

# Mi piace la scuola!



Ciao! Mi chiamo Antonio. Ho tredici anni. Il mio compleanno è il 16 marzo. E tu, come ti chiami? Quando è il tuo compleanno?



Ti piace la scuola?



Grazie, signora. Mi piace molto il gelato.

## Comunicare

- Talk about school subjects
- Talk about likes and dislikes
- Ask and give dates of birthdays
- Exchange phone numbers
- Do some maths

## Capire

- Learn how to say the date
- Count to 100
- Learn about nouns
- Use definite articles
- Use some question words
- Express likes and dislikes using **piacere**, **adorare** and **odiare** (io and you)

## Cultura

- Explore some aspects of school life in Italy
- Learn about l'**interrogazione** at school
- Discover il **calcio** and learn about **Serie A**

Before you start this chapter, go to page 15 in your Activity Book.

diciassette 17

## Contenuto

In **capitolo 2** students learn to talk about likes and dislikes using **piacere**. They learn about nouns, articles and question words. They learn to count from 21 to 100 (and some basic maths) and dates (including birthdays). They reflect on school life in Italy and how it is similar to or different from their school experience.

## Comunicare

Ask students to look at the photos and chapter title and guess what the chapter is about.

Discuss the photo of Antonio and the classroom:

- Ask students if they recognise any words in the captions.

**Ciao, Mi chiamo..., Ho tredici anni, Come ti chiami?**

- Ask students to comment on the differences between this typical classroom in Italy and their classroom.  
e.g. seating arrangements, no uniform

- Ask students to discuss the advantages and disadvantages of wearing a school uniform.

Discuss the photo of the ice-cream shop:

- Ask students if they like ice-cream and what their favourite flavours are. Give some examples in Italian: **cioccolato**, **crema**, **stracciatella**, **fior di latte**, **bacio**, **nocciola**, **pistacchio**, **fragola**, etc.
- Ask students to work out what the caption says.
- Ask students whether they've tried **gelato** and, if so, where. Explain that you can eat an ice-cream **nel cono** (in a cone) or **nella coppetta** (in a cup).

## Prima di iniziare

Students can now do the activity on page 15 of the Activity Book. Review their responses as a class.

### ECCO! UNO RESOURCES

**ACTIVITY BOOK:** Prima di iniziare p. 15

**READER+ eBook:**

- **Interactive games:** Capitolo 2
- **Worksheets:** Lingua, Ascoltare, Scrittura, Attività del XXI° secolo
- **Tests:** Capitolo 2
- **Curriculum grid:** Capitolo 2

## Extra

Students could do a project on **gelato** in Australia by looking at **Gelato Messina's** success and history (or any other popular **gelateria**). What does the presence and popularity of **gelato** reveal about Italian food in Australia?

## Cultura

Explain that in Italy an ice-cream shop is called a **gelateria** and that the word comes from **gelato**. Give other examples of shops whose names end in **-eria** (**panetteria**, **macelleria**, **drogheria**, **latteria**, **birreria**).

## Curiosità

The ice-cream cone was invented in the United States by an Italian immigrant (Italo Marchioni). The first cone was made of paper. He then created a biscuit (**cialda**) to hold the ice-cream that could also be eaten.

Students could research Marchioni or other Italian immigrants and their contributions to the English-speaking world.

## Lingua

Have students examine **L'orario scolastico di Roberto**. Ask:

- What text type is presented? A school timetable
- How did you work this out? A timetable grid, cognates, days of the week, etc.

Students can list all the words that they can understand (cognates).

Talk about how Italian uses derivation and morphology to create different parts of speech from the same root word: for instance, the adjective **scolastico** comes from the noun **scuola**; the noun (and adjective) **orario** comes from the noun **ora**.

Point out that the nouns are grouped into masculine and feminine nouns in the **vocabolario**. Many abstract nouns, such as the names of school subjects, are feminine in Italian.

## Comunicare

Ask students to look at the school timetable and discuss differences between subjects taught in Italy and their own subjects.

Read through Roberto's description of his school day and ask students to identify the expressions that indicate like or dislike (**adoro, non mi piace, odio, mi piacciono**). Explore how these structures work.

## Cultura

Unlike Australian schools, each Italian school can choose when they have half-days, full days and whether they have a five- or six-day week. Traditionally, the Italian school week runs from Monday to Saturday, from early morning to lunchtime.

## Curiosità

Italian schooling is typically described as **scuola elementare, scuola media, liceo**. New terminology aligns schooling with other countries and it is now common to hear **scuola primaria, scuola secondaria di 1° grado, scuola secondaria di 2° grado** etc. In the **scuola d'infanzia**, which students attend for a full day, lunch is provided at the **mensa**, which always includes a sit-down meal of pasta, meat & vegetables and fruit. In secondary schools there will often be a **bar** inside the school grounds or nearby, where students can purchase coffee, **panini** and other snacks.

