Marisa Tarascio-Spiller   **Liana Trevisan**
CONSULTANTS **Annarita Bardeggia**   **Carla Catanzariti**

ACTIVITY BOOK

ECCO!
uno
2ND EDITION

ITALIAN LANGUAGE

Contents

Introduzione

Your *Ecco! Uno Second Edition Activity Book* is where you can practise and consolidate what you have learnt in the Student Book. The activities are designed to help you develop your language skills, including listening, reading, writing and speaking, as well as vocabulary and grammar. They also encourage you to further explore and build on your knowledge of the Italian culture so that you can become a successful intercultural communicator.

You will find the following activities in each chapter:

Prima di iniziare… is the first activity of every chapter. Complete it as you are working through the topics introduced on the chapter opening page of the Student Book and before you begin working on the rest of the chapter. This activity prompts you to think about the chapter topic in relation to your own culture and encourages you reflect on what you might already know or want to know about the Italian culture, and what you would expect to be different or similar to your own.

Lavoriamo con le parole! helps you build your Italian vocabulary by challenging you to work out the meaning of the new words and expressions that you encounter in the cartoon stories and feature texts in the Student Book. Look for clues and use your deductive skills to complete this task!

The **Adesso so** activity gives you the opportunity to revise everything that you have learned to say so far by checking and recording your progress at the end of each chapter.

The **Riflettiamo un po'** activity at the end of each chapter gets you thinking about what you have learnt. The questions encourage you to reflect on your identity as a learner of Italian and on any changes in your knowledge and beliefs. The activity also allows you to record the progress you have made towards becoming a brilliant intercultural communicator!

Other activities will also consolidate what you learn in the Student Book, while boosting your creativity and your translation, literacy, numeracy and 21st century skills.

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* skills and discover different text types.

Write your answers in Italian and translate texts from Italian to English and vice versa. Remember that you will need to look at the context to avoid a literal translation!

Test your understanding and practise the *grammar* that you have learnt in the Student Book.

Build your Italian–English *vocabulary lists*.

Develop your *intercultural awareness*. Observe, explore, notice, compare, reflect and record your point of view.

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

Develop your *21st century skill*s through activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

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.

Ciao!

Prima di iniziare ⊘

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 Look at the photos on page 1 of the Student Book of Italian teenagers hanging out. In your opinion, are there any clues in these photos that tell you these people are in Italy? If so, what are they?

_____

_____

_____

_____

A ▪ Lavoriamo con le parole! Ⓥ

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

As you work through **i fumetti** (*the cartoon stories*) **Ecco Massimo e Barbara!**, **Andiamo, ragazzi!** and **Si chiama Gustavo** in **capitolo 1** of the 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. The first one has been done for you.

Check the meanings with your teacher or in the **Vocabolario** pages at the end of this Activity Book.

Now you have created your first English–Italian vocabulary list! Keep building on this list as you work through **capitolo 1**. For example, you could create a list of Italian numbers.

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.
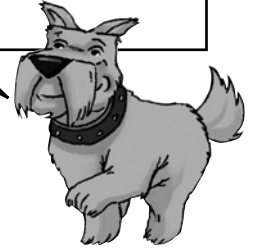
Greetings

Hi! / Hi there! / Hello!
Ciao!

Hello

How are you?

Very well

Well, thank you

And you? (*informal*)

I'm well.

Good morning

Goodbye

Nouns

English

the lesson

People

Mum

Dad

the teacher (*f*)

the teacher (*m*)

Mrs/Ms/madam

Mr

Miss/Ms

the girl

the boys (and girls) / the girls

Useful words

I

who

(Barbara's) house

Today is …

Down!

yes – no

also/too

you (two words – *formal* and *informal*)

thank you

… begins in ___ minutes

Introductions

Here is! / Here are! / Here you are!

I am … / My name is …

What's his/her/its name?

This is (*m*) …

This is (*f*) …

I am ___ years old.

How old are you? (*informal*)

Expressions

Hurry!

_____

Come here!

_____

Let's go!

_____

He's cute! / It's cute!

_____

She's cute! / It's cute!

_____

What a disaster!

