

## UNIT 5 All Our Friends Return!

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1. Look at the images: Do you remember where you have already found Paolo, Francesco and Cristina?
2. The title of this Step is strange: Let's try to understand it. Usually motorcycles hurt someone when the motor is running, not when they are parked... Look at the pictures and try to imagine what is happening.
3. Listen to **Audio 140** after you've looked at the three pictures.
4. Listen to **Audio 142** after looking at the illustrations. This conversation is a bit more difficult than usual, but gradually you will understand it.

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5. Listen to **Audio 144** after looking at the three pictures. Even here there are new words, but gradually you will understand them
6. Listen to the entire story in **Audio 146** reading the transcription.

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7. Recite the dialogue (ex. 6) in groups of four. At the end, both groups recite the conversation before the class and the class decides who wins the Oscar for best group.
8. Complete the sentences looking at the pictures.
9. Complete the following sentences, which you found in the preceding exercise.

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10. Use the strong form of the indirect personal pronouns in the place of the weak forms.
11. Substitute the atonic personal pronoun with the tonic one, as in the example.
12. Substitute the tonic personal pronoun with the atonic one, as in the example.
13. Listen to **Audio 147** and discover who has the problem. Fill in the blank next to each picture with the number of the corresponding dialogue.

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14. Listen again to **Audio 147** reading the text. Attention: Put the lines of the man in the right place, writing the corresponding number as in the example.
15. In the last dialogue of exercise 14, the pharmacist uses an indirect personal pronoun that means "to her" twice. Underline it.
16. In pairs, recite the four dialogues from exercise 14. At the end, the teacher calls on four couples to recite the dialogues in front of the entire class, who must vote on the best couple.
17. Write an email to a friend telling him that you are not well and explaining what is wrong.
18. Do you remember these words? Write them in a

notebook with the equivalent words from your mother tongue.

19. Check to see if you remember the "important" words you find in P1-P3. Underline with a pencil any words that you don't remember and in the next few days check them again.

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1. A few important words to remember.
2. Check to see if you remember all the important words from G1 - G6.

### PAGE 144

1. Read this sheet of paper: it is an important change in Ciro's life, the Sicilian boy you met in Unit 3. What type of text is it? Don't worry if you don't understand everything: it is a difficult text.

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2. The sheet of paper on the preceding page is Ciro's job contract. He is fortunate because he has found work and because it is a trade that he enjoys: restorer.
3. Now try to understand other words in the text.

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4. Calogero Piantone explains to Ciro the organization of his work and how much his salary will be.
5. Listen to the entire conversation in **Audio 148**. It is a difficult conversation; therefore, it may be better to listen to it twice. You can repeat the lines listening to **Audio 149**. After you have listened to it and repeated it, recite the dialogue with a partner. The teacher chooses two pairs to recite it in front of the class, and everyone decides together which pair gets the Oscar!
6. The teacher chooses a few of you to read the contract out loud. If you do not understand it, interrupt the reader only at the end of every line.

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7. *Che*, a small but very important word.
8. Indicate if *che* is an interrogative pronoun (I), a conjunction (C), or a relative pronoun (R).
9. These people have found jobs. Listen to **Audio 150** and match the photo that shows profession to the drawing by putting the number in the corresponding circle. Then check your work with a partner.

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10. You have found a job: Call one of your friends (a classmate) and tell him everything.
11. Now transform the phone conversation in exercise 10 into an email.
12. In this Step you have learned many important new

words. Do you remember these words? Write them in your notebook with equivalent words from your mother tongue.

13. Check to see if you remember the words from P7 – P12. Underline with a pencil any words that you don't remember and in the next few days check them again and erase the lines under those you remember.

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1. A few important words to remember.

#### PAGE 150

1. Maybe you remember from P19, that Kirsti has a habit of speaking out loud even if she is alone in order to better remember things.  
Read the transcriptions and write the name under every thing that Kristi names.  
[...] Now listen to **Audio 151** and follow the text with your eyes. Once you have finished, go to **Audio 152** and repeat out loud what Kristi is thinking.

