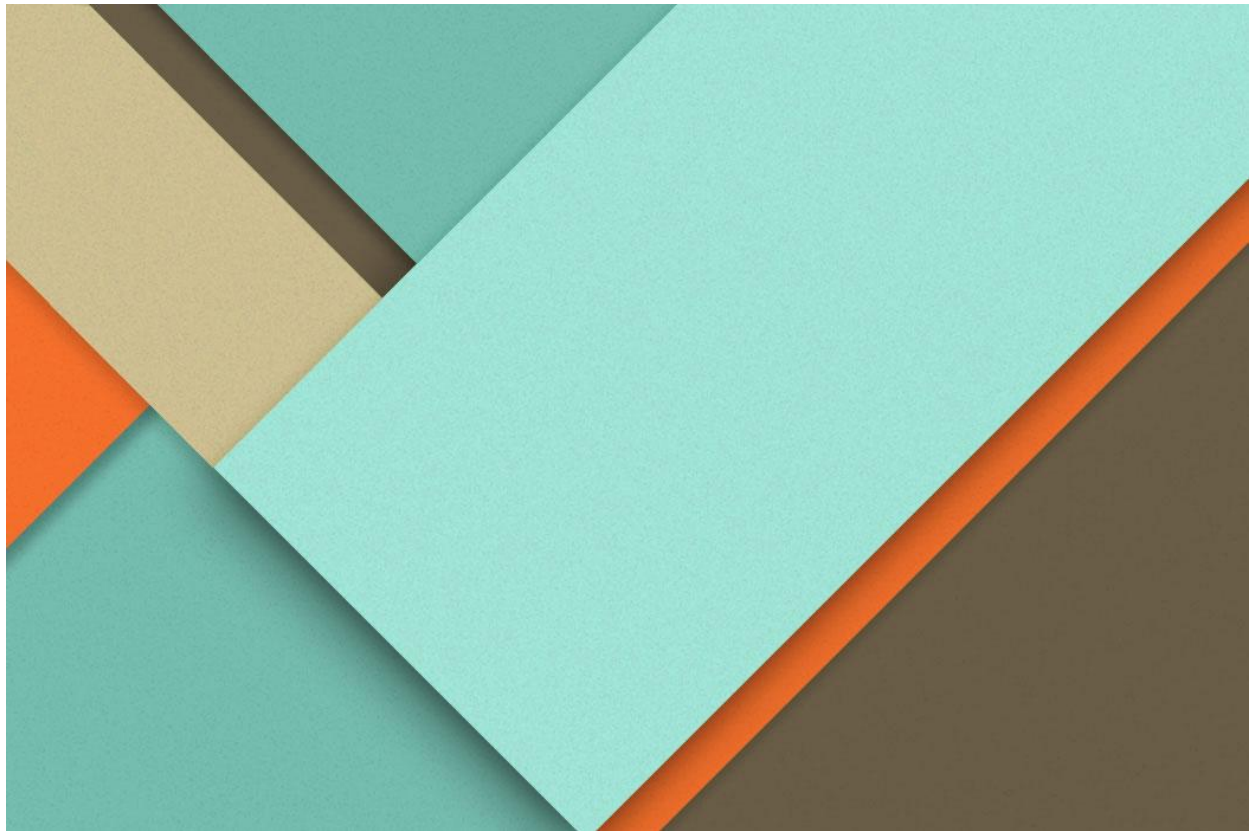




Homework for Italian 1

School Year 2024/2025

Sylvie Murphy

Italian 1-In Person

La Causerie Française

Fridays 9:00am to 10:25am

sylvie.hogg@gmail.com

(816) 809-2842

Overview

Italian I is an introductory course designed for students who have never before studied Italian or for those who may have previously studied some Italian but not used it for many years. We will start from the very beginning assuming no previous knowledge of the language. Through active participation in class and at-home review and assignments this class provides students with the foundations of the Italian language.

