze!</i>



Cara Valeria... Now it's time to make your own Advent-style calendar. Using Valeria's template, write your own list of special activities for the last 24 days of school leading up to your school holidays! Don't forget to use the verbs you've just learnt along with other words you already know.



Ciao Australia!

BENVENUTI

in Italia!

Prima di guardare!

Il Natale in Italia

- a. You have just learnt much about the Christmas period in Italy. What are some events of equivalent cultural significance celebrated in Italy, Australia or other countries? Discuss with the class and come up with a list.
- b. With a classmate, choose one event of equivalent cultural significance to compare with Christmas in Italy. Note that it could be Christmas in Australia or another country! Then discuss and list three similar and three different aspects between the two events. Share your findings with the class. What reasons can you suggest for some of the similarities and differences you found?

Le feste: il Natale in Italia e

Simile

Differente

.....

.....

.....

.....

.....

.....



Luci d'Artista a Salerno, in Campania



- a. Watch the video and, while watching, notice what Andrea and Valeria say about the activities and items listed in the right-hand column below. According to the information in the video, who likes these things? Link the activities and items on the right to the correct person on the left. Remember to choose between **piace** and **piacciono** according to whether what they like is an action, a singular item or a plural item.

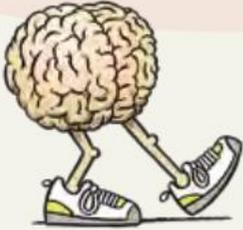
A Valeria piace...	guardare i vecchi video di Natale
A Valeria piacciono...	i regali
Ad Andrea piace...	la neve
Ad Andrea piacciono...	il Natale
Ad Andrea non piace...	le vacanze
	ascoltare la musica italiana e inglese
	cantare
	suonare la chitarra
	il Vegemite

- b. Watch the video again and choose the right option to complete each of the sentences.

- In Italia a Natale ci sono **quattro** **due** settimane di vacanza.
- Valeria è **contentissima** **tristissima** perché è quasi Natale.
- Andrea ha una casa **nelle Marche** **nel Molise**.
- Nei video Andrea è **Babbo Natale** **un bambino**.
- In Italia gli studenti hanno molte vacanze **in estate** **in inverno**.
- Molti italiani giocano **a bocce** **a tombola** a Natale.
- È **facile** **difficile** giocare a bocce quando c'è la neve.
- Il torrone è tipico del periodo di **Natale** **Pasqua**.
- Valeria **mangia** **non mangia** il Vegemite.
- Buon Natale significa **'Happy New Year'** **'Merry Christmas'**.

LO SAPEVI CHE... ?

In Italy **il Natale** is a very important time of the year and there are lots of traditional sweets that are typical of the festivities and the Christmas period. Many of the traditional sweets change from region to region so there is much diversity in the range of delicacies that people can enjoy. Do you know any Italian desserts or sweets that are typical of Christmas or of other festivities?



In Italy **il pranzo di Natale** (Christmas lunch) lasts for hours and includes many courses. Families gather around the table and spend the day eating, drinking, exchanging presents and playing games. Very common Christmas games are **le carte** (playing cards) and **la tombola** (bingo). What games are part of equivalent traditions that you are familiar with?

Facciamo una ricerca!

- a. What have you learnt so far about Christmas in Italy? Use all the information you have collected up to now to fill in the note card below.

FESTA:

QUANDO?

DOVE?

CIBI TIPICI:

.....

.....

TRADIZIONI:

.....

.....



Panettone tradizionale di Natale

Now test your knowledge of Italian Christmas with the quiz **Il Natale in Italia** on the **Avanti! App**.



- b. In the video, Valeria mentions a traditional cake typically consumed during the period of **Pasqua** (Easter). Do you remember what it is? Research Easter in Italy and find the missing information to fill in the note card below. Then share your findings with the rest of the class.

FESTA:

QUANDO? **Quest'anno è domenica**

.....

DOVE? **In tutta Italia**

CIBI TIPICI:

.....

TRADIZIONI:

.....

.....



Collaboriamo!

In the previous activities you learnt many words related to festivities. Now it's time to create a class **dizionario delle feste** (parties and festivities dictionary)! In small groups, work on a specific section of the dictionary to create one or more pages containing words in Italian with their English equivalent and an appropriate image. You can use the words you learnt in this unit but you will have to research new words too! At the end, all the groups will share their materials to create a unique class dictionary containing images, Italian words and English translations.

Each group should focus on one of the following categories:

- **i dolci** (desserts and sweets)
- **i cibi salati** (savoury dishes)
- **i regali per i bambini** (children's presents)
- **i regali per gli adulti** (adults' presents)
- **i vestiti** (clothes)
- **le decorazioni** (decorations)



Giochiamo!



La tombola

Materials (per student): **tombola** cards (below), pencil

It's time to play **la tombola**! Fill in each cell of the two **tombola** cards below with a different number of your choice between 1 and 90 and get ready to play. Your teacher or a classmate will pick numbers and call them out. When you hear a number that is on your card make sure you circle it.

The aim of the game is to circle all the numbers on the card so you can shout **tombola**! and win the competition. Besides **tombola**, there are other winning combinations, depending on how many numbers in a row you circle.

- When you circle two numbers in a row, shout **ambo!**.
- When you circle three numbers in a row, shout **terno!**.
- When you circle four numbers in a row, shout **quaterna!**.
- When you circle five numbers in a row, shout **cinquina!**.
- When you have circled all the numbers on your card, shout **tombola!**.

Attenzione! If you shout **ambo!**, you cannot re-use those numbers as part of any of the other sequences (that is, **terno**, **quaterna** or **cinquina**).

Tombola!





Il periodo di Natale in Emilia Romagna

La grammatica

1. A... piace/piacciono (someone likes)

To talk about likes and dislikes we use the verb **piacere** (to like). You've already learnt how to say 'I like' (**mi piace/piacciono**) and 'you like' (**ti piace/piacciono**). For example:

Ti piace il frullato? Do you like the smoothie?	Sì, mi piace il frullato. / No, non mi piace il frullato. Yes, I like the smoothie. / No, I don't like the smoothie.
Ti piace ballare? Do you like to dance?	Sì, mi piace ballare. / No, non mi piace ballare. Yes, I like to dance. / No, I don't like to dance.
Ti piacciono i libri? Do you like books?	Sì, mi piacciono i libri. / No, non mi piacciono i libri. Yes, I like books. / No, I don't like books.

If we want to discuss other people's likes and dislikes, we follow this rule:

a + name of the person/people + **(non) piace/piacciono**

For example:

A Max piace il frullato. Max likes the smoothie.	A Sofia piace ballare. Sofia likes to dance.	A Emma non piacciono i videogiochi. Emma doesn't like video games.
--	--	--

Attenzione! If the name of the person/people we are talking about starts with the letter **a**, such as **Alessandro** or **Anna**, we need to use **ad** in front of their names to avoid a sound clash. For example:

Ad Alessandro piace la musica pop. Alessandro likes pop music.	Ad Anna piacciono i film dell'orrore. Anna likes horror movies.
--	---

2. The superlative forms of adjectives (-issimo)

The meaning of an adjective can be emphasised by using a **superlativo** (superlative), which allows us to say that something or someone is very beautiful, very intelligent, etc. For example:

Questo ragazzo è carino. This guy is nice.	→	Questo ragazzo è carinissimo. This guy is very nice.
Questa ragazza è alta. This girl is tall.	→	Questa ragazza è altissima. This girl is very tall.

To form a superlative, we simply take away the final vowel from the basic form of an adjective and add **-issimo**. For example:

carino → **carin** → **carinissimo**

The ending of a superlative always changes to agree with the person or thing it describes, just as a regular adjective does. For example:

Questo libro è interessantissimo. This book is very interesting.	Questi libri sono interessantissimi. These books are very interesting.
Questa pizza è buonissima. This pizza is very good.	Queste pizze sono buonissime. These pizzas are very good.

Notice that all superlative adjectives must agree in gender and number with the noun they describe. Even adjectives from **Gruppo 2** (ending in **-e**) act as adjectives from **Gruppo 1** (ending in **-o/a**) in the superlative form.

Questo gallo è felice. This rooster is happy.	→	Questo gallo è felicissimo. This rooster is very happy.
Questa pantera è veloce. This panther is fast.	→	Questa pantera è velocissima. This panther is very fast.

3. Adjectives of colour

The words for colours are adjectives and in Italian most of them change according to the noun they describe. We can divide adjectives of colour into three groups, depending on the way they work.

Gruppo 1	
azzurro/a	light blue
bianco/a*	white
giallo/a	yellow
grigio/a	grey
nero/a	black
rosso/a	red

These colours always agree in gender (masculine or feminine) and number (singular or plural) with the noun they describe. For example:

Il cavallo è nero. **I cavalli sono neri.**
The horse is black. The horses are black.

La pantera è nera. **Le pantere sono nere.**
The panther is black. The panthers are black.

* **Attenzione!** Pay attention to the spelling of **bianchi** and **bianche**. In the plural, we need to add an **h** to maintain the hard **C** sound of the singular form of the word. For example:

I pinguini sono bianchi e neri.
The penguins are white and black.

Le balene sono bianche.
The whales are white.

Gruppo 2

arancione	orange
marrone	brown
verde	green

These colours agree in number only (singular or plural) with the noun they describe. For example:

Il cavallo è marrone. **I cavalli sono marroni.**
The horse is brown. The horses are brown.

La mucca è marrone. **Le mucche sono marroni.**
The cow is brown. The cows are brown.

Gruppo 3

blu	blue
rosa	pink
viola	purple

These colours never change to agree with the noun they describe. For example:

Il pennarello è blu. **I pennarelli sono blu.**
The marker is blue. The markers are blue.

La penna è blu. **Le penne sono blu.**
The pen is blue. The pens are blue.

4. The days of the week

We don't always have to use the article before the days of the week. We use it when we talk about an action that regularly occurs on a specific day of the week. For example:

La domenica gioco a calcio.
On Sundays I play soccer.

We don't use the article when we talk about something that we are going to do next Monday, Tuesday, etc. For example:

Domenica gioco a calcio.
This Sunday I am playing soccer.

