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ACTIVITY BOOK

ECCO!

uno

3RD EDITION



ITALIAN LANGUAGE

ECCO!

uno

Cognome: _____

Nome: _____

Classe: _____

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We respect the living cultures of Aboriginal and Torres Strait Islander peoples and their ongoing connection to Country across lands, sky, seas, waterways and communities. We celebrate the riches of Indigenous Knowledge systems, shared with us and with schools Australia-wide.

We pay our respects to Elders, past and present.



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Introduzione

Your *Ecco! uno Third Edition Activity Book* offers a variety of activities to help you consolidate and strengthen your understanding of the new language and cultural points explored in the Student Book and develop your languages skills in all areas: speaking, listening, reading, viewing and writing, vocabulary and grammar. You will also find opportunities to boost your creativity and to practise cross-curricular and 21st-century skills. The Activity Book activities also encourage you to further explore and build on your knowledge of Italian culture so that you can become a successful intercultural communicator.

Beside each activity you will find icons that tell you which skills you will be practising.



Listen to Italian native speakers and practise your comprehension skills.



Take part in interactions and become a confident Italian *speaker*.



Develop your *reading and viewing* comprehension skills.



Write and create texts in Italian.



Practise the *grammar* that you have learnt in the Student Book.



Build your *vocabulary*.



Work out the correct answers using your *deductive and thinking skills*.



Watch video content to support your learning of Italian grammar and pronunciation.



Go to Pearson Digital Hub and find some more content or practice!

Keep an eye out for Gustavo, your friendly study buddy! He will pop up throughout the Activity Book to share helpful tips and point you to extra practice and resources on the Hub.

Eccomi!



The Activity Book follows the same structure as your *Ecco! uno Student Book*, chapter by chapter, to help you practise, explore and learn even more. You will find the following in each chapter:

Cominciamo!

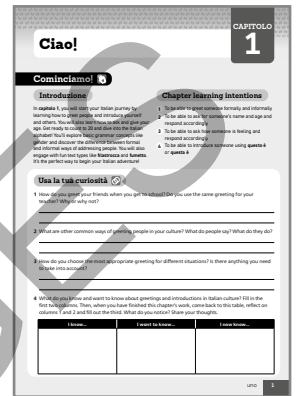
Each chapter starts with a section called **Cominciamo!**, a warm-up to get you thinking before you dive into the chapter. It encourages you to connect the topic to your own culture, reflect on what you already know and what you want to know about Italian culture, and to plan which

learning strategies you will use. It is a great way to set your learning goals and get focused!

Each chapter follows the same structure as the Student Book:

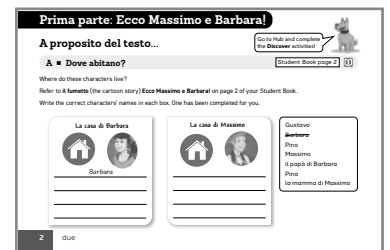
Prima parte and **Seconda parte**.

In each part, you will find the following sections.



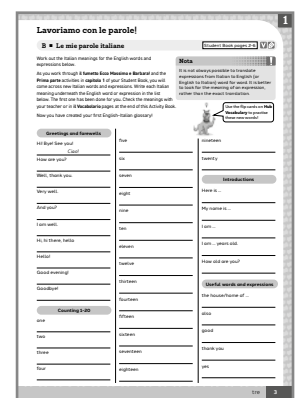
A proposito del testo...

Activities to help you understand and explore the texts, cartoon stories and feature readings in your Student Book more deeply.



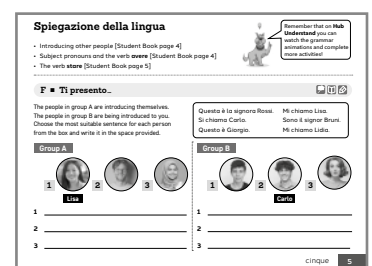
Lavoriamo con le parole!

Fun activities to help you build your Italian vocabulary. You will be challenged to work out the meaning of new words and expressions and play with language to help make the new vocabulary stick!



Spiegazione della lingua

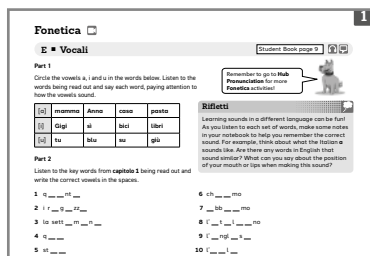
Grammar activities that help you practise key grammar points in clear and simple ways. The more you practise grammar, the more confident you will become at speaking, writing and understanding Italian in real-life situations!



Fonetica

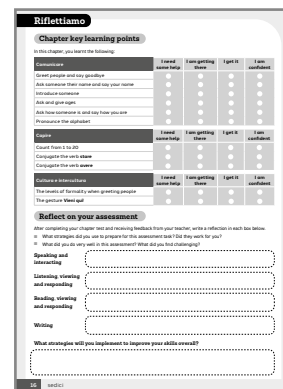
This section gives you the chance to practise the pronunciation points covered in the Student Book in more depth.

Once you have completed the **Prima parte** and **Seconda parte**, it's time to bring everything you have learned together.



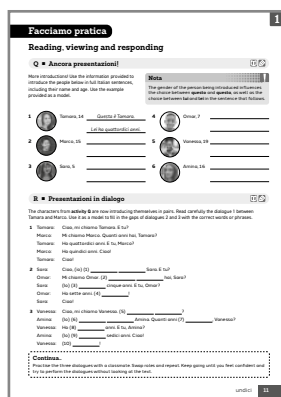
Riflettiamo

These activities give you the opportunity to think about what you have learnt and how you did in the chapter assessment. It is your chance to reflect, celebrate your achievements and set goals for what's next.



Facciamo pratica!

Here you will find listening, reading and viewing activities that give you extra practice and help you develop your communication skills in Italian in a more active and connected way!



In some activities, you will be given the opportunity to challenge yourself further with the **Continua...** task.

Keep an eye out for **Nota**, **Rifletti** and **Culture a confronto** boxes throughout the chapters. These provide additional information, guidance and prompts to get you thinking and to help you on your language learning journey.

Nota

It is not always possible to translate expressions from Italian to English (or English to Italian) word for word. It is better to look for the meaning of an expression, rather than the exact translation.

Rifletti

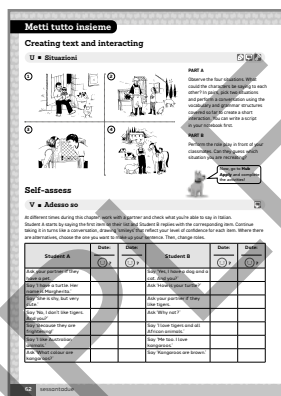
Learning sounds in a different language can be fun! As you listen to each set of words, make some notes in your notebook to help you remember the correct sound. For example, think about what the Italian **a** sounds like. Are there any words in English that sound similar? What can you say about the position of your mouth or lips when making this sound?

Culture a confronto

Compare the conjugation of the Italian verb **avere** with the English **to have**. What are the unique forms in each conjugation? In your own words, explain why you don't have to use a subject pronoun in front of the verb in Italian.

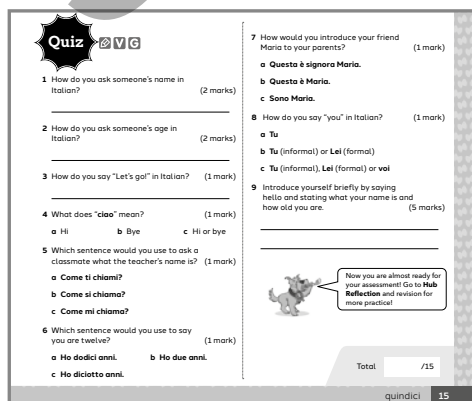
Metti tutto insieme

This section gives you the chance to use what you have learnt to interact and create texts in Italian through writing, speaking, multimodal or other fun creative tasks.



Quiz

Before your final assessment task, you can complete a quiz to check your understanding and see how ready you are. It is a great way to reflect on your learning and spot anything you might want to consolidate.



Digital Hub

Your online companion for *Ecco!*. Designed to enhance your learning, *Digital Hub* brings Italian learning to life with fun, interactive content that helps you practise, improve and enjoy your language journey.

Digital Hub follows the same structure as your *Ecco! uno* Student Book and Activity Book. It is easy to find the right activities and keep track of your progress. You will find extra practice, from quick drills to activities tailored to your level, so whether you are just starting out or already feeling confident, there is something here to challenge and support you!

Activity Book audio

All your Activity Book audio tracks are on *Digital Hub*! Simply select your chapter's first lesson (*Let's get started!*) and click on 'Activity Book audio'. You can also find them in your eBook.

Istruzioni in classe: Come si dice? 🏠

Ora ascoltate e ripetete.



Il professore / La professoressa dice:

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

Lo studente / La studentessa dice:

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



Parole utili

il libro dello studente	Student Book
il libro degli esercizi	Activity Book
il portatile	laptop
il tablet iPad	tablet iPad
la penna	pen
la matita	pencil
l'armadietto	locker
i compiti per casa	homework

Ciao! Come stai?

Cominciamo!

Introduzione

In **capitolo 1**, you will start your Italian journey by learning how to greet people and introduce yourself and others. You will also learn how to ask and give your age. Get ready to count to 20 and dive into the Italian alphabet! You'll explore basic grammar concepts like gender and discover the difference between formal and informal ways of addressing people. You will also engage with fun text types like **filastrocca** and **fumetto**. It's the perfect way to begin your Italian adventure!

