

UNIT 3 Talk about Yourself!

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1. Look at the pictures and imagine the situation.
At every step we ask you to imagine what can happen: it is a fundamental activity for facilitating comprehension.
You must always do it when listening, reading, looking at a web-site or watching a film.
2. Listen to **Audio 81** and see if what you imagined in exercise 1.a is correct.
3. Let's take a walk with Ciro and Ines. Listen to **Audio 82**.
4. Listen again to **Audio 82** to see if you have understood it well.
5. We are in the car with Ciro and Ines. Listen to **Audio 83** and respond to the following questions; then compare your answers with those of your classmates.

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6. Listen to **Audio 84** and read the text.
7. In order to better remember what you have heard, practice the dialogue (Ex. 6) with a classmate.
8. Complete the sentences that you have found on this page and tell whether the action happened:
☐ today, in the present or ☐ awhile ago, in the past

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9. Let's see how to make that simple past.
10. Let's see how the regular past participle is formed.
Write the masculine past participle of the following verbs.
11. Write the past participle of the following verbs.
12. You have found strange numbers on these pages:
let's look at them together.
Look at the ordinal numbers at the beginning of each Step and write them beside the cardinal numbers.

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13. Complete the present tense of the verb *uscire* (to exit, go out), which is used quite a bit in every day communication. You saw the verb *uscire* in the dialogue (Ex. 6).
14. Complete the following phrases with *tra/fra* or *fa*.
15. Complete the phrases that you have found in the dialogue (Ex. 6).
16. Create a story from the past using the words provided in single sentences and conjugating the verbs into the simple past.
17. The dialogue in this Step is long and includes many new things: Listen to **Audio 85** and repeat.
18. At home, take dictation using **Audio 85**: writing out the things you have heard is a great help for memorization.
19. Do you remember these words? Write them in a notebook with the equivalent words from your mother tongue.
20. Listen to **Audio 86** and repeat the words in exercise 19.

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1. Let's read together.

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2. Complete the following phrases that you have found in the history of Sicily (Ex. 1), forming the simple past with the correct auxiliary verb and the past participle of the verb in parentheses.

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3. The choice of auxiliary verb.
4. Join each verb to the correct auxiliary.
5. Agreement between the past participle and the person who commits the action.

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6. Italians are crazy because they love irregular past participles.
7. Let's synthesize the simple past.
8. Listen to **Audio 88** and repeat the texts on the history of Sicily.
9. Writing is important for remembering! At home, listen to **Audio 88** and take dictation with texts on the history of Sicily.
10. Do you remember these words? Write them in a notebook with the equivalent words from your mother tongue.
11. Listen to **Audio 89** and repeat the words from exercise 10.

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1. Ciro introduces Ines to his mother. Listen to **Audio 90**.
2. The "mini-apartment" of Ines. Listen to **Audio 91** and if you cannot find all the information listen to it again.
3. Listen again to **Audio 91** and read the dialogue.

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4. Look at the floor plan of the "mini-apartment" while listening to **Audio 92**.
5. Listen to **Audio 93** and try to understand the difference between these forms.
6. Listen to **Audio 93** again reading the text so you better remember what you hear.

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7. Giving an order: The imperative
8. Italian has many irregular imperative forms.
9. Let's play around with giving orders.

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10. With the help of classmates, the teacher or the dictionary, write the names of each piece of furniture choosing among the words below.
11. In order to better remember what you have learned, listen to **Audio 94**.

12. Recite the dialogue in groups of three (Ex. 3, 6).
13. At home, describe your bedroom using the expressions *a destra, in centro, a sinistra*, etc. When you return to school, give descriptions to a classmate who must draw your room.
14. At home, use **Audio 95** to repeat phrases and take dictation.
15. Do you remember these words? Write them in a notebook with the equivalent words from your mother tongue.
16. Listen to **Audio 96** and repeat the words from exercise 15.

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1. Write the names of the mountains, the rivers, the lakes and the seas surrounding Italy.
2. After you have written the names, listen **Audio 97**, which is a little different from the text that you find here above.
3. These are the words from this page that you need to remember.