Il vocabolario

VERBI

arrivare
avere ragione
comprare
entrare
funzionare
parlare
trasportare
viaggiare
visitare

AGGETTIVI

antipatico/a
cattivo/a
comodo/a
estinto/a
grande
lungo/a
moderno/a
noioso/a
nudo/a
possibile
tanto/a
ultimo/a
urgente
vecchio/a
vegetariano/a

ANIMALI

l'animale
l'asino
la balena
il canguro
il cavallo
il dinosauro
l'elefante
il gallo
la giraffa
il gorilla
l'insetto
il leone
il lupo
la lupa
la mucca
il panda
la pantera
il pappagallo
il pinguino
la volpe

COLORI

il colore
colorato/a
di che colore è?
di che colore sono?
arancione
azzurro/a
bianco/a
blu
giallo/a
grigio/a

VERBS

to arrive
to be right
to buy
to enter
to function
to speak
to transport
to travel
to visit

ADJECTIVES

unpleasant
mean, bad
comfortable
extinct
big
long
modern
boring
naked
possible
a lot
last
urgent
old
vegetarian

ANIMALS

the animal
the donkey
the whale
the kangaroo
the horse
the dinosaur
the elephant
the rooster
the giraffe
the gorilla
the insect
the lion
the male wolf
the she-wolf
the cow
the panda
the panther
the parrot
the penguin
the fox

COLOURS

the colour
coloured, colourful
what colour is it?
what colour are they?
orange
light blue
white
blue
yellow
grey

marrone
nero/a
rosa
rosso/a
verde
viola

MESI

gennaio
febbraio
marzo
aprile
maggio
giugno
luglio
agosto
settembre
ottobre
novembre
dicembre

GENERI MUSICALI

la canzone d'amore
la musica classica
la musica hip hop
la musica jazz
la musica pop
la musica popolare
la musica rap
la musica rock

STRUMENTI MUSICALI

il basso
la batteria
la chitarra acustica
la chitarra elettrica
la fisarmonica
il flauto
il pianoforte
il sassofono
la tastiera
la tromba
il trombone
il violino

PERSONE

l'amico
l'amica
la famiglia
il secchione
la secchiona

FESTE E CONCERTI

l'applauso
la canzone
il concerto
la festa

il gruppo
la maschera
l'onomastico

brown
black
pink
red
green
purple

MONTHS

January
February
March
April
May
June
July
August
September
October
November
December

MUSICAL GENRES

the love song
the classical music
the hip hop music
the jazz music
the pop music
the folk music
the rap music
the rock music

MUSICAL INSTRUMENTS

the bass guitar
the drums
the acoustic guitar
the electric guitar
the piano accordion
the flute
the piano
the saxophone
the keyboard
the trumpet
the trombone
the violin

PEOPLE

the (male) friend
the (female) friend
the family
the (male) nerd
the (female) nerd

PARTIES AND CONCERTS

the applause
the song
the concert
the party, the celebration;
the holiday
the band
the mask
the name day

ALTRI NOMI

l'audio guida
 il bagno
 il bambù
 la bibita
 i broccoli
 la carne
 l'erba
 la fattoria
 la fila
 l'idea
 il lecca lecca
 il melone
 il metro
 il museo
 la navetta spaziale
 la panca
 la pianta
 il piatto
 il primo
 la sala
 lo scheletro
 la scultura

OTHER NOUNS

the audio guide
 the bathroom
 the bamboo
 the soft drink
 the broccoli
 the meat
 the grass
 the farm
 the line, the queue
 the idea
 the lollipop
 the melon
 the metre
 the museum
 the space shuttle
 the bench
 the plant
 the plate; the dish
 the first
 the room
 the skeleton
 the sculpture

la stazione spaziale
 lo stornello
 la Terra
 la versione
 lo zoo

the space station
 a type of folk song
 the Earth
 the version
 the zoo

DOMANDE E ESPRESSIONI

che cosa c'è qui?
 che giorno è oggi?
 perché?

QUESTIONS AND EXPRESSIONS

what's in here?
 what day is it today?
 why?

abbiamo finito!
 buon compleanno!
 che buono!
 incredibile!
 lavori in corso
 non... ancora
 non è possibile!
 qualche volta

we've finished!
 happy birthday!
 how yummy!
 incredible!
 work in progress
 not yet
 it's not possible!
 sometimes

ALTRE PAROLE

ancora
 napoletano/a
 perché
 prima
 qui
 romano/a
 veramente

OTHER WORDS

again
 Neapolitan
 because
 before
 here
 Roman
 actually, really

**Le parole di Valeria e Andrea****VERBI**

colorare
 cominciare
 creare
 significare
 usare

VERBS

to colour in
 to start, to commence
 to create
 to mean
 to use

NOMI

l'attività
 il blog
 la casa
 i cibi salati
 la cioccolata calda
 il contatto
 la creazione
 il diario
 l'evento
 l'immagine
 la lista
 il mondo
 la neve
 la Pasqua
 il periodo
 la persona
 la ricetta
 la settimana bianca
 il torrone
 la tradizione
 la vacanza
 il video
 i vestiti

NOUNS

the activity
 the blog
 the house
 the savoury dishes
 the hot chocolate
 the contact
 the creation
 the journal
 the event
 the picture, the image
 the list
 the world
 the snow
 Easter
 the period
 the person
 the recipe
 the skiing holiday
 the nougat
 the tradition
 the vacation, the holiday
 the video
 the clothes

ALTRE PAROLE

creativo/a
 quale/i
 quasi
 speciale
 tipico/a
 vecchio/a

OTHER WORDS

creative
 which
 almost
 special
 typical
 old

GIOCHI

le bocce
 la tombola
 le carte

GAMES

the bocce (similar to bowls)
 the bingo
 the playing cards

NATALE

il Natale
 il calendario dell'avvento
 il pranzo di Natale
 l'albero di Natale
 Babbo Natale
 la Befana
 la decorazione
 il dolce
 il presepe
 il regalo

CHRISTMAS

Christmas
 the Advent calendar
 the Christmas lunch

STAGIONI

l'inverno
 la primavera
 l'estate
 l'autunno

SEASONS

the winter

Riflettiamo sulla lingua!

UNITÀ 1

Capitolo 1

P2

Domanda The friendly greeting **ciao** is heard all over the world nowadays, but it originally meant something quite different. It came from the Italian word **schiaivo**, meaning 'slave'. Why do you think that is? Can you work out the connection between the two words?

Risposta The word **ciao** comes from the Venetian word for **schiaivo** (slave), written as **s'ciavo** in dialect. This was a popular greeting in Venice: it can be literally translated as 'I am your slave/servant' and was used to express your respect towards the person you were greeting. The Venetian word changed over time and the contemporary form **ciao** started being used all over Italy at the beginning of the twentieth century.

P2

Domanda Can you guess what the Australian Aboriginal word 'gangurru' became in English? Do you know any other Aboriginal and Torres Strait Islander words that have been adopted into Australian English from the approximately 250 Indigenous languages originally spoken in Australia?

Risposta The Aboriginal word 'gangurru' became the English word 'kangaroo'. 'Gangurru' derives from a language of North Queensland, Guugu Yimidhirr, and in that language it refers to the large black or grey kangaroo. Other English words that come from Aboriginal languages include 'boomerang', 'dingo', 'koala', 'kookaburra', 'quokka' and 'wallaby'. As you can see, many of these words refer to Australian native animals: this is because Aboriginal people were the first people to name these creatures and the English colonisers adopted and adapted these names when they came to Australia.

P5

Domanda Since Italian secondary students call their teachers **professore** and **professoressa**, do you think the English word 'professor' might have a different meaning to these similar Italian words?

Risposta The English 'professor' and the Italian **professore** and **professoressa** come from the same Latin word and refer to people with expert knowledge in a specific field. However, in English we use this title only for university professors, while in Italy middle and high school teachers are also referred to as professors.

Capitolo 2

P14

Domanda Which expression from **Parole nuove** can also be used in English? When and why would you use it?

Risposta The Italian expression **Mamma mia!** has been used in English since the nineteenth century but was popularised in English thanks to the hit song 'Mamma mia' released by the Swedish group ABBA in 1975 and the musical of the same name in 1999. This expression literally means 'Mother mine!', but it's similar to the English 'Oh my goodness!' or 'Oh boy!'. It can be used to express a variety of emotions: from surprise to fear, from exasperation to pain, from anger to astonishment.

P16

Domanda Why do so many European languages have a similar word for 'pronoun'?

Risposta Many European languages, specifically Italian, Spanish, French, Portuguese and Romanian, have a similar word for 'pronoun' because they all derive from ancient Latin.

UNITÀ 2

Capitolo 4

P46

Domanda Which describing words from **Parole nuove** are similar in English and Italian? Why do you think that is?

Risposta The English words 'modest' and 'intelligent' are very similar in form to the Italian **modesto/a** and **intelligente** because they come from the same word in ancient Latin. There are many English and Italian words originating from Latin and these are the easiest to learn and remember.

Capitolo 6

P65

Domanda Which word from **Parole nuove** is also used in English to praise someone? Do you notice any differences in the way this word is used in English and Italian?

Risposta In English, we can say 'Bravo!' to someone to praise them for their performance or something they have done. This is an Italian word that has been adopted into English and is used only in this form, whether to praise a male or a female. In Italian, on the other hand, we need to change the masculine **bravo** to the feminine **brava** if we are talking about a female.

UNITÀ 3

Capitolo 7

P90

Domanda The English word 'toast' is used in both Italian and English on a regular basis, but with a slightly different meaning. Can you guess what this difference is?

Risposta In English 'toast' is a toasted piece of bread, while in Italian a **toast** is a ham and cheese toasted sandwich. When moving from one language to another, sometimes words acquire a different meaning and refer to something slightly different from the original, so it's important to always check your dictionary if you are not sure about the meaning of an English word used in Italian (or an Italian word used in English!).

Capitolo 9

P113

Domanda When and how do you use the words **panini** and **gelati** in English? Are they used in the same way as they are in Italian?

Risposta English-speaking countries usually use the Italian word **panini** to refer to a particular kind of roll made with Italian bread and typically served hot. Likewise, the Italian word **gelati** is used in English-speaking countries to refer to Italian-style ice cream.

However, most English speakers do not know that **panini** is the plural form of **panino** and **gelati** the plural form of **gelato**. So, remember: you can order a **panino** when you want just one roll, but multiple **panini** when you are very hungry, and that it's probably healthier to stop at just one **gelato**!

UNITÀ 4

Capitolo 10

P134

Domanda Why do you think Italian and English use the same word for 'cinema'?

Risposta 'Cinema' comes from the Greek word for 'movement'. In 1895 in France, the Lumière brothers invented a device that could show moving images: they called it a 'cinématographe' and this French word quickly spread across languages because it was a new technology and there wasn't another name for it. In fact, both Italian and English adopted and shortened it, and this is why they still use the same word nowadays.

Capitolo 11

P147

Domanda Which word from **Parole nuove** is also used in English, but with a completely different meaning? Why do you think this word is called a 'false friend'?

Risposta The word **solo** is used in both English and Italian, but it has a completely different meaning in the two languages. In Italian **solo** means 'only' or 'just', while in English it refers to a performance by a single singer or musician, or to being or doing something alone. Language experts call words like this 'false friends': we might think they are our friends because they look the same in our native language, but they actually trick us because they mean something different. False friends can also just be similar words: for example, the Italian word **caldo** looks very much like the word 'cold', but it is a false friend because it actually means 'hot'!



Capitolo 12

P159

Domanda How do you think you say 'fast food restaurant' in Italian?

Risposta In Italian, a fast food restaurant is called **il fast food**. Italians adopted the English word to talk about popular international fast food chains, but they also reinvented the concept of fast food by making it more Italian. For example, one of the most famous Italian chains, **Spizzico**, sells pizza by the slice, but there are also minor ones that sell a variety of traditional foods: **pasta** is a popular one, of course, but you can also find **arancini** (deep-fried rice meatballs typical of Sicily), **piadine** (stuffed flat bread typical of Emilia Romagna) and so much more!

P159

Domanda Why do you think the definite article for **hamburger** is **l'** even though it starts with a consonant?

Risposta Because the **h** is silent in Italian, the start of the word sounds as a vowel and therefore follows the rule for words beginning with a vowel.

UNITÀ 5

Capitolo 13

P191

Domanda Why do you think the names of the months are very similar in English and Italian?

Risposta The names of the months in English and Italian are similar because they come from the ancient Roman calendar, which originally only had ten months and started in March, at the beginning of the agricultural season. If you take a closer look at the last four months of the year, you will notice that in Italian they all refer to a number: **settembre** contains the number **sette** (7), **ottobre** the number **otto** (8), **novembre** the number **nove** (9) and **dicembre** the number **dieci** (10). This is because they originally were the seventh, eighth, ninth and tenth months of the year. However, when the emperor Numa Pompilio decided to add two months, January and February, to the beginning of the year, September, October, November and December lost their original place in the calendar and became instead the ninth, tenth, eleventh and twelfth months.

