

UNIT 2 An Italian Course

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1. Look at the picture and the map and imagine what is happening.
2. Listen to **Audio 36**: The red arrow indicates the place where the dialogue begins. Look at the map while you listen. Which of the following places are named?
3. Listen to **Audio 36** again.
4. Listen to **Audio 37**.
5. Listen to the entire conversation in **Audio 38**.

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6. Listen to **Audio 39**. Read and repeat the dialogue.
7. You familiar and You formal.
8. Complete the dialogues below by filling in the blanks with *tu* or *lei* and the correct verb form of the verb in parentheses.
9. Where are you from?/Where do you live?

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10. Write the infinitive form of each verb (that which ends in -re).
11. There is another verb that you have not yet encountered that means "to live": *STARE* (*Sto in Piazza Garibaldi./I live in Piazza Garibaldi. Tu dove stai?/Where do you live?*). The verb *stare* is very important in Italian. Complete the present tense conjugations below.
12. Now you know how to express your opinions.
13. Fill in the blanks with the prepositions *di*, *a*, *da*, *in*.
14. In order to better remember what you have learned, practice the dialogue (Ex. 6) with a classmate.
15. At home, use **Audio 39** to take dictation.
16. Remember these words? Write them in a notebook with equivalent words from your mother tongue.
17. Listen to **Audio 40** and repeat the words from exercise 16.

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1. Look at the drawings and imagine what is happening.
2. Listen to **Audio 41** and find the information below.
3. Listen again to **Audio 41** and also find the following information.
4. Listen to **Audio 42** and find information concerning the two students.
5. Listen again to **Audio 42** and find the following information.
6. Listen to the entire conversation in **Audio 43**.

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7. Listen to **Audio 44** and repeat the dialogue while reading the text.
8. The Gerund.
Examine these verbs, fill in the blanks, then state the rule for creating a gerund.
9. Give the gerund forms of these verbs.
10. Now *sto studiando italiano* (I am studying Italian).

Complete the dialogue with the correct form of *stare* + the verb in parentheses.

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11. *Di solito, nella vita* (usually, in life)/*adesso, in questo momento* (now, in this moment).
Does your mother-tongue, like Italian, have two forms—one for actions that *normally* or *usually* happen and one for actions that are happening *now*, in the *present moment*? Respond to the questions using *stare* + the gerund whenever possible.
12. In the following dialogue (Ex. 7) you will find forms of the verb *dovere* (must/have to). Fill in the blanks with the present indicative of the verb.
13. Write phrases describing what each of the people photographed are doing: use the verbs that describe their action as in the example.
14. In order to better remember what you have learned, practice the dialogue (Ex. 7) with a classmate. One of you is Irene, the other Mary and a third is both the man in the hall and the secretary.
15. At home, use **Audio 44** to take dictation.
16. Remember these words? Write them in a notebook with equivalent words from your mother tongue.
17. Listen to **Audio 45** and repeat the words in exercise 16.

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1. Look at the drawing: Who is it? Look at the paper the professor has in her hands: What is it?
2. With the teacher's help, read the schedule for Intensive Course B2.
3. Listen in **Audio 46** to Professor Cavalli present the intensive course, then find the following information.
4. Listen again to **Audio 46** and read the text.
5. Listen to **Audio 47** and repeat Professor Cavalli's presentation.
6. The students are giving presentations. Listen to their presentations in **Audio 48** and write the number next to the appropriate photo as in the example. You can check your answers in exercise 18.

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7. Listen again to the presentations in **Audio 48** and write the age of the students under the photos (Ex. 6).
8. Listen again to **Audio 48** and write the nationalities or the places from which they come under the photos (Ex. 6).
9. Prepare your presentation. Give the presentation to a classmate and then listen to it.
10. Fill in the blanks of this dialogue.
11. Interview a classmate following the model of exercise 10.
12. A very important step: the verb *avere*, (to have).
You have found the following phrases in this presentation: ...
Fill in the blanks with the present indicative of the missing verbs and find them in the phrases above. As

you can see, there is something strange: the forms **ho, hai, ha, hanno** use the **consonant h** (which is not pronounced) to show the difference from such words as *o, ai, a* and *anno*.

13. Fill in the blanks with either *avere* or *o, ai, a, anno*.
14. Ask three classmates how old they are and in what year they were born, using the questions, "*Quanti anni hai?*" and "*In che anno sei nato/a?*".
15. Fill the blanks with the times of the schedule for the Italian Course.

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16. Observe how to tell time in Italian. Make a hypothesis on how to tell time. Test your rule on a companion and then on the whole class.
17. A summary of three very important verbs: *dovere* (to have to/must), *potere* (to be able to/can), *volere* (to want to).
18. Listen to **Audio 48** and read the students' presentations. Underline the verbs *potere* and *volere*.
19. In the course schedule you have found the days of the week. List them below.
20. Fill in the blanks with the forms of the present indicative of the verbs *fare* and *dire* that you found in this Step.
21. At home, use **Audio 47** to take dictation.
22. Remember these words? Write them in a notebook with the equivalent words from your mother tongue.
23. Listen to **Audio 49** and repeat the words from exercise 22.