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4. Write the name of the inhabitants near the name of each region listening to **Audio 98**, which is a little different from the text that find here below.
5. These are the word you should remember from this page.

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6. You have found the names of the months in many of the Steps, since P2 (Ex. 4) when you saw the chart from "Pensione Anna". Working with classmates and the teacher, write the months under each season.
7. And dates? You have already seen them in P2 but let's review. Read these dates.
Remember that, in Italian, the day comes first, then the month, and finally the year.
8. In these Steps you have already found the names of some of the colors. Complete the description using the main color, then listen to **Audio 99**.
9. The words on this page that you should remember are the seasons, the months and the principal colors.

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1. The picture shows you the "genealogical tree" of Ciro's family.
2. Listen to **Audio 100** and respond.
3. Observe these people: what work do they do? Listen to each person's presentation in **Audio 101** and write the number of the presentation next to the appropriate picture.

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4. Listen to the dialogue in **Audio 100** while reading the text.
5. Listen to **Audio 102** and repeat.
After having listened to a presentation, work with a classmate to try and remember some of the important words you have heard, then check with the class. Do the same thing for each of the personalities.

6. The verb *fare* can have many different meanings. Ciro's brother says that he loves math because numbers have only one meaning, while words can have many meanings. *Fare* is one of those words! Unite each phrase, that you have found in this Step, with one of the meanings of *fare* (the present of *fare* is in P9, Ex. 20; the past participle is in P14, Ex. 6). In order to understand the significance of the verb *fare*, it is necessary to read with attention - and with imagination! - the words that come afterward.

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7. Word order in sentences.
8. Construct some sentences with the words provided, using first the normal form and then that with emphasis (with the subject at the end).

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9. In the dialogue and in the exercises you have seen the verbs *preferire* and *capire*. Complete the present tense of these verbs.
10. Which relative is it?
11. In the presentations by the policeman, the waiter, etc. (**Audio 101**) you found the following words (you must understand how to take dictation well at home). Write words opposite in meaning as in the example.
12. Tell your classmate what you ate for breakfast, then ask him to tell you what he ate. Take notes and see if you have understood each other well.
13. In order to better remember what you have learned, listen again to **Audio 100** and then recite the dialogue with three of your classmates.
14. At home, use **Audio 102** to transcribe the presentations. The next day compare your transcriptions with those of your classmates.
15. Do you remember these words? Write them in a notebook with the equivalent words from your mother tongue.

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1. Today, instead of listening to an audio, we will begin by reading quickly. This activity helps us learn to find information that interests us, without losing a lot of time on the rest of the text.
2. As you did in exercise 1, read the dialogue in 2 minutes and find the following information.

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3. Let's make a hypothesis: it is an activity that is important for learning to understand a foreign language.
4. Listen to **Audio 103** without reading the transcription in exercises 1 and 2.
5. Listen and repeat **Audio 104** reading the transcription in exercises 1 and 2.
6. Reflexive verbs.
These verbs are called reflexive, because the action "reflects", as in a mirror, the subject.

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7. Look at the pictures and underline the reflexive verbs. After you have underlined them, listen to **Audio 105**. Which picture corresponds with the conversations of the audio? Write the number.
8. Complete the transcription of the dialogues with the reflexive verbs that you find in the pictures in exercise 7. Then listen to **Audio 105**.
9. A synthesis of reflexive verbs.
10. *Buonissimo! Benissimo! Bellissimo!*
You have found these forms in the dialogues and even in other Steps. According to you, what do they mean?
11. *Il più buono/più buono*
In the dialogue between Ivan and Ciro at breakfast (Ex. 8), you found the sentence: *il caffè italiano è il più buono*. Also in Gl.1 you have already come across the word *più*. Observe these sentences: which is the difference?