Capitolo 14

P205

Domanda Which word from **Parole nuove** is a false friend? Which English word does it look like?

Risposta The Italian word **fattoria**, meaning 'farm', is a false friend because it resembles the English word 'factory', but has a completely different meaning. The word for 'factory' in Italian is **fabbrica**.

Capitolo 15

P218

Domanda What is the date of the end-of-school year party in the story? Why do you think the Italian school year ends in the middle of the calendar year and starts in September?

Risposta The last day of school and the date of the end-of-school year party in the story is Friday 11th June. The Italian school year ends in the middle of the calendar year so that the long school holiday coincides with the summer season, the season when most Italians have their holidays. The new academic year starts in September after almost three months of summer holidays!

P219

Domanda Have a closer look at the list of music genres in both English and Italian. Why do you think these words are so similar in the two languages?

Risposta In Italian we use an English word to talk about rock, pop, rap, hip hop and jazz music because these music genres originated in English-speaking countries and the Italian language adopted the original English names when these genres started to become popular in Italy as well. In some cases, an equivalent Italian word was initially used: for example, pop music was originally called **la musica leggera** (literally 'light music'), but then the English caught on and nowadays everybody refers to it as **la musica pop**.

P225

Domanda It is common for Italians to refer to a short holiday at the snow as **la settimana bianca**. Why do you think that is?

Risposta **La settimana bianca**, literally 'the white week', is a neat expression that describes the experience of being surrounded by snow for the duration of a skiing holiday.

Il dizionario italiano-inglese

A

a	to; at; in
a tutto gas	full speed
abbastanza	quite; enough
abbastanza bene	quite well
abitare	to live
acqua (f.)	water
acustico/a	acoustic
adesso	now
adorare	to adore
agenda (f.)	diary
aggettivo (m.)	adjective
aglio (m.)	garlic
agnello (m.)	lamb
agosto	August
aiuola (f.)	flowerbed
aiuto (m.)	help
al taglio	by the slice
albero (m.)	tree
album (m.)	album
alfabeto (m.)	alphabet
alieno (m.)	alien
alla griglia	grilled
allegro/a	cheerful
allora	so; then
alto/a	tall
altro/a	other
amica (f.)	(female) friend
amico (m.)	(male) friend
amore (m.)	love
anche	also, as well
anch'io	me too
ancora	again; still
non... ancora	not yet
andare	to go
animale (m.)	animal
anno (m.)	year
antico/a	ancient
antipatico/a	unpleasant
applauso (m.)	applause
apri!	(you) open!
aprile	April
aprire	to open
aprite!	open, guys! (all genders)
arancia (f.)	orange (fruit)
arancino (m.)	fried rice ball (Sicilian)
arancione	orange
architettura (f.)	architecture
arrabbiato/a	angry
arrivare	to arrive
arrivederci	goodbye
arrivo (m.)	finish line
arte (f.)	art
artistico/a	artistic
articolo (m.)	article
ascoltare	to listen to
ascoltate!	listen, guys! (all genders)
ascoltiamo!	let's listen!
asino (m.)	donkey
assistente (m./f.)	assistant
astronauta (m./f.)	astronaut

astuccio (m.)	pencil case
atletica leggera (f.)	athletics
attenzione (f.)	attention
attività (f.)	activity
audio guida (f.)	audio guide
Australia (f.)	Australia
australiano/a	Australian
autunno (m.)	autumn
avanti!	come on!
avanti tutta!	full steam ahead!, go for it!
avanzato/a	advanced
avere	to have
avere bisogno di	to need
avere caldo	to be hot
avere fame	to be hungry
avere freddo	to be cold
avere fretta	to be in a rush
avere paura	to be afraid
avere ragione	to be right
avere sete	to be thirsty
avere sonno	to be sleepy
avvento (m.)	Advent
azione (f.)	action
azzurro/a	azure, light blue

B

Babbo Natale (m.)	Santa Claus
bagnina (f.)	(female) lifeguard
bagnino (m.)	(male) lifeguard
bagno (m.)	bathroom; bath
fare il bagno	to go for a swim; to have a bath
balena (f.)	whale
ballare	to dance
bambina (f.)	(female) child
bambino (m.)	(male) child
bambola (f.)	doll
bambù (m.)	bamboo
banana (f.)	banana
basilica (f.)	cathedral
basket (m.)	basketball
basso (m.)	bass guitar
basso/a (adj.)	short (in height)
basta!	(that's) enough!
batteria (f.)	drums
bebé (m./f.)	infant
Befana (f.)	Christmas witch
bello/a	beautiful, handsome
bene	well
benissimo	extremely well
benvenuto/a	welcome
bevanda (f.)	beverage, drink
bianco/a	white
bibita (f.)	beverage, (soft) drink
bicchiere (m.)	glass, cup
bici (f.)	bike
bicicletta (f.)	bicycle
biglietteria (f.)	ticket office
biglietto (m.)	ticket
biondo/a	blond/e
bisogno (m.)	need

Il dizionario italiano-inglese

blog (<i>m.</i>)	blog	certo!	sure!, of course!
blu	blue	certo/a	sure, certain
bocca (<i>f.</i>)	mouth	che	what
bocce (<i>f. pl.</i>)	bocce (similar to bowls)	che cosa	what
boh!	dunno! (colloquial)	chi	who
bosco (<i>m.</i>)	forest	chiamarsi	to be named, to be called
bottiglia (<i>f.</i>)	bottle	chimica (<i>f.</i>)	chemistry
bravissimo/a	very good (for people)	chitarra (<i>f.</i>)	guitar
bravo/a	good (at doing something)	chitarra acustica (<i>f.</i>)	acoustic guitar
broccolo (<i>m.</i>)	broccoli	chitarra elettrica (<i>f.</i>)	electric guitar
bruno/a	brown-haired	chiudere	to close
brutto/a	ugly	chiudi!	(you) close!
buffo/a	funny looking	ci siamo noi	we are here
bugia (<i>f.</i>)	lie	ci sono	there are
bugiardo/a	lying	ci vediamo (domani)	see you (tomorrow)
buon compleanno!	happy birthday!	ciambella (<i>f.</i>)	doughnut
buon pomeriggio	good afternoon	ciao	hi, hello; bye
buona giornata	have a good day	cibi salati (<i>m. pl.</i>)	savoury dishes
buona serata	have a good evening	cibo (<i>m.</i>)	food
buonanotte	good night	cibo da strada (<i>m.</i>)	street food
buonasera	good evening	ciclismo (<i>m.</i>)	cycling
buongiorno	good morning	cinema (<i>m.</i>)	cinema
buonissimo/a	very good	cinese	Chinese
buono/a	good	cinque	five
burro d'arachidi (<i>m.</i>)	peanut butter	cioccolata (<i>f.</i>)	chocolate
		cioccolata calda (<i>f.</i>)	hot chocolate
		città (<i>f.</i>)	city
		classe (<i>f.</i>)	class, classroom
		classico/a	classical
		cognome (<i>m.</i>)	surname
		colazione (<i>f.</i>)	breakfast
		colla (<i>f.</i>)	glue
		collaborare	to collaborate, to work together
		collaboriamo!	let's collaborate!, let's work together!
			to colour in
		colorare	coloured, colourful
		colorato/a	colour
		colore (<i>m.</i>)	like; as
		come	comic
		comico/a	to start, to commence
		cominciare	comedy
		commedia (<i>f.</i>)	comment
		commento (<i>m.</i>)	comfortable
		comodo/a	(female) classmate
		compagna (<i>f.</i>)	(male) classmate
		compagno (<i>m.</i>)	homework
		compiti (<i>m. pl.</i>)	birthday
		compleanno (<i>m.</i>)	to buy
		comprare	computer
		computer (<i>m.</i>)	common
		comune	with
		con	concert
		concerto (<i>m.</i>)	rabbit
		coniglio (<i>m.</i>)	consonant
		consonante (<i>f.</i>)	contact
		contatto (<i>m.</i>)	contemporary
		contemporaneo/a	happy
		contento/a	cup
		coppa (<i>f.</i>)	to cover
		coprire	to run
		correre	I run
		(io) corro	short (in length)
		corto/a	what; thing
		cosa	

C

calabrese	Calabrian
calcio (<i>m.</i>)	soccer (international football)
calcolatrice (<i>f.</i>)	calculator
caldo (<i>m.</i>)	warmth, heat
caldo/a (<i>adj.</i>)	hot
calendario (<i>m.</i>)	calendar
cambiare	to change
campagna (<i>f.</i>)	countryside
campionato (<i>m.</i>)	championship
campione (<i>m.</i>)	(male) champion
campionessa (<i>f.</i>)	(female) champion
canale (<i>m.</i>)	channel
cane (<i>m.</i>)	dog
canguro (<i>m.</i>)	kangaroo
canna (<i>f.</i>)	cane
cantare	to sing
canzone (<i>f.</i>)	song
capelli (<i>m. pl.</i>)	hair
capire	to understand
capitale (<i>f.</i>)	capital city (of a country)
capitolino/a	Capitoline
capitolo (<i>m.</i>)	chapter
capoluogo (<i>m.</i>)	capital city (of a region)
cappello (<i>m.</i>)	hat
carino/a	cute
carne (<i>f.</i>)	meat
caro/a	dear
carta (<i>f.</i>)	paper; card
carte (<i>f. pl.</i>)	playing cards
casa (<i>f.</i>)	house, home
cassa (<i>f.</i>)	chest, crate
cattivo/a	mean, bad
cavallo (<i>m.</i>)	horse
c'è	there is; is... present?
celebrazione (<i>f.</i>)	celebration
cena (<i>f.</i>)	dinner
centro (<i>m.</i>)	centre

Il dizionario italiano-inglese

così così	so so
costume (m.)	(theatre) costume
creare	to create
creativo/a	creative
creazione (f.)	creation
cricket (m.)	cricket (game)
crudele	cruel
cucina (f.)	cooking class; kitchen

D

dado (m.)	die
dai!	come on!
d'amore	of love
data (f.)	date
decorazione (f.)	decoration
dell'orrore	horror
derby (m.)	derby
descrizione (f.)	description
determinativo/a	definite
(tu) devi	you must, you have to
(io) devo	I must, I have to
di	of
di nuovo	again
diario (m.)	journal
(lui/lei) dice	he/she says
dicembre	December
(tu) dici	you say
diciannove	nineteen
diciassette	seventeen
diciotto	eighteen
dieci	ten
differente	different
differenza (f.)	difference
difficile	difficult
dilemma (m.)	dilemma
dimmi!	(you) tell me!
dinosauro (m.)	dinosaur
dire	to say
disastro (m.)	disaster
disco volante (m.)	flying saucer
disegno (m.)	drawing
dispettoso/a	cheeky
distributore (m.)	vending machine
dittongo (m.)	diphthong
divertente	funny
dizionario (m.)	dictionary
doccia (f.)	shower
farsi la doccia	to have a shower
dodici	twelve
dolce (adj.)	sweet
dolce (m.)	sweet
domanda (f.)	question
domani	tomorrow
domenica (f.)	Sunday
domino (m.)	domino
dopo	after
dottore (m.)	(male) doctor
dottoressa (f.)	(female) doctor
dove	where
dovere	to have to
drammatico/a	dramatic
due	two
durante	during

E

e	and
eccellente	excellent
ecco	here is; here are
educazione (f.)	upbringing; manners
educazione artistica (f.)	art
educazione fisica (f.)	physical education
elefante (m.)	elephant
elettrico/a	electric
elicottero (m.)	helicopter
energia (f.)	energy
entrare	to enter
erba (f.)	grass
esame (m.)	exam
esercizio (m.)	exercise
espressione (f.)	expression
essere	to be
estate (f.)	summer
estinto/a	extinct
euro (m.)	euro
Europa (f.)	Europe
evento (m.)	event
evidenziatore (m.)	highlighter