Chapter learning intentions

- 1 To be able to greet someone formally and informally
- 2 To be able to ask for someone's name and age and respond accordingly
- 3 To be able to ask how someone is feeling and respond accordingly
- 4 To be able to introduce someone using **questo è** or **questa è**

Usa la tua curiosità

- 1 How do you greet your friends when you get to school? Do you use the same greeting for your teacher? Why or why not?

- 2 What are other common ways of greeting people in your culture? What do people say? What do they do?

- 3 How do you choose the most appropriate greeting for different situations? Is there anything you need to take into account?

- 4 What do you know and want to know about greetings and introductions in Italian culture? Fill in the first two columns. Then, when you have finished this chapter's work, come back to this table, reflect on columns 1 and 2 and fill in the third. What do you notice? Share your thoughts.

I know ...	I want to know ...	I now know ...

Activate prior learning

Complete the **Activate prior learning** tasks for this chapter on **Hub Let's get started!** and tick them here as you complete them.

- ☐ Common Italian words: **L'italiano è facile!**
- ☐ Italian speaking world: **Cosa conosci dell'Italia?**

Before you begin exploring this first chapter of your Activity Book, go to **Hub** and get familiar with your online activities.



Il mio progetto

Go to **Hub Let's get started!** and choose your chapter project. Jot down some notes about how you will get started and the steps you will take to complete it.

For this chapter I choose project _____

Le mie strategie di apprendimento

To help me remember important information in this chapter, I will:

- ☐ practise greetings and farewell with my classmates every day for a week.
- ☐ practise the spelling of 1 new word every evening for 5 weeks.
- ☐ _____ (my own idea)

Prima parte: Ecco Massimo e Barbara!

A proposito del testo...

Go to Hub and complete the **Discover** activities!



A ■ Dove abitano?

Student Book page 2



Where do these characters live?

Refer to **il fumetto** (the cartoon story) **Ecco Massimo e Barbara!** on page 2 of your Student Book.

Write the correct characters' names in each box. One has been completed for you.

La casa di Barbara



Barbara

La casa di Massimo



Gustavo

~~Barbara~~

Pino

Massimo

il papà di Barbara

Pina

la mamma di Massimo

Lavoriamo con le parole!

B ■ Le mie parole italiane

Student Book pages 2-6



Work out the Italian meanings for the English words and expressions below.

As you work through **il fumetto Ecco Massimo e Barbara!** and the **Prima parte** activities in **capitolo 1** of your Student Book, you will come across new Italian words and expressions. Write each Italian meaning underneath the English word or expression in the list below. The first one has been done for you. Check the meanings with your teacher or in **il Vocabolario** pages at the end of this Activity Book.

Now you have created your first English-Italian glossary!

Nota

It is not always possible to translate expressions from Italian to English (or English to Italian) word for word. It is better to look for the meaning of an expression, rather than the exact translation.



Use the flip cards on **Hub Vocabulary** to practise these new words!

Greetings and farewells

Hi! Bye! See you!

Ciao!

How are you?

Well, thank you.

Very well.

And you?

I am well.

Hi, hi there, hello

Hello!

Good evening!

Goodbye!

Counting 1-20

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

twenty

Introductions

Here is ...

My name is ...

I am ...

I am ... years old.

How old are you?

Useful words and expressions

also

good

the house/home of ...

thank you

yes

C ■ Cerca le parole



Find and circle the words listed on the right in the grid. Words can be placed horizontally, vertically, or diagonally, and they can be forward or backward. Circle each word as you find it and cross it off the list.

The first one has been done for you.

D	E	T	L	L	N	E	A	V	Q	E	N	E	B
D	A	R	R	I	V	E	D	E	R	C	I	D	R
O	E	O	L	C	M	A	O	C	N	A	R	I	U
T	L	G	O	A	O	A	O	N	T	E	R	R	B
E	T	O	S	E	L	A	N	S	A	L	V	E	U
O	I	A	N	E	T	O	I	C	E	I	D	U	O
E	C	Z	A	M	O	O	A	I	H	M	D	V	N
S	R	T	A	R	A	O	A	O	O	E	C	C	G
U	S	A	A	R	R	M	O	E	V	E	N	T	I
O	O	T	V	T	G	V	M	B	E	A	A	V	O
A	I	O	T	O	O	D	A	A	O	A	C	M	R
O	L	A	T	B	U	O	N	A	S	E	R	A	N
B	U	I	D	C	O	A	I	C	A	N	R	T	O
Q	I	I	N	O	T	T	O	L	O	O	N	T	O

~~BUONGIORNO~~

BUONASERA

SALVE

MOLTO

MAMMA

ARRIVEDERCI

QUATTRO

CASA

VENTI

GRAZIE

OTTO

BENE

CIAO

ANCHE

DIECI

D ■ Domanda e risposta



Choose the correct words from the box to fill in the gaps. The first one has been done for you.

stai mi chiamo undici Come Quanti bene anni

1 Ho undici anni.

2 Quanti _____ hai?

3 Sto _____.

4 _____ stai?

5 Buongiorno. _____ Donato.

6 Come _____?

7 _____ anni avete?



Now, go to **Hub** and complete the Vocabulary activities!

Fonetica

E ■ Vocali

Student Book page 9



Part 1

Circle the vowels a, i and u in the words below. Listen to the words being read out and say each word, paying attention to how the vowels sound.

[a]	mamma	Anna	casa	pasta
[i]	Gigi	sì	bici	libri
[u]	tu	blu	su	giù

Part 2

Listen to the key words from **capitolo 1** being read out and write the correct vowels in the spaces.

- q _ _ nt _
- i r _ g _ zz _
- la sett _ m _ n _
- q _ _
- st _ _

- ch _ _ mo
- _ bb _ _ mo
- l' _ t _ l' _ no
- l' _ ngl _ s _
- l' _ _ l _



Rifletti

Learning sounds in a different language can be fun! As you listen to each set of words, make some notes in your notebook to help you remember the correct sound. For example, think about what the Italian **a** sounds like. Are there any words in English that sound similar? What can you say about the position of your mouth or lips when making this sound?



Remember to go to **Hub Pronunciation** for more **Fonetica** activities!

Spiegazione della lingua

- Introducing other people [Student Book page 4] 
- Subject pronouns and the verb **avere** [Student Book page 4] 
- The verb **stare** [Student Book page 5]



Remember that on **Hub Understand** you can watch the grammar animations and complete more activities!

F ■ Ti presento...



The people in group A are introducing themselves. The people in group B are being introduced to you. Choose the most suitable sentence for each person from the box and write it in the space provided.

Group A

1



Lisa

2



3



- _____
- _____
- _____

Group B

1

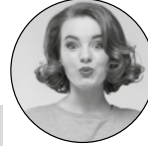


2



Carlo

3



- _____
- _____
- _____

Questa è la signora Rossi.
Si chiama Carlo.
Questo è Giorgio.

Mi chiamo Lisa.
Sono il signor Bruni.
Mi chiamo Lidia.

Part 1

Fill in the table with the correct conjugated forms of **avere** and their meaning in English, including the pronoun.

Pronoun	Italian	English
io		
tu		
lui / lei		
noi		
voi		
loro		

Culture a confronto

Compare the conjugation of the Italian verb **avere** with the English **to have**. What are the unique forms in each conjugation? In your own words, explain why you don't have to use a subject pronoun in front of the verb in Italian.

Part 2

First, identify the person who is the subject and circle the relevant subject pronoun. Then, write the correct form of the verb **avere** on the answer line. The first one has been done for you.

- Barbara ha un cane. io noi lei
- Quanti anni _____, Barbara? io tu loro
– _____ dodici anni. io tu loro
- Massimo _____ 13 anni. tu lui loro
- Massimo e Barbara _____ un cane. lui lei loro
- Quanti anni _____, Pino e Pina? tu voi loro
– _____ sei anni. noi voi io
- Gustavo _____ tre anni. lui noi io

H ■ Messaggini



Sofia has messaged a few of her friends to ask them how they are. Complete the conversations with the correct form of **stare**. Then look at the response sent by each of her friends and write how they are feeling in Italian.



Alessandra _____



Tommaso _____



Nadia e Yuki _____

Seconda parte: Andiamo, ragazzi!



Go to **Hub** and complete the **Discover** activities!

A proposito del testo...

I ■ Gli amici di Ecco

Student Book pages 7–8



Read **il fumetto Andiamo, ragazzi!** on page 7 of your Student Book.

Use the information in **il fumetto** to label each character below with their name. Then introduce each character using **Questo è** or **Questa è**. The first one has been done for you.

- 1 Bruno
Questo è Bruno
- 2 _____

- 3 _____

- 4 _____

- 5 _____

- 6 _____

Nota

Look at the names and circle the clues that will help you decide whether you need **questo** or **questa**. Hint: Look at the noun endings.

Continua...

In **capitolo 1** of the Student Book, some of the characters say how old they are. Look for these instances and write each character's age next to their name.

J ■ Riordiniamo

Student Book pages 7–8



Take a close look at **il fumetto Andiamo, ragazzi!** on pages 7-8 of your Student Book. The sentences below tell the story of **il fumetto**, but they are all mixed up! Your job is to put them in the right order. For Part a, label them with letters A to E, for Part b use F to I, and for Part c use J to M. The first one has been done for you.

Part a

- A Massimo and Bruno decide it is time to go.
- B Bruno meets Gustavo the dog.
- C Bruno greets Massimo's mum.
- D Gustavo wants to go with Massimo and Bruno.
- E Massimo and Bruno say bye to Mrs Berti.

1 2 3 4 5

Part b

- F Barbara introduces Mr Lando to Claudia.
- G Mr Lando says he is going very well.
- H Claudia and Barbara say hi to each other.
- I Mr Lando and Claudia ask each other how they are doing.