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12. Two very important irregular verbs.
 - a. Complete the present tense of the verb *bere* (to drink), which in the past participle becomes *bevuto* and that inserts a "v" in every form.
 - b. And now the fundamental verb *dare* (to give).
13. You have 10 seconds to offer an invitation to your classmate, then he must make on to you, according to this model: *Dai, vieni al cinema con me questa sera!*
14. In order to better remember what you have learned, recite the dialogues (Ex. 1, 2, 8) with two classmates.
15. Do you remember these words? Write them in a notebook with the equivalent words from your mother tongue.

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1. Ciro and Ivan arrive at a party, in an old warehouse at the port. Listen to **Audio 106** and find the following information.
2. Listen again to **Audio 106** and read the text.
3. Two important verbs: *preferire* and *piacere*.
4. The girls look at the boys. Listen to **Audio 107**.

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5. Listen again to **Audio 107** following the text.
6. The boys look at the girls. Listen to **Audio 108** and then complete this synthesis.
7. Listen again to **Audio 108** following the text.
8. Make hypotheses about the exercise and then listen to **Audio 109**.
Listen to the dialogue, read the text and verify if your hypotheses are correct.
9. Listen to the all the dialogues in **Audio 110**.
10. Listen to and repeat the dialogues in **Audio 111**: it is important for learning how to say that you like or do not like something.
11. The verb *piacere* has a sound issue. Complete the present tense of the verb.

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12. How much do you like it? Complete the following sentences taken from the dialogues.

13. Ask a classmate which singer, actor or classmate he or she likes and or cannot stand.
14. What do you say to a friend? Beautiful things and ugly things, as always.
 - a. Write the opposite of the qualitative adjectives below.
 - b. Here are other adjectives that can help you describe people; try to guess the meaning with classmates and then connect the adjective with the right photo.

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15. A synthesis about....You!
In Unit 1 and 2 you learned to introduce yourself, to give personal data, to explain why you are taking an Italian course, and in this Step you have learned to say that you like or do not like something and to tell your history.
Write your own presentation. You will see how many things you know how to say in Italian! However, do not say your name and, if you are in a class with multiple nationalities, do not say even where you come from: that will be important for the following activity.
16. Who is it?
The teacher will collect the pages with your presentations. Then she will chose one and read it out loud. You must guess who it is. After two or three examples, the teacher will give the presentations to various pairs of students who must write on the page the name of the classmate described.
17. *Questo* (this) and *quello* (that): a synthesis
Indicate whether or not the word *questo* or *quello* (which you find underlined in green in the dialogues) are adjectives (A) or pronouns (P).
18. Possessives: a synthesis.
In all these Steps we have used words that express the possessive: *mio*, *tuo*, *suo*, etc. Even these words can be adjectives or pronouns, as you saw in exercise 17.
19. To better remember what you have learned, recite the four dialogues (Ex. 2, 5, 7, 8) with your classmate. Then a pair of boys and a pair of girls recite the dialogues in front of the class.
20. At home, use **Audio 111** to take dictation: it helps a lot to take your time learning.
21. Do you remember these words? Write them in a notebook with the equivalent words from your mother tongue.

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1. Here are a few verbs with the regular past participle: complete as in the example.
2. These are, instead, the principal irregular verbs that you have seen up until today. Write the past participles of the verbs.
3. Complete these sentences following the example.

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4. Complete this synthesis of the history of Sicily filling in the blanks with the right auxiliaries.

5. You are vacationing in Sicily: write a postcard home and say what you have been doing, what you have seen, where you have gone, etc.
6. Create sentences with the imperative, using the suggestions below and following the example.

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7. Form sentences with the following elements.
8. Do you remember what these pieces of furniture found in every house are called?
9. In your notebook, write an email to one of your friends saying that you have arrived in Palermo and describing your mini-apartment.

10. Do you remember these colors?

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11. Following the example, define who these relatives are.
12. Write a brief description of your house and your family.
13. Complete the dialogue, inserting Ines's responses in the appropriate place.
14. Complete the dialogue, inserting Ivan's response in the appropriate place.
15. Do you remember these actions that you do every day?
16. Use your responses in exercise 15 to write a text about what you do every morning.