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24. Consonants can be normal or a bit longer, that is "double", like the "s" in *possono* or the "p" in *doppie*. Follow the instructions in **Audio 50A**. If you do not understand all the words, that's not a problem: just think about their sounds.
Now follow the instructions in **Audio 50B**.
25. Students who speak certain languages can find it difficult to distinguish the difference between *f* and *v*. Follow the instructions in **Audio 51A**. If you do not understand all the words, that's not a problem: just think about their sounds.
Follow the instructions in **Audio 51B**.
26. Students who speak certain languages can find it difficult to distinguish the difference between *t* and *d*. Follow the instructions in **Audio 52A**. If you do not understand all the words, that's not a problem: just think about their sounds.
Now follow the instructions in **Audio 52B**.
27. Students from Asia can find it difficult to distinguish the difference between *r* and *l*. Follow the instructions in **Audio 53A**. If you do not understand all the words, that's not a problem: just think about their sounds.
Now follow the instructions in **Audio 53B**.

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1. Examine the following signs that can be seen

throughout Italy if you look around. Try to read the words on them. Then listen to **Audio 54**.

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2. Listen again to **Audio 54**, looking at the images on page 46 and examine how the words are written.
3. Work with friends: recite in unison the following words as the teacher guides you.
4. Listen to **Audio 55** and repeat the words from Exercise 3.

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1. See the levels A1, A2, etc. here above and to the left? Do you know what they mean?
Compare what you know with classmates, then imagine what Professor Cavalli, who teaches B2, is talking about with the director of the Italian for Foreigners Center.
2. Listen to **Audio 56** and find the following information.
3. Listen again to **Audio 56** and also find the following information.
4. Listen to **Audio 57** and find the following information.
5. Listen to the entire conversation in **Audio 58**.

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6. Listen to **Audio 59**, read the text and repeat the conversations between Professor Cavalli and the director of CIS.
7. Recite the dialogue (Ex. 6) with a classmate.
8. Examine these words that show quantity which you found in the conversation between Professor Cavalli and the director of the school: *abbastanza, molto, poco, troppo*.
Try to understand the meaning of the words, test your ideas with classmates and the teacher, and then look them up in a dictionary.
Complete the phrases under the photos: first write the Italian word and then, on the line after "Tua", write the word in your mother tongue.
Pay attention to the word *poco*, which is often said as "un po". *Un po'* can have a positive or negative meaning. Indicate what you think it means in the following pictures by marking the emoticon. Test your idea with classmates and the teacher.

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9. Substitute the prepositions *di, a, da, in, su* + the article with these words: *al, agli, dal, degli, dei, nel, nell', sul, sulle*. Find the correct forms in the dialogues and in the exercises below.
10. Insert the prepositions with articles and then make them plural.
11. The words underlined in blue in the dialogue (Ex. 6) are all _____.
12. Write the following words in plural form along with the definite article.
13. Indicating the Possessive.
Examine these phrases that indicate the possessive. In the examples, *mio, suo e vostro* are **adjectives**: they come before the noun *corso*; instead *tuo, nostro, loro* are **pronouns**; they take the place of the noun

corso. The forms are the same, but it is good to learn the words “adjective” and “pronoun” grammatically because in the future they will be useful.
Now complete the table with the possessive pronouns or adjectives.

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14. In P3 (Ex. 6) you saw the difference between *tu/you*, the informal pronoun one uses among friends, and *lei/you*, the formal pronoun one uses with those one does not know well. Review the opposition of formal/informal. Transform the conversation of the dialogue (Ex. 6) from formal to informal, changing the phrases. In the place of *lei* use *tu*; in the place of last names, use first names (the professor's name is Laura; the name of the director is indicated in the drawing on p. 49).
15. A very important irregular verb: *sapere*. Fill in the blanks with the present indicative of the verb as you've seen in the conversation and in some of the exercises.
16. Listen to **Audio 60** and compare the intonation of the affirmative phrases that express certainty concerning information with the intonation of the interrogative, which asks for information.
17. In order to better remember what you have learned, practice the dialogue (Ex. 6) with a classmate.
18. At home, use **Audio 59** to take dictation.
19. Remember these words? Write them in a notebook with the corresponding words from your mother tongue.
20. Listen to **Audio 61** and repeat the words from exercise 19.

Italian Sounds

21. Foreign students can find it difficult to distinguish the difference between open *è* and closed *é*. Follow the instructions on **Audio 62A**. If you do not understand all the words, that's not a problem: just think about their sounds.
Now follow the instructions of **Audio 62B**.
22. Foreign students can find it difficult to distinguish the difference between open *ò* and closed *ó*. Follow the instructions on **Audio 63A**. If you do not understand all the words, that's not a problem: just think about their sounds.
Now follow the instructions on **Audio 63B**.

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1. It is time to get ready for a night at the discotheque. The things you see in the photo are needed. Work with a classmate to see if you know the names of the objects.
2. Professor Cavalli is organizing the evening. Listen to **Audio 64** and respond to the questions.
3. Listen again to the dialogue in **Audio 64** and then listen and repeat **Audio 65**.
4. What things need to be bought for the evening? The professor tells the students. Look at the photos and listen to **Audio 66**. Try to understand what the objects are called.