1 2 3 4

Part c

- J Claudia and Barbara have to leave and they say goodbye.
- K Valentino asks for Claudia's name.
- L Valentino and Barbara say hi to each other.
- M Claudia asks Barbara for Valentino's age.

1 2 3 4

Lavoriamo con le parole!

K ■ Le mie parole italiane

Student Book pages 7–15



Work out the Italian meanings for the English words and expressions below.

As you work through i fumetti **Andiamo, ragazzi!** and **Si chiama**

Gustavo and the **Seconda parte** activities in **capitolo 1** of your Student

Book, you will come across new Italian words and expressions. Write each Italian meaning underneath the English word or expression in the list below as you learn it. Check the meanings with your teacher or in the **Vocabolario** pages at the end of this Activity Book.

Use the flip cards on **Hub Vocabulary** to practise these new words!



Days of the week

day

il giorno

today

tomorrow

week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

More nouns

English

lesson

Miss, Ms

Mr, sir

Mrs, Ms, madam

teacher (m)

teacher (f)

boy(s)

girl(s)

Useful words and expressions

This is (m)

This is (f)

you (formal)

Let's go!

Hurry!

No.

Come here!

It's / He is beautiful!

It's / She is beautiful!

What's his/her name?

His/her name is ...

How beautiful!

What a disaster!

Who?

I'm sorry.

Today is ...

starts in ... minutes

L ■ Trova l'intruso



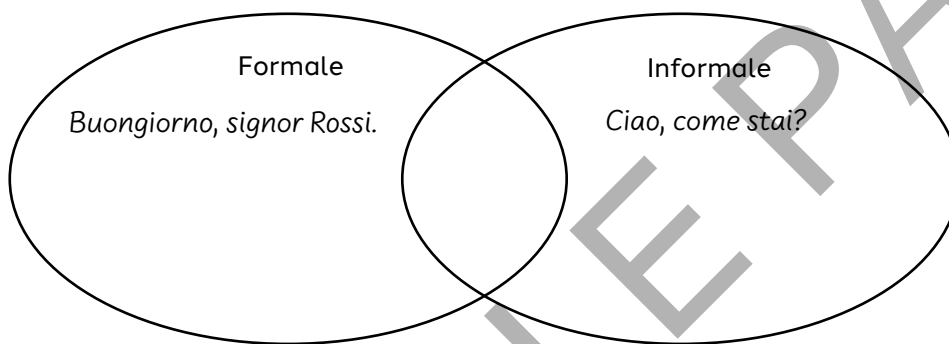
Consider the meaning of the following words and circle the odd one out in each group. The first one has been circled for you. Once you are finished, compare your answers with a classmate and for each group, explain why the word you have circled is the odd one out.

- | | | | | |
|---------------|---------|---------------|-------------|-----------|
| 1 tu | lei | <u>grazie</u> | noi | io |
| 2 diciassette | undici | quattro | nove | buonasera |
| 3 abbiamo | stiamo | state | sto | stanno |
| 4 avete | ho | hanno | dodici | hai |
| 5 andiamo | ragazzi | mamma | signora | papà |
| 6 buongiorno | molto | salve | arrivederci | ciao |

M ■ Formale o informale?



Formal or informal? Copy the greetings from the box below to the correct section of the diagram. The first one has been done for you.



~~Ciao, come stai?~~
 Buongiorno, signor Rossi.
 Buonasera, professoressa.
 Salve, signora!
 Salve!
 Ciao ragazzi!
 Arrivederci, signora Santini.
 Ciao mamma.

N ■ Giorni della settimana



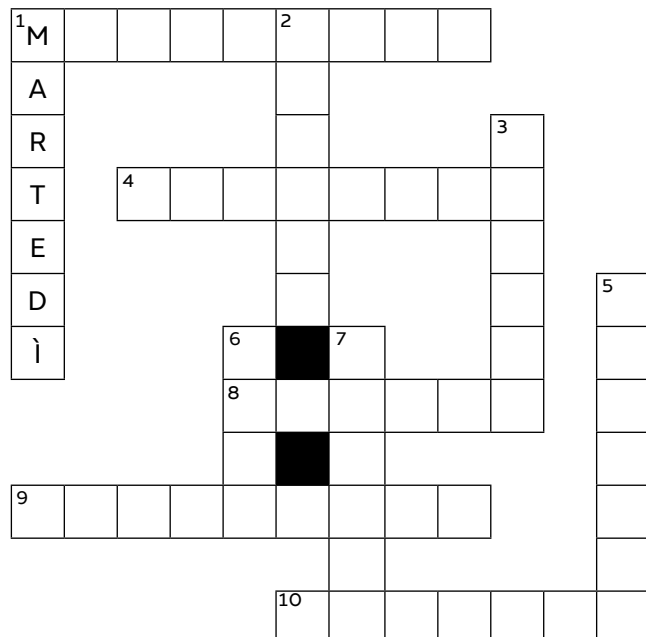
Read each clue and write the correct word in the crossword puzzle. The first one has been done for you.

Across

- 1 The day after Tuesday is...
 4 This is the last day of the week.
 8 This word means 'day'.
 9 Seven days make a _____.
 10 This day comes just before Friday.

Down

- 1 This is the day after Monday.
 2 This is the first day of the week.
 3 This is the first day of the weekend.
 5 This is the day after Thursday.
 6 This word means 'today'.
 7 This word means 'tomorrow'.



Now, go to **Hub** and complete the **Vocabulary** activities!

Spiegazione della lingua

- More on presentations [Student Book page 10]
- Mr, Mrs and Ms [Student Book page 10]



Go to **Hub Understand** for more activities on these new language points!

O ■ Chiamarsi



Complete these four short dialogues by writing the appropriate forms of **chiamarsi**. Choose among **mi chiamo**, **ti chiami** and **si chiama**. The first one has been done for you.

1 Gino: Ciao! Io (1) mi chiamo Gino. E tu, come (2) _____?

Mario: Io (3) _____ Mario.

2 Chiara: Ecco la nuova professoressa.

Alessandro: Come (4) _____?

Chiara: (5) _____ professoressa Bianchi.

3 Tommaso: Bello questo cane! Come (6) _____?

Giulia: (7) _____ Gustavo.

4 Sofia: Ciao! Tu (8) _____ Carla?

Carla: Sì, io (9) _____ Carla.

P ■ Usare i titoli formali



Using Italian formal titles, such as **signore**, **signora** e **signorina**, can be tricky. Sometimes you need to use the definite article (**il** or **la** mainly) and sometimes you don't. Sometimes you need to drop the final **-e** in **signore**, **dottore** e **professore**, and sometimes you don't. Reread the rules in your Student Book carefully, then complete the table below. The first two rows have been completed for you.

	Ecco...	Buongiorno... (con nome)	Buongiorno... (senza nome)
signor Lando	<i>Ecco il signor Lando.</i>	<i>Buongiorno, signor Lando.</i>	<i>Buongiorno, signore.</i>
signorina Santini	<i>Ecco la signorina Santini.</i>	<i>Buongiorno, signorina Santini.</i>	<i>Buongiorno, signorina.</i>
signora Rossi			
professor Ferri			
dottressa Ranzi			
dottor Chen			

Continua...

Now, have a go at summarising or explaining one of these new language points to a partner or record a video!



Facciamo pratica

Reading, viewing and responding


Q ■ Ancora presentazioni!




More introductions! Use the information provided to introduce the people below in full Italian sentences, including their name and age. Use the example provided as a model.

Nota


The gender of the person being introduced influences the choice between **questo** and **questa**, as well as the choice between **lui** and **lei** in the sentence that follows.


1  Tamara, 14 Questa è Tamara.
Lei ha quattordici anni.

2  Marco, 15 _____

3  Sara, 5 _____

4  Omar, 7 _____

5  Vanessa, 19 _____

6  Amina, 16 _____

R ■ Presentazioni in dialogo



The characters from activity Q are now introducing themselves in pairs. Read carefully the dialogue 1 between Tamara and Marco. Use it as a model to fill in the gaps of dialogues 2 and 3 with the correct words or phrases.

- 1 Tamara: Ciao, mi chiamo Tamara. E tu?
Marco: Mi chiamo Marco. Quanti anni hai, Tamara?
Tamara: Ho quattordici anni. E tu, Marco?
Marco: Ho quindici anni. Ciao!
Tamara: Ciao!

- 2 Sara: Ciao, (io) (1) _____ Sara. E tu?
Omar: Mi chiamo Omar. (2) _____ hai, Sara?
Sara: (io) (3) _____ cinque anni. E tu, Omar?
Omar: Ho sette anni. (4) _____!
Sara: Ciao!

- 3 Vanessa: Ciao, mi chiamo Vanessa. (5) _____?
Amina: (io) (6) _____ Amina. Quanti anni (7) _____, Vanessa?
Vanessa: Ho (8) _____ anni. E tu, Amina?
Amina: (io) (9) _____ sedici anni. Ciao!
Vanessa: (10) _____!

Continua...

Practise the three dialogues with a classmate. Swap roles and repeat. Keep going until you feel confident and try to perform the dialogues without looking at the text.

Listening and responding

S ■ In classe con la professoressa Key



Listen to what **la professoressa Key** says to her students at different times during their lesson. Circle or highlight the English description of what she is saying.