Specifications:

Grammatical Concepts:

- Alphabet and pronunciation
- Use of genders and singular/plural
- Definite and indefinite articles (the/a)
- Basic sentence and question formation
- Adjectives: agreement and placement
- Present tense verbs: regular and irregular
- The expressions c'è and ci sono (there is/there are)
- Possessive adjectives (my, your, his, her etc)
- Demonstrative adjectives (this, that, these, those)
- Direct object pronouns

Vocabulary themes will include:

- Greetings and salutations
- Numbers
- Basic conversational phrases
- Food and beverages
- Day, date, seasons
- Places
- Asking for and giving directions
- Descriptive adjectives/colors
- Family
- Weather
- Time
- Pastimes/hobbies

Homework:

For May 9

- Practice with QUESTO and QUELLO (refer to chapter 3, section E - p. 83)

A. Fill in the blank with the correct form of **“this”** or **“these”** (**questo, questa, questi, queste**) for each noun. Remember, you will need to determine whether the noun is masculine or feminine, singular or plural. Hint: most of these are repeat words from last week’s homework, below, so you have the articles provided there. :-)

1. (this) _____ treno
2. (these) _____ fiori
3. (these) _____ scarpe
4. (this) _____ macchina
5. (this) _____ casa
6. (this) _____ giacca
7. (these) _____ cani
8. (this) _____ gelato
9. (these) _____ esercizi
10. (this) _____ citta’

B. Fill in the blank with the correct form of **“that”** or **“those”** (**quel, quello, quella, quell’ , quei, quegli, quelle**) for each noun. There are many more forms of “that” and “those” than for “this” and “these” -- you’ll likely want to refer to the chart in the book as you complete these -- and remember that the endings align with what the definite article would be for each of these nouns.

1. (that) _____ ragazza
2. (that) _____ ragazzo
3. (those) _____ fiori
4. (those) _____ macchine
5. (those) _____ alberi (trees, masc.)
6. (that) _____ casa
7. (that) _____ sgabello (stool, masc.)
8. (those) _____ studenti
9. (that) _____ panino

- 10.(that) _____ pizza
 11.(those) _____ turisti (masc.)
 12.(that) _____ papa ("pope" not "dad")
 13.(that) _____ citta'
 14.(those) _____ zaini
 15.(that) _____ gatto
 16.(those) _____ piatti
 17.(that) _____ albergo
 18.(those) _____ belle ragazze* (*Oooh, a challenge! What happens when there's an adjective? Treat it like a noun!)
 19.(that) _____ bella casa
 20.(that) _____ grande negozio

C. REVIEW ALL VERBS! Look back over the verbs we have learned this year: **avere**, **essere**, **regular -ARE verbs**, plus **dare**, **stare**, **andare** and **fare**. Pay close attention to the irregular conjugation verbs. We will do some end-of-year exercises in class on Friday that will combine the various topics we've covered this year, and verbs will be central to that. Let's aim for 80% accuracy/fluency. :-)

For May 2

- Practice with Possessive Adjectives (aggettivi possessivi):
- A. Write the correct possessive adjective in the blank, as in the examples: (Hint: the provided definite article will tell you whether it's singular or plural, masculine or feminine)
- Example 1: our car: la nostra macchina
 - Example 2: your (tu) shoes: le tue scarpe
1. My flowers i _____ fiori
 2. His train il _____ treno
 3. Her friends le _____ amiche
 4. Your (voi) house la _____ casa
 5. My hotel il _____ albergo
 6. Their dogs i _____ cani
 7. Your (tu) money i _____ soldi
 8. Her jacket la _____ giacca
 9. Your (tu) vacation la _____ vacanza

10. Your (voi) glasses i _____ bicchieri
 11. His (eye) glasses i _____ occhiali
 12. Our bikes le _____ biciclette
 13. My idea la _____ idea
 14. Their problem il _____ problema
 15. Your (tu) sisters le _____ sorelle
 16. His apples le _____ mele
 17. My onions le _____ cipolle
 18. Your (voi) bread il _____ pane
 19. Your (tu) dish il _____ piatto
 20. Her books i _____ libri

B. Complete the following sentences with the appropriate form of the verb PARLARE and the correct possessive adjective:

Ex: I ragazzi parlano con la loro professoressa.