F

(lui/lei) fa	he/she does, he/she makes
fa	it equals
facciamo!	let's do!, let's make!
(io) faccio	I do, I make
facile	easy
(tu) fai	you do, you make
falso/a	false
fame (f.)	hunger
famiglia (f.)	family
(loro) fanno	they do, they make
fantascienza (f.)	science fiction
fantastico!	awesome!
fantastico/a	fantastic, fantasy
fare	to do, to make
fare il bagno	to go for a swim; to have a bath
farsi la doccia	to have a shower
fata (f.)	fairy
(voi) fate	you guys do (all genders), you guys make (all genders)
fattoria (f.)	farm
febbraio	February
felice	happy
femminile	feminine
fermarsi	to stop oneself
non ti fermare!	(you) don't stop!
festa (f.)	party; holiday; celebration
figurina (f.)	sticker
fila (f.)	line, queue
filastrocca (f.)	nursery rhyme
film (m.)	movie
film d'azione (m.)	action movie
film dell'orrore (m.)	horror movie
film di fantascienza (m.)	sci-fi movie
film drammatico (m.)	drama movie
film fantastico (m.)	fantasy movie
film romantico (m.)	romantic movie

Il dizionario italiano-inglese

finestra (<i>f.</i>)	window	guardare	to look, to watch
finire	to finish	guardate!	look, guys! (all genders)
finito/a	done; finished	guardiamo!	let's watch!
fiore (<i>m.</i>)	flower	gustare	to savour
fisarmonica (<i>f.</i>)	piano accordion	gustoso/a	tasty
fisica (<i>f.</i>)	physics		
fisico/a	physical		
flauto (<i>m.</i>)	flute		
formaggio (<i>m.</i>)	cheese		
forte	strong		
fortuna (<i>f.</i>)	luck		
fortunato/a	lucky		
forza (<i>f.</i>)	strength		
forza!	go!		
foto (<i>f.</i>)	photo		
francese (<i>adj.</i>)	French		
francese (<i>m.</i>)	French (language)		
freddo (<i>m.</i>)	coldness		
freddo/a (<i>adj.</i>)	cold		
fretta (<i>f.</i>)	rush, hurry		
fritto/a	fried		
frullato (<i>m.</i>)	smoothie		
frutta (<i>f.</i>)	fruit		
fumetto (<i>m.</i>)	cartoon		
funzionare	to function		
fuori	outside		
G			
galleria (<i>f.</i>)	arcade, gallery	guardare	to look, to watch
gallina (<i>f.</i>)	hen	guardate!	look, guys! (all genders)
gallo (<i>m.</i>)	rooster	guardiamo!	let's watch!
gelateria (<i>f.</i>)	ice-cream shop	gustare	to savour
gelato (<i>m.</i>)	ice cream	gustoso/a	tasty
genere (<i>m.</i>)	genre		
generoso/a	generous		
gennaio	January		
geografia (<i>f.</i>)	geography		
giallo (<i>m.</i>)	crime movie, crime novel		
giallo/a (<i>adj.</i>)	yellow		
giardino (<i>m.</i>)	garden		
ginnastica (<i>f.</i>)	gymnastics		
giocare (a)	to play (a game, sports)		
giochiamo!	let's play!		
gioco (<i>m.</i>)	game		
gioco dell'oca (<i>m.</i>)	snakes and ladders (game)		
giornata (<i>f.</i>)	(whole) day		
giorno (<i>m.</i>)	day		
giovedì (<i>m.</i>)	Thursday		
giraffa (<i>f.</i>)	giraffe		
giugno	June		
giusto/a	correct		
giusto?	right?		
gnocchi (<i>m. pl.</i>)	gnocchi		
gol (<i>m.</i>)	goal (in sport)		
gomma (<i>f.</i>)	eraser		
gorilla (<i>m.</i>)	gorilla		
grammatica (<i>f.</i>)	grammar		
grande	big		
grazie (mille)	thank you (very much)		
greco (<i>m.</i>)	Greek (language)		
greco/a (<i>adj.</i>)	Greek		
grigio/a	grey		
grillo (<i>m.</i>)	cricket (insect)		
gruppo (<i>m.</i>)	group; band		
guaio (<i>m.</i>)	trouble		
		H	
		hamburger (<i>m.</i>)	hamburger
		hockey su ghiaccio (<i>m.</i>)	ice hockey
		I	
		idea (<i>f.</i>)	idea
		identità (<i>f.</i>)	identity
		immagine (<i>f.</i>)	picture, image
		importante	important
		in	in
		in bocca al lupo!	break a leg!
		in corso	in progress
		in gamba	capable
		essere in gamba	to be capable
		in particolare	in particular
		in piedi!	stand up!
		in pratica	in practice
		in relax	in relaxation
		in ritardo	late
		in totale	in total
		incredibile	incredible
		indagare	to investigate
		indaghiamo!	let's investigate!
		indeterminativo/a	indefinite
		individuale	individual
		indovinare	to guess
		informatica (<i>f.</i>)	information technology
		inglese (<i>adj.</i>)	English, British
		inglese (<i>m.</i>)	English (language)
		ingrediente (<i>m.</i>)	ingredient
		insalata (<i>f.</i>)	salad
		insetto (<i>m.</i>)	insect
		insieme	together
		intelligente	intelligent
		interessante	interesting
		interessato/a (a)	interested (in)
		interrogazione (<i>f.</i>)	oral test
		invece	instead
		inverno (<i>m.</i>)	winter
		io	I
		istituto (<i>m.</i>)	institute
		istituto	professional institute
		professionale (<i>m.</i>)	technical institute
		istituto tecnico (<i>m.</i>)	technical institute
		Italia (<i>f.</i>)	Italy
		italiano (<i>m.</i>)	Italian (language)
		italiano/a (<i>adj.</i>)	Italian
		L	
		là	there
		lago (<i>m.</i>)	lake
		lasagne (<i>f. pl.</i>)	lasagne
		latino (<i>m.</i>)	Latin (language)
		latte (<i>m.</i>)	milk
		lavorare	to work
		lavori in corso	work in progress
		lavoro (<i>m.</i>)	work, job

Il dizionario italiano-inglese

lecca lecca (m.)	lollipop
leggere	to read
leggero/a	light
leggiamo!	let's read!
lei	she
lento/a	slow
leone (m.)	lion
lezione (f.)	lesson
li	there
libero/a	free
libro (m.)	book
liceo (m.)	high school
liceo artistico (m.)	artistic high school
liceo classico (m.)	classics high school
liceo linguistico (m.)	linguistic high school
liceo scientifico (m.)	scientific high school
limonata (f.)	lemonade
lingua (f.)	language
lista (f.)	list
Lituania (f.)	Lithuania
livello (m.)	level
loro	they
losco/a	shady, dodgy
luce (f.)	light
luglio	July
lui	he
lunedì (m.)	Monday
lungo/a	long
lupa (f.)	she-wolf
lupo (m.)	wolf

M

ma	but
ma che dici!	what are you saying!
macchina (f.)	car
maggio	May
maionese (f.)	mayonnaise
male	bad, unwell
malissimo	extremely bad, extremely unwell
mamma (f.)	mum
mamma mia!	my goodness!
manager (m./f.)	manager
mangiare	to eat
mango (m.)	mango
mano (f.)	hand
mappamondo (m.)	globe
mare (m.)	sea
marmellata (f.)	jam
marrone	brown
martedì (m.)	Tuesday
marzo	March
maschera (f.)	mask
maschile	masculine
matematica (f.)	mathematics
materia (f.)	school subject
matita (f.)	pencil
mazza (f.)	bat (for games)
medievale	mediaeval
meglio	better
mela (f.)	apple
melone (m.)	melon
memoria (f.)	memory
mensa (f.)	canteen, cafeteria
mentre	while
meraviglioso/a	marvellous

mercato (m.)	street market
mercoledì (m.)	Wednesday
merenda (f.)	snack
merendina (f.)	sweet packaged snack
meringa (f.)	meringue
mese (m.)	month
metro (m.)	metre
(io) mi chiamo	my name is
mi dispiace	I'm sorry
(la) mia	mine (feminine)
miccio (m.)	kitten
microscopio (m.)	microscope
mimo (m.)	mime
minuto (m.)	minute
(il) mio	mine (masculine)
mister (m.)	coach
moderno/a	modern
modesto/a	modest
molto	very; a lot
momento (m.)	moment
mondo (m.)	world
Monopoli (m.)	Monopoly
moto (f.)	motorbike
mucca (f.)	cow
museo (m.)	museum
musica (f.)	music
musica classica (f.)	classical music
musica pop (f.)	pop music
musica rap (f.)	rap music
musica rock (f.)	rock music
musical (m.)	musical
musicale	musical (adj.)

N

napoletano/a	Neapolitan
Natale (m.)	Christmas
navetta (f.)	shuttle
nazionale (adj.)	national
nazionale (f.)	national team
nazionalità (f.)	nationality
nero/a	black
nessuno	nobody, no one
neve (f.)	snow
niente	nothing
nocciola (f.)	hazelnut
noi	we
noioso/a	boring
nome (m.)	name; noun
non	not
non lo sai?	don't you know?
non lo so	I don't know
non mi va	I don't want to, I don't feel like it
non ne hai?	don't you have any?
non ti fermare!	(you) don't stop!
non... ancora	not yet
nord (m.)	north
nota (f.)	note (in music)
notte (f.)	night
nove	nine
novembre	November
nudo/a	naked
numero (m.)	number
nuoto (m.)	swimming
nuovo/a	new

Il dizionario italiano-inglese

O

o	or
occhio (<i>m.</i>)	eye
occupato/a	busy
odiare	to hate
oggetto (<i>m.</i>)	object
oggi	today
olio (<i>m.</i>)	oil
oliva (<i>f.</i>)	olive
onomastico (<i>m.</i>)	name day
opinione (<i>f.</i>)	opinion
ora	now
ora (<i>f.</i>)	hour; period (in school)
orario (<i>m.</i>)	timetable
osservare	to observe
osserviamo!	let's observe!
ottimo/a	great
otto	eight
ottobre	October