- | | |
|---|--|
| 1 a Introducing herself | 5 a Introducing another teacher |
| b Greeting the students | b Asking someone to hurry up |
| c Saying goodbye to the students | c Calling someone to the front of the class |
| 2 a Asking someone to hurry up | 6 a Saying goodbye to the students |
| b Calling someone to the front of the class | b Introducing another teacher |
| c Saying goodbye to the students | c Introducing herself |
| 3 a Calling someone to the front of the class | 7 a Commenting on someone's lovely homework |
| b Introducing herself | b Commenting on the mess made when the bin tips over |
| c Saying goodbye to the students | c Saying goodbye to the students |
| 4 a Introducing herself | 8 a Saying goodbye to the students |
| b Introducing another teacher | b Asking someone to hurry up |
| c Commenting on someone's lovely drawing | c Greeting the students |

Culture a confronto



Which words does **la professoressa Key** use to greet the students and say goodbye? Is her word choice formal or informal? How does this compare with how your teachers address students in English?

T ■ Oggi è...?



Part 1

Giorgio is having trouble working out what day it is. Listen as he tries to figure it out. Then circle or highlight the correct day of the week.

- | | | | | | | |
|----------|---------|-----------|---------|---------|--------|----------|
| 1 lunedì | martedì | mercoledì | giovedì | venerdì | sabato | domenica |
| 2 lunedì | martedì | mercoledì | giovedì | venerdì | sabato | domenica |
| 3 lunedì | martedì | mercoledì | giovedì | venerdì | sabato | domenica |
| 4 lunedì | martedì | mercoledì | giovedì | venerdì | sabato | domenica |
| 5 lunedì | martedì | mercoledì | giovedì | venerdì | sabato | domenica |

Part 2

You will hear Giorgio's conversations once again, but in a different order. This time, write what day of the week it is, in English.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

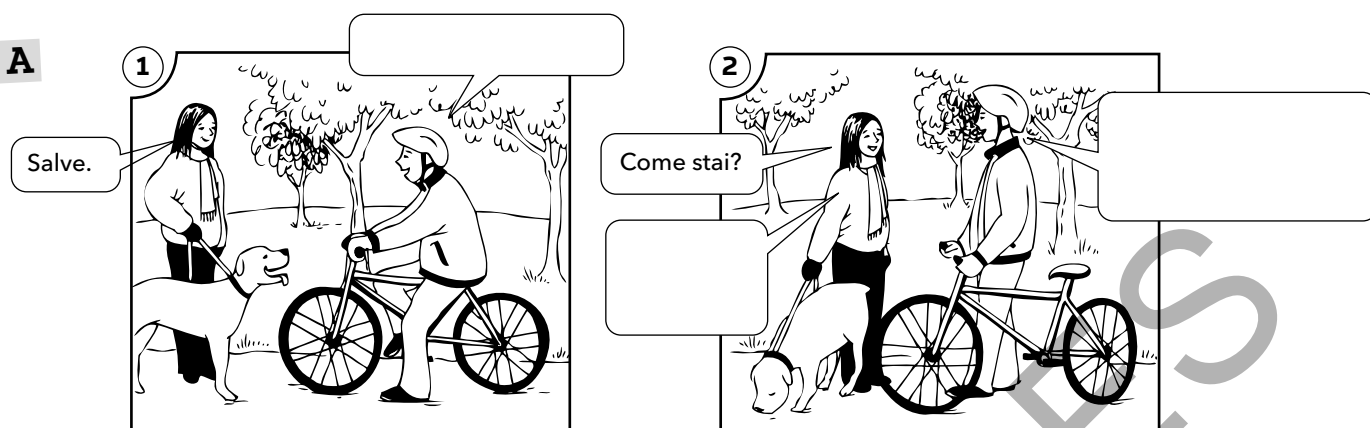
Reading, viewing and responding

U ■ Ciao!

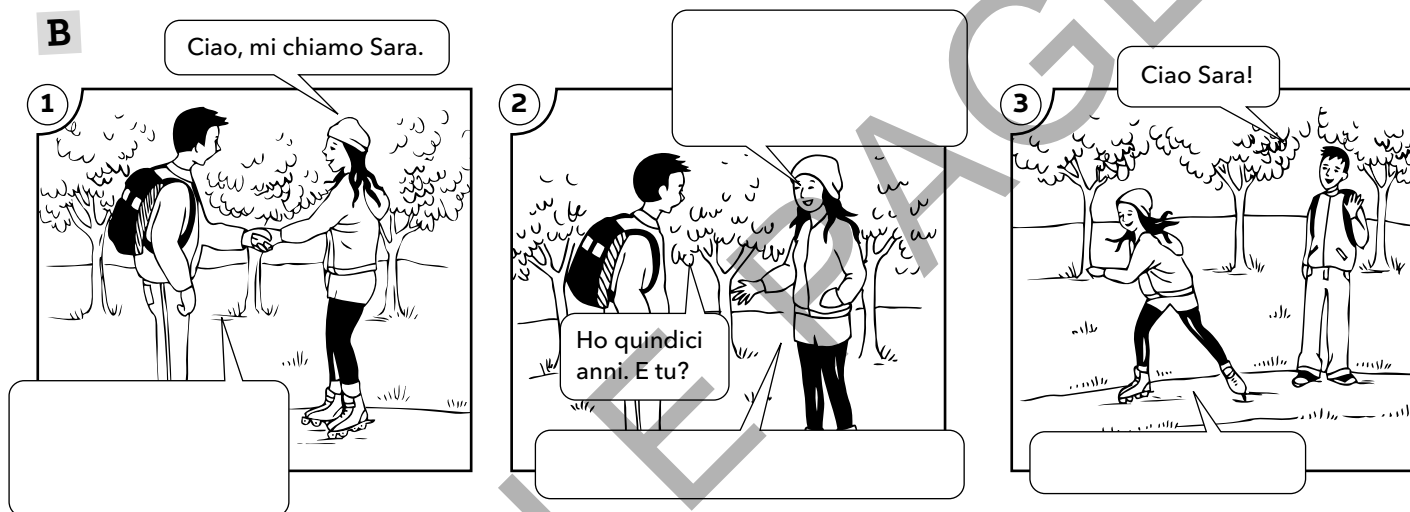


Look at the two **fumetti** below and complete the speech bubbles using the sentences provided in the box.

A



B

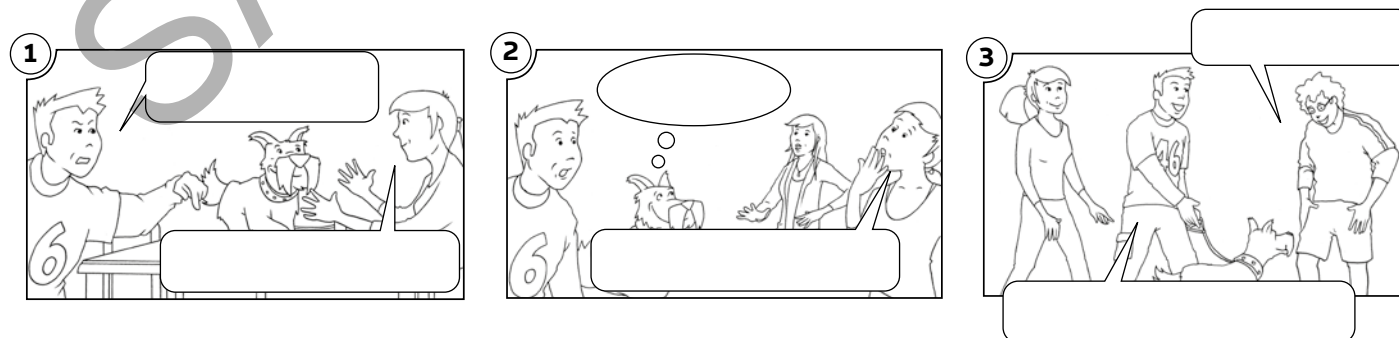


Ho quattordici anni. Bene, grazie. E tu? Ciao, mi chiamo Piero! Molto bene
Quanti anni hai, Piero? Ciao! Ciao Piero!

V ■ Si chiama Gustavo



Look at **il fumetto** below. For each speech or thought bubble, find an appropriate expression in the box. Write the expressions in the empty bubbles. Be careful: you won't need to use all of the expressions in the box.



Che bello! Che disastro! Questo è Gustavo. Ciao Gustavo!
Giù! Presto, andiamo! Che bella! Come stai?

Now, go to **Hub Practise** and complete the activities!



Interacting and creating text

W ■ Situazioni



Revise what you have learnt in **capitolo 1** by taking the roles of the people in Situations 1 and 2 below. When you are confident that you can say each part correctly in Italian, tick the first box in the row. Then ask a classmate or your teacher to check that you can say each one correctly and tick the second box.

1 You are talking to the boys.

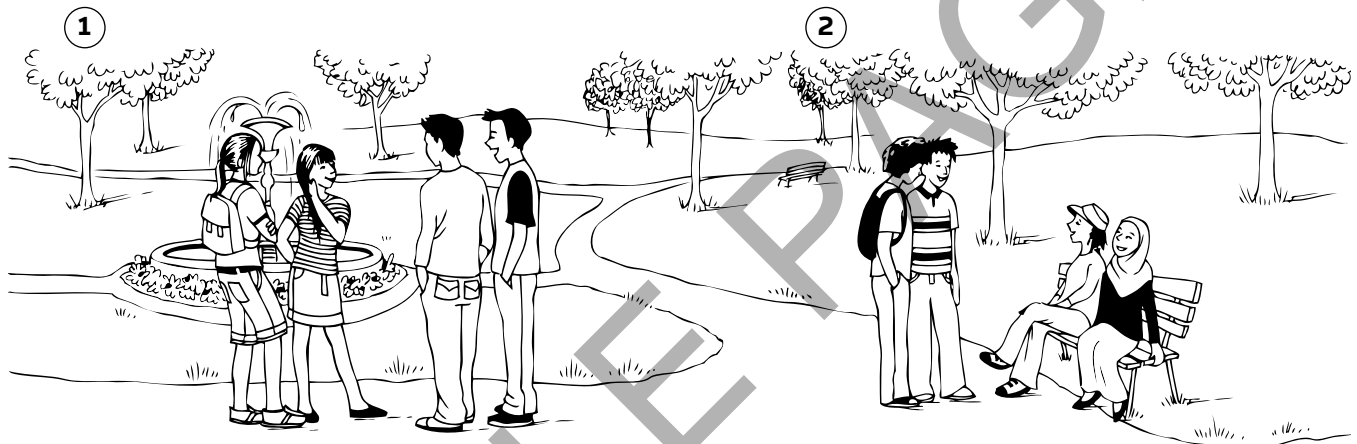
Say ...