## L'orario scolastico di Roberto

	lunedì	martedì	mercoledì	giovedì	venerdì	sabato
1	italiano	inglese	italiano	storia	musica	italiano
2	matematica			italiano	italiano	matematica
3	scienze	geografia	religione	matematica	scienze	inglese
4	musica	storia	storia dell'arte		educazione fisica	storia
5	geografia	educazione fisica	-	geografia	francese	-
6	francese	-	-	francese	-	-

## Vocabolario

### NOUNS

il francese  
l'italiano  
l'inglese  
l'orario scolastico

la geografia  
la scuola  
la matematica  
la musica  
la religione  
la storia  
la storia dell'arte  
l'educazione fisica

le scienze

### VERBS

mi piace / non mi piace  
mi piacciono / non mi piacciono  
adoro / odio

### USEFUL WORDS

fa  
difficile  
per

Oggi è lunedì. A scuola, abbiamo la lezione di matematica. Adoro la matematica! Dodici per quattro fa quarantotto... Non è difficile! Domani, abbiamo la lezione d'inglese. Non mi piace l'inglese, odio l'inglese! Mi piacciono molto la storia e la geografia.

Roberto ha 12 anni. È studente della scuola media (middle school).

## Culture a confronto

What do you notice about Roberto's timetable? What subjects is he studying? Which do you study?

A lesson in Italy normally lasts one hour but schools also have double lessons, lasting 2 hours. School usually starts at 8 a.m. and finishes at 1 p.m. Students have a 10-minute break in the morning, l'**intervallo**, and go home for lunch, unless the school has **una mensa** (like a canteen). Some schools have afternoon classes after a long lunch break and finish at 4.30 p.m. Usually, there is also school on Saturday. How do your school day and week compare?

## Rifletti

**Le scienze** is a feminine noun. Why do you think it is different from the other subjects? What do you think the difference is between **la** and **le**?

Can you work out the difference between **mi piace** and **mi piacciono**? When do we use them?

18 diciotto

## Extra

Ask students to create their ideal school timetable (**l'orario dei tuoi sogni!**). Ask them to add as many (or as few) subjects as they want. Have students compare their timetables in Italian (e.g. **Odio la matematica ma adoro l'italiano**) and present this to the class.

You could use flashcards with the English names for subjects, and ask students to call out the Italian equivalents. This could be a team game in which the fastest team wins the point.

## ECCO! UNO RESOURCES

ACTIVITY BOOK: A p. 16, G p. 20  
AUDIO: ecco1-sb-ch02-text1

## Risposte

### Culture a confronto

Roberto has school Monday to Saturday and goes home at lunchtime. He is studying Italian, Maths, Science, Music, Geography, French, History, PE, English, Religion and History of Art.

### Rifletti

- **Le scienze** is in the plural form.
- **Mi piace** is singular; **mi piacciono** is plural.

## Spiegazione della lingua

### 1 Likes and dislikes

	Ti piace la scuola?	Ti piacciono le scienze e la matematica?
	Sì, mi piace (la scuola).	Sì, mi piacciono (le scienze e la matematica).
	Sì, mi piace molto (la scuola)!	Sì, mi piacciono molto (le scienze e la matematica)!
	Sì, adoro la scuola!	Sì, adoro le scienze e la matematica.
	No, non mi piace (molto) (la scuola). Odio la scuola!	No, non mi piacciono (le scienze e la matematica). Odio le scienze e la matematica!



#### Nota

- When talking about things they do or don't like, Italians often use a word for *the*.  
**Esempi:** il gelato, il fumetto, la scuola...  
It's like saying 'I like *the* ice-cream, *the* comic, *the* school ...'.
- Using the negative in Italian is easy – just add **non** before the verb.  
**Esempi:** Claudia non ha un cane.  
Non mi piace la scuola.
- The number **23** and all numbers ending with **3** take an accent on the final **e**.  
**Esempi:** ventitré, trentatré...

## Vocabolario

### Counting from 21 to 100

For numbers over 20, use **venti**, **trenta**, **quaranta**... followed by the numbers 1 to 9.

• 40 <b>quaranta</b> + 9 <b>nove</b> = 49 <b>quarantanove</b>		
21 <b>ventuno</b>	26 <b>ventisei</b>	40 <b>quaranta</b>
22 <b>ventidue</b>	27 <b>ventisette</b>	50 <b>cinquanta</b>
23 <b>ventitré</b>	28 <b>ventotto</b>	60 <b>sessanta</b>
24 <b>ventiquattro</b>	29 <b>ventinove</b>	70 <b>settanta</b>
25 <b>venticinque</b>	30 <b>trenta</b>	80 <b>ottanta</b>
		90 <b>novanta</b>
		100 <b>cento</b>

#### Rifletti

What is different about **ventuno** and **ventotto**?  
How would you say 31 and 38?

### Some Italian maths

Test yourself on these sums. Then make up some sums to test a partner.