_____

I'm sorry

_____

Culture a confronto 🔗

As you build up your vocabulary list, compare English and Italian words. At times you will notice different ways words can be used. For example, you can use **ciao** in several ways. Other differences include the use of capitals (*Monday* and **lunedì**, for example). As you continue learning Italian, you will be able to compare different aspects of English and Italian and notice how culture and language are closely related.

B ▪ Chi sono? 🎧 ✏️

Get to know the characters in *Ecco! Uno*.

Listen as each character is introduced. Number the characters from 1 to 6 in the order that you hear them described. Then write each character's name beside their picture. One name has been completed for you.

○

_____

○

_____
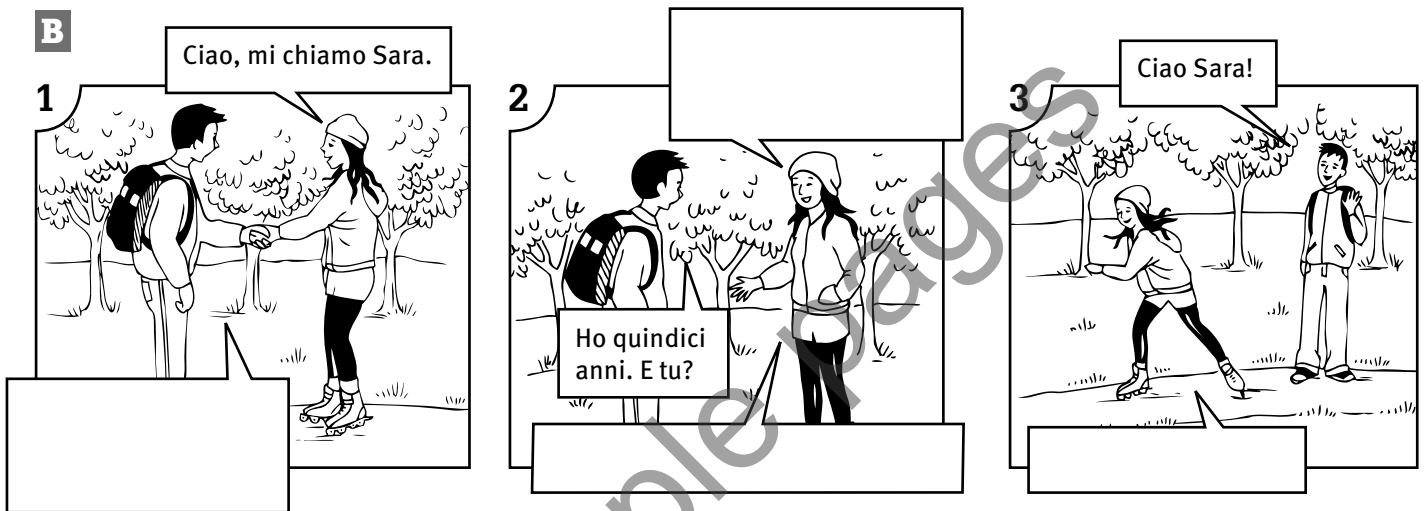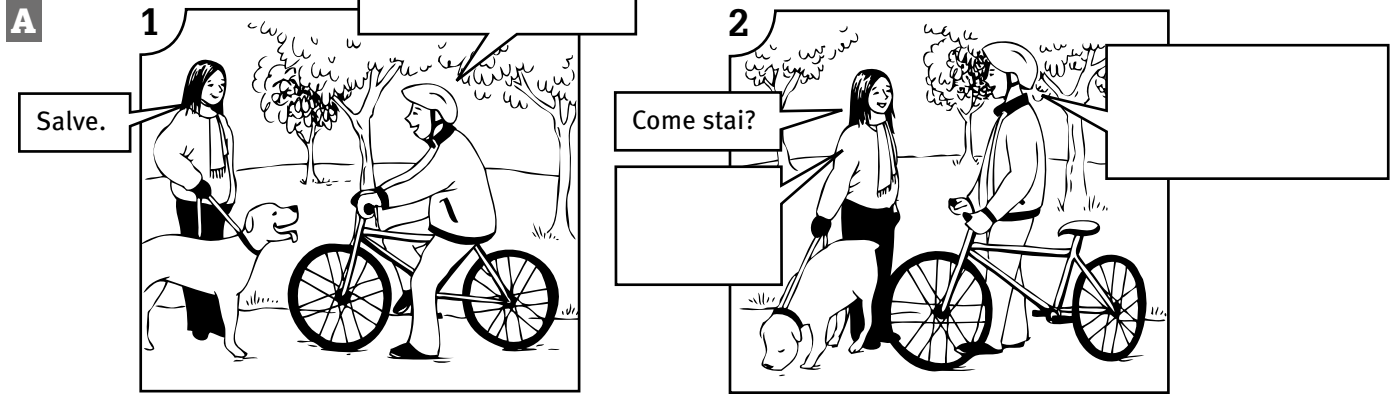
○

_____

○

_____

④

la signora Berti

_____

○

_____

C ▪ Ciao! 📖 ✏️

Look at the two cartoon stories below and complete the speech bubbles using the sentences provided in the box under the second cartoon story. Choose carefully so that the stories make sense.