My name is Paola.		
This is Laura.		
What is your name?		
How are you?		
How old are you?		

2 You are talking to the girls.

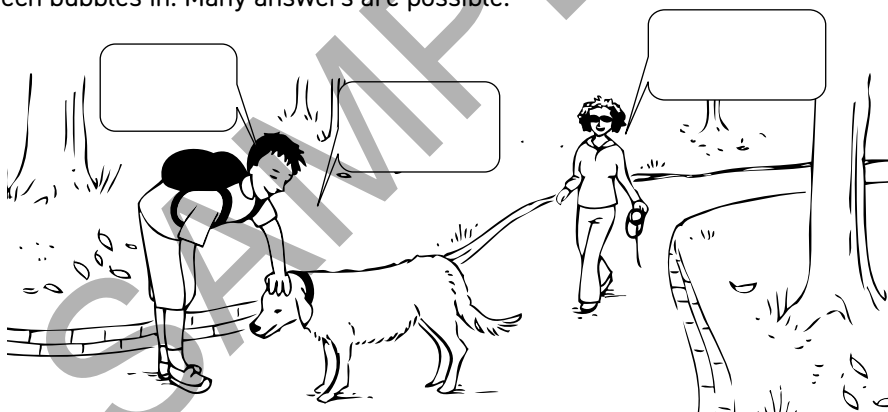
Say ...

Hi!		
This is Matteo.		
I am well.		
Matteo is 12 years old.		
Bye!		



Look at Situations 3 and 4 below. What are these people saying? Use the Italian you've learnt in **capitolo 1** to fill the speech bubbles in. Many answers are possible.

3



Now, go to **Hub**
Have a go
and complete
the activities!



4



Self-assess

X ■ Adesso so



At different times during this chapter, work with a partner and check what you're able to say in Italian.

Student A starts by saying the first item on their list and Student B replies with the corresponding item. Continue taking it in turns like a conversation, drawing 'smileys' that reflect your level of confidence for each item. Where there are alternatives, choose the one you want to make up your sentence. Then, change roles.

Student A	Date: 😊 ?	Date: 😊 ?	Student B	Date: 😊 ?	Date: 😊 ?
Greet your partner			Greet your partner back		
Ask your partner's name			Say what your name is		
Ask how your partner is			Say how you are		
Ask your partner's age			Say how old you are		
Ask your partner, 'What is her/his name?'			Introduce the teacher to your partner		

Quiz



1 How do you ask someone's name in Italian? (2 marks)

2 How do you ask someone's age in Italian? (2 marks)

3 How do you say 'Let's go!' in Italian? (1 mark)

4 What does **ciao** mean? (1 mark)

a Hi b Bye c Hi or bye

5 Which sentence would you use to ask a classmate what the teacher's name is? (1 mark)

- a Come ti chiami?
b Come si chiama?
c Come mi chiama?

6 Which sentence would you use to say you are twelve? (1 mark)

- a Ho dodici anni. b Ho due anni.
c Ho diciotto anni.

7 How would you introduce your friend Maria to your parents? (1 mark)

- a Questa è signora Maria.
b Questa è Maria.
c Sono Maria.

8 How do you say 'you' in Italian? (1 mark)

- a Tu
b Tu (informal) or Lei (formal)
c Tu (informal), Lei (formal) or voi

9 Introduce yourself briefly by saying hello and stating what your name is and how old you are. (5 marks)



Now you are almost ready for your assessment! Go to **Hub Reflection and revision** for more practice!

Total /15

Chapter key learning points

In this chapter, you learnt the following:

Comunicare	I need some help	I am getting there	I get it	I am confident
Greet people and say goodbye	●	●	●	●
Ask someone their name and say your name	●	●	●	●
Introduce someone	●	●	●	●
Ask and give ages	●	●	●	●
Ask how someone is and say how you are	●	●	●	●
Pronounce the alphabet	●	●	●	●

Capire	I need some help	I am getting there	I get it	I am confident
Count from 1 to 20	●	●	●	●
Conjugate the verb stare	●	●	●	●
Conjugate the verb avere	●	●	●	●

Cultura e intercultura	I need some help	I am getting there	I get it	I am confident
The levels of formality when greeting people	●	●	●	●
The gesture Vieni qui!	●	●	●	●

Reflect on your assessment

After completing your chapter test and receiving feedback from your teacher, write a reflection in each box below.

- What strategies did you use to prepare for this assessment task? Did they work for you?
- What did you do very well in this assessment? What did you find challenging?

Speaking and interacting

Listening, viewing and responding

Reading, viewing and responding

Writing

What strategies will you implement to improve your skills overall?

Ti piacciono gli animali?

Cominciamo!

Introduzione

In **capitolo 4**, you will have fun learning how to talk about animals and colours! You will become an expert in using indefinite articles and learn how to conjugate **-are** verbs. Plus, you will take a fascinating trip back in time to Ancient Rome, discovering the legendary story of **Romolo** and **Remo**, and exploring iconic landmarks like the Circus Maximus and the Colosseum. Get ready for an exciting adventure filled with history and language fun!

Chapter learning intentions

- 1 To know the Italian names of some wild and domestic animals
- 2 To use Italian adjective of colours correctly when describing a thing or an animal
- 3 To understand how to conjugate regular **-are** verbs in the present tense

Usa la tua curiosità

- 1 Do you have any pets? If you do, describe them. If you don't have any, describe your ideal pet.

- 2 What sorts of pets do you imagine people in Italy would have? What are some differences and similarities they might have with the type of pets you have in your country?

- 3 What sort of wild animals can you see in your own country? And what sort of wild animals would you expect to see in Italy? What are some differences and similarities?

- 4 What do you know and want to know about animals in Italian culture? Fill in the first two columns. Then, when you have finished this chapter's work, come back to this table, reflect on columns 1 and 2 and fill in the third. What do you notice? Share your thoughts.

I know ...	I want to know ...	I now know ...

Activate prior learning

Complete the **Activate prior learning** tasks for this chapter on **Hub Let's get started!** and tick them here as you complete them.

- ☐ Getting to know each other: **Quale domanda?**
- ☐ Using adjectives: **Quale aggettivo?**
- ☐ Telling the time: **Che ore sono?**

Before starting this new chapter, review key words and grammar from the last one on **Hub!**



Il mio progetto

Go to **Hub Let's get started!** and choose your chapter project. Jot down some notes about how you will get started and the steps you will take to complete it.

For this chapter I choose project _____

Le mie strategie di apprendimento

To help me remember important information in this chapter, I will:

- ☐ create a poster of the **-are** verb conjugations and pin it up in a location where I will see it every day.
- ☐ create labels with colours in Italian and stick them on some items of the same colour.
- ☐ _____ (my own idea)

Prima parte: Gli animali dello zoo di Roma

A proposito del testo...

Go to **Hub** and complete the **Discover** activities!



A ■ Quale animale?

Student Book page 46



Observe and read the descriptions from **Gli animali dello zoo di Roma** in your Student Book. Then write the name of the correct animal(s) in Italian. The first one has been completed for you.

- 1 Which animal is described as tall?
- 2 Which animal is described as big and scary?
- 3 Which animal is described as intelligent?
- 4 Which animals are described as fierce?
- 5 Which animals are Australian?
- 6 Which animals are European?
- 7 Which animals live on many continents?
- 8 Which animals are described as very fast?

la giraffa

Lavoriamo con le parole!

B ■ Le mie parole italiane

Student Book pages 46–49



Write the Italian meanings for the English words and expressions below.

As you work through the feature text, **Gli animali dello zoo di Roma** and the **Prima parte** activities in **capitolo 4** of your Student Book, make a note of any new **vocabolo** you come across.

Nota

You cannot always translate from Italian to English (or English to Italian) word for word. Instead, focus on context to find the clues that will help you guess the meaning of some unknown words.

Animals

animal

l'animale (m)

echidna

elephant

fish

giraffe

kangaroo

lion

monkey

ostrich

shark

tiger

tortoise, turtle

zebra

zookeeper

Adjectives

African

American

Asian

Australian

European

Colours

(dark) blue

(light) blue

black

brown

green

grey

orange

pink

purple

red

white

yellow

Useful words and expressions

big

fierce

frightening

pope

slow

small

There are

Where from?

Where?