#### ADDIZIONI

21 + 1 = 22  
ventuno **più** uno **fa** ventidue  
31 + 8 = ?    45 + 3 = ?

#### SOTTRAZIONI

60 - 4 = 56  
sessanta **meno** quattro **fa** cinquantasei  
72 - 2 = ?    83 - 6 = ?

### Times tables in Italian

The times tables are called **le tabelline**. **La tabellina del due** starts like this:

2 × 2 = 4    **due per due fa quattro**  
3 × 2 = ...    **tre per due fa...**

Practise it with a partner until you can say it fluently. Then move on to **la tabellina del tre**.

#### Culture a confronto

Mathematical symbols and numbers are used in text or chat messages in Italian. Do you do the same in English or other languages?

xché	perché	why?
xsona	persona	person
-male	meno male	just as well
+ -	più o meno	more or less
dv 6	dove sei	where are you?

diciannove 19

## Comunicare

Show the class a series of images of objects, places, famous people, activities, etc. with accompanying vocabulary (if necessary) and have them write down whether they do or don't like them. For instance, food items could include **la frutta**, **la verdura**, **i cereali**, **il latte**, **gli spaghetti**.

Students could work in groups to represent the numbers of likes and dislikes in a table under **mi piace/non mi piace**. Ask students to call out the number of likes/dislikes using Italian numbers.

Have students write a description in Italian of the subjects they like and dislike using Roberto's text on page 18 as a model.

## Lingua

Practise noticing and comparing skills to help students memorise new words. Look for connections. Ask:

- What do you notice about the numbers in Italian?
- How are the numbers from 1–9 similar to the numbers from 11–19?  
Italian numbers 11–16 use the words for 1–6 (**uno, due, tre...**) before the word for *teen* (**dici**), with some spelling changes, so **undici, dodici, tredici...**
- How do the numbers from 30–99 relate to the numbers from 1–9?  
For numbers 30–99, the words for 1–9 (**uno, due, tre...**) appear after the words for the tens (**-anta**).

Practise pronouncing the numbers with students. Vary the repetition by asking students to count in odd numbers, even numbers, by fives or backwards.

Use flashcards and randomly hold up numbers. Ask students to call out or write down the number word in Italian.

The four basic maths operations are **più** (+), **meno** (-), **per** (×) and **diviso** (÷).

## Lingua

Discuss with students how they use language when they message each other. Do they use abbreviations? Talk about the types of processes involved in abbreviations (e.g. dropping vowels, using only the first syllable, etc.). Show students some examples.

### Abbreviazioni SMS

ki: chi	ai: hai
ke: che	o: ho
grz: grazie	a: ha
prg: prego	nn: non
x: per	tvb: ti voglio bene
e: è	tvtrb: ti voglio troppo bene

Write some simple sentences using these abbreviations and ask students to 'translate' them into Italian, e.g. **Ciao, come t kiami? Ciao, come ti chiami?**

## Risposte

### Rifletti

The **i** at the end of **venti** and the **a** in **trenta** are dropped to avoid two vowels together. The Italian word for 31 is **trentuno** and 38 is **trentotto**, etc.

### ECCO! UNO RESOURCES

ACTIVITY BOOK: B–D p. 18, E–F p. 19  
READER+ eBook: Grammar animation:  
Expressing likes and dislikes

## Lingua

Ask students to formulate a rule for the use of the definite article based on the pictures on this page. They need to identify three factors: gender (*m* or *f*), number (*s* or *p*) and what letter the word begins with. They could first discuss this in small groups and then write it down and present it to the class.

Alternatively, students could 'teach' their peers the definite article in pairs or small groups.

## Extra

In pairs, ask students to interview each other about whether they like or dislike the images on this page, making note of each of the answers.

Students could construct a Venn diagram to represent the answers from their interviews and present it to the class.

## Curiosità

**Il gelato:** The word **gelato** in Italian means *iced* or *frozen*. The consumption of **gelato** dates back to Ancient Rome and Ancient Greece. Romans liked to eat ice or snow mixed with honey or fruit.

Italians usually eat **gelato** in summer. Another popular cold dessert is **granita**, made with ice crystals flavoured with various kinds of juice, e.g. **granita al limone**, **granita alla fragola**, etc.

## Cultura

Students could research different aspects of schooling and present their findings to the class:

- the history of universal schooling in Italy and Australia
- differences in school systems around Australia compared with Italy's national system
- schooling in Asia compared with Western models of schooling
- interview different members of the school community on attitudes to schooling and explore whether there are social or cultural commonalities.

## Più parliamo, più impariamo

### Iniziamo

- 1 Practise saying the names of the activities, school subjects (**le materie**) and people in the pictures on the right. You can use the pictures to guess the meaning of any new words.

#### Esempi:

**Il numero uno è la scuola.**

**Il numero sei è il calcio.**

- 2 Practise talking about likes and dislikes using these phrases and the options in the pictures on the right.

