

Mettiamoci in forma! CAPITOLO ■ 1



Il Discobolo di Mirone (455–450 a.C.)

Il modello di atleta ideale degli antichi Greci



L'arrampicata sportiva in città



La danza aiuta a tenersi in forma.



La maratona nella città di Roma

Comunicare

- Parlare delle parti del corpo
- Dire come ti senti
- Parlare della routine giornaliera

Capire

- Andare **dal**
- Il verbo irregolare **dire**
- Avverbi in **-mente e troppo**
- Verbi riflessivi

Cultura

- L'importanza dell'attività fisica
- I post dei giovani italiani sulla salute
- Pagine di storia: Le origini di Roma

Before you start this chapter, go to page 1 of your Activity Book.

uno 1

Contenuto

In this chapter students learn how to talk about body parts, say how they are feeling and talk about everyday routines. Students learn the structure **andare dal**, the irregular verb **dire**, adverbs ending in **-mente**, the adjective/adverb **troppo**, and reflexive verbs. Students read young people's online posts to learn about the importance of keeping fit. They also learn about the origins of Rome.

Lingua

Ask students to guess the meaning of the chapter title **Mettiamoci in forma!** *Let's get in shape.*

Ask students to reflect on the activities they can see in the photos. Are these activities popular in their country?

Comunicare

Ask students to look at the photos and chapter title, and guess what the chapter is about. Prompt the students to describe each photo using the questions below to encourage conversation.

Photo of **il Discobolo di Mirone**:

- Ask: *Where and when do you think the statue might have been created? Why?*
- Ask students to translate the photo caption and to reflect on cognates. **Model, athlete, ideal, antique.**

Photo of the climber:

- Ask: *Do you like this sport? Have you practised it? Students discuss their sport preferences. Prompt them with the questions **Che sport ti piace? Che sport pratici?***

Photo of the ballet dancer:

- Ask: *Do you know the name for a ballet dancer in Italian? **ballerino/ballerina***

Photo of the runners:

- Ask: *Where was the photo taken? **Roma** Can you identify the building in the background? **L'altare della Patria***

ECCO! DUE RESOURCES

ACTIVITY BOOK: Prima di iniziare, p. 1

READER+ eBook:

- **Interactive games:** Capitolo 1
- **Worksheets:** Lingua, Ascoltare, Scrittura, 21° secolo
- **Test:** Capitolo 1
- **Curriculum grid:** Capitolo 1

Cultura

Il Discobolo di Mirone is a Greek statue created in 455–450 BCE by the sculptor Myron (**Mirone**). It represents a discus thrower about to release the throw.

L'altare della Patria, also known as **Il Vittoriano**, is a monument built in honour of **Vittorio Emanuele II**. It was built between 1885 and 1927, and inaugurated in 1911 to celebrate the 50th anniversary of the unification of Italy. The monument holds the Tomb of the Unknown Soldier (**Milite Ignoto**).

Prima di iniziare

Students can now do the activity on page 1 of the Activity Book. Review their responses as a class.

Curiosità

The name **maratona** comes from the legend of the Greek messenger Philippides who was sent to Athens from the battlefield of Marathon to announce that the Persians had been defeated (in 490 BCE). The legend says that Philippides ran the entire distance of 42 kilometres from Marathon to Athens (the current length of a marathon) without stopping, before collapsing and dying.

Comunicare

- Ask students to look at **il fumetto** and to suggest where the friends might be playing and why. Ask them to identify the rooms in the house using English or Italian (e.g. **in sala, in cucina, nel corridoio**). Prompt students with the question **Dove suonano i Babrumaclagu?**
- Ask students to notice the scarf that **Gustavo** is wearing. Prompt students with the question **Di che colore è?**
- Ask students to identify what each character is doing, e.g. **Massimo suona la batteria. Gustavo canta.** They could then take turns asking each other questions such as **Chi suona la batteria? Chi canta?**

See also pages viii–ix for some more general ideas on how to use **il fumetto** with your class.

Lingua

Explain to students that in Italian **fare le prove** means *to rehearse*. The word **prova** means *an attempt* and **provare** to *try*. **La prova generale** is the *dress rehearsal*.