P

padella (<i>f.</i>)	frying pan
pagina (<i>f.</i>)	page
pala (<i>f.</i>)	shovel
palestra (<i>f.</i>)	gym
palla (<i>f.</i>)	ball
pallacanestro (<i>f.</i>)	basketball
pallavolo (<i>f.</i>)	volleyball
palloncino (<i>m.</i>)	balloon
pallone (<i>m.</i>)	ball
panca (<i>f.</i>)	bench
panda (<i>m.</i>)	panda
panettone (<i>m.</i>)	Christmas bread-style cake
panino (<i>m.</i>)	roll
pantera (<i>f.</i>)	panther
papà (<i>m.</i>)	dad
pappagallo (<i>m.</i>)	parrot
parlare	to speak, to talk
parliamo!	let's speak!, let's talk!
parola (<i>f.</i>)	word
partenza (<i>f.</i>)	start (in a game)
particolare (<i>adj.</i>)	characteristic, particular
particolare (<i>m.</i>)	part, detail
partita (<i>f.</i>)	match (in sport)
Pasqua (<i>f.</i>)	Easter
passeggiare	to go for a walk
pasta (<i>f.</i>)	pasta; small cake, pastry
pasticceria (<i>f.</i>)	pastry shop
patatine (<i>f. pl.</i>)	chips
patatine fritte (<i>f. pl.</i>)	fries
paura (<i>f.</i>)	fright, scare
pazzo/a	crazy
pedina (<i>f.</i>)	token
penna (<i>f.</i>)	pen
pennarello (<i>m.</i>)	marker
pennello (<i>m.</i>)	paintbrush
pentola (<i>f.</i>)	pot
per	for
per favore	please
per fortuna	luckily
per me	for me
per niente	not at all
per te	for you

perché	why, because
perdere	to lose
(tu) perdi	you lose
perfetto/a	perfect
pericoloso/a	dangerous
periodo (<i>m.</i>)	period
persona (<i>f.</i>)	person
personaggio (<i>m.</i>)	character
personalità (<i>f.</i>)	personality
pescare	to fish
piacere	to like
piangere	to cry
(tu) piangi	you cry
pianoforte (<i>m.</i>)	piano
pianta (<i>f.</i>)	plant
piatto (<i>m.</i>)	plate; dish
piazza (<i>f.</i>)	square
piccolo/a	small
piede (<i>m.</i>)	foot
piemontese	Piedmontese
pinguino (<i>m.</i>)	penguin
piove	it rains
piovere	to rain
pipistrello (<i>m.</i>)	bat (animal)
più	more
pizza (<i>f.</i>)	pizza
pizza al taglio (<i>f.</i>)	pizza by the slice
pizzetta (<i>f.</i>)	small pizza
plurale	plural
poco	a little
poesia (<i>f.</i>)	poem
pomeriggio (<i>m.</i>)	afternoon
popolare	popular
popolo (<i>m.</i>)	people
porta (<i>f.</i>)	door
possibile	possible
(io) posso	I can
potere	to can, to be able to
povero/a!	poor thing!
pranzo (<i>m.</i>)	lunch
preferito/a	favourite
preparare	to prepare
presente	(I am) present
presepe (<i>m.</i>)	nativity scene
presto	soon
presto!	hurry up!
prima (<i>di</i>)	before
prima media (<i>f.</i>)	first year of middle school
(la) prima ora	first period
primavera (<i>f.</i>)	spring
primo/a	first
prof	teacher/professor (colloquial)
professionale	professional
professore (<i>m.</i>)	(male) teacher/professor
professoressa (<i>f.</i>)	(female) teacher/professor
progetto (<i>m.</i>)	project
programma (<i>m.</i>)	program
pronto/a	ready
proprio	really
punto (<i>m.</i>)	point, full stop
purtroppo	unfortunately
puzzle (<i>m.</i>)	jigsaw puzzle

Il dizionario italiano-inglese

Q

qua	here
quaderno (m.)	notebook
qualche volta	sometimes
quale	which
quando	when
quanti/e	how many
quanto/a	how much
(la) quarta ora	fourth period
quarto/a	fourth
quasi	almost
quattordici	fourteen
quattro	four
questo/a	this
qui	here
quindici	fifteen
(la) quinta ora	fifth period
quinto/a	fifth

R

ragazza (f.)	girl
ragazzo (m.)	boy
ragione (f.)	right, reason
recitare	to act, to recite
recitiamo!	let's act it out!
regalo (m.)	present, gift
regione (f.)	region
ricco/a	rich
ricerca (f.)	research
ricetta (f.)	recipe
ricreazione (f.)	recess
riflettere	to think about
riflettiamo!	let's think about!
ripetere	to repeat
ripetete!	repeat, guys! (all genders)
riposare	to rest
riprova!	(you) try again!
riprovare	to try again
risotto (m.)	risotto
risposta (f.)	answer
ritardo (m.)	lateness
romano/a	Roman
romantico/a	romantic
rosa	pink
rosso/a	red
rotonda (f.)	rotonda
rumore (m.)	noise

S

(tu) sai	you know
non lo sai?	don't you know?
sala (f.)	room
sala giochi (f.)	games arcade
salame (m.)	salami
salumeria (f.)	delicatessen
saluto (m.)	greeting
salve	hello (formal)
sandwich (m.)	sandwich
sapere	to know
sassofono (m.)	saxophone
scappare	to run away
scappiamo!	let's run away!
scarpa (f.)	shoe

scarpe da ginnastica (f. pl.)	runners
scavare	to dig
scheletro (m.)	skeleton
schiaivo (m.)	(male) slave
sci (m. sing.)	skiing
scienze (f. pl.)	science
scioglilingua (f.)	tongue twister
scolastico/a	scholastic
scopriamo!	let's discover!, let's find out!
scoprire	to discover, to find out
scrivere	to write
scriviamo!	let's write
scrivimi!	(you) write to me!
scultura (f.)	sculpture
scuola (f.)	school
scuola media (f.)	middle school
scuola primaria (f.)	primary school
scuola superiore (f.)	high school
scuro/a	dark
scusa	excuse me
se	if
secchiona (f.)	(female) nerd
secchione (m.)	(male) nerd
seconda media (f.)	second year of middle school
(la) seconda ora	second period
secondo (m.)	second, instant
secondo me	according to me, in my opinion
secondo te	according to you, in your opinion
secondo/a (adj.)	second
sedetevi!	sit down, guys! (all genders)
sedici	sixteen
sei	six
sempre	always
sera (f.)	evening
serata (f.)	(whole) evening
serie (f.)	series, league
serra (f.)	greenhouse
(la) sesta ora	sixth period
sesto/a	sixth
sete (f.)	thirst
sette	seven
settembre	September
settimana (f.)	week
settimana bianca (f.)	skiing holiday
severo/a	strict
shopping (m.)	shopping
si	yes
(lui/lei) si chiama	his/her name is
si dice...	we say...
si scrive...	it's spelt...
siamo fritti!	we are dead!
siediti!	(you) sit down!
significare	to mean
signora (f.)	Mrs, Madam
signore (m.)	Mr, Sir
signoria (f.)	seignior, group of lords
silenzio (m.)	silence
simile	similar
singolare	singular
(io) so	I know
non lo so	I don't know
soldi (m. pl.)	money
sole (m.)	sun

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solita (<i>f.</i>)	same, usual (female)
solito (<i>m.</i>)	same, usual (male)
solo	only
solo/a (<i>adj.</i>)	alone, lonely
sonno (<i>m.</i>)	sleep, sleepiness
sorpresa (<i>f.</i>)	surprise
sotto	under
spagnolo (<i>m.</i>)	Spanish (language)
spagnolo/a (<i>adj.</i>)	Spanish
spaziale	spatial
spazio (<i>m.</i>)	space
speciale	special
sport (<i>m.</i>)	sport
sportivo/a	sporty
squadra (<i>f.</i>)	team
staffetta (<i>f.</i>)	relay
stagione (<i>f.</i>)	season
stanco/a	tired
stare	to stay
stasera	this evening
statua (<i>f.</i>)	statue
stazione (<i>f.</i>)	station
stella (<i>f.</i>)	star
storia (<i>f.</i>)	history (school subject); story
storia dell'arte (<i>f.</i>)	art history
stornello (<i>m.</i>)	type of folk song
strano/a	weird
strumento (<i>m.</i>)	instrument
strumento musicale (<i>m.</i>)	musical instrument
studente (<i>m.</i>)	(male) student
studentessa (<i>f.</i>)	(female) student
studiare	to study
stupido/a	stupid
suonare	to play (an instrument)
superlativo (<i>m.</i>)	superlative
superlativo/a (<i>adj.</i>)	superb, excellent
suppli (<i>m.</i>)	fried rice ball (Roman)

T

taglierino (<i>m.</i>)	box cutter
tanto/a	a lot
tarantella (<i>f.</i>)	Italian folk dance
tastiera (<i>f.</i>)	keyboard
teatro (<i>m.</i>)	theatre
tecnico/a	technical
tedesco (<i>m.</i>)	German (language)
tedesco/a (<i>adj.</i>)	German
temperino (<i>m.</i>)	pencil sharpener
tennis (<i>m.</i>)	tennis
Terra (<i>f.</i>)	Earth
terrore (<i>m.</i>)	terror, dread
terza media (<i>f.</i>)	third year of middle school
(la) terza ora	third period
terzo/a	third
tesoro (<i>m.</i>)	treasure
thriller (<i>m.</i>)	thriller
(tu) ti chiami	your name is
tifosa (<i>f.</i>)	fan, supporter (female)
tifoso (<i>m.</i>)	fan, supporter (male)
timido/a	shy
tipico/a	typical
tipo (<i>m.</i>)	type, kind
titolo (<i>m.</i>)	title
toast (<i>m.</i>)	toastie

tombola (<i>f.</i>)	bingo
toro (<i>m.</i>)	bull
torre (<i>f.</i>)	tower
torrone (<i>m.</i>)	nougat
tra	between, among
tradizionale	traditional
tradizione (<i>f.</i>)	tradition
trasportare	to transport
tre	three
treddici	thirteen
tricolore (<i>m.</i>)	national flag of Italy
triste	sad
tromba (<i>f.</i>)	trumpet
trombone (<i>m.</i>)	trombone
troppo	too much
trovare	to find
troviamo!	let's find!
tu	you (singular)
(la) tua	your (feminine)
(il) tuò	your (masculine)
turno (<i>m.</i>)	turn (in a game)
tutti/e	everyone, everybody
tutto/a	all, every
tutù (<i>m.</i>)	tutu
TV (<i>f.</i>)	television

U

uccello (<i>m.</i>)	bird
uffa!	gee!
uguale	equal
ultimo/a	last
un momento!	just a moment!
un po'	a little
undici	eleven
unità (<i>f.</i>)	unit
uno	one
urgente	urgent
usare	to use

V

(lui/lei) va	he/she goes
non mi va	I don't want to, I don't feel like it
va bene	all right, good
vacanza (<i>f.</i>)	vacation, holiday
(tu) vai	you go
vecchio/a	old
vedere	to see
vedi?	do you see?
vegetariano/a	vegetarian
veloce	fast
velocità (<i>f.</i>)	speed
venerdì (<i>m.</i>)	Friday
venti	twenty
veramente	actually, really
verbo (<i>m.</i>)	verb
verde	green
verifica (<i>f.</i>)	written test
vero/a	true
versione (<i>f.</i>)	version
vestiti (<i>m. pl.</i>)	clothes
viaggiare	to travel
vicino	close by
vicino/a (<i>adj.</i>)	close
video (<i>m.</i>)	video

Il dizionario italiano-inglese

videogioco (<i>m.</i>)	video game
vieni qui!	(you) come here!
viola	purple
violino (<i>m.</i>)	violin
visione (<i>f.</i>)	scene, vision
visitare	to visit
vita (<i>f.</i>)	life
vitamina (<i>f.</i>)	vitamin
vocabolario (<i>m.</i>)	vocabulary
vocale (<i>f.</i>)	vowel
voi	you (plural)
volpe (<i>f.</i>)	fox
(tu) vuoi	you want
vuoto/a	empty