**Ti piace il signor Pessina?**

**Ti piacciono i ragazzi?**

**Mi piace il calcio.**

**Mi piacciono la geografia e la storia.**

**Si, adoro l'italiano.**

**No, non mi piace la scuola.**

**No, non mi piacciono le macchine.**

**No, odio lo shopping.**



la scuola

la storia

la geografia

la matematica



il signor Pessina



il calcio



il gelato



l'inglese



l'italiano



l'educazione fisica



lo studente



lo shopping



lo sport



le macchine



le scienze



i ragazzi



gli studenti

### Rifletti

What do you notice about how these activities, school subjects and people have been presented? Can you see a pattern? What other word can you think of that belongs in the **i ragazzi** group?

## Risposte

### Rifletti

The images are organised according to the definite article required: **la, il, l', lo, le, i** and **gli**.

Other words in the **i ragazzi** group: **i numeri, i gelati**.

## Spiegazione della lingua

### 2 Nouns

A noun is a word we use to identify a person, an animal, a place or a thing. In Italian, all nouns are either masculine or feminine (their grammatical *gender*). All nouns are also singular or plural (their *number*). The noun endings can help you work out their gender and number.

NOUN	SINGULAR	PLURAL
Masculine	-o → <b>ragazzo</b>	-i → <b>ragazzi</b>
Feminine	-a → <b>ragazza</b>	-e → <b>ragazze</b>
Masc./Fem.	-e → <b>studente</b>	-i → <b>studenti</b>

Remember:

- Most *singular masculine* nouns end in **-o**
- Most *singular feminine* nouns end in **-a**
- Some singular nouns end in **-e** and can be masculine or feminine. Look them up to find out their gender.

#### Rifletti

Are you beginning to notice something about the way Italian words work? Where do you find important information in words? How are verb endings and noun endings different?

### 3 The definite article

*Definite articles* are words used for *the*. They are called *definite* because they pick out a specific thing. All nouns in Italian have articles, which change according to the gender and number of the noun. We say that the articles *agree* with nouns. You will learn more about agreement with nouns and articles as you continue to study Italian.

MASCULINE SINGULAR	MASCULINE PLURAL
<b>il</b> gelato	<b>i</b> gelati
<b>l'</b> orario	<b>gli</b> orari
<b>lo</b> studente	<b>gli</b> studenti
<b>il</b> signore	<b>i</b> signori

FEMININE SINGULAR	FEMININE PLURAL
<b>la</b> scuola	<b>le</b> scuole
<b>la</b> pizza	<b>le</b> pizze
<b>l'</b> aula	<b>le</b> aule
<b>la</b> macchina	<b>le</b> macchine

The table below shows rules for using a definite article with a noun. Refer to this table as you learn Italian.

	DEFINITE ARTICLE		USED BEFORE ...
	SINGULAR	PLURAL	
Masculine noun	<b>il</b>	<b>i</b>	masculine nouns starting with a consonant
	<b>l'</b>	<b>gli</b>	masculine nouns starting with a vowel
	<b>lo</b>	<b>gli</b>	masculine nouns starting with <b>s + consonant</b> or <b>z</b>
Feminine noun	<b>la</b>	<b>le</b>	feminine nouns starting with a consonant
	<b>l'</b>	<b>le</b>	feminine nouns starting with a vowel

**l'aula** classroom

#### Nota

To choose the correct article, think about these three things:

- *Gender* – is the noun masculine or feminine?
- *Number* – is it singular or plural?
- *Beginning* – what is/are the first letter(s) of the noun?

ventuno **21**

## Lingua

For reference, nouns in Italian fall into a number of broad categories:

- masculine ending in **-o/-i**; feminine ending in **-a/-e** (e.g. **ragazzo/a**)
- masculine/feminine ending in **-e/-i** (e.g. **paziente**)
- masculine singular ending in **-o** with feminine plural ending in **-a** (e.g. **braccio**)
- masculine/feminine singular in **-a** with regular plurals (e.g. **linguista** or **problema**)
- invariable
  - consonant final (e.g. **sport**)
  - final stressed vowel (e.g. **città**)
  - monosyllables (e.g. **re**)
  - final **-i** (e.g. **analisi**)
  - some nouns ending in **-ie** (e.g. **serie**)
  - English loan words (e.g. **mouse**).

Ask students to draw a table with the different definite articles (singular and plural) and to add, under each column, all the nouns they encountered in the first two chapters.

Give students a list of singular words that they haven't yet encountered and ask them to add the appropriate article, e.g. **quaderno, libro, matita, penna, astuccio, cartella, banco, sedia**.

Then ask them to use the article and noun in plural form. Note that the feminine definite article forms are very straightforward: all plural feminine nouns take **le**.

There are two types of articles: definite and indefinite, as for most European languages (including English). Students will learn indefinite articles in **capitolo 4**.