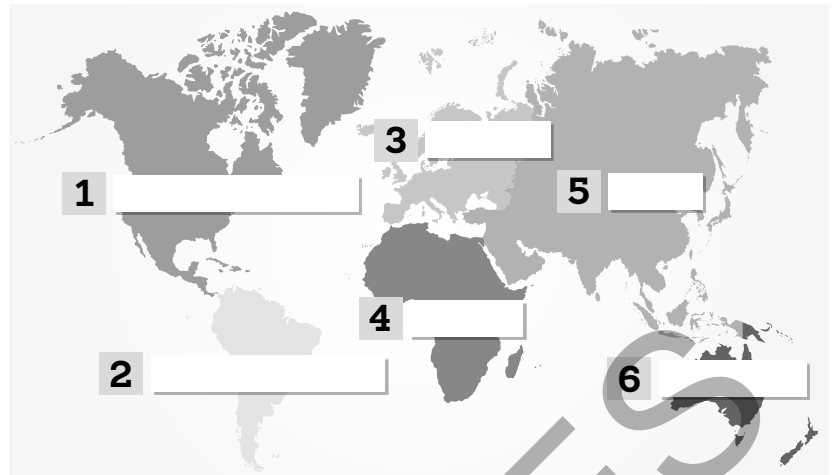


Use the flip cards on **Hub Vocabulary** to practise these new words

Fill in the labels on the map with the names of the six continents in Italian. Then check the Student Book to see if you are correct.

l'Africa l'America del Nord
l'America del Sud l'Asia l'Australia
l'Europa

Now, go to **Hub** and complete activities to master the **Vocabulary** on this page!



D ■ Gli animali dello zoo

Student Book pages 46–47

Part 1

Label the zoo animals below, choosing from the nouns in the box. Make sure you spell them correctly!

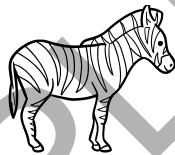
il canguro ~~l'echidna~~ l'elefante la giraffa il leone il pesce la scimmia lo squalo lo struzzo
la tartaruga la tigre la zebra

Part 2

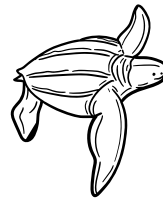
In which continent are these animals commonly found? Write the name of one continent in Italian underneath the name of the animal. Some animals can be found on more than one continent. One has been filled in for you.



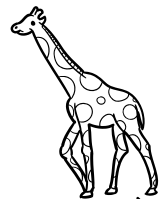
1 l'echidna
Australia



2 _____



3 _____



4 _____



5 _____



6 _____



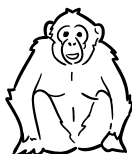
7 _____



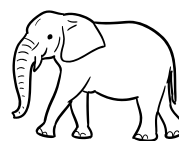
8 _____



9 _____



10 _____



11 _____



12 _____

Fonetica

E ■ Sillabe

Student Book page 47



Listen to these words from **capitolo 4** and break them down into syllables. Pay attention to what you hear as this will give you clues about where each syllable starts and ends. Then read the words aloud and write the number of syllables they contain.

1 pesce pe / sce 2

2 feroce _____

3 struzzo _____

4 canguro _____

5 campagna _____

6 pappagallo _____

7 fattoria _____

8 cavallo _____



Remember to go to **Hub Pronunciation** for more **Fonetica** activities!

F ■ L'accento della parola

Student Book page 47



Each group of words in the table below is stressed on the same syllable. Listen carefully to the words and circle the syllables that are emphasised. Fill in the gap at the top of each column by writing which syllable (second-last, third-last or last) carries the stress.

second-last syllable	most common	ca sa, li bro, so rel la
third-last syllable	fairly common	a bito, a biti, a bita
last syllable		caffè, per ché

Nota

To identify word stress, listen carefully to how the word is pronounced. The stressed syllable is always pronounced with more emphasis than the other syllables.

Group 1		Group 2		Group 3	
_____ syllable		_____ syllable		_____ syllable	
gallina	animale	anatra	fantastica	caffè	sofà
uccello	gatto	America	Massimo	papà	lunedì
tigre	gattino		domestico	così	

Spiegazione della lingua



Go to **Hub Understand** for more activities on this new language point!

• **Di che colore è?** [Student Book page 48]

G ■ Aggettivi di colore



Part 1

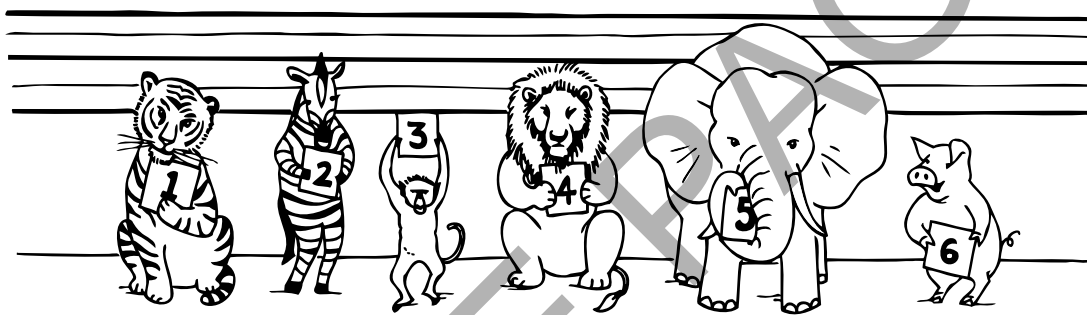
Translate each of the English words in the box below into Italian and write its correct masculine and feminine forms in the table. You only need to list the singular forms. The first one has been done for you.

yellow pink white brown grey black

Masculine	Feminine
giallo	gialla

Part 2

Now answer the question **Di che colore è?** for each of the animals in this line-up. Write full Italian sentences and include the name of each animal, with the definite article and what colour it is. The last one has been done for you.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 *Il maiale è rosa.*

H ■ Ma sei matto?



Il guardiano dello zoo in Rome has knocked his head on a low branch and is now feeling a bit dizzy and seeing double.

Write what **il guardiano** is seeing by changing the following phrases into the plural form. The first one has been done for you.

- 1 il leone giallo → *i leoni gialli*
- 2 la tigre arancione _____
- 3 il pappagallo azzurro e viola _____
- 4 la zebra bianca e nera _____
- 5 il canguro rosso _____
- 6 lo squalo grigio _____
- 7 la scimmia nera _____
- 8 il pesce rosa e verde _____
- 9 la tartaruga marrone _____
- 10 lo struzzo bianco _____
- 11 l'elefante grigio _____

Continua...

Now, have a go at summarising or explaining this new language point to a partner or record a video!



Seconda parte: La vita in fattoria

A proposito del testo...

Go to **Hub** and complete the **Discover** activities!



I ■ Gli animali di zio Giuseppe

Student Book pages 50–51



Read again **il fumetto La vita in fattoria** in your Student Book. Then complete the animal profiles below. For each profile card, add the name of the animal and one or more adjectives in English from the box. Base your answers on how the animals are described in **il fumetto**, not on your opinions! The adjectives can be used more than once. The first card has been completed for you.

disgusting cheeky big
bad likeable beautiful
very intelligent



Name:

Olga

Adjective(s)

big



Name:

Adjective(s)



Name:

Adjective(s)



Name:

Adjective(s)



Name:

Adjective(s)



Name:

Adjective(s)

J ■ Riassunto

Student Book pages 50–51



Fill in this short summary of **La vita in fattoria** with the missing words. Use the words from the box. The first one has been done for you.

mucche grandi ~~sono~~, fattoria quattro si chiama animali birichino cane cavallo

Claudia e Massimo (1) *sono* alla fattoria di zio Giuseppe. Gustavo, (2) il _____ di Massimo, è birichino! Zio Giuseppe ha molti (3) _____: (4) _____ cavalli, le oche (5) _____, un pappagallo (6) _____, due maiali e otto maialini. Il (7) _____ di Claudia si chiama Principe. Un maialino (8) _____ Minimo. Zio Giuseppe ha anche quindici (9) _____. Una mucca si chiama Matilde. Massimo adora la vita in (10) _____... qualche volta!

Lavoriamo con le parole!

K ■ Le mie parole italiane

Student Book pages 50–55



Write the Italian meanings for the English words and expressions below.

As you work through **il fumetto La vita in fattoria** and the **Seconda parte** activities in **capitolo 4** of your Student Book, make a note of any new **vocabolo** you come across.

Animals

a pet

un animale domestico

bee

bird

cat

chicken

cow

dog

donkey

duck

goat

goose

horse

mouse

parrot

pig

rabbit

sheep

Useful words and expressions

bad

Be quiet!

close to, near

countryside

domestic

Don't worry.

fantastic

farm

How disgusting!

How many?

life

Oh my goodness!

on horseback

Perfect!

soft toy animal

Welcome!

Use the flip cards on **Hub Vocabulary** to practise these new words!



L ■ Cerchia le parole

Student Book pages 50–51



Listen to the audio and circle the words that you hear for each item. The first one has been done for you.