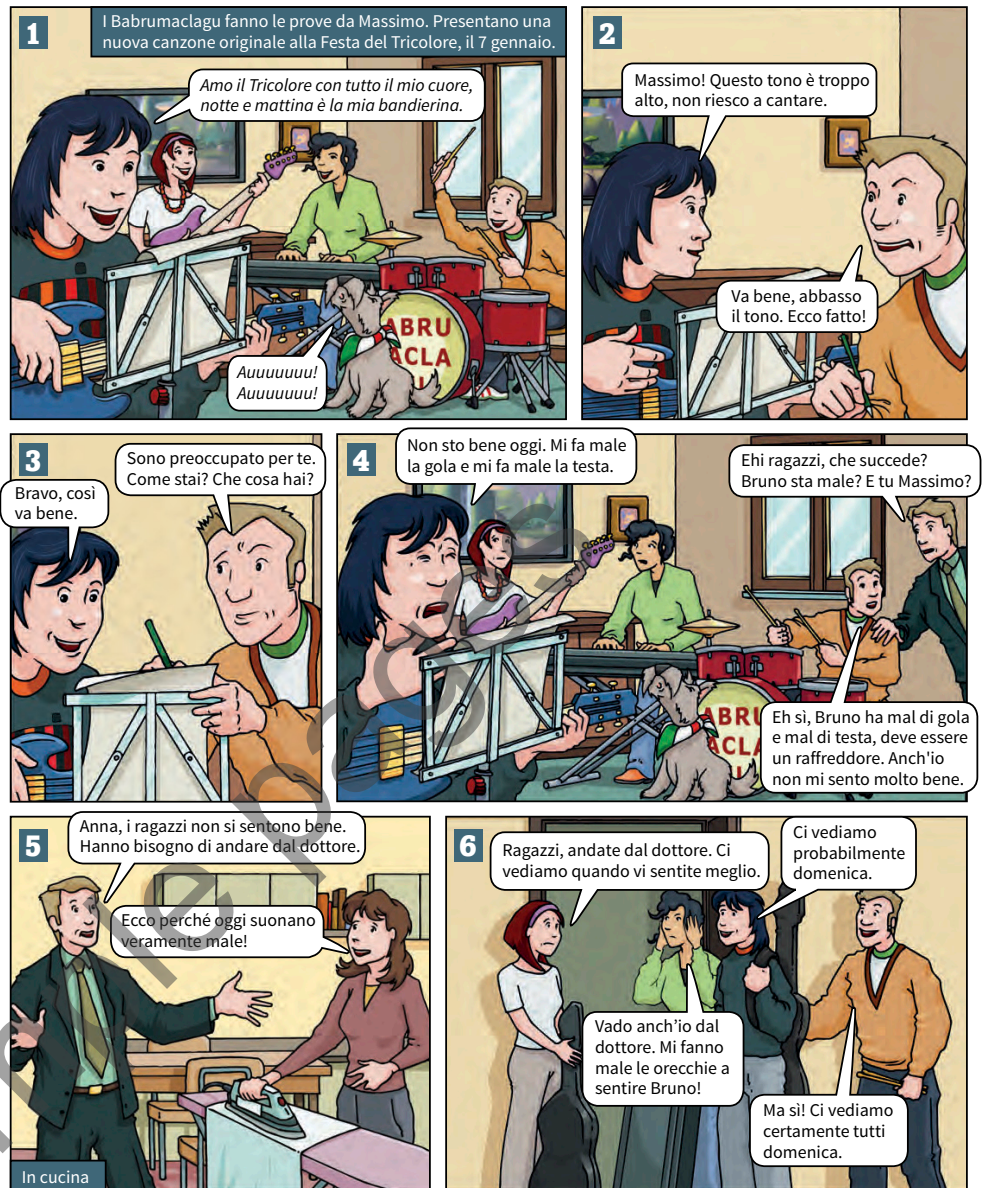
Ask students to note the different uses of the verb **fare** and to list them, e.g. **fare le prove, mi fanno male le orecchie**. Discuss the difference between literal translation and idiomatic translation, e.g. **Mi fanno male le orecchie** = *The ears are making pain for me* versus *My ears are hurting*.

Cultura

The Italian flag, also referred to as **il tricolore**, dates back to 1797, but became one of the symbols of the **Risorgimento** (the period of the unification of Italy). The flag, as it is now, featuring three equally sized vertical panes of green, white and red, was formally adopted in 1948. On 7 January, Italy celebrates the **Festa del Tricolore** to commemorate the first time the flag was adopted, in the city of **Reggio Emilia**.

Ask students what they know about the Australian flag and its history (see Weblink resource).

Mi fa male la gola 🎧



2 due

Extra

Students could do a short research project comparing the history and meaning of the flags of Australia and Italy.

Students could design new flags for Australia and Italy and justify their designs.

ECCO! DUE RESOURCES

ACTIVITY BOOK: B p. 4

AUDIO: ecco2-sb-ch01-fum1

READER+ eBook: Weblink: The Australian flag

Vocabolario

NOMI

il cuore
il dottore
il raffreddore
il tono

la festa
la gola

AGGETTIVI

preoccupato/a
tutto

AVVERBI

certamente
così
meglio
probabilmente
troppo
veramente

ESPRESSIONI

Che succede?
Ci vediamo...
Ecco fatto!
Ho bisogno di...
(Non) si sentono bene.

VERBI

-are	-ire
abbassare	sentire
amare	riuscire (<i>irregolare</i>)

Nota

The verb **riuscire** is irregular: **riesco, riesci, riesce, riusciamo, riuscite, riescono**. Like all irregular verbs you will need to learn it by heart.

Abbiamo capito tutto?