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2. In the description of Kristi's clothes from the different seasons there are these clothes and objects she uses to cover up. Write their names near the figure they refer to, then listen to **Audio 153**.
3. Listen again to **Audio 153** and this time try to understand the words that describe the climate. To prepare yourself for listening, match the words to the pictures they refer to, inserting the corresponding numbers.

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4. To talk about clothes, adjectives are necessary for describing their qualities. Write the adjectives under the pair of corresponding objects.
5. And then, speaking of clothes, there are other fundamental adjectives—the colors! In GI.3 we have already seen colors. But the colors of clothes are much more. Often light or dark colors have particular names; it is not enough to say *light red* or *dark green*.

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6. A synthesis of relative pronouns.
7. Fill in the blanks with the correct form of *quale*, with the article or with the articulated preposition.
8. Describe a classmate's clothes. Your partner must guess who you are describing. Then your partner describes someone and you must guess who it is. In the end, the teacher calls on a few of you and this becomes a game.
9. Show me something the color....red! The teacher says this sentence and everyone must put something on the desk that is red or show clothes that are the color red. If the teacher asks again for something red, you cannot show the same thing twice. Whoever does not have something with the color the teacher asked for is eliminated! The winner is the one who is the last one with something left to show.

10. These are the words that you must remember after this Step, but if you remember more, all the better! If you want, at home, write them in your notebook along with the equivalent word from your mother tongue.

11. Check to see if you remember all the words from the vocabulary in P13 – P18. Underline with a pencil any words that you don't remember. In a few days, check again and erase the lines under the words you know well.

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1. Remember Mary? We met her Unit 2. Find her personal information and transcribe it below.
2. Now listen to **Audio 154**: a journalist is interviewing Mary on the reasons that she came to Florence to study Italian. There are four things that she likes a lot.

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3. The interview is long, but certainly you have understood the general sense of it. Listen again to **Audio 154** reading the text of the interview.
4. The interview is difficult. To understand it better, listen to and repeat **Audio 155** and, at home, take dictation using this audio. Writing helps memorization!
5. Listen in **Audio 156** to a few parts of the other interviews done by Radio Firenze.

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6. Study the words used for uniting or connecting. "Connectors" (which in grammar are adverbs, conjunctions, etc.) are extremely important for constructing a text, for uniting sentences. You know many connectors and have understood them without problem in the audio of this Step. Read the sentences (which you found in **Audio 154 and 156**) and say what the connectors mean, like in the example.
7. Complete the text filling the blanks with the appropriate connectors.
8. *Perchè* means the reason, that is the cause of an action.

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9. *Perchè, quindi, dunque, allora, e:* these are the connectors that connect a cause to the effect, to the consequence, like in the comics.
10. You know other connectors, not only those studied in exercise 6. Join every orange connector to its corresponding verb.
11. Complete the present tense of the three verbs that end in *-ire*, which you have found in this Unit.
12. To which group do these verbs of the third conjugation belong? Put them in the right box, as in the example.
13. In order to better remember the words and forms that you found in the interview (ex. 3), recite them with a partner.
14. There are many important words in this Step. Check to see if you have learned them and, if you want, write them in your notebook along with the equivalent words from your mother tongue.
15. Check to see if you remember all the words from P19 –

P24. Underline with a pencil any words that you don't remember. In a few days, check again and erase the lines under the words you know well.

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1. Listen to how a few foreign students described their countries then that a few foreign students, then do the proposed exercises. To help you, we give you the key words. With your partner, and the guidance of a teacher, try to understand their significance. Then while listening find the information that we ask you for.