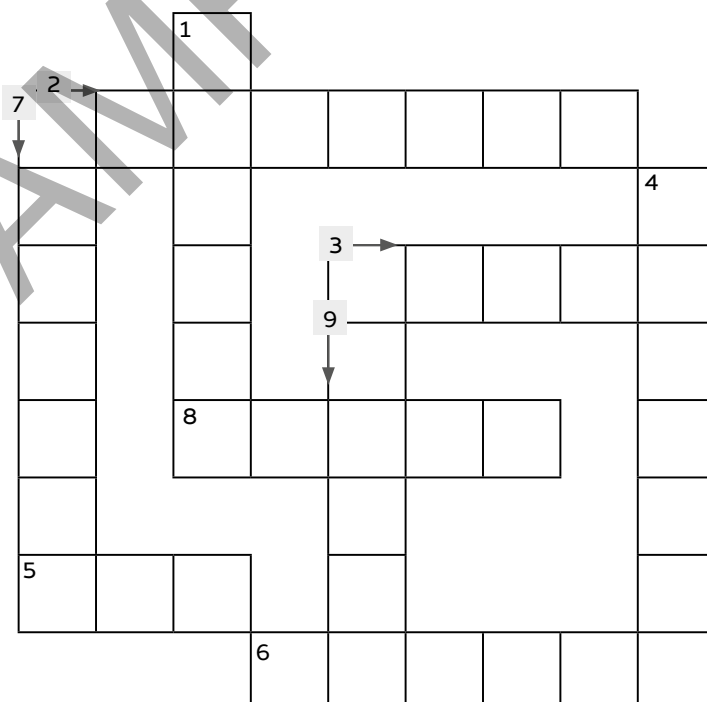
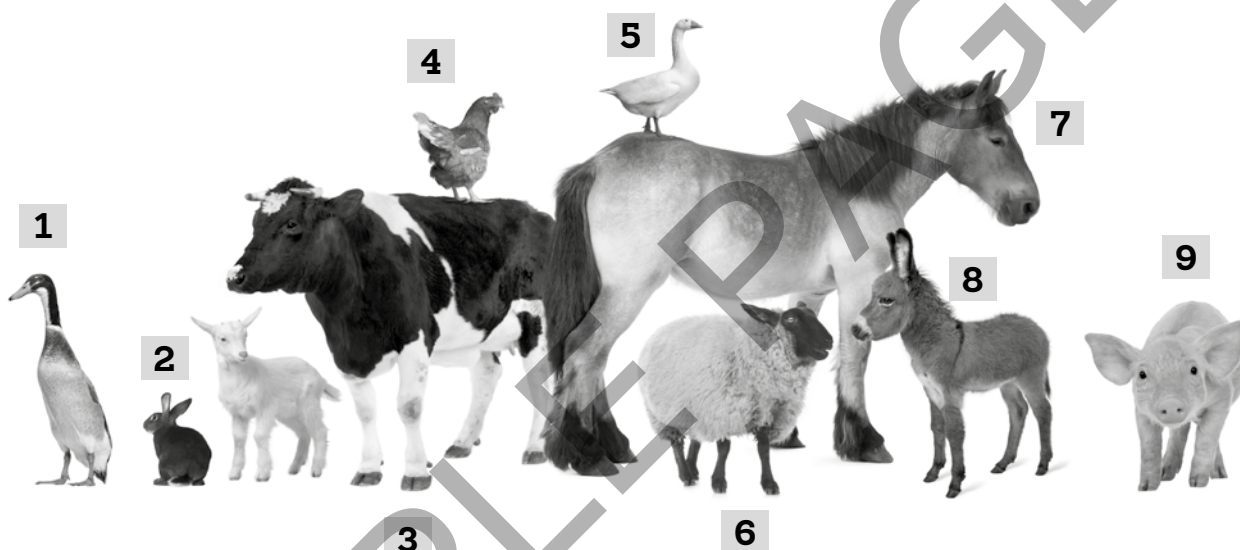
- | | | | | | |
|---------------|-------------|------------|---------------|---------------|------------|
| 1 fantastico | la fattoria | vicino | 6 fantastico | Quanti? | benvenuto |
| 2 il coniglio | il gatto | la gallina | 7 perfetto! | Che schifo! | Mamma mia! |
| 3 domestico | cattivo | a cavallo | 8 il topo | i maialini | l'uccello |
| 4 l'anatra | l'ape | l'asino | 9 Sta' zitto! | domestico | simpatico |
| 5 la campagna | il peluche | il maiale | 10 cattivo | il pappagallo | la capra |

M ■ Animali da fattoria

Student Book page 49



Look at this group of farm animals. Can you identify them? Complete the crossword with the Italian words.



Now, go to **Hub**
and complete the
Vocabulary activities!



Spiegazione della lingua

- Conjugate regular **-are** verbs [Student Book page 52]
- The indefinite article [Student Book page 53]



Remember that on **Hub Understand** you can watch the grammar animation and complete more activities!

N ■ Con chi abiti?



Practise conjugating the verb **abitare** (to live) by completing the sentences below with the correct forms of the verb. Make sure you pay attention to the context of each situation and who is doing the action.

- 1 Dove _____, Massimo?

(Io) _____ a Bologna. _____ in una casa con la mia famiglia.

- 2 Gustavo (lui/lei) _____ con Massimo.

- 3 Barbara, dove _____?

_____ a Bologna con mamma, papà e Pino e Pina.

- 4 Massimo _____ con Gustavo.

- 5 Massimo, Barbara e Gustavo _____ a Bologna.

6 Mio zio Giuseppe _____ in una fattoria vicino a Roma.



Rifletti

How do you decide which form of **abitare** to use? Are there any visual or text clues that help you decide? Make a list and discuss it with a classmate.



Continua...

E tu, con chi abiti? Hai un cane o un gatto? Answer the question, referring back to the vocabulary you learnt in **capitolo 4**. Say where you live, who is in your family, whether you live with a pet, what it is like, and so on. Write at least three sentences in your notebook.

O ■ Abitare, ascoltare, lavorare



Read the sentences and fill the gap with the correct conjugation of the verb **abitare** (to live), **ascoltare** (to listen to) or **lavorare** (to work). You can use the verb table on page 52 of your Student Book to help you. The first one has been done for you.

- 1 Lina ascolta la radio.
- 2 Massimo _____ a Bologna.
- 3 Gli zii di Claudia _____ in una fattoria.
- 4 La professoressa Key _____ in una scuola.
- 5 Bruno non _____ la professoressa.
- 6 Lui _____ la musica in classe!
- 7 I tuoi genitori _____ in banca?
- 8 Tu _____ in Italia?
- 9 No, io _____ in Australia.
- 10 In famiglia, noi _____ la musica classica la mattina.

Nota

In Italian, 'Lina listens to the radio.' is expressed as **Lina ascolta la radio.** without the need for the preposition 'to' as in English. That's because Italian, like many Romance languages, often has a more direct and less preposition-heavy structure than English. It is a good idea to make a note of this structural difference and add more examples as you come across them.

La banca

bank

La musica classica

classical music

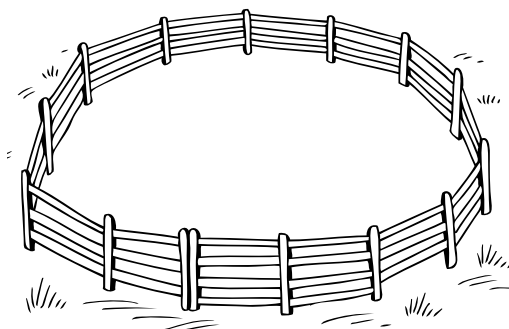
P ■ Articolo indeterminativo



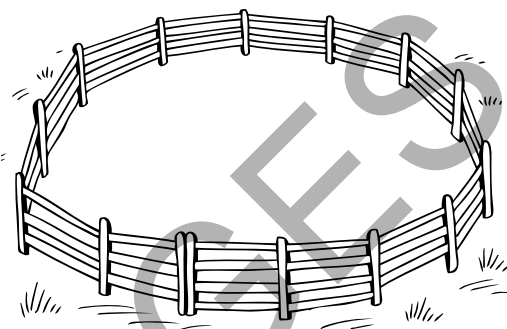
These animals are looking for their indefinite articles. Herd them in the correct yards by writing each animal in the yard that has the matching indefinite article written above it.

cavallo elefante struzzo echidna pesce topo tartaruga mucca zebra
giraffa gallina cane squalo pecora asino oca ape anatra

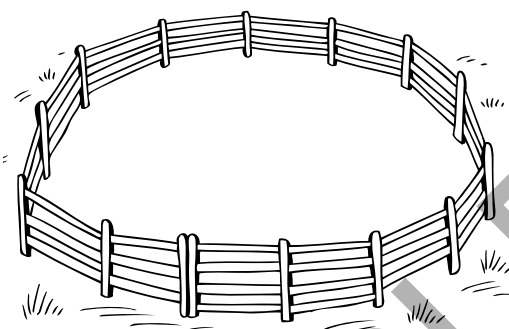
1 un



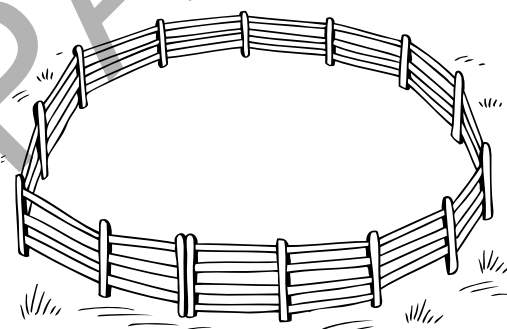
2 una



3 un'



4 uno



Rifletti

Once you have put all the animal nouns in the correct yards, look at them carefully. What do the nouns in each yard have in common? *Hint:* Look at the noun endings.

Q ■ Ecco un animale!



Massimo is visiting **la fattoria** again. He spots all the animals! Complete the sentences using the appropriate indefinite article and the Italian noun for that animal. Follow the given answer as a model.

1 Ecco un cavallo! (horse)

6 Ecco _____ (cow)

2 Ecco _____ (turtle)

7 Ecco _____ (bird)

3 Ecco _____ (goose)

8 Ecco _____ (duck)

4 Ecco _____ (ostrich)

9 Ecco _____ (donkey)

5 Ecco _____ (pig)

10 Ecco _____ (mouse)

Continua...

Now, have a go at summarising or explaining one of these new language points to a partner or record a video!



Facciamo pratica!

Listening, viewing and responding

R ■ Uno zoo particolare!