- 1 Cosa dice Bruno a Massimo?
- 2 Cosa fa Massimo?
- 3 Che cosa ha Bruno?
- 4 Come sta Massimo?
- 5 Cosa dice il padre di Massimo a sua madre?
- 6 Chi va dal dottore?
- 7 Cosa fanno male a Claudia?
- 8 Massimo suggerisce che si vedono certamente domenica. Vero o falso?



Spiegazione della lingua

1 Ripasso del presente dei verbi regolari

You use the present tense to talk about what people *do* as well as what people *are doing*. How you translate the present tense into English will depend on the context.

- **Alessia guarda la televisione ogni sera.**
Alessia *watches* television every night.
- **Cosa guardi alla televisione?**
What *are you watching* on television?

So, how would you translate **Giulio va in città oggi?**

	guardare	mettere	dormire	preferire
io	guardo	metto	dormo	preferisco
tu	guardi	metti	dormi	preferisci
lui, lei	guarda	mette	dorme	preferisce
noi	guardiamo	mettiamo	dormiamo	preferiamo
voi	guardate	mettete	dormite	preferite
loro	guardano	mettono	dormono	preferiscono

Adesso parliamo noi!

With some classmates, act out all or part of **il fumetto**.

tre 3

Lingua

Ask students to write out the conjugation of the irregular verb **riuscire**. Prompt them with some questions about **il fumetto** to practise using it, e.g. **Cosa non riesce a fare Bruno? Non riesce a cantare perché ha mal di gola.**

Ask students to read the new verb conjugations aloud and then write them out. Have students write simple sentences with the verbs **guardare, mettere, dormire, preferire**.

Discuss the three conjugations of the **presente indicativo** with students. Ask them to notice and indicate any generalisations that they can find.

- All the 1st person singular forms end in **-o**.
- All the 2nd person singular forms end in **-i**.
- The 3rd person singular forms of **-are/-ere** verbs end with the thematic vowel (i.e. the vowel of the infinitive ending).
- The **noi** forms are identical, regardless of the conjugation, and all have an **m** in them.
- The **voi** forms all use the thematic vowel (**-are = -ate, -ere = -ete, -ire = -ite**).
- The 3rd person plural forms all have the same stressed syllable as the singular forms ('**guar.da** / '**guar.da.no**; '**met.te** / '**met.to.no**; '**dor.me** / '**dor.mo.no**; **fi.'ni.sce** / **fi.'ni.sco.no**).
- The 3rd person plural of **-are** verbs uses the thematic vowel (**-are = -ano**).

It is fairly common for students to get the stress of the 3rd person plural forms wrong, so it is important that they understand the relationship with the 3rd person singular.

Comunicare

Give students some questions they can use to practise new verbs. For example:

- Cosa guardi alla sera?
- A che ora vai a dormire?
- Cosa preferisci fare la domenica/il sabato/ecc.

Remind students about the use of the definite article with names of days to indicate a habitual action.

ECCO! DUE RESOURCES

ACTIVITY BOOK: A pp. 2–3, C–D p. 4, E p. 5

Risposte

Abbiamo capito tutto?

- 1 Bruno dice che il tono è troppo alto.
- 2 Massimo abbassa il tono.
- 3 Bruno ha mal di gola e mal di testa.
- 4 Anche Massimo non sta bene.
- 5 I ragazzi non si sentono bene.
- 6 Massimo e Bruno vanno dal dottore.
- 7 A Claudia fanno male le orecchie.
- 8 Vero.

Spiegazione della lingua

Giulio *is going* into town today.

Comunicare

Using flashcards or a slideshow, display images of different parts of the body and ask students to identify them. You can prompt students with the question **Cos'è?**

Lingua

Explain to students that the word for *hair* in Italian is used in the plural, **i capelli** (singular: **il capello**, *a strand of hair*). Point out to students the difference between the words **capelli** (*hair*) and **cappelli** (*hats*).

Explain to students that, in Italian, possessive adjectives are not normally used with the part of the body. Instead, either reflexive verbs or indirect objects are used. For example:

- **Mi lavo le mani** (not **Lavo le mie mani**).
- **Mi fa male la testa** (not **la mia testa**).

Explain to students that the second set of words (in pink) in the table is irregular; the words **braccio**, **ginocchio**, **dito** and **labbro** actually change gender when they are used in plural form.

