Passo Dopo Passo: Italiano 1

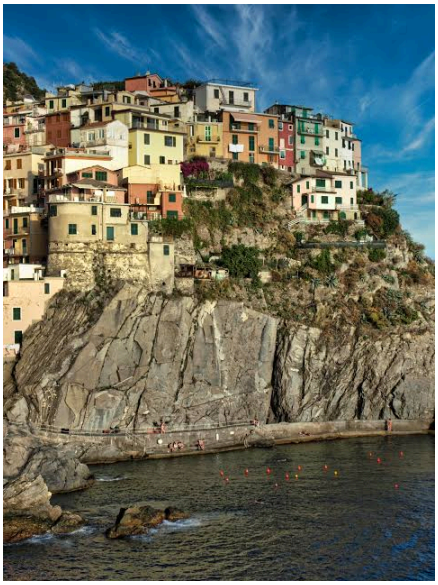
Diana Ferrara

De Anza College

Humanities

CC BY-NC-SA 4.0





Passo Dopo Passo: Italiano 1

Diana Ferrara

This text is disseminated via the Open Education Resource (OER) LibreTexts Project (https://LibreTexts.org) and like the thousands of other texts available within this powerful platform, it is freely available for reading, printing, and "consuming."

The LibreTexts mission is to bring together students, faculty, and scholars in a collaborative effort to provide an accessible, and comprehensive platform that empowers our community to develop, curate, adapt, and adopt openly licensed resources and technologies; through these efforts we can reduce the financial burden borne from traditional educational resource costs, ensuring education is more accessible for students and communities worldwide.

Most, but not all, pages in the library have licenses that may allow individuals to make changes, save, and print this book. Carefully consult the applicable license(s) before pursuing such effects. Instructors can adopt existing LibreTexts texts or Remix them to quickly build course-specific resources to meet the needs of their students. Unlike traditional textbooks, LibreTexts' web based origins allow powerful integration of advanced features and new technologies to support learning.



LibreTexts is the adaptable, user-friendly non-profit open education resource platform that educators trust for creating, customizing, and sharing accessible, interactive textbooks, adaptive homework, and ancillary materials. We collaborate with individuals and organizations to champion open education initiatives, support institutional publishing programs, drive curriculum development projects, and more.

The LibreTexts libraries are Powered by NICE CXone Expert and were supported by the Department of Education Open Textbook Pilot Project, the California Education Learning Lab, the UC Davis Office of the Provost, the UC Davis Library, the California State University Affordable Learning Solutions Program, and Merlot. This material is based upon work supported by the National Science Foundation under Grant No. 1246120, 1525057, and 1413739.

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation nor the US Department of Education.

Have questions or comments? For information about adoptions or adaptions contact info@LibreTexts.org or visit our main website at https://LibreTexts.org.

The LibreTexts name, logo, and book covers are trademarked by LibreTexts, Inc. (a 501(c)(3) not-for-profit organization) and protected against unauthorized use.

This text was compiled on 09/30/2026

TABLE OF CONTENTS

Licensing

Program Page

AI Use

Accessibility Statement

About the Contributors

About the Book

Structure of the Book

Licensing

1: Capitolo 1- Primi Passi

1.1: Un primo passo

1.1.1: La pronuncia

1.1.2: I numeri

1.1.3: Lessico

1.2: Un passo avanti

1.2.1: Il genere dei nomi

1.2.2: Gli articoli indeterminativi

1.2.3: Il plurale dei nomi

1.2.4: Gli articoli determinativi

1.3: Un passo in più

1.3.1: Saluti iniziali

1.3.2: Esprimere preferenze

1.3.3: Ordinare al bar

1.4: Al passo coi tempi

1.4.1: Una pausa al bar

1.4.2: Ordinare con le mani

1.5: Un passo indietro

1.5.1: Un caffè con storia

1.5.2: Gli scioglilingua

1.5.3: Piacere! Sono Jovanotti

1.6: A che punto sei?

2: Capitolo 2- Che bella passeggiata!

2.1: Un primo passo

2.1.1: Città, regioni e nazionalità

2.1.2: Come sono le città?

2.1.3: Come sono le persone?

2.2: Un passo avanti
2.2.1: Gli aggettivi qualificativi
2.2.2: Il verbo essere
2.2.3: Il verbo avere
2.2.4: Gli aggettivi possessivi

2.3: Un passo in più
2.3.1: Chi? Come? Quando? Dove? Perché?
2.3.2: Di dove sei? Di dove è Lei?
2.3.3: Che bella città!

2.4: Al passo coi tempi
2.4.1: Il paese delle mille città
2.4.2: I cognomi italiani tra storia e identità

2.5: Un passo indietro
2.5.1: Una città giovane
2.5.2: Video Interviste- La mia città preferita
2.5.3: Il mio amore immenso...

2.6: A che punto sei?

3: Capitolo 3- Che fai di bello oggi?

3.1: Un primo passo
3.1.1: Ore, giorni, mesi, stagioni
3.1.2: Attività quotidiane e passatempi
3.1.3: All'università- I corsi, le materie e i corsi di laurea

3.2: Un passo avanti
3.2.1: Verbi regolari al presente
3.2.2: Verbi irregolari- Andare, Uscire, Venire
3.2.3: Preposizioni semplici e articolate

3.3: Un passo in più
3.3.1: Che ora è? Che ore sono? A che ora?
3.3.2: Dove vai? Da dove vieni? Con chi esci?
3.3.3: Cosa fai di bello?

3.4: Al passo coi tempi
3.4.1: I passatempi degli Italiani
3.4.2: Il Dolce Far Niente

3.5: Un passo indietro
3.5.1: I verbi regolari nell'uso quotidiano
3.5.2: Video Intervista- Passatempi e Tempo Libero
3.5.3: “50 Special”

3.6: A che punto sei?

4: Come stanno i tuoi?

4.1: Un primo passo

4.1.1: Le famiglie

4.1.2: Le professioni

4.2: Un passo avanti

4.2.1: Gli aggettivi possessivi e la famiglia

4.2.2: Il Presente Indicativo di Stare, Dare, Bere e Dire

4.2.3: Volere, Potere e Dovere

4.3: Un passo in più

4.3.1: Ti va di uscire stasera?

4.3.2: Gli avverbi

4.3.3: Stanno tutti bene

4.4: Al passo coi tempi

4.4.1: Luca e Alba- Che bella famiglia!

4.4.2: La famiglia italiana ieri e oggi

4.5: Un passo indietro

4.5.1: Un invito

4.5.2: Luisa e Daria presentano le loro famiglie

4.5.3: Zero Assoluto Per Dimenticare

4.6: A che punto sei?

5: Passi a casa per pranzo?

5.1: Un primo passo

5.1.1: La Spesa

5.1.2: A Tavola

5.1.3: Cibi e bevande

5.2: Un passo avanti

5.2.1: Presente Progressivo

5.2.2: Articoli partitivi

5.2.3: Aggettivi comparativi e superlativi

5.3: Un passo in più

5.3.1: Quanta farina? Quanti pomodori?

5.3.2: Che programmi hai per cena?

5.3.3: Conosci un buon ristorante?

5.4: Al passo coi tempi

5.4.1: Un fuori pasto o un pasto fuori?

5.4.2: La qualità del cibo e la qualità della vita

5.5: Un passo indietro

5.5.1: Preposizioni e articoli partitivi

5.5.2: Video Interviste- Cosa mangiano gli Italiani?
5.5.3: Il caffè della Peppina
5.6: A che punto sei?
Index
Glossary
Detailed Licensing
Detailed Licensing

This page titled Passo Dopo Passo: Italiano 1 is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

Licensing

A detailed breakdown of this resource's licensing can be found in ***Back Matter/Detailed Licensing***.

This page titled Licensing is shared under a Public Domain license and was authored, remixed, and/or curated by LibreTexts.

Program Page



De Anza College sits in the heart of Silicon Valley, where innovation and opportunity are part of daily life, and also has one of the highest costs of living in the country. For our students, that makes every dollar count, and the price of a textbook can be the difference between staying enrolled or dropping a class. Our Zero Textbook Cost (ZTC) program closes that gap by giving students full access to high-quality, faculty-created course materials at no cost from the first day of class.

De Anza is proud of its diverse student community, and we hold our ZTC materials to the same standard of excellence that defines the college. Faculty across departments write, adapt, and review these resources themselves, keeping them accurate, current, and grounded in the perspectives of the students who use them, with accessibility and inclusive design built in from the start.

This program reflects the time and care our faculty invest in their students. If you have questions, feedback, or come across any issues with a ZTC resource, contact De Anza College's ZTC Grants Coordinator, Shagun Kaur.

Learn more about De Anza ZTC Program [www.deanza.edu/academic-services/oer/]

Note: The De Anza logo is a copyrighted trademark of De Anza College and may not be reproduced without permission.

This page titled Program Page is shared under a Public Domain license and was authored, remixed, and/or curated by LibreTexts.

AI Use

This page titled AI Use is shared under a license and was authored, remixed, and/or curated by LibreTexts.

Accessibility Statement

Accessibility

De Anza College is dedicated to creating learning materials that are accessible and benefit all students. Our materials follow the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA. Our authors and contracted accessibility specialists checked all resources using this ASCCC OERI checklist, the accessibility tool in LibreTexts, WAVE, JAWS, and other more detailed checks for complex materials such as interactive components.

We selected LibreTexts as our preferred platform because of its commitment to accessibility. In addition to the platform's inherent accessibility, we collaborated with the LibreTexts team to fix any accessibility issues we found.

Our Accessibility Review Process

Accessibility was built into the resource as it was written. This resource went through the following stages of review:

1. **Template check.** The project coordinator and instructional designers checked the first chapter for accessibility as a model to ensure later chapters meet accessibility standards.
2. **Progress checks.** The manuscript was checked at approximately 40%, 60%, and 80% completion to catch and correct accessibility issues in production.
3. **Specialist review.** Once the manuscript was complete, an accessibility expert conducted an accessibility check.
4. **Remediation.** The author and the project manager who conducted the earlier progress checks worked together to remediate the issues identified by the accessibility expert.
5. **Final check.** The resource underwent another full check by the accessibility expert before the book was deemed ready for publication.

This process combines ongoing checks during writing with a final specialist review, so issues are caught early and confirmed fixed before publication.

Report an Accessibility Problem

We are always looking for ways to make our resources more accessible. If you run into a barrier while using this resource, please let us know so we can look into it. When you contact us, it helps to include:

- The name of the resource
- The location of the problem (a web address or page/chapter description)
- A description of the problem you encountered
- The device, browser, and any assistive technology you were using (e.g., Windows 11, Google Chrome, JAWS screen reader)

Contact us: De Anza ZTC team

This statement was last updated August 2026

This resource was project-managed by **Shagun Kaur**, overseeing scope, budget, and schedule; stakeholder coordination via monthly meetings; training and platform support (LibreTexts, troubleshooting, technical support); QA/accessibility check scheduling; and licensing and copyright governance.

A Note on Known Limitations

No accessibility check is perfect. We've made a genuine, sustained effort to catch and fix issues throughout the writing and review process described above, but some barriers may remain, especially in complex or interactive content. We'd rather be upfront about that than claim a standard of perfection we can't guarantee.

This page titled Accessibility Statement is shared under a Public Domain license and was authored, remixed, and/or curated by LibreTexts.

About the Contributors

About the Team

Image of Team Member	Team Member Bio
 Diana Ferrara	**Author:** Professoressa Diana Ferrara is an Italian instructor with nearly 20 years of experience teaching in Italy and the United States, including at De Anza College, Diablo Valley College, and Santa Clara University. She specializes in communicative, proficiency-based instruction and is committed to creating inclusive, student-centered learning environments. She develops Open Educational Resources as part of her commitment to equity and accessibility, creating materials that support diverse learners and promote real-world language use.
 Marie Bertola	**Reviewer and Editor:** Marie Bertola is a Teaching Professor of Italian at Santa Clara University where she teaches Italian language and culture courses. A certified proficiency tester for Italian, she holds degrees from the Università degli Studi di Torino, Université Paris VII Denis Diderot, and Paris III Sorbonne Nouvelle.
 Letizia Pastore	**Editor:** Letizia Pastore is currently a student at the University of California, Berkeley, where she studies Integrative Human Biology and Spanish Literature. Her trajectory—from her childhood in Italy to life in California—has shaped a global perspective. Drawing from personal experiences with language learning, she aims to make linguistic and cultural concepts more intuitive and accessible, helping others build confidence and find meaning in the process. This project was especially meaningful, as it provided an opportunity to share that heritage while meeting others where they are, "passo dopo passo", and fostering connection with a language and culture that remain deeply significant.

This page titled About the Contributors is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

About the Book

Welcome to *Passo dopo passo*.

This textbook grew from the belief that language learning happens best when it feels meaningful, gradual, and connected to real life. The title *Passo dopo passo* reflects this philosophy. Learning Italian is a journey that unfolds one step at a time, one that involves intentional exposure, practice, reflection, and curiosity. This book is designed to support that process by guiding students progressively through language, culture, and communication in ways that are accessible, engaging, and grounded in authentic contexts.

The idea behind the book

Passo dopo passo was created to offer students and instructors an open, flexible, and authentic voices for Elementary Italian. The goal is not only to present grammar and vocabulary, but also to show Italian as a living language—an expression of culture, relationships, daily life, and community.

Throughout the book, students encounter a blend of authentic images, real-life stories, videos, and culturally grounded materials. Many of these elements come from everyday experiences generously shared by friends, family members, and members of the Italian-speaking community. Their contributions help bring warmth and authenticity to the learning experience.

This book was developed from a holistic perspective, with the goal of supporting different learning styles and the many types of learners who may use it. Through a combination of videos, audio materials, texts, visuals, and structured tables, the book provides multiple ways to engage with the language and reinforce key concepts. In this way, students can build their understanding gradually, one step at a time, which is at the heart of the philosophy behind *Passo dopo passo*.

At the same time, the materials are carefully structured and refined through cohesive, inclusive pedagogical design, including support by AI tools that help organize content, polish explanations, and improve accessibility. The result is a learning experience inspired by the warmth and welcoming spirit and the sense of openness for which the Italian culture is known worldwide.

Attributions

Passo dopo passo was shaped through engagement with existing Open Educational Resources for teaching Italian. In particular, the following textbooks offered valuable inspiration and contributed to this work, including the adaptation and remixing of selected materials:

- *Spunti: Italiano elementare 1* by **Daniel Leisawitz** and **Daniela Viale** (Muhlenberg College, 2019), licensed under **CC BY-NC-SA**
- *Voci Volume 1 Corso elementare di lingua e culture italiane – Volume I* by **Daria Bozzato, Chiara Benetollo, and Metello Mugnai**, edited by **Daria Bozzato and Ava Panetto** licensed under **CC BY-NC**
- *Tutt * a tavola!* Volume 1 by **Stacy Giufre** and **Melina Masterson** (UMass Amherst, 2021), licensed under **CC BY-NC**

These resources, created and shared by dedicated educators, reflect a strong commitment to accessible, community-centered language learning. Portions of their work have been adapted and remixed in accordance with their respective licenses, contributing to the creation of this textbook.

Over time, *Passo dopo passo* has taken shape as a resource with its own voice, structure, and pedagogical vision, while continuing to embrace the collaborative spirit that defines Open Educational Resources.

How the book is organized

This textbook is designed to help both students and instructors move through each unit gradually, while building on previous knowledge and integrating language, culture, and communication in a cohesive way.

Students will find:

- contextually focused explanations of vocabulary and grammar
- cultural comparisons and reflections
- authentic audio and audiovisual materials
- guided practice, ample opportunities to interact and reflect orally and in writing
- review and expansion activities

A collective effort

Although I am the author of *Passo Dopo Passo*, this textbook is truly the result of a collective effort—one that reflects the generosity, collaboration, and community that are so central to Italian culture.

I would like to thank each and every friend and family member who enthusiastically shared pictures, voices, and videos to help create an authentic and unique learning experience for students. Their contributions brought warmth, reality, and humanity to these pages.

I am especially grateful to **Marie Bertola**, Teaching Professor at Santa Clara University, for her guidance and valuable feedback throughout the revision process, which helped bring many of the book's ideas more fully to life. I would also like to acknowledge **Letizia Pastore,** UC Berkeley undergraduate, for her careful editing and revisions, which contributed to shaping a clearer and more accessible, student-friendly approach to the language used throughout the book.

Finally, I would like to thank **Shagun Kaur**, ZTC Grants Coordinator, whose expertise, thoughtful guidance, and constant encouragement were instrumental in the development of this project; her knowledge and unwavering support made this work possible.

An invitation

Passo dopo passo is offered in a spirit of openness, care, and collaboration. It is an invitation to learn Italian gradually and meaningfully, in connection with the people and cultures that give life to the language. Like language learning itself, I hope that *Passo dopo Passo* will continue to grow and evolve. For this reason, the author invites feedback, suggestions, and contributions to be directed to: ferraradiana@fhda.edu

Thank you for being part of this journey!

This page titled About the Book is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

Structure of the Book

Organization of Content

For students, this book is meant to be a companion. It is a place to explore Italian without feeling overwhelmed, to build confidence gradually, and to recognize that learning a language is not about perfection, but about participation, practice, and growth.

For instructors, this textbook is designed as a flexible foundation to support a variety of teaching approaches. It can serve as a primary text, or individual chapters and materials can be selected and adapted to align with specific course objectives. Additionally, it can be used to provide expanded activities and supplementary resources for students

One of the guiding ideas behind *Passo dopo passo* is that language learning develops gradually, through a series of small and meaningful steps. For this reason, every unit in the book follows a consistent sequence of sections. This recurring structure creates a clear and supportive path that accompanies students from discovery to practice, communication, cultural exploration, and reflection.

As you move through the book, you will begin to recognize this rhythm. Each section has a specific purpose and contributes to building confidence, understanding, and communicative ability over time. Instructors can also rely on this structure as a flexible framework for organizing lessons and guiding classroom activities.

The titles of these sections are also intentionally chosen to highlight the connection between language and culture. The word *passo*—"step"—is at the heart of the book's title and structure. In Italian, *passo* appears in many verbs, nouns, and idiomatic expressions related to movement, progress, rhythm, and personal growth. Each section title uses one of these expressions, connecting the process of learning a language with expressions that Italians commonly use in everyday life.

Each unit follows the same sequence:

Un primo passo — A First Step

In everyday Italian, *fare un primo passo* means to begin something new or to take the initiative toward a new experience.

In the context of the book, this section introduces the theme of the unit and offers a first encounter with new language elements. Students discover essential vocabulary and useful expressions that help them begin engaging with the topic of the unit.

The goal of this section is to create a comfortable starting point while helping learners become familiar with the sounds and words of Italian.

Un passo avanti — A Step Forward

The expression *fare un passo avanti* is used to describe making progress or moving forward in understanding.

In this section, students take that step forward by exploring how the language is structured. Key grammar patterns are introduced in connection with the vocabulary and themes of the unit, helping learners recognize how words and sentences work together to create meaning.

Un passo in più — One Step Further

In Italian, *fare un passo in più* suggests going a little further, making an extra effort, or expanding on what has already been started.

Here the language becomes active through communication. Students apply vocabulary and grammar in meaningful contexts through speaking, listening, reading, and writing activities that encourage them to express ideas and interact using Italian.

Al passo coi tempi — Keeping Up with the Times

The expression *al passo coi tempi* describes someone or something that stays connected with contemporary life and current cultural practices.

In the context of the book, this section focuses on the cultural dimension of the language. Through images, short readings, and authentic examples, students explore everyday habits, social customs, and cultural perspectives that help them understand how Italian is lived and experienced today.

Un passo indietro — A Step Back

The expression *fare un passo indietro* means to pause for a moment and step back in order to reflect or gain perspective.

Within the unit, this section offers an opportunity to review and reinforce what has been learned. Activities revisit key vocabulary and concepts, allowing students to strengthen their understanding and consolidate their progress.

A che punto sei? — Where Are You Now?

This common Italian question asks about someone's progress in a task or journey.

In this section students are invited to reflect on their learning experience. The self-assessment at the end of each unit helps learners recognize what they can already do in Italian and identify the next steps in their learning path.

Un passo alla volta — One Step at a Time

Throughout the book, students will occasionally encounter small note boxes titled **Un passo alla volta** ("One step at a time"). These brief notes offer practical tips, encouragement, and simple strategies to help navigate moments in the learning process that may feel challenging or overwhelming.

Their purpose is to help students stay grounded and find practical ways to approach new material with confidence. Learning a language naturally includes moments of uncertainty, mistakes, and repetition. These notes serve as a reminder that imperfection is an essential part of growth. Trying, adjusting, and trying again—*un passo alla volta*—is how progress happens.

This page titled Structure of the Book is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

Licensing

A detailed breakdown of this resource's licensing can be found in ***Back Matter/Detailed Licensing***.

This page titled Licensing is shared under a license and was authored, remixed, and/or curated by LibreTexts.

1: CAPITOLO 1- PRIMI PASSI

Your First Steps in Italian

Every journey begins with a single step. *Primi passi,* directly translated to “first steps,” is more than just the title of this chapter. It’s the beginning of your Italian adventure. Whether you’re learning Italian with the intention to travel, connect with family, explore culture, or simply for the joy of discovering a new language, this chapter is designed to walk alongside you as you gain your footing.



Figure 1.1: Ai blocchi di partenza:Your Italian adventure begins here
(Copyright CC BY-NC 4.0; Author Diana Ferrara)

Here, you’ll start from the ground up: how to pronounce Italian words, greet someone politely, count from 0 to 100, and ask simple but useful questions like “Come ti chiami?” (What’s your name?). Bit by bit, you’ll build a solid foundation, not just of vocabulary and grammar, but of confidence and cultural understanding.

By the end of this chapter, you’ll already be able to introduce yourself, have a short conversation, and even order something at an Italian bar. So, get ready for a mini trip to Italy, no passport required. We’ll help you order a "caffè", make small talk with the "barista", and maybe even chat a bit with the locals.

Learning a new language can feel like an intimidating leap, but here, you’ll take it one small, manageable "passo" at a time.

Partiamo! Let’s start!.

1.1: Un primo passo

1.1.1: La pronuncia

1.1.2: I numeri

1.1.3: Lessico

1.2: Un passo avanti

1.2.1: Il genere dei nomi

1.2.2: Gli articoli indeterminativi

1.2.3: Il plurale dei nomi

1.2.4: Gli articoli determinativi

1.3: Un passo in più

1.3.1: Saluti iniziali

1.3.2: Esprimere preferenze

1.3.3: Ordinare al bar

1.4: Al passo coi tempi

1.4.1: Una pausa al bar

1.4.2: Ordinare con le mani

1.5: Un passo indietro

1.5.1: Un caffè con storia

1.5.2: Gli scioglilingua

1.5.3: Piacere! Sono Jovanotti

1.6: A che punto sei?

This page titled 1: Capitolo 1- Primi Passi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.1: UN PRIMO PASSO

From Sound to Meaning

You can begin to sound Italian even before being able to understand it. That's right! Your first step toward fluency doesn't require full comprehension, but rather a bit of training.

Speaking a language is a physical act involving your muscles. Just like dancers train their bodies and athletes warm up before a game, language learners need to stretch and strengthen the muscles involved in speaking. Your mouth, lips, tongue, and even your breath all work together to produce Italian sounds, and those movements may be very different from the ones you're used to in English.



Figure 1.1.1: A young drummer discovers rhythm like a new language (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Vocabulary and grammar might seem like the biggest challenge right now, but in reality, one of the first hurdles is learning how to shape the sounds of Italian and speak them with ease.

The good news is that Italian is a phonetic language. This means that most of the time, what you see is what you say. Once you learn the basic rules of Italian pronunciation, you can begin speaking with clarity and confidence. You might even sound like a native from your very first words.

That's why we begin here, with your first pronunciation practice, and then move forward into real-life communication.

Ready to stretch those muscles?

Cominciamo! (Let's begin!)

1.1.1: La pronuncia

1.1.2: I numeri

1.1.3: Lessico

This page titled 1.1: Un primo passo is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.1.1: La pronuncia

Italian in Everyday Life

Italian words are all around us, even if you have never formally studied the language.
From food to music, art, design, and fashion, Italian has made its way into everyday American language and culture.



Figure 1.1.1.1: Italian Global Influences (Copyright CC BY-NC 4.0; Author Diana Ferrara)

You probably already know words like pizza, espresso, spaghetti, and opera. However, you might pronounce these words with an English-American accent without even realizing it.

Pause and Reflect

- How do you usually pronounce linguine, cappuccino, bruschetta, and mozzarella?
- Do you think these words sound different from how an Italian would say them?

Personal Brainstorming: Italian Words You Know

Instructions:
Think about Italian words you encounter in your daily life.
They might come from:

- Restaurant menus
- Product labels
- Music, movies, and TV shows
- Store names or brands
- Social media or advertising

Write down a list of 8 to 10 Italian words that come to mind.

Un passo alla volta (One step at a time)

It is okay if you are unsure about spelling or pronunciation right now.
We will revisit your list later, after we have learned a few basic pronunciation rules

Italian Pronunciation: The Foundation

Now that you have started noticing some of the words around you, it is time to learn the basic pronunciation rules that make Italian the musical language it is known for.

L'alfabeto italiano

(The Italian Alphabet)

Unlike the English alphabet, the Italian alphabet initially had only 21 letters. Letters like *j*, *k*, *w*, *x*, and *y* aren't native to Italian. However, you may see them as they appear in foreign words, brand names, or borrowed terms. As you learn new vocabulary, use the table below to get familiar with the core sounds of the Italian alphabet.

From A to Z: Exploring the Italian Alphabet at the Bar

Letter	Example Word	Meaning
A	aperitivo	happy hour
B (bi)	bibita	drink
C (ci)	caffè	coffee
D (di)	dolce	dessert, sweet
E	espresso	espresso coffee
F (effe)	focaccia	flatbread
G (gi)	gelato	ice cream
H (acca)	hamburger	hamburger
I	insalata	salad
L (elle)	latte	milk
M (emme)	menù	menu
N (enne)	nocciola	hazelnut
O	ordinazione	order
P (pi)	panino	sandwich
Q (ku)	qualità	quality
R (erre)	ristorante	restaurant
S (esse)	spremuta	freshly squeezed juice
T (ti)	tazza	cup
U	uva	grapes
V (vi)	vino	wine
Z (zeta)	zucchero	sugar

Le vocali italiane

(Italian Vowels)

Italian vowels are simple and consistent:

> A a, E e, I i, O o, U u

Each vowel has one sound, regardless of its position in the word.

Examples:

- latte (milk)
- vino (wine)
- uva (grapes)
- zaino (backpack)
- sei (six)
- uovo (egg)

Exercise 1.1.1.1

Practice with Italian First Names

Italian vowels (A, E, I, O, U) are always pronounced the same way, no matter their position in a word.
This makes Italian pronunciation predictable and musical.

- Read each name slowly and clearly.
- Focus on pronouncing every syllable and stressing the correct syllable (usually the second-to-last).
- Use a recording if available to check your pronunciation.

Word List

- Luigi
- Marco
- Antonio
- Andrea
- Caterina
- Lucia
- Anna
- Simone
- Giovanni
- Francesca
- Giulia
- Isa
- Lilia
- Lorenzo
- Letizia

Important Pronunciation Patterns

Italian pronunciation follows clear and consistent patterns. Learning a few common sound combinations will help you read new words more easily and speak with greater confidence. The patterns below are some of the most important ones to recognize and practice.

The Letters C and G

In Italian, the letters **C** and **G** do not always have the same sound. Their pronunciation changes depending on the vowel that follows them. Sometimes they have a **hard sound**, and sometimes they have a **soft sound**. Learning this pattern will help you pronounce new words more accurately and read Italian with greater confidence. The table below shows how the sound changes based on the following vowel.

The Pronunciation of C and G

Letter	Before A, O, U	Before E, I	Hard Sound Before E/I
C	like "k" (cane, cosa, cultura)	like "ch" (cena, cibo, ciao)	add H (che, chi, chiesa)
G	like "g" in go (gatto, gusto)	like "j" (gelato, giraffa)	add H (spaghetti, ghiaccio)

Note

In Italian, CH sounds like "k" and GH sounds like "g." They are never pronounced like "sh" or "j."

Exercise 1.1.1.2

CH and GH Pronunciation Drill

Practice producing a hard /k/ or /g/ sound when you encounter CH and GH in Italian words.

- Read each word aloud, focusing on strong, clean CH and GH sounds.
- Repeat each word slowly and clearly.

Word List

- chiesa [church]
- spaghetti [spaghetti]
- amiche [female friends]
- ghiro [dormouse]
- chilo [kilo]
- unghia [fingernail, toenail]
- moschea [mosque]
- traghetto [ferry]

Special Letter Combinations

In Italian, the letter combination **SC** can create different sounds depending on the vowels that follow. Sometimes it produces a **soft “sh” sound**, and sometimes it keeps a **hard “sk” sound**.

The key difference depends on whether the letter **H** is present.

- **SCI** and **SCE** make a soft “sh” sound.
- **SCHI** and **SCHE** keep the hard “sk” sound.
- When **SC** is followed by **A, O, or U**, it also keeps the hard “sk” sound.

Understanding this pattern helps you pronounce many everyday words correctly.

Examples

- sci: sciare (to ski) vs schi: schiuma (foam)
- sce: scena (scene) vs sche: scherzo (joke)
- scappare (to run away)

- scolapasta (colander)
- scuola (school)

Exercise 1.1.1.3

Pronuncuation Focus: CH/ C / G / CH

Practice distinguishing between soft and hard sounds of C and G and using H correctly. Read each word aloud from left to right. Focus on:

- Soft C/G before E or I (e.g., ciao, gelato).
- Hard C/G before A, O, U (e.g., casa, gusto).
- Using H to maintain the hard sound before E or I (e.g., chi, ghetto).

Repeat two or three times.

Underline any words where you needed to slow down or correct yourself.

Word List

- ciao (hi/hello)
- chiesa (church)
- cucina (kitchen)
- chiacchierare (to chat)
- che (what/that)
- cena (dinner)
- cosa (thing)
- sciarpa (scarf)
- scarpa (shoe)
- cultura (culture)
- gelato (ice cream)
- giacca (jacket)
- scherzo (joke)
- giraffa (giraffe)
- giocare (to play)
- schiuma (foam)
- ghiaccio (ice)
- gusto (taste/flavor)
- gatto (cat)

Special Sounds: GN and GLI

Some Italian letter combinations create sounds that do not exist exactly the same way in English. Two very important ones are **GN** and **GLI**.

These combinations represent **single sounds**, not two separate letters pronounced individually. Learning them will greatly improve your pronunciation and listening skills.

GN

The combination **GN** sounds like the **“ny”** in the English word *canyon*.

Examples:

- **gnocchi**
- **lasagna**
- **signora**

Notice that you do not pronounce the “g” and “n” separately. They blend together into one smooth sound.

GLI

The combination **GLI** creates a sound similar to the **“lli”** in *million* or a soft **“y”** sound, produced with the tongue touching the roof of the mouth.

Examples:

- **famiglia**
- **figlio**
- **aglio**
- This sound may feel new at first, but with practice it becomes natural and fluid.

- GN sounds like "ny" in canyon: gnocchi, lasagna, signora
- GLI sounds similar to "lli" in million or the "y" sound in yellow: famiglia, figlio, aglio

Exercise 1.1.1.4

Prounounciation Fous: GLI and GN

Learn to recognize and pronounce the GLI and GN sounds correctly.

- Read each word aloud.
- Listen carefully to:
  - GLI sounding similar to "lli" in *million*.
  - GN sounding similar to "ny" in *canyon*.
- Practice with a partner if possible, taking turns listening and offering feedback.

Word List

- famiglia (family)
- foglio (sheet of paper)
- figlio (son)
- tagliatelle (tagliatelle pasta)
- aglio (garlic)
- coniglio (rabbit)
- gnocchi (gnocchi)
- lasagna (lasagna)
- Bologna (Bologna, city)
- campagna (countryside)
- gnomo (gnome)
- design (design)

Double Consonants

Double consonants are pronounced with more emphasis or a slight pause, like in the word "mozzarella". They often change the meaning of a word. You can see a few examples in the table below.

Single vs. double consonants: how spelling changes meaning

Word (single)	Word (double)
capelli (hair)	cappelli (hats)
faro (lighthouse)	farro (spelt)
sono (I am)	sonno (sleep)
pala (shovel)	palla (ball)

Word (single)	Word (double)
sete (thirst)	sette (seven)

Accents

Accents usually appear at the end of a word.
They show where to place the stress or distinguish words that would otherwise look similar.

Examples:

- perché (why, because)
- è (is) vs e (and)

Exercise 1.1.1.5

Pronunciation Focus: Accents and Double Consonants

Strengthen fluency by practicing double consonants, accent stress, and avoiding common pronunciation mistakes. Read each word slowly and clearly.

- Focus on:
  - Pronouncing double consonants with a slight pause.
  - Stressing accented vowels correctly.
  - Avoiding typical English-speaking mistakes.
- Highlight or underline the parts of the words that are most challenging for you.

Word List

- mozzarella [mozzarella]
- cappuccino [cappuccino]
- università [university]
- sabbia [sand]
- palla [ball]
- papà [dad]
- nonno [grandfather]
- tetto [roof]
- città [city]
- farro [spelt]
- sonno [sleep]
- bruschetta [bruschetta]
- espresso [espresso]
- focaccia [focaccia bread]
- risotto [risotto]
- tiramisù [tiramisu]
- prosciutto [ham]
- parmigiano [parmesan cheese]
- antipasto [appetizer]
- perché [why / because]

Putting It into Practice: Pronounce Like an Italian

Now that you know the basic rules of Italian pronunciation, it is time to revisit your original list of Italian words.
Let's practice sounding Italian from the very beginning!

Spelling Check

- Use a dictionary, online search, or work with a partner.
- Check and correct the spelling of your Italian words.
- Make sure each word is spelled correctly.

Apply Pronunciation Rules

For each word:

- Check for double consonants.
- Look for special combinations like gn, gli, ch/ci, gh/gi.
- Identify if there are any accent marks.
- Note where the stress naturally falls.

Write short notes next to each word explaining the pronunciation rules you observe.

Read Aloud Practice

- Read each word slowly and clearly out loud.
- Focus on double consonants, vowel sounds, special combinations, and stress.
- Repeat each word several times.

If you are working with a group:

- Take turns reading your lists.
- Give supportive, specific feedback to help each other improve.

Exercise 1.1.1.6

Let's reflect on the influence of Italian on English vocabulary and culture. After practicing Italian pronunciation and reviewing Italian words in daily life, reflect on the following questions in writing or through small group discussion:

- Which areas of vocabulary (food, music, fashion, etc.) seem most influenced by Italian?
- Why do you think Italian has had a strong impact in these areas?
- Did any words you encountered surprise you? Why?

Congratulazioni!

You are already starting to sound Italian from Day One!

Keep practicing, and you'll be on the road to fluency.

This page titled 1.1.1: La pronuncia is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.1.2: I numeri

Diamo i numeri?

Before we learn how to count in Italian, let's explore a curious expression you might hear:

Idiomatic Expression: dare i numeri

- **Literal meaning:** to give or say numbers
- **Idiomatic meaning:** to act strangely, to say things that don't make sense, to lose your mind a little



Figure 1.1.2.1: The numbers on the clock. **I numeri sull'orologio** (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Examples:

"Ma che dici? Stai dando i numeri?"
("What are you saying? Are you going crazy?")

"Oggi il professore dà i numeri: ha confuso tutti i nomi!"
("Today the teacher is giving numbers: he mixed up all the names!")

Where does this expression come from?
The expression likely comes from the traditional Italian lottery, where people would "give numbers" based on dreams or superstitions in hopes of choosing lucky ones. Over time, it took on a figurative meaning—suggesting confusion or irrational behavior.

Now Let's Really "Dare i numeri"!

Now that we understand the idiom, let's literally "give some numbers" and learn how they work in Italian. Numbers are key for everyday communication: age, prices, dates, time, and more!

Numeri Italini in cifre e lettere

Italian Number	Italian Word
1	uno

Italian Number	Italian Word
2	due
3	tre
4	quattro
5	cinque
6	sei
7	sette
8	otto
9	nove
10	dieci
11	undici
12	dodici
13	tredici
14	quattordici
15	quindici
16	sedici
17	diciassette
18	diciotto
19	diciannove
20	venti
21	ventuno
22	ventidue
23	ventitré (ventitre)
24	ventiquattro
25	venticinque
26	ventisei
27	ventisette
28	ventotto
29	ventinove
30	trenta
40	quaranta
50	cinquanta
60	sessanta
70	settanta
80	ottanta
90	novanta
100	cento
1000	mille

Italian Number	Italian Word
2000	duemila

How Italian Numbers Are Built

From 0 to 9: The Basics

Italian numbers from 0 to 9 are called **unità** (units). These are said as individual words:

- 0 – **zero**
- 1 – **uno**
- 2 – **due**
- 3 – **tre**
- 4 – **quattro**
- 5 – **cinque**
- 6 – **sei**
- 7 – **sette**
- 8 – **otto**
- 9 – **nove**

From 10 to 16: The Reverse Rule

Starting from 10, numbers combine differently compared to English: **the unit comes first, then "ten."**

- 11 – **undici** (1 + 10)
- 12 – **dodici** (2 + 10)
- 13 – **tredici** (3 + 10)
- 14 – **quattordici** (4 + 10)
- 15 – **quindici** (5 + 10)
- 16 – **sedici** (6 + 10)

17: A Special Case

Starting from **17**, the pattern shifts: the ten comes first, then the unit.

- 17 – **diciassette** (10 + 7)
- 18 – **diciotto** (10 + 8)
- 19 – **diciannove** (10 + 9)

Nota culturale

Fan Fact: 17 is considered unlucky in Italy because XVII, the Roman numeral for 17, can be rearranged to form **VIXI** ("I have lived"), a phrase associated with death.

From 20 On: Tens + Units

Numbers from 20 onward follow this pattern:

- 21 – **ventuno** (20 + 1)
- 23 – **ventitré** (20 + 3)
- 35 – **trentacinque** (30 + 5)
- 48 – **quarantotto** (40 + 8)

Un passo alla volta

Spelling Tip:
When "uno" (1) or "otto" (8) follows a tens number, the final vowel of the tens number is dropped: venti + uno → **ventuno,** trenta + otto → **trentotto**

Bigger Numbers: Always the Same Logic

Even larger numbers work the same way:

- 123 → **centoventitré** → 100 + 20 + 3
- 1,667 → **milleseicentosessantasette** → 1000 + 600 + 60 + 7

This page titled 1.1.2: I numeri is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.1.3: Lessico

Useful Coffee Chat Vocabulary

Here's a Quizlet set to help you review the vocabulary from Chapter 1: Vocabulary for Italian Bar (opens in new window).

You can use these flashcards to study, play the matching game to test your memory, or take a practice quiz.

Try the "Learn" mode to track your progress as you go. Review a few words each day to feel more confident using Italian in real-life situations like ordering at a bar or café!



Figure 1.1.3.1: **Bar dei Baci** (Bar of Kisses), a small kiosk with a charming name. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Persone e ruoli

People and roles

- il cameriere (waiter)
- la cameriera (waitress)
- il barista (barista, male)
- la barista (barista, female)
- il cliente (customer, male)
- la cliente (customer, female)

Oggetti e articoli principali

Objects and key items

- l'ordinazione (order)
- lo scontrino (receipt)
- il conto (bill)
- il bancone (counter)
- il tavolo (table)
- la sedia (chair)

- il bicchiere (glass)
- la tazza (cup)
- il cucchiaino (teaspoon)
- il piattino (saucer)
- il tovagliolo (napkin)
- la cassa (cash register)
- il menù (menu)

Cibi e bevande

Food and drinks

- il cornetto (croissant)
- la brioche (pastry)
- il tramezzino (sandwich)
- il panino (sandwich, often on a roll)
- il succo (juice)
- l'acqua naturale (still water)
- l'acqua frizzante (sparkling water)
- il caffè (coffee)
- il cappuccino (cappuccino)
- il tè (tea)
- il latte (milk)

Espressioni e domande utili

Useful expressions and questions

- Vorrei un caffè. (I would like a coffee.)
- Posso ordinare? (Can I order?)
- Cosa prende? (What will you have?)
- Desidera? (What would you like?)
- Vuole qualcos'altro? (Would you like anything else?)
- È tutto? (Is that all?)
- Quanto costa? (How much does it cost?)
- Posso pagare con la carta? (Can I pay with a card?)
- Il bagno dov'è? (Where is the bathroom?)
- Subito! (Right away!)
- Arrivo! (I'm coming!)

This page titled 1.1.3: Lessico is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.2: UN PASSO AVANTI

A Step Forward into Italian Grammar

Every language has its patterns, and grammar helps us notice them. In this section, you will begin to explore how the language is structured: how words are categorized, how they change, and how they work together to create meaning.

Think of this section as a map. These grammar points are here to support you and help you navigate Italian more easily. You do not need to remember every detail right away. Use this overview as a helpful reference while you practice. Over time, with repetition, reflection, and curiosity, it will start to feel more familiar. Like any journey, fluency grows step by step, or as we say in Italian, *passo dopo passo*.



Figure 1.2.1: Italian Grammar Textbooks (Non ho Parole" by Luca Goldoni, Grammatica e Struttura by Petrini, "L'Italiano per Tutti."): From Traditional Rules to Modern Contexts. " (Copyright CC BY-NC 4.0; Author Diana Ferrara)

As you continue, keep in mind that learning grammar is not about perfection. It is about understanding how the language works and gaining the tools to express yourself clearly and confidently.

In this first *Un passo avanti* section, you will learn how Italian nouns work. You will explore gender, articles, and plural forms. You will apply this knowledge in everyday situations, especially as you discover more about the Italian bar and café culture.

Let us take a step forward in your learning journey, *un passo avanti*, toward greater understanding and confidence.

1.2.1: Il genere dei nomi

1.2.2: Gli articoli indeterminativi

1.2.3: Il plurale dei nomi

1.2.4: Gli articoli determinativi

This page titled 1.2: Un passo avanti is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.2.1: Il genere dei nomi

What Is a Noun? / Che cos'è un nome?

A noun (un nome) is a word that names a person, animal, place, object, or idea. Nouns can describe both tangible things and abstract concepts.

Learning Objectives

- Understand what a noun is and how it functions in Italian grammar
- Recognize and classify singular nouns by grammatical gender (maschile/femminile)
- Identify common gender patterns and memorize frequent endings
- Recognize exceptions and special cases in noun gender
- Reflect on how gender in language intersects with identity and evolving cultural norms
- Strengthen your ability to work with gendered language in meaningful, real-world contexts

In Italian, Every Noun Has a Gender

In Italian, every noun is either masculine or feminine, even if the noun does not refer to a person or living being. This is known as **grammatical gender**.

Examples:

- **Person:** ragazza (girl), ragazzo (boy)
- **Animal:** cane (dog, masculine), farfalla (butterfly, feminine)
- **Place:** città (city, feminine), bar (a café/bar, masculine)
- **Object:** sedia (chair, feminine), caffè (coffee, masculine)
- **Idea:** pace (peace, feminine), amore (love, masculine)



Figure 1.2.1.1: Spoon (cucchiaio – masculine), fork (forchetta – feminine), knife (coltello – masculine).(Copyright CC BY-NC 4.0; Author Diana Ferrara)

Singular Noun Endings and Gender Patterns

Most Italian nouns follow regular patterns based on their endings. Below is a guide to help you recognize gender:

Common singular noun endings in Italian with their typical grammatical gender and examples

Ending	Gender	Examples
-o	Masculine	panino, tavolo
-a	Feminine	pasta, studentessa
-e (as in -ore)	Masculine	dottore, cameriere
-e (as in -zione)	Feminine	lezione, colazione
-à	Feminine	università, città
Consonant	Masculine (usually foreign words)	bar, toast
-ma	Masculine (from Greek)	problema, tema
-ista	Masculine or Feminine (depends on person)	barista

Common Exceptions and Special Cases

- **Nouns from Greek ending in -ma are masculine:** il problema, il programma, il sistema
- **Shortened words take the gender of the full word:** la bici (from la bicicletta), la foto (from la fotografia), il cinema (from il cinematografo)
- **Foreign words ending in a consonant are usually masculine:** il bar, il toast, il computer
- **Nouns ending in -ista can be either masculine or feminine:** un barista, una barista, un turista, una turista

Nota Culturale

Genere e Identità in Italiano

Grammatical Gender: Form, Not Identity

In Italian, gender is usually grammatical—expressed through the form of the word, especially its ending. Traditionally, it was assumed that grammatical gender aligned with a person's identity: for example, lo studente for a male student, la studentessa for a female student.

However, this binary system can be limiting in a modern context, where gender is understood in more diverse ways. Like many languages, Italian is evolving to reflect more inclusive ways of expressing identity

Common Gendered Endings for People and Roles

Many nouns that refer to people or roles follow predictable endings. Below is a quick guide to some of the most common ones:

Examples of Common Gendered Endings for People and Roles

Masculine Ending	Feminine Ending	Examples
-ore	-trice	attore / attrice (actor/actress)
-e	-essa	studente / studentessa
-o	-a	cuoco / cuoca

Feminine Forms for Professional Titles

Traditionally, job titles such as **l'architetto** (the architect) or **il sindaco** (the mayor) were used in the masculine form even for women. In recent years, however, feminine alternatives like **l'architetta** and **la sindaca** have become more common.

Inclusive Language and Non-Binary Pronouns

The Italian language community is exploring ways to be more inclusive:

- **Asterisk endings:** Car student*, benvenut*
  (Avoids choosing between cari studenti or care studentesse)
- **Schwa (ə):** Used as a neutral ending in writing
  Carə studentə, benvenutə
- **Ləi:** Proposed as a non-binary pronoun instead of lui/lei

The use of the schwa and other strategies is not official or standardized, but they are increasingly visible in activist and academic contexts, signaling an important cultural shift.

Practice Activities: Noun Gender Forms

You have encountered several patterns for noun gender so far. While these patterns may seem intimidating at first, they are not meant to be memorized as fixed rules. Instead, use them as guides to help you observe how nouns function in context. Becoming familiar with different possibilities will help you develop educated guessing skills, which are essential when you encounter new words.

For each exercise, go through it once and try to guess the answers based on what you have learned so far. Then, discuss your choices with a partner. Finally, review the exercise as a class with your instructor to confirm your understanding and clarify any remaining questions.

Exercise 1.2.1.1

Complete the Patterns (Completa la serie)

Indicate whether each noun ending is typically Masculine (M) or Feminine (F). Use the examples to guide you.

1. Ending: -o — Example: panino — Gender: _____
2. Ending: -a — Example: torta — Gender: _____
3. Ending: -e (as in -ore) — Example: attore — Gender: _____
4. Ending: -e (as in -zione) — Example: colazione — Gender: _____
5. Ending: -à — Example: università — Gender: _____
6. Ending: consonant — Example: bar — Gender: _____
7. Ending: -ma — Example: problema — Gender: _____
8. Ending: -ista — Example: barista — Gender: _____

Exercise 1.2.1.2

Masculine or Feminine? (Maschile o femminile?)

Write M for masculine or F for feminine for each noun.

1. barista: _____
2. caffè: _____
3. brioche: _____
4. bar: _____

5. studentessa: _____
6. problema: _____
7. pasta: _____
8. cameriere: _____
9. lezione: _____
10. foto: _____

Exercise 1.2.1.3

Find the Intruder (Trova l'intruso)

In each group, three nouns share the same gender. One is different. Circle the intruder and indicate whether it is masculine or feminine.

1. tazza – cappuccino – pasta – sedia
2. lezione – dottore – barista – gelato
3. tazza – pasta – problema – pizzetta
4. caffè – bar – tè – studentessa
5. università – città – attrice – tramezzino
6. cameriere –chiave – giornale – bar
7. programma – sistema – colazione – problema
8. sedia – classe – bottiglia – toast
9. amica – regione – scuola – cornetto
10. computer – sport – città – bicchiere

Exercise 1.2.1.4

Guess the Gender (Indovina il genere)

Based only on the ending and meaning, guess if the following nouns are masculine (M) or feminine (F).
Then check a dictionary or your notes to confirm.

1. giornale (newspaper): _____
2. treno (train): _____
3. chiave (key): _____
4. problema (problem): _____
5. classe (class): _____
6. toast (toast): _____
7. città (city): _____
8. tema (essay, theme): _____
9. turista (tourist): _____
10. amico (friend, masculine form): _____
11. scuola (school): _____
12. bicchiere (glass): _____
13. lezione (lesson): _____
14. informazione (information): _____
15. insegnante (teacher): _____
16. cantante (singer): _____

This page titled 1.2.1: Il genere dei nomi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.2.2: Gli articoli indeterminativi

What is an Indefinite Article?

Before you begin expanding your vocabulary, it is essential to understand the indefinite article, the small word that comes before a noun. In English, we use "a" and "an" to refer to something that is not specific. Italian has a similar system, but with a few differences. In Italian, the indefinite article does more than introduce a noun. It also gives you clues about the noun's gender.

Learning Objectives

- Recognize and use the correct indefinite article (un, uno, una, un') in Italian
- Identify the gender of a noun by observing its article
- Understand how sound and spelling influence the choice of indefinite article
- Begin building vocabulary by learning nouns together with their articles
- Choose the appropriate indefinite article based on gender and spelling patterns

In English, the indefinite articles are **"a"** and **"an"**, used to refer to a non-specific person or thing.



Figure 1.2.2.1: **A** cup (**una** tazza, *femminile*), **a** glass (**un** bicchiere, *maschile*).(Copyright CC BY-NC 4.0; Author Diana Ferrara)

Examples:

- I have a cup. (Io ho una tazza.)
- I have a glass. (Io ho un bicchiere.)

In Italian, we use indefinite articles in a similar way. But here's something unique:

Nota

The word **uno/una** means both "one" and "a/an."

This means that in Italian, the word for the number one is also the word we use to say "a" or "an." For example:

- **Una mela** = an apple
- **Una mela** = one apple

How to Choose the Right Indefinite Article

Indefinite articles in Italian depend on:

- The gender of the noun (masculine or feminine)
- The first letter or sound of the noun

Masculine Nouns

The table shows the correct indefinite article options for masculine nouns based on the first letter or sound.

Article	Used before...	Examples
un	most consonants and vowels	un ragazzo (a boy), un amico (a friend)
uno	s + consonant, z, ps, gn, x, y	uno studente (a student), uno zaino (a backpack), uno psicologo (a psychologist)

Feminine Nouns

The table shows the correct indefinite article options for feminine nouns based on the first letter or sound.