1. Giancarlo _____ con il _____ professore.
2. Noi _____ con i _____ amici.
3. Io _____ con le _____ amiche.
4. Tu _____ con la _____ amica.
5. Voi _____ con le _____ cugine.
6. Le studentesse _____ con i _____ professori.

C. Complete the following sentences with the appropriate form of the verb MANGIARE and the correct possessive adjective (same format as exercise B, above):

1. Giuseppina _____ i _____ spaghetti.
2. Io _____ la _____ pizza.
3. Teresa e Stefano _____ le _____ zucchine.
4. Noi _____ il _____ formaggio.
5. Tu _____ i _____ spinaci.
6. Voi _____ la _____ torta (cake).

For April 18

- Practice with DARE, STARE, ANDARE and FARE: rewrite each of the following, re-conjugating for each of the subjects in parentheses. (The blank will be a conjugated form of the verb.)

(DARE to give)

1. (Caterina / io / voi) _____ i fiori alla mamma.

2. (Noi / tu / i ragazzi) _____ un regalo agli amici.

(STARE *to stay / to be*)

1. Come (noi / Marco / le ragazze) _____ oggi?
2. (Voi / io / tu) _____ benissimo!

(ANDARE *to go*)

1. Quando (tu / voi / gli studenti) _____ in Italia?
2. (Io / noi / Arianna) _____ al supermercato.
3. (Voi / io / tu) _____ a cena fuori (*out to dinner*).

(FARE *to do / to make*)

1. (Noi / tu / Elisa e Giorgia) _____ colazione al bar ogni giorno.
2. (Io / voi / mio marito) _____ il bucato* la domenica. (*laundry)
3. (Fabio / tu / io) _____ i compiti d'italiano.

For April 11

- Prego, p. 73, exercise B "Trasformazioni"
- Prego, p. 73, exercise C "Preparativi per una festa"
- Using the verbs on p. 72 (and *maybe* a little help from an online dictionary to double-check any terms or grammar you have questions about), come up with 5 simple sentences, one for each day of the week, describing some of your typical weekly activities. (Feel free to be creative and fictional if you can't think of anything.)

For example:

lunedì: Studio l'italiano.

martedì: Guardo un film.

mercoledì: Incontro un amico per pranzo.

(etc...)

For April 4

- In chapter 3, p. 69, **review the new vocabulary for family members** ("la famiglia") and please plan to have them memorized for Friday. (Do not worry too much about the university/academic terms that follow on pp. 69-70, but feel free to have a look at these as there are some words that might pertain to your own backgrounds and interests.)

- **-ARE verbs.** Also in chapter 3, p. 71-73 - please PRE-view section A, which introduces the formation of verbs ending in -are. It would be great if everyone came to class knowing how to conjugate regular, simple -are verbs (as in *lavorare*, top of p. 72). It would also be beneficial to study some of the verbs listed in the middle of p.72, as a vocabulary-builder. We will be drilling -are verbs a lot in class this week.

Looking Ahead - We have 6 more classes remaining in the La Causerie school year (no weeks off, no break until May 9, which is our last day!). With the time we have left, we should be able to finish chapter 3. Here is a rough outline of what we will be doing each week:

- April 4: Chapter 3A: -ARE verbs, plus family members vocab
- April 11: More work with -ARE verbs, introduce chap. 3B: *dare*, *stare*, *andare* and *fare*
- April 18: Solidifying verbs covered in chapter 3, sections A and B
- April 25: Chapter 3C, pp. 79-80: *Aggettivi possessivi* (possessive adjectives - allll the many forms of saying my, your, his/hers, our, their etc.)
- May 2: Continuing practice with possessive adjectives, including the rules that apply when talking about family members (3D, p. 82)
- May 9: *Questo* (this) & *quello* (that), chapter 3E, p. 83

For February 21

- Moving ahead to chapter 2! We have actually already gone over, to some extent, several of the topics that chapter 2 covers, so don't panic – a lot of this will be familiar territory! Give yourselves a head start by reviewing the adjectives on pp. 48-49.
- Think of 2 or 3 well-known, and perhaps distinctive, celebrities. Write a short, 2-3 sentence description of each one, using the words on pp. 48-49 plus an online dictionary to look up any additional ones you need, to describe their appearance (height, hair color, etc), nationality, whatever! The text on p 49 will help you with some starter phrases. We'll read these in class on Friday and see if we can guess who the mystery celebrity is!
- OPTIONAL: p. 53, exercises A and C (you will likely have to review pp 51-52 to be able to do these)