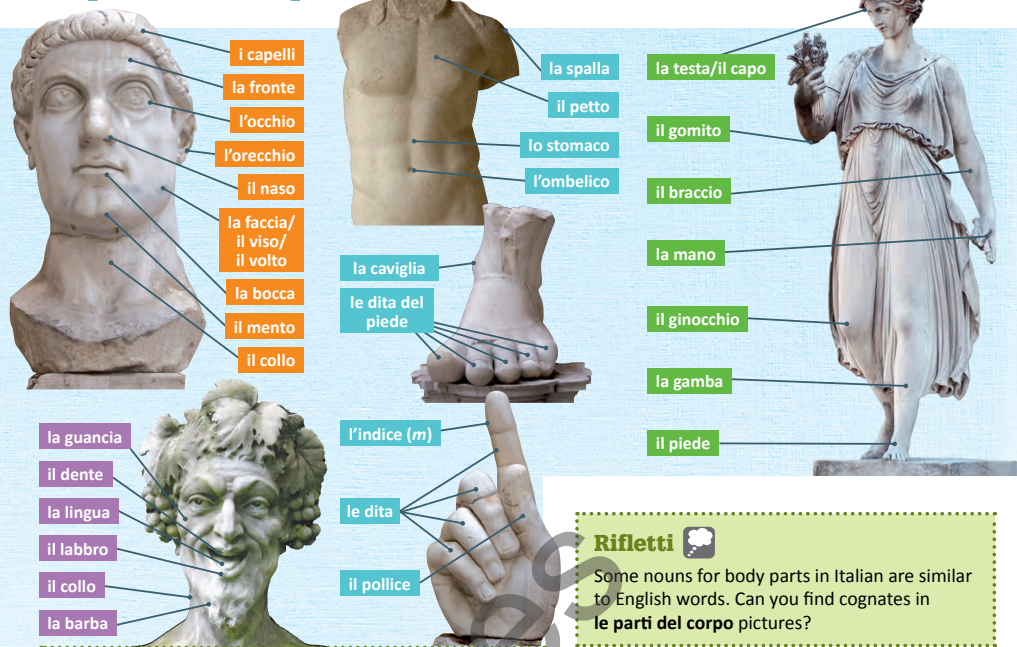
Extra

Show students some images of paintings by **Giuseppe Arcimboldo** depicting heads made of objects such as fruits and vegetables. Ask students to identify what fruits or vegetables the painter used for the various parts of the body, e.g. **Il naso è una pera. I capelli sono uva.**

Ask students to create their own **Arcimboldo** painting using fruits or vegetables. They should then label each part of their painting with a full sentence.

Dictate a short text including body parts to the students. In pairs or small groups the students correct each other's work, then look at the correct version as a class.

Le parti del corpo



Rifletti

In Italian **la lingua** has two meanings. Do you know what they are? Is this the same in English?

Rifletti

Some nouns for body parts in Italian are similar to English words. Can you find cognates in **le parti del corpo** pictures?

Più parliamo, più impariamo

Iniziamo

Practise saying **le parti del corpo** by playing **Simone dice**. Play the game as a whole class, or in small groups. One student is Simone and calls out, in Italian, the body part that the rest of the class must touch. Any students who do not follow the instruction, or touch the wrong body part, are out of the game. If Simone calls out an instruction without saying **Simone dice**, any students who follow the instruction are out of the game. The last person left wins and becomes the next Simone.

Simone dice: 'Toccati il naso!'

Rifletti

How would you translate **Simone dice**: 'Toccati il naso'?

This table lists the singular and plural forms of some **parti del corpo**. Note that some of these plurals have unusual endings. You will need to learn these by heart.

Singolare	Plurale
la gamba	le gambe
la guancia	le guance
la spalla	le spalle
la caviglia	le caviglie
il piede	i piedi
la mano (f)	le mani
l'orecchio (m)	gli orecchi / le orecchie
l'occhio (m)	gli occhi
il braccio	le braccia
il ginocchio	le ginocchia
il dito	le dita
il labbro	le labbra
	i capelli

4 quattro

Risposte

Rifletti

- Cognates: **il collo** (*collar*), **lo stomaco** (*stomach*), **l'ombelico** (*umbilical*), **il naso** (*nasal*), **il labbro** (*labial*), **il dente** (*dental*), **il dito** (*digit*), **l'indice** (*index*).
- **La lingua** means *tongue* and *language*; *tongue* in English is an old-fashioned way of saying *language*.
- **Simon says**: 'Touch your nose.'

Modi di dire

In this section you will find useful phrases (called *idiomatic expressions*) whose meanings are different from the literal meanings. Every language has **modi di dire**. For example, the expression 'to spill the beans' doesn't literally mean that you drop beans all over the floor; this idiomatic expression means *to reveal a secret*.

The meanings of some **modi di dire** phrases are obvious, while others are more difficult to understand. Here are some with references to **le parti del corpo**. Work out the meaning of each expression and possible English equivalents.

- **avere la testa fra le nuvole**
- **dare una mano**
- **costa un occhio della testa**

In which context would you use each of these **modi di dire**?



Spiegazione della lingua

2 Che cosa hai?

Here's how to ask someone what is wrong:

- **Che cosa hai? / Che cosa c'è?** What's the matter?
- **Come ti senti?** How are you feeling?

1 If one part of your body is hurting, you say **mi fa male...**

- **Mi fa male la gola e mi fa male la testa.**
My throat hurts and my head hurts.

2 If more than one body part is hurting, you say **mi fanno male...**

- **Mi fanno male gli occhi.** My eyes are sore.

3 The expression **ho mal di...** is used when some part of your body is sore due to an illness.

- **Bruno ha mal di gola e mal di testa.**
Bruno has a sore throat and a headache.

Rifletti

- What do **Che cosa hai?** and **Che cosa c'è?** mean literally?
- How would you say 'I have a stomach ache'?
- How about 'My feet are hurting'?