Article	Used before...	Examples
una	consonants	una ragazza (a girl), una pizza (a pizza)
un'	vowels (note the apostrophe)	un'amica (a female friend), un'arancia (an orange)

Un passo alla volta

Getting into the habit of learning nouns together with their articles — like **un fiore**, **una pizza**, **uno studente** — is one of the most helpful things you can do as a beginner.

Why? Because the article reveals the **gender** of the noun, which affects how you use adjectives, pronouns, and other grammar structures.

Many nouns (especially those ending in **-e**) do not give clear gender clues, so the article becomes essential:

- **Fiore** ends in -e, which could be either gender — but **un fiore** tells you it is masculine.
- **Un elefante** (masculine) vs **un'esplosione** (feminine): they may sound similar when spoken, but in writing, the article makes the difference clear.

Over time, this practice will help you feel more confident and accurate in your Italian. You will recognize patterns, guess genders more easily, and develop a natural instinct for how Italian works.

Practice Activities: Indefinite articles forms

Now that you have a basic understanding of gli articoli indeterminativi, it is time to check your understanding through focused practice. These activities are designed to help you recognize and use indefinite articles in meaningful contexts.

As you practice, remember to read each sentence aloud. Reading aloud supports pronunciation, reinforces gender and number awareness, and helps you build confidence as you apply what you have learned.

Exercise 1.2.2.1

Choose the correct article (Scegli l'articolo corretto)

Choose the correct indefinite article (**un, uno, una, un'**) for each noun below.

1. ___ bar
2. ___ scontrino
3. ___ amica
4. ___ panino
5. ___ studente
6. ___ zaino
7. ___ ragazza
8. ___ oliva
9. ___ cappuccino
10. ___ aranciata

Exercise 1.2.2.2

Find the odd one out (Trova l'intruso)

In each group of four nouns, one has the wrong article based on its gender or spelling. Find the intruder.

1. un cornetto – un' cappuccino – un'aranciata – un panino
2. una tazza – uno spremuta – uno yogurt – una pizza
3. un studente – uno scontrino – uno zaino – una barista
4. un gelato – uno gnocco – un' espresso – un'amica
5. una caffettiera – uno tavolo – un piatto – un coltello
6. una tazza – una fetta – uno biscotto – una cioccolata
7. uno yogurt – uno zaino – uno bar – uno gnomo
8. una mela – una camomilla – una acqua – una tovaglia
9. una panino – un cucchiaino – un'arancia – un bicchiere
10. una banana – una spremuta – una pizzetta – uno limone

Exercise 1.2.2.3

Correct the wrong article (Correggi l'articolo sbagliato)

Each noun is matched with the wrong indefinite article. Correct it and explain why. Pay attention to gender and the beginning sound of the word.

Example:

- uno bar → **un bar** (Bar is masculine and starts with a regular consonant, so we use *un*.)

Now correct the following:

1. uno bar →
2. una zaino →
3. uno acqua →
4. un studente →
5. un'amico →
6. una gnocco →
7. un brioche →
8. uno tavolo →
9. una espresso →

10. un aranciata →

This page titled 1.2.2: Gli articoli indeterminativi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.2.3: Il plurale dei nomi

Forming Plurals in Italian: From Panino to Panini

As you learn new Italian words, you will start to notice that their endings often change, especially when talking about more than one person or thing. In English, we usually add an "s" to make nouns plural. In Italian, the final vowel changes instead, most of the time following clear rules and patterns. Don't worry if it feels like a lot at first. Just focus on noticing the changes and practicing a little at a time. The more you use them, the more natural they will start to feel and you will start to develop your "gut intuition".

Learning Objectives

- Identify regular plural endings for masculine and feminine nouns
- Recognize and apply both common and less common pluralization rules
- Understand and remember key exceptions to plural rules
- Predict plural forms based on noun endings and stress patterns
- Practice forming plurals using real-life bar and café vocabulary

Introduction: What Changes?

In English, we usually make nouns plural by adding **-s** (cup → cups). In Italian, we change the final vowel of the word. No extra letters—just a vowel swap.



Figure 1.2.3.1: Two forks (**due forchette**, *feminine plural*), two cups (**due tazze**, *feminine plural*), two glasses (**due bicchieri**, *masculine plural*). (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Take a look at examples of singular and plural nouns commonly used in Italian cafés and bars.

Esempi di parole al bar

Singolare	Plurale
un panino [a sandwich]	due panini [two sandwiches]
una tazza [a cup]	due tazze [two cups]

Singolare	Plurale
un bicchiere [a glass]	due bicchieri [two glasses]
una brioche [a brioche/pastry]	due brioche [two brioches]
un caffè [a coffee]	due caffè [two coffees]
uno scontrino [a receipt]	due scontrini [two receipts]
un barista [a bartender, m.]	due baristi [two bartenders, m.]
una barista [a bartender, f.]	due bariste [two bartenders, f.]
un menu [a menu]	due menu [two menus]
un tavolo [a table]	due tavoli [two tables]
una porzione [a portion/serving]	due porzioni [two portions/servings]

Plural Patterns: Rules, Exceptions, and Irregular Forms

Regular Patterns Masculine

Masculine nouns ending in **-o** or **-e** follow predictable plural patterns, usually changing their endings to **-i** in the plural form.

Regular pluralization patterns for masculine nouns ending in -o and -e.

Singular	Plural	Change
panino	panini	-o → -i
bicchiere	bicchieri	-e → -i

Regular Patterns Feminine

Feminine nouns ending in **-a** or **-e** follow predictable plural rules, typically changing **-a** → **-e** and **-e** → **-i** in the plural form.

Regular pluralization patterns for feminine nouns ending in -a and -e.

Singular	Plural	Change
bottiglia	bottiglie	-a → -e
nazione	nazioni	-e → -i

Other Patterns and Exceptions

- Foreign nouns don't change
  - un bar → due bar
  - un film → due film
- Accented nouns stay the same
  - un caffè → due caffè
  - una città → due città

- Nouns ending in -i don't change
  un'analisi → due analisi
  una crisi → due crisi

- Abbreviated nouns stay the same
  un cinema → due cinema
  una foto → due foto

- One-syllable nouns don't change

un re → due re

- Masculine nouns ending in –a take a regular masculine plural
  un problema → due problemi
  un poeta → due poeti

- Nouns ending in –ista have gendered plural forms
  un barista → due baristi
  una barista → due bariste

- Nouns ending in –io drop one 'i' unless stressed
  un orologio → due orologi
  uno zio → due zii

Nota

In breve (To sum up)

- Words ending in **-o** → **-i**
  - Example: panino → panini
- Words ending in **-a** → **-e**
  - Example: tazza → tazze
- Words ending in **-e** → **-i**
  - Examples: bicchiere → bicchieri, porzione → porzioni
- Words that end in a **stressed vowel**, or are **shortened/foreign**, do **not change**
  - Examples: caffè → caffè, menu → menu, brioche → brioche

Special Plural Patterns

Nouns Ending in -co, -ca, -go, -ga

Add an **-h** in the plural to preserve the hard sound:

- un'amica → due amiche
- un'alga → due alghe

Exceptions:

- un medico → due medici
- un amico → due amici

Nouns Ending in –cia or –gia

- If the **i is not stressed**, it drops:
  un'arancia → due arance
  una spiaggia → due spiagge

- If the **i is stressed**, it stays:
  una farmacia → due farmacie

Irregular Forms

- un uomo → due uomini
- il braccio → le braccia

Un passo alla volta

You don't need to memorize every exception immediately. Get comfortable with core patterns first. Use vocabulary in real-life contexts and always learn new words with their article: un bicchiere, una tazza.

Study Tips

All these patterns, exceptions, and irregular forms might feel like a lot—and that's completely normal. Focus on the **regular plural patterns**, which make up most cases.

Practice Activities:

Now it's time to apply what you've learned! These activities will help you recognize singular and plural forms, practice forming regular and irregular plurals, and identify common patterns. Work carefully and pay attention to word endings. As you complete the exercises, think about *why* each noun changes the way it does. The goal is not just to find the correct answer, but to understand the pattern behind it.

Exercise 1.2.3.1

Singular or plural? (Singolare o plurale?)

Mark **S** for singular, **P** for plural, or **S/P** if the word can be both.

1. tazza _____
2. camerieri _____
3. scontrino _____
4. tavoli _____
5. panino _____
6. amiche _____
7. cappuccino _____
8. bicchieri _____
9. brioche _____
10. porzione _____
11. bar _____
12. città _____

Exercise 1.2.3.2

Transform into the plural (Trasforma al plurale)

Change the following singular nouns into plural:

1. una bottiglia →
2. un cuoco →
3. un problema →
4. una città →
5. un orologio →
6. una spiaggia →
7. un poeta →
8. una foto →
9. una barista →
10. un'amica →

Exercise 1.2.3.1

Find the odd one out (Trova l'intruso!)

Circle or underline the noun that doesn't follow the same plural pattern. Explain why.

1. lago – cuoco – medico – parco
2. amico – biologo – psicologo – cuoco
3. auto – tè– città – studente
4. bottiglia – amica – pizza – cinema
5. auto – cinema – foto – ragazzo

Exercise 1.2.3.1

What can you find in an Italian bar? (Cosa c'è in un bar italiano?)

Change the nouns in parentheses to plural form:

Al bar "La Dolce Vita" ci sono sempre tante persone.
Sui tavoli ci sono molti _____ (menu).
I clienti ordinano tre_____ (panino) e due _____ (bevanda).
I camerieri portano quattro_____ (bicchiere) e due _____ (bottiglia) d'acqua.

Now your turn! (Ora tocca a te!)

Imagine you're at an Italian bar. List 5–10 items you see. Write the number and the correct plural form.

Examples:

- 3 cornetti
- 2 brioche
- 6 caffè

This page titled 1.2.3: Il plurale dei nomi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.2.4: Gli articoli determinativi

What is a definite article? Che cos'è un articolo determinativo?

In English, we use one word to say "the." In Italian, there are several forms, and each one gives you helpful clues about the noun that follows. These small words tell you if the noun is masculine or feminine, singular or plural, and they change depending on how the word begins. They may seem tricky at first, but they follow clear patterns.

The key is to start learning them together with the noun as you build your vocabulary. Say them out loud, not just in your head. Try not to focus only on filling in blanks. Use your mouth muscles and imitate the sounds. The more you say them, the more familiar and natural they will feel.

Learning Objectives

- Recognize and correctly use the seven forms of the definite article (il, lo, la, l', i, gli, le) in Italian
- Match definite articles with nouns based on gender, number, and the first letter of the word
- Apply article-noun agreement using common vocabulary from food and café culture
- Identify the gender and number of Italian food nouns (maschile/femminile, singolare/plurale)
- Convert nouns from singular to plural and vice versa using appropriate grammar rules

In English, we use one word for **"the"**. In Italian, there are **seven different forms** of "the" depending on three factors:

1. The **gender** of the noun (masculine or feminine),
2. Whether it is **singular or plural**, and
3. The **first letter(s)** of the word that follows.

These little words—the definite articles—not only tell you that the noun is specific, but they also give helpful clues about its form.

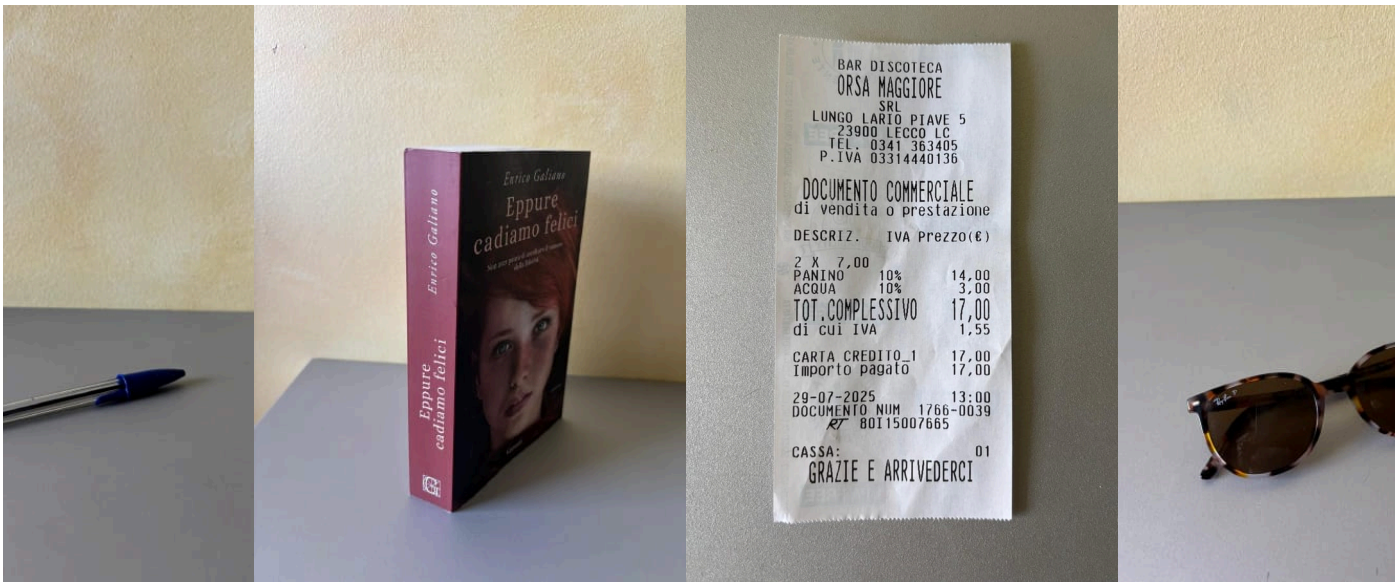


Figure 1.2.4.1: The pen (**la** penna), the book (**il** libro), the receipt (**lo** scontrino), the glasses (**gli** occhiali).(Copyright CC BY-NC 4.0; Author Diana Ferrara)

The table below shows how to choose the correct definite article in Italian based on gender, number (singular/plural), and the first letter or sound of the following noun.

Forms of the Definite Article.

Genere	Singolare	Plurale	Quando si usa?
Maschile	il libro	i libri	Before most consonants
	lo studente	gli studenti	Before **s+consonant**, **z**, **gn**, **ps**, **x**
	l'orologio	gli orologi	Before vowels
Femminile	la penna	le penne	Before consonants
	l'agenda	le agende	Before vowels

Un passo alla volta

Learning seven forms of "the" can feel overwhelming, but don't panic! Focus first on these common, regular patterns:

- **il** becomes **i**
- **la** becomes **le**
- **l'** (masculine) becomes **gli**
- **l'** (feminine) becomes **le**

Over time, articles will feel more natural—especially when you learn each noun **together with its article**. For example:

- **il cappuccino**
- **la brioche**
- **l'aranciata**

This will help you guess the gender of unfamiliar nouns too!

Practice Activities

Now it's time to put everything together! Use what you've learned about gender, number, and plural formation to complete the following exercises carefully and accurately.

Exercise 1.2.4.1

Maschile o femminile? Singolare or plurale?

Use what you've learned to complete the chart below.

Words: la pizza, gli asparagi, le bruschette, gli gnocchi, lo zucchero, il caffè, l'aranciata, le lasagne, la mozzarella, i tortellini

Classification of Italian Food Vocabulary by Gender (Maschile/Femminile) and Number (Singolare/Plurale)

Genere	Singolare	Plurale
Femminile		
Maschile		

Exercise 1.2.4.2

Singular to Plural (Dal Singolare al Plurale)

Write the plural form of each word with its correct definite article.

1. il panino → _____

2. il tè → _____
3. l'insalata → _____
4. la torta → _____
5. l'oliva → _____
6. il limone → _____
7. l'arancino → _____
8. lo stuzzichino → _____
9. il succo di frutta → _____
10. il cappuccino → _____

Nota

Many Italian food words are used internationally but often incorrectly.
For example, *panini* is plural in Italian. The singular form is *panino*.
So, "a panini" is not grammatically correct, and "two paninis" is redundant.
In Italian, say "un panino" or "due panini" to get it right!

Exercise 1.2.4.3

Plural to Singular (Dal plurale al singolare)

Write the singular form of the following words using the appropriate definite article.

1. le bruschette → _____
2. i caffè → _____
3. i cannoli → _____
4. gli stuzzichini → _____
5. le aranciate → _____

This page titled 1.2.4: Gli articoli determinativi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.3: UN PASSO IN PIÙ

Bringing Italian to Life Through Communication

Now it is time to take your learning one step further, un passo in più, by using Italian in ways that feel real, expressive, and meaningful to you. This section invites you to dive into the vibrancy of the language by speaking, listening, interacting, and making Italian your own.



Figure 1.3.1: Everyday Italian in action: paying, thanking, and interacting politely.(Copyright CC BY-NC 4.0; Author Diana Ferrara)

Do not worry about getting everything right on the first try. Be bold. Stretch beyond your comfort zone. Say things out loud, even if you are not sure. Make mistakes, laugh at them, and try again. Language becomes real when you use it, especially in moments that matter to you.

In this section, you will learn how to talk about what you like and do not like, how to order food at a bar, and how to greet people in everyday situations. You will also explore how culture and communication work together in Italian life. These activities are designed to spark curiosity, encourage creative use of vocabulary, and help you find your voice in a new language.

Get ready to speak up, explore, and bring Italian into your daily rhythm.

The more you try, and try again, the more confident and natural it will begin to feel.

1.3.1: Saluti iniziali

1.3.2: Esprimere preferenze

1.3.3: Ordinare al bar

This page titled 1.3: Un passo in più is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.3.1: Saluti iniziali

Greetings in Italian

Italians greet each other in different ways depending on the time of day, their relationship, and the level of formality. In the images below, you'll see examples of common greetings in everyday situations, from friends meeting up, to a formal interaction between a patient and her dentist, to a polite exchange at a gelateria.



Figure 1.3.1.1: Nonverbal communication: Hands, posture, and facial cues enrich spoken greetings. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Spoken greetings also change depending on the situation. Whether you're starting a conversation or saying goodbye, there are specific expressions suited to different moments of the day and levels of formality.

The table below shows a selection of Italian greetings, English equivalents, when to use them, and formality levels.

Some of the most common greetings in Italian:

Italian	English	When to Use	Formality
Ciao	Hi / Bye	Anytime; among friends, peers, family	Informal
Salve	Hello (neutral)	Anytime; polite, general use	Neutral / Formal
Buongiorno	Good morning / Good day	Morning to early afternoon	Informal / Formal
Buona giornata	Have a good day	When parting during the day (after saying goodbye)	Formal / Neutral
Buonasera	Good evening	Late afternoon through evening	Formal
Buona serata	Have a good evening	When parting in the evening (after saying goodbye)	Formal / Neutral
Buonanotte	Good night	When parting before bed	Informal / Formal
Arrivederci	Goodbye	Anytime; polite departure	Formal
A presto / A dopo	See you soon / See you later	Among classmates or friends	Informal

First Encounters and Introducing Yourself

When Italians meet for the first time, they typically:

- Exchange greetings
- Introduce themselves
- Ask where the other person is from
- Ask how the other person is doing

Here are key expressions:

Table comparing Italian informal and formal expressions for first encounters

English	Informal (tu)	Formal (Lei)
What's your name?	Come ti chiami?	Come si chiama?
My name is...	Mi chiamo... / Sono...	Mi chiamo...
Nice to meet you	Piacere!	Piacere! / Piacere di conoscerla
How are you?	Come stai?	Come sta?
Fine, thank you	Bene, grazie	Bene, grazie
Where are you from?	Di dove sei?	Di dov'è?
I'm from...	Sono di...	Sono di...

Cultural Note: *Tu* vs *Lei*

Italian uses two forms of "you":

- **Tu** – Informal: used with friends, peers, and in casual situations.
- **Lei** – Formal: used to show respect with strangers, elders, or professionals.

Note

Although *Lei* literally means "she," it functions as the formal "you" in conversation.
For example, *Come si chiama?* literally means "What is her name?" but it actually asks "What is your name?" formally.

Model Dialogues

Lettura 1: Informal Dialogue

Roberto: Ciao! Sono Roberto. Tu come ti chiami?
Sara: Ciao, Roberto! Piacere. Mi chiamo Sara.
Roberto: Di dove sei?
Sara: Sono americana, di Austin.
Roberto: Bello! Mi piace il Texas.
Sara: E tu di dove sei?
Roberto: Sono italiano, sono di Roma.
Sara: Bello! Mi piace l'Italia!

Lettura 2: Formal Dialogue

Signor Tucci: Buongiorno, come si chiama?
Signora Rossi: Buongiorno, sono Paola Rossi. E Lei?
Signor Tucci: Sono il Dottor Tucci, piacere!
Signora Rossi: Piacere mio.
Signor Tucci: Di dov'è?
Signora Rossi: Sono di Firenze, ma abito a Roma da un anno.
Signor Tucci: Le piace Roma?
Signora Rossi: Sì, Roma è una bella città.

Lettura 3: Short Presentation Example

Buonasera a tutti,
Mi chiamo Daniele, sono di Torino, ma vivo a Milano.
Mi piace molto Milano, ma non mi piace lo smog.
Arrivederci!

Ora prova tu! (Now it's your turn)

Use the following template to introduce yourself in writing or aloud:

Buongiorno / Buonasera,
Mi chiamo _____.
Sono di _____.
Vivo a or abito a _____.
Mi piace _____.

Practice Activities: Greetings and Introductions

The following activities will help you practice common greetings and first-encounter expressions in both informal and formal situations. Focus on meaning and context as you complete dialogues, match questions and answers, and identify when to use formal or informal language. Read the exchanges aloud when possible to build confidence and improve pronunciation.

Exercise 1.3.1.1

Complete the Informal Dialogue. (Completa il dialogo informale)

Instructions: Fill in the blanks using appropriate expressions based on what you've learned so far.

Marco: Ciao! Mi chiamo Marco. Come ti chiami?
Francesca: _____. Piacere!
Marco: _____!
Francesca: _____ stai?
Marco: Bene, grazie, e tu?
Francesca: _____.
Marco: Di dove sei?
Francesca: _____, e tu?
Marco: _____.
Francesca: Bene! A presto!
Marco: _____!

Exercise 1.3.1.2

Matching: Questions and Answers (Abbina le domande alle risposte)

Instructions: Match each question in Column 1 with the correct answer from Column 2. Write the **letter** of the answer next to each number.

Domande (Questions):

1. Come ti chiami?
2. Di dove sei?
3. Come stai?
4. Piacere di conoscerti.
5. Buongiorno!
6. Come si chiama?
7. Di dov'è?
8. Come sta?

Risposte (Answers):

- a. Mi chiamo Marco
- b. Sono di Napoli
- c. Buongiorno!
- d. Piacere mio
- e. Bene, grazie
- f. Mi chiamo Alessandra
- g. Sono di Roma
- h. Sto molto bene, grazie

Exercise 1.3.1.3

Formal or Informal? (Formale o Informale)

Instructions: Write **F** (formal) or **I** (informal) next to each exchange.

1. Come si chiama? — Mi chiamo Lorenzo. _____
2. Come ti chiami? — Sono Giulia. _____
3. Come sta? — Sto bene, grazie. _____
4. Di dove sei? — Sono di Milano. _____
5. Di dov'è? — Sono di Venezia. _____
6. Piacere di conoscerti. — Piacere mio! _____

Exercise 1.3.1.4

Complete the Dialogues: Informal & Formal (Completa i dialoghi : informale e formale)

Informal Dialogue (dialogo informale)

Marco: _____
Franco: Ciao!
Marco: Sono Marco. Tu, _____?
Franco: Franco.
Marco: _____?
Franco: Di Messina. E tu?
Marco: Io sono di Torino, ma abito qui a Bologna. _____?
Franco: Abito a Messina. Sono a Bologna per lavoro.

Exercise 1.3.1.5

Formal Dialogue (dialogo formale)

Signor Rossi: _____
Signor Lanza: Buongiorno!
Signor Rossi: Sono Marco. Lei, _____?
Signor Lanza: Mi chiamo Franco.
Signor Rossi: _____?
Signor Lanza: Di Messina. E Lei?
Signor Rossi: Io sono di Torino, ma abito qui a Bologna. _____?
Signor Lanza: Abito a Messina. Sono a Bologna per lavoro.

Now your turn: Create a Video (Ora tocca a te: crea un video)

🎥 **Instructions:** Record a short video (alone or with a classmate) including the following:

- A greeting
- Your name
- Asking and answering how you are
- Asking and answering where you are from

Upload your video according to your instructor's directions.

This page titled 1.3.1: Saluti iniziali is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.3.2: Esprimere preferenze

Expressing Likes and Dislikes

In English, we say **"I like the book."** In Italian, it's **"Mi piace il libro,"** which means something like **"The book is enjoyable to me."**

In Italian, it's the book doing the action. That's why we use *mi* (to me) and the verb *piace* that matches the thing being liked.



Figure 1.3.2.1: I like ice cream (Mi piace il gelato!). (Copyright CC BY-NC 4.0; Author Diana Ferrara)

This may feel unusual at first, but it's a very natural way to express preferences in Italian. The key is remembering that **the subject of the sentence is what is liked**, not the person who likes it.

Learning Objectives

- Understand the structure and logic behind the verb *piacere* in Italian
- Use *mi piace* and *mi piacciono* to express preferences about food, activities, and more
- Match the verb form to the subject (singular or plural) in sentences with *piacere*
- Ask and answer questions about likes and dislikes using culturally appropriate expressions
- Recognize and use formal and informal register when interacting with others using *piacere*

Per iniziare (To start)

Read through the dialogue once from beginning to end. Do **not** worry if you don't understand every word. It's never too early to start reading authentic Italian. As you read, focus on what you already recognize. Use the context to guess meanings and notice repeated patterns.

Pay special attention to expressions like **mi piace, mi piacciono, non mi piace, non mi piacciono**.
Try to observe **when Italian uses the singular vs. the plural** and what comes after these expressions.

The goal is not to translate, but to notice how the language works.

Un incontro al bar

Marco: Salve! È libero?

Chiara: Certo, prego!

Marco: Grazie. Piacere, mi chiamo Marco. E Lei, come si chiama?

Chiara: Piacere mio! Mi chiamo Chiara.

Marco: Le piace questo bar?

Chiara: Sì, molto!

Marco: Va bene se ci diamo del tu?

Chiara: Certo! Di dove sei?

Marco: Sono di Milano, ma mi piace l'atmosfera di Barzio la domenica!
E tu? Abiti a Barzio?

Chiara: No, sono di Monza. Sono a Barzio con un'amica per il weekend.
Cosa prendi di solito al bar?

Marco: Di pomeriggio di solito prendo un aperitivo.
La mattina prendo un caffè ristretto e un cornetto.
Mi piace fare colazione al bar!

Chiara: Anche a me piace fare colazione al bar!
Io prendo un cappuccino, ma solo la mattina.
Non mi piace il caffè ristretto. È troppo forte!

Marco: Ti piacciono i cornetti?

Chiara: Sì, mi piacciono molto!

Marco: Per l'aperitivo, ti piacciono gli analcolici o gli alcolici?

Chiara: Non mi piacciono gli alcolici. A me piacciono gli analcolici.
E a te?

Marco: Mi piacciono gli alcolici, soprattutto lo spritz!

Chiara: E il gelato? Ti piace?

Marco: Sì, mi piace molto, soprattutto il gelato al caffè!

Chiara: Anche a me, ma mi piace anche l'affogato!

Marco: Allora, prendiamo un gelato insieme?

Chiara: Volentieri!

Piace or Piacciono? How Does It Work?

After reading, you may notice some patterns in how it works. What do you notice? What are your first impressions?

At this level, you only need two main forms of **piacere**:

piace → used when the thing liked is **singular** or an **action (infinitive verb)**
Mi piace il caffè.
Mi piace studiare.

piacciono → used when the things liked are **plural**
Mi piacciono i film italiani.

Notice: the verb agrees with the thing liked, not with the person.
So in Italian you are not saying *"I like coffee"* but closer to
"coffee is pleasing to me."

Uses of piacere with singular nouns, plural nouns, and infinitive verbs.

Form	Example	Translation
mi piace + singular noun	Mi piace la pasta.	I like pasta.
mi piace + infinitive verb	Mi piace cucinare.	I like to cook.
mi piacciono + plural noun	Mi piacciono i biscotti.	I like cookies.

Pronouns with piacere

Indirect object pronouns with piacere: to whom something is pleasing.

To whom is it pleasing?	Italian	Example
to me	**mi / a me**	A me piace il gelato.
to you (informal)	**ti / a te**	Ti piacciono gli gnocchi?
to you (formal)	**Le / a Lei**	Le piace questo bar?
to him	**gli / a lui**	A lui piace il cappuccino.
to her	**le / a lei**	A lei piacciono le olive.
to us	**ci / a noi**	Ci piace il tiramisù.
to you all	**vi / a voi**	Vi piacciono le lasagne?
to them	**gli / a loro**	Gli piace il vino.

When do we use "a me" and "a te"? Use *a me* and *a te* to contrast two people or after *anche*, *neanche*, and *e*:

- **A me piacciono gli analcolici. E a te?**
- **Anche a me! / Neanche a me!**

Un passo alla volta

Study Tip: When you talk about things you like in general, the noun usually takes a definite article:

With piacere, the liked item usually takes the definite article.

Italian	English
Mi piace **la** pasta.	I like pasta.
Ti piacciono **i** gelati?	Do you like ice cream?

No article with an infinitive (*Mi piace fare colazione al bar.*) or with words like *questo* (*Le piace questo bar?*).

Negation

To say you don't like something, just add **"non"** before the pronoun:

- **Non mi piace il caffè.** → I don't like coffee.
- **Non ti piacciono i broccoli.** → You don't like broccoli.
- For emphasis, you can add **"a me"** or **"a noi"**:
- **A me non piace la carne.**
- **A noi non piacciono le bevande gassate.**

Espressioni utili

- **Mi piace molto...** – I really like...
- **Non mi piace per niente...** – I don't like at all...
- **Ti piace...?** – Do you like...?
- **Anche a me!** – Me too!
- **Neanche a me.** – Me neither.

Informale vs. Formale

When you ask someone if they like something, it's important to choose between **informal** or **formal** register depending on your relationship:

Examples of piacere in informal (tu) and formal (Lei) register.

Register	Italian	English
Informal (to a friend, peer)	**Ti piace il caffè?**	Do you like coffee?
Formal (to a stranger, professor, elder)	**Le piace il caffè?**	Do you like coffee? (formal)

Notice the difference:

- **ti** → informal "you"
- **Le** (with a capital L) → formal "you"

To talk to several people, use **vi**:

- **Vi piacciono i dolci?** → Do you (all) like desserts?

Exercise 1.3.2.1

Piace o piacciono?

Complete the questions with the correct form: **piace** or **piacciono**. Then ask your partner and answer in a complete sentence.

Esempio:
Ti piace il caffè?
– Sì, mi piace il caffè. / No, non mi piace il caffè.

1. Ti _____ il cappuccino?
2. Ti _____ i cornetti?
3. Ti _____ l'italiano?
4. Ti _____ gli analcolici?
5. Ti _____ i tramezzini?
6. Ti _____ il gelato?
7. Ti _____ l'affogato?
8. Ti _____ le pizzette?
9. Ti _____ fare colazione al bar?
10. Ti _____ le patatine?

Exercise 1.3.2.2

Quale articolo?

Now complete the questions by adding the correct definite article (**il, la, l', i, gli, le**) and choosing **piace** or **piacciono**. Then ask and answer the questions with a partner in a complete sentence.

Esempio:
Ti piace **il** caffè?
– Sì, mi piace il caffè. / No, non mi piace il caffè.

1. Ti _____ _____ cornetto?
2. Ti _____ _____ tramezzini?
3. Ti _____ _____ affogato?
4. Ti _____ _____ biscotti?
5. Ti _____ _____ acqua frizzante?
6. Ti _____ _____ pizzette?
7. Ti _____ _____ gelato?
8. Ti _____ _____ olive?
9. Ti _____ _____ cappuccino?
10. Ti _____ _____ analcolici?

Exercise 1.3.2.3

Al bar

Look at the following list of common items found in an Italian bar or café. Write 5 sentences about what you like or don't like using *mi piace* or *mi piacciono*. Use a mix of singular and plural.

Esempio: Mi piacciono i tramezzini. Non mi piace il tè.

Lessico utile:

- il cornetto
- i tramezzini
- il cappuccino
- il caffè ristretto
- le pizzette
- l'acqua frizzante
- le patatine
- il tè
- gli aperitivi
- gli analcolici
- gli alcolici
- il vino
- il gelato al caffè
- l'affogato

Exercise 1.3.2.4

Ti o Le? Piace o piacciono?

Read who you are talking to. Choose **Ti** (informal) or **Le** (formal), then choose **piace** or **piacciono**. Then answer with *mi piace / mi piacciono*.

Esempio:
You ask a classmate about il gelato.
Ti piace il gelato? – Sì, mi piace il gelato.

1. You ask a friend about *il cappuccino*.
   _____ _____ il cappuccino?
2. You ask your professor about *i cornetti*.
   _____ _____ i cornetti?
3. You ask an older man at the bar about *il caffè*.
   _____ _____ il caffè?
4. You ask a classmate about *le patatine*.
   _____ _____ le patatine?
5. You ask a woman you just met about *gli aperitivi*.
   _____ _____ gli aperitivi?
6. You ask your brother about *l'affogato*.
   _____ _____ l'affogato?
7. You ask the barista about *questo bar*.
   _____ _____ questo bar?
8. You ask a friend about *i tramezzini*.
   _____ _____ i tramezzini?

Ora tocca a te! Parliamo

Interview your partner using the expressions with *piacere*. Write 3 sentences about what they like and 2 about what they don't like. Be sure to use the definite articles and the correct form of the verb.

Esempio:
A Marta piace il cappuccino. A lei non piacciono i biscotti.

This page titled 1.3.2: Esprimere preferenze is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.3.3: Ordinare al bar

How to order at a bar in Italy

Ordering at a bar in Italy is a small yet essential part of daily life, rich in polite phrases, local customs, and cultural nuances. Whether you are standing at the counter for a quick espresso or sitting down for an aperitivo with friends, you engage both your brain and your body in many layers of interaction. From simple greetings to idiomatic expressions, from articles to essential vocabulary, every moment is an opportunity to connect language, culture, and real communication.



Figure 1.3.3.1: Un apericena a Milano (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Learning Objectives

- Use common expressions for greetings and introductions in a bar or café context
- Practice ordering food and drinks in realistic settings through role-play and dialogue activities
- Improve your pronunciation through oral repetition and optional speaking challenges
- Practice using the correct indefinite articles (*un, uno, una, un'*) with food and drink vocabulary
- Learn and reinforce vocabulary related to Italian bar and café culture

There are different ways to order, depending on the size and style of the bar:

- At small bars, go to the **bancone** (counter), say what you want, and pay there.
- At larger bars, you might have **servizio al tavolo**—a waiter will take your order at the table.
- In many cities, especially in the north, it's common to pay first at the register, get a **scontrino** (receipt), and then show it to the barista.

You might even see a sign:

Si prega di fare lo scontrino alla cassa prima della consumazione
(Please pay at the register before consuming.)

This system helps avoid confusion and ensures everyone pays before being served.

Espressioni utili per ordinare

Here are three polite ways to order at a bar:

- Posso avere...? – Can I have...?
- Vorrei... – I would like...
- (Io) prendo... – I'll take...

Always add **per favore** or **per piacere** to sound polite.

Examples:

- Vorrei un cappuccino, per favore.
- Posso avere un'aranciata, per piacere?

Cosa ordini al bar?

Before starting this activity, keep in mind that you're about to practice articles in a real-world context. The goal is to help you become more confident using articles, while also improving your pronunciation and getting used to natural Italian expressions like greetings and polite requests.

Don't worry if you don't understand every single word. Focus on the overall meaning, the topic, and the language elements you do recognize—especially articles and greetings.

You don't need to wait until you understand everything to begin speaking. You can start to sound Italian before you fully understand Italian—and that's a powerful part of language learning.

Un passo alla volta

The word fluent comes from the Latin verb *fluere*, which means "to flow." Fluency isn't about speed—it's about smooth, comfortable movement. So slow down, breathe, and focus on the flow of your Italian.

Exercise 1.3.3.1

Un'ordinazione al bar

Fill in the blanks with the correct **indefinite article**: un, uno, una, un'.

1. ___ caffè, per piacere.
2. ___ aranciata, per favore.
3. ___ panino, per piacere.
4. ___ spremuta d'arancia, per favore.
5. ___ brioche, per piacere.
6. ___ tè, per favore.
7. ___ succo di frutta, per piacere.
8. ___ birra, per favore.
9. ___ acqua naturale, per piacere.
10. ___ cappuccino, per favore.
11. ___ yogurt, per piacere.
12. ___ pizza, per favore.
13. ___ tramezzino, per piacere.
14. ___ bicchiere di vino, per favore.
15. ___ acqua frizzante, per piacere.

Practice with dialogues

In this activity, you will follow a real interaction at an Italian bar, from ordering to paying.

First, customers order food and drinks and introduce items for the first time.
Then, the waiter refers back to those same items when bringing the bill.

As you work through the dialogues, notice how the articles change depending on the role the words play in the conversation.

After completing the activities, read the dialogues aloud and focus on pronunciation and natural rhythm.

Exercise 1.3.3.2

L'ordinazione

In real life, conversations follow a natural flow.
When you order food or drinks, you introduce items for the first time because the other person does not know them yet.

In Italian, speakers use **indefinite articles** in this moment.

Complete the dialogues using **un, uno, una, un'**.

Due colleghi al bar

Marco: Io prendo (1) ___ panino e (2) ___ bottiglia di acqua, per favore.
Elena: Per me (3) ___ focaccia e (4) ___ succo di frutta, grazie.

Un piccolo aperitivo

Anna: Io prendo (5) ___ spritz.
Lisa: Io prendo (6) ___ bicchiere di vino.
Anna: Anche (7) ___ bruschetta, per favore.
Lisa: E (8) ___ panino piccolo, grazie.

Colazione al bar

Signor Rossi: (9) ___ caffè, per favore.

Pausa pranzo al bar

Lucia: (10) ___ tramezzino e (11) ___ succo d'arancia, per piacere.
Paolo: (12) ___ panino e (13) ___ bottiglia di acqua frizzante, per favore.
Chiara: (14) ___ focaccia e (15) ___ birra, grazie.

Apericena tra amiche

Marta: (16) ___ spritz, grazie.
Elisa: (17) ___ bicchiere di vino bianco, per piacere.
Giulia: (18) ___ analcolico alla frutta, per favore.

Exercise 1.3.3.3

Il conto

Now the conversation continues. The waiter brings the bill . The waiter talks about the same items you ordered.
They are no longer new; both speakers know exactly which items they are.

In Italian, speakers now use **definite articles**.

Complete the bill using **il, lo, la, l', i, gli, le**.
Refer back to the items mentioned in the previous dialogues.

Due colleghi al bar

(1) ___ panino costa €3,65, (2) ___ bottiglia di acqua costa €1,35, (3) ___ focaccia costa €2,99, (4) ___ succo di frutta costa €2,50. Il totale è €10,49.

Un piccolo aperitivo

(5) ___ spritz costa €4,50, (6) ___ bicchiere di vino costa €3,35, (7) ___ bruschetta costa €2,65, (8) ___ panino costa €2,20. Il totale è €12,70.

Colazione al bar

(9) ___ caffè costa €1,50. Il totale è €1,50.

Pausa pranzo al bar

(10) ___ tramezzino costa €3,25, (11) ___ succo d'arancia costa €2,50, (12) ___ panino costa €4,10, (13) ___ bottiglia di acqua frizzante costa €1,35, (14) ___ focaccia costa €3,80, (15) ___ birra costa €2,50. Il totale è €17,50.

Apericena tra amiche

(16) ___ spritz costa €5,00, (17) ___ bicchiere di vino bianco costa €4,00, (18) ___ analcolico alla frutta costa €3,00. Il totale è €12,00.

Exercise 1.3.3.4

Leggiamo

You have now seen how the conversation develops: first, the customer orders (new information), then the waiter refers back to the items (known information). Now focus on communication.

1. Work with a partner.
2. Take turns reading the roles.
3. Read each dialogue multiple times until the flow sounds natural.
4. Pay attention to pronunciation, rhythm, articles, and numbers.
5. When ready, record the dialogue together.

Your goal is not to read fast, but to sound natural.

Due colleghi al bar

Marco: Ciao, Elena!
Elena: Ciao!
Marco: Io prendo un panino e una bottiglia di acqua, per favore.
Elena: Per me una focaccia e un succo di frutta, grazie.
Cameriere: Va bene.
(dopo un momento)
Cameriere: Il panino costa €3,65, la bottiglia di acqua costa €1,35.
La focaccia costa €2,99 e il succo di frutta costa €2,50. Il totale è €10,49
Marco: Pago io!
Elena: Grazie, allora io pago la prossima volta!

Un piccolo aperitivo

Anna: Ciao, Lisa!
Lisa: Ciao!
Anna: Io prendo uno spritz.
Lisa: Io prendo un bicchiere di vino.

Cameriere: Qualcosa da mangiare?
Anna: Sì, una bruschetta, per favore.
Lisa: E un panino piccolo, grazie.
Cameriere: Va bene.
(dopo un momento)
Cameriere: Lo spritz costa €4,50, il bicchiere di vino costa €3,35, la bruschetta costa €2,65, il panino costa €2,20. Il totale è €12,70.
Lisa: Paghiamo insieme!

Colazione al bar

Barista: Buongiorno!
Signor Rossi: Buongiorno! Un caffè, per favore.
Barista: Subito. Ecco a lei.
Signor Rossi: Grazie. Quanto costa?
Barista: Il caffè costa €1,50.
Signor Rossi: Ecco €2,00.
Barista: Grazie, il resto è €0,50.
Signor Rossi: Arrivederci!
Barista: Arrivederci e buona giornata!

Pausa pranzo al bar

Cameriere: Buongiorno, cosa vi porto?
Lucia: Per me un tramezzino e un succo d'arancia, per piacere.
Paolo: Io prendo un panino e una bottiglia di acqua frizzante, per favore.
Chiara: Una focaccia e una birra, grazie.
Cameriere: Subito!
(dopo un momento)
Cameriere:
Il tramezzino costa €3,25
Il succo d'arancia costa €2,50
Il panino costa €4,10
La bottiglia di acqua frizzante costa €1,35
La focaccia costa €3,80
La birra costa €2,50
Totale: €17,50
Chiara: Paghiamo insieme. Ecco €18,00.
Cameriere: Grazie mille. Buon appetito!
Tutti: Grazie!

Apericena tra amiche

Cameriere: Buonasera! Cosa prendete da bere?
Marta: Uno spritz, grazie.
Elisa: Un bicchiere di vino bianco, per piacere.
Giulia: Un analcolico alla frutta, per favore.
Cameriere: Perfetto.
(dopo un momento)
Cameriere: Lo spritz costa €5,00, il bicchiere di vino bianco costa €4,00, l'analcolico alla frutta costa €3,00. Il totale: €12,00
Marta: Facciamo €4,00 a testa, giusto?
Tutte: Perfetto!

Final step — Recording

Record one dialogue with your partner.
Try to sound like a real interaction, not like you are reading a list.

Ora tocca a te!

Now it's your turn. Using the expressions and articles you have practiced, create a short dialogue set in a realistic Italian situation.

Context:
You are at a bar in a small piazza in Italy. There is soft music, people are chatting, and the atmosphere is relaxed.

Your dialogue must include:

- At least two people
- At least three food or drink items
- Indefinite articles when ordering
- A response using definite articles (for example, the waiter confirming the order)
- Prices and a final total
- Polite expressions to begin and end the interaction

After writing, practice the dialogue with a partner. Switch roles between customer and barista and read it several times until it sounds natural.

Recording

Record your dialogue together in one continuous conversation.
Speak clearly, at a natural pace, and focus on pronunciation, rhythm, and numbers.

This page titled 1.3.3: Ordinare al bar is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.4: AL PASSO COI TEMPI

Dive into the Culture Behind the Language

Let's take a moment to pause, look around, and go a little deeper.



Figure 1.4.1: At the café, a quick gesture and eye contact do the talking (Copyright CC BY-NC 4.0; Author Diana Ferrara)

So far, you've practiced grammar, built your vocabulary, and begun using Italian in real-life situations. But now it's time to add something more, which brings it all to life: **culture**. In this section—*al passo coi tempi*, or "keeping up with the times"—you're invited to explore how Italian is lived every day, through small routines, social habits, and unspoken rules that shape how people speak and connect.

Language becomes more meaningful and more memorable when you understand the world it comes from. Whether it's the way people drink their coffee, greet a friend, or use their hands to express themselves, every gesture and custom adds a new layer to what you've already learned.

This is your chance to **slow down and look closer**. To notice how grammar, practice, and daily communication all come together more clearly when they're rooted in real cultural experience. It's also a chance to reflect on your own habits, routines, and assumptions—and to see how learning a language can open new ways of seeing the world.

So dive in. Be curious. Observe, compare, reflect, and enjoy the journey. The more you connect with culture, the more natural and personal Italian will start to feel.

1.4.1: Una pausa al bar

1.4.2: Ordinare con le mani

This page titled 1.4: Al passo coi tempi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.4.1: Una pausa al bar

What is a Bar in Italy?

In Italy, *il bar* is a central part of everyday life. It's not the same as an American bar. While the word comes from English, in Italian it refers to a casual place where you can get **coffee, drinks, and snacks**, at any point during the day.

Learning Objectives

- Cultural role of Il Bar in Italian daily life
- Identify typical foods and drinks served at an Italian bar throughout the day
- Recognize how prices vary between *al banco* and *al tavolo*
- Interpret basic information on an Italian receipt (*lo scontrino*)
- Understand Italian tipping customs and compare them to their own culture
- Use basic communicative expressions to order food and drinks at the bar
- Identify and describe different types of Italian coffee (*espresso*)
- Reflect on cultural differences in daily routines and habits related to coffee and bar culture

You can find a bar almost anywhere: in busy city neighborhoods, train stations, offices, and even tiny villages. It's a social hub, a daily stop, and often a quick experience rather than a long sit-down meal.



Figure 1.4.1.1: Daily Life at the Bar (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Italians visit the bar multiple times a day. Here are some common moments:

- **In the morning** – for *colazione* (breakfast): a *cappuccino* or *espresso* with *una brioche* or *una fetta di torta*
- **Midday** – for a break from work or study: a quick *caffè al banco* (coffee at the counter)
- **Lunch** – some bars offer light meals: *un panino*, *un tramezzino*, or *un'insalata*
- **Late afternoon/evening** – for *l'apericena*: a mix of drinks and snacks that replaces dinner, especially in cities like Milan or Rome

Prices and the *Banco*

In Italian bars, **prices depend on where you sit**:

- **Al banco (at the counter)** – Cheaper. Most Italians drink their coffee standing up at the bar.
- **Al tavolo (at a table)** – More expensive. Sitting down includes table service, which adds a small service charge.

You might see two price lists: *prezzo al banco* and *prezzo al tavolo*.

Leaving a Tip (*La mancia*)

Tipping at the bar is **not required** in Italy. It's different from the U.S. If you want to leave a tip (*una mancia*), it's usually just a small coin—**10 or 20 cents**—and it's totally optional. Many people simply say *grazie* and leave.

Reading the Receipt (*Lo scontrino*)

By law, you must receive a printed receipt (*lo scontrino*), even for a small coffee. Here's what you'll usually see:

- **Prodotti** – the items ordered (e.g., *caffè*, *panino*)
- **Prezzo unitario** – the price of each item
- **Totale** – the total amount
- **Data e ora** – date and time

You may need to **pay before ordering** in some bars, especially in busy places. In that case, show your receipt to the *barista* to collect your food or drink.

Useful Expressions at the Bar

Here are some phrases you might hear or use:

Cliente:
– *Buongiorno, un caffè per favore.*
– *Posso avere anche una brioche?*
– *Quanto costa?*
– *È possibile sedersi?*

Barista:
– *Certo, subito.*
– *Al banco o al tavolo?*
– *Sono due euro in totale.*
– *Ecco lo scontrino.*

Types of Espresso ☕

Not all coffee is the same! Italians are very specific. Here are a few favorites:

- **Caffè** – a standard *espresso*, served in a small cup
- **Caffè macchiato** – espresso with a drop of milk
- **Cappuccino** – espresso with steamed milk and foam (only before 11 am!)
- **Caffè lungo** – a "long" espresso with more water
- **Caffè ristretto** – a very short and strong espresso
- **Caffè corretto** – espresso with a splash of liquor (often grappa or sambuca)
- **Caffè freddo** – chilled sweetened coffee, popular in summer
- **Caffè d'orzo** – barley coffee, caffeine-free

Nota Cultura

Italians don't usually **take coffee to go**. Coffee is meant to be enjoyed quickly and in the moment.

"Un caffè" means an espresso. If you want an American-style coffee, ask for *un caffè americano*.

Many bars have a *tessera fedeltà* (loyalty card)—10 coffees and the next is free!

This page titled 1.4.1: Una pausa al bar is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.4.2: Ordinare con le mani

Body Language in Italian Culture

In Italy, body language matters. As a high-context culture, communication goes far beyond words.



Figure 1.4.2.1: Excuse me! **Scusi!**
(Copyright CC BY-NC 4.0; Author Diana Ferrara)

Italians often use hand gestures to express feelings, give emphasis, and make their conversations more lively. In the picture above (Figure 1.4.2.1), a woman calls the waiter by raising her right hand with her index finger pointed while saying *"Scusi"* ("Excuse me"). This is an example of nonverbal language that is common in Italy. Pay attention to these gestures when you watch Italian videos, movies, or everyday scenes. They are an important part of Italian culture and sometimes say more than words.

Learning Objectives

- Body Language in Italian Culture
- Recognize the importance of body language and gestures in Italian communication
- Identify and describe common Italian gestures and their meanings
- Reflect on your own use of non-verbal communication and cultural habits
- Observe and interpret body language in real-life or media-based Italian interactions
- Compare Italian non-verbal communication styles with those from your own culture

Understanding Common Italian Gestures

Italy is one of the most expressive countries in the world. In fact, many Italians use over 250 gestures a day! From a simple shrug to the iconic "what do you want?" gesture (🤌), these movements are a key part of everyday conversation.