For February 14 - La Festa di San Valentino 💖

- Please *catch up on the previously assigned homework* if you have not already done it (in Prego p. 39 exercise A & B; and p. 40 exercises A, B & C.)
- Review vocabulary list at the end of Chapter 1 (pp. 45-46), prioritizing the NOUNS (nomi) on p. 45. There will be a very low-key quiz this Friday!!
- If you have time and inclination, read the passage on p. 42 ("Le venti regioni d'Italia"). Do your best to make sense of it without using a translating app, and make notes of any questions you have, whether linguistic or cultural!!

PLEASE NOTE that with the snow in the forecast this week, there is a chance that La Causerie classes could be cancelled Friday due to lingering snow/ice concerns in the parking lot; be on the lookout for communications from me or La Causerie general admin regarding the situation for Friday's in-person classes!!

For January 31

****WE WILL HAVE A SUB ON JAN 31 - la bravissima EMILY!****

- Prego, p. 39, exercises A & B
- Prego, p. 40, exercises A, B & C

For January 10 (now Jan 17 with the weather cancellation on Jan 10):

Bentornati! (Welcome back!)

In preparation for the start of the second semester, please review the verb "to have" (AVERE, p. 34) and the subject pronouns (p. 35) which we learned in class on Dec. 20. Reread all the main text and sidebars that pertain to these new grammar concepts. We will go over it again in class on Friday 10 Jan. :-)

- **On p. 37 in Prego, do exercises B and C**, and if you'd like, you can also do exercises D and E; however, we will do those together in class on Friday.
- Go around the house and identify some common (or more unique!) things that you have in your home; **practicing with the verb *avere*, the indefinite pronouns (un, una, un', uno), plurals, and adjectives, write down 5-7 things that you have.** Look up any words that you don't know.

*Some examples: **Ho un divano marrone.** (I have a brown couch.) **Ho due cani.** (I have two dogs.) **Ho una bella cucina.** (I have a beautiful kitchen.) **Ho un dizionario vecchio.** (I have an old dictionary.)*

(Marcia: I don't know what the corresponding page numbers are for your edition of Prego; but if you find the section of the book where we did AVERE and the subject pronouns, the exercises should be on the next page or two.)

For December 20:

YES, we do have class on Friday, December 20. (No classes Dec. 27 or Jan. 3 – our first class of 2025 will be on Jan 10.)

A. Practice with noun/adjective agreement and the indefinite article (un, una, un, uno): Place the appropriate indefinite article in front of the noun provided, then choose one of the adjectives from the adjective bank below to pair with the noun. So, you should have an answer that looks like this:

Ex: bambina → una bambina (adding the indefinite article) → **una bambina carina** (adding an adjective and making it agree with the gender [feminine])

- | | |
|----------------|-------|
| 1. studente | _____ |
| 2. albergo | _____ |
| 3. museo | _____ |
| 4. gatto | _____ |
| 5. chiesa | _____ |
| 6. scuola | _____ |
| 7. ristorante | _____ |
| 8. cappuccino | _____ |
| 9. casa | _____ |
| 10. citta' | _____ |
| 11. piazza | _____ |
| 12. amica | _____ |
| 13. uomo (man) | _____ |
| 14. macchina | _____ |
| 15. Idea | _____ |

List of adjectives to choose from (all given in singular, masculine form) – you can use the same one twice if you'd like: **brutto** (ugly), **intelligente**, **famoso**, **economico** (inexpensive), **grande**, **carino** (cute), **alto** (tall), **caldo**, **meraviglioso** (marvelous, amazing), **piccolo** (small), **simpatico** (nice, kind), **nuovo** (new), **vecchio** (old)

B. Extra practice (or we can do it in class together):

Make all of the above nouns and adjective pairs PLURAL (no need for the indefinite article here, we're just practicing with gender/number agreement). So for my example above, you'd write "bambine carine."