## Extra

Remind students of the question **Come si dice?** seen on page x. Students then ask you **Come si dice?** and indicate something in the classroom or some other term. Respond with only the noun, which students write down. Once you have about 10 words, ask students to work in small groups to decide the correct definite article and explain their choices.

## Curiosità

In Italian the definite article is used much more often than in English. For instance, in a sentence like *I like school* we need the definite article in Italian: **Mi piace la scuola**. Articles are used with titles when talking about someone: **Ti piace la professoressa Key?**

## Risposte

### Rifletti

Italian words have a stem/root and an ending. Important information is found in the endings. Noun endings show gender (*m* or *f*) and number (*s* or *p*). Verb endings show tense, person (1st, 2nd or 3rd) and number (*s* or *p*).

### ECCO! UNO RESOURCES

ACTIVITY BOOK: H p. 20, I p. 21

READER+ eBook: Grammar animations: Nouns; Definite articles

## Comunicare

Ask students to work out what is happening in **il fumetto** without reading the text.

Ask:

- *Who is in this story? Do you recognise any of the characters?*  
Barbara, Bruno, Claudia, Massimo, **il signor Conti**, **la professoressa Key**
- *Where are they? At school*
- *How many main characters are there and are they teachers or students?*  
6 main characters: 4 students, 2 teachers
- *What day of the week could it be? What time of the day could it be? Why?*  
Monday–Saturday (school days in Italy), 1 p.m. (clock on the wall in frame 13)
- *What does 1 p.m. mean in Italian schools?*  
The end of class for the day
- *What do you think the people are doing?*  
Talking in front of the class
- *What do you think they are talking about?*  
Likes and dislikes – based on chapter content, heading and character facial expressions
- *What gestures are the characters making? Do you understand them? Are you familiar with similar gestures?*  
**la professoressa Key** in frame 1 – show folded arms – resignation/displeasure; Massimo in frame 12 – ‘you’re scared’ hand sign (This will be covered in more detail in **I gesti** on page 25.)

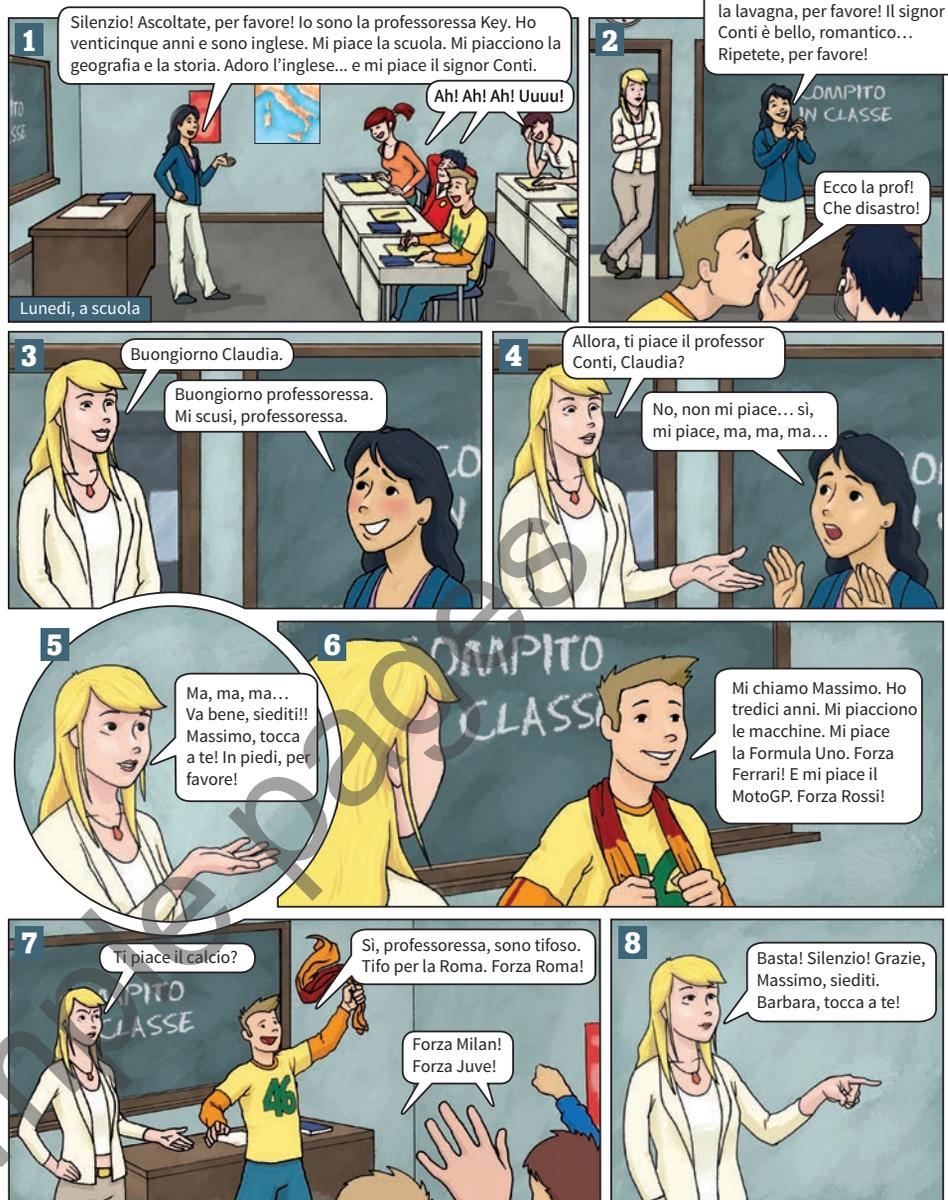
You can now listen to and/or read through the whole **fumetto** or use the interactive version of the story, hiding or showing text, and use the supporting **Abbiamo capito tutto?** questions to check comprehension.