Nota

The meanings of gestures can vary by region in Italy**Note:**

Before Watching: Reflect on Communication

Take a moment to think about your own experiences with communication. Write or discuss your responses to these questions:

- What does communication mean to you?
- How important is communication in your life?
- What elements are involved in communication—words, images, sounds, gestures?
- How is communication evolving today?

Watch and Learn

Time: 10 minutes 12 seconds.

Video text/introduction: Now watch this video to see Italian body language in action. Observe how the speaker uses facial expressions, hands, and movement to support what is being said.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

After Watching: Reflect on the Experience

Consider what you saw in the video and answer the following questions:

- What are your thoughts on the video?
- Did anything surprise, amuse, or resonate with you?
- Do you know any other fun or insightful videos about communication?
- Have you ever experienced a funny or meaningful moment involving miscommunication?
- How do you think we can improve communication between people from different cultures?
- Share your responses in a journal, class discussion, or small group.

Intercultural Reflection: The Human Value of Communication

Trevor Noah writes in his memoir:

> "Nelson Mandela once said, 'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.' He was so right. When you make the effort to speak someone else's language, even if it's just basic phrases here and there, you are saying to them, 'I understand that you have a culture and identity that exists beyond me. I see you as a human being.'"
>
> — *Trevor Noah, Born a Crime: Stories from a South African Childhood*, p. 236

This reflection invites us to see communication not just as a tool, but as a bridge. Language is a powerful way to build respect, empathy, and connection across cultures. When we learn a new language—even slowly, imperfectly—we show others that we value their experience and humanity.

Your Voice: Final Reflection

Take a few moments to write or share your thoughts:

- How does Trevor Noah's reflection resonate with your own experience of learning Italian or another language?
- Have you ever had a moment when using another language helped you connect with someone in a meaningful way?
- How can language learning help us become better global citizens?

You may write your reflection in English.

This page titled 1.4.2: Ordinare con le mani is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.5: UN PASSO INDIETRO

A Moment to Pause: Some Repetition Before Moving On

Now that you have explored key grammar patterns, practiced them in real life situations, and reflected on their cultural context, it is time to take a breath, *un passo indietro*, and make sure everything feels comfortable and familiar before moving ahead.



Figure 1.5.1: Una dolce pausa: un caffè, due cappucci, quattro cornetti. (Copyright CC BY-NC 4.0; Author: Letizia Pastore)

This section is your chance to pause, repeat, and reinforce your learning thus far. Through playful activities like tongue twisters, music, and dialogue practice, you will revisit everything you have learned so far. This is not just a review but a way to make the language your own. Repeating sounds, phrases, and expressions out loud helps strengthen fluency, improve pronunciation, and build confidence when speaking.

These small moments of repetition are like stepping back to get a clearer view, so that when you move forward, you do so with greater ease, rhythm, and clarity.

Whether you are twisting your tongue with a *scioglilingua* (tongue twister), singing along with Jovanotti, or ordering an espresso in a role play, this space is here to help you feel grounded in what you have learned. And most of all, it is a reminder that learning a language can be joyful and fun.

1.5.1: Un caffè con storia

1.5.2: Gli scioglilingua

1.5.3: Piacere! Sono Jovanotti

This page titled 1.5: Un passo indietro is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.5.1: Un caffè con storia

More Than Just Coffee

Some of Italy's most iconic cafés — known as caffè storici or caffè letterari — have long been places where artists, writers, and intellectuals met to share ideas. In the 1800s and 1900s, these bars were cultural centers where poetry, politics, and philosophy were part of everyday conversation. To learn more, visit **Locali Storici d'Italia – Caffè Letterari**. Today, Italy continues to celebrate its café culture. Each year, the food and wine guide Gambero Rosso publishes a **list** of the best bars in Italy based on quality, service, and innovation.



Figure 1.5.1.1: **Grand Caffè Bar e Ristorante, Lugano**
A historic café in southern Switzerland, in the Italian-speaking canton of Ticino. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

In the following activities, you'll apply what you've learned about vocabulary, grammar, and bar etiquette by exploring real menus and simulating real conversations.

Learning Objectives

- Practice vocabulary related to food, drink, and typical items found in an Italian bar
- Simulate real-life ordering experiences through structured conversations and role plays
- Use common expressions to ask about prices and place an order
- Apply correct indefinite and definite articles in context

Review and Role-Play at the Italian Bar

Ordering at an Italian bar is more than just asking for a drink. It's a moment of culture, connection, and history.

Explore the Menu

Choose one of the following menus and explore the options:

- Gran Caffè Gambrinus (Napoli)
- Bar Italia (Milano)

Instructions:

- With a partner or small group, choose at least three food or drink items from one menu.
- Write down the names and prices in Italian.

Practice with Articles

Fill in the blanks for the following dialogues using the correct **indefinite** and **definite** articles as necessary.

Exercise 1.5.1.1

Colazione veloce

Alice: Io prendo ___ cappuccino e ___ brioche alla crema.
Sara: Per me ___ caffè e ___ cornetto integrale.
Barista: Qualcos'altro?
Sara: Sì, anche ___ bicchiere d'acqua, per favore.

(dopo un momento)

___ cappuccino è 2,00 euro,
___ brioche è 1,60 euro,
___ caffè è 1,30 euro,
___ cornetto è 1,50 euro,
___ bicchiere d'acqua è gratuito.

Totale: 6,40 euro

Exercise 1.5.1.2

Pranzo al volo

Lorenzo: Io prendo ___ tramezzino al tonno e ___ bottiglia di acqua frizzante.
Beatrice: Per me ___ focaccina e ___ succo di pesca.

(dopo un momento)

___ tramezzino è 3,10 euro,
___ bottiglia di acqua è 1,20 euro,
___ focaccina è 2,80 euro,
___ succo è 2,50 euro.

Totale: 9,60 euro

Exercise 1.5.1.3

Aperitivo in centro

Tommaso: Io prendo ___ spritz.
Marta: Io prendo ___ bicchiere di prosecco.
Barista: Volete qualcosa da mangiare?
Tommaso: Sì, ___ porzione di olive.
Marta: E ___ patatine.

(dopo un momento)

___ spritz è 4,40 euro,
___ prosecco è 4,00 euro,
___ porzione di olive è 2,00 euro,
___ patatine sono 1,80 euro.

Totale: 12,20 euro

Real-Life Bar Simulation

Instructions:

1. Work with a partner. One of you is the customer, the other is the server.
2. The customer orders using **indefinite articles** (un, uno, una, un').
   - Example: Io prendo un cappuccino e una brioche alla crema.
3. The server repeats the order using **definite articles** (il, lo, la, l', i, gli, le), gives the prices, and calculates the total.
   - Example: Il cappuccino è 2,10 euro, la brioche è 1,70 euro. Totale: 3,80 euro.
4. Switch roles and repeat the activity with different items.

Useful Phrases

Customer

- Buongiorno! Vorrei ordinare...
- Posso avere anche...?
- Quanto costa il/la...?
- Quanto è in totale?

Barista

- Buongiorno! Certo, ecco il menù.
- Il/La... costa... euro.
- Altro?
- Sono... euro in totale.

Example 1.5.1.1

Sample Dialogue

Customer: Buongiorno! Io prendo un tè caldo, una fetta di torta al limone e una bottiglietta d'acqua.

Barista: Va bene. Un tè caldo, Un fetta di torta al limone, una bottiglietta d'acqua.

(dopo un momento)

Barista: Il tè è 2,30 euro, la torta è 3,50 euro, l' acqua è 1,00 euro.

Totale: 6,80 euro

Final Task

Write your own short dialogue that includes:

- A greeting and a closing
- At least three items from a real or imaginary menu
- Correct use of **indefinite and definite articles**

- Prices for each item and the total

You may present your script in class, write it out, or record it with a classmate.

This page titled 1.5.1: Un caffè con storia is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.5.2: Gli scioglilingua

Italian Tongue Twisters

What is a scioglilingua? A scioglilingua (plural: scioglilingua) is an Italian tongue twister. It's a sentence or phrase that is hard to pronounce because it repeats or mixes similar sounds. Italians often use them as word games, but they're also a great tool to help you improve your pronunciation.

Learning Objectives

- Improve pronunciation and fluency through daily repetition of a scioglilingua (tongue twister)
- Focus on accurate articulation of challenging Italian sounds
- Develop rhythm, speed, and confidence when speaking Italian aloud
- Build daily speaking habits that strengthen listening and speaking skills
- Have fun with language and embrace the playful side of Italian phonetics

Why practice with tongue twisters?

Just like stretching before playing a sport, you can warm up your mouth before speaking Italian. "Scioglilingua" help you stretch the muscles in your face and mouth while training your ear to hear and repeat Italian sounds.
Start slowly and say each word as clearly as possible. Then try to say it a little faster, and a little faster again, as you get more comfortable. The goal is not perfection, but progress.

Video : Tongue Twister

Length: 4 seconds

Context: In the following short video, a young man takes on the classic Italian tongue twister "Tre tigri " with energy and focus. Listen closely as he tries to pronounce the tricky rolling r sounds and quick consonant shifts without stumbling. It is a fun challenge for anyone learning Italian pronunciation.

(Copyright CC BY-NC 4.0; Author: Letizia Pastore)

Do "Scioglingua" always make sense? Not really! Most of them are not logical or meaningful. They are meant to be fun sound challenges, not something to translate word for word. Don't worry if the meaning isn't clear. Focus on the rhythm, pronunciation, and fluency. Think of it as a fun game that helps you sound more Italian from day one.

Apelle figlio di Apollo

Duration: 10 seconds

Description: In the following video, a young woman recites the famous Italian tongue twister "Apelle figlio di Apollo", one of the most popular and beloved challenges among Italian children. This playful rhyme is part of many childhood memories in Italy and still brings smiles and laughter to those who try to master its rapid rhythm and tricky sounds.

(Copyright CC BY-NC 4.0; Author: Letizia Pastore)

Your Turn to Twist Your Tongue in Italian

1. Apelle, figlio di Apollo, fece una palla di pelle di pollo.
   Tutti i pesci vennero a galla per vedere la palla di pelle di pollo fatta da Apelle, figlio di Apollo.

2. Tre tigri contro tre tigri.

3. Trentatré trentini entrarono a Trento,
   tutti e trentatré trotterellando.

4. Sopra la panca la capra campa, sotto la panca la capra crepa.

Daily pronunciation warm-up

Choose one scioglilingua and repeat it every day for one week.
Here's how:

- Read it slowly out loud three times.
- Focus on the correct pronunciation of each sound.
- Try to increase your speed little by little.
- Have fun with a classmate or record your progress.

Video Trentatré Trentini

In the following video, a young man challenges himself with one of the most difficult Italian tongue twisters for practicing the rolled r and the repeated t and tr sounds. He takes on the famous "Trentatré Trentini", a playful test of speed and pronunciation that has been part of Italian fun for generations. At the end of the video, you can hear an external voice say 'wow', a sign of how impressive and challenging this task is.

(Copyright CC BY-NC 4.0; Author: Letizia Pastore)

Enjoy playing with the Italian language and get ready to impress with your pronunciation!

This page titled 1.5.2: Gli scioglilingua is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.5.3: Piacere! Sono Jovanotti

Definite Articles with the Song "Per te"

In this activity, you'll explore how definite articles work in Italian by listening to and reading a real song: *"Per te"* by Jovanotti. Through music, you'll connect grammar to emotion, meaning, and everyday language in a way that makes it easier to remember and more fun to learn.

Learning Objectives

- Recognize and correctly use definite articles based on gender and number
- Identify articles and nouns in authentic Italian through a real song
- Improve pronunciation and fluency by reading lyrics aloud and repeating sounds
- Understand how articles and nouns function in everyday Italian communication
- Use new vocabulary to talk about yourself and your preferences

Conosci Jovanotti?



Jovanotti (Lorenzo Cherubini) is an Italian singer-songwriter known for his poetic lyrics and expressive style.

Mi chiamo Lorenzo Cherubini, in arte Jovanotti.
Sono di Roma, ma abito a Cortona, in Toscana.
Mi piace la natura, non mi piace la guerra.
Mi piacciono i tatuaggi, non mi piacciono le armi.

License: Creative Commons Attribution 3.0 Unported (CC BY 3.0) **Source**: Wikimedia Commons

Exercise 1.5.3.1

E tu?

Answer these questions about yourself in Italian.

- Di dove sei?
- Dove abiti?
- Ti piacciono i tatuaggi?
- Ti piace la natura?
- Cosa ti piace?
- Cosa non ti piace?
- Ti piace la musica italiana?

Parole della canzone

Vocabulary from the Song

- albero (tree)
- fiocco (bow, ribbon)
- sole (sun)
- muro (wall)
- colomba (dove)
- dicembre (December)
- campanella (bell)
- sorriso (smile)
- scodinzolo (wagging, of a tail)
- colore (color)
- forma (shape)
- succo (juice, apple juice)
- rosso (red, color)
- profumo (scent, smell)
- miele (honey)
- farina (flour)
- sabato (Saturday)
- otto di mattina (eight in the morning)

Completa, Ascolta, Controlla, Ripeti

Complete, Listen, Check, Repeat

Music is a powerful way to practice grammar in context. In this activity, you will review **definite articles** while working with authentic Italian lyrics. You will first complete the song by choosing the correct articles, then listen carefully to check your answers. Finally, you will read and repeat the lyrics aloud to improve your pronunciation, rhythm, and fluency.

Exercise 1.5.3.2

“Per te” by Jovanotti

Instructions

1. Fill in the blanks below with the correct definite article. Use the gender and number hints to help you. If you need help, review Section 3.2 of this textbook.
2. Compare your answers with a classmate and discuss your reasoning.
3. Listen to the song with subtitles and check your answers.
4. Read the lyrics out loud with the correct articles to improve your pronunciation and fluency.

Fill in the Lyrics with the Correct Definite Article

È per te che sono verdi (1) _____ alberi (M/PL)
e rosa (2) _____ fiocchi (M/PL) in maternità
è per te che (3) _____ sole (M/S) brucia a luglio
è per te tutta questa città

è per te che sono bianchi (4) _____ muri (M/PL)
e (5) _____ colomba (F/S) vola
è per te (6) _____ tredici dicembre (M/S)
è per te (7) _____ campanella (F/S) a scuola

è per te ogni cosa che c'è
ninna naaaa ninna eeee... (2x)

è per te che a volte piove a giugno
è per te (8) _____ sorriso (M/S) degli umani
è per te un'aranciata fresca
è per te (9) _____ scodinzolo (M/S) dei cani

è per te (10) _____ colore (M/S) delle foglie
(11) _____ forma (F/S) strana delle nuvole
è per te (12) _____ succo (M/S) delle mele
è per te (13) _____ rosso (M/S) delle fragole

è per te ogni cosa che c'è
ninna naaaa ninna eeee... (2x)

è per te (14) _____ profumo (M/S) delle stelle
è per te (15) _____ miele (M/S) e (16) _____ farina (F/S)
è per te (17) _____ sabato (M/S) nel centro
(18) _____ otto di mattina (F/PL)
è per te la...

Excerpted lyrics from "Per te" by Jovanotti (Lorenzo Cherubini). © Sony Music Entertainment. Used under fair use guidelines for educational purposes. Only brief, non-consecutive sections are included to support language learning and grammatical analysis.

Per te, video with lyrics

In this activity, you will watch the official music video with lyrics (length 5:06)

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

This version includes captions, allowing you to check your answers from the previous exercise and further develop your listening and pronunciation skills while following the lyrics on screen. *(And of course, feel free to sing along! 🎵)*

This page titled 1.5.3: Piacere! Sono Jovanotti is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

1.6: A che punto sei?

Self-Assessment – Unit 1: *Primi passi* (First Steps)

A che punto sei? (Where Are You Now?) Every journey has milestones. Before moving forward, take a few minutes to reflect on what you have learned so far. This activity helps you become aware of your progress. It is not about being perfect, but about noticing your strengths and setting goals for improvement.

Part 1: My Checklist

Put an X in the column that best describes how confident you feel about each skill.

Self-Assessment Checklist

Skill	I can do this well	I'm getting there	I need more review
I can pronounce the Italian alphabet and recognize key sounds	☐	☐	☐
I can recognize numbers from 0 to 9,999	☐	☐	☐
I can recognize and use masculine and feminine nouns	☐	☐	☐
I can use the correct form of **un, una, uno**	☐	☐	☐
I can change a noun from singular to plural	☐	☐	☐
I can use **il, lo, la, i, gli, le** correctly	☐	☐	☐
I can greet someone and introduce myself	☐	☐	☐
I can express likes and dislikes using **piacere**	☐	☐	☐
I can order something politely at a bar	☐	☐	☐
I know at least one cultural fact about Italian bar culture	☐	☐	☐

> **Note:** You don't need to feel strong in every area right away. Use this chart to guide your focus before beginning Unit 2.

Part 2: What's Next?

Choose at least **one** skill you'd like to improve. Set a simple personal goal.

I would like to improve my ability to...

.....

To do this, I could...

.....

This page titled 1.6: A che punto sei? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2: CAPITOLO 2- CHE BELLA PASSEGGIATA!

What a beautiful walk!

The phrase "Che bella passeggiata" instantly brings to mind the warmth of a slow, enjoyable stroll. Directly translated, it means “What a beautiful walk.”

We are taking our next steps together, and this time we are strolling through the streets, piazzas, and faces of Italy. Think of it as a walk with friends through an Italian town: we stop to notice the buildings, point out interesting details, and marvel at the cultural vibrance.

As part of creating an authentic Italian experience you can feel, you will need to tune into your senses using your ears to listen to videos and your eyes to look at original pictures from Italy that bring our topics to life. Along the way, you will not only get a taste of Italy, but also learn how to describe things and talk about yourself, your surroundings, and your world.



Figure 2.1: Passeggiata sul lungolago di Como (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Andiamo! Let’s go.

2.1: Un primo passo

2.1.1: Città, regioni e nazionalità

2.1.2: Come sono le città?

2.1.3: Come sono le persone?

2.2: Un passo avanti

2.2.1: Gli aggettivi qualificativi

2.2.2: Il verbo essere

2.2.3: Il verbo avere

2.2.4: Gli aggettivi possessivi

2.3: Un passo in più

2.3.1: Chi? Come? Quando? Dove? Perché?

2.3.2: Di dove sei? Di dove è Lei?
2.3.3: Che bella città!

2.4: Al passo coi tempi

2.4.1: Il paese delle mille città
2.4.2: I cognomi italiani tra storia e identità

2.5: Un passo indietro

2.5.1: Una città giovane
2.5.2: Video Interviste- La mia città preferita
2.5.3: Il mio amore immenso...

2.6: A che punto sei?

This page titled 2: Capitolo 2- Che bella passeggiata! is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.1: UN PRIMO PASSO

Parole per descrivere (Words to Describe)

In this section, we will walk through words and expressions to help you describe people and places. You will learn common nouns and adjectives related to cities, individuals, and useful general vocabulary related to towns. These terms will allow you to begin creating your own sentences, talk about yourself and your surroundings, and describe the world around you.

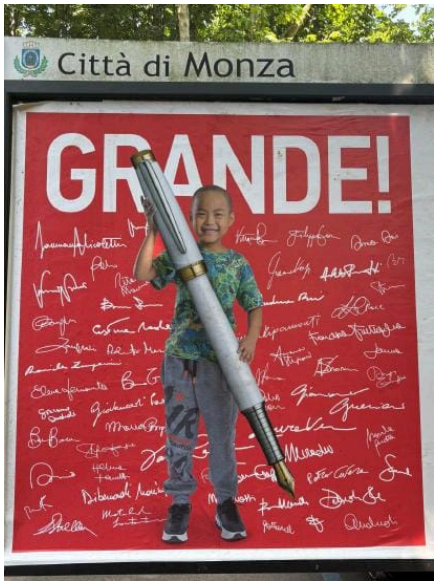


Figure 2.1.1: Grande! Big! (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Keep in mind that we all learn in different ways. What works well for one person may not work for another. The word lists here are simply a point of reference: they will naturally reappear throughout Unit 2, just as you noticed in Unit 1. You can choose to memorize them in advance, or let them sink in gradually as you encounter them in real contexts. You might prefer creating visual charts, matching activities, or flashcards, or experimenting with apps and other creative tools.

2.1.1: Città, regioni e nazionalità

2.1.2: Come sono le città?

2.1.3: Come sono le persone?

This page titled 2.1: Un primo passo is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.1.1: Città, regioni e nazionalità

Italian cities, regions, and common nationalities

In this page, you will learn the names of important Italian cities and regions, as well as common nationalities for describing people's origins. This vocabulary will help you answer questions such as **Di dove sei?** (Where are you from?) and **Di che nazionalità sei?** (What nationality are you?).

Città principali in Italia

Main cities in Italy

- Bari (Bari)
- Bologna (Bologna)
- Firenze (Florence)
- Genova (Genoa)
- Milano (Milan)
- Napoli (Naples)
- Palermo (Palermo)
- Perugia (Perugia)
- Roma (Rome)
- Torino (Turin)
- Trieste (Trieste)
- Venezia (Venice)
- Verona (Verona)

Regioni italiane (alcune principali)

Main Italian regions

- Calabria (Calabria)
- Campania (Campania)
- Emilia-Romagna (Emilia-Romagna)
- Lazio (Lazio)
- Lombardia (Lombardy)
- Piemonte (Piedmont)
- Puglia (Apulia)
- Sardegna (Sardinia)
- Sicilia (Sicily)
- Toscana (Tuscany)
- Trentino-Alto Adige (Trentino-Alto Adige / South Tyrol)
- Umbria (Umbria)
- Veneto (Veneto)

Nazionalità e aggettivi di origine

Nationalities and adjectives of origin

Nationalities are adjectives. They agree in gender (masculine/feminine) and number (singular/plural) with the person they describe.

- americano / americana (American)
- armeno / armena (Armenian)

- brasiliano / brasiliana (Brazilian)
- canadese (Canadian)
- cinese (Chinese)
- filippino / filippina (Filipino)
- francese (French)
- giapponese (Japanese)
- guatemalteco / guatemalteca (Guatemalan)
- indiano / indiana (Indian)
- inglese (English)
- iraniano / iraniana (persiano / persiana) (Iranian / Persian)
- irlandese (Irish)
- italiano / italiana (Italian)
- messicano / messicana (Mexican)
- salvadoregno / salvadoregna (Salvadoran)
- spagnolo / spagnola (Spanish)
- tedesco / tedesca (German)
- vietnamita (Vietnamese)

Nationalities are adjectives. They agree in **gender** (masculine/feminine) and **number** (singular/plural) with the person they describe

This page titled 2.1.1: Città, regioni e nazionalità is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.1.2: Come sono le città?

What cities are like ?

In this section, you'll learn useful nouns to name types of places and adjectives to describe their characteristics. You'll also explore common locations found in a city, grouped by category.
Remember: nouns name the place; adjectives describe it.



Figure 2.1.2.1: La stazione, L'ospedale, L'ufficio postale (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Tipi di luoghi

Types of places (nouns)

- una città (a city)
- un paese (a town or a country)
- una piazza (a square)
- una strada (a street)
- un museo (a museum)
- una chiesa (a church)
- il mare (the sea)
- una montagna (a mountain)
- un vulcano (a volcano)
- una scuola (a school)
- un'università (a university)

Caratteristiche della città

Adjectives ending in -o/a

- alto (tall, high)
- antico (ancient)
- barocco (Baroque)
- basso (low)

- bello (beautiful)
- brutto (ugly)
- caotico (chaotic)
- carino (cute)
- conosciuto (well known)
- famoso (famous)
- malandato (shabby, in poor condition)
- moderno (modern)
- nuovo (new)
- ordinato (orderly, tidy)
- piccolo (small)
- pittoresco (picturesque)
- pulito (clean)
- romano (Roman)
- sporco (dirty)
- storico (historic, historical)
- tranquillo (calm, peaceful)
- vecchio (old)

Adjectives ending in -e

- accogliente (welcoming, cozy)
- affascinante (fascinating, charming)
- divertente (fun)
- elegante (elegant)
- grande (big)
- imponente (imposing, massive)
- importante (important)
- industriale (industrial)
- interessante (interesting)
- medievale (medieval)
- originale (original)
- particolare (special, unique)
- rinascimentale (Renaissance)
- triste (sad)
- turistica (touristy)
- utile (useful)
- vivace (lively)
- vivibile (livable)

Luoghi in città

Servizi pubblici e istituzioni – Public services and institutions

- il municipio (city hall)
- l'ufficio postale (post office)
- la biblioteca (library)
- la stazione (train station)
- la fermata dell'autobus (bus stop)
- l'ospedale (hospital)
- la farmacia (pharmacy)
- la scuola (school)
- l'università (university)
- la caserma dei pompieri (fire station)
- la questura (police station)

Tempo libero e cultura – Leisure and culture

- il museo (museum)
- il cinema (movie theater)
- il teatro (theater)
- il parco (park)
- lo stadio (stadium)
- il centro sportivo (sports center)
- la palestra (gym)
- il centro commerciale (shopping mall)
- il mercato (market)
- la galleria d'arte (art gallery)

Luoghi religiosi – Religious sites

- la chiesa (church)
- la moschea (mosque)
- la sinagoga (synagogue)
- il tempio (temple)

Negozi e ristorazione – Shops and food places

- il bar (café)
- il ristorante (restaurant)
- la trattoria (traditional Italian restaurant)
- la pizzeria (pizzeria)
- il supermercato (supermarket)
- il negozio (store)
- la panetteria / il forno (bakery)
- la pasticceria (pastry shop)
- la gelateria (ice cream shop)
- la macelleria (butcher shop)
- la pescheria (fish market)
- la libreria (bookstore)
- la banca (bank)

Spazi urbani – Urban spaces

- la piazza (square)
- la strada (street)
- il viale (avenue)
- il ponte (bridge)
- il lungomare (waterfront promenade)
- il quartiere (neighborhood)
- il centro (downtown, city center)
- la periferia (outskirts)

> **Nota culturale**
> In Italy, even small towns (*paesi*) often have a central piazza, a church, and several local shops, making them lively meeting places for residents. Describing a city involves not only its physical traits (*moderna*, *storica*, *pittoresca*) but also its atmosphere (*vivace*, *tranquilla*, *accogliente*)

This page titled 2.1.2: Come sono le città? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.1.3: Come sono le persone?

What are the people like?

In this section, you'll learn useful adjectives and nouns to describe a person's personality (*personalità*) and physical appearance (*aspetto fisico*).
Pay attention to how adjectives change their endings for gender and number, and notice the difference between descriptive words (adjectives) and naming words (nouns).

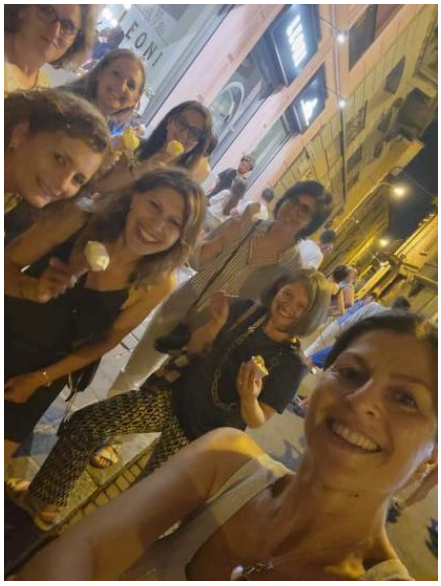


Figure 2.1.3.1: Un gruppo di persone sorridenti e allegre in città. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Personalità e comportamento

Adjectives ending in -o

- affettuoso (affectionate)
- allegro (cheerful)
- antipatico (unpleasant; not nice)
- bravo (good; talented)
- buffo (funny)
- buono (good at heart)
- cattivo (mean)
- carino (cute)
- contento (happy)
- creativo (creative)
- dinamico (dynamic)
- estroverso (extroverted)
- generoso (generous)
- introverso (introverted)
- nervoso (nervous)
- pigro (lazy)
- riservato (reserved)
- serio (serious)
- severo (strict)
- simpatico (nice; friendly)

- sportivo (athletic)
- timido (shy)
- tranquillo (calm)

Adjectives ending in -e

- affabile (affable; easy-going)
- affidabile (reliable)
- arrogante (arrogant)
- divertente (fun)
- dolce (sweet)
- felice (happy)
- gentile (kind)
- intelligente (intelligent)
- (ir)responsabile ((ir)responsible)
- (im)paziente ((im)patient)
- indifferente (indifferent)
- sensibile (sensitive)
- socievole (sociable; friendly)
- umile (humble)

Adjectives ending in -ista

- altruista (unselfish)
- egoista (selfish)
- idealista (idealistic)
- realista (realistic)
- ottimista (optimistic)
- pessimista (pessimistic)

Aspetto fisico

Adjectives (describing looks)

- magro / magra (thin)
- atletico / atletica (athletic)
- robusto / robusta (sturdy, solid build)
- bello / bella (good-looking)
- brutto / brutta (unattractive)
- giovane (young)
- anziano / anziana (elderly)

Nouns (naming parts or features)

- l'aspetto (appearance)
- la barba (beard)
- i baffi (mustache)
- gli occhiali (glasses)
- le lentiggini (freckles)
- le rughe (wrinkles)
- un tatuaggio (a tattoo)
- un piercing (a piercing)

Expressions with avere

- ha le lentiggini (has freckles)
- ha le rughe (has wrinkles)
- ha un tatuaggio (has a tattoo)
- ha un piercing (has a piercing)

Espressioni comuni (invariabili)

- alla mano (easy-going; down-to-earth)
- in gamba (smart; talented)

This page titled 2.1.3: Come sono le persone? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.2: UN PASSO AVANTI

Describing People, Places, and Things

In this section, we take a step forward in learning how to describe the world around us in Italian. With a few essential tools such as adjectives and the verbs "essere" and "avere", you will give life to your sentences, portray people and places, and share details about your own experiences.

Adjectives help you describe what you see and feel, from a city's beauty to a friend's personality. With "essere", "avere", and the expressions "c'è" and "ci sono", you can talk about identity, traits, possessions, and surroundings. Adding possessive adjectives lets you show connections, such as whose book, family, or city you are describing. With these tools, you can move beyond introductions to describe yourself, others, and daily life with clarity and depth.



Figure 2.2.1: A Milano ci sono i Navigli e cinque amiche sorridenti. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

2.2.1: Gli aggettivi qualificativi

2.2.2: Il verbo essere

2.2.3: Il verbo avere

2.2.4: Gli aggettivi possessivi

This page titled 2.2: Un passo avanti is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.2.1: Gli aggettivi qualificativi

Adjectives: Describing the World Around Us

Adjectives are powerful tools in any language. They help us describe what we see, express how we feel, and shape how we perceive the world around us. The way we describe people, places, and experiences can reveal much about our values, priorities, and culture.

Learning Objectives

- Understand what adjectives are and how they function in Italian.
- Identify regular adjective endings and observe how they agree in gender and number.
- Distinguish between four-form, two-form, and invariable adjectives.
- Recognize and correctly use common adjectives of nationality.
- Understand which adjectives typically come after the noun.
- Use descriptive adjectives in complete sentences to describe people, places, and things.
- Reflect on how descriptive language influences identity, perception, and tone

Consider this sentence in English:

I live in a small town.
The word *small* is an adjective. It tells us something specific about the town—but what if it were *chaotic*, *friendly*, or *boring* instead? Each adjective paints a different picture.



Figure 2.2.1.1: Scenes from Associazione Città Giovane's summer evening events, a lively community organization that promotes sports, connection, and togetherness in a small town.. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

What Is an Adjective? / Che cos'è un aggettivo?

In Italian, **un aggettivo** is a word that describes or modifies a noun. It provides more information about a person, place, thing, or idea.

Examples:

- una ragazza intelligente
- un gatto bianco
- una città caotica
- una giornata tranquilla

Nota

Unlike in English, adjectives in Italian **usually follow the noun**, though exceptions exist for emphasis or idiomatic expression.

Importantly, Italian adjectives must agree in gender (masculine or feminine) and number (singular or plural) with the noun they describe. This is called **l'accordo** (agreement).

Come descriviamo il mondo?

Think about your everyday conversations. What are the adjectives you use the most?

Task:
List your **top 10 most-used adjectives in English.** These can describe people, places, feelings, or things. **Find the Italian Equivalents**

Use a dictionary or translator to find the Italian version of your adjectives.

Example:

- Happy → **felice**
- Interesting → **interessante**
- Delicious → **delizioso**

Common Adjectives in Italian

Here are some adjectives frequently used in daily Italian conversation:

- **buono** – good
- **bello** – beautiful
- **grande** – big
- **piccolo** – small
- **vecchio** – old
- **nuovo** – new
- **alto** – tall
- **basso** – short
- **felice** – happy
- **triste** – sad

Partner Comparison

Share your list with a partner and discuss:

- Are any adjectives common to both lists?
- What kinds of adjectives are most used (e.g., emotions, appearance, personality)?
- Do any differences suggest cultural values or priorities?

Group Discussion

As a class, reflect on:

- What similarities or patterns emerged?
- Were there unexpected differences?
- How do the adjectives we use reflect cultural habits, emotions, or social norms?
- How might this awareness help when learning another language?

Un passo alla volta

Learning a language is not only about exploring a new culture but also about expressing yourself. Try building your own list of adjectives from the very beginning, choosing words that describe you, the people around you, and the things you care about. When you connect new vocabulary to something personal or familiar, it becomes easier to remember and more meaningful to use.

Regular Adjective Patterns

Now that you've explored adjectives in use, let's learn **how they work in Italian.**
There are two general types of regular adjectives, and they follow different patterns of agreement.

Adjectives That End in -o (Four Forms)

These adjectives have four forms: masculine singular, feminine singular, masculine plural, and feminine plural.

Type 1 adjective endings

Singular/Plural	Masculine	Feminine
Singular	moderno	moderna
Plural	moderni	moderne

Examples:

- Un negozio moderno → negozio is masculine singular, hence *moderno*
- I negozi moderni → negozi is masculine plural, hence *moderni*
- Una libreria moderna → libreria is feminine singular, hence *moderna*
- Le librerie moderne → librerie is feminine plural, hence *moderne*

This group includes adjectives like: bello, alto, piccolo, nuovo, generoso, stanco

Exercise 2.2.1.1

Quick Check: L'Accordo!

Add the correct ending to each adjective so that it agrees with the noun

Example:
Una ragazza carin__ → Una ragazza carina

1. Un ragazzo creativ__ → _____
2. Una città modern__ → _____
3. Due amici generos__ → _____
4. Le case piccol__ → _____
5. Un uomo alt__ → _____
6. Una studentessa seri__ → _____
7. I quartieri nuov__ → _____
8. Le ragazze sportiv__ → _____
9. Un parco tranquill__ → _____

10. Le strade pulit__ → _____

Exercise 2.2.1.2

Quick Check: From Singular to Plural

Change each phrase from singular to plural.
Example:
Il ragazzo generoso → I ragazzi generosi

1. La ragazza simpatica → _____
2. Il bambino alto → _____
3. Una città moderna → _____
4. Il quartiere tranquillo → _____
5. La casa piccola → _____
6. Un uomo timido → _____
7. La studentessa carina → _____
8. Il negozio nuovo → _____
9. Una strada bella → _____
10. Il cane piccolo → _____

Adjectives Ending in –co and –go

These often add an **h** in the plural to preserve pronunciation. The **h** is always added in the feminine plural form, but only sometimes in the masculine plural.

Adjectives ending in -co and -go

Gender/Number	Example
Masculine	antico → antichi
Feminine	antica → antiche

Other examples: stanco → stanchi, simpatico → simpatici / simpatiche, greco → greci / greche, gotico, pittoresco, fantastico

Exercise 2.2.1.6

Quick Check: Accordo! – Adjectives Ending in –co and –go

Complete each phrase with the correct form of the adjective in parentheses.
Example:
Una chiesa antich__ → **Una chiesa antica**

1. Un ragazzo atletic__ → _____
2. Due ragazzi atletic__ → _____
3. Una studentessa simpatic__ → _____
4. Le studentesse simpatic__ → _____
5. Un uomo stanc__ → _____
6. Gli uomini stanc__ → _____
7. Un quartiere pittoresc__ → _____
8. I quartieri pittoresc__ → _____
9. Una città caotic__ → _____
10. Le città caotic__ → _____
11. Un edificio antic__ → _____
12. Gli edifici antic__ → _____

13. Un parco sporc__ → _____
14. I parchi sporc__ → _____
15. Una donna energic__ → _____
16. Le donne energic__ → _____

Adjectives That End in -e (Two Forms)

These adjectives have only two forms: a singular form and a plural form. They do not change for gender in the singular or plural.

Type 2 adjective endings

Singular/Plural	Example
Singular	interessante
Plural	interessanti

Examples:

- Un libro interessante / Una città interessante → *interessante* works both for masculine and feminine singular
- I libri interessanti / Le città interessanti → *interessanti* works both for masculine and feminine plural

This group includes adjectives like: interessante, giovane, felice, triste, gentile

Exercise 2.2.1.3

Quick Check: L'Accordo!

Add the correct ending (-e or -i) to each adjective so that it agrees with the noun.

Example:

Una città interessant__ → **Una città interessante**

1. Un ragazzo giovan__ → _____
2. Due ragazze intelligent__ → _____
3. Una persona trist__ → _____
4. I bambini gentil__ → _____
5. Una città grand__ → _____
6. Le donne giovan__ → _____
7. Un uomo trist__ → _____
8. Le lezioni interessant__ → _____
9. Un amico felic__ → _____
10. I professori gentil__ → _____

Exercise 2.2.1.4

Quick Check: Dal plurale al singolare

Change each phrase from plural to singular.

Example:
Le città interessanti → **La città interessante**

1. I ragazzi sensibili → _____
2. Le donne socievoli → _____
3. I bambini gentili → _____

4. Le persone tristi → _____
5. I libri interessanti → _____
6. Le studentesse giovani → _____
7. Gli uomini felici → _____
8. Le lezioni interessanti → _____
9. I professori pazienti → _____
10. Le amiche tristi → _____

Adjectives Ending in –ista

These adjectives describe people and vary by gender in the plural.

Adjectives ending in -ista

Singular	Plural (masculine / feminine)
ottimista	ottimisti / ottimiste

Other examples: pessimista, idealista, materialista

Exercise 2.2.1.5

Quick Check: L'accordo! – Adjectives Ending in –ista

Complete each phrase with the correct form of the adjective in parentheses.
Remember:Example:

Una ragazza ottimist__ → Una ragazza ottimista

1. Un ragazzo idealist__ → _____
2. Due ragazzi idealist__ → _____
3. Una studentessa pessimist__ → _____
4. Le studentesse pessimist__ → _____
5. Un uomo altruist__ → _____
6. Gli uomini altruist__ → _____
7. Una donna egoist__ → _____
8. Le donne egoist__ → _____
9. Un professore realist__ → _____
10. I professori realist__ → _____

Invariable Adjectives

Some adjectives do not change form regardless of gender or number.

Examples:

- una maglietta rosa
- due magliette rosa
- un vestito viola
- due vestiti viola

Most common invariable adjectives are: **rosa, blu, viola, beige, lilla.**

This page titled 2.2.1: Gli aggettivi qualificativi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.2.2: Il verbo essere

Verbs are the heart of every sentence; they help us describe, explain, and connect. In this section, we focus on **essere** (to be) and the expressions **c'è** (there is) and **ci sono** (there are). These essential tools will help you talk about people, places, and things. With just a few new structures, you'll be able to describe cities, introduce people, and explain what's around you. In this step, you'll begin to create full and meaningful sentences in Italian.

Learning Objectives

- Recognize and correctly conjugate the verb essere to describe people, places, and identities in Italian.
- Use essere to express origin, personality traits, and professions in both questions and answers.
- Understand and apply the expressions c'è and ci sono to describe what is present in a location (singular vs. plural).
- Describe your hometown or another city using vocabulary for places, features, and cultural landmarks.
- Ask and answer questions about people and cities using full sentences with essere, c'è, and ci sono.
- Practice and produce simple descriptive sentences that combine grammatical structures with real-life context.
- Develop fluency and confidence in introducing yourself and others, as well as in describing familiar people and environments.



Figure 2.2.2.1: Friends strolling along Naples' seafront, visiting Piazza del Plebiscito, and enjoying pizza "a portafoglio." (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Per iniziare

Before learning the meaning and structure of the verb *essere*, read each dialogue carefully several times. Listen to the rhythm of the language and pay attention to repeated words and patterns.

Try to guess the meaning from context without translating or using external tools. Notice how the verb forms change and where they appear in the sentences.

Focus on observing first. What do you recognize? What seems similar? This discovery step will help you understand *essere* more naturally when you formally study it.

Di dove sei? Tre studenti all'Università di Siena

Notice how the verb essere is used to describe origin and characteristics of each city.

Giulia: Ciao! Di dove sei?

Marco: Sono di Bologna. E tu?

Giulia: Io sono di Palermo.

Emily: Io invece sono americana, di San Diego!

Giulia: Com'è Bologna?

Marco: Bologna è una città storica e vivace.

Emily: Com'è Palermo?

Giulia: Palermo è calda, colorata e piena di storia.

Marco: Com'è San Diego?

Emily: San Diego è tranquilla, soleggiata e moderna.

Come sei? Due studenti il primo giorno di lezione

Pay attention to how students use essere to describe themselves and their friends.

Marco: Ciao! Io sono Marco. Come ti chiami?

Elena: Mi chiamo Elena. Piacere!

Marco: Piacere! Di dove sei, Elena?

Elena: Sono di Torino. E tu?

Marco: Io sono di Firenze.

Marco: E come sei? Sei timida o estroversa?

Elena: Uhm... Sono un po' timida, ma curiosa. Mi piace parlare con le persone.

Marco: Ah! Io invece sono molto socievole e anche un po' disordinato!

Elena: Sei simpatico! E come sono i tuoi amici?

Marco: Sono divertenti, rumorosi e sempre affamati!

The Verb Essere (To Be)

We use **essere** to describe:

- who someone is: Lei è una studentessa
- where someone is from: Io sono di Milano
- what someone or something is like: La città è bella

Study the table below to learn the conjugation of essere. Use it as a reference when creating your own sentences.

Conjugation of essere

Subject Pronoun	Verb Form
io (I)	sono
tu (you, informal)	sei
lui / lei (he/she)	è
noi (we)	siamo
voi (you all)	siete
loro (they)	sono

Examples

- Napoli è una città bellissima.
- Io sono di Milano.
- Loro sono studenti.

Describing People with Essere

Use **essere** to describe a person's:

- personality traits
- profession or identity
- nationality or origin

Examples

- Carlo e Michele sono calorosi e socievoli
- Maria è allegra e vivace
- Lui è un musicista napoletano

In context

– Com'è Claudio?
– È estroverso, allegro e creativo
– Come sono i tuoi amici?
– Sono ospitali, rumorosi e appassionati

Exercise 2.2.2.1

Completa le frasi con la forma corretta del verbo essere

Choose the correct form of "essere" based on the subject pronoun.

- Noi _____ studenti italiani
- Lei _____ di Roma
- Voi _____ in classe oggi?
- I nuovi studenti _____ simpatici e curiosi
- Tu _____ molto creativo

Exercise 2.2.2.2

Completa con la forma corretta di essere

Complete each sentence with the correct form of essere (to be). Pay attention to the subject (singular or plural) and make sure the adjective agrees in gender and number.

Esempio
Io e Mario siamo socievoli e estroversi.

1. Io _____ allegro e curioso.
2. Tu _____ gentile e paziente.
3. Maria _____ simpatica e intelligente.
4. Noi _____ studenti di italiano.
5. Voi _____ creativi e generosi.
6. Luca e Gianni _____ sportivi e dinamici.
7. Io e la mia amica _____ allegre e ottimiste.
8. Loro _____ timidi ma simpatici.
9. Il professore _____ severo ma giusto.
10. Tu e Chiara _____ sempre puntuali.

Describing Places with Essere

When talking about cities, neighborhoods, or locations in Italian, use **essere** (*to be*) to describe what a place is like. You can use **essere** with adjectives to express atmosphere, characteristics, or general impressions.

Use **essere** to describe a place's:

- appearance or setting
- atmosphere or character
- typical qualities

Examples

Napoli è vivace e rumorosa.
Milano è moderna e cosmopolita.
Il mio quartiere è tranquillo e accogliente.

In context
– Com'è Roma?
– È bellissima, storica e piena di vita.
– Com'è il tuo paese?
– È piccolo ma molto carino.

Exercise 2.2.2.3

Esercizio – Completa con la forma corretta di essere

Complete each sentence with the correct form of essere (to be). Pay attention to the subject (singular or plural) and the agreement of the adjectives.

Esempio
Roma è una città storica e bellissima.

1. Milano _____ moderna e cosmopolita.
2. Napoli _____ vivace e rumorosa.
3. Il mio quartiere _____ tranquillo e accogliente.
4. Il centro storico _____ molto affascinante.
5. I musei di Firenze _____ famosi in tutto il mondo.
6. Le piazze italiane _____ piene di vita.

7. Torino _____ elegante e ordinata.
8. Le città italiane _____ ricche di storia e arte.
9. Il mio paese _____ piccolo ma molto carino.
10. Le strade del centro _____ strette ma pittoresche.

What's There? Using C'è and Ci sono

When describing a place in Italian, it's essential to know how to say *there is* or *there are*. These two expressions, **c'è** and **ci sono**, help you talk about what exists or is present in a specific location, from landmarks in a city to objects in a room. Use these expressions to describe what is present or exists in a place. Compare the two expressions below. When do you use **c'è**? When do you use **ci sono**?

Use of c'è and ci sono to express the presence of things or people (singular vs. plural)

Form	Use	Example
c'è	singular	A Napoli c'è il Vesuvio. (In Naples there is Mount Vesuvius.)
ci sono	plural	A Firenze ci sono molti musei. (In Florence there are many museums.)

These phrases are useful for describing cities, homes, and neighborhoods.

Exercise 2.2.2.4

Quick Check: essere, c'è o ci sono

Use the correct verb to complete each sentence. Think about whether the subject is singular, plural, or a description.

1. Milano _____ una città moderna
2. A Venezia _____ molti turisti
3. Firenze _____ ricca di arte
4. A Palermo _____ un bel mercato
5. Io _____ di Bologna
6. In centro _____ una biblioteca antica

Describing Where You're From

Use this chart as a model to talk about your own city. Practice asking and answering questions using **essere**, **c'è**, and **ci sono**.

Question	Sample Answer
Di dove sei?	Sono di Napoli (I'm from Naples)
Com'è Napoli?	Napoli è caotica, vivace e piena di energia (Naples is caotic, lively, and full of energy)
Cosa c'è a Napoli?	C'è il mare (There is the sea)

Exercise 2.2.2.5

La mia città

Follow the models to describe your city. Write complete sentences.

Suggestions: include information about where you are from, what your city is like, and what there is to see or do. Use essere, c'è, and ci sono.

1. Di dove sei?

2. Dov'è la tua città o il tuo paese?

3. Com'è la tua città?

4. Cosa c'è nella tua città?

5. Mi piace la mia città perché è... / perché c'è... / perché ci sono...

You may use these words to complete your sentences or inspire new ideas:
grande – piccolo – tranquillo – caotico – moderno – antico – vivace – silenzioso – storico – accogliente – affollato – interessante – elegante – famoso – colorato – ordinato – pulito – bello – turistico

Exercise 2.2.2.6

Una persona importante

Suggestions: choose a person you know well (a friend, family member, or classmate) and describe their qualities using essere.

1. Chi è la persona?

2. Com'è questa (this) persona ?

3. Mi piace perché è...

You may use these words to complete your sentences or inspire new ideas:
gentile – allegro – curioso – simpatico – energico – onesto – socievole – creativo – divertente – tranquillo – affettuoso – sincero – timido – ottimista – generoso – paziente – dinamico – intelligente – responsabile

Final Task: Describe a City and a Person

Record two short descriptions aloud. Use **essere** for people, and **essere / c'è / ci sono** for cities. Use the models below to guide you.

Modello – Una città

Sono di Catania, una città siciliana
Catania è vivace, colorata e antica
C'è il mare e ci sono molte chiese barocche
La città è piena di giovani e di vita

Modello – Una persona

> Maria è simpatica, curiosa e molto energica
> È una ragazza solare e sincera.

This page titled 2.2.2: Il verbo essere is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.2.3: Il verbo avere

Describing with Avere

Verbs give life to sentences; they allow us to express what we have, what others possess, and how people look. In this section, we focus on **avere** (to have), another essential verb in Italian. This verb helps you talk about age, physical features, and things people or places possess. With **avere**, you'll be able to describe people more fully and begin forming detailed, descriptive sentences about cities and daily life.

Learning Objectives

- Recognize and correctly conjugate the verb **avere** in the present tense
- Use **avere** to talk about **age**, **physical features**, and **possessions**
- Identify and apply **common idiomatic expressions** with **avere** (e.g., *avere fame*, *avere paura*)
- Describe people using **avere** + nouns for hair, eyes, accessories, and more
- Describe cities and places using **avere** to highlight features and characteristics
- Ask and answer basic questions about physical traits, age, and cities using **avere**
- Complete structured practice and write short descriptive texts using **avere** in context



Figure 2.2.3.1: The "Monumento Le Mani" in Como stands as a symbol of openness and hospitality. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Per iniziare

Before studying the meaning and structure of the verb *avere*, read the dialogues carefully several times. Focus on the repeated forms of the verb and where they appear in the sentences.

Try to understand the general meaning from context without translating or using external tools. Notice how *avere* is used in different situations — to talk about age (*ho diciannove anni*), family members (*ho una sorella*), and physical characteristics (*ho i capelli ricci*).

Pay attention to patterns:

- Which forms repeat?

- What words usually follow *ho* and *hai*?
- How does the verb change depending on the subject?

Quanti anni hai?

Giulia: Ciao! Quanti anni hai?

Marco: Ho diciannove anni. E tu?

Giulia: Io ho ventuno anni.

Marco: Hai fratelli o sorelle?

Giulia: Sì, ho una sorella più grande.

Marco: Anch'io ho una sorella! Hai una foto?

Giulia: Certo! Ha i capelli scuri e gli occhi chiari.

Marco: Che bella! Mia sorella ha gli occhi marroni, ma ha i capelli biondi.

Come sei fisicamente?

Alessia: Tu come sei fisicamente?

Luca: Ho i capelli ricci e neri. E tu?

Alessia: Io ho i capelli lisci e castani. Ho anche gli occhi verdi.

Luca: Hai gli occhiali?

Alessia: No, ma ho le lenti a contatto. E tu?

Luca: Sì, ho gli occhiali blu.