For November 15:

For those who were not in class on November 8, we skipped ahead a little bit and began learning the definite articles ("the"), which are in Prego in chapter 2, p. 58. There have consistently been questions about this, so I figured we'd go off-script and teach these now.

- A. Please study the chart on p. 58 and give the appropriate definite article (the word for "the," of which there are many forms in Italian) for each of the following pairs of nouns, which will be the same word, given first in the singular and then in the plural. If the word ends in an -e in the singular, I will indicate whether it's masculine or feminine.**

Example: pizza → la pizza pizze → le pizze

<u>SINGULAR</u>	<u>PLURAL</u>
1. treno	treni
2. camera (room)	camere
3. ristorante (masc.)	ristoranti
4. zaino (backpack)	zaini
5. scuola	scuole
6. albergo	alberghi
7. bicicletta	biciclette
8. arancia (orange, fem.)	arance
9. piatto (plate)	piatti
10. amico	amici
11. amica	amiche
12. bambino	bambini
13. ragazza (girl)	ragazze
14. sciopero (strike)	scioperi
15. stella (star)	stelle

16.museo	musei
17.appartamento	appartamenti
18.carne (<i>meat</i> , fem.)	carni
19.portafoglio (<i>wallet</i>)	portafogli
20.stato (<i>state</i>)	stati
21.serpente (snake, m.)	serpenti
22.porta	porte
23.cappuccino	cappuccini
24.farmacia	farmacie

For November 8:

Practice with “Nomi: Genere e Numero” (Nouns: Gender and Number) pp. 29-30 in Prego, 6th ed.

A. Give the plural form of the following singular nouns - don't worry about articles (un, una, etc.) or trying to figure out the gender of any that end in -e:

Ex: ristorante → ristoranti

1. macchina
2. casa
3. biglietto
4. sorella
5. libro
6. cane (dog)
7. nave (ship)
8. tavolo (table)
9. signora
10. bicchiere (drinking glass)
11. mela (apple)
12. coltello (knife)
13. finestra (window)
14. scarpa (shoe)
15. gatto (cat)
16. pesce (fish)
17. frigorifero (refrigerator)
18. lampada (lamp)
19. luce (light)

20. bagno (bathroom)

B. Review numbers 1-20: *Let's not forget about these!* See if you can remember how to say (and spell) the following without checking the book! If you get stuck, they're on pp. 13-14 in Prego, 6th ed.

15	3	19
12	7	2
14	20	1
11	18	10
4	17	5
16	6	13
9	8	

For October 18 (per il 18 ottobre):

A. Watch this [5-minute video](#) about days of the week.

B. More practice with dates and days! Translate the following:

1. Saturday, July 10
2. Tuesday, October 29
3. Monday, June 8
4. Thursday, August 17
5. Friday, April 1
6. Sunday, March 6
7. Wednesday, January 14

C. Asking what day it is!

You've just arrived in Italy, and with the jet lag and the time change, you're all mixed up about what day of the week it is. Fortunately, Martina at the hotel reception desk is there to help clarify! Create dialogue questions and responses as in the example:

Example:

[You think it's Saturday, but it's actually Friday.]

You: Oggi che giorno è? Sabato?

Martina: No, oggi è venerdì – domani è sabato.

(*You:* What day is today? Saturday?)

Martina: No, today is Friday – tomorrow is Saturday.)

1. [You think it's Tuesday, but it's actually Monday.]

You: _____

Martina: _____

2. [You think it's Thursday, but it's actually Wednesday.]

You: _____

Martina: _____

3. [You think it's Sunday, but it's actually Saturday.]

You: _____

Martina: _____

4. [You think it's Wednesday, and it IS Wednesday!]

You: _____

Martina: _____

D. Optional but highly recommended: Watch this [10-minute video](#) about useful restaurant expressions – includes some of the phrases we talked about last Friday. (You can skip the last 2 minutes, which deal mostly with outdated info about credit card tapping.) This YouTuber, “Italian Teacher Stefano,” has a vast library of useful videos about all kinds of Italian language topics, from beginner words to advanced grammar. Depending on the level, some videos are in English, and some are in Italian with English subtitles. He can get a little too detailed and long-winded sometimes, but he generally has good explanations and brings in some interesting info about popular modern usage vs. textbook Italian.