## Cultura

Ask students to consider how males and females are represented in this **fumetto**. Discuss some stereotyped representation of gender and gender relationships. You could relate this to the gendered nature of Italian with masculine and feminine gender encoded in the grammar.

Massimo says **Tifo per la Roma** because even though he is from **Bologna** he supports the **Roma** team in Italy’s **Serie A** (*Premier League*) football competition.

## Tocca a te! 🎧



22 ventidue

## Curiosità

**Tifo** comes from the word **tifoso/a**, literally meaning a person suffering from ‘typhus’ or ‘typhoid’. With these serious diseases, the victim has an uncontrollable fever.

**ECCO! UNO RESOURCES**

AUDIO: ecco1-sb-ch02-fum3

## Comunicare

Once students have covered the **Culture a confronto** text on page 24 ask them to work in pairs to continue the conversation between **la professoressa Key** and **il signor Conti** by having **la professoressa Key** say her telephone number. **Il mio numero di telefono è...**

### Shopping: un sondaggio

Discuss Barbara's response to **la professoressa Key's** question in frame 10. Using **piacere**, ask the class whether they like shopping.

Have two students record the responses. As a class, analyse the two groups – those who like shopping and those who don't. Are there any generalisations that can be made about the two groups? For instance, do more girls like shopping than boys? Is there a clear trait that defines the two groups (i.e. those who like versus those who don't like shopping)?

## Cultura

Eating pizza in Italy is generally different from Australia. Italian **pizze** tend to have fewer toppings than Australian pizzas. Bases can be **sottile** (thin) or **spesse** (thick). In general, each person in Italy would have their own **pizza**, which they eat with cutlery.

**Pizza** was 'invented' in Naples in the first half of the 19th century. It continues a long tradition of leavened bread with simple toppings that dates back to before Ancient Rome. The rise of **pizza** came soon after the development of the tomato as a key ingredient in southern Italy in the 18th century.

## Extra

Students could research pizza in Australia and Italy.

They could compare menus from pizza restaurants in Australia and Italy and then present their research in oral or written form.

They could examine Australia's recent successes at the **Campionato mondiale della pizza**, which is held every year. (The place and date changes each year.)



### Abbiamo capito tutto?

- 1 Explain why the class is laughing in frame 1.
- 2 Why does Massimo say **Che disastro!**?
- 3 Why do you think Claudia is having trouble answering Miss Key's question in frame 4?
- 4 What does Massimo like?
- 5 How old is Barbara?
- 6 What is significant about **il trenta settembre**?
- 7 Explain the change in Bruno's mood in frame 12.
- 8 Do you think **la professoressa Key** is a likeable teacher?

ventitré 23

## Risposte

### Abbiamo capito tutto?

- 1 Claudia is pretending to be **la professoressa Key** and saying that she likes **il signor Conti**.
- 2 **La professoressa Key** has appeared at the door and overhears Claudia mimicking her.
- 3 She doesn't want to say that she likes **il signor Conti** but she doesn't want to say that she dislikes him either.
- 4 He likes cars, Formula 1, **Ferrari**, MotoGP, **Rossi**, soccer and the team **Roma**.
- 5 She is 12, almost 13.
- 6 It's Barbara's birthday.
- 7 His phone has been confiscated.
- 8 Students' own answer.

## Lingua

Ask students to try to work out the meaning of the words in the **vocabolario**. They can work out any cognates, look at the words in context then look up the meanings of words they can't guess. Draw attention to the masculine and feminine nouns.

Have students complete the **Lavoriamo con le parole!** activity in their Activity Book.

There are two types of questions: yes/no questions and information questions. In English, the words that introduce information questions tend to begin with *wh-* so we can talk about *wh-* questions. In Italian, these terms tend to begin with [k] so they are called **domande cappa**.

Ask: *How do we make a question in English?*

- You have a test tomorrow? **intonation**
- Do you have a test tomorrow? **addition of do and inversion**

Display English questions with a jumbled Italian translation. Ask students to write the Italian words in the correct order (or drag them if using an interactive whiteboard).