The Verb Avere (To Have)

We use **avere** to express:

- what someone or something possesses
- age and other physical traits

Conjugation of avere

Study the table below to learn the conjugation of avere. Use it when describing people, cities, or possessions.

Conjugation table of the verb avere (to have) in the present tense, showing how it changes with each subject pronoun.

Subject Pronoun	Verb Form
io (I)	ho
tu (you, informal)	hai
lui / lei (he/she)/ Lei (you formal)	ha
noi (we)	abbiamo

Subject Pronoun	Verb Form
voi (you all)	avete
loro (they)	hanno

Examples

- Io ho vent'anni
- Maria ha i capelli ricci
- Napoli ha una lunga storia
- Roma ha molti monumenti famosi

Describing Physical Features with Avere

We use **avere** to describe:

- hair and eye color
- facial or physical characteristics
- accessories or body traits
- age

Examples

- Maria ha i capelli scuri e gli occhi vivaci
- Carlo ha la barba e gli occhiali
- Io ho la pelle chiara e i capelli corti
- Tu hai ventidue anni?

Describing Cities with Avere

We also use avere to talk about what cities have such as their features, qualities, and attractions.

Look at the examples below and notice how avere helps describe places in a factual and visual way.

Idiomatic uses of avere in Italian. These expressions illustrate how Italians describe physical states, emotions, and age using avere

City	Description using avere
Napoli	Napoli ha una lunga storia e una bellissima baia
Roma	Roma ha molti monumenti famosi
Firenze	Firenze ha un centro storico affascinante
Milano	Milano ha molti musei e una vita notturna attiva

You can use **avere** to describe:

- historical or cultural features
- monuments, rivers, or plazas
- public transportation or popular areas
- things that make a city unique.

Exercise 2.2.3.1

Completa con la forma corretta del verbo avere

Use the correct form of avere to complete each sentence.

1. Io _____ gli occhi castani
2. Tu _____ una famiglia grande?
3. Maria _____ i capelli biondi
4. Noi _____ una professoressa simpatica
5. Voi _____ un esame oggi?
6. I bambini _____ dieci anni
7. Roma _____ un fiume famoso
8. La città _____ molti ristoranti tipici

Exercise 2.2.3.2

Descrivi una persona con avere

Answer the questions below using full sentences. Use avere to describe physical features

- Hai i capelli lunghi o corti?
- Hai gli occhi chiari o scuri?
- Hai fratelli, sorelle o animali?
- Hai qualcosa di speciale con te oggi?

Exercise 2.2.3.3

Descrivi una città con avere

Choose a city you know. Use avere to describe what it has.

- La città ha monumenti?
- Ha un fiume o il mare?
- Ha una piazza famosa?
- Ha mezzi pubblici o molte scuole?

Describing Appearance, Age, and Cities

Use the chart to practice describing someone or someplace. Focus on features that use avere.

Examples of questions and answers using avere to describe people and cities.

Question	Sample Answer
Quanti anni hai?	Ho diciotto anni
Che colore di occhi hai?	Ho gli occhi azzurri
Hai fratelli o sorelle?	Sì, ho due fratelli più piccoli
Hai i capelli lunghi o corti?	Ho i capelli corti e mossi
Cosa ha la tua città?	La mia città ha una piazza grande e un bel parco

Final Task: Describe a Person and a City Using Avere

Write or record two short paragraphs using avere: one about a person, and one about a city.

Modello – Una persona

Mi chiamo Luca.
Ho vent'anni e ho i capelli ricci e neri.

Ho gli occhi marroni e una voce simpatica.
Ho uno zaino rosso e ho sempre una chitarra con me.
Sono molto creativo!

Modello – Una città

Milano ha molti musei e una vita culturale attiva
Ha una metropolitana efficiente e tanti negozi
Ha anche una grande stazione centrale
La città ha energia, storia e stile

Idiomatic Expressions with Avere

In Italian, many everyday expressions that describe physical or emotional states use the verb avere, not essere like in English. These expressions are considered idiomatic, meaning they don't translate word-for-word.

In English, we say "I am hungry," but in Italian we say: Ho fame (I have hunger).

Pay attention to these examples as they come up frequently in everyday Italian usage. These expressions are essential for sounding natural in Italian, and they are easy to get used to with a little practice.

Common idiomatic expressions with avere (to have).

Italian Expression	Literal Meaning	English Equivalent
avere fame	to have hunger	to be hungry
avere sete	to have thirst	to be thirsty
avere freddo	to have cold	to be cold
avere caldo	to have heat	to be hot
avere sonno	to have sleepiness	to be sleepy
avere paura	to have fear	to be afraid
avere ragione	to have reason	to be right
avere torto	to have wrong	to be wrong

Exercise 2.2.3.4

Le espressioni con avere

Complete the sentences with the correct form of avere.

1. Marco prende un'aranciata al bar perché _____ sete.
2. Io e Paolo _____ paura delle strade caotiche.
3. Tu _____ sonno la sera alle 11:00?
4. Io _____ fame alle 12:30.
5. Secondo me Carla _____ ragione.
6. Mi dispiace, tu _____ torto.

Exercise 2.2.3.5

Trasforma la frase

Rewrite each sentence by changing the subject as indicated. Use the correct form of avere.

Example:
Io ho fame alle 12:30. → Noi abbiamo fame alle 12:30.

1. Marco ha sete. → Noi _____ sete.
2. Tu hai sonno alle 11:00. → Io _____ sonno alle 11:00.
3. Carla ha ragione. → Noi _____ ragione.
4. Tu hai torto. → Loro _____ torto.
5. Io ho fame. → Marco _____ fame.
6. Noi abbiamo paura delle strade caotiche. → Io _____ paura delle strade caotiche.
7. Tu hai sete. → Voi _____ sete.
8. Io ho sonno la sera. → Loro _____ sonno la sera.
9. Marco ha sete. → Marco e Paolo _____ sete.
10. Tu hai paura. → Voi _____ paura.

This page titled 2.2.3: Il verbo avere is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.2.4: Gli aggettivi possessivi

Possessive Adjectives: Expressing Ownership and Relationships

Possessive adjectives are used to indicate ownership or connection between people and things. They are a fundamental part of everyday communication, helping us describe whose object, idea, or person we are talking about.

Learning Objectives

- Match the gender and number of possessive adjectives to the noun they describe.
- Understand when to use or omit the definite article with possessive adjectives.
- Apply possessive adjectives in practical and familiar contexts (e.g. città, amici, occhiali, famiglia).
- Complete exercises that reinforce correct usage of possessive adjectives.
- Practice using possessive structures in short dialogues and descriptive writing.

Unlike in English, they are usually preceded by a definite article.

Structure:
definite article + possessive adjective + noun

Examples:

- il mio zaino (my backpack)
- la tua amica (your friend)
- i suoi libri (his/her books)

Just like descriptive adjectives, **possessive adjectives must agree in gender and number** with the noun they describe.

For example:

- la mia casa (my house – feminine singular)
- i miei amici (my friends – masculine plural)

Let's explore how to use these adjectives accurately and naturally in everyday conversation.

Nota

Remember! The **correct form** of a possessive adjective depends on the **gender** (masculine or feminine) and **number** (singular or plural) of the noun it refers to, not on the person who owns it.

Refer to the table below as you begin learning these forms. Try choosing a few Italian nouns you already know and test how they would appear with "my," "your," or "their." This will help you start recognizing patterns and using them confidently.

Table of Possessive Adjectives

Meaning in English	Masculine Singular	Feminine Singular	Masculine Plural	Feminine Plural
my	il mio	la mia	i miei	le mie
your (informal)	il tuo	la tua	i tuoi	le tue
his/her/its	il suo	la sua	i suoi	le sue
our	il nostro	la nostra	i nostri	le nostre

Meaning in English	Masculine Singular	Feminine Singular	Masculine Plural	Feminine Plural
your (plural)	il vostro	la vostra	i vostri	le vostre
their	il loro	la loro	i loro	le loro

Nota

- **Loro** is invariable — only the article changes.
- Articles **il, la, i, le** are always used because possessive adjectives start with a consonant.

Examples

- **la mia città** (my city)
- **le mie amiche** (my friends – feminine)
- **i suoi occhiali** (his/her glasses)
- **il nostro professore** (our professor)
- **la tua casa** (your house)
- **i tuoi amici** (your friends)
- **le sue lezioni** (his/her classes)
- **la loro università** (their university)

Un passo alla volta

Be aware that the general rule **article + possessive adjective + noun** does not always apply when talking about family members (for example: *mia madre, mio padre, mio fratello, mia sorella*). We will look at these exceptions in detail in **Chapter 4** when we talk about family. For now, don't worry. Focus on becoming familiar with the general rule and its usage, so it will be easier to adjust later.

Practice Exercises

Now that you've studied the structure and agreement of possessive adjectives, it's time to practice. These activities will help reinforce the patterns and get you comfortable using the correct forms.

Exercise 2.2.4.1

Fill in the Table

Complete the missing parts of the possessive adjectives table by writing the correct form in each blank space.

Table showing the forms of Italian possessive adjectives. Complete the blanks with the correct endings to match gender (masculine/feminine) and number (singular/plural).

Meaning in English	Masculine Singular	Feminine Singular	Masculine Plural	Feminine Plural
my	il mio	la _____	i miei	le mie

Meaning in English	Masculine Singular	Feminine Singular	Masculine Plural	Feminine Plural
your (informal)	il _____	la tua	i tuoi	le _____
his/her/its	il suo	la _____	i suoi	le sue
our	il _____	la nostra	i _____	le nostre
your (plural)	il vostro	la vostra	i _____	le vostre

Exercise 2.2.4.2

Complete

Complete with the correct article and possessive adjective
Read each sentence carefully. Choose the correct answer from the three options provided.
Pay attention to gender, number, and agreement between the possessive adjective and the noun.
Only the verbs essere and avere are used.

1. Io **ho** uno zaino nuovo.
   a) il mio b) il suo c) i suoi
   → _____ zaino **è** pesante.

2. Tu **hai** una casa a Roma.
   a) la tua b) la sua c) le tue
   → _____ casa **è** grande.

3. Marco e Giulia **hanno** molti amici.
   a) i suoi b) i loro c) le loro
   → _____ amici **sono** simpatici.

4. Lei **ha** gli occhiali.
   a) i suoi b) le sue c) il suo
   → _____ occhiali **sono** nuovi.

5. Noi **abbiamo** una città preferita.
   a) la nostra b) il nostro c) i nostri
   → _____ città **è** bellissima.

6. Voi **avete** molte lezioni oggi.
   a) le vostre b) i vostri c) le sue
   → _____ lezioni **sono** interessanti.

7. Io **ho** un libro di grammatica.
   a) il mio b) la mia c) i miei
   → _____ libro **è** utile.

8. Tu **hai** un'auto nuova.
   a) la tua b) la sua c) le tue
   → _____ auto **è** grande.

9. Noi **siamo** insegnanti.
   a) i nostri b) i suoi c) le nostre
   → _____ studenti **sono** bravi.

10. Loro **hanno** un computer portatile.
    a) il loro b) il suo c) i loro
    → _____ computer **è** vecchio.

Exercise 2.2.4.3

Complete without a list

Fill in each blank with the **correct article and possessive adjective**.

1. Marco e Carlo **hanno** un cane. _____ cane **è** bello.
2. Io **ho** una bicicletta. _____ bicicletta **è** nuova.
3. Tu **hai** due quaderni. _____ quaderni **sono** sul tavolo.
4. Noi **abbiamo** uno zaino. _____ zaino **è** pesante.
5. Voi **avete** un computer. _____ computer **è** vecchio.
6. Loro **hanno** una macchina. _____ macchina **è** rossa.
7. Io **ho** un corso di italiano. _____ corso **è** interessante.
8. Tu **hai** una penna blu. _____ penna **è** sul banco.
9. Noi **abbiamo** molti amici. _____ amici **sono** simpatici.
10. Loro **hanno** una città preferita. _____ città **è** grande e bella.

This page titled 2.2.4: Gli aggettivi possessivi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.3: UN PASSO IN PIÙ

Che bel panorama!

In this section, you'll explore two key elements of real Italian communication: asking questions and expressing emotions. You'll begin with common question words like chi, che cosa, dove, and perché, and learn how word order and tone influence meaning. Later, you'll discover expressive phrases like Che bello! and Che confusione! At first, these structures might seem like a lot to memorize, but that's not the goal. Instead, you'll become familiar with them through repeated exposure in context. As you continue practicing, these patterns will become more intuitive, and your ability to understand and respond in Italian will grow naturally and confidently.



Figure 2.3.1: Amalfi Coast and the Mediterranean Sea (Copyright CC BY-NC 4.0; Author Diana Ferrara)

2.3.1: Chi? Come? Quando? Dove? Perché?

2.3.2: Di dove sei? Di dove è Lei?

2.3.3: Che bella città!

This page titled 2.3: Un passo in più is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.3.1: Chi? Come? Quando? Dove? Perché?

Le domande: chiedere per capire

In **Capitolo 1**, you learned how to ask simple questions like:

- Come ti chiami? / Come si chiama?
- Di dove sei? / Di dov'è?
- Dove abiti? / Dove abita?

These are important first steps for having a basic conversation. Now, we're going to look more closely at the words that introduce questions. This will help you recognize patterns and build confidence as you continue to speak Italian.

Learning Objectives

- Recognize and use common Italian question words (chi, che cosa, dove, quando, perché, come, quanto/a/i/e).
- Understand how word order and intonation affect the meaning and tone of Italian questions.
- Identify how question words interact with the verbs *essere* and *avere* in simple questions.
- Ask and answer questions using culturally appropriate expressions, such as *Come stai?* and *Come va?*, recognizing the difference between formal and informal situations.

Familiarity vs. Memorization

At first, learning many question words might feel overwhelming. But don't worry — the goal is not to memorize them all right away. Instead, we want you to get familiar with them through repeated exposure and use in context.

As you move forward in the course, you will learn adjectives and verbs that will allow you to build your own sentences. Understanding how questions work is key, because much of everyday conversation is predictable. That means even if you don't understand every word, your brain will begin to fill in the gaps naturally. This helps reduce stress when speaking a new language.

Let's explore the most common Italian question words and see how they are used.

Le parole interrogative (question words)

English	Italian	Example
What?	che cosa, che, cosa	Che cosa prendi? (What are you having?)
Which?	quale (sing.), quali (plural)	Qual è il tuo numero? (Which is your number?) Quali corsi segui? (Which courses are you taking?)
Who?	chi	Chi è lui? (Who is he?)
How?	come	Come stai? (How are you?)
Where?	dove	Dove abiti? (Where do you live?)
When?	quando	Quando partiamo? (When are we leaving?)
How much?	quanto, quanta (sing.)	Quanto pane vuoi? (How much bread do you want?)
How many?	quanti, quante (plural)	Quante pizze vuoi? (How many pizzas do you want?)
Why? / Because	perché / perché	Perché ti piace Roma? – Perché è stupenda! (Why do you like Rome? – Because it's amazing!)

Domande con "è" (questions with "is")

Some question words combine with the verb **è** (is) and contract:

- dove + è → dov'è?
- come + è → com'è?
- quando + è → quand'è?
- quanto + è → quant'è?

Domande con "avere" (questions with "to have")

When using "che cosa" with the verb "avere" (to have), notice these forms:

- che cosa è → che cos'è? (What is it?)
- che cosa hai? (What do you have?)
- che cosa avete? (What do you all have?)
- che cosa ha? → che cos'ha? (What does he or she have?)

Questions and Intonation

In Italian, you do not need words like "do" or "does" to form a question. Simply raise your voice at the end of the sentence:

- Prendi un panino. → Prendi un panino?
- Sei italiano. → Sei italiano?

Repeat each pair out loud and pay attention to how intonation alone turns a statement into a question.

Nota Culturale

"Come stai?" vs. "How are you?"

In English, it is common to say "How are you?" even with people you don't know very well. Often, it is just a polite greeting, and the expected answer is "I'm fine, thanks," even if you don't give real details.

In Italian, **Come stai?** (informal) or **Come sta?** (formal) is a more personal question. It is usually used when you genuinely want to know how someone is doing. It is not just a quick hello. Italians might use other greetings like **Ciao** or **Buongiorno** without asking how someone is, especially in casual situations or with people they don't know well.

This page titled 2.3.1: Chi? Come? Quando? Dove? Perché? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.3.2: Di dove sei? Di dove è Lei?

Where Are You From? Cities, Regions, and Nationalities in Italian

Learning Objectives

- Describe a person's **city**, **region**, or **national** origin using appropriate adjectives.
- Match and apply nationality and regional adjectives with correct **gender** and **number** agreement.
- Recognize how **place-based surnames** and regional identity reflect Italian culture.
- Create simple conversations that include introductions and expressions of origin.

La città di provenienza

Before analyzing the grammar, read the dialogue several times out loud. Listen to the rhythm of the conversation and notice repeated expressions. Pay attention to how students introduce themselves and talk about where they are from. What words repeat? How do they express nationality and origin? Try to understand the general meaning from context without translating.

> **Tre studenti all'università di Siena**
>
> **Marco:** Ciao! Io mi chiamo Marco. Di dove sei?
>
> **Sara:** Piacere, sono Sara. Sono di Palermo. Sono palermitana. E tu?
>
> **Giulia:** Io sono Giulia. Sono di Bologna. Sono bolognese.

Presentarsi: Di dove sei?

To ask someone where they are from, use:

- **Di dove sei?** (Where are you from? – informal)
- **Di dov'è?** (Where are you from? – formal)

To answer, you can say:

- **Sono di + [city]**
  Esempio: *Sono di Napoli.*

You can also describe your origin using an **adjective**:

- *Sono napoletano.*
- *È milanese.*
- *Luca è torinese. Giulia è palermitana.*

These adjectives are based on cities and must **agree in gender and number** with the person being described.

City adjectives: agreement chart

City	Masculine	Feminine
Napoli	napoletano	napoletana
Milano	milanese	milanese

City	Masculine	Feminine
Torino	torinese	torinese
Palermo	palermitano	palermitana
Bologna	bolognese	bolognese

La regione di provenienza

In addition to city adjectives, Italians also describe themselves by their **region of origin**. This is very common in everyday conversation.

Esempi:

- Sono toscano. (from Toscana)
- Lucia è siciliana. (from Sicilia)
- Siamo calabresi. (from Calabria)
- Mio padre è piemontese. (from Piemonte)

Nota Culturale

When Italians meet, they often say the **city** or **region** they are from, not just the country. This reflects the strong **local identity** present throughout Italy.

- Sono di Firenze.
- Sono toscano.
- Sono italiano.

Each region has its own history, traditions, food, and even dialects, which are often a source of pride.

La nazionalità

You can also describe someone's **nationality** using adjectives. These adjectives follow the same agreement rules as other Italian adjectives.

Adjectives of nationality: Common endings

Ending	Examples
-ano	italiano, messicano, cubano (four-form)
-ese	francese, cinese, inglese (two-form)
-o	tedesco, spagnolo, greco (four-form)

- In Italian, adjectives of nationality are **not capitalized**.
- They must agree in **gender** and **number** with the noun.

Esempi:

- una studentessa italiana
- uno studente tedesco
- due ragazzi marocchini

Exercise 2.3.2.1

Qual è la sua nazionalità ?

Choose the correct adjective from the word bank to complete each sentence. You will not use all the words. Pay attention to **gender** and **number**.

Word Bank
cinese – giapponese – italo-americano – coreana – svizzero – tedesca – australiano – canadesi – egiziane – francesi – italiani – spagnola – inglesi – irlandese – marocchini – iraniano- egiziani

1. Marie Kondo è nata in Giappone. È _____.
2. Angela Merkel è nata in Germania. È _____.
3. Io e Mario siamo nati in Italia. Siamo _____.
4. Omar e Amira siamo nati in Egitto. Sono _____.
5. Tu e Justin Trudeau siete nati in Canada. Siete _____.

Exercise 2.3.2.2

Ripasso veloce

Completa con un aggettivo di città, regione o nazionalità.

1. Io sono di Palermo. Sono _____.
2. Mia madre è di Milano. È _____.
3. Noi siamo nate in Sicilia. Siamo _____.
4. Mio padre è nato in Marocco. È _____.
5. Sara è nata a Roma. È _____.

Exercise 2.3.2.3

Vero o falso?

1. Gli aggettivi di nazionalità si scrivono con la lettera maiuscola.
2. In Italia, le persone si identificano spesso con la loro città o regione.
3. L'aggettivo "italiano" finisce con -ese.
4. "Romano" è un cognome che indica origine geografica.
5. Milano è una regione italiana.

This page titled 2.3.2: Di dove sei? Di dove è Lei? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.3.3: Che bella città!

Expressing Emotions and Describing with Adjectives

In Italian, adjectives and idiomatic expressions play a key role in expressing emotions, opinions, and reactions to the world around us. This page will help you use common exclamations like *Che bello!* and learn how adjectives work in different positions, forms, and expressions.

Learning Objectives

- Understand the structure and meaning of idiomatic expressions beginning with *che* + *adjective* and *che* + *noun*.
- Identify the emotional tone conveyed by different expressions such as *Che bello!*, *Che fame!*, *Che sorpresa!*, *Che confusione!*.
- Use *che* + *adjective* or *che* + *noun* to react spontaneously in conversation with appropriate intonation.
- Apply the special forms of buono, bello, quello, and questo when they precede or follow nouns.
- Create original sentences using the "che" structure to express emotions, reactions, or comments on real-life situations or images.



Figure 2.3.3.1: Monza: Che bella città

Idiomatic Expression: "Che + Adjective or Noun"

In Italian, the exclamatory structure **"che + adjective"** or **"che + noun"** is used to express strong emotions, surprise, admiration, frustration, and many other reactions. This structure is equivalent to English expressions like **"What a..."** or **"How..."** depending on the context. It is a very common and natural way to react in everyday conversation and is widely used in both spoken and informal written Italian.

Structure:

- Che + adjective → often used to describe emotions, opinions, or conditions
- Che + noun → used to highlight something in an exclamatory way (positive or negative)

Examples with Adjectives:

- Che bella giornata! – What a beautiful day!
- Che brutto voto! – What a bad grade!
- Che noiosa questa lezione! – How boring this lesson is!
- Che gentile! – How kind!
- Che difficile esercizio! – How difficult this exercise is!

Examples with Nouns:

- Che sorpresa! – What a surprise!
- Che disastro! – What a disaster!
- Che fame! – I'm so hungry! / What hunger!
- Che idea! – What an idea!
- Che confusione! – What a mess!
- Che fortuna! – What luck!

Un passo alla volta

- When used with nouns, there is **no article** (no *una*, *un*, *il*, etc.) after *che*.
- This structure works with both **positive** and **negative** feelings or situations.
- Intonation and context play a big role in understanding the speaker's emotion.

Exercise 2.3.3.1

Complete the following exclamatory sentences:

- Che _____ giornata!
- Che _____ amico!
- Che _____ professoressa!
- Che _____ caldo!
- Che _____ emozione!

Exercise 2.3.3.2

Now, try to create your own sentences using *che* + *adjective* or *che* + *noun* to react to situations from your daily life or personal experiences. Think about things that surprise you, annoy you, make you laugh, or impress you!

Adjective Position: Before or After the Noun

In Italian, as you already learn most adjectives come **after** the noun.

Examples:

- un film interessante
- una casa moderna

However, some common adjectives appear **before** the noun. These often express judgment, quantity, or emphasis and frequently appear in idiomatic expressions like Che bella notizia!

Examples:

- una bella città / una brutta città
- una buona pizza / una cattiva pizza
- un nuovo negozio / un vecchio negozio
- una piccola piazza / una grande piazza

- questa trattoria / quella trattoria
- molti palazzi / alcuni palazzi

Special Case: Buono

When **buono** appears before the noun, it takes the form of the **indefinite articles** in the singular.

Buono, Buona, Buoni, Buone

Article	Buono form	Example
un	buon	un buon panino
uno	buono	uno buono studente
una	buona	una buona pizza
un’	buon’	un’ buon’idea

The plural forms are regular: **buoni / buone**

When **buono** follows the noun, it behaves like a regular four-form adjective.

Examples:

- Quel panino è buono.
- Due pizze buone

Special Case: Bello and Quello

When **bello** and **quello** appear before the noun, they follow the form of the **definite articles**.

Bello, Bella, Belli, Belle

Article	Bello form	Quello form
il	bel	quel
lo	bello	quello
l’	bell’	quell’
la	bella	quella
i	bei	quei
gli	begli	quegli
le	belle	quelle

When **bello**, **buono**, **quello**, and **questo** follow the noun, they have regular adjective endings.

Examples:

- Due bei negozi → quei due negozi sono belli
- Questo panino è buono
- Mi piace quello (quello replaces the noun *bar*)
- Quest’aula → contraction of *questa aula*

Nota

To say "very" + adjective Use molto before the adjective. In this usage, molto does not change form.

Example:
Questa città è molto bella.

This page titled 2.3.3: Che bella città! is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.4: AL PASSO COI TEMPI

Una piccola città, ma con una grande personalità

Italy is a country where every city has a story, and every name often does as well. In this section, you will explore how cities across Italy differ in size, region, and personality, and how they shape both local and national identity through culture, history, and everyday life. You will learn to describe cities and people with vivid and meaningful adjectives, and practice creating your own short descriptions of Italian places.

You will also uncover the stories hidden in Italian last names, many of which originate from physical traits, geographic locations, professions, or family history. Just like cities, names can reveal where someone comes from, what their ancestors did, or how they were perceived by others. By exploring Italian cities and surnames together, you will begin to see how language, culture, and identity are closely connected, and reflect on the story your own name might tell.



Figure 2.4.1: Ogni città o cittadina ha una storia e una personalità (Copyright CC BY-NC 4.0; Author Diana Ferrara)

2.4.1: Il paese delle mille città

2.4.2: I cognomi italiani tra storia e identità

This page titled 2.4: Al passo coi tempi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.4.1: Il paese delle mille città

Italy: The Land of a Thousand Cities

Italy is often called *la terra dei mille comuni* (the land of a thousand towns and cities). This nickname reflects the richness and diversity of Italy's urban landscape. From small hill towns to major metropolitan areas, each city has a unique history, cultural identity, and rhythm of life.

Learning Objectives

- Recognize and describe different types of Italian cities based on size, region, and characteristics.
- Use adjectives to describe both people and cities in meaningful and accurate ways.
- Understand the cultural significance of cities in shaping Italian identity, including their role in music, history, and daily life.
- Create simple descriptive paragraphs about Italian cities using guided prompts and vocabulary.

City Size in Italy

Italian cities vary greatly in size, from small towns to large metropolises. The table below shows examples in each category.

Category	Population Range	Examples
Small city	Up to 20,000 residents	San Gimignano, Alberobello, Campomarino, Ravello
Medium city	20,000 – 100,000 residents	Lucca, Lecce, Como, Amalfi
Large city	100,000 – 1,000,000	Bologna, Florence, Palermo, Caserta, Monza, Verona
Metropolis	Over 1,000,000 residents	Rome, Milan, Naples, Turin (Torino)

Cities Have Personality Too

Thanks to their rich and ancient history, Italian cities often feel like living beings with a personality. Many adjectives used to describe people can also describe cities.

Here are some examples of personality traits that are used to describe both individuals and places:

Commom Adjectives to describe cities

Adjective	Meaning	Example Sentence
vivace	lively	Bologna è una città vivace.
colta / dotta	cultured, learned	Bologna è chiamata la Dotta.
caotica	chaotic	Napoli è una città caotica ma affascinante.
elegante	elegant	Milano è una città elegante.
ricca	rich	Milano è una città ricca di opportunità.
romantica	romantic	Verona è una città romantica.

These adjectives give character to cities and help describe not only their appearance but also the feelings they inspire.

Cities in Italian Music

Italian music often expresses a deep emotional connection to place. Many famous songs are dedicated to cities and celebrate their culture, energy, and uniqueness.

Famous Songs dedicated to cities

City	Song Title	Artist
Rome	Roma capoccia	Antonello Venditti
Naples	Napule è	Pino Daniele
Milan	Milano	Lucio Dalla
Bologna	Piazza Grande (linked to Bologna)	Lucio Dalla
Genoa	Genova per noi	Paolo Conte
Florence	La mia città	Edoardo Bennato
Turin	Il cielo su Torino	Subsonica

These songs reflect how Italians often feel a strong attachment to their hometowns or the cities where they live. Many Italians are emotionally connected to their *città natale* and express pride in their origins.

City Identity Cards: Describe the City

Below are identity cards for four major Italian cities. Use them as inspiration to write short descriptions, using the verbs **essere** and **avere**, and personality-related adjectives.

City: Bologna

- Population: about 390,000
- Known as: la Dotta (the learned), la Grassa (the fat), la Rossa (the red)
- Famous for: the oldest university in the world, traditional cuisine, porticoes
- Personality: lively, cultured, welcoming

City: Naples

- Population: about 950,000
- Known for: Mount Vesuvius, pizza, scenic coastline
- Famous for: vibrant energy, music, historical layers
- Personality: passionate, loud, creative

City: Milan

- Population: about 1,400,000
- Known for: fashion, finance, design
- Famous for: the Duomo, Fashion Week, modern architecture
- Personality: elegant, ambitious, dynamic

City: Venice

- Population: about 260,000
- Known for: canals, gondolas, Carnival
- Famous for: maritime history, art, tourism
- Personality: romantic, mysterious, fascinating

Activities

1. Choose one of the identity cards above. Write a brief description using **essere** and **avere**, and include at least five adjectives.
2. Write a short paragraph about your own city or a city you know well. Try to give it a “personality” using adjectives from the list.
3. Reflect: What city do you think best matches your own personality? Why?

This page titled 2.4.1: Il paese delle mille città is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.4.2: I cognomi italiani tra storia e identità

Italian Last Names – History, Meaning, and Identity

Italian surnames often come from physical traits, places, or professions. By learning about their origins and patterns, you'll better understand how language reflects culture—and you'll have a chance to reflect on the meaning of your own last name too.

Learning Objectives

- Understand the main origins of Italian last names, including references to physical traits, places, professions, and social status.
- Recognize how adjectives and descriptive elements appear in many Italian surnames.
- Identify common Italian last names and reflect on their meanings and linguistic patterns.
- Explain how immigration and cultural exchange have influenced the evolution and diversity of Italian last names.
- Reflect on your own last name and explore its possible cultural, linguistic, or historical significance.

In Italy, last names (*i cognomi*) tell fascinating stories. Many Italian surnames come from:

- **Geographical Places (Toponyms)**
  These names indicate where a family originally came from.
  Examples:
  - *Romano* – from Rome
  - *Fiorentino* – from Florence
  - *Genovese* – from Genoa
  - *Siciliano* – from Sicily
  - *Calabrese* – from Calabria
- **Occupations or Trades**
  Many last names reflect traditional jobs, especially among artisans and workers.
  Examples:
  - *Ferraro / Ferrari* – blacksmith
  - *Pescatore* – fisherman
  - *Sartori* – tailor
- **Physical Traits or Personality**
  Some last names describe a person's appearance or character.
  Examples:
  - *Rossi* – someone with red hair or a reddish complexion
  - *Bianchi* – someone with fair skin
  - *Grandi* – a tall or important person
- **Personal Names**
  Some last names come from a parent's first name.
  Examples:
  - *Di Marco* – son of Marco
  - *D'Alessandro* – of Alessandro
- **Social Status or Family Circumstance**
  Noble families often had last names tied to titles or land.
  Examples:

- *di Montefeltro*, *della Rovere*
  In contrast, children of unknown parentage were sometimes given generic surnames:

- *Esposito* (from Latin *expositus*, meaning "exposed" or "abandoned")
- *Innocenti*

Last Names and Adjectives

Many Italian last names originate from adjectives. These examples show how descriptive words became family names:

- *Bianchi* (from *bianco*) – fair-skinned
- *Grossi* (from *grosso*) – large or robust
- *Forti* (from *forte*) – strong or courageous
- *Gentile* – noble or kind

These words began as descriptions of individuals and later became family identifiers passed down through generations.

Last Names Today: Change and Diversity

In recent decades, the composition of last names in Italy has become more diverse. Immigration has introduced last names from many parts of the world, including:

- *Singh*
- *Chen*
- *Khan*
- *Rodriguez*

This change reflects the multicultural makeup of today's Italy and makes the landscape of family names more inclusive and global.



Figure 2.4.2.1: Un citofono di un condominio. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Nota Culturale

Italian Immigrant Last Names Around the World

> When Italians immigrated to countries like the United States, Canada, Argentina, or Australia, many of their last names were changed—sometimes by choice, sometimes by mistake. Officials at ports of entry often recorded names based on how they sounded, leading to spelling changes. Families sometimes adapted their names to sound more like local names or to avoid discrimination.

The 20 Most Common Last Names in Italy

Here are the most common Italian last names today:

1. Rossi
2. Russo
3. Ferrari
4. Esposito
5. Bianchi
6. Romano
7. Colombo
8. Ricci
9. Marino
10. Greco
11. Bruno
12. Gallo
13. Conti
14. De Luca
15. Mancini
16. Costa
17. Giordano
18. Rizzo
19. Lombardi
20. Moretti

Reflection Activity

Think about and answer the following questions (or discuss with a partner):

1. Have you ever thought about the meaning of your last name? Do you know its origin or history?
2. In your home culture, does a last name have a cultural or social meaning?
3. In your opinion, are last names important for understanding a person's or a family's story?
4. Can last names sometimes be a source of discrimination? Why or why not?

This page titled 2.4.2: I cognomi italiani tra storia e identità is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.5: UN PASSO INDIETRO

La mia città è antica e ha molti palazzi storici!

In this section, you will mix and reuse the content from Unit 2: the present tense of essere and avere, the expressions c'è and ci sono, idiomatic phrases with avere, and adjectives to describe people and places. The activities will guide you in combining grammar with vocabulary so you can speak more naturally about yourself, others, and your surroundings. You will also explore how possessive adjectives work in authentic Italian through the song Come musica by Jovanotti, where everyday experiences and emotions are expressed with simple but powerful language.



Figure 2.5.1: Roma, Firenze, Milano, Venezia (Copyright CC BY-NC 4.0; Author Angela Messori)

2.5.1: Una città giovane

2.5.2: Video Interviste- La mia città preferita

2.5.3: Il mio amore immenso...

This page titled 2.5: Un passo indietro is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.5.1: Una città giovane

Practice: *Essere* and *Avere* with Places and People

These activities will help you build fluency using two of the most important verbs in Italian while also expanding your ability to talk about yourself, other people, and your surroundings.

Learning Objectives

- Use the verbs **essere** (to be) and **avere** (to have) in the present tense with all subject pronouns.
- Describe people's **personality** and **physical traits** using appropriate vocabulary.
- Describe **cities and places** using adjectives and nouns.
- Recognize and correct **common grammatical errors** involving *essere* and *avere*.
- Create short **dialogues and written descriptions** using guided models

Exercise 2.5.1.1

Fill in the Blanks

Directions: Complete the sentences with the correct present-tense form of the verb *essere* or *avere*.

1. Io _____ una studentessa curiosa e simpatica.
2. Tu _____ molto allegro oggi.
3. Il museo _____ moderno e interessante.
4. Noi _____ due cani e un gatto.
5. Voi _____ una casa in periferia o in centro?
6. Loro _____ una bella libreria nel loro quartiere.
7. La stazione _____ vicino al centro?
8. Marco e Giulia _____ molto creativi e intelligenti.

Exercise 2.5.1.2

Find and Correct the Mistake

Directions: Each sentence contains an error with the verb *essere* or *avere*. Identify the error and rewrite the sentence correctly.

1. Io è una persona allegra.
2. Tu ha i capelli castani.
3. Noi siete molto energici oggi.
4. Loro è in biblioteca.
5. Voi hanno un ristorante italiano.
6. Lucia e Anna ha una gelateria famosa.
7. Il teatro sono antico.
8. Io e mio fratello è stanchi.

Exercise 2.5.1.3

Answer the Questions

Directions: Respond to each question using full sentences with *essere* or *avere* in the present tense.

1. Com'è il tuo quartiere?
2. Hai fratelli o sorelle?
3. Dove sei adesso? Sei a casa o a scuola?
4. Com'è una persona simpatica secondo te?
5. Che cosa c'è nel centro della tua città?
6. Hai un ristorante preferito? Dov'è?

Exercise 2.5.1.4

Continue the Dialogue

Directions: Use the model dialogue below. Fill in the blanks and continue the conversation using the vocabulary and verbs *essere* and *avere*.

Anna: Ciao! Di dove sei?
Marco: Sono di Napoli. E tu?
Anna: Io _____ di Milano. Com'è Napoli?
Marco: È una città _____ e molto _____.
Anna: Bello! A Milano _____ tanti musei. Tu _____ fratelli?
Marco: Sì, _____ due sorelle.

Now continue the dialogue with at least 4 more lines.

Exercise 2.5.1.5

Use the Model

Directions: Write a short description of yourself and a friend. Use the model below and include at least 6 complete sentences.

Model:

- Mi chiamo Sara.
- Sono di Palermo.
- Sono simpatica e socievole.
- Ho i capelli castani e lunghi.
- Ho una sorella e due gatti.
- La mia amica si chiama Marta.
- È timida ma molto gentile.
- Ha una bici rossa e una casa in campagna.

Exercise 2.5.1.6

Guess Who!

Directions: Write 3 short descriptions of famous people using *essere* and *avere*. Do not include their names. Exchange with a partner and guess who each person is.

Example:

- È un attore italiano molto famoso.
- È alto, ha i capelli scuri e gli occhi chiari.
- È simpatico e divertente.
- Chi è?

Exercise 2.5.1.7

Match the Columns

Directions: Match each subject with the correct present-tense verb form of *essere* or *avere*, and then choose an appropriate sentence ending. Write the complete sentence.

Match Subjects, verb and Sentence Ending

Column A: Subject	Column B: Verb	Column C: Sentence Ending
1. Io	a. è	i. molto simpatici
2. Tu	b. hanno	ii. molte opere d'arte antiche
3. La città	c. ha	iii. una bicicletta rossa
4. Noi	d. sei	iv. una casa in montagna
5. Loro	e. sono	v. vivace e storica
6. Il museo	f. abbiamo	vi. studente a Firenze

Exercise 2.5.1.8

Describe Using Clues

Directions: Below are three sets of descriptive elements. For each one, write a short description using complete sentences. Use the correct form of *essere* and *avere* in the present tense. You may add details to make your description more complete.

A. Una giovane donna

Caratteristiche:

- capelli castani
- occhi verdi
- alta
- simpatica
- creativa
- un tatuaggio
- una bici rossa

B. Una città

Caratteristiche:

- grande
- storica
- moderna
- molti musei
- una piazza famosa
- un centro vivace
- turistica

C. Una persona anziana

Caratteristiche:

- bassa
- i capelli bianchi

- gli occhiali
- gentile
- paziente
- una voce calma
- le rughe

Ora tocca a te: Parla di te e della tua città

Directions: Write a short description about yourself and the town or city where you live (or where you're from). Use the present tense of *essere* and *avere*. Include at least 4 sentences about yourself and 3 sentences about your city.

Suggestions for your self-description:

- Where are you from?
- What are your personality traits?
- What do you look like?
- What do you have? (glasses, siblings, pets, hobbies, etc.)

You can begin like this:

- Mi chiamo...
- Sono di...
- Sono... (timido, allegro, creativo, ecc.)
- Ho... (una sorella, gli occhiali, un cane, ecc.)

Suggestions for your city/town:

- Is it big or small?
- What places or services does it have?
- What kind of atmosphere does it have?

You can begin like this:

- La mia città si chiama...
- È... (grande, storica, turistica, tranquilla, ecc.)
- Ha... (una piazza, una scuola, molti ristoranti, ecc.)

Example:

Mi chiamo Lucia.

Sono di Modena.

Sono simpatica e socievole.
Ho i capelli ricci e gli occhiali.
Ho due fratelli e un gatto.

La mia città si chiama Modena.
È una città tranquilla e storica.
Ha una piazza bellissima e molti musei.

This page titled 2.5.1: Una città giovane is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.5.2: Video Interviste- La mia città preferita

My favorite city

In this activity, you will review what you learned in Chapter 2 through a real video about Italian cities. You will practice recognizing familiar vocabulary, grammar structures, and cultural references, then use what you learn to describe your own favorite city.

Before watching

Read the question and possible answers (taken from the video).

- Highlight the verbs you recognize (**essere, avere, c'è, ci sono**).
- Underline the adjectives (**bella, ricca, piena, spettacolare**, etc.).
- Circle the names of Italian cities.

Question:
Informale: Qual è la tua città italiana preferita?
Formale: Qual è la sua città italiana preferita?

Possible answers from the video:

- La mia città italiana preferita è Torino perché è piena, ricca di musei ed è ricca di piazze.
- La mia città italiana preferita è Venezia perché è molto bella e poi è una città diversa.
- Milano, perché mi piace molto ed è anche la capitale della moda.
- Pisa, Firenze e anche le città piccole sono belle.
- Milano è una bellissima città.
- A Milano c'è il Duomo.
- A Milano ci sono tante persone simpatiche.
- La mia città italiana preferita è Roma.
- Roma, la capitale, bellissima. Ci sono un sacco di cose da vedere: monumenti, storia, cultura.
- Roma è veramente spettacolare.
- Siena è la mia città italiana preferita.
- Tutte le città d'arte mi piacciono molto.
- Le città di lago mi piacciono molto.

Tip: Create a table with three columns: *Verbs – Adjectives – Cities*. Fill it in as you read.

La tua città preferita

Duration: 5:03 Video: Qual è la tua città italiana preferita?

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Watch the video (first part, without captions)
Listen carefully. Try to recognize the sentences you read before. Which words do you understand?

Watch again the video (second part, with captions)

- Check if your understanding was correct.
- Add new words or expressions to your table.
- Notice how Italians use adjectives and verbs to describe cities.

Ora tocca a te:

Now it's your turn! Talk about cities

1. Choose an Italian city you know (or one you heard in the video).
2. Write **2–3 sentences** using the verbs **essere, avere, c'è, ci sono**.
   - Example: *Roma è molto bella. A Roma c'è il Colosseo. Ci sono tanti turisti.*
3. Challenge: Try to **say your sentences aloud**.

This page titled 2.5.2: Video Interviste- La mia città preferita is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.5.3: Il mio amore immenso...

Possessive Adjectives with the Song " Come Musica"

Come musica – Jovanotti

In this song, Jovanotti uses poetic and emotional language to describe a powerful, everyday kind of love; the kind that stays through good days and bad, distractions and silence, dreams and routines.

The lyrics are full of personal images and intimate details, making it a perfect example of how Italian uses possessive adjectives (miei, tuoi, suoi...) to talk about emotions, relationships, and experiences.

As you read and listen, notice how the singer uses possessives to connect deeply to the world around him: his dreams, her voice, their story.

Learning Objectives

- Recognize and understand possessive adjectives (*mio, tuo, suo, nostro, vostro, loro*) in authentic Italian contexts.
- Identify and interpret possessive expressions in song lyrics.
- Apply possessive adjectives to describe personal feelings, relationships, and experiences.
- Develop listening and pronunciation skills through exposure to authentic Italian music.

Parole dalla canzone

Vocabulary from the Song

- sogni (dreams)
- risvegli (awakenings)
- occhi (eyes)
- mani (hands)
- pazienza (patience)
- teorie (theories)
- amore (love)
- specchio (mirror)
- giornata (day, used for "kind of day")
- letto (bed)
- cuore (heart)
- storia (story)
- partenze (departures)
- stupori (astonishment, sudden wonder)
- film con gli spari (action movies)
- aria (air)
- fuoco (fire)
- silenzi (silences)
- distrazioni (distractions)
- amore immenso (immense love)

Ascolta e Completa

This activity is designed to **develop your listening and sound recognition skills**, not full comprehension. Don't worry about understanding every word or phrase.

1. **Read** the list of key words below and look at the blanks in the lyrics.
2. **Listen to the song three times.** Try to catch the missing words as you hear them. Focus on the *sound* of the words, not on the meaning.
3. **Compare** your answers with your peers and discuss what you heard.
4. **Watch** the official music video with captions and check your answers.

Come Musica

In this activity, you will watch the official music video Come Musica by Jovanotti (Length 3:41)

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

The video version provided does not include captions, allowing you to focus on listening comprehension. A transcript with blank spaces is provided for the portion of the song you will focus on for this exercise. A version with full captions is also provided at the bottom of the page as a karaoke version for additional support.

Un passo alla volta

Remember: In Italian, the possessive adjective agrees in gender and number with the noun it describes, **not with the owner**. For example:

- i tuoi sogni (masculine plural)
- la mia giornata (feminine singular)
- le nostre partenze (feminine plural)

Exercise 2.5.3.1

Complete the Sentences

Fill in the blanks with the correct possessive adjective (mio, tuo, suo, nostro, vostro, loro).
Remember: the possessive adjective agrees in gender and number with the noun it describes, not with the owner.

Examples:

- i tuoi sogni (your dreams)
- la mia giornata (my day)
- le nostre partenze (our departures)

Lyrics with Blanks

1. _____ grandissimi sogni, _____ risvegli lontani
2. _____ occhi che diventano mani
3. _____ pazienza di perla, _____ teorie sull'amore
4. _____ specchio appannato, _____ brutta giornata
5. _____ parte di letto in questa parte di vita
6. _____ respiro che mi calma se ci appoggi il cuore
7. _____ storia che non sa finire
8. _____ false partenze, _____ improvvisi stupori
9. _____ "Sex and the City", _____ film con gli spari

10. _____ segni di aria in questi anni di fuoco

Solo l'amore rimane e tutto il resto è un gioco.
(Only love remains, and everything else is a game.)

11._____ silenzi che accarezzano _____ distrazioni

12. _____ amore immenso che non puoi raccontare

Excerpted lyrics from "Come Musica" by Jovanotti (Lorenzo Cherubini). © Sony Music Entertainment. Used under fair use guidelines for educational purposes. Only brief, non-consecutive sections are included to support language learning and grammatical analysis.

Karaoke

You will now listen to the karaoke version Come Musica (length 3:41)

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

This version includes captions, allowing you to check your answers from the previous exercise and further develop your listening and pronunciation skills while following the lyrics on screen. (And of course, no one will stop you if you start singing along! 🎵)

Ora tocca a te !

Think about your own life and write at least 5 sentences using possessive adjectives, inspired by the song lyrics. Use sentences like:

- I miei sogni sono... (My dreams are...)
- La mia giornata è... (My day is...)
- Il mio amore per... è... (My love for... is...)
- Le mie paure sono... (My fears are...)
- I miei film preferiti sono... (My favorite movies are...)

This page titled 2.5.3: Il mio amore immenso... is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

2.6: A che punto sei?

Self-Assessment – Unit 2: Che bella passeggiata! (What a Beautiful Walk!)

You are already building solid foundations. Take a moment to look back at what you have learned in this unit and how your skills are growing. Reflecting on your progress helps you strengthen what you know and identify areas you want to keep practicing. Remember: language learning happens passo dopo passo.

Part 1: My Checklist

Put an X in the column that best describes how confident you feel about each skill.

Self-Assessment Checklist

Skill	I can do this well	I'm getting there	I need more review
I can describe an Italian city using key vocabulary	☐	☐	☐
I can describe people with basic adjectives	☐	☐	☐
I can use the verb *essere* correctly in the present tense	☐	☐	☐
I can use the verb *avere* correctly in the present tense	☐	☐	☐
I can use possessive adjectives to talk about family and personal belongings	☐	☐	☐
I can ask and answer basic questions (Chi? Come? Dove? Perché?)	☐	☐	☐
I can say where I and others are from (Di dove sei? Di dov'è Lei?)	☐	☐	☐
I can use adjectives to express personality, feelings, and impressions	☐	☐	☐
I can understand the cultural importance of Italian cities in shaping identity	☐	☐	☐
I can explain how some Italian surnames are connected to history, place, or profession	☐	☐	☐

Note: You don't need to feel strong in every area right away. Use this chart to guide your focus before beginning Unit 3.

Part 2: What's Next?

Choose at least one skill you would like to improve. Set a simple personal goal.

I would like to improve my ability to...

.....

To do this, I could...

.....

This page titled 2.6: A che punto sei? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3: CAPITOLO 3- CHE FAI DI BELLO OGGI?

What are you up to today?

Think about a typical day. You check the time, go to class, meet a friend for coffee, study, and then relax with a favorite pastime. In this chapter, you will learn the words and expressions to talk about daily life: what you do, when you do it, and with whom.

We begin with time: hours, days, months, and seasons. Then we move into daily activities and hobbies, from studying and working to dancing, cooking, and playing sports. At the university, you will discover how to describe courses and majors, expanding your vocabulary to include academic life.



Figure 3.1: Facciamo un giro in bicletta al parco! (Copyright CC BY-NC 4.0; Author Diana Ferrara)

To tell these stories, you will practice using essential verbs and prepositions, including andare, uscire, and venire, which allow you to say where you are going, where you are coming from, and who you are with. You will also explore how Italians talk about leisure, from popular pastimes to the cultural tradition of "Il dolce far niente", the pleasure of slowing down and enjoying the moment.

By the end of the chapter, you will be able to describe your own daily routine, ask others about theirs, and reflect on how Italians spend their free time.

3.1: Un primo passo

3.1.1: Ore, giorni, mesi, stagioni

3.1.2: Attività quotidiane e passatempi

3.1.3: All'università- I corsi, le materie e i corsi di laurea

3.2: Un passo avanti

3.2.1: Verbi regolari al presente

3.2.2: Verbi irregolari- Andare, Uscire, Venire

3.2.3: Preposizioni semplici e articolate

3.3: Un passo in più

3.3.1: Che ora è? Che ore sono? A che ora?

3.3.2: Dove vai? Da dove vieni? Con chi esci?
3.3.3: Cosa fai di bello?

3.4: Al passo coi tempi
3.4.1: I passatempi degli Italiani
3.4.2: Il Dolce Far Niente

3.5: Un passo indietro
3.5.1: I verbi regolari nell'uso quotidiano
3.5.2: Video Intervista- Passatempi e Tempo Libero
3.5.3: “50 Special”

3.6: A che punto sei?

This page titled 3: Capitolo 3- Che fai di bello oggi? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.1: UN PRIMO PASSO

Everyday Life in Italian

What time is it? What do you like to do in your free time? What are you studying?
In this section, you will learn words for time, daily activities, and academic life. Use these lists as a point of reference. You can use them to practice pronunciation, build sentences, or get creative by creating your own examples. Have fun experimenting with the words and making them your own.