A

1 [empty speech bubble]

Salve.

2 Come stai?

[empty speech bubble]

B

1 Ciao, mi chiamo Sara.

[empty speech bubble]

2 [empty speech bubble]

Ho quindici anni. E tu?

[empty speech bubble]

3 Ciao Sara!

[empty speech bubble]

Sample pages

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

Continua… 💬
You are meeting Massimo and Barbara for the first time. Greet them and introduce yourself. Take turns and role-play a dialogue with your classmates.

D ▪ Che numero è…? 🎧

The order of the finalists in the **concorso dei cani** (*dog show*) has been wrongly allocated. Listen as one of the judges reads out each dog's name and correct number. Write each dog's number in the circle above its name tag.

Chicco   Ceci   Cappuccino   Cherubino   E.T.   Gustavo   Cucù   Chinotto   Ciclope   Cesare
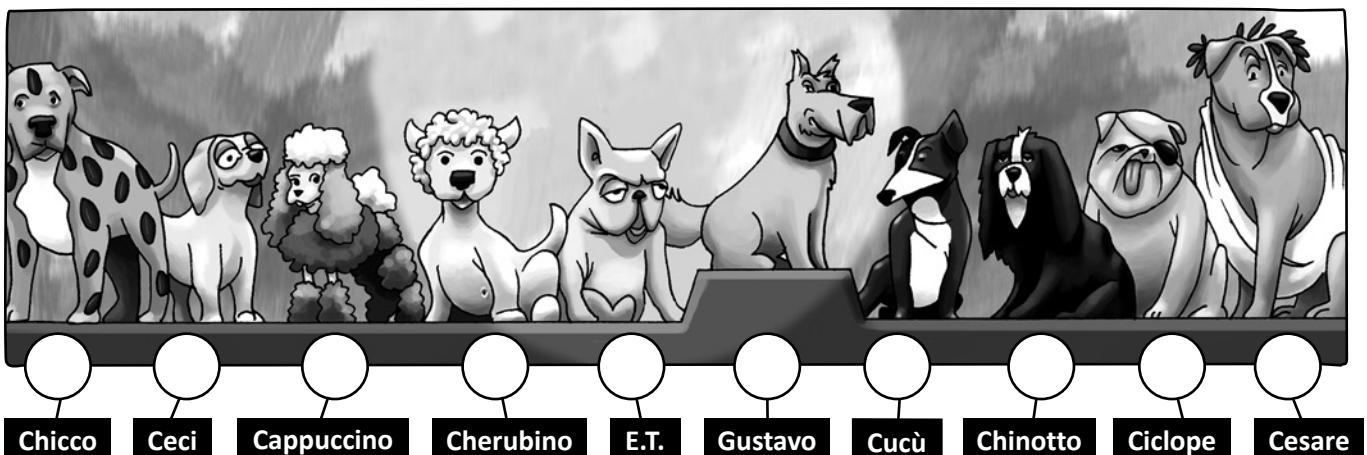
E ▪ Che disastro! 🆅 ✐

Another judge still doesn't have the order of the finalists right. He has also missed two of the finalists' names.