3 Andare da

Ragazzi, andate dal dottore.



You have already been using the verb **andare** to talk about where you are going. Remember that the verb **andare** can take the *prepositions* **a** or **in**, according to the type or place you are going to.

- **Andiamo a Firenze.** We are going to Florence.
- **Andiamo in Toscana.** We are going to Tuscany.

When you want to say that you are going to a person's place, the verb **andare** is followed by the preposition **da**.

- **Barbara e Claudia vanno da Massimo.**
Barbara and Claudia are going to Massimo's (house).

If you are not referring to a person by their name, you will need to join **da** and the definite article: **da + il = dal**.

- **Bruno e Massimo vanno dal dottore.**
Bruno and Massimo are going to the doctor's.
- **Andiamo dal nonno domenica.**
We are going to Grandpa's house on Sunday.

Nota

Dal is called an *articulated preposition* – it is formed by the preposition **da** plus the definite article **il**.

cinque 5

Lingua

Give students a list of additional **modi di dire** in Italian with references to the **parti del corpo**. Ask students to guess their meanings in English.

- **Avere le gambe che fanno giacomo giacomo**
To go weak at the knees
- **Avere un piede nella fossa** *To have one foot in the grave*
- **Essere il braccio e la mente** *To be the brawn and the brain*
- **Alzarsi con il piede sinistro** *To get up on the wrong side of the bed*
- **Darsi la zappa sui piedi** *To shoot oneself in the foot*
- **Essere una palla al piede** *To be a stick in the mud*
- **Essere culo e camicia** *To be thick as thieves*
- **Avere buon naso** *To have a knack for something*
- **Avere orecchio** *To have a good ear*
- **Mettere la pulce nell'orecchio** *To plant a seed of doubt*
- **Fare orecchie da mercante** *To turn a deaf ear*
- **Far venire la barba** *To be boring*
- **Alla mano** *Easygoing*

Discuss with students what these idioms say about Italian culture and what their translations say about English-speaking culture. The Italian idioms use body parts a lot more and are more physical, whereas the English idioms are more figurative.

Comunicare

Ask students how they are, prompting them with some questions: **Come stai? Come ti senti?**

Using images of parts of the body, ask students to imagine something is wrong with them. For example, with images of eyes, head and leg: **Mi fanno male gli occhi / Mi fa male la testa / Mi fa male la gamba.**

Provide students with a list of cities and countries as a prompt, and ask them some questions, focusing on the use of **andare a/in** in their answers. For example:

- **Dove vai per parlare francese? Vado a Parigi, in Francia.**
- **Dove vai per vedere il Colosseo? Vado a Roma, in Italia.**
- **Dove vai per vedere il Vesuvio? Vado a Napoli, in Italia.**

Risposte

Modi di dire

- To have your head in the clouds
- To lend a hand
- To cost an arm and a leg

Rifletti

- **Che cosa hai?** literally means *What have you got?*, while **Che cosa c'è?** can be translated as *What is there?*
- **Ho mal di stomaco. Mi fanno male i piedi.**

ECCO! DUE RESOURCES

ACTIVITY BOOK: F p. 5, G p. 6

Lingua

Ask students to practise reading and writing the conjugation of **dire**.

Using a die, associate each number with a subject pronoun; i.e. 1 = **io**, 2 = **tu**, 3 = **lei/lui**, 4 = **noi**, 5 = **voi**, 6 = **loro**. Students take turns rolling the die and saying the conjugation of the verb **dire** depending on what pronoun they roll.

Provide cut-outs of the conjugation of **dire** and subject pronouns. Working in pairs, students need to arrange the verbs and pronouns into the correct order.

Comunicare

Prompt students with questions they can use to ask each other about what they do during the week. Ask students to give answers using the structure **dice che**. For example:

Student A: **Cosa fai domenica?**

Student B: **Domenica vado a Roma.**

Student A: **Studente B dice che domenica va a Roma.**

Lingua

Before directing them to the section on **avverbi** in the Student Book, provide students with a list of adverbs ending in **-mente** from which they need to identify the adjective. Ask them to deduce the rules for adverbs formed from adjectives.

Give students a list of adjectives and ask them to add adverb forms. For example:

- **lento** – **lentamente**
- **gentile** – **gentilmente**
- **intelligente** – **intelligentemente**
- **severo** – **severamente**
- **timido** – **timidamente**
- **veloce** – **velocemente**
- **spaventoso** – **spaventosamente**

Ask students to use the new adverb forms to create sentences describing what they do. Prompt students with some questions, e.g. **Come corri? Corro lentamente/velocemente.**

ECCO! DUE RESOURCES

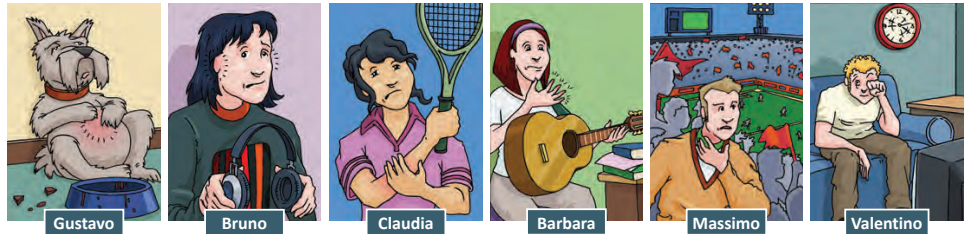
ACTIVITY BOOK: H-I p. 7, J p. 8

READER+ eBook: Grammar animation: Adverbs

Più parliamo, più impariamo

Iniziamo

With your teacher and classmates, work out how each of the characters would say what is wrong with them.