After considering the **Nota**, ask students to list the different *parts of speech* they have learnt so far: nouns, verbs, (definite) articles and now conjunctions. Ask them if they know other *parts of speech* (see page 127 of the Student Book).

## Curiosità

**Perché** is both a question word and an answer word. For example:

- **Perché non ti piace studiare?**
- **Perché è noioso.**

## Risposte

### More about question words

Have students deduct meaning to translate the **esempi** sentences using the language they know. Share their translations in class.

Draw attention to the difference between 'how much' and 'how many' in English, both of which are expressed using the same word in Italian, with different endings depending on the noun.

## ECCO! UNO RESOURCES

ACTIVITY BOOK: A p. 16, J p. 21, K–L p. 22

## Vocabolario

### NOUNS

il calcio  
il compito  
il compleanno  
il telefono  
il tifoso  
il cellulare  
lo shopping

la classe  
la lavagna  
la pagina  
la pizza  
la Formula Uno  
la televisione

le macchine

### ADJECTIVES

romantico/a  
tuo/a

### POLITE EXPRESSIONS

mi scusi  
per favore

### QUESTION WORDS

Qual è...?  
Quando...?

### USEFUL WORDS

quasi  
Tifo per allora

### CONJUNCTION

ma

### INTERJECTIONS

Basta!  
Forza!  
Hai paura, eh!  
Sentì!  
Va bene!

### CLASSROOM COMMANDS

Ascoltate!  
Leggete!  
Guardate!  
Ripetete!  
Siediti!  
Silenzio!  
In piedi!  
Tocca a te!

### Nota

In Italian, you can either say **OK** (with an Italian accent!) or **Va bene**.

A **conjunction** joins two ideas. The most common are **e**, **ma** and **o**. These work very much like their English counterparts **and**, **but** and **or**.

Qual è il tuo numero di telefono?



## More about question words

Can you work out what the examples mean in the table below?

Question words that never change	Esempi
<b>Che / Che cosa / Cosa</b> What	<b>Che giorno è oggi?</b> <b>Cosa significa...?</b> What does ... mean?
<b>Chi</b> Who	<b>Chi sei?</b>
<b>Come</b> How	<b>Come ti chiami?</b>
<b>Quando</b> When	<b>Quando vai a scuola?</b>
<b>Perché</b> Why	<b>Perché ti piace la musica?</b>
Question words that agree with the noun	Esempi
<b>Quanto / Quanti</b> <b>Quanta / Quante</b> How many / How much	<b>Quanto mangi?</b> <b>Quanti anni hai?</b> <b>Quanta pizza mangi?</b> <b>Quante materie studi?</b>
<b>Quale / Quali / Qual</b> Which	<b>Quale cane ti piace?</b> <b>Quali materie studi?</b> <b>Qual è la tua scuola?</b>

24 ventiquattro

## Il numero di telefono

Italians often say phone numbers as pairs of digits. For 26 they say **ventisei**, not **due sei**.

**Esempio:** 02 22736194 → zero due, ventidue, settantatré, sessantuno, novantaquattro

### Cultura a confronto

A **Milano** number has the area code 02, **Roma** is 06, **Bologna** is 05 and **Venezia** 04. What is the area code where you live?

Most Italians use mobile phones and these numbers all start with 3 and a 3-digit prefix followed by six or seven digits.

## Più parliamo, più impariamo

1 Practise saying the following numbers:

- 359 768 1245
- 02 67549311
- 364 326 854
- 05 80620915

2 You have lost all your contacts! Ask your classmates their phone numbers. You may invent a number but give the same number to all to avoid confusion.

**A: Qual è il tuo numero di telefono?**

**B: Il mio numero è...**

## Comunicare

Once they have worked out all of the translations, students can test each other and ask:

- Which words were easy to work out?
- Why?
- Which words were more difficult?
- How did you work out the meaning of these words? What methods did you use?

Work through the translations of the **Esempi** in the table of question words with students. Ask them to work in pairs, asking each other questions using the question words.

## Cultura

Ask: **Chi ha un telefono fisso a casa?**

Students say their land line number if they have one (or make one up), including the area code. Ask students if they know the international dialling codes for Australia and Italy. The international dialling code for Australia is 61. The international dialling code for Italy is 39.

Students discuss their phone use. Do they make voice calls? Why? Why not? When? To whom?

Ask students to ask each other for their phone number (real or fictitious, Australian or Italian) with the country code.

## Fonetica

### e and o

We saw in **capitolo 1** that the vowels **a**, **i** and **u** always have the same pronunciation in Italian. The vowels **e** and **o**, on the other hand, can have two sounds: **e** (closed) and **ɛ** (open), and **o** (closed) and **ɔ** (open).

Listen to these words, paying attention on the **e** and the **o**:

**sera** ['sera]                      **prego** ['prego]

**signora** [sjn'noɾa]            **ho** [ɔ]

To pronounce open **e** and **o** you need to open your mouth more, while closed **e** has spread lips and closed **o** has rounded lips.