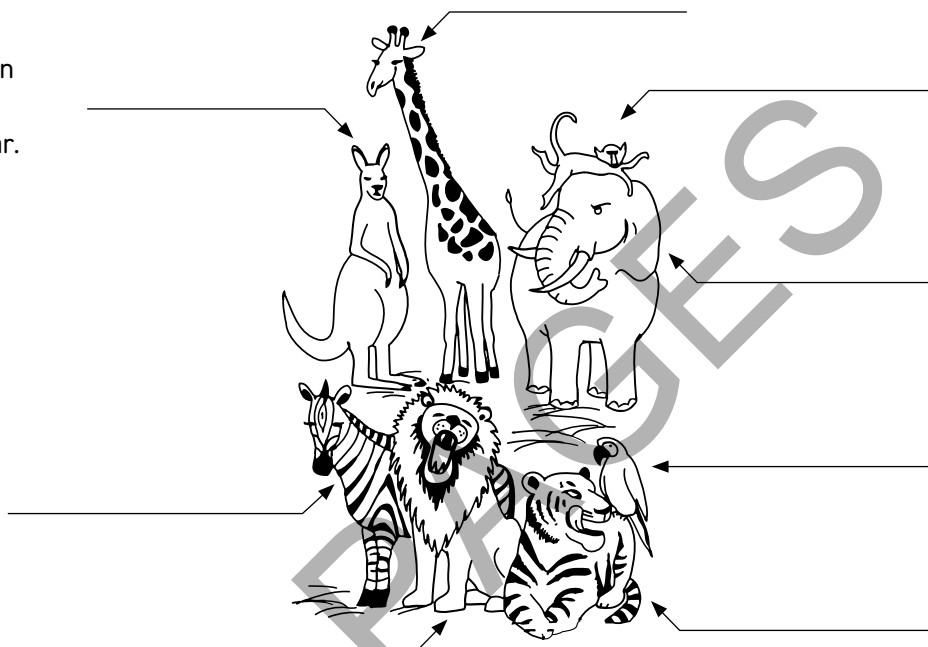
Antonia is talking about the animals in her son's colouring book.

Label all the animals in the illustration in Italian. Then colour in each animal according to the descriptions you hear.

For this activity you will need these coloured pencils: green, black, pink, purple, dark blue, light blue, orange and red.

Continua...






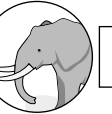



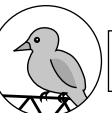




















What else does Antonia say about each animal? Listen one more time and, in your notebook, write some notes about any adjectives you recognise.



S ■ Come si chiama?



Listen as Pino and Pina's playgroup leader introduces her assistant to the children. Put a tick next to the toy animal(s) each child is playing with.

Giulio		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Pino		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Olivia		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Matteo		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Pina		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Reading, viewing and responding

T ■ Animale smarrito!



You just got a job at an animal shelter. Read the descriptions of some missing pets in the notices below. Match each description to the picture of the missing pet by writing the correct number in the empty circle.

① Animale smarrito

Dov'è il mio gatto? È grande e pigro. È bianco e nero e ha 15 anni. Si chiama Frullato. Sono Piera e il mio numero di telefono è 0423 167 501..

② Animale smarrito

Adoro il mio animale domestico, ma dov'è? È carino e timido, e molto molto piccolo. È marrone e si chiama Caffellatte. Che cos'è? È un coniglio. Mi chiamo Marco e sono molto preoccupato.

③ Animale smarrito

Ecco la mia gattina, Aranciata. Ha solo un anno. È bella e molto seria. È arancione (naturalmente) ed è molto brava.

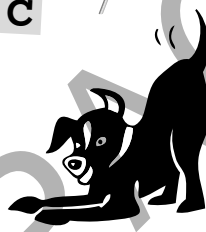
A



B



C



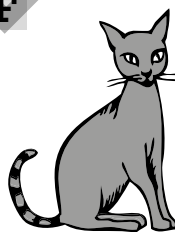
D



E



F



Rifletti

Read the notices again and underline the names of the animals. Look up these words in a dictionary. What do they have in common? Would you use similar names in English for your pets?

④ Animale smarrito

Il mio cane è il numero uno, ma dov'è? È timido, piccolo e un po' cattivo. Si chiama Chinotto, è nero e ha tre anni. Adoro Chinotto come un fratellino.

⑤ Animale smarrito

Dov'è il mio cane? Si chiama Espresso. Ha dodici anni, ma è grande e sportivo. Aiuto! Adoro il mio cane!

⑥ Animale smarrito

Dov'è Macchiato? Il mio coniglio è un po' spaventoso, e anche feroce, ma mi piace molto. È anche molto grande. Che colore è? È bianco e nero.

Aiuto!

preoccupato/a

Help!




worried

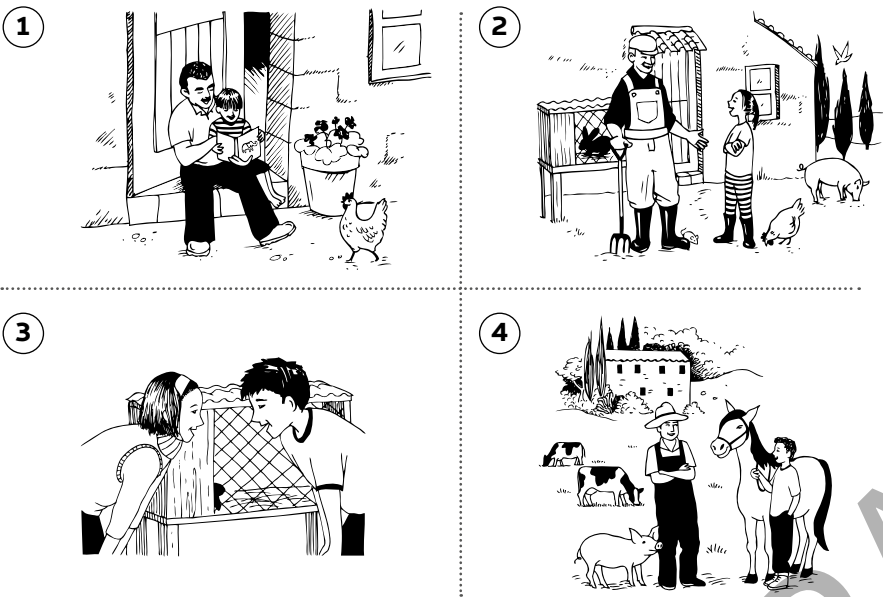


Now, go to **Hub Practise** and complete the activities!

Creating text and interacting

U ■ Situazioni





Part 1

Observe the four situations. What could the characters be saying to each other? In pairs, pick two situations and perform a conversation using the vocabulary and grammar structures covered so far to create a short interaction. You can write a script in your notebook first.

Part 2

Perform the role play in front of your classmates. Can they guess which situation you are recreating?







Self-assess

V ■ Adesso so



At different times during this chapter, work with a partner and check what you're able to say in Italian. Student A starts by saying the first item on their list and Student B replies with the corresponding item. Continue taking it in turns like a conversation, drawing 'smileys' that reflect your level of confidence for each item. Where there are alternatives, choose the one you want to make up your sentence. Then, change roles.

Student A	Date:  ?	Date:  ?	Student B	Date:  ?	Date:  ?
Ask your partner if they have a pet.			Say, 'Yes, I have a dog and a cat. And you?'		
Say, 'I have a turtle. Her name is Margherita.'			Ask, 'How is your turtle?'		
Say, 'She is shy, but very cute.'			Ask your partner if they like tigers.		
Say, 'No, I don't like tigers. And you?'			Ask, 'Why not?'		
Say, 'Because they are frightening!'			Say, 'I love tigers and all African animals.'		
Say, 'I like Australian animals.'			Say, 'Me too. I love kangaroos.'		
Ask, 'What colour are kangaroos?'			Say, 'Kangaroos are brown.'		

Quiz



1 How do you say in Italian 'The zebra is an African animal'? (2 marks)

2 How do you ask the colour of a lion in Italian? (2 marks)

3 If you want to say 'she lives' in Italian, you say: (1 mark)

- a abito
- b abita
- c abiti

4 How do you say 'the' in Italian? (1 mark)

- a il
- b la
- c il, lo, la, l', i, gli, le

5 How do you say 'a/an' in Italian? (1 mark)

- a uno, una
- b un, uno, una, un'
- c there are no indefinite articles in Italian

6 What is the correct indefinite article for struzzo? (1 mark)

- a un
- b uno
- c una

7 What is the correct indefinite article for ape? (1 mark)

- a un'
- b un
- c una

8 You spot a rabbit on the farm. What do you say? (1 mark)

- a Ecco un coniglio!
- b Mi dispiace!
- c Sta' zitta!

9 Look at the photos below and use as much Italian as you can to describe this pet. You can include their name, their age, the colour of their fur and their personality. Try and make full sentences and include at least 3 adjectives. (5 marks)





Now you are almost ready for your assessment! Go to **Hub Reflection and revision** for more practice!

Total

/15

Chapter key learning points

In this chapter, you learnt the following:

Comunicare	I need some help	I am getting there	I get it	I am confident
Talk about animals	●	●	●	●
Say what colour something is	●	●	●	●
Capire	I need some help	I am getting there	I get it	I am confident
Use colours as adjectives	●	●	●	●
Conjugate regular -are verbs	●	●	●	●
Use indefinite articles	●	●	●	●
Cultura e intercultura	I need some help	I am getting there	I get it	I am confident
Learn about Ancient Rome	●	●	●	●
The gesture Perfetto!	●	●	●	●

Reflect on your assessment

After completing your chapter test and receiving feedback from your teacher, write a reflection in each box below by answering some of the following questions.

- At what level are you currently working?
- What strategies did you use to prepare for this assessment task? Did they work for you?
- What did you do very well in this assessment? What did you find challenging?
- If you could do this assessment again, what would you do differently?

Speaking and interacting

Listening and responding

Reading, viewing and responding

Writing

What strategies will you implement to improve your skills overall?