Parliamo ancora

With a partner, take turns to speak on behalf of the characters.

A: **Barbara, che cosa c'è | che cosa hai?**

B: **Mi fanno male le dita.**

A: **Vai dal dottore?**

B: **Sì, vado dal dottore domani mattina alle 8:00.**

il veterinario veterinary

Spiegazione della lingua

4 Il verbo *dire*

Bruno e Massimo dicono la verità.
Bruno and Massimo are telling the truth.

Dire translates both as *to say* and *to tell*. It's an irregular verb so you'll need to learn its conjugation by heart.

When you are reporting someone else's words you need to add the conjunction **che** after **dire**.

- **Bruno dice: 'Ho mal di gola.'** → **Bruno dice che ha mal di gola.**
Bruno says, 'I have a sore throat.' Bruno says that he has a sore throat.

	dire
io	dico
tu	dici
lui, lei	dice
noi	diciamo
voi	dite
loro	dicono

Nota

Dire is misleading: it looks like an **-ire** verb but it's actually an **-ere** verb. That's because its original Latin form was *dicere*.

la verità truth

5 Avverbi che finiscono in *-mente*

Probabilmente and **certamente** are *adverbs*. Adverbs modify the meaning of a verb or an adjective.

Can you translate Bruno's and Massimo's speech bubbles from frame 6 of the cartoon story?

Adverbs are formed from adjectives according to the following rules:

- 1 Adjectives ending in **-ol/-a** change to the feminine form and add the ending **-mente**.
 - **certo** (*m*) → **certa** (*f*) + **-mente** = **certamente**
- 2 Adjectives ending in **-ile** drop the **-e** and add the ending **-mente**.
 - **facile** → **facilmente**
- 3 Adjectives ending in **-e** simply add the ending **-mente**.
 - **forte** → **fortemente**



Rifletti

What is one way of forming adverbs in English? If we take the adjective *slow*, for example, how do we make it an adverb?

6 sei

Additional information on adverb forms:

- Adjectives ending in **-re**, **-ro** and **-lo** are similar to those ending in **-le**: **regolare** = **regolarmente**, **leggero** = **leggermente**, **benevolo** = **benevolmente**.
- There are some irregular forms:
 - **violento** = **violentemente**
 - **altrimenti**
 - **parimenti**.
- The adverb **precipitevolissimevolmente** is apparently the longest word in Italian.

Give students a list of verbs. Get them to ask each other questions and to answer using an adverb. For example:

- **Studiare:** Come studi? Studio regolarmente.
- **Parlare:** Come parli? Parlo lentamente.

Risposte

Rifletti

You add **-ly**, just as you add **-mente** in Italian.

6 Troppo: aggettivo e avverbio

When it comes before a noun, **troppo** means *too much* or *too many* – it is an *adjective* and agrees with the noun.

- **Massimo canta troppe canzoni romantiche.**
Massimo sings *too many* romantic songs.
- **Ascolto troppa musica invece di studiare.**
I listen to *too much* music instead of studying.

Troppo can be also be an *adverb* (meaning *too*). If it is an adverb, it doesn't need to agree with a noun because adverbs are invariable, which means the endings never change. Remember that adverbs can modify adjectives, verbs and other adverbs.

- **Questa canzone è troppo bassa.** This song is too low (in tone).
- **Diana canta troppo.** Diana sings too much.
- **Mi fa troppo male la gola.** My throat hurts too much.



La maestra dice che i ragazzi parlano troppo.

Più parliamo, più impariamo

Facciamo una conversazione

In pairs, make up a conversation in Italian using this script.

A: **Come ti senti?** | **Cosa c'è?**

B: **Sto male.**

A: **Che cos'hai?**

B: **Ho mal di... | Mi fa male il/la... | Mi fanno male il/le...**

A: **Vai dal dottore?**

B: **Sì, vado domani mattina con la mia mamma.**

A: **A che ora vai?**

B: **Vado alle 10:30.**

Vado anch'io dal dottore. Mi fanno male le orecchie a sentire Bruno!



Nota

Remember that you can choose between two different expressions:

- ho mal **di testa**
di gola
di stomaco
- mi fa male **la testa**
l'orecchio
il piede

Abbiamo capito tutto?

Dal dottore

Listen to the conversation between the doctor and Bruno and decide whether the following statements are **vero** (*true*) or **falso** (*false*).