Class Notes October 4: We did a lot with dates and months (p. 16 & top of p. 17), using the expression “sono nato/a” (I was born), to gain more fluency with numbers and the names of months. We also wandered into some other topics outside of the current chapter of Prego, including a brief discussion of definite articles (p. 58).

For October 11:

A. Practicing numbers and dates! Translate the following. Remember the formula is il ____ (number) _____ (name of month). When the number starts with a vowel (ie 8 or 11), use l' ____ instead of il _____. Only the 1st of the month uses an ordinal number, "il primo....." Write out the number to reinforce memory and pronunciation.

1. **March 15**
2. **June 8**
3. **January 11**
4. **April 21**
5. **August 3**
6. **July 4**
7. **September 13**
8. **December 25**
9. **February 17**
10. **May 1**
11. **November 30**
12. **October 18**

B. More practice with dates! Using the verb expression "e' nato / e' nata," tell us when various people in your lives were born. Don't worry about the year for this exercise, just the date and month. Ex: Mia sorella e' nata il 31 gennaio. Try to write 4-6 examples!

Word bank: Mio marito (husband) / Mia moglie (wife) / Mio figlio (son) / Mia figlia (daughter) / Mio fratello (brother) / Mia sorella (sister) / La mia amica (friend, f.) / Il mio amico (friend, m.) / etc.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

C. In che anno e' nato? Tell us how old the following people are, and in which year they were born. Please write out the numbers and practice pronouncing them.

Ex: Andy Reid (66, born in 1958) -> Andy Reid ha 66 (sessantasei) anni; e' nato nel '58 (cinquantotto).

1. **Lionel Messi (37 yrs, 1987)**
2. **Madonna (66 yrs, 1958)**
3. **Sofia Loren (90 yrs, 1934)**
4. **Mick Jagger (81 yrs, 1943)**
5. **Salvador Perez (34 yrs, 1990)**
6. **Pick your favorite actor/musician/athlete!!**

D. Optional: study ahead and look at the words and expressions under **Giorni della settimana**, p. 17, as we will be learning these in class on Friday Oct. 11.

For September 20:

- A. **Pronunciation of C and G:** watch [this video](#) from about 1:30 on. This will be a review of what we've already covered in class about the rules regarding soft and hard pronunciation of C and G.
- B. Read over **Numbers 1-100** (p. 13-14) in Prego, 6th ed. Watch [this video](#) and [this video](#).

For September 13:

There are no written assignments this week -- instead, please watch the below videos several times each on at least 2 different days between now and Sept. 13. These may seem very basic, but since they are so fundamental, I really want us to be rock-solid with these from the get-go. :-)



1. The [first video](#) is very short -- this is just a list of 9 basic/fundamental words and phrases. Watch a few times, just listening carefully to the pronunciation, then watch a few more times pronouncing them along with the speaker.

2. This is another [very short video](#) similar to the one above, but there are a few different words in the list, and with a different native speaker. Listen a few times, then pronounce out loud along with the speaker a few times.

https://www.youtube.com/shorts/sOHP4q_ibFg

3. This [4-minute video](#) is a bit more involved, simulating questions and responses in a simple greeting conversation, with the aid of subtitles throughout. You may need to watch it once or twice to get the hang of it, and then follow along and participate with the instructor's prompts. The tempo may seem a little fast and a few of the words she uses may be unfamiliar, and that's fine. Use the pause button and repeat as many times as you need. The idea is to get used to what natural-speed native speaking sounds like when using these basic greetings.

4. For a bit more enrichment with these basic expressions, this is a [slightly longer video](#) that goes into further depth than what we've covered so far, but definitely a good resource to check out. You only need to watch the first 6 minutes at this point in our lessons, but of course you are welcome to watch the whole thing. The speaker does a good job of explaining (concisely) some little nuances about how these words and phrases are used.