Figure 3.1.1: Una panchina è il posto ideale per parlare e condividere idee. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Nota

In almost every corner of a big city or a small town in Italy, you can spot a "panchina", a bench (Figure 3.1). People sit there to pause for a moment, chat with a friend or even a new acquaintance, and share thoughts, stories, or reflections on the day. Before you begin, take a moment to share your favorite ways of learning new vocabulary with classmates. Exchanging ideas can offer everyone new strategies to try and help turn this space into a shared "panchina" for learning together.

3.1.1: Ore, giorni, mesi, stagioni

3.1.2: Attività quotidiane e passatempi

3.1.3: All'università- I corsi, le materie e i corsi di laurea

This page titled 3.1: Un primo passo is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.1.1: Ore, giorni, mesi, stagioni

Hours, days, months, and seasons

In this page, you will learn how to talk about time in Italian: the days of the week, months of the year, and seasons, as well as useful expressions to tell the time and describe parts of the day.

Giorni della settimana

Days of the week

- lunedì (Monday)
- martedì (Tuesday)
- mercoledì (Wednesday)
- giovedì (Thursday)
- venerdì (Friday)
- sabato (Saturday)
- domenica (Sunday)

Mesi dell'anno

Months of the year

- gennaio (January)
- febbraio (February)
- marzo (March)
- aprile (April)
- maggio (May)
- giugno (June)
- luglio (July)
- agosto (August)
- settembre (September)
- ottobre (October)
- novembre (November)
- dicembre (December)

Le stagioni

The seasons

- primavera (spring)
- estate (summer)
- autunno (fall / autumn)
- inverno (winter)

Frasi utili

Useful expressions

- Che ora è? / Che ore sono? (What time is it?)
- Sono le undici. (It's eleven o'clock.)
- È l'una. (It's one o'clock.)
- È mezzogiorno. (It's noon.)

- È mezzanotte. (It's midnight.)
- Sono le dieci e mezzo. (It's ten thirty.)
- Sono le cinque e un quarto. (It's five fifteen / five and a quarter.)
- A che ora...? (At what time?)
- Alle 14. (At 2 p.m.)
- All'una del pomeriggio. (At 1 p.m.)
- mattina (morning)
- pomeriggio (afternoon)
- sera (evening)
- notte (night)

This page titled 3.1.1: Ore, giorni, mesi, stagioni is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.1.2: Attività quotidiane e passatempi

Activities and pastimes

These verbs describe everyday activities and free time. They are useful both for talking about your own routine and for asking others about theirs.

Verbi comuni per le attività quotidiane e il tempo libero

Common verbs for daily activities and free time

- abitare (to live, to reside)
- aprire (to open)
- arrivare (to arrive)
- ascoltare (to listen to)
- ballare (to dance)
- cantare (to sing)
- capire (to understand)
- cenare (to eat dinner)
- cercare (to search, to look for)
- chiedere (to ask)
- chiudere (to close)
- cominciare (to begin, to start)
- conoscere (to know, to be familiar with)
- correre (to run)
- cucinare (to cook)
- dormire (to sleep)
- finire (to finish)
- frequentare (to attend)
- giocare (to play [a game, a sport])
- guardare (to watch)
- incontrare (to meet, to encounter)
- iniziare (to begin)
- lavare (to wash)
- lavorare (to work)
- leggere (to read)
- mangiare (to eat)
- pagare (to pay)
- parlare (to speak)
- partire (to leave, to depart)
- passare (to pass, to spend [time])
- pranzare (to eat lunch)
- praticare (to practice)
- preferire (to prefer)
- prendere (to take)
- preparare (to prepare)
- profumare (to smell good, to perfume)
- pulire (to clean)
- rispondere (to respond)
- scrivere (to write)
- sentire (to hear)
- servire (to serve)
- sorridere (to smile)
- spedire (to send)

- studiare (to study)
- suonare (to play [a musical instrument])
- tornare (to return)
- vedere (to see)
- viaggiare (to travel)

Interrogativi

Interrogatives

These are the most common Italian question words. Notice that some have more than one form.

- chi (who)?
- che cosa / cosa / che (what) ?
- dove (where)?
- quando (when)?
- perché (why)?
- come (how)?
- quanto / quanta (how much)?
- quanti / quante (how many)?
- quale / quali (which)?

This page titled 3.1.2: Attività quotidiane e passatempi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.1.3: All'università- I corsi, le materie e i corsi di laurea

At the University-Courses, subjects, and majors

In this section, you'll learn the names of academic subjects, courses, and majors in Italian. Many of these are similar to English, so it's a great way to expand your vocabulary quickly. As you read, ask yourself: *Quali materie ti piacciono? Che cosa studi?*

In Italy, university programs are typically organized into **"corsi di laurea"** (degree programs) within different **facoltà** (faculties or schools), such as *Lettere e Filosofia*, *Scienze*, *Giurisprudenza*, or *Economia*.

Le lingue e le lettere

Languages and Literature

These fields relate to artistic expression, media, and communication.

- teatro (theater)
- musica (music)
- cinema (film / cinema)
- danza (dance)
- disegno (drawing)
- fotografia (photography)
- architettura (architecture)
- design (design)
- giornalismo (journalism)
- scienze della comunicazione (communication studies)

Le scienze e la salute

Sciences and Health

These subjects focus on the natural sciences, health, and medical fields.

- biologia (biology)
- chimica (chemistry)
- fisica (physics)
- astronomia (astronomy)
- scienze neurologiche (neuroscience)
- farmacologia (pharmacology)
- scienze ambientali (environmental science)
- medicina (medicine)
- infermieristica (nursing)
- odontoiatria (dentistry)

Le materie economiche, tecniche e digitali

Economics, Technical, and Digital Fields

These areas deal with economics, technology, data, and applied sciences.

- economia e commercio (economics and business)
- finanza (finance)
- contabilità (accounting)
- statistica (statistics)

- matematica (mathematics)
- informatica (computer science)
- ingegneria (engineering)
- robotica (robotics)
- intelligenza artificiale (artificial intelligence)

This page titled 3.1.3: All'università- I corsi, le materie e i corsi di laurea is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.2: UN PASSO AVANTI

Talking about everyday life

In this section you will strengthen your ability to describe actions, routines, and movement. You will practice regular verbs in are, ere, and ire, discover how prepositions connect ideas about place, time, and manner, and learn the irregular verbs andare, venire, and uscire. These elements are essential for talking about daily life, making plans, and describing where people go and come from. By the end of the unit, you will be able to recognize patterns and apply them in conversations that reflect real situations.



Figure 3.2.1: Oggi esco. Vado a fare acquisti in centro. Vieni con me? (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Working with verbs can feel challenging at first. Building a whole sentence takes energy: first, you identify the subject, then you match the verb ending to that subject. The best way to improve is through consistency, practice, and embracing mistakes along the way. Every attempt helps you move closer to fluency.

3.2.1: Verbi regolari al presente

3.2.2: Verbi irregolari- Andare, Uscire, Venire

3.2.3: Preposizioni semplici e articolate

This page titled 3.2: Un passo avanti is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.2.1: Verbi regolari al presente

What Is a Regular Verb? / Che cos'è un verbo regolare?

A **regular verb** (*un verbo regolare*) is a verb that follows a predictable pattern when it is conjugated.
In Italian, this means you can remove the infinitive ending (**–are**, **–ere**, or **–ire**) and add the appropriate ending to form the **presente indicativo** (present tense).
Regular verbs are easy to recognize because their stems stay the same, and their endings follow a clear pattern.

The *presente indicativo* is used to describe habitual actions, general facts or universal truths, and things that are happening right now.

Learning Objectives

- Recognize and classify regular verbs based on their infinitive endings: **-are**, **-ere**, **-ire**
- Conjugate regular verbs in the **presente indicativo** (present tense)
- Compare and contrast the conjugation patterns of **-are**, **-ere**, and **-ire** verbs
- Use regular verbs to describe common daily activities, routines, and free-time interests

Verbi regolari (-are, -ere, -ire)

- **-are** verbs: parlare → parlo, parli, parla (to talk/speak)
- **-ere** verbs: leggere → leggo, leggi, legge (to read)
- **-ire** verbs: dormire → dormo, dormi, dorme (to sleep)

Regular verbs help us talk about daily activities and routines because they are predictable and easy to learn.

Verb Categories

Italian verbs are grouped into **three categories** based on their infinitive endings:

Italian Verbs Categories

Verb Ending	Example Infinitive
-are	suonare (to play [an instrument])
-ere	leggere (to read)
-ire	dormire (to sleep)

How to Conjugate Regular Verbs in the Present Tense Indicative

Step 1: Remove the infinitive ending (-are, -ere, -ire) to find the **root**.
Example: suonare → suon-

Step 2: Add the appropriate endings for each subject pronoun:

Verb endings based on the subject pronoun

Subject	-are	-ere	-ire
io	-o	-o	-o

Subject	-are	-ere	-ire
tu	-i	-i	-i
lui/lei/Lei	-a	-e	-e
noi	-iamo	-iamo	-iamo
voi	-ate	-ete	-ite
loro	-ano	-ono	-ono

Nota

To form a negative sentence, simply add non in front of the verb.

Esempi:

- **Non studio** francese.
- **Non dormo** molto la notte.

Practice

Now it's time to see the verbs in context and practice. The following exercises are designed to help you check your understanding of the topic and to spark discussion with your peers and instructor, so you can better grasp how the language is used in real contexts.

Exercise 3.2.1.1

Practice with Conjugation

Complete the table below with the correct forms of the regular verbs **preparare, prendere, dormire** for each subject.

Regular Verbs Patterns

Subject	preparare	prendere	dormire
io		prendo	
tu			dormi
lui/lei			dorme
noi	prepariamo		
voi	preparate		
loro		prendono	

Exercise 3.2.1.2

Una giornata (day) tipica di Valentina

Underline regular verbs that describe Valentina's daily routine.

Ciao! Mi chiamo Valentina, sono una studentessa all'Università di Bologna. Ho 20 anni e sono di Parma, una città famosa per il parmigiano reggiano e il prosciutto. All'università, studio psicologia e mi piace molto. Quando sono a Bologna, abito in un appartamento con due amiche. La mattina, prendo sempre un caffè al bar, non mangio a casa. Dopo il caffè, frequento le lezioni fino a mezzogiorno. A pranzo, mangio un panino in mensa. Passo il pomeriggio in biblioteca. Leggo molti articoli per

i miei corsi e prendo molti appunti. Mentre studio, ascolto la musica. Preferisco la musica americana, ma non amo la musica rock! Parlo con mia madre al telefono mentre torno a casa. Verso le 8, ceno con le mie amiche e poi guardo la TV prima di andare a dormire. Di solito, dormo molto perché sono sempre molto stanca!

Which of the following activities does Valentina do daily? Check all that apply.

Attivitá:

- Studia la psicologia.
- Abita a casa con la sua famiglia.
- Prende il caffè al bar.
- Frequenta le lezioni la mattina.
- Mangia la pasta a pranzo.
- Legge molto per i suoi corsi.
- Ascolta la musica classica.
- Ama la musica Rock
- Guarda la tv dopo cena.
- Dorme poco.

E tu?

Is your routine similar or different to Valentina's? Check all the activities that apply to you and create a short paragraph like the one above

- Studiare psicologia.
- Abitare in un appartamento.
- Prendere un caffè al bar.
- Frequentare le lezioni la mattina.
- Mangiare nella mensa dell'università a mezzogiorno.
- Passare il pomeriggio in biblioteca.
- Leggere molto per i miei corsi.
- Prendere appunti nel mio quaderno o sul mio computer.
- Ascoltare la musica mentre studio.
- Preferire la musica pop.
- Sentire mia madre/mio padre al telefono ogni giorno.
- Cenare con i miei amici la sera.
- Guardare Netflix prima di andare a dormire.
- Dormire 8 ore a notte.

Now, tell your partner about your typical activities.
Can you also say what you do not do? Remember: to make a sentence negative, simply add **non** before the verb.

Exercise 3.2.1.3

Associazioni

Match each verb with its logical ending, based on context.

Example:
Mangio → gli spaghetti = I eat pasta.

Sentences to complete:

1. Gioco a_____
2. Guardo _____
3. Mangio _____
4. Leggo _____

5. Prendo _____
6. Scrivo _____
7. Apro _____
8. Pulisco _____
9. Telefono a _____

Possible Matching:

- il New York Times ogni giorno
- la finestra perché fa caldo
- l'autobus per andare a lezione
- tennis
- la mia casa perché è in disordine
- gli spaghetti
- un mio amico
- una composizione per il corso d'italiano
- *Stranger Things* su Netflix

Exercise 3.2.1.4

Now you have so much more to say!

Expand Your Vocabulary. Work with a partner. Complete the sentences by using different details. Keep it simple! At the end, share with the class: Which of these activities do you enjoy?

Example:

- Studio psicologia → studio matematica → studio italiano

Now you try:

- Suono la chitarra → _____ → _____
- Parlo con gli amici → _____ → _____
- Ascolto la musica pop → _____ → _____
- Guardo la TV → _____ → _____
- Abito a Roma → _____ → _____
- Leggo molto → _____ → _____
- Scrivo molte email → _____ → _____
- Prendo il caffè → _____ → _____
- Parlo con mia madre al telefono → _____ → _____
- Preferisco la musica americana → _____ → _____
- Dormo molto → _____ → _____

Spelling Changes in -care and -gare, and -ciare and - giare Verbs

Now you know how to conjugate regular verbs in Italian; however, there are a few small **spelling changes** to watch out for.

Look at these sentences:

- Giochiamo a carte.
- Mangiamo bene.
- Cominciamo di nuovo la nostra routine.

In the first example, notice the **"h"** added before the **-iamo** ending. This preserves the hard "c" sound. All verbs ending in **-care** (like **giocare** and **cercare**) and **-gare** (like **pagare**) add an "h" to the **tu** and **noi** forms:

Patterns in regular verbs -care and -gare

Soggetto	giocare	pagare
io	gioco	pago
tu	giochi	paghi
lui/lei	gioca	paga
noi	giochiamo	paghiamo
voi	giocate	pagate
loro	giocano	pagano

With **-care** and **-gare** verbs, you **add a letter**, but with verbs ending in **-ciare** (like **cominciare**) and **-giare** (like **mangiare** and **viaggiare**) you **lose a letter**. Since the **tu** and **noi** forms already contain an "i," there's no need to add another.

Patterns in regular verbs -ciare and -giare

Soggetto	magiare	cominciarie
io	mangio	comincio
tu	mangi	cominci
lui/lei	mangia	comincia
noi	mangiamo	cominciamo
voi	mangiate	cominciate
loro	mangiano	cominciano

The -ire Verbs

Now let's look at these examples:

- Pulisce la sua camera da letto tutti i giorni.
- Finisce i suoi compiti prima di cena.
- Dorme fino alle 11.

All of these verbs are **-ire verbs** (pulire, finire, dormire). Notice that *pulire* and *finire* have an added "**isc**" in the forms for **io, tu, lui/lei,** and **loro**. Both are regular, but they follow different patterns.

Both types are **regular;** they follow **two different conjugation patterns** within the -ire group. Two Regular Patterns of -IRE Verbs in Italian

The table below shows the difference between -ire verbs like *dormire* and those that add *-isc-* like *finire* and *pulire*.

Two Regular Patterns of -IRE Verbs in Italian

Subject	Dormire	Finire / Pulire (-isc-)
io	dormo	finisco / pulisco
tu	dormi	finisci / pulisci
lui / lei	dorme	finisce / pulisce
noi	dormiamo	finiamo / puliamo
voi	dormite	finite / pulite
loro	dormono	finiscono / puliscono

Note the **pronunciation**: in **io** and **loro**, it's a hard "c" sound, while in **tu** and **lui/lei**, it's a soft "sh" sound.

Un passo alla volta

The easiest way to learn which verbs take "isc" is by memorizing them. Here are some of the most common:

- pulire
- finire
- preferire
- capire
- spedire

Practice

Time to practice again. Work with your classmates and keep improving, "passo dopo passo".

Exercise 3.2.1.5

Practice with Conjugation

Complete the table below with the correct forms of some high-frequency isc verbs

-isc Conjugation

Subject	preferire	capire
io	_____	_____
tu	_____	_____
lui/lei/Lei	_____	_____
noi	_____	_____
voi	_____	_____
loro	_____	_____

Answer available at the end of this section.

Exercise 3.2.1.6

Che ragazze attive!

Now let's read about Valentina's roommates, Francesca and Antonella, and their daily activities. As you read, underline or circle all the present tense forms. Then, complete the activity that follows.

Francesca e Antonella sono brave compagne di casa, ma sono persone molto diverse. Francesca, per esempio, studia letteratura ed è molto pragmatica e ordinata. Legge libri di fantascienza e di fantasia, e risponde sempre alle email puntualmente, pulisce la sua camera da letto tutti i giorni e finisce i suoi compiti prima di cena. Antonella, invece, studia matematica e ha un po' la testa fra le nuvole. Dorme fino alle 11 o mezzogiorno e ascolta la musica sempre ad un volume altissimo (lei adora Malika Ayane!). Però tutte e due sono brave a cucinare e preparano sempre piatti deliziosi come le lasagne e i tortellini in brodo. Noi mangiamo molto bene a casa! Francesca e Antonella preferiscono cucinare, così io lavo i piatti! Guardiamo la tv insieme dopo cena, oppure giochiamo a carte. Francesca e Antonella sentono le loro famiglie tutti i giorni al telefono e quando arriva il weekend prendono il treno e tornano a casa per passare il tempo con loro. Di solito, torniamo tutte a Bologna il lunedì mattina e cominciamo di nuovo la nostra routine.

Com'è la giornata di Francesca e Antonella?

After reading, decide if each statement is **vero (true)** or **falso (false)**. Correct the false statements.

1. Francesca studia letteratura.
2. Francesca pulisce la camera ogni settimana.
3. Francesca finisce i compiti prima di cena.
4. Antonella studia matematica.
5. Antonella ascolta la musica ad alto volume.
6. Francesca e Antonella cucinano bene.
7. Francesca e Antonella mangiano spesso al ristorante.
8. Francesca e Antonella guardano la TV dopo cena.
9. Francesca e Antonella giocano a carte dopo cena.
10. Francesca e Antonella sentono le loro famiglie ogni giorno.
11. Francesca e Antonella restano a Bologna anche nel weekend.

Exercise 3.2.1.7

Quante cose da fare!

Underline or circle the correct form from the choices in parentheses. Then, practice repeating aloud the complete correct sentence.

Esempio:
Voi (apre / aprono / aprite) i libri a pagina 33. → **Voi aprite i libri a pagina 33.**

1. Io e Antonella (guardo / guarda / guardiamo) Netflix tutte le sere.
2. Francesca (studio / studi / studia) la matematica.
3. Francesca e Antonella (prepariamo / preparate / preparano) la cena.
4. Tu e Francesco (prendo / prendi / prendete) un caffè al bar sotto casa.
5. E tu, (abito / abiti / abita) in un appartamento con le tue amiche?
6. Antonella e Francesca, (dormiamo / dormite / dormono) molte ore la notte?

Answers

Exercise 3.2.1.5

This page titled 3.2.1: Verbi regolari al presente is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.2.2: Verbi irregolari- Andare, Uscire, Venire

Verbi irregolari di Movimento (Irregular Verbs of Movement)

You've already learned two essential irregular verbs: **essere** (to be) and **avere** (to have). Now let's explore three more irregular verbs: **andare** (to go), **uscire** (to go out), and **venire** (to come). These verbs are used constantly in everyday Italian to describe physical movement, social plans, and direction.

These verbs are **irregular** because their conjugations do not follow regular patterns. You will need to memorize their forms.

Learning Objectives

- Learn the forms and meanings of three high-frequency **irregular verbs of motion**: **andare** (to go), **uscire** (to go out), **venire** (to come)
- Conjugate these verbs in the present tense
- Use them to talk about **plans, invitations, movement between places, and social outings**

The Verb Andare – To Go

Andare is an irregular verb that means *to go.* It is used to describe physical movement from one place to another.
Use **andare** when you specify the place or destination where someone is going.

Examples:

- Il venerdì, di solito io e i miei amici andiamo al cinema. (On Fridays, my friends and I usually go to the movies.)
- Vado a scuola ogni mattina. (I go to school every morning.)
- Andiamo in Italia ogni estate. (We go to Italy every summer.)
- Marco va al lavoro in bicicletta. (Marco goes to work by bike.)

Study the following table to memorize all six forms of the verb **andare.** Pay attention to how each subject pronoun matches with a different irregular form.

Conjugation of the Verb Andare (To Go)

Subject	Conjugation
io	vado
tu	vai
lui / lei / Lei	va
noi	andiamo
voi	andate
loro	vanno

Nota

Andare is not used to express future intention

In English and Spanish, the verb "to go" or "ir" is often followed by an infinitive to talk about future actions.
Examples:

- I'm going to eat later
- Voy a comer más tarde

In Italian, we do not use andare + infinitive in this way.

Instead, use the present tense to express scheduled or near-future actions, especially when the plan is concrete.

Correct:

- Domani vado in biblioteca
  (This means you are physically going to the library tomorrow)

- Domani mangio la pizza
  (This means you are planning to eat pizza tomorrow)

Incorrect:

- Vado a mangiare più tardi (if you mean I am going to eat later — use the present tense instead)

This use of the present tense for future actions is very common in Italian, especially when talking about fixed plans.

Takeaway

- **Present tense** is used for planned or scheduled future actions.
- **Andare + infinitive** means you are physically going to begin the action, not expressing intention about the future.

Expressions such as:

- **Vado a mangiare**
- **Vado a dormire**

do **not** express future intention.
They mean that you are literally going to start the action **now** or at the specific moment you mention.

- **Vado a dormire alle 10:00**
  This means that at 10:00 you actually go to bed; it is part of your usual routine.

- **Vado a mangiare**
  This means you are about to go eat now.

These expressions do not mean "I'm going to eat later" or "I intend to sleep later."

Idiomatic Expression: Andare a trovare

To say that you are visiting a person, use andare a trovare.

Examples:

- Domenica vado a trovare mia sorella
- Andiamo a trovare i nonni sabato

Use "andare a trovare" with people. Use " visitare " when referring to places such as cities, museums, and countries

Exercise 3.2.2.1

Quick Check: Choose the Correct Form of *Andare*

Complete each sentence with the correct form of *andare* (vado, vai, va, andiamo, andate, vanno).

1. Noi _____ in Italia in estate.
2. (Tu) _____ al bar con gli amici?
3. Marco e Paolo _____ a trovare i nonni.
4. Io _____ a scuola ogni mattina.
5. Ragazzi, dove _____ oggi?
6. I miei genitori _____ al mercato la domenica.
7. Marco _____ al lavoro in bicicletta.

The Verb Uscire – To Go Out, To Exit

Uscire is an irregular verb that means *to go out* or *to exit*. It is used to describe the act of leaving a place, often socially, without specifying a particular destination.
Use **uscire** when the focus is on the action of going out or spending time outside the house—not on where you are going.

Examples:

- Esco di casa alle otto. (I leave the house at eight.)
- Esco con gli amici il sabato sera. (I go out with friends on Saturday night.)
- Esco spesso dopo cena. (I often go out after dinner.)
- Stasera esco con mia sorella. (Tonight I'm going out with my sister.)
- Quando piove, non esco mai. (When it rains, I never go out.)

Study the following table to learn the irregular conjugation of uscire. Notice how different it is from regular -ire verbs.

Present Tense Conjugation of the Verb Uscire (to go out, to exit)

Subject	Conjugation
io	esco
tu	esci
lui / lei / Lei	esce
noi	usciamo
voi	uscite
loro	escono

Exercise 3.2.2.2

Quick Check: Choose the Correct Form of *Uscire*

Complete each sentence with the correct form of *uscire* (esco, esci, esce, usciamo, uscite, escono).

1. I miei genitori non _____ mai la domenica.
2. Noi _____ di casa molto presto la mattina.
3. Marco _____ dall'ufficio alle cinque.
4. (Tu) _____ spesso durante la settimana?
5. Io _____ con gli amici il sabato sera.
6. Ragazzi, a che ora _____ stasera?

The Verb Venire – To Come

Venire is an irregular verb that means to come. It is used to describe movement toward the speaker's location or toward a shared destination.
Use venire when someone is coming to where you are or to a place both you and the speaker will be.

Examples:

- Vieni al cinema con noi? (Are you coming to the movies with us?)
- Marta viene alla festa stasera. (Marta is coming to the party tonight.)
- I miei amici vengono a casa mia domani. (My friends are coming to my house tomorrow.)
- Quando vieni in Italia? (When are you coming to Italy?)
- Vengo subito! (I'm coming right away!)

Study the following table to learn the six forms of **venire.** Pay close attention to the spelling changes in the singular forms.

Present Tense Conjugation of the Verb Venire (to come)

Subject	Conjugation
io	vengo
tu	vieni
lui / lei / Lei	viene
noi	veniamo
voi	venite
loro	vengono

Exercise 3.2.2.3

Quick Check: Choose the Correct Form of *Venire*

Complete each sentence with the correct form of *venire* (vengo, vieni, viene, veniamo, venite, vengono).

1. Carlo (tu), _____ con noi al cinema stasera?
2. Luca _____ da Milano ogni weekend.
3. Io _____ alla festa con Marta.
4. Ragazzi, a che ora _____ alla lezione?
5. Io e Marta _____ a scuola insieme la mattina.
6. I miei amici non _____ mai alle riunioni del club.

Un passo alla volta

It takes a little practice to feel confident using **andare**, **venire**, and **uscire**. It can feel confusing at the beginning to understand the difference between these verbs. They all describe movement, but they focus on **different directions** and **points of view**.

In short:

- Use "andare" when you say where you're going.
- Use "venire" when you are joining someone or when someone is coming toward you or with you.
- Use "uscire" when you're going out or leaving a place, without saying where.

Tip:

- If you mention a **specific destination**, use **andare** (*vado a Roma).*
- If you mean that you're going out, use **uscire** without specifying the destination. However, you can include other details, such as **with whom** you're going out or **when** (e.g., *Esco con gli amici alle 8:00*).

Practice

For each exercise, take time to go over the questions and choose your answers carefully. Then compare and discuss your answers with classmates, especially if you have different responses. Use the material above to help clarify your choices and keep working, *un passo alla volta*. Afterward, check in with your instructor to dig deeper into the topic and clarify any remaining questions.

Exercise 3.2.2.4

Completa

Fill in each blank with the correct form of the given verb (*andare*, *uscire*, or *venire*).

1. (andare) Io _____ al mercato ogni domenica.
2. (uscire) Quando _____ di solito per andare a lavoro?
3. (venire) Marta e Luca _____ con noi al concerto?
4. (andare) Noi _____ a scuola alle otto.
5. (uscire) Stasera voi _____ con i vostri amici?

Exercise 3.2.2.5

Scegli il verbo corretto (andare / uscire / venire)

Choose the verb that best completes each sentence. Focus on the meaning. Consider where the person is moving from and whose point of view it is.

1. Domani Carlo e Roberto_____ al cinema con Marco, noi invece restiamo a casa.
2. Stasera non _____ perché sono stanco.
3. Sabato sera i miei amici _____ a casa mia per cena.
4. Ogni mattina Mario _____ all'università in bicicletta.
5. (Noi) _____ con Lucia e Matilde sabato sera, andiamo in discoteca.

Exercise 3.2.2.6

Completa i dialoghi

Choose the correct verb and conjugate it correctly.

Dialogo 1

- Ciao, Giulia! Dove _____ (1) stasera?
- _____(2) al cinema con Marco. E tu che fai di bello?
- Io non _____ (3) stasera, resto a casa e leggo un bel libro.

Dialogo 2

- Quando _____ (4) di solito la sera con i tuoi amici?
- Di solito _____ (5) alle otto, ma oggi _____(6) prima.

Dialogo 3

- Paolo, dove _____ (7) in vacanza quest'anno?
- Io _____ (8) in montagna con la mia famiglia.
- Bello! Noi invece _____ (9) al mare.

Dialogo 4

- Ciao, Marco! _____ (10) a prendere un caffè al bar?
- Sì, _____ (11) volentieri!
- Perfetto, _____ (12) anche Luca.

Dialogo 5

- Ragzzi, a che ora _____ (13) di casa di solito per andare a lavoro?
- Noi _____ (14) alle sette ogni mattina e tu?
- Wow! Uscite di casa molto presto! Io invece _____ (15) a lavoro alle 9:30 am, quindi esco di casa alle 8:00 am.

This page titled 3.2.2: Verbi irregolari- Andare, Uscire, Venire is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.2.3: Preposizioni semplici e articolate

A First Look at Italian Prepositions

You've already used some Italian prepositions without even realizing it! Think about how many times we've asked:

- **A che ora?** (At what time?)
- **Di dove sei?** (Where are you from?)
- **Da che ora a che ora...?** (From what time to what time?)

Prepositions are small words, but they are everywhere. They help us talk about **time**, **place**, **origin**, **destination**, and much more. In this section, you will explore the most common Italian prepositions and how they work.

Learning Objectives

- Recognize and use the **nine simple prepositions**: **di, a, da, in, con, su, per, tra, fra**
- Understand how simple prepositions combine with definite articles to form **articulated prepositions** (e.g., *a + il = al*)
- Apply prepositions in context to describe **origin, destination, time, manner, and location** (e.g., *Vado a scuola; Sono di Roma; Studio con Maria*)
- Become familiar with expressions and questions that involve prepositions (e.g., *Di dove sei? A che ora? Da dove vieni?*)

What Are Prepositions?

Prepositions are words that **link other words or phrases** together. In Italian, they often tell us:

- where someone or something is (*a casa*, *in biblioteca*)
- where someone is going (*vado da Marco*)
- when something happens (*alle otto*, *in maggio*)
- who something belongs to (*il libro di Sara*)

These are the most commonly used prepositions in Italian. Each has multiple meanings depending on the context.

Preposizioni Semplici

Preposition	Common Meanings
di	of, about, from (origin)
a	to, at, in (cities, direction, time)
da	from, by, at (a person's place)
in	in, to, into (regions, places)
con	with
su	on, over, above
per	for, in order to
tra	between, among
fra	between, among (same as "tra")

Remember:

- *Di dove sei?* → I'm from Milan → **Sono di Milano**

- *Vado a scuola* → I go to school
- *Studio in biblioteca* → I study in the library
- *Sto da Marco* → I'm at Marco's place

Let's Look at the Prepositions One by One

The Preposition di

Use **di** to express:

Possession
Il libro di Maria

Topic or theme
Un film di avventura
Parliamo di musica

Origin
Sono di Napoli

The Preposition a

Use **a** to express:

Time
A che ora? → Alle otto

Cities
Vado a Roma
Abito a Siena

Common places (home, school, party, theater)
Vado a casa
Vado a scuola
Vado a teatro
Vado a una festa

Movement with a verb (purpose)
Vado a mangiare
Vado a studiare
Vado a correre

The Preposition da

Use **da** to express:

From a place
Parto da Firenze
Vengo da Torino

Leaving from (with uscire)
Esco da casa alle otto
Esco dall'ufficio

To someone's house or workplace
Vado da Marco
Sto dal dottore

Idiomatic expressions
Scarpe da uomo / da donna
Cose da matti
Qualcosa da mangiare / da bere
Bello da morire

The Preposition in

Use **in** to express:

Countries, regions, and states
Vado in Italia
Vivo in Toscana
Studio in California

Rooms and enclosed places
Studio in cucina
Leggo in biblioteca
Mangio in mensa

Means of transportation
Vado in treno
Viaggio in aereo
Vado in bicicletta

Expressions of time
In estate
In primavera
In questo momento

Exercise 3.2.3.1

Quick Check: Usa la preposizione giusta

Use the correct preposition (di, a, da, in) to complete the sentences.

1. Il quaderno è ___ Luca. (The notebook belongs to Luca.)
2. Abito ___ Bologna. (I live in Bologna.)
3. Vengo ___ Milano. (I come from Milan.)
4. Vado ___ biblioteca alle tre. (I go to the library at three.)
5. Parto ___ Firenze domani. (I leave from Florence tomorrow.)
6. Questa è una canzone ___ Jovanotti. (This is a song by Jovanotti.)
7. Andiamo ___ correre al parco. (We are going running at the park.)

Exercise 3.2.3.2

Quick Check: Prepositions in Context

Choose the correct option for each sentence. / Scegli l'opzione corretta per ogni frase.

1. **Origin.** Sono ___ Napoli.
   a. di
   b. a
   c. da
2. **City.** Vado ___ Roma domani.
   a. di
   b. a

   c. in
3. **Purpose.** Vado ___ studiare in biblioteca.
   a. di
   b. a
   c. in
4. **Country.** Carla abita ___ Italia.
   a. a
   b. in
   c. da
5. **House.** Esco ___ casa alle otto..
   a. da
   b. a
   c. in

Un passo alla volta

Prepositions in Italian don't always match the ones used in English. A verb that uses "to" in English might require **a**, **in**, or **da** in Italian, depending on what kind of place or destination you're talking about.

Think of it this way:

- **a** is often used for **specific places** (like school, home, or the bar).
- **in** is used for **countries, regions, and some enclosed places**.
- **da** is used when you're **going to someone's house or workplace**.

For example:

Examples of in,a,da

English	Italian
I'm going to school	Vado **a** scuola
I'm going to Marco's	Vado **da** Marco
I'm going to Italy	Vado **in** Italia

At first, these small words can seem confusing, but don't worry! As you see them in real contexts, you'll start to recognize natural patterns. For now, focus on **noticing** which preposition appears with each place and try to connect it with the idea (specific place, general place, person).

The Preposition su

Use **su** to express:

Location (on top of something)
Il libro è sul tavolo
La giacca è sulla sedia

Topic (about something)
Un film su Roma
Un libro sul Rinascimento

The Preposition con

Use **con** to express:

Accompaniment
Vado al cinema con gli amici
Esco con Marco

Means or instrument
Scrivo con la penna
Taglio la pizza con il coltello

Characteristic or manner
Una ragazza con i capelli rossi
Risponde con gentilezza

The Preposition per

Use **per** to express:

Purpose
Studio per imparare
Esco per comprare il pane

Duration of time
Resto a Roma per una settimana

Recipient or goal
Questo regalo è per te
Il treno parte per Milano

Through or by
Passo per il centro
Vado a scuola per il parco

The Prepositions tra and fra

Use **tra** and **fra** interchangeably to express:

Location (between or among)
La scuola è tra la banca e la chiesa
Vivo fra gli alberi

Time (in a certain amount of time)
Parto tra due giorni
L'esame è fra una settimana

Choice (between options)
Devi scegliere tra due possibilità

Exercise 3.2.3.3

Quick Check: Multiple Choice – Scegli la preposizione giusta!

Choose the correct preposition (su, con, per, tra/fra) to complete each sentence. Only one answer is correct.

1. Il gatto dorme ___ una sedia vecchia..
   a. con
   b. su
   c. per
2. Vado al ristorante ___ i miei genitori.

a. tra
b. con
c. per

3. Studio ___ superare l'esame.
   a. per
   b. su
   c. con
4. L'università è ___ la stazione e il museo.
   a. per
   b. in
   c. tra
5. Scrivo ___ la matita, non con la penna.
   a. da
   b. con
   c. per
6. Oggi leggiamo un libro ___ Roma.
   a. su
   b. con
   c. in
7. Questo regalo è ___ te!
   a. con
   b. a
   c. per
8. Partiamo ___ due settimane.
   a. tra
   b. con
   c. in
9. È una signora ___ i capelli biondi.
   a. su
   b. con
   c. per
10. Passiamo ___ il parco per arrivare a casa..
    a. su
    b. a
    c. per

Exercise 3.2.3.4

Quick Check: Le preposizioni semplici (su, con, per, tra/fra)

Choose the correct preposition (su, con, per, tra/fra) to complete each sentence. Write your answers on a separate sheet or say them aloud to a partner.

1. Il libro è ___ uno scaffale (bookshelf) molto alto.
2. Vado al parco ___ i miei amici.
3. Studio italiano ___ parlare con la mia famiglia in Italia.
4. Il museo è ___ la chiesa e il teatro.
5. Taglio il pane ___ il coltello.
6. Abbiamo visto un documentario ___ Venezia.
7. Questo fiore è ___ te.
8. L'esame comincia ___ tre giorni.
9. È una ragazza ___ gli occhi verdi.
10. Passo ___ il centro per andare all'università.

Exercise 3.2.3.5

Pratichiamo! Le preposizioni semplici

Complete the following sentences by choosing the most appropriate **simple preposition** from the options in parentheses, as shown in the example.

Esempio:
Vivo ***a*** Roma.

1. Venezia è _____ Italia.
2. Li e Xin abitano _____ Venezia.
3. Stasera Yonas e Sofia vanno al cinema _____ i loro amici.
4. Oggi devo andare al mercato _____ comprare le carote.
5. _____ il numero quaranta e il numero trentotto c'è il numero trentanove.
6. Ciao, mi chiamo Rossella e sono _____ Philly.
7. Questo è il libro _____ Jhumpa.
8. Io e Diego andiamo sempre a scuola _____ piedi.
9. Il mio amico Gianni, invece, va sempre _____ bicicletta.
10. Oggi pranziamo _____ nonna Betta.

Exercise 3.2.3.6

La lettera di Bianca

Fill in each blank with the correct **simple preposition** *(di, a, in, da, con, per, tra/fra)*. Choose the best option based on meaning and context.

Ciao Anna,

come stai? Io sto bene e oggi sono molto felice.

Da qualche mese vivo **a (a / in / di)** Roma _____ **(per / a / in)** un appartamento _____ **(tra / da / con)** due ragazzi americani. Durante il giorno io e Mark, il mio coinquilino _____ **(da / di / a)** New York, studiamo _____ **(per / in / con)** biblioteca. A Mark piace visitare la città _____ **(da / per / in)** autobus, ma io preferisco andare _____ **(a / in / per)** piedi.

_____ **(in / fra / su)** due settimane John, l'altro mio coinquilino, va _____ **(da / in / a)** Francia per le vacanze. Mi piacerebbe molto andare _____ **(in / con / a)** vedere la Gioconda di Leonardo al Louvre _____ **(fra / con / in)** lui.

Che invidia!

E tu, come stai?
Ora ti lascio, devo preparare il caffè :) !

Un abbraccio e a presto,
Bianca

Ora tocca a te: Scriviamo!

With a partner, create four complete sentences using the words in the table and the appropriate simple prepositions (*di, a, in, da, con, per, tra/fra*).
Be creative and make your own sentences! Follow the model.

Esempio:
Io e Renata andiamo **a** un concerto **di** musica rock stasera.

Parole per creare le frasi

Parole utili / Useful words
il libro – un concerto – gli studenti – il corso – la professoressa – musica rock
i miei amici – piedi – treno – vacanza – una passeggiata – biblioteca
montagna – Roma – mangiare – studiare – fare – essere – matematica
spaghetti alla carbonara – casa – andare

Un passo alla volta

Un veloce ripasso! / A Quick Review!

di → shows possession, origin, content, or topic

- Il libro di Maria è interessante. (possession)
- Sono di Roma. (origin)
- Una tazza di tè. (content)
- Un film di fantascienza. (topic)

a → used for cities, destinations, time, indirect objects, and fixed expressions

- Vado a Venezia domani. (city/destination)
- La lezione inizia alle otto. (time)
- Scrivo a mia sorella. (indirect object)
- Vado a scuola a piedi. (fixed expressions)

in → used for countries, regions, transportation, and enclosed places

- Vivo in Italia. (country)
- Studio in biblioteca. (place)
- Viaggiamo in treno. (transportation)
- In inverno fa freddo. (time/season)

da → shows origin, someone's place, or an agent

- Vengo da Napoli. (origin)
- Ceniamo da Giulia. (someone's place)
- Il dolce è fatto da mia nonna. (agent)

con → shows accompaniment or instrument

- Esco con i miei amici. (accompaniment)
- Taglio il pane con il coltello. (instrument)

per → shows purpose, duration, or destination, movement through a place.

- Studio per imparare l'italiano. (purpose)
- Rimango a Roma per due settimane. (duration)
- Parto per Firenze domani. (destination)

- Passo per il parco per andare a scuola. (Movement through / by a place)

tra / fra → shows position, relationship, or time

- La scuola è tra la banca e il museo. (location)
- C'è una grande amicizia fra noi. (relationship)
- Parto fra tre giorni. (time)

Articulated Prepositions

When a preposition is followed by a definite article (il, la, lo, etc.), they often **combine** into one word. These are called **articulated prepositions**.

Preposizioni articolate

Preposizioni + Articoli	il	lo / l'	la / l'	i
di	del	dello	della	dei
a	al	allo	alla	ai
da	dal	dallo	dalla	dai
in	nel	nello	nella	nei
su	sul	sullo	sulla	sui

Nota

- You **do not** use articulated prepositions with **per**, **tra**, or **fra**
- The preposition **con** is rarely combined, but sometimes you'll hear **col** or **coi**
- "di" and "in" change their base form to **de-** and **ne-** in combinations

Exercise 3.2.3.7

Practice with the articulated prepositions

Complete with the correct articulated preposition.

1. Vado ___ bar con gli amici. (I go to the bar with friends.)
2. Il libro è ___ tavolo. (The book is on the table.)
3. Studio ___ università di Milano (I study at the University of Milan.)
4. La penna è ___ zaino. (The pen is in the backpack.)
5. La macchina ___ professore è nuova. (The professor's car is new.)

Exercise 3.2.3.8

Quick Check: Preposizioni articolate

Choose or complete with the correct articulated preposition.

1. **Quale frase è corretta? / Which sentence is correct?**
    1. Vado al supermercato.
    2. Vado a il supermercato.
    3. Vado sul supermercato.
2. **Quale frase è sbagliata? / Which sentence is wrong?**
    1. Metto il libro nello zaino.
    2. La macchina è sul parcheggio.
    3. Vado dagli amici.
3. **Scegli la preposizione articolata giusta.** Il caffè è ___ tavolo.**/ Choose the correct articulated preposition.** The coffee is on the table.
    1. nel
    2. sul
    3. dal

4. **Completa la frase:** Gli studenti parlano ___ professore. **/ Complete the sentence.** *The students are talking to the professor*.**.**
    1. con il
    2. del
    3. nel
5. **Completa la frase:** Questo è il libro ___ ragazza italiana. **/ Complete the sentence.** This is the Italian girl's book.)
    1. della
    2. alla
    3. nella

Un passo alla volta

At the beginning, prepositions can feel like a lot to remember. You do not need to memorize all of them right away. Instead, focus on noticing how they are used in context when you read, listen, or watch something in Italian. Pay attention to the small words that connect ideas such as *a, di, da, in, con, per, su, tra,* and *fra,* and how they change the meaning of a sentence. Over time, you will start to recognize patterns naturally. When you feel more confident, try to include them gradually in your own sentences.

Exercise 3.2.3.9

Le preposizioni articolate nella vita quotidiana / Everyday Use of Articulated Prepositions

Complete the sentences with the most appropriate **articulated preposition**. Use the model as your guide.

Esempio:
Vado ***allo*** stadio.

1. Il libro è _____ tavolo.
2. Prendo il treno _____ stazione.
3. Andiamo _____ bar.
4. Quali sono i giorni _____ settimana?
5. In estate mi piace andare _____ mare con i miei amici.
6. Stasera mangiamo _____ ristorante "Cantone 7".
7. Ci vediamo domani _____ nove e mezza, va bene?
8. La pizzeria è aperta tutti i giorni _____ undici _____ ventitré.
9. Sabato Anna esce _____ sua amica Jo e va _____ concerto dei Maneskin.
10. Devo andare _____ mercato a comprare della frutta e della verdura.

Exercise 3.2.3.10

La mia giornata universitaria / My University Day

Complete the sentences by choosing the correct **articulated preposition** (*a + il = al, di + la = della*, etc.) from the options in parentheses, as shown in the example.

Esempio:
Tutte le mattine vado ***al*** bar ***alle*** otto.

Tutte le mattine vado _____ (sul / al) bar _____ (nelle / alle) otto.
Faccio colazione in fretta, prendo un caffè _____ (al / del) banco e poi prendo l'autobus _____ (nelle / delle) otto e un quarto _____ (per l' / con l') università.

Frequento i corsi fino (until) _____ (alle / all') una; poi, mangio _____ (fra la / alla) mensa universitaria _____ (con i / sui) miei amici.

Dopo pranzo, io e i miei amici prima andiamo _____ (a / al) bar _____ (su / a) prendere un caffè; poi, andiamo _____ (di / a) studiare _____ (per / in) biblioteca. Verso le cinque prendo l'autobus e torno a casa.

This page titled 3.2.3: Preposizioni semplici e articolate is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.3: UN PASSO IN PIÙ

From Words to Sentences and Questions: Expressing Time, Actions, and Plans

In this section, you're moving beyond the basics and starting to connect the dots. You'll build the skills to describe what time it is, what you do each day, and where you go, come from, or who you are with. These are essential tools for navigating daily life in Italian. You'll go beyond simply learning new words. You'll begin forming complete thoughts, asking meaningful questions, and expressing everyday actions and plans with clarity. Whether you're setting up a coffee date, talking about your hobbies, or figuring out when to meet a friend, this unit will give you the confidence to speak and share your thoughts.

You're about to explore how Italians talk about time, movement, and everyday activities. Along the way, you'll practice using useful verbs, time expressions, and vocabulary that bring your Italian to life.



Figure 3.3.1: Come passi la tua giornata? Come passi il tempo? (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Ready to tell the time, plan your day, and engage in real conversations? Let's get started.

3.3.1: Che ora è? Che ore sono? A che ora?

3.3.2: Dove vai? Da dove vieni? Con chi esci?

3.3.3: Cosa fai di bello?

This page titled 3.3: Un passo in più is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.3.1: Che ora è? Che ore sono? A che ora?

How to Tell Time in Italian

The questions we ask about time—what time is it? when does it start? what time are we meeting?—shape how we move through daily life and how we interact with the people around us. Learning to talk about time means learning how to organize plans, express routines, and participate more fully in everyday conversations. In this section, you'll begin using time expressions and questions to communicate with clarity and confidence.

Learning Objectives

- Learn how to ask and answer questions about the time in Italian.
- Understand how to use the verb **essere** and the definite article **le** in telling time.
- Differentiate between "Che ore sono?" and "A che ora...?".
- Practice telling time using both the 12-hour and 24-hour systems.
- Engage in real-life roleplay and dialogues to reinforce time-telling skills.

To ask about the time, use:

- Che ora è?
- Che ore sono?

Example:

- Sono le dieci e dieci. (It's 10:10.)

In Italian, the verb essere is used when telling time, along with the definite article le because it represents le ore (the hours), which is feminine and plural.

Dividing the Clock

The Italian clock is divided into four quarters of an hour.

- To **add** minutes (on the right side of the clock), use **e**:
  - **Sono le dieci e dieci.** (10:10)
- To **subtract** minutes (on the left side of the half hour), use **meno**:
  - **Sono le dieci meno dieci.** (9:50)
- Alternatively, you can just add minutes throughout:
  - **Sono le nove e cinquanta.** (9:50)

Examples

Time Expression	Meaning
Sono le due e mezzo.	2:30
Sono le due e trenta.	2:30
Sono le quattordici.	2:00 pm (24-hour)
È mezzogiorno.	12:00 pm (noon)
È mezzanotte.	12:00 am (midnight

Nota Culturale

- **Le quattordici** is an example of the 24-hour clock, common in Italy for timetables and schedules. Just add 12 to get the 24-hour time.
- Notice **è** (singular verb) is used with **mezzogiorno** and **mezzanotte**. It's also used with **l'una** since one is singular: **È l'una e un quarto.** (1:15)

Exercise 3.3.1.1

Che ore sono?

Write the correct digital time for each sentence.

- **Sono le quattro e mezzo.**
  Digital time: _____
- **Sono le undici meno un quarto.**
  Digital time: _____
- **Sono le tredici e venti.**
  Digital time: _____
- **È mezzogiorno e cinque.**
  Digital time: _____
- **Sono le ventidue.**
  Digital time: _____
- **È l'una meno dieci.**
  Digital time: _____

Exercise 3.3.1.2

Che ore sono?

Look at the digital times below and write the time in Italian words.

- **3:15 pm**
  Written time: _____
- **9:40 pm**
  Written time: _____
- **7:05 am**
  Written time: _____
- **11:25 pm**
  Written time: _____
- **12:10 am**
  Written time: _____
- **6:50 am**
  Written time: _____

Exercise 3.3.1.3

Che ore è?

Look at the digital times below and write the time in Italian words.

- **16:35**
  Written time: _____
- **20:45**
  Written time: _____
- **10:50**
  Written time: _____
- **11:15**
  Written time: _____
- **14:10**
  Written time: _____
- **18:50**
  Written time: _____

Exercise 3.3.1.4

Roleplay: Scusa, sai che ore sono?

Use the dialogue below with classmates. Change the time and information as you wish.

S1: Buongiorno! Scusa, sai che ore sono?
S2: Certo, sono le _____.
S1: Grazie mille!
S2: Prego! Arrivederci!

A che ora...?

Use **A che ora...?** to ask when something happens. Respond with **alle, all'** or **a** plus the time.

Examples:

- A che ora inizia la lezione d'italiano?
  - La lezione d'italiano inizia alle dieci e dieci.
- A che ora parte il treno da Milano Centrale?
  - Il treno parte alle diciotto e cinque.

You can also respond to Quando...? questions with the same construction.

Exercise 3.3.1.5

L'orario di Valentina

Study Valentina's weekly schedule and answer the questions in complete sentences.

Agenda della settimana

Day	Time	Activity
Lunedì	10:00 am	lezione di inglese
Martedì	2:30 pm	caffè con Francesca
Martedì	4:00 pm	incontro con il prof. d'inglese
Mercoledì	12:00 pm	pranzo con Fede
Giovedì	6:00 pm	pulire la casa
Venerdì	8:00 pm	gioca a pallavolo

- A che ora incontra il professore d'inglese martedì? _____
- A che ora pranza a casa di Fede mercoledì? _____
- Quando gioca a pallavolo venerdì? _____
- Quando pulisce la casa? _____
- Quando ha la lezione d'inglese? _____
- A che ora prende un caffè con Francesca martedì? _____

Continua la conversazione!

In pairs, ask each other about Valentina's schedule using **A che ora...?** questions.

E la tua settimana?

Tell your partner what your week looks like. Give at least five examples using **A che ora...?**.

Example:

- Sabato alle 11 gioco a tennis con la mia amica.