Read the judge's notes below. Cross out the incorrect numbers and write the correct numbers so that they match the order in Activity D. Then add the last two finalists' names to the list. The first one has been done for you.

I dieci finalisti

1 Il numero ~~sei~~ si chiama Cherubino. _____cinque_____

2 Chinotto è il numero nove. _____

3 Cappuccino è il numero dieci. _____

4 Il numero tre si chiama Ceci. _____

5 E.T. è il numero sette. _____

6 Il numero due si chiama Chicco. _____

7 Cesare è il numero otto. _____

8 Il numero dieci si chiama Ciclope. _____

9 Il numero _____ si chiama _____.

10 Il numero _____ si chiama _____.

F ▪ Presente? 🎧 ✐

A list of the students in your Italian class was left outside in the rain and the names got smudged!
Your teacher needs the names for a class excursion and has asked you to fix the list.
As she calls the roll, fill in the gaps with the correct letters to complete the names.

1 _____ a _____ co

2 _____ _____ e _____ a _____ ia

3 _____ a _____ io

4 _____ e _____ _____ _____ a

5 _____ o _____ a _____ o

6 _____ a _____ en _____ i _____ a

7 _____ o _____ er _____ o

8 _____ u _____ a

Rifletti 💭

To help with the spelling of an Italian word, it's a good idea to repeat the word slowly, emphasising the syllables that make up the word. Listen to the names being read out one more time. Can you split each name into syllables? Here is an example: **Mar / co**.

G ▪ Gli amici di *Ecco* 📖 ✍️

Read **i fumetti** in **capitolo 1** of the Student Book again.

Use the information in **i fumetti** 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.

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.

1 _____Barbara_____

Questa è Barbara.

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

6 _____

7 _____

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.

H ▪ 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.

Questa è la signora Rossi.	Si chiama Carlo.	Questo è Giorgio.
Mi chiamo Lisa.	Mi chiamo signor Bruni.	Mi chiamo Lidia.

Group A

1 Lisa **2** **3**

1 _____

2 _____

3 _____

Group B

1 **2** Carlo **3**

1 _____

2 _____

3 _____

I ▪ Si chiama Gustavo 📖 ✐

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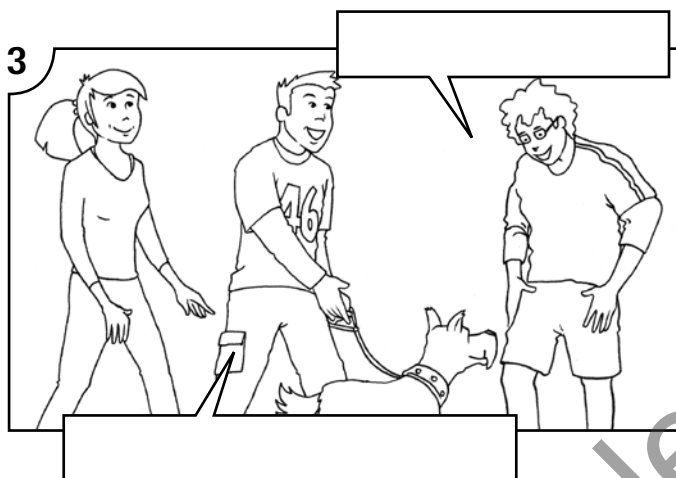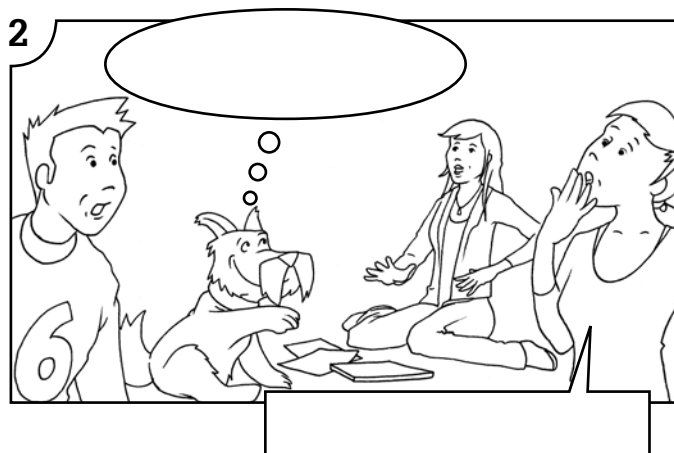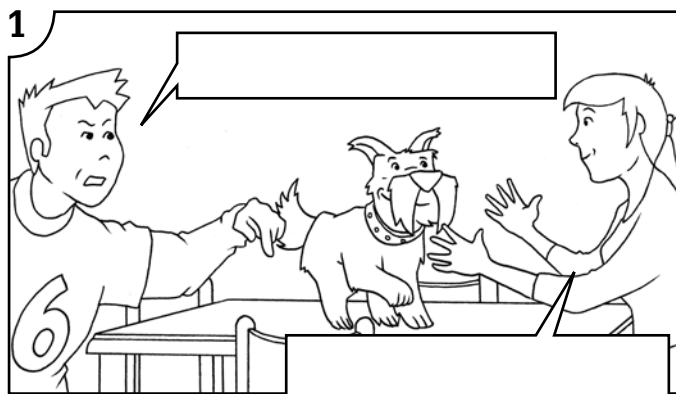
Che bello!	Giù!
Che disastro!	Presto, andiamo!
Questo è Gustavo.	Che bella!
Ciao Gustavo!	Come stai?