### c and ch with vowels

Like **e** and **o**, some other letters in Italian can have more than one sound. Compare these words:

ce/ci [tʃ]	ca/co/cu [k]
<b>piace</b>	<b>musica</b>
<b>Cesare</b>	<b>come</b>
<b>dicembre</b>	<b>cucù</b>
<b>ceci</b>	

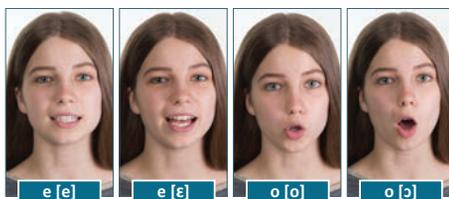
So, how do you pronounce **cinque** and **quindici**?

Now look at these words. Notice what's happening:

cia/cio/ciu [tʃ]	che/chi [k]
<b>ciao</b>	<b>che cosa</b>
<b>calcio</b>	<b>chi</b>
<b>ciuffo</b>	

So, how does **c** sound in Italian when it's with **i** or **h**? Is this like any other languages you know?

The main thing to remember is that **ch** always has the sound [k] in Italian. So have a **chinotto** and relax. **Cincin!**



Closed **e** [e] and closed **o** [o] are more common than open **e** [ɛ] and open **o** [ɔ]. Spelling does not show which one to use – you'll need to use a dictionary.

### Lingue a confronto

In English, **c** also has more than one sound. Compare how the letter **c** sounds in English and Italian.

	INGLESE	ITALIANO
Same letter, different sound	centre	<b>centro</b>
	city	<b>città</b>
Same letter, same sound	cat	<b>cane</b>
	cot	<b>come</b>
	cut	<b>cucù</b>

### Rifletti

The Italian words are similar to the English words in the first two rows above. Can you remember what you call words that are similar in Italian and English?

## I gesti

Look at **il fumetto** again. Massimo used a gesture when teasing Bruno. With a smirky smile on your face, squeeze your fingers a few times in front of you to say: **Hai paura, eh!** (You're scared, huh!)

When would you use this gesture?

## Adesso parliamo noi!

With some classmates, act out all or part of **il fumetto** as you did in **capitolo 1** (page 10). Remember to use the gesture!



venticinque 25

## Lingua

While the vowels **a**, **i** and **u** are stable in Italian, the **e** and **o** have two different pronunciations in stressed syllables in Standard Italian. Unfortunately, it is not possible to predict whether stressed **e** or **o** is open or closed because it is often determined by the etymology.

In unstressed syllables, **e** and **o** are generally closed [e] and [o]. Note that closed [o] has rounded lips in Italian.

After students have read and listened to the **Fonetica** section, pronounce the words in this table, showing the shape of your mouth/sound.

e [e]	e [ɛ]	o [o]	o [ɔ]
sera	serra	amore	cuore
quelle	cielo	come	coni
e	è	o	ho

Ask students to practise pronouncing the different vowels in these words.

It is important to remind students that in the letter group **ci**, the **i** is often 'silent' and is only there to trigger the pronunciation [tʃ], much the same as the **h** in **ch** in English. The technical term is that the **i** is diacritic in this context. So, **ciao** is a monosyllable and has no [i] sound. Similarly, **cialda** is two syllables [tʃal.da].

After reading **Lingue a confronto** and **Rifletti** ask students to create a list of Italian cognates they have learnt so far.

## Comunicare

Give students a list of words with **cia/cio/ciu** and **che/chi** to practise their pronunciation, e.g. **ciabatta**, **pancia**, **ciòè**, **arancione**, **ciurma**, **cherubino**, **barche**, **chilo**, **chinotto**, **dischi**.

## Extra

A useful resource for checking pronunciation is the online **Dizionario di pronuncia italiana**, where you can find transcriptions of many words.

### ECCO! UNO RESOURCES

**ACTIVITY BOOK:** M p. 23

**AUDIO:** ecco1-sb-ch02-fon1, ecco1-sb-ch02-fon2

**READER+ eBook:**

- **Video: Pronunciation:** The vowels **e** and **o**; The letter **c**
- **Gesture:** Hai paura, eh!

## Risposte

### Rifletti

These words are called **cognates**.

Explain that cognates are different from borrowed words/loan words and calques. A borrowed or loan word is a word that is used unchanged from another language. Often, however, there are phonological alterations (e.g. pronunciation). A calque is a literal translation from another language

- Cognate: **centro** and centre
- Loan word: **computer**
- Calque: **pallacanestro** is a calque of English basketball

### I gesti

You could use this gesture to tease a friend who did not prepare for **l'interrogazione** with **la prof. Key**.

Ask students:

- *What do you think about the gesture as a means of communication? Is it effective? Comical? Serious? Threatening?*
- *Do you know another gesture that has the same meaning? How would you explain it to an Italian speaker?*