W

weekend (*m.*) weekend

Y

yogurt (*m.*) yoghurt

Z

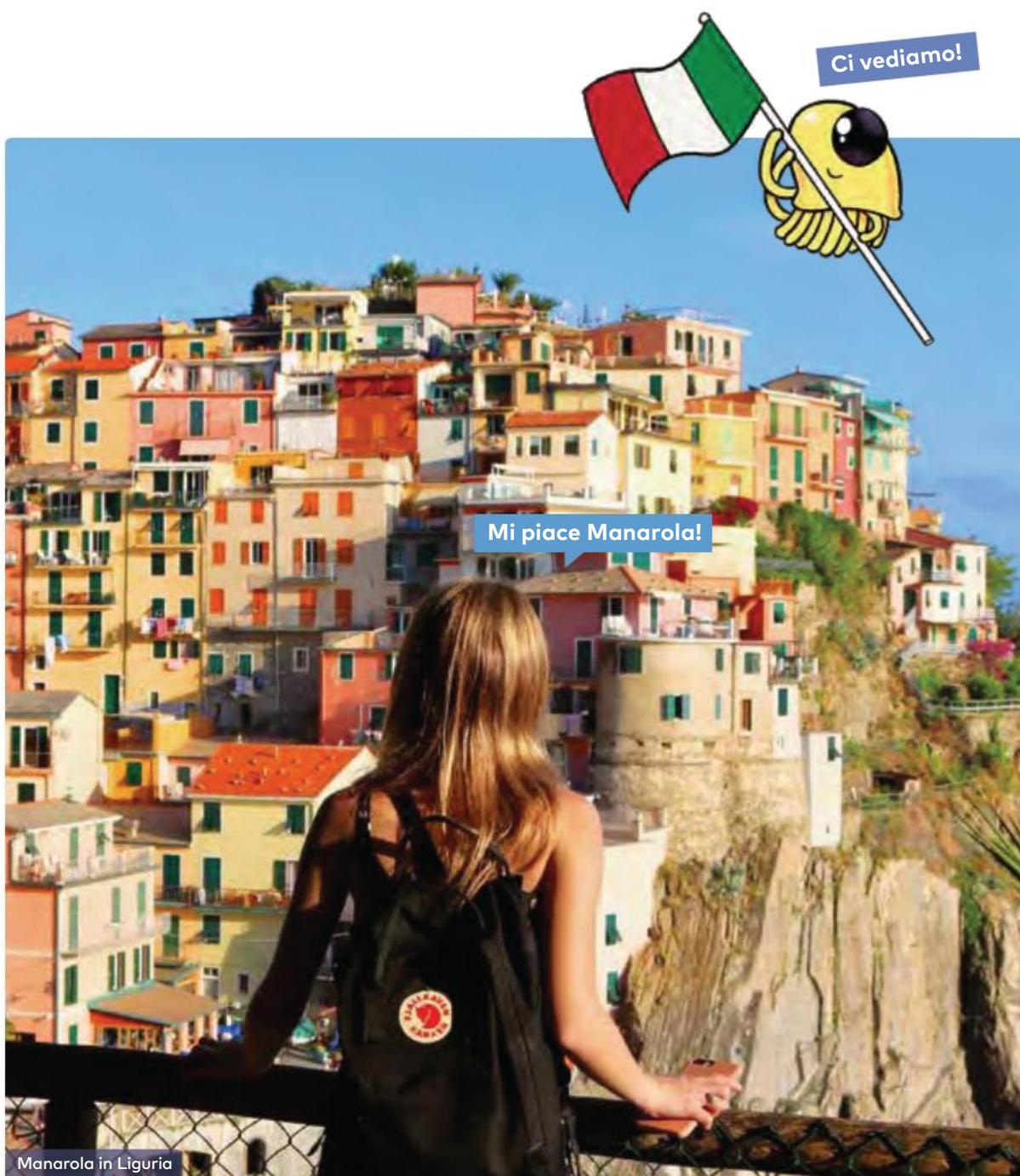
zaino (*m.*)	backpack

zero	zero

zoo (*m.*)	zoo

zucchero (*m.*)	sugar

zucchina (*f.*)	zucchini



Manarola in Liguria

Il dizionario inglese-italiano

A

a little	poco, un po'
a lot	molto, tanto/a (<i>adj.</i>)
according to me	secondo me
according to you	secondo te
acoustic	acustico/a
acoustic guitar	chitarra acustica (<i>f.</i>)
(to) act	recitare
action	azione (<i>f.</i>)
action movie	film d'azione (<i>m.</i>)
activity	attività (<i>f.</i>)
actually	veramente
adjective	aggettivo (<i>m.</i>)
(to) adore	adorare
advanced	avanzato/a
Advent	avvento (<i>m.</i>)
after	dopo
afternoon	pomeriggio (<i>m.</i>)
again	di nuovo, ancora
album	album (<i>m.</i>)
alien	alieno (<i>m.</i>)
all	tutto/a
all right	va bene
almost	quasi
alone	solo/a
alphabet	alfabeto (<i>m.</i>)
also	anche
always	sempre
among	tra
ancient	antico/a
and	e
angry	arrabbiato/a
animal	animale (<i>m.</i>)
answer	risposta (<i>f.</i>)
applause	applauso (<i>m.</i>)
apple	mela (<i>f.</i>)
April	aprile
architecture	architettura (<i>f.</i>)
(to) arrive	arrivare
art	arte (<i>f.</i>); educazione artistica (<i>f.</i>) (<i>school subject</i>)
art history	storia dell'arte (<i>f.</i>)
article	articolo (<i>m.</i>)
artistic high school	liceo artistico (<i>m.</i>)
as	come
as well	anche
assistant	assistente (<i>m./f.</i>)
astronaut	astronauta (<i>m./f.</i>)
at	a
athletics	atletica leggera (<i>f.</i>)
attention	attenzione (<i>f.</i>)
audio guide	audio guida (<i>f.</i>)
August	agosto
Australia	Australia (<i>f.</i>)
Australian	australiano/a
autumn	autunno (<i>m.</i>)
awesome!	fantastico!
azure	azzurro/a

B

backpack	zaino (<i>m.</i>)
bad	male, cattivo/a (<i>adj.</i>)
extremely bad	malissimo
ball	palla (<i>f.</i>), pallone (<i>m.</i>)

balloon	palloncino (<i>m.</i>)
bamboo	bambù (<i>m.</i>)
banana	banana (<i>f.</i>)
band	gruppo (<i>m.</i>)
basketball	basket (<i>m.</i>), pallacanestro (<i>f.</i>)
bass guitar	basso (<i>m.</i>)
bat (animal)	pipistrello (<i>m.</i>)
bat (for games)	mazza (<i>f.</i>)
bath	bagno (<i>m.</i>)
bathroom	bagno (<i>m.</i>)
(to) be	essere
(to) be able to	potere
(to) be afraid	avere paura
(to) be called	chiamarsi
(to) be capable of	essere in gamba
(to) be cold	avere freddo
(to) be hot	avere caldo
(to) be hungry	avere fame
(to) be in a rush	avere fretta
(to) be named	chiamarsi
(to) be right	avere ragione
(to) be sleepy	avere sonno
(to) be thirsty	avere sete
beautiful	bello/a
because	perché
before	prima (di)
bench	panca (<i>f.</i>)
better	meglio
between	tra
bicycle	bicicletta (<i>f.</i>)
big	grande
bike	bici (<i>f.</i>)
bingo	tombola (<i>f.</i>)
bird	uccello (<i>m.</i>)
birthday	compleanno (<i>m.</i>)
black	nero/a
blog	blog (<i>m.</i>)
blond/e	biondo/a
blue	blu
book	libro (<i>m.</i>)
boring	noioso/a
bottle	bottiglia (<i>f.</i>)
box cutter	taglierino (<i>m.</i>)
boy	ragazzo (<i>m.</i>)
break a leg!	in bocca al lupo!
breakfast	colazione (<i>f.</i>)
British	inglese
broccoli	broccolo (<i>m.</i>)
brown	marrone
brown-haired	bruno/a
busy	occupato/a
but	ma
(to) buy	comprare
bye	ciao

C

cafeteria	mensa (<i>f.</i>)
calculator	calcolatrice (<i>f.</i>)
calendar	calendario (<i>m.</i>)
(to) can	potere
canteen	mensa (<i>f.</i>)
capital city	capitale (<i>f.</i>)
(of a country)	
capital city	capoluogo (<i>m.</i>)
(of a region)	

Il dizionario inglese-italiano

car	macchina (f.)		
card	carta (f.), biglietto (m.)		
cartoon	fumetto (m.)		
cathedral	basilica (f.)		
celebration	festa (f.), celebrazione (f.)		
centre	centro (m.)		
certain	certo/a		
champion	campione (m.), campionessa (f.)		
championship	campionato (m.)		
(to) change	cambiare		
chapter	capitolo (m.)		
character	personaggio (m.)		
characteristic (adj.)	particolare		
cheeky	dispettoso/a		
cheerful	allegro/a		
cheese	formaggio (m.)		
chemistry	chimica (f.)		
child	bambino (m.), bambina (f.)		
Chinese	cinese		
chips	patatine (f. pl.)		
chocolate	cioccolata (f.)		
Christmas	Natale (m.)		
cinema	cinema (m.)		
city	città (f.)		
class(room)	classe (f.)		
classical	classico/a		
classical music	musica classica (f.)		
classmate	compagno (m.), compagna (f.)		
close	vicino/a		
(to) close	chiudere		
close by	vicino		
clothes	vestiti (m. pl.)		
coach	mister (m.), allenatore (m.)		
cold	freddo/a		
coldness	freddo (m.)		
(to) collaborate	collaborare		
colour	colore (m.)		
(to) colour in	colorare		
coloured	colorato/a		
colourful	colorato/a		
come on!	dai!		
comedy	commedia (f.)		
comfortable	comodo/a		
comic	comico/a		
(to) commence	cominciare		
comment	commento (m.)		
common	comune		
computer	computer (m.)		
concert	concerto (m.)		
consonant	consonante (f.)		
contact	contatto (m.)		
cooking class	cucina (f.)		
correct	giusto/a		
costume (theatre)	costume (m.)		
(to) cover	coprire		
cow	mucca (f.)		
crazy	pazzo/a		
(to) create	creare		
creation	creazione (f.)		
creative	creativo/a		
cricket (game)	cricket (m.)		
cricket (insect)	grillo (m.)		
crime movie	giallo (m.)		
cruel	crudele		
(to) cry	piangere		
cup	bicchiere (m.), tazza (f.)		
cute	carino/a		
cycling	ciclismo (m.)		
		D	
		dad	papà (m.)
		(to) dance	ballare
		dangerous	pericoloso/a
		dark	scuro/a
		date	data (f.)
		day	giorno (m.)
		whole day	giornata (f.)
		dear	caro/a
		December	dicembre
		decoration	decorazione (f.)
		description	descrizione (f.)
		detail	particolare (m.)
		diary	agenda (f.)
		dictionary	dizionario (m.)
		die	dado (m.)
		difference	differenza (f.)
		different	diverso
		difficult	difficile
		dinner	cena (f.)
		dinosaur	dinosauro (m.)
		diphthong	ditongo (m.)
		disaster	disastro (m.)
		(to) discover	scoprire
		dish	piatto (m.)
		(to) do	fare
		doctor	dottore (m.), dottoressa (f.)
		dog	cane (m.)
		doll	bambola (f.)
		domino	domino (m.)
		done	finito/a
		donkey	asino (m.)
		doughnut	ciambella (f.)
		door	porta (f.)
		drama movie	film drammatico (m.)
		dramatic	drammatico/a
		drawing	disegno (m.)
		drink	bevanda (f.)
		drums	batteria (f.)
		during	durante
		E	
		Earth	Terra (f.)
		Easter	Pasqua (f.)
		easy	facile
		(to) eat	mangiare
		eight	otto
		eighteen	diciotto
		electric	elettrico/a
		electric guitar	chitarra elettrica (f.)
		elephant	elefante (m.)
		eleven	undici
		empty	vuoto/a
		energy	energia (f.)
		English	inglese (adj.)
		English (language)	inglese (m.)
		enough	abbastanza
		(that's) enough!	basta!
		(to) enter	entrare
		(it) equals	fa
		eraser	gomma (f.)
		euro	euro (m.)
		Europe	Europa (f.)
		evening	sera (f.)
		whole evening	serata (f.)
		event	evento (m.)
		every	tutto/a

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everybody tutti/e
everyone tutti/e
exam esame (m.)
excellent eccellente, superlativo/a
excuse me scusa
exercise esercizio (m.)
expression espressione (f.)
extinct estinto/a
eye occhio (m.)