- 1 Bruno goes to the doctor because he isn't feeling well.
- 2 Bruno is worried about his ears.
- 3 The doctor suggests that Bruno sings too much.
- 4 The doctor prescribes Bruno some tablets.
- 5 Bruno tells the doctor that his legs are sore.
- 6 Bruno must participate in a triathlon.
- 7 Bruno likes swimming.
- 8 The doctor says that Bruno eats too much.



Parliamo ancora

It's your turn now! With a partner, write a similar role-play between a patient and a doctor and present it in class.

sette 7

Lingua

Remind students that the word **molto** can be used in the same way as **troppo**, as an adjective or an adverb. After providing some examples, ask students to create some sentences using **troppo** and **molto** as both adjectives and adverbs.

Show students a series of sentences and ask them to identify whether **molto/troppo** is an adjective or an adverb. Ask them to explain how they know. **When it is an adjective it agrees with the noun.**

- **Gianna mangia troppa pizza.**
- **Luisa mangia molto la pizza.**

Comunicare

Ask students to create dialogues following these prompts:

- Your friend invites you to the movies, but you are feeling tired and unwell.
- You are planning a walking trip to the country with a friend, but you have a sore leg.
- Your mum asks you to go to school, but your head hurts.
- You need to sing in a concert, but you have a sore throat.

Risposte

Abbiamo capito tutto?

- 1 **Vero**
- 2 **Falso**
- 3 **Falso**
- 4 **Falso.** The doctor does say that Bruno needs throat lozenges. Highlight to students how context affects translation, so that in this context **pastiglie** does not mean *tablet*.
- 5 **Vero**
- 6 **Falso**
- 7 **Falso**
- 8 **Falso**

ECCO! DUE RESOURCES

ACTIVITY BOOK: K p. 9

AUDIO: ecco2-sb-ch01-text1

Lingua

Ask students to guess the meaning and origin of the word **giornaliera** (from **giorno**).

Ask students to make a list of new vocabulary relating to items of clothing from **il fumetto**.

- **la tuta sportiva**
- **il costume da bagno**
- **la cuffia**

Ask students to go through **il fumetto** and find as many adverbs as possible.

- **Frame 1: troppo**
- **Frame 4: in fretta** is an adverbial phrase; ask students how they could replace this with a simple adverb
- **Frame 7: molto bene**; note that **molto** is an adverb modifying another adverb (**bene**)

See also pages viii-ix for some more general ideas on how to use **il fumetto** with your class.

Comunicare

Ask students to look at **il fumetto** and to describe Massimo's activities during the day. Then ask students to describe their own daily routine using the vocabulary they know.

Ask students if they like to be active and if they do physical activity during the day. Prompt them with some questions: **Ti piace lo sport? Sei sportivo/sportiva? Ti piace tenerti in forma?** If you have previously discussed sports and dance styles, these could be revisited here.

La routine giornaliera: Massimo si allena



1 Ogni giorno Massimo si allena per un triathlon. Anche Gustavo si allena perché mangia troppo e aumenta di peso.



2 Quando la sveglia suona alle sei, Massimo si sveglia per un momento, poi si riaddormenta.



3 Alle sei e dieci la sveglia suona di nuovo. Questa volta Massimo si alza e sveglia Gustavo.



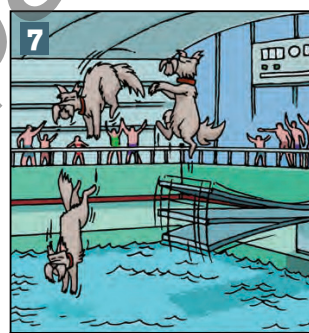
4 Massimo si veste in fretta. Si mette una tuta sportiva sopra il suo costume da bagno e mette la cuffia e l'asciugamano nello zainetto.



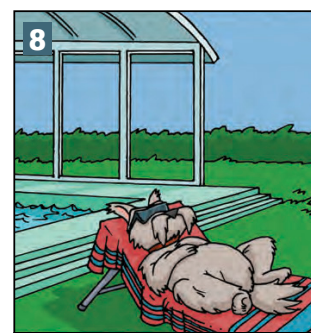
5 Alle sei e venti Massimo e Gustavo partono da casa per andare in piscina. Corrono i due chilometri da casa alla piscina.



6 Arrivano in piscina alle sei e mezzo. Massimo fa 30 vasche a stile libero, 15 vasche a dorso e 15 vasche a rana.



7 Gustavo non nuota molto bene ma si diverte un mondo. Anche gli altri nuotatori si divertono quando si tuffa dal trampolino.



8 Dopo una bella nuotata Gustavo si riposa. Sceglie un bel posto al sole, si sdraia sull'asciugamano di Massimo e si addormenta.