J ▪ 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
  b Greeting the students
  c Saying goodbye to the students

2 a Asking someone to hurry up
  b Calling someone to the front of the class
  c Saying goodbye to the students

3 a Calling someone to the front of the class
  b Introducing herself
  c Saying goodbye to the students

4 a Introducing herself
  b Introducing another teacher
  c Commenting on someone's lovely drawing

5 a Introducing another teacher
  b Asking someone to hurry up
  c Calling someone to the front of the class

6 a Saying goodbye to the students
  b Introducing another teacher
  c Introducing herself

7 a Commenting on someone's lovely homework
  b Commenting on the mess made when the bin tips over
  c Saying goodbye to the students

8 a Saying goodbye to the students
  b Asking someone to hurry up
  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?

K ▪ L'italiano sui social 📖 🔑

Read these Italian social media posts and answer the questions in full sentences in English. *Hint:* Read the messages as a whole and don't worry about unfamiliar words. The photos and visual elements of the posts are there to help you.

la cucciola	dog / puppy
Venite?	Are you (*pl*) coming?
il parco	the park

1 Instagram

NadiaLola05 ⏱ 7m

❤ Che bella la mia cucciola! Si chiama Lola. Ha solo sette settimane! #doglove #cucciola4ever #lovemydog

a What's the name of Nadia's puppy?

_____

b How old is it?

_____

2 ‹ Io e Chiara BFF in linea

Buongiorno Chiara! Sabato, relax al parco! E tu? Come stai oggi? Xxx

Ke bello! Sto bene! Anch'io relax! Ma a casa… 😙

a What day of the week is it?

_____

b How are Chiara and Stefi relaxing?

_____

3 **Giovanni Asti**
15 minuti fa, Bologna

Domani, party a casa mia! Festa super… Venite? No mamma e no papà, grazie.

👍😠😆 35   15 commenti 2 condivisioni

👍 Mi piace 💬 Commenta ➡ Condivi

a When is Giovanni's party?

_____

b Who is not welcome?

_____

4 ‹ Amore in linea

💙

Elisa, 6 fantastica. Buon San Valentino!

a What does Stefano think of Elisa?

_____

b Why is he sending this message?

_____

Culture a confronto 🔗

Italian, like any language, is constantly evolving. Abbreviations and English words are now common in social media. Read through the messages and posts again and discuss some examples of abbreviations and English words with a partner. Why do you think this is happening? Where do you see change? Give some examples.

Continua…

Now it's time for you to write your first post in Italian! Go to your preferred social media app, choose a photo you like and say something about it.