5. Listen to **Audio 67** and write the names of the objects under the photos.
6. Two people are also needed as MC and DJ of the evening. Listen to **Audio 68** and find the following information.
7. Listen again to **Audio 68** and answer the following questions.
8. Listen to the entire conversation in **Audio 69**.

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9. Listen to **Audio 70** and repeat the dialogue reading the text.
10. Words for asking questions.
Complete the following questions with the appropriate interrogative.
11. *Avere* (to have) is truly an important word!

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12. In this unit you have found two important irregular verbs: *fare* (to make or do) and *sapere* (to know).
13. In P4 (Ex. 6) you saw the present indicative of the first conjugation of regular verbs, those verbs that end in *-are*. The second conjugation consists of verbs that end in *-ere*.
Complete the present tense of the verb *vedere* with the forms that you have found underlined in blue in the exercises and in the dialogue.
14. Working with a classmate, complete the phrases with the appropriate verbs.

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15. Let's review a few irregular feminine endings.
16. In order to better remember what you have learned, practice the dialogue (Ex. 9) with a classmate.
17. At home, use **Audio 70** to take dictation.
18. Remember these words? Write them in a notebook with the corresponding words from your mother tongue.
19. Listen to **Audio 71** and repeat the words from exercise 18.

Italian Sounds

20. The sound *gn* found in *bisogno* is difficult for those who speak a language that does not use it. Some students pronounce it *ni* as in *bisonio*.
In order to learn not to confound *gn* with *ni*, follow the instructions in **Audio 72A**. The words in the right hand column do not exist. Think about only their sounds.
Now follow the instructions in **Audio 72B**.
Lastly, follow the instructions in **Audio 72C**.
21. The sound *gl* found in *bottiglia* is difficult for those who speak a language that does not use it. Some students pronounce it *li* as in *bottilia*.
In order to learn not to confound *gl* with *li*, follow the instructions in **Audio 73A**. The words in the right hand column do not exist. Think about only their sounds.
Now follow the instructions in **Audio 73B**.
Lastly, follow the instructions in **Audio 73C**.

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1. Look at the pictures.

2. Listen to **Audio 74** and the announcements from the train station in Florence.
3. Listen again to **Audio 74** and respond to the questions.
4. Listen to the announcements in **Audio 75**. Read and repeat.

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5. Listen to **Audio 76** and what Professor Cavalli tells the students before leaving.
6. Listen to **Audio 77**. Read and repeat the dialogue between Professor Cavalli and her students.
7. Indefinite plural articles.

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8. Make the following nouns plural using the plural indefinite article.
9. The third conjugation: Verbs ending in -ire
10. Complete the phrases with the verbs in parentheses.
11. Summary of Italian articles. In this Step we have finished the work on articles: fill in table as a summary.

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12. Summary of the three conjugations of present tense of verbs. In this Step we have finished the work on verbs. Complete the table by inserting the present tense verbs.
13. In order to remember better what you have learned, practice the dialogue (ex. 6) with a classmate.
14. At home, use **Audio 77** to take dictation.
15. Remember these words? Write them in a notebook with the corresponding words from your mother tongue.
16. Listen to **Audio 78** and repeat the words in exercise 15.

Italian Sounds

17. Some students find it difficult to distinguish the difference between **p** and **b**.
Follow the instructions in **Audio 79A**. If you do not understand all the words, that's not a problem: just think about their sounds. Some of the words do not exist in Italian; they just serve the exercise.
Now follow the instructions in **Audio 79B**.
Lastly, follow the instructions in **Audio 79C**.

18. Some students find it difficult to distinguish the difference between **s** and **sc**.
Follow the instructions in **Audio 80A**. If you do not understand all the words, that's not a problem: just think about their sounds. Some of the words do not exist in Italian; they just serve the exercise.
Now follow the instructions in **Audio 80B**.
Lastly, follow the instructions in **Audio 80C**.

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1. Fill in the blanks with either simple or articulated prepositions.
2. Fill in the blanks in the dialogue with the indefinite articles *un, una, un'*.
3. Change to plural form, as shown in the examples.

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4. Complete the conjugation of the present tense of these regular verbs.
5. Complete the conjugation of the present tense of these irregular verbs.
6. In these crossword puzzles, find present tense forms of *andare, avere, dovere, volere, finire* and *potere*. Have fun!

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7. Complete the phrases using the verbs *avere, venire, dire, andare, volere, or dovere*.
8. Complete the dialogue with the verbs in parentheses.
9. Create phrases with *di solito, oggi, adesso, in questo momento*, using the verbs indicated.
10. Complete these phrases using the form *stare* + the gerund.

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11. To better remember how to tell time, write the hours as in the example.
12. Tell the time in as many different ways as is possible.
13. Complete the phrases with the article and the possessive.
14. Respond positively or negatively, as in the example.
15. The tree of days of the week. Write the days of the week.