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2. The teacher asks four of you to read the text of exercise 1. Try to read in a lively way, like actors and actresses. At the end, the class decides who wins the Oscar.
3. Working in pairs, transform the two texts of exercise 1 into an interview. One plays the part of the journalist, the other that of the personality, and the reverse roles. At the end, four pairs recite the interview in front of the class.
4. In P18 you learned the way to talk about your tastes with the verb *piacere*. Let's review. In Italian, the verb *piacere* is indirect (*L'Italia mi piace; a me piace l'Italia*), while in many languages it is direct: *I like Italy*. Complete the following sentences, which you have found in the presentation with the four foreign students.
5. In this Step you have found a verb that functions like *piacere*: *sembrare*. Complete the following sentences, which you have found in the presentation with the four foreign students

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6. Complete the sentences inserting the verb *sembrare*: pay attention to singular and plural.
7. Transform the sentences using the verb *sembrare* and indicating even the person, as in the example.
8. Let's synthesize of how to communicate uncertainty.
9. Let's synthesize a few strange forms: *bello, grande, buono*. Complete the following sentences.
10. Describe your country in a written text. The teacher can ask you to read it to the entire class.
11. Do you remember these words? Write them in your notebook with equivalent words from your mother tongue. Writing helps memorization!
12. Check the words you have underlined in the vocabulary from exercises P1-P28. Do you remember them now? Write the ones you do not remember in your notebook. In a few days, check again and erase the lines of those you know well.

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1. Describe the face of your partner... and see if he agrees with your description.
2. The words below describe some of the most common

characteristics of a person. Match every adjective to its opposite, as in the example.

Which of these adjectives seem beautiful and positive? Underline them, then compare your choice with your partner.

Which adjectives can you use to describe yourself?

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3. Listen to description of these four men in **Audio 161**. A help before listening. There are two words that apply in all the descriptions: the noun *sorriso* and the verb *sorridere*; if you look at the pictures you will easily understand the meaning of these words. Write the number of the description next to the corresponding photo. Then check your responses with a classmate and listen again to the audio to learn well how to describe a face.
4. In the texts below there are mistakes: find them and then listen again to **Audio 161** to check.
5. How can you talk about the character of a person? Read these descriptions, find the characteristics that resemble you and underline them. Is there someone who resembles you?

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6. Write a few lines about your character, then make one of your classmates read it. Does he or she agree with you?
7. Describe one of your classmates. On a sheet of paper, with writing the name, describe the physical characteristics and the personality of one of your classmates. Give the sheets of paper to the teacher, who chooses a few to read before the class: whoever thinks he is the person being described must raise his hand. If there is no one the description seems to fit, try to hypothesize together.
8. A synthesis of words used to talk about Italian. You have used many words that concern grammar. They are important words because they help one to learn. Match the word to their corresponding definitions.
9. Do you remember these words? Write them in your notebook with equivalent words from your mother tongue. Writing helps memorization.
10. Check the words you have underlined in the vocabulary from exercises P1-P29. Now you are at the end of the course and remember all the words in the vocabulary of the exercises.

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1. Use the atonic pronouns (*mi, ti, gli/lei*, etc.) in the place where the tonic ones (*a me, a te, a lui/lei*) are used.
2. Fill in the blanks with *quindi* or *perchè* in order to link cause and effect.
3. Fill in the blanks with *forse* or *quasi* to indicate uncertainty.
4. Fill in the blanks with the correct form of *bellow*, *buono* and *grande*.
5. Fill in the blanks with *anche* or its opposite *neanche*.

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6. In the sentences below, *mentre* indicates time (T= duration as well as time) or something to the contrary (C=instead or to the contrary)?
7. Fill in the blanks with *e* or *o* to indicate union or contrast.
8. Match each text to the photo with the corresponding season.

9. Write a few lines about every season, speaking of climate, clothes, food and explaining why you like it.

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10. Fill in the cross-word puzzle with names of colors.
11. Briefly describe how each person is dressed.
12. Complete the dialogues between a doctor and the people in the photos.