8 otto

Curiosità

Explain to students that the word **triathlon** derives from the Greek (**tri-**, meaning *three*, and **athlon**, meaning *competition*). It is an endurance competition involving swimming, cycling and running. The first triathlon competition was held in France in the 1920s. Possible topics for extension projects:

- Ask students to research major triathlon events (e.g. Iron Man) in Australia and Italy, and compare and contrast the competitions.
- Do a project on a key triathlete.
- Explore the relationship between the triathlon and the Olympic Games.

ECCO! DUE RESOURCES

AUDIO: ecco2-sb-ch01-text2

Comunicare

Ask students to look at Massimo's morning routine and to comment on their own daily habits. Prompt them with some questions:

- Cosa mangia Massimo per colazione? / Cosa mangi tu per colazione?
- Cosa mette Massimo nello zainetto? / Cosa metti tu nello zainetto alla mattina?
- Cosa fa Massimo dopo la scuola? / Cosa fai tu dopo la scuola?

Lingua

Ask students what kind of bicycle Massimo is riding. Ask students to make a list of various types of bicycles and to research the equivalents in Italian.

- la bicicletta (la bici) da corsa
- la mountain bike
- la bici da città / la city bike
- la bici pieghevole
- la bici elettrica

Ask students to draw a bicycle, or provide them with an image of one and have them research the vocabulary for its main components (see Weblink resource).

Cultura

Explain to students that **ciclismo** (cycling) is a very popular sport in Italy. The most important cycling competition in Italy is called **il Giro d'Italia**. It is an annual race primarily held in Italy. There are various stages called **tappe**. The first **Giro d'Italia** was organised in 1909 to increase sales of the newspaper **La Gazzetta dello Sport**.

During the race, the fastest rider of a stage gets to wear the **maglia rosa** (pink jersey). There are three other **maglie** awarded: the **maglia ciclamino**, **maglia azzurra** and **maglia bianca**. Students could research the symbolism of the **maglie**.

Only men participate in the **Giro d'Italia**. The equivalent women's competition is called **Giro Rosa** or **Giro d'Italia Femminile**.

Ask students what they think about the title **Giro Rosa**. Focus on the gender issues around this race, and the stereotype of associating the colour pink with women.

Ask students if they have a similar competition in their country.

ECCO! DUE RESOURCES

READER+ eBook: Weblink: Labelled bicycle image



9 Massimo e Gustavo tornano a casa alle sette e Massimo si prepara per andare a scuola. Si fa la doccia e mette i suoi libri e il suo portatile nello zainetto.



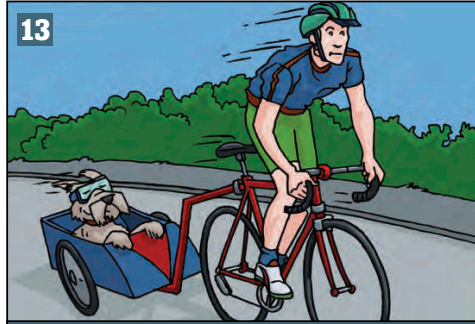
10 Alle sette e venti Massimo e Gustavo fanno colazione, poi Massimo si lava i denti.



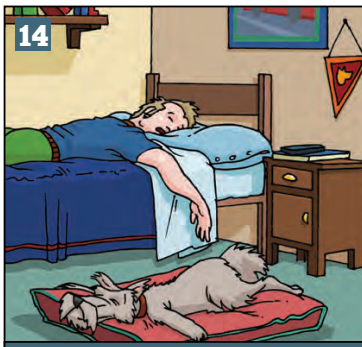
11 Gustavo torna a letto e Massimo va a scuola.



12 Dopo la scuola Massimo si prepara per andare in bicicletta. Si depila le gambe perché tutti i bravi ciclisti si depilano le gambe.



13 Poi Massimo e Gustavo fanno 40 chilometri in bici. Massimo pedala come un pazzo mentre Gustavo si riposa e guarda la campagna. Tornano a casa stanchi morti.



14 Alle dieci e mezzo Massimo e Gustavo vanno a letto. Massimo non si spoglia neanche, si sdraia sul letto e si addormenta subito. È stanco morto!



15 La mattina dopo, Massimo non sente la sveglia quando suona alle sei... alle sei e dieci... alle sei e venti... Si sveglia finalmente alle nove e mezzo. Massimo e Gustavo decidono di continuare l'allenamento la settimana dopo... o forse fra due o tre settimane.

Rifletti

What do you think **stanco morto** means? Is there a similar expression in English?

nove 9

Extra

There are a lot of options for extending the topic of cycling. Students could:

- do some research on the place of cycling as a sport, both internationally and in Australia
- explore key bike rides in Australia (Herald Sun Tour, Great Victorian Bike Ride, Cadel Evans Great Ocean Road Race, Tour Down Under)
- research and compare famous cyclists in Italy and Australia
- research the history of the bicycle
- research different types of bicycles

- explore cycling paths (**pista ciclabile**) in Australia and Italy as well as other countries
- research the evolution of cycling clothing through the ages.

Choose one or more of these topics and ask students to create a project (by themselves or in groups) to present to the class.

Risposte

Rifletti

Stanco morto is the same as the expression *dead tired* in English.