F

fairy fata (f.)
false falso/a
family famiglia (f.)
fan (sports) tifoso (m.), tifosa (f.)
fantastic fantastico/a
fantasy fantastico/a
fantasy movie film fantastico (m.)
farm fattoria (f.)
fast veloce
favourite preferito/a
February febbraio
feminine femminile
fifteen quindici
fifth quinto/a
(to) find trovare
(to) find out scoprire
(to) finish finire
finish line arrivo (m.)
finished finito/a
first primo/a
(to) fish pescare
five cinque
flute flauto (m.)
flying saucer disco volante (m.)
food cibo (m.)
foot piede (m.)
for per
for me per me
for you per te
four quattro
fourteen quattordici
fourth quarto/a
fox volpe (f.)
free libero/a
French francese
French (language) francese (m.)
Friday venerdì (m.)
fried fritto/a
friend amico (m.), amica (f.)
fries patatine fritte (f. pl.)
fright paura (f.)
fruit frutta (f.)
frying pan padella (f.)
full stop punto (m.)
(to) function funzionare
funny divertente
funny looking buffo/a

G

game gioco (m.)
games arcade sala giochi (f.)
garden giardino (m.)
geez! uffa!
generous generoso/a
genre genere (m.)

geography geografia (f.)
German tedesco/a
German (language) tedesco (m.)
gift regalo (m.)
giraffe giraffa (f.)
girl ragazza (f.)
glass bicchiere (m.)
globe mappamondo (m.)
glue colla (f.)
gnocchi gnocchi (m. pl.)
(to) go andare
(to) go for a swim fare il bagno
(to) go for a walk passeggiare
go! forza!
goal gol (m.) (in sport)
good buono/a
good (at doing something) bravo/a
good afternoon buon pomeriggio
good evening buonasera
good morning buongiorno
good night buonanotte
goodbye arrivederci
gorilla gorilla (m.)
grammar grammatica (f.)
grass erba (f.)
great ottimo/a
Greek greco/a
Greek (language) greco (m.)
green verde
greeting saluto (m.)
grey grigio/a
group gruppo (m.)
(to) guess indovinare
guitar chitarra (f.)
gym palestra (f.)
gymnastics ginnastica (f.)

H

hair capelli (m. pl.)
hamburger hamburger (m.)
handsome bello/a
happy contento/a, felice
happy birthday! buon compleanno!
hat cappello (m.)
(to) hate odiare
(to) have avere
have a good day buona giornata
have a good evening buona serata
(to) have to dovere
hazelnut nocciola (f.)
he lui
heat caldo (m.)
helicopter elicottero (m.)
hello ciao (informal), salve (formal)
help aiuto (m.)
here qua, qui
here are ecco
here is ecco
hi ciao
high school scuola superiore (f.), liceo (m.)
highlighter evidenziatore (m.)
history storia (f.) (school subject)
holiday festa (f.), vacanza (f.)
home casa (f.)
homework compiti (m. pl.)
horror dell'orrore
horror movie film dell'orrore (m.)

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horse cavallo (*m.*)
 hot caldo/a
 hot chocolate cioccolata calda (*f.*)
 hour ora (*f.*)
 house casa (*f.*)
 how many quanti/e
 how much quanto/a
 hunger fame (*f.*)
 hurry fretta (*f.*)
 hurry up! presto!

I

I io
 ice cream gelato (*m.*)
 ice hockey hockey su ghiaccio (*m.*)
 idea idea (*f.*)
 identity identità (*f.*)
 if se
 I'm sorry mi dispiace
 image immagine (*f.*)
 important importante
 in in, a
 in my opinion secondo me
 in particular in particolare
 in practice in pratica
 in progress in corso
 in total in totale
 in your opinion secondo te
 incredible incredibile
 individual individuale
 infant bebé (*m./f.*)
 information informatica (*f.*)
 technology
 ingredient ingrediente (*m.*)
 insect insetto (*m.*)
 instant istante (*m.*), secondo (*m.*)
 institute istituto (*m.*)
 instrument strumento (*m.*)
 intelligent intelligente
 interested (in) interessato/a (*a*)
 interesting interessante
 (to) investigate indagare
 Italian italiano/a
 Italian (language) italiano (*m.*)
 Italy Italia (*f.*)

J

jam marmellata (*f.*)
 January gennaio
 jigsaw puzzle puzzle (*m.*)
 job lavoro (*m.*)
 journal diario (*m.*)
 July luglio
 June giugno
 just a moment! un momento!

K

kangaroo canguro (*m.*)
 keyboard tastiera (*f.*)
 kind tipo (*m.*)
 kitchen cucina (*f.*)
 kitten micio (*m.*)
 (to) know sapere

L

lamb agnello (*m.*)
 language lingua (*f.*)
 lasagne lasagne (*f. pl.*)
 last ultimo/a
 late in ritardo
 lateness ritardo (*m.*)
 Latin (language) latino (*m.*)
 league serie (*f.*)
 lemonade limonata (*f.*)
 lesson lezione (*f.*)
 level livello (*m.*)
 lie bugia (*f.*)
 life vita (*f.*)
 lifeguard bagnino (*m.*), bagnina (*f.*)
 light leggero/a
 light blue azzurro/a, celeste
 like come
 (to) like piacere
 line fila (*f.*)
 linguistic high school liceo linguistico (*m.*)
 lion leone (*m.*)
 list lista (*f.*)
 (to) listen to ascoltare
 (to) live abitare
 lollipop lecca lecca (*m.*)
 lonely solo/a
 long lungo/a
 (to) look guardare
 (to) lose perdere
 love amore (*m.*)
 luck fortuna (*f.*)
 luckily per fortuna
 lucky fortunato/a
 lunch pranzo (*m.*)
 lying bugiardo/a

M

(to) make fare
 manager manager (*m./f.*)
 March marzo
 marker pennarello (*m.*)
 marvellous meraviglioso/a
 masculine maschile
 mask maschera (*f.*)
 match partita (*f.*)
 mathematics matematica (*f.*)
 May maggio
 mayonnaise maionese (*f.*)
 me too anch'io
 mean cattivo/a
 (to) mean significare
 meat carne (*f.*)
 melon melone (*m.*)
 memory memoria (*f.*)
 metre metro (*m.*)
 microscope microscopio (*m.*)
 middle school scuola media (*f.*)
 milk latte (*m.*)
 mine (la) mia, (il) mio
 minute minuto (*m.*)
 modern moderno/a
 modest modesto/a
 moment momento (*m.*)
 Monday lunedì (*m.*)
 money soldi (*m. pl.*)

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Monopoly	Monopoli (<i>m.</i>)
month	mese (<i>m.</i>)
more	più
motorbike	motocicletta (<i>f.</i>), moto (<i>f.</i>)
mouth	bocca (<i>f.</i>)
movie	film (<i>m.</i>)
Mr	signore (<i>m.</i>)
Mrs	signora (<i>f.</i>)
mum	mamma (<i>f.</i>)
museum	museo (<i>m.</i>)
music	musica (<i>f.</i>)
musical	musical (<i>m.</i>), musicale (<i>adj.</i>)
musical instrument	strumento musicale (<i>m.</i>)

N

naked	nudo/a
name	nome (<i>m.</i>)
my name is	(io) mi chiamo
his/her name is	(lui/lei) si chiama
your name is	(tu) ti chiami
name day	onomastico (<i>m.</i>)
national	nazionale (<i>adj.</i>)
national team	nazionale (<i>f.</i>)
nationality	nazionalità (<i>f.</i>)
nativity scene	presepe (<i>m.</i>)
need	bisogno (<i>m.</i>)
(to) need	avere bisogno di
nerd	secchione (<i>m.</i>), secchiona (<i>f.</i>)
new	nuovo/a
night	notte (<i>f.</i>)
nine	nove
nineteen	diciannove
no one	nessuno
nobody	nessuno
noise	rumore (<i>m.</i>)
north	nord (<i>m.</i>)
not	non
not at all	per niente
not yet	non... ancora
note (in music)	nota (<i>f.</i>)
notebook	quaderno (<i>m.</i>)
nothing	niente
nougat	torrone (<i>m.</i>)
noun	nome (<i>m.</i>)
November	novembre
now	adesso, ora
number	numero (<i>m.</i>)
nursery rhyme	filastrocca (<i>f.</i>)

O

object	oggetto (<i>m.</i>)
(to) observe	osservare
October	ottobre
of	di
of course!	certo!
oil	olio (<i>m.</i>)
old	vecchio/a
olive	oliva (<i>f.</i>)
one	uno
only	solo
(to) open	aprire
opinion	opinione (<i>f.</i>)
or	o
oral test	interrogazione (<i>f.</i>)
orange	arancione (<i>adj.</i>), arancia (<i>f.</i>)
other	altro/a
outside	fuori

P

page	pagina (<i>f.</i>)
paintbrush	pennello (<i>m.</i>)
panda	panda (<i>m.</i>)
panther	pantera (<i>f.</i>)
paper	carta (<i>f.</i>)
parrot	pappagallo (<i>m.</i>)
part	parte (<i>f.</i>), particolare (<i>m.</i>)
party	festa (<i>f.</i>)
pasta	pasta (<i>f.</i>)
peanut butter	burro d'arachidi (<i>m.</i>)
pen	penna (<i>f.</i>)
pencil	matita (<i>f.</i>)
pencil case	astuccio (<i>m.</i>)
pencil sharpener	temperino (<i>m.</i>)
penguin	pinguino (<i>m.</i>)
perfect	perfetto/a
period	periodo (<i>m.</i>)
period (in school)	ora (<i>f.</i>)
person	persona (<i>f.</i>)
personality	personalità (<i>f.</i>)
photo	foto (<i>f.</i>)
physical	fisico/a
physical education	educazione fisica (<i>f.</i>)
physics	fisica (<i>f.</i>)
piano	pianoforte (<i>m.</i>)
piano accordion	fiarmonica (<i>f.</i>)
picture	immagine (<i>f.</i>)
pink	rosa
pizza	pizza (<i>f.</i>)
plant	pianta (<i>f.</i>)
plate	piatto (<i>m.</i>)
(to) play	giocare a (<i>game</i>); suonare (<i>instrument</i>)
playing cards	carte (<i>f. pl.</i>)
please	per favore
plural	plurale
poem	poesia (<i>f.</i>)
point	punto (<i>m.</i>)
poor thing	povero/a
pop music	musica pop (<i>f.</i>)
popular	popolare
possible	possibile
pot	pentola (<i>f.</i>)
(to) prepare	preparare
present	presente (<i>adj.</i>), regalo (<i>m.</i>)
primary school	scuola primaria (<i>f.</i>)
professional	professionale
professor	professore (<i>m.</i>), professoressa (<i>f.</i>), prof (<i>colloquial</i>)
program	programma (<i>m.</i>)
project	progetto (<i>m.</i>)
purple	viola

Q

question	domanda (<i>f.</i>)
queue	fila (<i>f.</i>)
quite	abbastanza
quite well	abbastanza bene

R

rabbit	coniglio (<i>m.</i>)
(to) rain	piovere
rap music	musica rap (<i>f.</i>)
(to) read	leggere
ready	pronto/a

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really	proprio, veramente
reason	ragione (f.)
recess	ricreazione (f.)
recipe	ricetta (f.)
red	rosso/a
region	regione (f.)
relay	staffetta (f.)
(to) repeat	ripetere
research	ricerca (f.)
(to) rest	riposare
rich	ricco/a
right	giusto/a (adj.), ragione (f.)
right?	giusto?
risotto	risotto (m.)
rock music	musica rock (f.)
roll	panino (m.)
romantic	romantico/a
romantic movie	film romantico (m.)
room	sala (f.)
rooster	gallo (m.)
(to) run	correre
(to) run away	scappare
runners	scarpe da ginnastica (f. pl.)
rush	fretta (f.)