Exercise 3.3.1.6

La mia settimana

Prima Parte
Do you have a lot to do this week as well? Write at least **five different activities** in the calendar below.

Esempio:
Mercoledì gioco a tennis con gli amici alle 17:00.

My Weekly Schedule

lunedì	martedì	mercoledì	giovedì	venerdì	sabato	domenica

Seconda Parte
Then, tell your partner about your plans! While you listen to their plans, fill out the calendar below with **their information**. Pay attention to the **verb forms**! When you're talking about another person, you should use the **lui/lei** form.

My classmate's weekly Schedule

lunedì	martedì	mercoledì	giovedì	venerdì	sabato	domenica

Nota

Nota sull'uso di "il lunedì" vs. "lunedì"

- il lunedì → means on Mondays (in general)

  Vado in palestra il lunedì. (I go to the gym on Mondays.)

- lunedì → means this Monday / a specific Monday

  Vado in palestra lunedì. (I'm going to the gym this Monda

This page titled 3.3.1: Che ora è? Che ore sono? A che ora? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.3.2: Dove vai? Da dove vieni? Con chi esci?

Daily Communication: Expressing Time, Activities, and Where You Go

In this section, you'll practice using some of the most common and useful questions in everyday Italian. These expressions will guide you through talking about **where you're going**, **where you're coming from**, and **who you're with**.

Learning Objectives

- Learn how to ask and answer essential questions for everyday movement and interactions:
- **Dove vai?** – Where are you going?
- **Da dove vieni?** – Where are you coming from?
- **Con chi esci?** – Who are you going out with?
- Use the irregular verbs **andare**, **venire**, and **uscire** in the present tense
- Combine verbs with **simple and articulated prepositions** to form complete, meaningful responses (e.g., *Vado a scuola con Marco*)
- Practice these structures in **short dialogues, roleplays, and interactive activities**

Key Expressions and When to Use Them

Below are three everyday questions and tips on when to use them. Read the examples to understand how they appear in natural conversation.

Esempi

Italian Question	English Meaning	When to Use It
Dove vai?	Where are you going?	To ask someone's destination (now or later)
Da dove vieni?	Where are you coming from?	To ask where someone is coming from (just now or in general)
Con chi esci?	Who are you going out with?	To ask who someone is going out or spending time with socially

Examples in Context

Read these example responses to see how people answer the questions in real life.

- **Dove vai?**
  – Vado al cinema con Giulia.
  – Vado a casa dei miei genitori.

- **Da dove vieni?**
  – Vengo dalla palestra.
  – Vengo da scuola.

- **Con chi esci?**
  – Esco con i miei amici.
  – Esco da solo.

Exercise 3.3.2.1

Quick Check: Try It Yourself

Answer these questions using complete sentences. Then write 3–5 original sentences using all three verbs.

- Dove vai oggi?
- Con chi esci di solito?
- Vieni alla lezione domani?

Write about your weekly or weekend plans using **andare**, **uscire**, and **venire**. Try to use the correct prepositions (**in**, **a**, **da**) with the places you mention.

Exercise 3.3.2.2

Personal Answers

Write your own answers to the questions below. Use realistic or imaginative details to describe your routines.

1. Dove vai dopo questa lezione?
2. Da dove vieni prima di cena di solito?
3. Con chi esci il fine settimana?
4. Dove vanno i tuoi amici il sabato sera?
5. Da dove vengono i tuoi compagni di classe?

Exercise 3.3.2.3

Mini-Dialogues in Pairs

With a partner, take turns asking and answering the questions below. Your goal is to carry on a short, natural conversation.

Use expressions like:

- *Vado...*, *Vengo...*, *Esco...*
- *con i miei amici*, *da casa*, *in centro*, *alle otto*

Sample Dialogue:
A: Ciao! Dove vai oggi?
B: Vado in centro con i miei amici. E tu?
A: Io vado a casa. Da dove vieni?
B: Vengo dalla lezione di matematica.

Exercise 3.3.2.4

Find Someone Who... – Trova qualcuno che...

Walk around the classroom and ask your classmates the questions below. If someone answers **"yes,"** write down their name and one extra detail (Where? With whom? When?). Use your knowledge of **seasons, months, and time vocabulary** to help expand the conversation.

Domande

Question	Name	Extra Detail (Where? With whom? When?)
Vai spesso in biblioteca?		
Vieni a scuola in autobus?		
Esci con gli amici durante la settimana?		
Vai al mare in estate?		
Esci spesso durante il weekend?		
Vieni a scuola anche il venerdì?		

Question	Name	Extra Detail (Where? With whom? When?)
Vai in vacanza ad agosto?		
Esci con qualcuno in inverno per pattinare o fare sport?		
Esci con amici il giorno del tuo compleanno?		
Vai in montagna in inverno?		
Vieni a scuola a piedi in primavera?		
Vai in un bar o in una gelateria quando fa caldo?		

Bonus: Create Your Own Questions

Use what you've learned about seasons, time, companions, and destinations to write **two new questions**. Then walk around the room and ask your classmates.

Suggestions: Use expressions like *il sabato*, *in primavera*, *alle sei*, *con la mia famiglia*, *durante le vacanze*, *nel mese di…*

Exercise 3.3.2.5

Plan a Weekend

Work in pairs. Make a short weekend plan using *andare*, *venire*, and *uscire*. Use expressions of time (*sabato*, *la mattina*, *alle cinque*) and companions (*con i miei amici*, *da solo*).

Example:
Sabato vado al parco con il mio cane. Domenica vengo da casa dei miei cugini. Esco con Giulia e Luca la sera.

Ora tocca a te!

Create a Daily Routine Map. Think about your typical day. Draw or describe the places you go, where you come from, and who you spend time with. Use complete sentences.

Example sentences to include:

- Vado a lezione alle 9.
- Vengo da casa in bicicletta.
- Esco con i miei amici nel pomeriggio.

Nota culturale

Social Life and Mobility in Italy

In Italian towns and cities, people often move by foot, by bike, or on scooters. Social life happens outside the home—meeting friends at a café, visiting family, or taking a walk (*fare una passeggiata*) are everyday rituals. That's why questions like *Dove vai?*, *Da dove vieni?*, and *Con chi esci?* are so common—they reflect how Italians live and connect every day.

Communication Note: Inviting Someone in Italian

Now that you know how to ask *Dove vai?* and *Con chi esci?*, you're ready to understand — and use — some of the most common ways Italians **make plans and extend invitations**. These expressions are short, friendly, and used often in daily life:

Espressioni per invitare qualcuno

Expression	Meaning
Vieni a cena?	Are you coming for dinner?
Vieni con me…?	Are you coming with me…?
Andiamo insieme a…?	Shall we go together to…?
Esci con me?	Are you going out with me?
Usciamo stasera?	Shall we go out tonight?

These questions usually use **“tu” forms** of *venire*, *andare*, and *uscire*. They're friendly, direct, and perfect for casual conversation with classmates, friends, and family.

This page titled 3.3.2: Dove vai? Da dove vieni? Con chi esci? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.3.3: Cosa fai di bello?

Il verbo *fare*: To Do, To Make, and So Much More

What does fare mean? The verb *fare* is one of the most commonly used verbs in Italian. It means **to do** or **to make**, but it also appears in many idiomatic expressions where English uses different verbs like *take*, *have*, or *go*.

Learning Objectives

- Conjugate the irregular verb **fare** and use it to describe common actions (e.g., *fare colazione*, *fare i compiti*)
- Recognize how *fare* replaces other verbs in idiomatic expressions (e.g., to **do**, **make**, **have**, or **go**)
- Use vocabulary related to **hobbies, routines, and personal habits** in conversation

Conjugation of *fare* in the Present Tense

Take a look at the table below to learn how **fare** is conjugated in the present tense. You'll refer back to this often as you build your vocabulary and fluency.

Conjugation of the Verb Fare in the Present Tense

Subject Pronoun	Verb Form
io	faccio
tu	fai
lui / lei / Lei	fa
noi	facciamo
voi	fate
loro	fanno

In Conversation

A great way to get to know someone in Italian is by asking:

Che cosa fai?
What do you do? / What are you doing?

You can personalize it with a time expression:
Che cosa fai il martedì sera?
What do you do on Tuesday evenings?

Example Response:
Studio, ceno con Paola e guardo la TV.
I study, have dinner with Paola, and watch TV.

Expressions with *fare*

The verb *fare* appears in many common expressions that describe daily habits, routines, and experiences. Even when English uses a different verb, Italian often keeps *fare*. Use the tables below as a reference as you explore how versatile this verb can be.

Daily Actions

The expressions in the table below describe everyday routines and chores. Notice how *fare* is used with nouns to express actions you do each day.

Idiomatic Expressions with fare

Italian	English
fare colazione	to have breakfast
fare la doccia	to take a shower
fare il bagno	to take a bath
fare i compiti	to do homework
fare la spesa	to go grocery shopping
fare le spese / fare shopping	to go shoppi

Free Time & Activities

The following table shows expressions with *fare* used for hobbies and leisure time. Many describe ways Italians spend time relaxing, exploring, or being social.

Idiomatic Expression with verbo fare

Italian	English
fare una passeggiata / due passi	to take a walk
fare fotografie	to take pictures
fare un viaggio	to take a trip
fare una gita	to take a short trip
fare due chiacchiere	to chat
fare le prove	to rehearse
fare un salto	to swing by / stop by

Other Common Expressions

The following expressions use *fare* in a variety of everyday situations, including travel, appointments, punctuality, and serious intentions. Many are idiomatic and commonly used in daily Italian conversation.

Idiomatic Expression with verbo fare

Italian	English
fare un esame	to take an exam
fare la valigia	to pack (a suitcase)
fare la fila / la coda	to stand in line
fare attenzione	to pay attention
fare tardi	to be late / stay out late
fare sul serio	to mean it / get serious

Il tempo e il verbo *fare*

In Italian, *fare* is also used to describe the weather:

Che tempo fa? — *What's the weather like?*

Idiomatic expression about whearther

Italian	English
Fa caldo	It's hot
Fa freddo	It's cold
Fa bel tempo	The weather is nice
Fa brutto tempo	The weather is bad
Fa fresco	It's cool
Fa vento	It's windy

Examples in Context

1. **Quando fa bel tempo**, faccio una passeggiata nel parco.
   (When the weather is nice, I take a walk in the park.)

2. **Quando fa brutto tempo**, resto a casa e leggo un libro.
   (When the weather is bad, I stay home and read a book.)

3. D'estate Maria e Giuseppe **fanno sempre un viaggio** esotico.
   (In summer, Maria and Giuseppe always take an exotic trip.)

4. Mi piace **fare regali** ai miei genitori per il loro anniversario.
   (I like giving gifts to my parents for their anniversary.)

5. Maria **fa la spesa** una volta alla settimana.
   (Maria goes grocery shopping once a week.)

6. Marco non **fa mai colazione** la mattina, ma **fa uno spuntino** a metà mattina.
   (Marco never eats breakfast in the morning, but he has a snack mid-morning.)

7. Non mi piace **fare tardi**. Se **facciamo tardi**, perdiamo il bus.
   (I don't like being late. If we're late, we miss the bus.)

8. Se **facciamo presto**, non perdiamo il treno.
   (If we hurry, we won't miss the train.)

9. Marco **fa sempre fotografie** ai suoi figli.
   (Marco always takes pictures of his children.)

10. Mi **fa male** la testa.
    (My head hurts.)

11. Oggi **fa molto caldo**, ci sono quasi 40 gradi!
    (Today it's very hot — it's nearly 40 degrees!)

12. **Faccio la doccia** tutte le mattine.
    (I take a shower every morning.)

Exercise 3.3.3.1

Answer the questions using *fare* expressions:

1. Che cosa fai la mattina prima di uscire?
2. Fai spesso la spesa?
3. Quando fai i compiti?
4. Che tempo fa oggi nella tua città?

Exercise 3.3.3.2

Create a short dialogue with a partner using at least 3 idiomatic expressions with *fare*.

Nota culturale

In Italy, people often use expressions with *fare* to describe routines, plans, and everyday life. It's a key verb that will help you sound natural and understand conversations better. Listen for it when watching Italian media or chatting with native speakers!

This page titled 3.3.3: Cosa fai di bello? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.4: AL PASSO COI TEMPI

Free Time as a Window into Italian Culture

In this section you will explore how Italians spend their free time and how leisure reflects culture. Reading about hobbies and daily habits gives you new vocabulary, but it also offers a window into Italian life today, from sports and cooking to cinema and television. You will also notice how English has influenced modern Italian, especially in words like hobby that now appear in everyday speech.

Reading in another language can feel challenging, but it is also a skill that grows with practice. Instead of worrying about every single word, you will learn to focus on the main ideas first, then go back for details, and finally read aloud to build fluency and confidence. With this approach, you will discover not only what Italians do in their free time, but also how language and culture shape the way they talk about it.



Figure 3.4.1: Libera di giocare (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Alongside active pastimes, Italians also value quiet moments of rest and the pleasure of simply being, captured in the expression *il dolce far niente*.

3.4.1: I passatempi degli Italiani

3.4.2: Il Dolce Far Niente

This page titled 3.4: Al passo coi tempi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.4.1: I passatempi degli Italiani

Reading About Leisure and Everyday Life in Italian

This section invites you to slow down, stretch your skills, and enjoy discovering how Italians talk about free time and daily habits.

You'll explore an authentic reading about how Italians spend their free time, from sports and television to cooking and relaxing.

As you read, you'll expand your vocabulary related to leisure and daily habits, notice how English has influenced modern Italian, and practice identifying key ideas and details. With a simple, step by step reading strategy, you'll learn to stay focused and build confidence, one step at a time (un passo alla volta).

Learning Objectives

- Read and understand an authentic text about leisure activities in Italy.
- Identify common hobbies in Italian culture.
- Understand the influence of English on everyday Italian vocabulary.
- Distinguish between true and false statements based on a reading.
- Expand your vocabulary related to free time and daily habits.

Reading Strategy: The "Rule" of 3

Reading in another language can feel intimidating at first, but don't worry. It's normal if you don't understand every word or grammar structure. What matters most is building your confidence and learning how to approach a text effectively. To help you read with confidence and avoid feeling overwhelmed, use the following three-step strategy as you work through the text.

1. **First Read – Get the Main Idea**
   Don't stop at every word. Focus on the big picture. Ask yourself: What is this text about? What seems to be the main idea? Avoid getting stuck on unfamiliar words or grammar structures at this stage.

2. **Second Read – Analyze and Annotate**
   Now it's time to go deeper. Look for details. Highlight or underline keywords. Try to make educated guesses about unknown vocabulary using context clues. Avoid relying on translation tools—they might help short term, but they slow down your long-term growth. Developing the ability to "fill in the gaps" is one of the most valuable skills in language learning.

3. **Third Read – Read Aloud with Confidence**
   Read the text aloud. Focus on pronunciation, fluency, and rhythm. This helps you become more comfortable with the sound and structure of Italian, and supports your speaking and listening skills.

Exercise 3.4.1.1

Lettura

Just like with any new skill, building confidence through practice is just as important as learning new information. It's time to practice now.

I passatempi degli Italiani

Quali sono gli hobby degli italiani nel tempo libero? Ecco alcuni dei passatempi preferiti degli italiani!

Lo sport. Sei italiani su dieci hanno dichiarato di praticare regolarmente un'attività sportiva, come per esempio fare ciclismo, andare in palestra, seguire un corso, giocare a calcio o a tennis con gli amici. Negli ultimi quindici anni la percentuale di chi fa sport nel tempo libero è aumentata[1] del 6%. Gli italiani amano anche guardare sport alla TV. Lo sport preferito degli italiani è il calcio. L'80% dei programmi televisivi sportivi sono dedicati al calcio, ma gli italiani amano guardare anche il basket, la pallavolo e altri sport.

Guardare la TV. L'86% degli italiani guarda la TV ogni giorno. Qualche anno fa c'era solo la TV, ma ora gli italiani usufruiscono[2] anche di molti servizi di streaming.

Cinema e teatro. Andare al cinema è uno degli hobby preferiti dagli italiani. Circa il 50% degli italiani va al cinema regolarmente. Questo hobby è soprattutto[3] amato dai giovani tra i 18 e i 25 anni. L'hobby del teatro invece è diventato meno popolare negli ultimi[4] 15 anni. Solo[5] il 20% degli italiani va regolarmente a teatro.

Cucinare. La cucina italiana è conosciuta in tutto il mondo. Gli italiani cucinano molto e cucinare è un'abitudine quotidiana[6]. Cucinare non è solo una necessità[7], per molti è anche un modo per rilassarsi e riconnettersi[8] con i piccoli piaceri della vita.

Vocabolario

1. aumentata – increased
2. usufruire – to use / to take advantage of
3. soprattutto – especially
4. ultimi – last / recent
5. solo – only
6. abitudine quotidiana – daily habit
7. necessità – necessity
8. riconnettersi – to reconnect

Attività – Vero o Falso

Leggi le frasi e scrivi V (vero) o F (falso). Correggi le frasi false.

1. Agli italiani non piace fare sport. _____
2. Lo sport che gli italiani preferiscono guardare alla TV è il calcio. _____
3. Gli italiani preferiscono andare a teatro che andare al cinema. _____
4. Molti italiani cucinano tutti i giorni. _____

Fonte : Piacere, Subtitle:Elementary Italian at The University of Iowa by Lucia Gemmani; Irene Lottini; and Claudia Sartini-Rideou

Nota

Passatempi o *hobby*?

In italiano, la parola tradizionale per indicare un'attività nel tempo libero è **passatempo** (plurale: *passatempi*). Tuttavia, oggi si sente spesso il termine inglese **hobby**, soprattutto tra i giovani.

Questa tendenza riflette un fenomeno più ampio: l'influenza dell'inglese nella lingua italiana, in particolare nei settori della tecnologia, dello sport, del lavoro e del tempo libero.

Esempi:

- *Il mio passatempo preferito è leggere.*
- *Hai un hobby?*
- *I suoi hobby includono la fotografia e il tennis.*

Anche se *passatempo* è ancora usato, *hobby* è molto comune nei media, nei social, e nella conversazione quotidiana.

This page titled 3.4.1: I passatempi degli Italiani is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.4.2: Il Dolce Far Niente

What does *il dolce far niente* mean?

Take a moment to slow down and discover *il dolce far niente*—the sweet art of doing nothing. In this activity, you'll reflect on rest, explore Italian culture, and share your own perspective on leisure.

Learning Objectives

- Understand the literal and cultural meaning of the Italian expression *il dolce far niente*.
- Recognize how this concept reflects certain values in Italian culture.
- Compare and reflect on different cultural perspectives on leisure, rest, and free time.
- Engage in an intercultural conversation about how leisure is perceived in your own culture and daily life.



Figure 3.4.2.1: Il Dolce far niente. (Copyright CC BY-NC 4.0; Author Diana Ferrara(opens in new window))

Let's break it down:

- **il dolce** = the sweet
- **far** = to do / to make (from the verb *fare*)
- **niente** = nothing

So, *il dolce far niente* literally means **"the sweetness of doing nothing."**

However, this phrase is more than just a translation; it conveys a distinct **cultural attitude**. In Italian culture, *il dolce far niente* means the pleasure of **pausing**, **resting**, **enjoying the moment** without needing to be productive.

> Il Dolce Far Niente is not laziness. It's **intentional relaxation**, the art of savoring life and letting go of constant busyness. It might mean sitting in the sun, chatting with a friend, sipping an espresso, or watching the world go by.

Cultural Context: The Evolution of a Concept

The roots of *il dolce far niente* go back to classical literature and art, especially in the 18th and 19th centuries. The phrase appeared in poems, paintings, and letters as a celebration of peaceful existence and the beauty of everyday life.

In Literature

German writer **Johann Wolfgang von Goethe** visited Italy in the late 18th century and was deeply struck by the Italian way of life. In his travel diary *Italian Journey*, he admired how Italians valued beauty, nature, and rest:

> *"Here one learns how to enjoy life. The Italians do not strive, they live."*
> *— Goethe, Italian Journey (1786–1788)*

He saw in Italian daily life a contrast to the more rigid, work-focused culture of Northern Europe. For Goethe, Italy became a model for how to slow down and live more fully.

In Personal Correspondence

Similarly, the French writer **Stendhal**, who lived in Italy in the early 19th century, described moments of calm and wandering with great admiration. In a letter written during his time in Rome, he reflected:

> *"Never have I understood the true joy of being until I walked through Rome at sunset with no destination in mind."*

This kind of unstructured, intentional idleness is at the heart of *il dolce far niente*—a time to enjoy beauty for its own sake, without the pressure to produce or perform.

Today, the expression still resonates with many Italians, even in a world shaped by speed and digital connection. Moments of stillness, whether on a Sunday afternoon or during vacation (*le ferie*), remain highly valued.

Reflection and Discussion

Let's bring this into the present and into your own experience.

Personal Connection

Reflect on your own habits and cultural background. Write brief responses to the following prompts in English:

1. When was the last time you enjoyed doing "nothing"?
2. What does "free time" mean to you? Is it relaxing, active, social, or solitary?
3. Is there an expression or tradition in your culture that reminds you of *il dolce far niente*?

Intercultural Exchange

Now, in small groups or with a partner, discuss the following questions:

- Do you think Americans (or people in your culture) value rest and downtime as much as Italians seem to?
- How is the idea of productivity connected to your identity or values?
- Do you think rest can be productive? Why or why not?

Share your answers and try to identify **similarities and differences** between your cultural background and what you're learning about Italian culture.

Il dolce far niente invites us to rethink how we use our time. It challenges fast-paced lifestyles and encourages us to find **joy in the present**. While this might feel foreign or impractical in some contexts, it's a reminder that **well-being is not just about doing, but also about being**.

This page titled 3.4.2: Il Dolce Far Niente is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.5: UN PASSO INDIETRO

Ripetiamo insieme!

It's time to consolidate what you've been learning in Chapter 3 and make Italian come alive!
In this section, you'll watch, listen, read, and speak as the language takes shape through real stories, videos, and songs. You'll hear how Italians talk about their daily routines, hobbies, and free time, then bring those expressions into your own conversations.



Figure 3.5.1: Facciamo un giro insieme! (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Get ready to create, collaborate, and find your own voice in Italian as you share, sing, and speak with your classmates!

3.5.1: I verbi regolari nell'uso quotidiano

3.5.2: Video Intervista- Passatempi e Tempo Libero

3.5.3: "50 Special"

This page titled 3.5: Un passo indietro is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.5.1: I verbi regolari nell'uso quotidiano

Regular Verbs and Daily Life

In this section, you will connect grammar to real life by using **regular verbs in the present tense** to describe daily routines, habits, and plans.
Through readings, conversations, and short writing activities, you will see how Italian is used to talk about school, free time, and everyday responsibilities.

Learning Objectives

- Conjugate regular **-are, -ere, -ire verbs** in the present tense
- Talk about daily routines and schedules
- Ask and answer simple questions about habits
- Describe others using different subjects (io, tu, lui/lei, noi, loro)
- Understand short readings about everyday life
- Write and speak about your day in Italian

Ripassiamo!

Now it's time to review and reuse what you've learned so far in new contexts. For each exercise, work first on your own, then compare your answers with a partner. Finally, check in with your instructor to clarify any doubts and reinforce your learning.

Exercise 3.5.1.1

Una settimana piena di impegni

Valentina, Francesca e Antonella are getting ready for a particularly busy week. Complete the sentences with the correct form of the verb in parentheses. Then, practice repeating aloud the complete correct sentence.

Esempio:
Tu **pulisci** (pulire) la tua camera da letto.

1. Io _____ (lavorare) in biblioteca lunedì mattina alle 9.
2. Noi _____ (frequentare) le lezioni dalle 10 alle 15.
3. Antonella _____ (scrivere) due composizioni per il corso di letteratura.
4. Francesca _____ (finire) un progetto per il corso di biologia.
5. Io e Antonella _____ (giocare) a carte tutte le sere.
6. Francesca e Antonella _____ (prendere) l'autobus per tornare a casa alle 5.
7. Tu _____ (spedire) una lettera all'ufficio postale dopo lezione.
8. Tu e Francesca _____ (vedere) un film al cinema sabato sera.
9. Io _____ (leggere) un articolo per il corso di psicologia.
10. Francesca e Antonella _____ (cominciare) a studiare per l'esame di chimica.

Exercise 3.5.1.2

Luca and Paolo's Saturday

Complete the text with the correct form of the verbs in the present tense.

Il sabato Luca e Paolo _____ (iniziare) la giornata con una lunga colazione. Alle nove _____ (visitare) il mercato vicino a casa e _____ (comprare) frutta, verdura e pane fresco. Poi _____ (tornare) a casa e _____ (preparare) il pranzo. Dopo pranzo, _____ (pulire) la cucina e _____ (ascoltare) un po' di musica. Il pomeriggio _____ (camminare) al parco e _____ (giocare) a pallone con gli amici. La sera _____ (cenare) in pizzeria e _____ (parlare) fino a tardi.

Exercise 3.5.1.3

Sara's Day

Complete the text with the correct form of the verbs in the present tense.

Sara _____ (studiare) lingue all'università. Dal lunedì al venerdì _____ (frequentare) le lezioni al mattino e _____ (pranzare) alla mensa con i compagni. Dopo pranzo, _____ (lavorare) in biblioteca per due ore. Alle cinque _____ (arrivare) a casa, _____ (cenare) con la famiglia e poi _____ (guardare) un film o una serie. Prima di dormire, _____ (scrivere) nel diario o _____ (telefonare) agli amici.

Exercise 3.5.1.4

Reading Comprehension

Read *La giornata di Martina* carefully. Then answer the questions in complete Italian sentences. Afterward, compare your answers with a classmate and clarify any differences using the text.

La giornata di Martina

Oggi è mercoledì e Martina ha una giornata piena.
Alle 7:30 fa colazione con un cappuccino e una brioche.
Alle 8:00 prende l'autobus per andare all'università.
Alle 9:00 ha lezione di letteratura italiana e alle 11:00 lezione di storia dell'arte.

A mezzogiorno va in mensa con i compagni e mangia un'insalata e un'aranciata.
Alle 13:30 torna in biblioteca per leggere e preparare un progetto.

Alle 17:00 esce con un'amica e vanno a fare una passeggiata al parco.
Alle 19:30 torna a casa, prepara la cena e mangia con la sua famiglia.

Dopo cena ascolta musica e scrive qualche messaggio agli amici.
Alle 23:00 va a letto perché il giorno dopo ha un'altra giornata impegnativa.

Domande

1. A che ora fa colazione Martina?
2. Che mezzo di trasporto prende per andare all'università?
3. Quali lezioni ha la mattina?
4. Dove mangia a mezzogiorno?
5. Che cosa fa nel pomeriggio?
6. A che ora prepara la cena?
7. Che cosa fa dopo cena?
8. A che ora va a letto?

Your Turn – Practice with a Classmate

Dialogue + Classmate Interview

Read the following model dialogue, then practice with a classmate.

Matteo: Ciao Giulia, cosa fai oggi?
Giulia: Alle 8.00 faccio colazione al bar. Alle 10.00 ho lezione di matematica e alle 12.00 vado in mensa con i compagni. Nel pomeriggio studio a casa.
Matteo: E stasera cosa fai?
Giulia: Ceno con la mia famiglia alle 20.00 e poi guardo una serie in TV.

1. Work with a partner. Ask the following questions using **tu**.
   - A che ora arrivi a scuola?
   - Che cosa mangi a pranzo?
   - Dove studi nel pomeriggio?
2. Write down their answers, then report them using **lui/lei**.

Example

A che ora arrivi a scuola?
– Io arrivo alle otto.
– (Report) Lui arriva alle otto.

Create Your Own Dialogue

Now, with your partner, create a short dialogue similar to the model above.

- Ask at least **three questions** about daily routine.
- Use different times and activities from the examples.
- Be ready to present or share your dialogue with the class.

Un passo alla volta

Use the model with Matteo and Giulia as inspiration, but change the details to make it your own.

Writing and Speaking Exercises

Now it's time to use Italian in meaningful, real-life situations. These activities will help you practice regular verbs in the present tense while discussing your daily routine, your week, plans, and friends.

Focus on writing complete sentences and speaking clearly. Don't worry about being perfect; communication and practice are the goal. The more you use the language, the more natural it will feel.

Exercise 3.5.1.5

My Day

Write a short text about your day. Use at least six regular verbs in the present tense.
You can include:

- What time do you start your day? / A che ora inizi la giornata?
- Where you study or work? / Dove studi o lavori?
- How you spend the afternoon?/ Come passi il pomeriggio?
- What you do in the evening?/ Cosa fai la sera?

Exercise 3.5.1.6

Diario della settimana – My Weekly Journal

Write 3 sentences for each day of the week using regular verbs in the present tense.

Example

- Lunedì io studio in biblioteca.
- Martedì io cammino al parco.
- Mercoledì io mangio con i miei amici.

Work with a partner. Ask them the questions below using “tu.” Then report their answers using “lui” or “lei.”
Questions:

- A che ora arrivi a scuola?
- Che cosa mangi a pranzo?
- Dove studi nel pomeriggio?

Example

- A che ora arrivi a scuola?
- Io arrivo alle otto.
- (Report) Lui arriva alle otto

Exercise 3.5.1.7

Il fine settimana con un amico – Weekend Plans

In pairs, plan a weekend together. Write at least 4 activities you will do using “Noi” and regular verbs.
Example:

Venerdì noi **guardiamo** un film.

Sabato noi **visitiamo** un museo.

Domenica noi **camminiamo** in centro.

Exercise 3.5.1.8

Che cosa fate…? – What Do You All Do…?

Respond to the following questions using complete sentences and regular verbs.
Questions:

- Che cosa fate in estate?
- Che cosa fanno i tuoi amici dopo scuola?
- Che cosa fate quando piove?

Example

- Noi viaggiamo in estate.
- I miei amici giocano ai videogiochi dopo scuola.

Exercise 3.5.1.9

Descrivi una foto – Describe a Picture

Look at a photo of a group of people (in class, in a park, at home, etc.). Write at least 5 sentences using different subjects (lui, lei, noi, loro).

Example

- I bambini giocano nel parco.
- La mamma prepara il pranzo.
- Noi ascoltiamo la musica.

Exercise 3.5.1.10

Sondaggio in classe – Class Survey

Ask 5 classmates the same question using “tu.” Then write a short paragraph summarizing what everyone does using “io,” “lui/lei,” and “loro.”
Suggested question:
– Che fai la sera?

Example

Tre compagni guardano la televisione, uno studia, io lavoro al computer

This page titled 3.5.1: I verbi regolari nell'uso quotidiano is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.5.2: Video Intervista- Passatempi e Tempo Libero

Passatempi e tempo libero

In this section, you will explore how to talk about hobbies and free time in Italian. Through short videos and real-world examples, you will review regular verbs and discover common expressions used in everyday conversation.

Let's begin with you.

What are your favorite hobbies? Write a short list in English, then find the Italian equivalent for each activity.

Next, ask a classmate: **"Cosa fai nel tempo libero?"** Compare your answers and see whether you share any interests.

Learning Objectives

- Understand common vocabulary related to hobbies and free time activities.
- Recognize and use regular verbs in the present tense when talking about daily activities.
- Ask and answer questions about free time using expressions such as Cosa fai nel tempo libero? and Ti piace...?
- Identify key information from an authentic video about hobbies and personal interests.
- Compare and summarize classmates' responses using numbers and frequency expressions (sempre, spesso, qualche volta, mai).
- Write a short paragraph describing your own free time using complete sentences in Italian.

Easy Italian: Hobbies e tempo libero

You will now listen to authentic Italian speakers describing how they spend their free time. As you watch, focus first on understanding the main idea. Then, listen again to notice specific verbs, expressions, and pronunciation patterns.

Video: Cosa fai nel tempo libero?

Easy Italian – Learn to talk about your hobbies and free time. Lenght:5:11

Watch the video and listen to how Italians describe their free time activities.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Note: This video is for educational purposes. It plays twice:

- The first part is without captions, so you can focus on listening and guessing meaning.
- The second part includes Italian captions to support comprehension and reinforce vocabulary.

Create Your Own Vocabulary List

- Write down all the hobbies or activities you hear.

- Add both common and unique activities that reflect your real life

Examples
andare al cinema – to go to the movies
leggere – to read
ballare – to dance
giocare a calcio – to play soccer
ascoltare musica – to listen to music

Compare Your List

Compare your new vocabulary list with your classmates

1. Which ones are the same?
2. Which ones are new?

Write two short lists to show your comparison.

Example:

Same: ascoltare musica, fare sport
New: cucinare, viaggiare, disegnare

Writing Prompt – Il mio tempo libero

Write a short paragraph (5–6 sentences) about **your free time**.
Use at least **three regular verbs in Italian** and describe:

- What activities you like or don't like
- When and with whom you do them
- How often you do them

Example:
Nel mio tempo libero ascolto la musica e guardo film.
Il fine settimana esco con gli amici e mangio la pizza.
Qualche volta leggo un libro o faccio una passeggiata nel parco.
Mi piace rilassarmi la domenica.

Speaking Practice – Parla con un compagno

Ask a partner the following questions in Italian. Take turns asking and answering.
Write short notes about what your partner says.

1. Che cosa ti piace fare nel tempo libero
2. Quante volte alla settimana fai questa attività?
3. Con chi fai questa attività?
4. Quando fai questa attività?

Write short notes about each person's answers.

Write a Summary

Write a short paragraph (about 5–6 sentences) summarizing the results of your class survey. Include numbers and frequency expressions (sempre, spesso, qualche volta, mai) to make your summary more detailed.
Follow the example below:

Example:

Tre persone ascoltano spesso la musica. Due studenti fanno sempre sport. Quattro amici guardano qualche volta un film nel fine settimana.

This page titled 3.5.2: Video Intervista- Passatempi e Tempo Libero is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.5.3: “50 Special”

Ripassiamo le Preposizioni con “50 Special”

In this section, you will explore the song **“50 Special”** by Lùnapop, a classic Italian pop song from 1999 that celebrates the theme of freedom and youth through the image of the Vespa scooter. Through this activity, you will practice listening for familiar words and reinforce vocabulary about places, movement, and common verbs.

Learning Objectives

- Recognize and understand key vocabulary related to places, movement, and travel.
- Identify familiar prepositions and verbs while listening to an authentic Italian song.
- Develop listening and pronunciation skills by focusing on sound recognition.

Introduzione

Before listening to the song, read the short introduction below in Italian. Focus on the **main idea** and **general understanding** of the text. Then, discuss with your classmates what you understood.

La canzone **“50 Special”** è un inno alla gioventù e alla libertà. Il cantante ha una Vespa 50 Special, un motorino popolare tra i ragazzi italiani. Lui vuole uscire, andare in giro, lasciare la città e vivere un'avventura. La Vespa è il simbolo perfetto di questa libertà.

Vocabolario e Pre-Ascolto

Parole chiave

- Vespa
- ali (wings)
- piedi (feet)
- città (city)
- giro (ride/turn)
- colli (hills)
- fretta (hurry)
- festa (party)
- vacanza (vacation)
- mondo (world)

Exercise 3.5.3.1

Match the Definitions

Match the Italian word with its English meaning.

Parola in italiano	Definizione in inglese
1. Ali	A. Feet
2. Piedi	B. Vacation
3. Fretta	C. Wings
4. Colli	D. City

Parola in italiano	Definizione in inglese
5. Città	E. Hurry
6. Vacanza	F. Hills

Exercise 3.5.3.2

Match the Prepositions

In the song, prepositions are key to understanding **movement**.
Match the Italian preposition with its English meaning.

Preposizioni

Preposizione	Definizione in inglese
1. In	A. With
2. Per	B. To / At
3. Con	C. In / Into
4. A	D. Through / Around
5. Di	E. Of / From

Ascolta e Completa

After completing the vocabulary section, enjoy listening to the song *"50 Special"* by **Lùnapop**.
This activity focuses on **listening and sound recognition**, not full comprehension. Don't worry about understanding every word.

1. First, listen to the song **three times** and try to **guess the missing prepositions based on the sound** you catch in the lyrics.
2. Then, complete the **multiple-choice exercise** to confirm your choices using the **meaning** and what you know about prepositions.
3. Compare your answers with your classmates.
4. Finally, listen again to the **karaoke version** of *"50 Special"* with captions to **check your answers** and practice pronunciation.

50 Special (Official Video)

50 Special (Official Video)

Length: 2:56
This version does not include captions, so you can focus on pure listening comprehension.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Exercise 3.5.3.3

Ascolta e Indovina!

Try to guess the missing prepositions by listening carefully.
Focus on the sound and rhythm of the sentence — don't worry about the meaning yet!
Write your guesses for each blank as you listen.

Dammi una Special, l'estate che avanza
Dammi una Vespa e ti porto (1) _____ vacanza
Ma quanto è bello andare (2) _____ giro
(3) _____ le ali sotto _____ (4) piedi
Se hai una Vespa Special che ti toglie i problemi
Ma quanto è bello andare (5) _____ giro
(6) _____ i colli bolognesi
Esco (7) _____ fretta (8) _____ mia stanza
(9) _____ marce ingranate (10) _____ prima (11) _____ quarta
Devo fare (12) _____ fretta, devo andare (13) _____ una festa
Fammi fare un giro prima (14) _____ la mia Vespa

Excerpted lyrics from "50 Special" by Lunapop. Used under fair use guidelines for educational purposes. Only brief, non-consecutive sections are included to support language learning and grammatical analysis.

Exercise 3.5.3.4

Scegli la Preposizione Corretta

Now that you have listened multiple times, read the lyrics again and choose the correct preposition for each space.
Use what you know about meaning and grammar to decide which option fits best.

La preposizione giusta

Numero	Spazio Vuoto	Opzione A	Opzione B	Opzione C
(1)	_____ vacanza	a	in	per
(2)	_____ giro	di	in	su
(3)	_____ le ali	per	con	da
(4)	sotto _____ piedi	ai	tra	in
(5)	_____ giro	di	in	su
(6)	_____ i colli	per	a	con
(7)	_____ fretta	di	a	in
(8)	_____ mia stanza	per	con	dalla
(9)	_____ marce ingranate	A	Di	In
(10)	_____ prima	in	dalla	con
(11)	_____ quarta	alla	di	per
(12)	_____ fretta	in	a	di
(13)	_____ una festa	per	a	da
(14)	_____ la mia Vespa	sulla	di	fra

Verifica con il Karaoke

Now, listen to the **karaoke version** of *"50 Special"* with captions.
Follow along with the lyrics to:

- **Check your answers**.
- **Notice pronunciation and rhythm**.
- Sing along if you like — it helps with intonation and word flow!

50 Special (Karaoke)

This version of 50 Special (lenght 3:39) includes captions, allowing you to check your answers from the previous exercise and further develop your listening and pronunciation skills while following the lyrics on screen. *(And of course, no one will stop you if you start singing along! 🎵)*

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Exercise 3.5.3.5

Completa con la preposizione giusta

Scegli tra: **a**, **in**, **con**, **di**, **per**, **da**

1. Vado ___ scuola
2. Esco ___ casa alle 8
3. Giro ___ la città in Vespa
4. Vado ___ una festa
5. Sono ___ fretta!
6. Studio italiano ___ piacere
7. Vado ___ mia nonna

Parliamo un po'

La *Vespa* 🛵 è un simbolo italiano della **libertà**, dell'**estate** e del **tempo libero**.
Find one or more partners and ask each other the questions below.
Practice speaking Italian while talking about your **free time**, **favorite activities**, and **ways of getting around**.

Domande

- Ti piace andare in giro nel tempo libero?
- Con cosa vai di solito? (auto, bici, autobus, a piedi, ecc.)
- Dove ti piace andare quando hai tempo libero?
- Cosa ti piace fare nel weekend?
- Qual è il tuo mezzo di trasporto preferito?
- Ti piace uscire o restare a casa nel tempo libero?
- Che cosa fai quando vuoi rilassarti?
- Ti piace ascoltare musica? Quale tipo di musica?
- Con chi passi di solito il tuo tempo libero?

This page titled 3.5.3: "50 Special" is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

3.6: A che punto sei?

Where Are You Now?

Self-Assessment – Unit 3: *Che fai di bello oggi?*

By now, you have gained more confidence using Italian to describe your daily life. This is a good time to pause and assess what you can already do and what still feels challenging. Reflection helps you become an active learner, ready to move forward with purpose and curiosity.

Part 1: My Checklist

Put an X in the column that best describes how confident you feel about each skill.

Checklist

Skill	I can do this well	I'm getting there	I need more review
I can tell and ask for the time and date.	☐	☐	☐
I can name the days of the week, months, and seasons.	☐	☐	☐
I can talk about daily routines and free-time activities.	☐	☐	☐
I can describe university life, courses, and my major.	☐	☐	☐
I can use **regular verbs** in the present tense to talk about what I do every day.	☐	☐	☐
I can use the verbs **andare**, **uscire**, and **venire** to say where I go, who I go with, and where I come from.	☐	☐	☐
I can use **simple and articulated prepositions** to describe location and movement.	☐	☐	☐
I can ask and answer questions like *Che fai di bello?* or *Dove vai?* naturally in conversation.	☐	☐	☐
I can talk about hobbies and Italian pastimes, including the idea of *il dolce far niente*.	☐	☐	☐
I know at least one cultural fact about leisure and daily life in Italy.	☐	☐	☐

Part 2: What's Next?

Choose at least one skill you would like to improve. Set a simple personal goal.

I would like to improve my ability to...

.....

To do this, I could...

.....

This page titled 3.6: A che punto sei? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4: COME STANNO I TUOI?

How are yours (your parents)?

In Italian, it's very common to ask "Come stanno i tuoi?", which translates to "How are yours (your parents)?" This idiomatic expression reflects how family is woven into everyday life in Italy. Friends don't just ask about each other, but also also about their families, exemplifying how central family bonds remain in Italian culture.

Family, or la famiglia, has always been a cornerstone of Italian identity, though the idea of what a family looks like has evolved. Alongside traditional families, there are now many modern and diverse examples that reflect Italy's changing society.

In this chapter, you will learn to talk about family and relationships and describe people and professions. You will also learn to express things you want, can, or must do using everyday Italian. Through stories and conversations, you will discover how language and culture reveal the many ways Italians live and think about family "ieri e oggi".



Figure 4.1: Tre generazioni una sola grande famiglia "allargata". (Copyright CC BY-NC 4.0; Author: Patrizia Zummo)

4.1: Un primo passo

4.1.1: Le famiglie

4.1.2: Le professioni

4.2: Un passo avanti

4.2.1: Gli aggettivi possessivi e la famiglia

4.2.2: Il Presente Indicativo di Stare, Dare, Bere e Dire

4.2.3: Volere, Potere e Dovere

4.3: Un passo in più

4.3.1: Ti va di uscire stasera?

4.3.2: Gli avverbi

4.3.3: Stanno tutti bene

4.4: Al passo coi tempi

4.4.1: Luca e Alba- Che bella famiglia!
4.4.2: La famiglia italiana ieri e oggi

4.5: Un passo indietro

4.5.1: Un invito
4.5.2: Luisa e Daria presentano le loro famiglie
4.5.3: Zero Assoluto Per Dimenticare

4.6: A che punto sei?

This page titled 4: Come stanno i tuoi? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.1: UN PRIMO PASSO

Che bella famiglia!

Every family is different, and so is the language we use to describe it!
In this first step, you'll learn key vocabulary about family members, relationships, and professions, from madre and fratello to convivente, separato, and single. You'll also meet words for pets and jobs, so you can talk about the people (and animals!) who are part of your world.



Figure 4.1.1: Com'è la tua famiglia? (Copyright CC BY-NC 4.0; Author Oscar Ballan)

This section gives you the building blocks you'll need for the next steps, where you'll start using these words in context to describe your own family, talk about work and daily life, and explore how Italians think and talk about relationships today.

4.1.1: Le famiglie

4.1.2: Le professioni

This page titled 4.1: Un primo passo is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.1.1: Le famiglie

Family and pets

In this page, you will learn vocabulary related to family members, relationships, and pets. This vocabulary will help you describe your family, talk about relationships, and ask about others' families.

Membri della famiglia

Family members

- bambino / bambina (il / la) (child)
- cognato / cognata (il / la) (brother-in-law / sister-in-law)
- compagno / compagna (il / la) (partner, often used without marriage)
- coppia (la) (couple)
- cugino / cugina (il / la) (cousin)
- famiglia (la) (family)
- fidanzato / fidanzata (il / la) (fiancé / fiancée; serious boyfriend / girlfriend)
- figlio / figlia (il / la) (son / daughter)
- fratello (il) (brother)
- fratellastro (il)* (stepbrother)
- gemello / gemella (il / la) (twin)
- genero (il) (son-in-law)
- genitori (i) (parents – always plural)
- madre (la) (mother – formal)
- marito (il) (husband)
- matrigna (la)* (stepmother)
- moglie (la) (wife)
- mamma (la) (mom – informal, affectionate)
- nipote (il / la) (nephew / niece OR grandson / granddaughter)
- nonno / nonna (il / la) (grandfather / grandmother)
- nuora (la) (daughter-in-law)
- padre (il) (father – formal)
- papà (il) (dad – informal, affectionate)
- parenti (i) (relatives – not "parents")
- patrigno (il)* (stepfather)
- ragazzo / ragazza (il / la) (boyfriend / girlfriend; also boy / girl)
- sorella (la) (sister)
- sorellastra (la)* (stepsister)
- suocero / suocera (il / la) (father-in-law / mother-in-law)
- zio / zia (lo / la) (uncle / aunt)

Stato civile e relazioni

Relationship status and family situation

- convivente (living together / cohabiting)
- separato / separata (separated)
- divorziato / divorziata (divorced)
- single (single)
- celibe (unmarried man)
- nubile (unmarried woman)

Aggettivi descrittivi

Descriptive adjectives

- maggiore (older – e.g., *fratello maggiore*, older brother)
- minore (younger – e.g., *sorella minore*, younger sister)
- unico / unica (only – e.g., *figlio unico*, only child)

Verbi comuni

Common verbs

- convivere (to live together)
- divorziare (to divorce)
- sposarsi (to get married)

Sostantivi collegati

Related nouns

- convivenza (la) (living together / cohabitation)
- divorzio (il) (divorce)
- divorziato / divorziata (divorced)
- matrimonio (il) (wedding / marriage)

Note Culturale

In Italian, there are words for *stepmother*, *stepfather*, *stepsister*, and *stepbrother*, but they often sound negative or distant. Instead, many people prefer to say **la moglie di mio padre** (“my father’s wife”) or **il figlio di mia madre** (“my mother’s son”), or simply use **madre**, **fratello**, **sorella** if the relationship is close.

Gli animali domestici

Pets

- cane (il) (dog)
- coniglio (il) (rabbit)
- criceto (il) (hamster)
- gatto (il) (cat)
- pesce rosso (il) (goldfish)
- tartaruga (la) (turtle)
- uccello (l’) (bird)

This page titled 4.1.1: Le famiglie is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.1.2: Le professioni

Professions vocabulary

In this page, you will learn common Italian words for professions and jobs. This vocabulary will help you describe your own occupation, talk about what others do for a living, and ask questions about work.

Professioni comuni

Common professions

- analista finanziario / analista finanziaria (l') (financial analyst)
- architetto / architetta (l') (architect)
- assistente sociale (l') (social worker)
- autista (l') (driver)
- avvocato / avvocata (l') (lawyer)
- badante (il / la) (in-home nurse, caregiver)
- barista (il / la) (barista)
- cameriere / cameriera (il / la) (waiter / waitress)
- casalinga (la) (housewife)
- cuoco / cuoca (il / la) (cook / chef)
- dentista (il / la) (dentist)
- donna d'affari (la) / uomo d'affari (l') (businesswoman / businessman)
- dottore (il) / dottoressa (la) (doctor)
- giornalista (il / la) (journalist)
- giudice (il / la) (judge)
- impiegato / impiegata (l') (employee / office worker)
- imprenditore (l') / imprenditrice (l') (entrepreneur)
- infermiere / infermiera (l') (nurse)
- ingegnere / ingegnera (l') (engineer)
- insegnante (l') (teacher)
- lavoratore agricolo / lavoratrice agricola (il / la) (agricultural worker)
- medico (il) (physician)
- ministro / ministra (il / la) (minister)
- operaio / operaia (l') (laborer, construction worker, factory worker)
- OSS – Operatore / Operatrice Socio Sanitario (l') (healthcare assistant / nurse's aide)
- parrucchiere / parrucchiera (il / la) (hairdresser)
- poliziotto / poliziotta (il / la) (policeman / policewoman)
- postino / postina (il / la) (mail carrier)
- scienziato / scienziata (lo / la) (scientist)
- scrittore / scrittrice (lo / la) (writer)
- sindacalista (il / la) (union officer)
- sindaco / sindaca (il / la) (mayor)
- veterinario / veterinaria (il / la) (veterinarian)

Nota Linguistica

Many Italian nouns for professions end in **-a** for feminine and **-o** for masculine forms (for example, *cuoca* / *cuoco*). Some, such as *insegnante* or *giornalista*, are **gender-neutral** and take the article *il* or *la* depending on the person's gender.

This page titled 4.1.2: Le professioni is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.2: UN PASSO AVANTI

Talking About Family and Daily Life

Now that you know the key words to talk about family, relationships, and professions, it's time to take the next step!
In this section, you'll go beyond vocabulary and start expressing more complex ideas. You'll learn how to describe your family using possessive adjectives, expand your communication with new irregular verbs like dare, bere, and dire, and explore how to express wants, abilities, and obligations with volere, potere, and dovere.



Figure 4.2.1: Piccoli momenti, grandi legami. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Each topic will help you build fluency and confidence as you connect grammar to real-life situations, from talking about what you and your family do to expressing what you want or need to do in everyday life.

4.2.1: Gli aggettivi possessivi e la famiglia

4.2.2: Il Presente Indicativo di Stare, Dare, Bere e Dire

4.2.3: Volere, Potere e Dovere

This page titled 4.2: Un passo avanti is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.2.1: Gli aggettivi possessivi e la famiglia

Possessive Adjectives and the Family

In Chapter 1, Section 2.2.4, you learned how to use **possessive adjectives** to indicate ownership or relationships. Before moving forward, this is a good moment to **review** that topic briefly.

As a general rule, remember that a definite article precedes possessive adjectives and follow this pattern:
article + possessive adjective + noun
For example: la mia casa, il tuo libro, i nostri amici.

However, there are a few important **exceptions** to this rule, especially when referring to **family members**. Understanding when to include or omit the article will help you sound more natural and accurate in everyday communication.