L ▪ Che giorno è oggi? 📖 Ⓥ ✎

After **la professoressa Key** was knocked over by Gustavo she was confused about what day it was.
The school nurse has asked her to complete this calendar task to find out if she has recovered.
Help **la professoressa Key** by answering the nurse's questions in full Italian sentences. The first one has been done for you.

febbraio

l	m	m	g	v	s	d
1	2	3	4	5	6	7
8	9	10	11	12	13	14 ♡
15	16	17	18	19	20	21
22	23	24	25	26	27	28

1 Che giorno è il 3 febbraio? _Il 3 febbraio è mercoledì._____

2 Che giorno è il 19 febbraio? _____

3 Che giorno è il 22 febbraio? _____

4 Che giorno è il 6 febbraio? _____

5 Oggi è mercoledì il 24 febbraio. Che giorno è domani? _____

6 Oggi è lunedì il 15 febbraio. Che giorno è domani? _____

7 Oggi è la festa di San Valentino. Che giorno è oggi? _____

M ▪ 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 _____   **4** _____

2 _____   **5** _____

3 _____

N ▪ Il verbo *avere* G ✎

PART 1

In the Student Book you learnt that the verb **avere** (*to have*) has different endings depending on who is the subject pronoun. Write the correct forms of **avere** in the second column of the table using the options from the box. Then translate the conjugated forms of **avere** into English in the last column of the table.

Pronoun	Italian	English
io		
tu		
lui / lei		
noi		
voi		
loro		

ho	ha	hai
hanno	abbiamo	avete

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

Now complete the following sentences using the correct form of **avere**.
First, identify the person who is the subject pronoun 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.

1 Barbara ___*ha*___ un cane.   io   noi   (lei)

2 – Quanti anni _____ , Barbara?   io   tu   loro

   – _____ dodici anni.   io   tu   loro

3 Massimo _____ 13 anni.   tu   lui   loro

4 Massimo e Barbara _____ un cane.   lui   lei   loro

5 – Quanti anni _____ , Pino e Pina?   tu   voi   loro

   – _____ sei anni.   noi   voi   io

6 Gustavo _____ tre anni.   lui   noi   io

O ▪ Fonetica 🎧 💬

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

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?

PART 2

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

1 q ___ ___ nt ___

2 i r ___ g ___ zz ___

3 la sett ___ m ___ n ___

4 q ___ ___

5 st ___ ___

6 ch ___ ___ mo

7 ___ bb ___ ___ mo

8 l' ___ t ___ l ___ ___ no

9 l' ___ ngl ___ s ___

10 l' ___ ___ l ___

P ▪ Quanti anni hai? 🎧 ✏️

During their morning show, the presenter at local radio station BolognaRadio asked listeners to ring in as part of a survey of listeners' ages (**l'età**).

Listen to the conversations and fill in each person's age. Then answer the questions in full Italian sentences. The first one has been done for you.

1
Nome: *Carmelina*　　　　　Età: ___*undici*___
Quanti anni ha Carmelina?
Carmelina ha undici anni.

2
Nome: *Davide*　　　　　Età: _____
Quanti anni ha Davide?
_____

3
Nomi: *Caterina e Naomi*　　　Età: _____
Quanti anni hanno Caterina e Naomi?
_____

4
Nome: *Chen*　　　　　Età: _____
Quanti anni ha Chen?
_____

5
Nomi: *Fulvio e Isabella*　　　Età: _____
Quanti anni hanno Fulvio e Isabella?
_____

6
Nome: *Rosetta*　　　　　Età: _____
Quanti anni ha Rosetta?
_____

7
Nomi: *Enrico e Antonio*　　　Età: _____
Quanti anni hanno Enrico e Antonio?
_____

Q ▪ Messaggini ✏️ 💬

PART 1

Sofia has messaged a few of her friends to ask them how they are. Complete each conversation with an appropriate greeting and the correct form of **stare** (*to be* in this context). Then look at the response sent by each of her friends and write how they are feeling in Italian in the spaces provided.

1

9:41 AM

Alessandra

Oggi 9:39 AM

_____ Alessandra!

Ciao Sofia!

Come _____ oggi?

🙂

Alessandra sta _____.

2

9:41 AM

Tommaso

Oggi 9:39 AM

Ciao Tommaso!

_____ Sofia!

Come _____?

😐

Tommaso _____.

Continues ➤