S

sad	triste
salad	insalata (f.)
salami	salame (m.)
same	solito (m.), solita (f.)
sandwich	sandwich (m.)
Santa Claus	Babbo Natale (m.)
Saturday	sabato (m.)
(to) savour	gustare
savoury dishes	cibi salati (m. pl.)
saxophone	sassofono (m.)
(to) say	dire
scare	paura (f.)
school	scuola (f.)
science	scienze (f. pl.)
science fiction	fantascienza (f.)
scientific high school	liceo scientifico (m.)
sci-fi movie	film di fantascienza (m.)
sculpture	scultura (f.)
sea	mare (m.)
season	stagione (f.)
second	secondo/a (adj.); secondo (m.)
(to) see	vedere
see you (tomorrow)	ci vediamo (domani)
September	settembre
series	serie (f.)
seven	sette
seventeen	diciassette
she	lei
she-wolf	lupa (f.)
shoe	scarpa (f.)
short (in height)	basso/a
short (in length)	corto/a
shower	doccia (f.)
shuttle	navetta (f.)
shy	timido/a
silence	silenzio (m.)
similar	simile
(to) sing	cantare
singular	singolare
six	sei
sixteen	sedici
sixth	sesto/a

skeleton	scheletro (m.)
skiing	sci (m. sing.)
skiing holiday	settimana bianca (f.)
slave	schiaivo (m.)
sleep	sonno (m.)
sleepiness	sonno (m.)
slow	lento/a
small	piccolo/a
small pizza	pizzetta (f.)
smoothie	frullato (m.)
snack	merenda (f.)
snakes and ladders	gioco dell'oca (m.)
(game)	
snow	neve (f.)
so	allora
so so	così così
soccer	calcio (m.)
(international football)	
sometimes	qualche volta
song	canzone (f.)
soon	presto
space	spazio (m.)
Spanish	spagnolo/a
Spanish (language)	spagnolo (m.)
spatial	spaziale
(to) speak	parlare
special	speciale
speed	velocità (f.)
sport	sport (m.)
sporty	sportivo/a
spring	primavera (f.)
square	piazza (f.)
stand up!	in piedi!
(to) start	cominciare, iniziare
start (in a game)	partenza (f.)
station	stazione (f.)
statue	statua (f.)
(to) stay	stare
sticker	figurina (f.)
still	ancora
story	storia (f.)
street food	cibo da strada (m.)
strength	forza (f.)
strict	severo/a
strong	forte
student	studente (m.), studentessa (f.)
(to) study	studiare
stupid	stupido/a
subject (in school)	materia (f.)
sugar	zucchero (m.)
summer	estate (f.)
sun	sole (m.)
Sunday	domenica (f.)
superb	superlativo/a (adj.)
superlative	superlativo (m.)
supporter	tifoso (m.), tifosa (f.)
sure	certo/a
sure!	certo!
surname	cognome (m.)
surprise	sorpresa (f.)
sweet	dolce (adj.), dolce (m.)
sweet	merendina (f.)
packaged snack	
swimming	nuoto (m.)

T

(to) talk	parlare
tall	alto/a
tasty	gustoso/a

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teacher	professore (<i>m.</i>), professoressa (<i>f.</i>), prof (<i>colloquial</i>)
team	squadra (<i>f.</i>)
technical	tecnico/a
television	TV (<i>f.</i>)
ten	dieci
tennis	tennis (<i>m.</i>)
terror	terrore (<i>m.</i>)
test (oral)	interrogazione (<i>f.</i>)
test (written)	verifica (<i>f.</i>)
thank you (very much)	grazie (mille)
theatre	teatro (<i>m.</i>)
then	allora
there	là, lì
there are	ci sono
there is	c'è
they	loro
thing	cosa (<i>f.</i>)
(to) think about	riflettere
third	terzo/a
thirst	sete (<i>f.</i>)
thirteen	tre
this	questo/a
this evening	stasera
three	tre
thriller	thriller (<i>m.</i>)
Thursday	giovedì (<i>m.</i>)
ticket	biglietto (<i>m.</i>)
ticket office	biglietteria (<i>f.</i>)
timetable	orario (<i>m.</i>)
tired	stanco/a
title	titolo (<i>m.</i>)
to	a
toastie	toast (<i>m.</i>)
today	oggi
together	insieme
token	pedina (<i>f.</i>)
tomorrow	domani
tongue twister	scioglilingua (<i>f.</i>)
too much	troppo
tradition	tradizione (<i>f.</i>)
(to) transport	trasportare
(to) travel	viaggiare
treasure	tesoro (<i>m.</i>)
tree	albero (<i>m.</i>)
trombone	trombone (<i>m.</i>)
trouble	guaio (<i>m.</i>)
true	vero/a
trumpet	tromba (<i>f.</i>)
(to) try again	riprovare
Tuesday	martedì (<i>m.</i>)
turn (in a game)	turno (<i>m.</i>)
tutu	tutù (<i>m.</i>)
twelve	dodici
twenty	venti
two	due
type	tipo (<i>m.</i>)
typical	tipico/a

U

ugly	brutto/a
(to) understand	capire
unfortunately	purtroppo
unit	unità (<i>f.</i>)
unpleasant	antipatico/a
unwell	male
extremely unwell	malissimo
(to) use	usare
usual	solito (<i>m.</i>), solita (<i>f.</i>)

V

vacation	vacanza (<i>f.</i>)
vegetarian	vegetariano/a
vending machine	distributore (<i>m.</i>)
verb	verbo (<i>m.</i>)
version	versione (<i>f.</i>)
very	molto
very good	buonissimo/a, bravissimo/a (<i>for people</i>)
video	video (<i>m.</i>)
video game	videogioco (<i>m.</i>)
violin	violino (<i>m.</i>)
(to) visit	visitare
vitamin	vitamina (<i>f.</i>)
vocabulary	vocabolario (<i>m.</i>)
volleyball	pallavolo (<i>f.</i>)
vowel	vocale (<i>f.</i>)

W

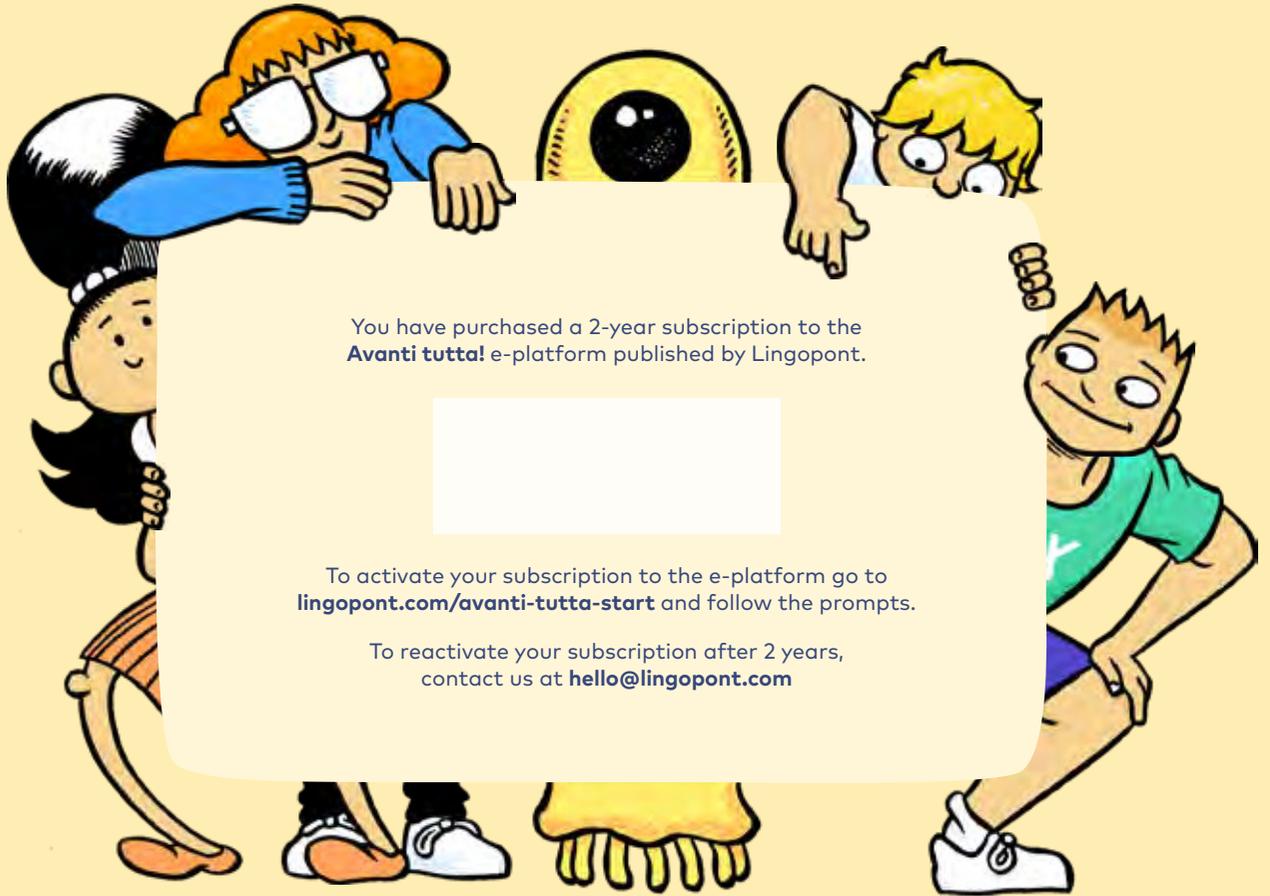
warmth	caldo (<i>m.</i>), calore (<i>m.</i>)
(to) watch	guardare
water	acqua (<i>f.</i>)
we	noi
Wednesday	mercoledì (<i>m.</i>)
week	settimana (<i>f.</i>)
weekend	weekend (<i>m.</i>)
weird	strano/a
welcome	benvenuto/a
well	bene
extremely well	benissimo
whale	balena (<i>f.</i>)
what	che, che cosa, cosa
when	quando
where	dove
which	quale
while	mentre
white	bianco/a
who	chi
why	perché
window	finestra (<i>f.</i>)
winter	inverno (<i>m.</i>)
with	con
wolf	lupo (<i>m.</i>)
word	parola (<i>f.</i>)
(to) work	lavorare (<i>job</i>); funzionare (<i>object</i>)
work	lavoro (<i>m.</i>)
work in progress	lavori in corso
(to) work together	collaborare
world	mondo (<i>m.</i>)
(to) write	scrivere

Y

year	anno (<i>m.</i>)
yellow	giallo/a
yes	sì
(not) yet	non... ancora
yoghurt	yogurt (<i>m.</i>)
you	tu (<i>singular</i>), voi (<i>plural</i>)
your	(il) tuo, (la) tua

Z

zero	zero
zoo	zoo (<i>m.</i>)
zucchini	zucchina (<i>f.</i>)



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