Learning Objectives

- Recall the basic structure and agreement rules for possessive adjectives.
- Identify and apply the family member exceptions when using possessive adjectives.
- Use possessive adjectives correctly in written and spoken sentences.
- Describe family members and relationships using appropriate possessive forms.

The Family Member Exception

When referring to a single family member, the definite article is usually omitted.
For example: mio fratello (my brother), sua madre (his/her mother).

There are, however, a few exceptions:

- Terms of endearment require the article: il mio papà, la mia sorellina.
- Loro always takes the article: il loro zio, la loro cugina.
- When the noun is modified or described, the article is used: la mia sorella simpatica, il tuo fratello maggiore.

This special rule applies only to singular family members. When speaking about multiple family members, you always use the article: i miei fratelli, le tue sorelle.

Nota Culturale

I miei e i tuoi

In Italian, when we say "i miei" or "i tuoi" without adding a noun, we usually mean “my parents” or “your parents.”
It’s a familiar, affectionate way to refer to one’s family, especially parents, without repeating "genitori."

Examples:

- La domenica vado a pranzo dai miei.
  → On Sundays, I go to my parents’ house for lunch.

- Ceni spesso con i tuoi?
  → Do you often have dinner with your parents?

This kind of expression is very common in spoken Italian and reflects the importance of family in Italian daily life and conversation.

Exercise 4.2.1.1

Choose the Correct Form

Complete the sentences with the correct possessive adjective:

1. _____ amici abitano in centro. (my)
2. _____ università è molto grande. (our)
3. _____ città è molto bella. (his/her)
4. _____ occhiali sono nuovi. (your, informal)
5. _____ professore è simpatico. (their)

Exercise 4.2.1.2

Family Members (No Article or Article?)

Write the correct form (with or without an article) for these family members:

1. _____ madre (your)
2. _____ fratellino (my)
3. _____ sorelle (his/her)
4. _____ zia (their)
5. _____ papà (our)

Un passo alla volta

Reflection: Do you remember?
Take a moment to review what you already know before moving on.

- What determines the gender and number of the possessive adjective?
- When do you omit the definite article with possessive adjectives?
- Which possessive adjective is invariable?

Keep these questions in mind as you complete the next activities. They will help you reinforce your understanding and gain confidence in using possessive adjectives correctly.

Exercise 4.2.1.3

Complete the sentences with the appropriate possessive adjective (and the article if necessary), as in the example.

Example: Nina è al ristorante e parla con **la sua** amica Bianca.

1. Io e _____ genitori andiamo in vacanza in Puglia quest'estate.
2. Tu e _____ fratello andate alla festa di Marco sabato sera?
3. Francesca gioca con _____ gatto.
4. Io e Gemma andiamo a trovare _____ amici francesi ogni autunno.
5. Voi usate _____ libro di storia in classe?
6. Elia e Rachele vanno in vacanza con _____ famiglia.

Exercise 4.2.1.4

In pairs, complete the sentences with the appropriate possessive adjective, using the English indication in parentheses for help, as in the example.

Example: I nostri professori di italiano sono divertenti.

1. _____ cugina Anna abita a Milano. (their)
2. _____ amiche studiano a Bryn Mawr College. (your)
3. _____ penna è nello zaino. (his)
4. _____ cane è molto calmo e simpatico. (our)
5. _____ corso di linguistica è difficile. (my)
6. _____ genitori sono di origine italiana. (your)
7. _____ famiglia abita a Roma. (her)
8. _____ madre lavora all'università. (his)
9. _____ cognato ha una casa in Portogallo. (our)
10. _____ fidanzato ama il gelato al cioccolato. (my)

Exercise 4.2.1.5

Parliamo

Look at these pictures and take turns describing Gemma's and Alice's family. Use your imagination and include family names and possessive adjectives, as in the example.

Che belle famiglie!

Duccio – Li – Viola **Aerial shot of mother and her two children lying down and smiling.** **Foto di Ketut Subiyanto da Pexels**	**Esempio:** **Li è nata a Pechino, ma abita a Firenze. Lei ha 42 anni e vive con i suoi due figli gemelli, Duccio e Viola. Li non ha un marito ed è felice così. Anche i suoi figli sono molto felici. Duccio è simpatico, energico e molto socievole. A lui piacciono gli sport e ama suonare la chitarra. Sua sorella Viola è calma e introversa. Lei preferisce leggere e disegnare con la sua mamma.**
Gemma – Anna – Vito A mother and father sitting with their daughter (person with Down syndrome) on a grassy lawn. Foto di RODNAE Productions da Pexels	Fiona – Alice – Ornella Two mothers celebrating their daughter's second birthday. Foto di Pavel Danilyuk da Pexels

This page titled 4.2.1: Gli aggettivi possessivi e la famiglia is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.2.2: Il Presente Indicativo di Stare, Dare, Bere e Dire

Ancora verbi irregolari

By now, you are already familiar with the concept of verbs and conjugation patterns. You have learned how regular and some irregular verbs work in the present tense, and how essential they are for building simple and meaningful sentences. It is always a good idea to go back and review them before moving forward. In this section, we will explore five more irregular but very common verbs: stare, dare, bere, and dire. These verbs appear constantly in daily conversations and in many idiomatic expressions. As you study them, pay close attention to their irregular forms and to the contexts in which they are used—you'll soon recognize them everywhere!

Learning Objectives

- Recognize and conjugate *stare, dare, bere,* and *dire* in the present tense.
- Identify the main differences between these irregular verbs and regular verb patterns.
- Use these verbs appropriately in simple sentences and everyday expressions.
- Practice pronunciation and fluency through reading and oral exercises using these verbs in context.

The verbs *stare, dare, bere,* and *dire* appear constantly in everyday Italian, yet each follows its own irregular pattern. In the table below, you can observe how these verbs are conjugated in the present tense. Pay close attention to the variations in their stems and endings, as some can be anticipated while others must be learned individually.

The Present Indicative of stare, dare, sapere, bere, and dire)

Pronoun	Dare	Bere	Dire
io	do	bevo	dico
tu	dai	bevi	dici
lui/lei/Lei	dà	beve	dice
noi	diamo	beviamo	diciamo
voi	date	bevete	dite
loro	danno	bevono	dicono

Uses and Examples

Each verb is used in different ways and expressions. Read the examples and note how they appear in natural contexts.

Dare (to give)

Used literally and in many common expressions.

- *Dai!* – Come on!
- *Do un regalo a Maria.* – I'm giving a gift to Maria.
- *Il professore dà i compiti.* – The professor assigns the homework.

Bere (to drink)

Used in everyday situations and social settings.

- *Bevo sempre caffè al mattino.* – I always drink coffee in the morning.

- *Cosa bevete di solito?* – What do you usually drink?

Dire (to say / to tell)

Used to express or report speech.

- *Dico sempre la verità.* – I always tell the truth.
- *Cosa dici?* – What are you saying?
- *Loro dicono che il film è bello.* – They say the movie is good.

Nota: Espressioni idiomatiche

The following are everyday idiomatic expressions you will often hear used with verbs dare, bere, and dire:

- **dare una mano** – to help, lend a hand
- **dare del Lei / dare del tu** – to use the formal / informal register
- **bere qualcosa insieme** – to have a drink together
- **dire la verità / dire una bugia** – to tell the truth / a lie

Exercise 4.2.2.1

Coniuga (Conjugation Practice)

Fill in the blanks with the correct form of the verb in parentheses.

1. Io _____ (bere) acqua frizzante.
2. Tu _____ (dare) sempre buoni consigli!
3. Loro _____ (dire) che non hanno tempo.

Exercise 4.2.2.2

Personalizza (Personalize It!)

Answer each question in a complete sentence using the correct verb.

1. Cosa bevi quando fai colazione?
2. Dici sempre quello che pensi?
3. Dai spesso una mano ai tuoi amici?

Exercise 4.2.2.3

Abbina (Match the Expression)

Match each verb with its common expression and write the complete phrase.

Commom Expressions with stare, dare,dire,bere

Verbo	Espressione
1. dare	b. la verità
2. dire	e. una birra
3. bere	a. una mano

Now use these expressions in a sentence:

3.

Exercise 4.2.2.4

Correggi (Error Correction)

Each sentence contains an incorrect verb form. Identify and correct the mistake.

1. Io **dai** sempre un consiglio utile.
2. Tu **dice** che hai fame.
3. Noi **bevono** il tè ogni sera.
4. Carla **diamo** una penna a Luigi
5. Io e Luigi **dite** la verità

Exercise 4.2.2.5

Completa (Fill in the blanks)

Fill in the blanks using the appropriate form of the verb indicated.

1. **Carla:** Cosa (voi, bere) _____ di solito a pranzo?
   Manuela: Di solito _____ acqua o succo.

2. **Sandro:** Chi ti (dare) _____ gli appunti di matematica?
   Carla: Luca.

3. **Laura:** Cosa (dire) _____ i tuoi studenti alla fine della lezione?
   Claudio: _____ (dire) sempre : “Grazie, professore!”

Exercise 4.2.2.6

Scelta multipla (Multiple Choice)

Choose the correct conjugated form of each verb.

1. Noi _____ sempre la verità.
   a. diciamo
   b. dici
   c. dicono
2. Che cosa (tu)_____ ?.
   a. bevi
   b. beviamo
   c. bevo
3. Marco, mi _____ una mano con i compiti?
   a. dai
   b. dà
   c. danno

Ora tocca a te! Writing Prompt

Write a short paragraph (4–5 sentences) describing your afternoon. Use at least **three** of the verbs from this unit.

Example starter:
Il pomeriggio, io **bevo** un caffè. Dopo, **do** una mano a mia sorella con i compiti...

This page titled 4.2.2: Il Presente Indicativo di Stare, Dare, Bere e Dire is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.2.3: Volere, Potere e Dovere

Verbi Modali

What do you have to do today? What can you do, and what do you want to do?
In everyday life, we constantly make choices and express abilities or obligations. In Italian, these ideas are communicated with three essential verbs: volere (to want), potere (to be able to / can), and dovere (to have to / must). These are called verbi modali because they "help" another verb, which stays in the infinitive form. Together, they allow you to talk about desires, possibilities, and responsibilities, which are fundamental concepts in daily communication.

Learning Objectives

- Recognize and conjugate the verbs **volere, potere, and dovere** in the present tense.
- Use these verbs followed by an infinitive to express wants, obligations, and abilities.
- Apply modal verbs in everyday contexts such as making plans, inviting, accepting, and declining.
- Identify authentic uses of modal verbs in Italian culture and conversation.
- Develop strategies for managing two verbs in a row (modal + infinitive).

Warm-up Activity

Think of your own life today. Write down three things you **must** do, three things you **can** do, and three things you **want** to do. Share your list with a partner. Do you have anything in common?

Conjugation in the present indicative

Look at the table below. Read the forms carefully and use them as a reference when you practice writing or speaking. Notice the similarities and differences between the three verbs.

Present tense conjugation of the verbs volere, potere, and dovere

Person	volere (to want)	potere (to be able to, can)	dovere (to have to, must)
io	voglio	posso	devo
tu	vuoi	puoi	devi
lui / lei / Lei	vuole	può	deve
noi	vogliamo	possiamo	dobbiamo
voi	volete	potete	dovete
loro	vogliono	possono	devono

Examples in Context

- **At the bar:** Voglio un cappuccino ma non posso pagare con la carta. Devo andare alla cassa.
- **Daily routine:** Durante la settimana voglio uscire con gli amici, ma non posso perché devo studiare.
- **In town:** Posso venire a casa tua alle 18.
- **Making plans:** Vuoi venire al cinema stasera? Non posso, devo studiare.
- **Proverbio:** *Volere è potere — Where there's a will, there's a way.*

Un passo alla volta

Usage Notes

- Volere, potere, and dovere are followed by the **infinitive**: *Voglio dormire, devo studiare, non possiamo uscire.*
- Only the first verb is conjugated. The second stays in the infinitive.
- Other verbs work the same way: **piacere** (*Mi piace leggere*) and **preferire** (*Preferisco viaggiare*).
- **Vorrei** is the conditional of **volere** and is very frequent in Italian. It is used to:

- make polite requests:
  Vorrei un cappuccino.
  Vorrei prenotare un tavolo per due.

- talk about wishes or dreams:
  Vorrei vivere in Italia un giorno.
  Vorrei studiare di più, ma lavoro molto.

- Structurally, it works like **voglio** + infinitive, but it sounds more polite and less direct.

Modal verbs appear constantly in daily Italian. Here are a few authentic expressions:

- Devo scappare! = I have to run!
- Posso offrirti un caffè? = Can I buy you a coffee?
- Vuoi venire con noi? = Do you want to come with us?
- Vorrei un cornetto alla crema. = I would like a cream croissant.
- Vorrei sapere di più su questo corso. = I would like to know more about this course.

Pay attention as you listen to Italians speak: you'll hear these verbs everywhere, from casual chats with friends to polite exchanges at the bar.

Dialoghi

Now it's time to practice! Read the following dialogues and pay attention to how the speakers make plans, express obligations, and talk about their goals.

Un invito al cinema

Manuela: Ti va di andare al cinema sabato sera?

Anna: Sì, volentieri. A che ora?

Manuela: Alle 21.

Anna: Che cosa vuoi vedere?

Manuela: Possiamo vedere il nuovo film della Cortellesi

Anna: Possiamo andare insieme con la mia macchina, se vuoi posso passare a casa tua alle 20.30?

Manuela: Perfetto!

Usciamo insieme?

Manuela: Ti va di andare a teatro sabato sera?

Anna: Mi dispiace, non posso, devo lavorare al ristorante.

Manuela: Capisco. E sei libera venerdì sera?

Anna: Sì.

Manuela: Allora perché non andiamo venerdì?

Anna: Va bene.

Sogni e progetti futuri

Luca: Che cosa vuoi fare dopo l'università?

Giulia: Vorrei diventare avvocato, quindi devo studiare molto.

Luca: E puoi già fare uno stage in uno studio legale?

Giulia: Sì, posso lavorare part-time, ma devo anche seguire molte lezioni.

Luca: Capisco. Io invece vorrei viaggiare, ma devo risparmiare.

Giulia: Allora dobbiamo tutti e due organizzare bene il tempo e i soldi.

Exercise 4.2.3.1

Volere

Fill in the blank with the correct form of volere.

1. Io _____ un gelato.
2. Marco _____ andare al parco?
3. Giulia _____ studiare di più.
4. Noi _____ guardare un film stasera.
5. Paolo e Sara _____ cenare presto?
6. I miei amici _____ visitare Roma quest'estate.

Exercise 4.2.3.2

Dovere

Fill in the blank with the correct form of dovere.

1. Io _____ fare i compiti.
2. Martina _____ lavorare domani?
3. Laura _____ prendere l'autobus alle 8.
4. Noi _____ pulire la casa oggi.
5. Voi _____ studiare per l'esame.
6. Gli studenti _____ tornare a casa presto.

Exercise 4.2.3.3

Potere

Fill in the blank with the correct form of potere.

1. Io non _____ venire stasera.
2. Luca _____ aprire la finestra?

3. Davide non _____ guidare oggi.
4. Noi _____ incontrarci alle 3?
5. Ragazzi, _____ aspettare un minuto?
6. Le mie amiche _____ aiutarmi con il progetto.

Exercise 4.2.3.4

Chattiamo!

Complete the chat with the correct form of **volere**, **potere**, or **dovere** (and, where appropriate, **vorrei**).

Chiara: Ciao Marco! Che cosa **(1)** _____ fare oggi pomeriggio?
Marco: Ciao! **(2)** _____ studiare per l'esame, ma prima **(3)** _____ prendere un caffè.
Chiara: Perfetto. **(4)** _____ venire con te. A che ora ci vediamo?
Marco: Alle 16 va bene. Poi **(5)** _____ andare in biblioteca.
Chiara: Io invece **(6)** _____ tornare a casa alle 18 perché **(7)** _____ cucinare per la mia famiglia.
Marco: Capito. Allora alle 16 davanti al bar?
Chiara: Sì, **(8)** _____ proprio un cappuccino.

Exercise 4.2.3.5

La vita degli studenti

Make a list in groups. What do students at your school **devono**, **possono**, and **vogliono** fare? Compare your lists.

- Gli studenti devono...
- Gli studenti possono...
- Gli studenti vogliono...

Un passo alla volta

Modal verbs can feel challenging because you need to manage two verbs at once. Remember the steps: first choose the subject, then match the form of volere, potere, or dovere, and finally add the infinitive of the main verb. With practice, these structures become automatic.

Ora tocca a te

Write three short lists about your daily life using the modal verbs.
Think about the things you like or want to do, the things you have to do, and the things you are able to do.

- Things I like/want to do (volere).
- Things I have to do (dovere).
- Things I can do (potere).

This page titled 4.2.3: Volere, Potere e Dovere is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.3: UN PASSO IN PIÙ

Let's Make Plans: Organizing Time and Everyday Actions

In this section, you'll take your communication skills even further by learning how to make plans, express time, and talk about what's happening around you. You'll practice inviting friends out, accepting or politely refusing, and using common expressions to organize activities.



Figure 4.3.1: Il tempo passa: festeggiamo insieme! (Copyright CC BY-NC 4.0; Author: Teresa Guarino)

You'll also learn how adverbs of time help add detail and flow to your sentences, and how the verb stare is used in everyday Italian. You will be able to use it from greetings to describing actions in progress.

Step by step, you'll become more confident expressing when, how, and with whom things happen.

4.3.1: Ti va di uscire stasera?

4.3.2: Gli avverbi

4.3.3: Stanno tutti bene

This page titled 4.3: Un passo in più is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.3.1: Ti va di uscire stasera?

Would you like to go out tonight?

Making plans is an important part of everyday life. In Italian, you often need to invite, accept, or decline politely, and suggest alternatives. In this section, you will learn how to use familiar verbs and expressions to organize activities with friends, classmates, or family.

Learning Objectives

- Use **volere, potere, dovere** to make invitations and plans.
- Invite, accept, and decline in a polite and natural way.
- Adapt model dialogues to your own situations.
- Recognize authentic expressions Italians use when making plans.
- Apply modal verbs in communicative activities with classmates.
- Transfer spoken interaction into written expression.

Forme di invito (Invitations)

- avere voglia di … – *to fancy / to desire (+ verb or direct object)*
- certamente – *certainly*
- perché non… – *why don't (we/you)…*
- perché no – *why not*
- vorresti…? (informal) / vorrebbe…? (formal) – *would you like to…*
- vorrei…- *I'd like to…*
- ti piacerebbe…? (informal) / le piacerebbe…? (formal) – *would you like to…*
- mi piacerebbe… – *I'd like to…*
- ti va… ? (informal) / le va… ?(formal) – *would you like to…*
- (non) mi va – *I'd like to (I don't want to)*

Read the examples below. Practice inviting, accepting, and declining with a partner by replacing *passeggiata* with other activities you know (cinema, bar, teatro, gelato, pizza, partita di calcio).

Inviting

- Vuoi fare una passeggiata?
- Ti va di prendere un gelato?
- Ti piacerebbe andare al bar?
- Perché non facciamo una gita sabato?
- Vogliamo andare insieme al cinema?

Accepting

- Sì, va bene.
- Sì, volentieri.
- Che bell'idea!
- Perfetto, ci sto.
- Mi piacerebbe molto.

Declining

- Mi dispiace, ma non posso, devo lavorare.
- Mi dispiace, ho già un impegno.
- Non mi interessa, ma grazie lo stesso.

- Vorrei, ma non posso proprio.
- Questa volta no, ma un'altra volta sì.

Exercise 4.3.1.1

Parliamo

Read the dialogues below. Practice them with a partner, then change some details (day, time, activity) to create your own version.

Dialogo 1
Manuela: Ti va di andare a teatro sabato sera?
Anna: Sì, volentieri. A che ora?
Manuela: Alle 21.
Anna: Ci vediamo lì alle 20.45?
Manuela: Perfetto.

Dialogo 2
Manuela: Ti va di andare a teatro sabato sera?
Anna: Mi dispiace, non posso, devo lavorare al ristorante.
Manuela: Capisco. E sei libera venerdì sera?
Anna: Sì.
Manuela: Allora perché non andiamo venerdì?
Anna: Va bene

Un passo alla volta

Read these common expressions and try them out in class. Notice how natural they sound in everyday Italian.

- **Devo scappare!** = I have to run!
- **Posso offrirti un caffè?** = Can I buy you a coffee?
- **Vuoi venire con noi?** = Do you want to come with us?

Pay attention as you listen to Italians speak: you'll hear these verbs everywhere, from casual chats with friends to polite exchanges at the bar.

Exercise 4.3.1.2

Chattiamo!

Complete the chat with the correct form of *volere, potere,* or *dovere*.

Tu: Ciao! Dove _____(1) andare in Toscana?
Amico/a: Preferisco andare a Firenze, ma _____ (2) andare a trovare mia nonna a Pisa.
Tu: Che bell'idea. Io _____(3) vedere tanti posti diversi. Quanti soldi _____(4) spendere?
Amico/a: Ho risparmiato duemila dollari! Noi _____(5) creare un bel budget.

Exercise 4.3.1.3

La giornata della mia mamma

Fill in the blanks with the correct form.

Ogni mattina la mia mamma _____ (1. dovere) andare a lavoro. _____ (2. volere) bere un caffè prima di uscire. Io e la mia mamma _____ (3. dovere) sentirci prima delle 10. Lei _____ (4. potere) andare fuori a pranzo se _____ (5. volere).

Exercise 4.3.1.4

La vita degli studenti

Work in groups. Complete the table with what students at your school **devono**, **possono**, and **vogliono** fare. Then compare your answers with the class.

Diritti e Doveri (Rights and Duties)

Devono	Possono	Vogliono

Exercise 4.3.1.5

Organizza il tuo fine settimana.

Work with a partner. Take turns inviting each other to do different activities. Use *volere, potere, dovere* plus time expressions and adverbs (*stasera, domani, spesso, volentieri*). Be sure to:

1. Make at least two invitations.
2. Accept one invitation and decline one politely.
3. Suggest an alternative day, time, or place.
4. End by agreeing on a concrete plan.

Esempio

– Vuoi andare al cinema domani sera?
– Mi dispiace, non posso, devo studiare. Però posso uscire sabato pomeriggio.
– Allora andiamo a prendere un gelato sabato?
– Sì, volentieri!

Planning Grid
As you work with your partner, complete the table below with the details of your plans.

Planning Grid

Attività	Giorno	Ora	Con chi

Ora tocca a te! Writing Task

Write a short paragraph (5–6 sentences) about your weekend plans using **volere, potere, and dovere**. Use at least two adverbs (*spesso, domani, qui, volentieri*).

Esempio
Questo fine settimana voglio andare al parco con i miei amici. Non posso uscire venerdì perché devo lavorare. Sabato pomeriggio posso andare al cinema e voglio mangiare una pizza dopo. La domenica devo studiare molto, ma posso anche riposarmi un po'. Voglio passare una giornata tranquilla.

This page titled 4.3.1: Ti va di uscire stasera? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.3.2: Gli avverbi

Describing How, When, Where, and How Often

Over the last few chapters, you've learned how to describe your daily routine, talk about hobbies, and express preferences. Now it's time to add more depth and detail to your sentences by introducing a new tool: the adverb.

An **avverbio** (adverb) is a word that modifies:

- a verb: *Federico cammina lentamente.*
- an adjective: *È molto intelligente.*
- another adverb: *Arriva troppo tardi.*

Adverbs answer questions like:

- **Come?** (How?)
- **Quando?** (When?)
- **Dove?** (Where?)
- **Quanto spesso?** (How often?)

Think of adverbs as the *color and texture* of your sentences, all of which help bring your ideas to life.

Learning Objectives

- Identify the main functions of adverbs in Italian.
- Recognize different categories of adverbs: manner, time, place, quantity, and frequency.
- Form regular adverbs using the **-mente** ending.
- Distinguish between adjectives and adverbs (e.g., *buono* vs. *bene*).
- Use adverbs to describe how, when, where, and how often actions occur.
- Apply adverbs in meaningful contexts through writing and speaking activities.

Osserviamo!

Match each sentence below with the type of information the adverb expresses.

- Alex si sveglia **presto**.
- Alex si sveglia **lentamente**.
- Alex si sveglia **spesso** alle 7.
- Alex si sveglia **qui** alle 5.

Which question do they answer?

Sentence	Question
Alex si sveglia presto.	Quando?
Alex si sveglia lentamente.	Come?
Alex si sveglia spesso alle 7.	Quanto spesso?
Alex si sveglia qui alle 5.	Dove?

Come si forma un avverbio?

Many adverbs of manner (how something happens) are formed by adding **-mente** to the **feminine singular** form of an adjective.

This is similar to the English “-ly” ending.

Regular Formation

- *raro* → *rara* → **raramente**
- *lento* → *lenta* → **lentamente**
- *allegro* → *allegra* → **allegramente**

Now you try:

- generoso → _____ → _____

Adjectives ending in -e

If the adjective ends in **-e**, just add **-mente** without changing anything else.

- *triste* → **tristemente**
- *elegante* → **elegantemente**

Now you try:

- gentile → _____

Adjectives ending in -le or -re

Drop the final **-e** before adding **-mente**.

- *difficile* → *difficil* → **difficilmente**
- *regolare* → *regolar* → **regolarmente**

Now you try:

- puntuale → _____
- particolare → _____

Avverbi comuni

Not all adverbs follow patterns. Here are some common, irregular, or frequently used adverbs:

Avverbi

Tipo	Esempi
Tempo	ieri, oggi, domani, presto, tardi
Frequenza	sempre, spesso, raramente, mai
Quantità	molto, poco, troppo, abbastanza
Luogo	qui, lì, qua, là
Modo	bene, male, velocemente

Attenzione!
Buono/cattivo are adjectives.
Bene/male are adverbs.

- La pizza è **buona**.
- Cucino **bene** la pizza.

Un passo alla volta

Try learning adverbs in groups by category (place, time, manner, etc.). This makes them easier to remember and use naturally.

Exercise 4.3.2.1

Sinceramente parlando

Change the adjective in parentheses to an adverb to complete each sentence.

Esempio:
Alex offre _____ il caffè agli amici. *(generoso)*
→ **generosamente**

1. Alex parla _____ (onesto) con i suoi amici.
2. Federico si veste _____ (elegante) per i suoi appuntamenti.
3. Caterina guida _____ (veloce).
4. Alex e Federico convivono _____ (felice).
5. Tu sei _____ brava a disegnare! *(particolare)*
6. Quando volete qualcosa, chiedete _____ al commesso. *(gentile)*
7. Questo appartamento è _____ rumoroso! *(terribile)*
8. Sono _____ stanca oggi! *(estremo)*

Exercise 4.3.2.2

Due approcci diversi

Use the adverbs below to complete the paragraph comparing two roommates.

Parole da usare: puntualmente, mai, tardi, frequentemente, lentamente, molto

Alex e Federico sono molto diversi. Alex si sveglia presto, alle 7, ma Federico si sveglia **(1)** _____, verso le 11.
Alex si prepara velocemente, invece Federico si prepara **(2)** _____.
Mentre Federico arriva in ritardo, Alex arriva **(3)** _____.
Federico studia poco, ma Alex studia **(4)** _____.
Federico partecipa a molte attività sociali, ma Alex non partecipa **(5)** _____.
Federico si trova **(6)** _____ in piazza con gli amici.

Exercise 4.3.2.3

E tu?

Complete the sentences in a way that reflects your own experience. Use a variety of adverbs and then compare your answers with a partner.

1. Io guido la macchina _____.
2. Io cucino _____.
3. Io arrivo a lezione _____.
4. Io canto _____.
5. Io ballo _____.
6. Io gioco a calcio/pallavolo/golf _____.
7. Io disegno _____.
8. Io studio _____.
9. Io suono uno strumento _____.
10. Io scrivo _____.

This page titled 4.3.2: Gli avverbi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.3.3: Stanno tutti bene

Il verbo “stare”

You are already familiar with the verb **stare** from greetings such as **Come stai?** (*How are you?*).
In Italian, **stare** can mean *to be*, *to stay*, or *to remain*. It is an **irregular verb** and one of the most frequently used in daily life.

Familiar Uses of “Stare” – How You Are?

You already know **stare** from common greetings and polite expressions.

Common greetings with the verb “stare”

Espressione	Traduzione	Uso
Come stai?	How are you? *(informal, singular)*	Asking how someone feels
Come sta?	How are you? *(formal, singular)*	Showing respect or formality
Sto bene, grazie, e tu?	I’m well, thank you, and you? *(informal)*	Responding to a greeting
Sto bene, grazie, e Lei?	I’m well, thank you, and you? *(formal)*	Responding politely

In these cases, **stare** expresses a person’s *state or condition;* how someone feels rather than who they are.

Conjugation of “stare” in the Present Tense

Before using **stare** in different contexts, it’s important to know how to conjugate it in the **presente indicativo**.
Since it is irregular, memorization is essential.

Present tense conjugation of “stare”

Pronome	Forma	Traduzione
io	sto	I stay / I am
tu	stai	you stay / you are *(informal)*
lui / lei / Lei	sta	he / she stays / you stay *(formal)*
noi	stiamo	we stay / we are
voi	state	you stay / you are *(plural)*
loro	stanno	they stay / they are

Exercise 4.3.3.1

Conjugation Practice – "Stare" nel presente

Complete each sentence with the correct form of **stare** in the present tense.

1. Io _____ bene oggi.
2. Tu come _____?
3. Marco e Lucia _____ a scuola.
4. Noi _____ attenti alla lezione.
5. Ragazzi, dove _____ voi?
6. La professoressa _____ spiegando la grammatica.
7. Io e i miei amici _____ in biblioteca.
8. Loro non _____ molto bene oggi.

Other Common Uses of "Stare"

Now that you know how to conjugate **stare**, let's look at the main ways it is used in everyday Italian.

Main meanings and examples of "stare"

Uso principale	Esempio in italiano	Traduzione in inglese
To stay / remain	*Stiamo a casa stasera.*	We are staying home tonight.
To be located (informal)	*Il libro sta sulla sedia.*	The book is on the chair.
To stay still / hold position	*Stai fermo!*	Stay still!
To form the progressive tense	*Maria sta guardando la televisione.*	Maria is watching television.

"Stare" vs. "Essere"

Sometimes **stare** and **essere** can be confusing because both can translate as *to be* in English.
However, in Italian they express **different kinds of "being."**

- **Essere** describes **what** something or someone *is* — their identity, nature, or permanent quality.
- **Stare** describes **how** or **where** someone or something *is* — a temporary state, condition, or location.

Think of it this way:
Essere answers *"Who or what is it?"*
Stare answers *"How or where is it (at this moment)?"*

Comparison of "essere" and "stare"

Situazione	Uso di "essere"	Uso di "stare"
Describing identity or characteristics	*Sono italiana.* – I'm Italian.	✗
Describing physical or emotional state	*Sono felice* - I'm happy	*Sto bene.* – I'm well.
Describing location (more permanent)	*La scuola è in centro.* – The school is downtown.	✗
Expressing temporary presence	*Sono a casa in questo momento*	*Sto a casa.* – I'm staying at home.
With the progressive tense	✗	*Sto studiando.* – I'm studying.

Nota:
Use **essere** for things that *define who you are*, and **stare** for things that *describe how or where you are* temporarily.

Exercise 4.3.3.2

Check-In Practice – "Essere" o "Stare"?

Choose the correct verb (**essere** or **stare**) and complete the sentences.
Context: family, daily life, cities, and people.

1. Io _____ stanco oggi.
2. Noi _____ studenti di italiano.
3. La professoressa _____ in ufficio.
4. Tu come _____?
5. Roma _____ in Italia.
6. Mio padre _____ in cucina, _____ cucinando la cena.
7. Le mie amiche _____ simpatiche e gentili.
8. Noi _____ a casa dei nonni.
9. Il libro _____ sul tavolo.
10. I miei genitori _____ molto felici oggi.

Rifletti:
Which sentences describe identity or permanent qualities?
Which express temporary conditions or locations?

Exercise 4.3.3.3

Dialogo – Come stai?

This short dialogue shows **stare** used in different ways: to describe feelings, being with someone, and giving advice.
It also contrasts naturally with **essere** when expressing a condition. In the dialogue, the verbs stare and essere are used in different ways.
Reread the dialogue, underline the examples, and write the sentence you find.

Anna e Paolo si incontrano per strada

Anna: Ciao, Paolo, da quanto tempo! Come stai?
Paolo: Ciao, Anna! Sto bene, grazie. E tu?
Anna: Abbastanza bene, ma sono un po' stanca. Ho lavorato molto questa settimana.
Paolo: Immagino! Io sto con i miei per il fine settimana. Stasera festeggiamo il compleanno di mio padre. Vuoi venire?
Anna: Allora resti in città per qualche giorno! Che bello! Auguri a tuo padre! Purtroppo non posso venire, sono impegnata tutta la sera.
Paolo: Ti va di fare una passeggiata in centro domani, allora?
Anna: Domani vado a fare una lezione di paracadutismo.
Paolo: Va bene, dai! Allora alla prossima, e stai attenta!

Find the Examples in the Dialogue

1. Stare to express a personal state. Example from the dialogue: _____
2. Stare to indicate being or staying with someone. Example from the dialogue: _____
3. Stare to give friendly advice or a warning. Example from the dialogue: _____
4. Essere to describe an emotional or physical condition. Example from the dialogue: _____

Comprehension Check – Rispondi alle domande

1. Perché Anna è stanca?
2. Con chi sta Paolo questo fine settimana?
3. Perché Anna non può andare alla festa?
4. Cosa fa Anna domani?

Un passo alla volta

In this section, you learned how **stare** describes temporary states, conditions, and locations — and how it differs from **essere**.

In the next chapter, you'll take one more step and learn two special structures:

- **stare + gerundio** → to describe what you are doing *right now*
  Esempio: Sto studiando italiano. – I'm studying Italian.
- **stare per + infinito** → to express what you are *about to do* or *intend to do*
  Esempio: Sto per uscire. – I'm about to leave.

These expressions will help you talk about **actions in progress** and **future intentions**, expanding your ability to describe daily activities and plans.

This page titled 4.3.3: Stanno tutti bene is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.4: AL PASSO COI TEMPI

Family in Italy: Tradition, Change, and New Models

As families change and evolve with time, so does the way people talk about them.

In this section, you will begin with a contemporary story, *Luca e Alba – Che bella famiglia!*, where you will discover how Italians talk about relationships, inclusion, and new forms of connection today. Through the language used in the story, you will start noticing how family roles and expectations are expressed in everyday life.



Figure 4.4.1: Una famiglia d'altri tempi! (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Next, you will broaden your perspective and explore how the Italian family has evolved over time, comparing *ieri e oggi* (yesterday and today). Through readings and cultural observations, you will reflect on how values, roles, and lifestyles are shifting in Italy.

Finally, you will compare these perspectives with your own experiences and consider how culture and communication stay *al passo coi tempi*, at the pace of current times.

4.4.1: Luca e Alba- Che bella famiglia!

4.4.2: La famiglia italiana ieri e oggi

This page titled 4.4: Al passo coi tempi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.4.1: Luca e Alba- Che bella famiglia!

Che bella famiglia!

Families are not all the same, and the language we use to talk about them changes over time.
In this section, you will explore how the Italian family has evolved from more traditional models to the diverse realities of today. Through short readings, authentic examples, and cultural reflection, you will see how Italian expresses relationships, roles, and connections in everyday life.

As you work through this page, you will compare *ieri e oggi* (yesterday and today), reflect on your own experiences, and consider how language both reflects and shapes cultural values in contemporary Italy.

Musica: Lucio Battisti – "Il mio canto libero"

Il mio canto libero è una canzone di Lucio Battisti. È una canzone del 1972 , ma è ancora molto famosa perché è una canzone iconica della cultura italiana.

Ora è la colonna sonora (soundtrack) di un nuovo film dal titolo " Nata per te" che parla di lotta contro i pregiudizi e presenta un nuovo concetto di famiglia .

Il Mio Canto Libero

Il mio canto libero is a 5-minute song by Lucio Battisti released in 1972.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Although written over 50 years ago, it remains one of the most iconic songs in Italian culture.
Today, it is the soundtrack of the new film *Nata per te*, a story about challenging prejudice and redefining the idea of family in contemporary Italy.

Learning Objectives

- Use simple Italian sentences to describe family members, relationships, and people in a picture.
- Talk and write about the story of Luca e Alba using familiar vocabulary and sentence structures.
- Read and comprehend the story of Luca Trapanese e Alba, identifying its main ideas and cultural meaning.
- Recognize and reflect on common stereotypes about Italian families.
- Compare traditional and modern family models in Italy.
- Express personal reflections on family, inclusion, and diversity in contemporary Italian society.

Riflettiamo e scriviamo – Stereotypes and Images

Our ideas about families often come from movies, media, and cultural stereotypes. What images do you associate with the Italian family?

Discussione guidata

In pairs or as a class, reflect and share your ideas.

- When you think of an Italian family, what comes to mind?
- Do you know any stereotypes or clichés about Italian families (for example, many children, living with parents, strong family ties)?
- Where do these images come from—movies, media, or personal experience?

Exercise 4.4.1.1

Prompt di scrittura

Write four simple sentences in Italian that describe, in your opinion, the *stereotypical Italian family*.

Exercise 4.4.1.2

Leggiamo insieme – Una famiglia felice e imperfetta

Reading Strategy: The Three-Time Rule

First reading:

- Read the text on your own. Try to understand the main idea.
- Don't worry about the parts you don't know!
- Focus on what you recognize, have already learned, or can easily guess because it looks or sounds similar to English.
- Goal: understand only the general meaning.

Second reading:

- Look at the Useful Vocabulary list and read the text again.
- This time, analyze and annotate—notice new words and connect them to their meaning in context.

Third reading:

- Read the text aloud.
- Enjoy the rhythm and flow of Italian as you read!

After this activity, you should feel more confident understanding simple sentence structures and start building your vocabulary naturally and with enjoyment.

Luca e Alba: Noi siamo felici e imperfetti

Luca è un papà single. Alba è una bambina con la sindrome di Down. Quando Alba ha 30 (trenta) giorni, Luca prende in affidamento (foster care) la bambina. Da quel momento inizia una nuova famiglia. Alba insegna a Luca a essere papà. Luca insegna ad Alba a crescere (to grow up). Ogni giorno, Luca e Alba condividono la vita su Instagram. Luca racconta il mondo di Alba e mostra sui social un mondo vero. Alba affronta tutto con forza (strength) e sincerità (honesty). Luca mostra anche le difficoltà di Alba. Persone da tutto il mondo seguono la loro storia. C'è molta energia e gioia nella loro famiglia. La loro felicità è contagiosa. Luca e Alba vivono felici e imperfetti. Loro sono un esempio di una bella famiglia italiana.

Simplified from art4sport.org

Vocabolario utile

1. prende in affidamento (prendere) – to take in foster care
2. insegna (insegnare) – to teach
3. crescere – to grow up
4. condividono (condividere) – to share

5. racconta (raccontare) – to tell about
6. mostra (mostrare) – to show
7. affronta (affrontare) – to face
8. forza – strength
9. sincerità – honesty
10. seguono (seguire) – to follow
11. felicità – happiness
12. vivono (vivere) – to live

Rispondi alle domande in italiano:

1. Chi è Luca?
2. Chi è Alba?
3. Quando Luca prende Alba in affidamento?
4. Che cosa insegna Alba a Luca?
5. Che cosa insegna Luca ad Alba?
6. Dove condividono la loro vita?
7. Come affronta Alba le difficoltà?
8. Perché molte persone seguono la loro storia?

Ascoltiamo – Le parole di Luca

In the reading you learned about Luca and Alba. Now you will hear Luca speak in his own words about his experience as a father

Luca e Alba. Noi felici imperfetti

In this short video, you will listen to the voice of Luca Trapanese, an Italian father who shares his personal experience of family, love, and inclusion.

While the video is nearly 7 minutes long, please focus on the **first 45 seconds** of the video. Don't worry if you don't understand every word: listen for key ideas and familiar vocabulary.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Trascrizione (Transcript)

I acknowledge that the video is not captioned for accessibility. Since the pedagogical focus is only for the first 45 seconds, the transcript of the portion you will focus on (first 45 seconds) is provided :

"Ciao, sono Luca Trapanese, napoletano, 46 anni, e sono il primo papà single gay che in Italia ha adottato una bambina con la sindrome di Down, proprio perché la nostra storia è una storia conosciuta; abbiamo la voglia di raccontare e di parlare di diversità e soprattutto di famiglia.
La famiglia è dove c'è amore, c'è la voglia di condividere e di stare bene insieme."

Approfondiamo – Dal reale al cinema

The story of Luca and Alba has inspired the 2023 film *Nata per te*.

"La storia di Luca Trapanese e sua figlia Alba, che dal 2018 è stata ufficialmente adottata da Luca, è il racconto di un'eccezione: quella che ha permesso a un genitore single di diventare padre.
Ma quella di Luca e Alba è soprattutto la storia di un amore enorme – quello tra un padre e una figlia, e quello di un uomo per la vita e le sue ricchezze."
(Vanity Fair – Nata per te)(opens in new window)

Nata Per Te

This trailer (about **2 minutes long**) introduces the true story of **Luca Trapanese** and his daughter **Alba**, a child with Down syndrome.
The film shows how their unique journey challenges stereotypes and celebrates love and inclusion.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Elaboriamo insieme – Attività di gruppo

Now that you have read and listened to Luca and Alba's story, work together to retell their story in your own words.

Exercise 4.4.1.3

Raccontiamo la storia di Luca e Alba

In small groups, create simple sentences in Italian to retell the story of *Luca e Alba*.
Use what you have read and discussed in class to describe:

- **Chi sono** (Who they are)
- **Com'è la loro famiglia** (What their family is like)
- **Cosa fanno insieme** (What they do together)
- **Perché la loro storia è speciale** (Why their story is special)

Goal**:** Write 4–6 short sentences in Italian and be ready to share with the class.

Example:

- Luca è un uomo gentile.
- Alba è una bambina felice.
- Sono una bella famiglia.

Riflettiamo e discutiamo

Reflect and share your thoughts in English or Italian.

- What surprised you most about Luca and Alba's story?
- How does their story expand the idea of what a family can be?
- Do you know similar examples in your culture where "family" is defined in new or different ways?
- How is Luca and Alba's story different from the stereotypes of the "typical Italian family"?
- What values or emotions does their story express about Italian families today?

- Do you think Italian families are changing compared to the past? In what ways?
- What makes a family *real* or *authentic*—living together, blood relation, or love and care?

This page titled 4.4.1: Luca e Alba- Che bella famiglia! is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.4.2: La famiglia italiana ieri e oggi

Data and Trends on the Italian Family

Italian families are changing rapidly for both economic and cultural reasons. Every year, the Italian National Institute of Statistics releases a report on trends in marriages, civil unions, and divorces. According to the 2021 report, Italians tend to wait longer to get married: marriages before the age of 34 are declining, while marriages between ages 35 and 45 are increasing. A growing number of Italians choose to cohabit before (or instead of) marriage or opt for a civil union — and for same-sex couples, civil unions are currently the only legal option.

Many adults continue living with their parents well into adulthood. While this is sometimes criticized as *mammismo* (strong attachment to one's family of origin), it is also considered an effective strategy to reduce living costs and promote intergenerational support during times of financial difficulty.

In northern Italy there are more divorces (*i divorzi*) and more couples choose non-religious ceremonies, although religious marriages remain predominant across the country.

Birth rates (*il tasso di natalità*) have steadily declined for several years — currently about 1.3 children per woman. In the first half of the twentieth century, families with five, six, or even ten children were common, when children represented an economic resource and contraception was discouraged. The Fascist government promoted large families and provided financial incentives to parents with many children. Today, however, families with more than two children are rare, and only children (*i figli unici*) are increasingly common.

The History of the Family (and Reproduction) in Italy

1970 — Divorce becomes legal
Beginning in the 1950s, left-wing parties and feminist movements advocated for divorce legislation. Pro-divorce campaigns gave a voice to many people — especially women — who were forced to remain in abusive marriages or had been abandoned by their spouses but could not legally remarry.

1978 — Abortion becomes legal
Coalitions of feminist organizations and political groups played a crucial role in decriminalizing abortion. Parliament approved the law in 1978, and in 1981 Italians voted to keep it.

2013 — Law against femicide and domestic violence
Femminicidio — the killing of a woman by a partner, ex-partner, or spouse — remains a serious issue in Italy, along with domestic violence.

2016 — Civil unions for same-sex couples become legal
Civil unions grant some legal rights to same-sex couples, although same-sex marriage is still not recognized in Italy.

Reflection and Intercultural Exchange

Now that you have read about changes in the Italian family, you will discuss your ideas and reactions with classmates.

Small-Group Discussion

Work in a small group (3–4 students). Take turns answering the questions and responding to each other. Try to explain *why* you think something is similar or different in your culture.

Changing Perspectives

- Did anything in the reading surprise you about Italian families?
- Has the reading changed your perception of Italian family life? How?

Family Structures and Traditions

- How do marriage, divorce, and reproduction trends compare with your country?
- What role does religion play in family life in your culture?
- What are attitudes toward same-sex unions or divorce?

Living with Parents and Intergenerational Ties

- In Italy many young adults live with their parents for a long time. How is this viewed in your culture?
- Is it seen more as dependency or family solidarity?

Birth Rates and Family Size

- Italian families once had many children but now usually have one or two. Is this similar in your culture?
- What economic or social factors influence how many children families decide to have?

Whole-Class Discussion

After the small-group conversation, each group will share one interesting similarity and one important difference they discussed. As a class, we will compare perspectives and identify common patterns across cultures.

Exercise 4.4.2.1

Lettura e comprensione

Read the following texts — taken and adapted from the magazine *L'Espresso* — then decide whether the statements that follow are true or false.

From *L'Espresso* (February 2015)

L'Italia di oggi è molto diversa non solo da quella di cinquanta, ma anche di venti o dieci anni fa. I dati dell'Istat mostrano un paese sempre meno legato all'idea tradizionale di famiglia e allergico ai legami "per sempre".

Aumentano le convivenze. Nel nord Italia convivono dieci coppie su cento; nelle regioni centrali sette coppie su cento. Al Sud resiste il concetto di famiglia tradizionale, sposata e in chiesa: qui infatti convivono solo tre coppie su cento.

Aumentano i matrimoni civili. Qui **le differenze tra Nord e Sud** sono piuttosto grandi, ed emerge un paese diviso in due, con le regioni del Nord altamente secolarizzate, dove i matrimoni religiosi sono in minoranza, e le regioni del Sud, dove il matrimonio religioso è ancora prevalente.

I divorzi diminuiscono leggermente, e aumentano le separazioni, soprattutto al Sud. La media italiana è di un divorzio ogni quattro coppie sposate.

From *L'Espresso* (March 2013)

- L'Italia ha un tasso di natalità molto basso: la media è di 1,42 figli per donna. (Negli Stati Uniti è di 1,86 per donna).
- I nuclei familiari sono sempre più piccoli. Negli ultimi vent'anni il numero di componenti per famiglia è sceso da 2,7 a 2,4.
- Ci sono molti figli unici: il 46,5% delle coppie ha solo un bambino.
- Circa l'84 % dei bambini vive in famiglia con entrambi i genitori.
- Negli anni '50 un bambino poteva contare su circa 30 parenti. Oggi raramente un bambino ha 10 parenti.
- Circa il 43% dei giovani tra i 25 e i 34 anni vive con i genitori.
- Solo il 16% dei giovani quando esce dalla famiglia va ad abitare a più di 50 chilometri di distanza. Il 62% resta nello stesso comune.
- Aumentano i single e le famiglie con un solo genitore.
- Ecco alcuni dati da una ricerca del Censis: per l'88,6% degli italiani è molto importate la famiglia che hanno costruito; per l'85,3% la famiglia in cui sono nati. Seguono nella classifica delle cose "molto importanti" la libertà (77,5%), l'amicizia (60,4%) e la realizzazione professionale (50,2%).

Esercizio: Vero o Falso

Leggi le frasi e indica se sono **vere (V)** o **false (F)** secondo il testo.

1. In Italia ci sono sempre più famiglie tradizionali, con marito e moglie sposati in chiesa. (___)
2. In Italia ci sono sempre più persone che convivono senza sposarsi. (___)
3. Al Sud ci sono più divorzi rispetto al Nord. (___)
4. Al Nord ci sono sempre meno matrimoni religiosi. (___)
5. Al Sud ci sono ancora molti matrimoni religiosi. (___)
6. In Italia aumentano le separazioni e diminuiscono un po' i divorzi. (___)
7. In Italia nascono molti bambini. (___)
8. Molte coppie italiane hanno un solo figlio. (___)
9. La maggior parte dei giovani tra i 25 e i 34 anni vive ancora con i genitori. (___)
10. Molti giovani italiani vanno a vivere lontano dalla famiglia per lavoro. (___)
11. In Italia ci sono sempre meno persone single. (___)
12. Per gli italiani la famiglia è più importante della libertà. (___)

Exercise 4.4.2.2

Lettura e Comprensione

Nuovi modelli di famiglia

La famiglia "tradizionale" è composta da madre, padre e figli. Oggi la realtà è diversa.

Esistono molte forme di famiglia:

- diminuiscono le coppie con figli
- aumentano le coppie senza figli
- molte persone vivono da sole
- crescono le famiglie con un solo genitore (dopo separazione o divorzio)
- alcune persone vivono con fratelli, amici o parenti

Esistono anche nuovi tipi di famiglia:

- coppie risposate e famiglie ricostituite
- coppie conviventi (senza matrimonio)
- unioni civili
- coppie dello stesso sesso (anche con figli)

Negli ultimi anni la società accetta sempre di più queste realtà.

Oggi non esiste un solo modello di famiglia.
La famiglia tradizionale esiste ancora, ma è solo una possibilità tra tante.

Le persone costruiscono la propria famiglia in modi diversi.

Vero o falso.

Scrivi V o F.

1. Oggi esistono molti tipi di famiglia.
2. Tutte le persone vivono con i genitori.
3. Esistono coppie conviventi senza matrimonio.
4. Le coppie con figli aumentano.
5. La famiglia tradizionale esiste ancora.
6. Tutte le famiglie sono uguali.

Scelta multipla

Scegli la risposta corretta.

1. La famiglia tradizionale è:
   a. amici e parenti
   b. madre, padre e figli
   c. persone sole
2. Oggi aumentano:
   a. solo le famiglie grandi
   b. le coppie senza figli
   c. solo le famiglie tradizionali
3. Una famiglia ricostituita è:
   a. una famiglia con un nuovo partner
   b. una famiglia con molti figli
   c. una famiglia con amici

Ora tocca a te!

Scriviamo

Rispondi in italiano. Scrivi una frase completa.

1. Com'è la famiglia oggi?
2. Quali nuovi tipi di famiglia esistono?
3. Esiste un solo modello di famiglia?

Parliamo!

Conversazione di gruppo

1. Com'è la tua famiglia?
2. Vivi con la famiglia o da solo/a?
3. Conosci famiglie diverse da quella tradizionale?

This page titled 4.4.2: La famiglia italiana ieri e oggi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.5: UN PASSO INDIETRO

It’s time to bring everything together!

Through stories, dialogues, and songs, we'll connect the main themes of this chapter including descriptions of family, daily life, and plans You’ll read about Luisa and Daria’s families, write and respond to invitations, and listen to *Per dimenticare* by Zero Assoluto to strengthen your listening and vocabulary skills.



Figure 4.5.1: Una bella famiglia unita e solidale (Copyright CC BY-NC 4.0; Author: Paola Bozzato)

As you revisit familiar grammar and expressions, you’ll see how much your Italian has grown. This is your chance to use what you’ve learned in creative, real-life contexts of speaking, writing, and understanding Italian.

4.5.1: Un invito

4.5.2: Luisa e Daria presentano le loro famiglie

4.5.3: Zero Assoluto Per Dimenticare

This page titled 4.5: Un passo indietro is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.5.1: Un invito

Making Plans

Inviting someone to do something is a natural and friendly way to connect in any language. In this series of activities, you will practice how to invite friends, accept or decline invitations politely, and suggest alternatives. As you do so, you will also review and apply the modal verbs *volere*, *potere*, and *dovere* in authentic, everyday situations.

Exercise 4.5.1.1

Leggiamo! – Let's Read!

Read the conversation between Chiara and Luca. Then answer the True (V) or False (F) questions. If the statement is false, explain why.
Leggi la conversazione tra Chiara e Luca. Poi rispondi alle domande Vero (V) o Falso (F). Se la frase è falsa, spiega perché.

Dialogo

Chiara: Pronto, Luca?
Luca: Ciao Chiara! Come stai?
Chiara: Bene, grazie! Sto studiando per l'esame di domani, ma devo ancora finire due capitoli. Tu cosa fai?
Luca: Devo lavorare un po' al computer, ma poi voglio uscire a fare una passeggiata. È davvero una bella giornata oggi!
Chiara: Anch'io voglio uscire, ma non posso... Devo aiutare mia madre a preparare la cena per stasera.
Luca: Capisco. Allora posso passare io più tardi? Porto una torta al cioccolato.
Chiara: Davvero? Sei troppo gentile! Ma non devi, Luca.
Luca: Mi fa piacere! E poi possiamo studiare insieme dopo cena.
Chiara: Va bene, allora ti aspetto verso le otto.
Luca: Perfetto! A dopo, Chiara.
Chiara: A dopo!

Indica se le affermazioni sono vere (V) o false (F).

1. Chiara deve finire di studiare per un esame. V F
2. Luca deve lavorare un po' al computer. V F
3. Chiara può uscire subito perché non ha impegni. V F
4. Luca vuole portare una torta al cioccolato. V F
5. Chiara dice che Luca deve portare la torta. V F
6. Luca non vuole studiare dopo cena. V F

Exercise 4.5.1.2

Completiamo! – Let's Complete!

Complete the table with the verbs you find in the dialogue. Pay attention to the irregular conjugations in –ere and –ire.
Completa la tabella con i verbi del dialogo. Osserva bene le coniugazioni irregolari in –ere e –ire.

Review: Irregular Verbs in the Present Tense

Soggetto	Dovere	Potere	Volere	Uscire
io	_____	_____	voglio	_____
tu	devi	puoi	_____	_____
lui/lei/Lei	deve	____	vuole	esce

Soggetto	Dovere	Potere	Volere	Uscire
noi	dobbiamo	_____	vogliamo	usciamo
voi	_____	potete	_____	uscite
loro	_____	possono	_____	_____

Un passo alla volta

In this chapter (and those before), you've learned useful ways to **invite, accept, and decline**.

Inviting

- Vuoi fare una passeggiata?
- Ti va di prendere un gelato?
- Ti piacerebbe andare al bar?
- Perché non facciamo una gita sabato?
- Vogliamo andare insieme al cinema?

Accepting

- Sì, va bene.
- Sì, volentieri.
- Che bell'idea!
- Perfetto, ci sto.
- Mi piacerebbe molto.

Declining

- Mi dispiace, ma non posso, devo lavorare.
- Mi dispiace, ho già un impegno.
- Vorrei, ma non posso proprio.
- Questa volta no, ma un'altra volta sì

Exercise 4.5.1.3

Role-play: Il programma settimanale

Student A and Student B have different weekly schedules. Use their commitments to create realistic conversations. Notice that they both have at least two free times in common.

1. Work in pairs. One student uses Schedule A and the other uses Schedule B.
2. Create a dialogue following these steps:

- Greeting and invitation. Saluto e invito.
- Refusal with explanation. Rifiuto con spiegazione.
- Suggestion of an alternative. Proposta di un'alternativa.
- New refusal with another alternative. Nuovo rifiuto con un'altra alternativa.
- One more refusal with a final proposal. Un altro rifiuto con una proposta finale.
- Final acceptance (choose one of the common free times). Accettazione finale (scegliete uno dei momenti liberi in comune).

3. Write your dialogue together.
4. Practice reading it aloud with your partner.
5. Record your final dialogue.

Il programma settimanale dello Studente A

Quando?	Lunedì	Martedì	Mercoledì	Giovedì	Venerdì	Sabato	Domenica
Mattina	lezione di matematica e inglese alle 11:00	lezione di matematica 10:30	scrivere un saggio	lezione di inglese alle 9:00	lavorare	fare la spesa	
Pomeriggio	lezione di cinema alle 15:30		lezione di cinema alle 15:30	dentista alle 14:30			
Sera	film per il corso di cinema alle 18:00	studiare	guardare la sorellina			uscire con un amico	

Il programma settimanale dello Studente B

Quando?	Lunedì	Martedì	Mercoledì	Giovedì	Venerdì	Sabato	Domenica
Mattina	lezione di biologia alle 9:00	studiare	lezione di biologia alle 8:30	lezione di chimica alle 11:30			colazione con i genitori
Pomeriggio	lezione di scienze politiche 17:00	laboratorio di chimica alle 14:00	lezione di scienze politiche alle 15:30	studiare	studiare		
Sera	lavorare		uscire con gli amici	lavorare	studiare		

Modello di dialogo

A: Ciao! Ti va di andare al cinema lunedì sera alle 19:00?
B: Mi dispiace, ma non posso. Devo lavorare.
A: Allora perché non facciamo una passeggiata martedì pomeriggio?
B: Purtroppo no, ho il laboratorio di chimica. Però sabato mattina possiamo fare colazione insieme.
A: Che bell'idea! Perfetto.

Important: Use at least two different activities (for example: cinema + walk, ice cream + pizza).

Exercise 4.5.1.4

Speed date!

Talk with a classmate. You have 5 minutes to answer the questions and then change partners

- Saluta
- Come stai?
- Che cosa fate tu e i tuoi amici nel tempo libero?
- Com'è la tua famiglia? Grande o piccola?
- Hai sorelle o fratelli? Come si chiamano? Quanti anni hanno?
- Che cosa ti piace fare con la tua famiglia?
- Hai un lavoro? Se sì, che lavoro fai?
- Preferisci studiare o lavorare?
- Che lavoro ti piace? Perché?
- Ti piace andare al cinema?
- Allora ti va di uscire con me nei prossimi giorni?
- Quando? A che ora? Dove?
- Saluta

This page titled 4.5.1: Un invito is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.5.2: Luisa e Daria presentano le loro famiglie

La famiglia e la routine quotidiana

In this review section, you will practice key vocabulary and grammar related to the family and daily life. Through short readings, listening activities, and writing tasks, you will review how to describe people, talk about daily routines, and express simple actions and preferences in the present tens

Learning Objectives

- Describe family members and family relationships in simple terms.
- Talk about daily activities using the present tense.
- Identify main details in a written text and in a video.
- Write short personal descriptions following a model.

Luisa presenta la sua famiglia

In this activity, you will review vocabulary and expressions related to the family and daily routine. You will first read about Luisa and her family to learn how she describes her relatives and their day. Then, you will watch a short video and listen for familiar words and actions. Finally, you will answer comprehension questions in Italian to show what you understood from the text and video.

Exercise 4.5.2.1

Read the text

Read Luisa's introduction and her description of her daily life.

La mia famiglia
Mi chiamo Luisa e ho sei anni. Nella mia famiglia ci sono cinque persone.
Questo è mio fratello Lorenzo. Lui è piccolo e ha due anni.
Questa è mia sorella Anna. Lei ha quattro anni.
La mia mamma si chiama Stella e il mio papà si chiama Michele.

La mia giornata con la mia famiglia
Io mi sveglio dopo i miei genitori. Il mio fratellino si sveglia molto presto, alle sei e quindici.
La mamma e il papà preparano la colazione.
La mattina i miei genitori vanno a lavoro e noi bambini andiamo a scuola.
Io vado in prima elementare. Anna va alla scuola materna e Lorenzo va all'asilo.
Di pomeriggio i miei genitori tornano a casa tardi. Loro tornano alle sei e mezza.
Loro a volte fanno la spesa.
La sera noi vediamo un film insieme.
La mamma di solito cucina la cena e a volte anche il papà fa un dolce.

Una famiglia numerosa

Watch the video

🎥 *Italiano per stranieri – Una famiglia numerosa*
The original video is 3 minutes and 22 seconds long, but we will focus only on the first 1 minute and 30 seconds for this activity.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

📝 **Listen and take notes.**
Write down the **daily activities** you hear and connect them to the right family members..

Exercise 4.5.2.2

Answer the questions

Write complete answers in Italian.

1. Quante persone ci sono in questa famiglia?
2. Quanti anni hanno Luisa e Anna?
3. Chi prepara la colazione?
4. Come si chiamano la mamma e il papà?
5. A che ora si sveglia Lorenzo?
6. Come si sveglia Luisa?
7. Dove vanno i genitori la mattina?
8. Dove va Anna la mattina?
9. Quando tornano a casa i genitori dal lavoro?
10. Chi fa la spesa?
11. Cosa guarda Anna la sera?
12. Chi cucina la cena?

Exercise 4.5.2.3

Daria presenta la sua famiglia

In this activity, you will explore another example of how to describe a family in Italian. Daria introduces her family members and shares details about their personalities, interests, and daily lives. As you read, pay attention to how she uses the verbs *essere* and *avere*, adjectives for physical and personality traits, and expressions that describe likes and activities. Then, answer the comprehension questions in Italian using complete sentences.

Ciao a tutti! Sono Daria e vi presento la mia famiglia.

Mario, mio padre

Mario è nato a Venezia e ha 71 anni. È calmo, simpatico e generoso. Ha gli occhi azzurri, i capelli grigi e la barba grigia. Gli piace mangiare il pesce, andare in bicicletta e guardare i film di Sergio Leone. Ha molto tempo libero perché è in pensione.

Michela, mia madre

Michela è nata a Roma e ha 70 anni. È introversa e timida. Ha gli occhi marroni e i capelli rossi. Le piace cucinare, camminare sulla spiaggia e ascoltare la musica dei R.E.M. Fa la casalinga.

Simone, mio fratello

Simone è nato a Latina, ma ora vive a Londra. Ha 45 anni, è alto e creativo e ama suonare la chitarra. Di giorno lavora come web designer e nel tempo libero preferisce correre nel parco o visitare i musei.

Zero, il mio gatto

Zero ha 10 anni e vive a Latina. È socievole, curioso e molto vocale perché è sordo. Gli piace mangiare la pizza e guidare la sua macchina invisibile.

Balloon, il mio cane

Balloon ha 4 anni e vive a Latina con i miei genitori. È energico e socievole. Ama dormire con Zero e giocare con la palla. È un esploratore.

Comprensione

1. Come si chiama il padre di Daria?
2. Quanti anni ha Michela?
3. Com'è Michela?
4. Che lavoro fa Simone?
5. Che cosa piace fare a Zero? E a Ballon?

Ora tocca a te!

After learning about Luisa's and Daria's families, you should feel more confident talking about your own family. Describe its members and talk about their daily activities.

Instructions:

1. Write a short paragraph introducing your family.
2. Then, choose two people from your family (you may also include pets or friends) and describe them following the model.
3. Use the present tense and include at least one activity for each person.

Model:
Mia madre si chiama Anna. Ha quarant'anni. È gentile e simpatica. Lavora in un ospedale e nel tempo libero le piace leggere.
Mio fratello si chiama Marco. Ha sedici anni. È energico e socievole. Gli piace giocare a calcio e ascoltare la musica.

This page titled 4.5.2: Luisa e Daria presentano le loro famiglie is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.5.3: Zero Assoluto Per Dimenticare

Ascoltiamo! – Per dimenticare di Zero Assoluto

In this section, you will explore the song *"Per dimenticare"* by Zero Assoluto, a modern Italian pop duo known for their poetic and conversational lyrics. Through this activity, you will practice listening for familiar words and reinforce vocabulary about family and relationships.

Learning Objectives

- Recognize and understand key vocabulary related to family and relationships.
- Identify familiar words and phrases while listening to an authentic Italian song.
- Develop listening and pronunciation skills by focusing on sound recognition.

Vocabolario e Pre-Ascolto

Before listening to the song, read the short introduction below in Italian. Focus on the main idea and general understanding of the text. Then, discuss with your classmates what you understood.

La canzone *"Per Dimenticare"* racconta la storia di un uomo.
Lui riceve l'invito al matrimonio della sua ex fidanzata.
Lui non può andare perché è impegnato.
Lui parla della vita di coppia: la casa, i figli, la famiglia e le responsabilità.
L'uomo ama ancora la sua ex fidanzata ed è triste per il matrimoni

Parole chiave

1. vita
2. figlio
3. cane
4. suocera
5. cognato
6. nipoti
7. parenti
8. amore
9. uomo
10. auguri

Exercise 4.5.3.1

Match the Definitions

Match the Italian word with its English meaning.

Parola in italiano	Definizione in inglese
1. **Suocera**	A.Son / Child
2. **Cognato**	B.Relatives (extended family)
3. **Nipote / Nipoti**	C. Man
4. **Parenti**	D. Best wishes
5. **Figlio**	E. Mother-in-law

Parola in italiano	Definizione in inglese
6. **Auguri**	F. Brother-in-law
7. **Uomo**	G. Grandchild / Grandchildren OR Nephew / Niece

Exercise 4.5.3.2

Match the Definitions

Match each Italian family word with the correct definition.

Parola	Definizione
1. **Suocera**	A. La mamma di mio marito o di mia moglie.
2. **Cognato**	B. Il marito di mia sorella o il fratello di mio marito/mia moglie.
3. **Nipote / Nipoti**	C. Il figlio o la figlia di mio fratello o di mia sorella.
4. **Parenti**	D. Tutte le persone della mia famiglia (zii, cugini, nonni...).
5. **Figlio**	E. Il bambino o la bambina di una persona.

Ascolta e Completa

After completing the vocabulary section, you can now enjoy listening to the song *"Per Dimenticare"* by **Zero Assoluto**.

This activity is designed to **develop your listening and sound recognition skills**, not full comprehension. Don't worry about understanding every word or phrase.

1. **Read** the list of key words below and look at the blanks in the lyrics.
2. **Listen to the song three times.** Try to catch the missing words as you hear them. Focus on the *sound* of the words, not on the meaning.
3. **Compare** your answers with your peers and discuss what you heard.
4. **Watch** the official music video with captions and check your answers.

Per dimenticare

In this activity, you will watch the official music video *Per dimenticare* (Length 3:33) by Zero Assoluto.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

The video version provided does not include captions, allowing you to focus on listening comprehension. A transcript with blank spaces is provided for the portion of the song you will focus on for this exercise.

Exercise 4.5.3.3

Listening Activity – *Per dimenticare* by Zero Assoluto

Directions:
Listen several times to the official video *Per dimenticare* by Zero Assoluto. Focus on the lyrics provided below and fill in the blanks with the missing words you hear. After completing this activity, check your answers and improve your pronunciation by listening to the **karaoke version** with captions.

Lyrics: *"Per dimenticare" – Zero Assoluto*

Allora quindi è vero
È vero che ti sposerai
Ti faccio tanti, tanti cari _____
E, se non vengo, capirai
E se la scelta è questa
È giusta, lo sai solo tu
È lui l'_____ perfetto che volevi
E che non vuoi cambiare più

Ti senti pronta a cambiare _____, a cambiare casa
A fare la spesa e fare i conti a fine mese
Alla casa al mare, ad avere un _____ e un _____
Ed affrontare _____, _____, _____, _____
Tombole a Natale, mal di testa ricorrenti
E tutto questo per _____

Karaoke

In this activity, you will listen to the karaoke version of *Per dimenticare* (length 3:35) by Zero Assoluto.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

This version includes captions, allowing you to check your answers from the previous exercise and further develop your listening and pronunciation skills while following the lyrics on screen. *(And of course, no one will stop you if you start singing along! 🎵)*

This page titled 4.5.3: Zero Assoluto Per Dimenticare is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

4.6: A che punto sei?

Where Are You Now?

Self-Assessment – Unit 4: *Come stanno i tuoi?*

Take time to reflect on everything you have accomplished. Think about how your understanding of Italian language and culture has deepened, and how you can continue to build on these skills beyond the course. Celebrate your progress: you've come a long way!

Part 1: My Checklist

Put an X in the column that best describes how confident you feel about each skill.

Checklist

Skill	I can do this well	I'm getting there	I need more review
I can talk about my family and describe family relationships.	☐	☐	☐
I can ask others about their family using expressions such as *Come stanno i tuoi?*	☐	☐	☐
I can use **possessive adjectives** (*mio, tua, nostri, loro*) correctly.	☐	☐	☐
I can describe people's appearance and personality.	☐	☐	☐
I can talk about professions and what people do for work.	☐	☐	☐
I can use the verbs **dare**, **bere**, and **dire** correctly in conversation.	☐	☐	☐
I can express what I **want**, **can**, or **must** do using **volere**, **potere**, and **dovere**.	☐	☐	☐
I can make and respond to invitations using **Ti va di...?**	☐	☐	☐
I can use **adverbs of time** (*sempre, spesso, mai, qualche volta*) to describe routines.	☐	☐	☐
I know at least one cultural fact about Italian families—past and present.	☐	☐	☐

Part 2: What's Next?

Choose at least one skill you would like to improve. Set a simple personal goal.

I would like to improve my ability to...

.....

To do this, I could...

.....

This page titled 4.6: A che punto sei? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5: PASSI A CASA PER PRANZO?

Are you coming home for lunch?

In Italy, food is never just about eating, it is an expression of love and care. It is about community, family, and tradition. The simple question “Passi a casa per pranzo?”, or “Are you coming home for lunch?”, really asks a deeper question about a desire to share time together to pause, reconnect, and stay grounded. This is why Italians often prefer a "Slow food" style of eating around the table together enjoying leisurely conversations and appreciating the experience as a community.

Here, we will explore Italian food culture and everyday eating habits, from shopping for fresh ingredients at the market to enjoying a meal around the table. You will learn vocabulary related to food, drinks, and dining, and discover how Italians talk about quantity and preference using partitive articles such as del, della, and dei. You will also practice the present progressive to describe actions in progress, and learn to make comparisons and express degrees of quality with comparatives and superlatives.



Figure 5.1: *Insieme in cucina, insieme a tavola.* Cooking and eating become connection. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Through stories, dialogues, and interviews, you will see how food connects language and lifestyle, and how Italians continue to balance tradition and modernity in their approach to eating well. In Italy, food is not only about the nourishment, it is a way of life rich in meaning.

5.1: Un primo passo

5.1.1: La Spesa

5.1.2: A Tavola

5.1.3: Cibi e bevande

5.2: Un passo avanti

5.2.1: Presente Progressivo

5.2.2: Articoli partitivi

5.2.3: Aggettivi comparativi e superlativi

5.3: Un passo in più

5.3.1: Quanta farina? Quanti pomodori?

5.3.2: Che programmi hai per cena?
5.3.3: Conosci un buon ristorante?

5.4: Al passo coi tempi

5.4.1: Un fuori pasto o un pasto fuori?
5.4.2: La qualità del cibo e la qualità della vita

5.5: Un passo indietro

5.5.1: Preposizioni e articoli partitivi
5.5.2: Video Interviste- Cosa mangiano gli Italiani?
5.5.3: Il caffè della Peppina

5.6: A che punto sei?

This page titled 5: Passi a casa per pranzo? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.1: UN PRIMO PASSO

Mangia, Mangia!

In Italian culture, mangia, mangia! (“eat, eat!”) is much more than an invitation to start eating.
It reflects hospitality, affection, and care.

In many Italian families, offering food is a way of showing love. A host may insist that guests take more — even when they say they are full — not to pressure them, but to make sure they feel welcomed and well cared for. Refusing food immediately can sometimes feel distant, while accepting at least a little is a sign of appreciation.

The expression is especially common in homes, at family gatherings, and with grandparents, where meals are moments of connection, conversation, and togetherness — not just nutrition.

So when someone says mangia, mangia!, they are really saying:
“You’re welcome here — take part in this moment with us.”



Figure 5.1.1: Buon Appetito! (Copyright CC BY-NC 4.0; Author Diana Ferrara)

In this section, you’ll learn essential Italian vocabulary related to food, drinks, and meals. You’ll discover the names of common foods and beverages, the different types of shops and products, and useful words for talking about the Italian table.

These words will help you describe what you eat and drink, recognize items in stores and markets, and get ready to use this vocabulary in context in the next sections.

5.1.1: La Spesa

5.1.2: A Tavola

5.1.3: Cibi e bevande

This page titled 5.1: Un primo passo is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.1.1: La Spesa

I negozi (Stores and shops)

In this page, you will learn the names of common Italian stores and the people who work there. This vocabulary will help you describe where you shop, what you buy, and who you interact with when doing your shopping.



Figure 5.1.1.1: Macelleria, Erboristeria, Fruttivendolo (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Negozi e persone che ci lavorano

Stores and the people who work there

- drogheria (la) (bodega, small grocery store)
- droghiere / droghiera (il / la) (person who works in a *drogheria*)
- erboristeria (herbal shop)
- fruttivendolo / fruttivendola (il / la) (person who sells fruit and vegetables)
- gelateria (la) (ice cream store)
- gelataio / gelataia (il / la) (person who works in a *gelateria*)
- macelleria (la) (butcher's)
- macellaio / macellaia (il / la) (butcher)
- mercato (il) (market, often open-air or farmers' market)
- negozio (di alimentari) (il) (grocery store)
- panetteria (la) (bakery)
- panettiere / panettiera (il / la) (person who works in a *panetteria*)
- pasticceria (la) (pastry shop)
- pasticcere / pasticcera (il / la) (person who works in a *pasticceria*; pastry chef)
- pescheria (la) (fish store)
- pescivendolo / pescivendola (il / la) (person who works in a *pescheria*)
- salumeria (la) (cheese and cold cut shop / deli)
- salumiere / salumiera (il / la) (person who works in a *salumeria*)
- supermercato (il) (supermarket)

Dove fai la spesa?

Where to shop?

- **dal fruttivendolo / dalla fruttivendola** – *in negozio di frutta e verdura* (at the fruit and vegetable shop)
- **dal salumiere / dalla salumiera** – *in salumeria* (at the deli)
- **dal droghiere / dalla droghiera** – *in drogheria* (at the grocery store)
- **dal pasticcere / dalla pasticcera** – *in pasticceria* (at the pastry shop)
- **dal panettiere / dalla panettiera** – *in panetteria* (at the bakery)
- **dal macellaio / dalla macellaia** – *in macelleria* (at the butcher's)
- **dal pescivendolo / dalla pescivendola** – *in pescheria* (at the fish store)
- **dal gelataio / dalla gelataia** – *in gelateria* (at the ice cream shop)*

Nota culturale

In Italy, shopping for food often involves visiting multiple small, specialized shops rather than a single supermarket. For example, people may buy bread at the *panetteria*, meat at the *macelleria*, and pastries at the *pasticceria*. Open-air markets (*mercati*) remain an essential part of Italian daily life, offering seasonal fruits, vegetables, and local products.

This page titled 5.1.1: La Spesa is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.1.2: A Tavola

Mangiare fuori

In Italian, "mangiare fuori" literally means “to eat outside,” but it actually refers to eating away from home, usually at a restaurant, trattoria, pizzeria, or bar.
It is a social moment: people go "a mangiare fuori " to spend time together, talk, and enjoy the experience of the meal.

On this page, you will learn vocabulary related to restaurants, dishes, meals, and flavors. This vocabulary will help you understand menus, order food, and describe what you like or dislike when eating out in Italy.



Figure 5.1.2.1: Una cena a base di pesce (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Al ristorante

At the restaurant

- bicchiere (il) (glass)
- chef (lo / la) (chef)
- coltello (il) (knife)
- conto (il) (bill)
- cucchiaio (il) (spoon)
- cucchiaino (il) (teaspoon)
- forchetta (la) (fork)
- mancia (la) (tip)
- menu (il) (menu)
- piatto (fondo, piano) (il) (plate)
- piattino (il) (saucer)
- resto (il) (change)
- soldi (i) (money)
- tazza (la) (cup / mug)
- tazzina (la) (coffee cup)
- tovaglia (la) (tablecloth)
- tovagliolo (il) (napkin)

Le portate

Courses

- antipasto (l') (starter / appetizer)
- primo (piatto) (il) (first course)
- secondo (piatto) (il) (second course)
- contorno (il) (side dish, often vegetable-based)
- dolce (il) (dessert)

I sapori

Flavors

- amaro (bitter)
- dolce (sweet)
- gusto (il) (taste, flavor)
- insipido (bland)
- leggero (light)
- pesante (heavy)
- piccante (spicy)
- salato (salty)
- sapore (il) (taste, flavor)
- saporito (tasty)

I pasti

Meals

- colazione (la) (breakfast)
- pranzo (il) (lunch)
- cena (la) (dinner)
- merenda (la) (snack, afternoon snack)
- spuntino (lo) (snack, small bite)

I verbi comuni

Common verbs

- bere (to drink)
- cenare (to have dinner)
- consigliare (to suggest / to recommend)
- dire (to say)
- dovere (must / to have to)
- fare colazione (to have breakfast)
- fare merenda / uno spuntino (to have a snack)
- pranzare (to have lunch)
- potere (can / to be able to)
- ridurre (to reduce)
- uscire (to go out / to exit)
- venire (to come)
- volere (to want)

This page titled 5.1.2: A Tavola is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.1.3: Cibi e bevande

Food and drinks

In this page, you will learn Italian vocabulary for food and beverages. These words will help you describe what you eat and drink, talk about ingredients, and understand menus and recipes.

I cibi

Foods

- aglio (l') – garlic
- albicocca (l') – apricot
- ananas (l') – pineapple
- anguria (l') / cocomero (il) – watermelon
- arancia (l') – orange
- banana (la) – banana
- basilico (il) – basil
- biscotto (il) – cookie
- bistecca (la) – steak
- broccolo (il) – broccoli
- burro (il) – butter
- calamaro (il) – calamari
- cannolo (il) – cannoli
- carciofo (il) – artichoke
- carne (la) – meat
  - agnello – lamb
  - maiale – pork
  - manzo – beef
  - pollo – chicken
  - tacchino – turkey
  - vitello – veal
- carota (la) – carrot
- cece (il) – chickpea / garbanzo bean
- cetriolino (il) – pickle
- cibo (il) – food
- cicoria (la) – chicory
- ciliegia (la) – cherry
- cioccolato (il) – chocolate
  - al latte – milk chocolate
  - fondente – dark chocolate
- cipolla (la) – onion
- cornetto (il) – brioche / croissant
- cozza (la) – mussel
- crema (la) – custard / cream
- crostata (la) – pie / tart
- fagiolo (il) – bean
- fagiolino (il) – string bean
- farina (la) – flour
- fettuccina (la) – fettuccini
- formaggio (il) – cheese
- fragola (la) – strawberry
- frittata (la) – frittata / omelette
- frutta (la) – fruit

- fungo (il) – mushroom
- gamberetto (il) – shrimp
- gelato (il) – ice cream
- ghiaccio (il) – ice
- insalata (l') – salad
- lattuga (la) – lettuce
- lenticchia (la) – lentil
- limone (il) – lemon
- marmellata (la) – jam / marmalade
- mela (la) – apple
- melanzana (la) – eggplant
- melone (il) – cantaloupe / melon
- merluzzo (il) – cod
- minestra (la) – soup
- mirtillo (il) – blueberry
- mollusco (il) – shellfish
- mozzarella (la) – mozzarella cheese
- olio (d'oliva) (l') – (olive) oil
- pancetta (la) – bacon
- panino (il) – sandwich / panini
- panna (la) – cream
- panna cotta (la) – panna cotta
- parmigiano (il) – parmesan cheese
- pecorino (il) – romano cheese
- pepe (il) – pepper
- peperone (il) – bell pepper
- pera (la) – pear
- pesca (la) – peach
- pesce (il) – fish
- pisello (il) – green pea
- polpetta (la) – meatball
- pomodoro (il) – tomato
- prosciutto (il) – prosciutto / ham
- ragù (il) – Bolognese sauce
- ricotta (la) – ricotta cheese
- riso (il) – rice
- salame (il) – salami
- sale (il) – salt
- salmone (il) – salmon
- salsiccia (la) – sausage
- schiuma (la) – milk foam
- spinacio (lo) – spinach
- tiramisù (il) – tiramisu
- tonno (il) – tuna
- torta (la) – (sweet) pie / cake
- uovo (l') – egg
- uva (l') – grape
- verdura (la) – vegetables
- vongola (la) – clam
- zucchero (lo) – sugar
  - bianco – white sugar
  - di canna – brown sugar
- zucchina (la) – zucchini
- zuppa (la) – soup

Modi di cottura

Cooking methods

- al forno – baked
- al vapore – steamed
- arrosto – roasted
- grigliato – grilled

Le bevande

Drinks

- acqua (l') – water
  - frizzante / gasata – sparkling water
  - liscia / naturale – still water
- aranciata (l') – orange soda
- birra (la) – beer
- caffè (il) – coffee
  - shakerato
  - lungo
  - espresso
  - americano
  - schiumato
  - macchiato
  - ristretto
- caffellatte (il) – latte
- cappuccino (il) – cappuccino
- latte (il) – milk
- limoncello (il) – limoncello liqueur
- spumante (lo) – sparkling wine
- succo (il) – juice
- tè / the (il) – tea
- vino (il) – wine
  - bianco – white wine
  - rosso – red wine

This page titled 5.1.3: Cibi e bevande is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.2: UN PASSO AVANTI

Expressing Habits and Preferences

In this section, you'll expand your ability to describe what people are doing, the food they're eating, and how things compare in more complex Italian!

You'll start by learning the presente progressivo, used to describe actions happening right now. Then, you'll explore how to express quantities with partitive articles and phrases like un po' di or qualche. Finally, you'll discover how to make your descriptions richer and more precise with comparatives and superlatives, expressing what's "più buono, meno sano, or buonissimo"!



Figure 5.2.1: La ricotta è più leggera, ma la mozzarella è più saporita. (Copyright CC BY-NC 4.0; Author Diana Ferrara)

By combining these structures, you'll be able to talk about food, habits, and preferences in a more natural and authentic way, just like Italians do at the table or in daily conversation.

5.2.1: Presente Progressivo

5.2.2: Articoli partitivi

5.2.3: Aggettivi comparativi e superlativi

This page titled 5.2: Un passo avanti is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.2.1: Presente Progressivo

Present continuous

When you want to describe what someone is doing right now, Italian uses the presente progressivo (the present progressive). It corresponds to the English present continuous “I am cooking,” “You are eating,” “They are preparing dinner.”You will often hear Italians use this form when they are talking about food and daily activities:

- Cosa stai cucinando?
- Sto preparando la cena per i miei amici.
- Stiamo mangiando insieme in cucina.



Figure 5.2.1.1: Cosa stai preparando per pranzo? (Copyright CC BY-NC 4.0; Author Vittorio Pastore)

Learning Objectives

- Recognize and use the structure stare + gerundio to describe actions happening right now.
- Form the regular and irregular gerundio endings for –are, –ere, and –ire verbs.
- Distinguish between the presente (for habitual or future actions) and the presente progressivo (for ongoing actions).
- Use everyday vocabulary related to food and cooking in complete sentences.

Before studying a new grammar structure, let’s first notice how the language works naturally. In this activity, you will explore the dialogue and try to recognize patterns that describe actions happening right now — the structure we will soon learn as the *present progressive*.

1. **Read the dialogue** once just to understand what is happening. Don’t focus on memorizing forms or translating every word.
2. **Read it a second time** and pay attention to how the speakers describe actions in progress.
3. **Work with a partner and talk about what you notice:**
    - How do the speakers express actions happening at this moment?
    - Is there a repeated structure before the verb?
    - What meaning do you think these forms convey?

Dialogo

Maria: Ciao Carla, che fai di bello?

Carla: Sto studiando. Che noia! E tu?

Maria: Sto andando al supermercato a fare la spesa per la cena di stasera? Hai bisogno di qualcosa?

Carla: Forse. Stai andando in macchina?

Maria: Sì, c'è anche Roberta con me, stiamo andando insieme, sta guidando lei.

Carla: Allora puoi prendere una confezione di acqua naturale in bottiglia?

Maria: Certamente!

Carla: Grazie!

Struttura

The *presente progressivo* is formed with **stare + gerundio (–ando / –endo)**. The verb *stare* is conjugated in the **present indicative tense** and **changes according to the subject** (for example: *io sto, tu stai, lui/lei sta*). After *stare*, you add the **gerundio** of the main verb. The **gerundio** is *invariable*: it does **not** change based on gender or number.
Look at the table below to see how to form the *presente progressivo* in all its parts.

Conjugation of stare in the present progressive with examples

Soggetto	Stare	Esempio
Io	sto	sto cucinando (I am cooking)
Tu	stai	stai preparando (you are preparing)
Lui / Lei	sta	sta mangiando (he/she is eating)
Noi	stiamo	stiamo bevendo (we are drinking)
Voi	state	state servendo (you all are serving)
Loro	stanno	stanno pulendo (they are cleaning)

Il gerundio (–ing form)

Examples of Gerundio Regular Forms

Tipo di verbo	Terminazione	Esempio
–are	–ando	cucinare → cucinando → sto cucinando
–ere	–endo	prendere → prendendo → sto prendendo
–ire	–endo	aprire → aprendo → sto aprendo

Forme irregolari comuni

Examples of Gerundio Irregular Forms

Verbo	Gerundio	Esempio
fare	facendo	Sto facendo una torta.
dire	dicendo	Sta dicendo la ricetta.

Verbo	Gerundio	Esempio
bere	bevendo	Stiamo bevendo un caffè.
venire	venendo	Sto venendo in cucina.

Uso

Use the presente progressivo to describe:

- Actions happening right now:
  Sto tagliando le verdure. (I'm cutting the vegetables.)
  Stiamo apparecchiando la tavola. (We're setting the table.)

- Temporary actions or situations:
  Mia sorella sta lavorando in un ristorante per l'estate.

Nota

In Italian, the presente progressivo is not used to express future plans, as it is in English.

Incorrect: Sto andando al mercato domani.
Correct: Vado al mercato domani.

Use the "presente semplice" for future plans and scheduled actions. The presente progressivo only refers to what is happening in this exact moment.

Quick check

- How do you conjugate stare?
- What are the endings for the gerundio?
- When do you use stare + gerundio instead of the presente?
- Can you use the presente progressivo to talk about future plans?

Exercise 5.2.1.1

In cucina adesso

Complete the sentences using stare + gerundio with the correct verb from the list.

Verbi: cucinare, tagliare, bere, preparare, servire

1. Io _____ la pasta.
2. Noi _____ il dolce.
3. Tu _____ un bicchiere di vino?
4. Loro _____ la frutta.
5. La mamma _____ la cena per tutta la famiglia.

Exercise 5.2.1.2

Cosa stai cucinando?

Ask and answer with a partner. Use vocabulary from the cucina unit.

> – Cosa stai cucinando?
> – Sto preparando la pizza margherita. E tu?
> – Sto tagliando le verdure per l'insalata.

Ora tocca a te !

Write a short paragraph (4–5 sentences) describing what is happening in your kitchen right now.
Start with In questo momento... or Ora...

Esempio:
In questo momento sto cucinando la pasta. Mio fratello sta apparecchiando la tavola e i miei genitori stanno parlando del vino.

This page titled 5.2.1: Presente Progressivo is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.2.2: Articoli partitivi

The Partitive and Expressions of Quantity

In Italian, when we want to indicate a non-specific quantity (the equivalent of “some” in English), we use partitive expressions.

Examples:

- Compro spesso del latte e dei biscotti al supermercato.
- Per fare il tiramisù ho bisogno dello zucchero e di un po’ di cacao.
- Al mercato compro un po’ di zucchine e di cipolle.
- In tavola ci sono alcuni bicchieri e qualche forchetta.

All of these correspond to the English word some, but they follow specific rules in Italian.

Learning Objectives

- Recognize and use the partitive article (del, della, dello, dell’, dei, degli, delle) to express non-specific quantities in Italian.
- Combine the preposition di with the correct definite article to form the partitive article.
- Differentiate between partitive articles and other expressions of quantity (un po’ di, qualche, alcuni/e).
- Apply these structures to describe food, meals, and recipes.
- Write simple recipes and dialogues using partitive expressions in real-life contexts (e.g., shopping, cooking, ordering at a restaurant).

How to form the partitive article

The partitive article is created by combining the preposition di (of) with the definite article you would normally use for that noun. In the table below, you will see how di changes when combined with each definite article, both in the singular and in the plural.

Articoli Partitivi

Noun	Definite article	di + article = Partitive article	Example
latte (m. sing.)	il	del	Bevo del latte ogni mattina.
acqua (f. sing.)	l’	dell’	Vorrei dell’acqua, per favore.
zucchero (m. sing.)	lo	dello	Metto dello zucchero nel caffè.
pane (m. sing.)	il	del	Compriamo del pane fresco.
biscotti (m. pl.)	i	dei	Mangio dei biscotti al cioccolato.
amici (m. pl.)	gli	degli	Ho degli amici simpatici.
fragole (f. pl.)	le	delle	Compriamo delle fragole dolci.

Nota

Come scegliere l'articolo partitivo?

- Take the definite article that matches the noun.
- Combine it with di.
- The result is the partitive article, which means some.

Exercise 5.2.2.1

At the Grocery Store

You are making a shopping list. Add the correct **partitive article** (del, dello, della, dell', dei, degli, delle) to each ingredient, as in the example.

Example:
__latte → **del latte**

Shopping list

1. ___ pane
2. ___ acqua
3. ___ zucchero
4. ___ mele
5. ___ prosciutto
6. ___ arance
7. ___ olio d'oliva
8. ___ spinaci
9. ___ biscotti

Exercise 5.2.2.2

Correct the Partitive Articles

Some of the sentences below contain the wrong **partitive article**. Rewrite each sentence with the correct form.

Example:
Bevo **dello latte** ogni mattina. → Bevo **del latte** ogni mattina.

1. A colazione mangio dei pane.
2. Voglio del arance al mercato.
3. Per favore, mi dia della zucchero per il caffè.
4. In frigo ci sono delle pane fresco.
5. Abbiamo comprato degli fragole dolci.
6. Mia nonna prepara sempre dei vino rosso per le feste.
7. Ho mangiato dello biscotti al cioccolato.
8. In tavola ci sono della amici simpatici.

Other expressions of quantity

In addition to the partitive article, Italian uses other expressions to indicate *some* or *a few*. These expressions are often interchangeable with the partitive, but each has its own rules about when it can or cannot be used.

The table below summarizes the main options and shows whether they are used with singular or plural nouns.

Espressioni di quantità

Expression	Use with singular nouns	Use with plural nouns
un po' di	Yes (un po' di latte)	Yes (un po' di zucchine)
di + article (del, della, dello, dell', dei, degli, delle)	Yes (del pane, della frutta, dello zucchero, dell'acqua)	Yes (dei libri, degli amici, delle fragole)
qualche	Yes (qualche amico, qualche forchetta)	No

Expression	Use with singular nouns	Use with plural nouns
alcuni/e	No	Yes (alcuni amici, alcune forchette)

Note

Qualche and alcuni/e are only used with countable nouns (things you can count).

Exercise 5.2.2.3

Complete the sentences

Complete the sentences with the most appropriate expression of quantity from the options in parentheses.

Example:

Per primo vorrei degli (degli / qualche) spaghetti alle vongole.

1. Vorrei _____ (un po' di / delle) cioccolata fondente.
2. A merenda io e Diego mangiamo sempre _____ (alcuni / qualche) biscotto.
3. Mi può mettere _____ (del / alcuna) latte nel caffè, per favore?
4. Alessia compra _____ (del / dello) formaggio per la cena di questa sera.
5. Io faccio colazione ogni mattina con _____ (alcune / della) fette di pane con _____ (dei / un po' di) burro e _____ (della / alcuno) marmellata.
6. Duccio e Viola vogliono _____ (del / un po' di) frutta a merenda.
7. Posso avere _____ (della / del) sale, per favore?
8. Hai proprio bisogno di _____ (un po' di / del) caffè!

Exercise 5.2.2.4

Complete the text

Complete the text with the most appropriate expression of quantity from the list.

Word bank:

- alcune
- un po' di
- qualche
- degli
- dell'
- dello
- alcuni

Ogni mattina, dopo la lezione di italiano, Bianca e Mark vanno alla mensa dell'università a fare uno spuntino. Di solito mangiano sempre un po' di frutta: _____ (1) fragole, _____(2) pera e un pompelmo. A Bianca piace molto la frutta tropicale. Quando c'è, prende sempre _____(3) ananas. Mark, invece, prende spesso _____(4) spinaci per il suo toast; se può, mangia anche _____ (5) yogurt con _____(6) biscotti.

Ora tocca a te! Write – Chefs for a day!

In pairs, look at the images and write the recipe for each dish using the expressions of quantity, as in the example.



Esempio:

Per fare i rigatoni al ragù c'è bisogno...

- **dell'olio di oliva**
- **della cipolla**
- **della carota**
- **del sedano**
- **del peperoncino**
- **del pomodoro**
- **della carne**
- **del sale**
- **delle penne**
- **del parmigiano**



Ricetta 1: Caprese (tomato, mozzarella, basil)

Per fare la caprese c'è bisogno...

_____

_____

_____

_____



Esempio:

Per fare i rigatoni al ragù c'è bisogno...

- **dell'olio di oliva**
- **della cipolla**
- **della carota**
- **del sedano**
- **del peperoncino**
- **del pomodoro**
- **della carne**
- **del sale**
- **delle penne**
- **del parmigiano**



Ricetta 2: Torta di mele (apple pie)

Per fare la torta di mele c'è bisogno...

_____

_____

_____

_____

(Pictures Copyright CC BY-NC 4.0; Author Diana Ferrara)

This page titled 5.2.2: Articoli partitivi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.2.3: Aggettivi comparativi e superlativi

The Comparative and the Superlative

In Chapter 2, you've learned some of the most common adjectives used to describe people and things; words like **grande**, **piccolo**, **bello**, and **brutto**.

You also discovered how to make your descriptions stronger with the invariable adverb **molto**, saying things like *molto bello* (very beautiful) or *molto grande* (very big).

But Italian offers even more expressive ways to describe and compare! In this section, you'll learn how to:

- **Compare** two things using *più* (more) or *meno* (less): *La pizza è più buona della pasta.*
- Talk about what's **"the most"** or **"the least"** using superlatives: *Il tiramisù è il più famoso dei dolci italiani.*
- Make your adjectives sound **"very"** or **"extremely"** strong with *–issimo/a/i/e*: *Questo gelato è buonissimo!*



Figure 5.2.3.1: La pizza migliore (Copyright CC BY-NC 4.0; Author Enrico Maria Ferrara)

Learning Objectives

- Recognize and form **comparatives** with **più… di** and **meno… di**.
- Use the correct **gender and number agreement** for adjectives.
- Distinguish when to use **di** and when to use **di + article** in comparisons.
- Recognize and form **superlative adjectives** (relative and absolute).
- Write correct sentences using **più/meno + adjective** and **–issimo/a/i/e**.
- Compare and evaluate foods using expressions such as *il più buono, la meno sana, buonissimo*.
- Express opinions about Italian dishes and food traditions.

Il comparativo

Una conversazione in mensa

Marco e Giulia sono in mensa. Guardano il menù e iniziano a parlare di cibo e delle loro preferenze.

Marco: La pizza è più buona della pasta al pomodoro.
Giulia: Non sono d'accordo! Per me la pasta è meno pesante della pizza.
Marco: Forse... Hai preferenze per i dolci? Secondo me, il tiramisù è più gustoso della crostata.
Giulia: Sì, hai ragione. Allora prendiamo il tiramisù come dessert oggi? Da bere cosa preferisci? Secondo me, l'acqua frizzante è meno salutare dell'acqua naturale.
Marco: Sono d'accordo. Io prendo sempre un caffè a fine pasto: è più energizzante di un liquore.
Giulia: Io invece preferisco il tè, il gusto è meno intenso del caffè.

How to Form the Comparative

In Italian, there is no **-er** ending like in English (bigger, smaller). Instead, we use:

più ... di = more ... than
meno ... di = less ... than

Formula

Subject + verb (usually essere) + più/meno + adjective + di (+ article, if needed) + noun

Examples (from the dialogue):

- La pizza è più buona della pasta al pomodoro.
- L'acqua frizzante è meno salutare dell'acqua naturale.
- Un cappuccino è più buono di un tè.

When to Use "di" or "di + article"

- With proper nouns (people, cities, countries): use di
  - Milano è più grande di Lecco.
- With common nouns (with definite articles): use di + article
  - La pizza è più buona della pasta.
- With indefinite articles (un, una, uno): still use di + article
  - Una mela è più sana di una brioche.
  - Un cappuccino è meno costoso di un bicchiere di vino

Agreement

The adjective must agree with the first subject:

- Le mele sono più sane delle brioche.
- I cappuccini sono meno costosi dei panini.

Di + Article (summary table)

- di + il = del
- di + lo = dello
- di + la = della
- di + l' = dell'
- di + i = dei
- di + gli = degli
- di + le = delle

Exercise 5.2.3.1

Più o meno?

Complete the sentences with **più** or **meno** and make the adjective agree.

1. La pizza è _____ buon__ della pasta.
2. L'acqua naturale è _____ salutar__ dell'acqua frizzante.
3. Un cappuccino è _____ economic__ di un bicchiere di vino.
4. Le arance sono _____ fresch__ delle banane.
5. I panini in mensa sono _____ grand__ delle brioche.

Exercise 5.2.3.2

Cibo in confronto

Write 5 comparative sentences using the adjectives below to compare **food and drinks**.

Word Bank: good, bad, heavy, light, expensive, cheap, famous, healthy, fresh.

Example:
Il tiramisù è più famoso della crostata.

Tocca a te

A Tavola con gli Amici

1. Write three comparative questions about food or drinks for your partner.
   – Example: È più buona la pizza o la pasta?

2. Ask your partner and write down their answers.
   – Example: La pizza è più buona della pasta.

3. Make one guess about their food preferences using a comparative.
   – Example: Tu bevi più spesso il tè del caffè!

The Superlative (Il Superlativo degli Aggettivi)

When we want to say something is *the best*, *the worst*, *the most delicious*, or *very tasty*, we use **superlative adjectives**.
In Italian, there are **two types**:

1. **Superlativo relativo** – expresses *the most* or *the least*
2. **Superlativo assoluto** – expresses *very / extremely*

Relative Superlative (Il superlativo relativo)

Formula:
articolo determinativo + più / meno + aggettivo (+ di)

Il superlativo relativo

Italian	English
Il tiramisù è **il dolce più famoso d'Italia.**	Tiramisù is **the most famous dessert in Italy.**
La pizza margherita è **la più semplice.**	The margherita pizza is **the simplest.**
Il formaggio gorgonzola è **il meno leggero.**	Gorgonzola cheese is **the least light.**

Note:
Use *il, la, i, le* depending on the noun.
The word *di* introduces the group being compared: *il più buono* ***dei dolci italiani***.

Absolute Superlative (Il superlativo assoluto)

Formula:
radice dell'aggettivo + –issimo/a/i/e

Il superlativo assoluto

Italian	English
Questo gelato è **buonissimo!**	This ice cream is **excellent!**
Le lasagne sono gustosissime**!**	The lasagna is **really delicious!**
Il caffè espresso è **fortissimo!**	The coffee is **very strong!**

Alternative:
You can also say *molto* + *aggettivo*:
Il vino è molto buono = Il vino è buonissimo.

Aggettivi irregolari

Positive	Comparative	Relative Superlative	Absolute Superlative
buono (good)	migliore	il migliore	ottimo
cattivo (bad)	peggiore	il peggiore	pessimo
grande (big)	maggiore	il maggiore	grandissimo
piccolo (small)	minore	il minore	piccolissimo

Nota Culturale

Il migliore piatto italiano

In Italy, people are passionate about food!
Every region has its own *migliore piatto*:

- In **Napoli**: *La pizza napoletana è la migliore del mondo.*
- In **Bologna**: *Le lasagne sono il piatto più buono d'Italia.*

- In **Sicilia**: *I cannoli sono i più dolci!*
  Regional pride influences what Italians consider *il migliore cibo.*

Exercise 5.2.3.3

Completa le frasi

Fill in the blanks with the correct superlative form (relative or absolute).

1. La pasta al pesto è un _____ (buono) piatto ligure.
2. I cannoli siciliani sono _____! (delizioso)
3. Il caffè italiano è _____ (forte) del mondo.
4. Le arance sicileane sono _____ (dolce)!
5. Il vino toscano è _____ (famoso) d'Italia.

Exercise 5.2.3.4

Scegli la forma corretta

Choose the correct form of the adjective.

1. La pizza è **(il più buono / buonissimo)** piatto italiano.
2. I broccoli sono il contorno **(il meno popolare / il più popolare)** tra i bambini
3. Il tiramisù è **(molto buono / pessimo)**.
4. L'acqua naturale è **(la più sana / la meno sana)**.
5. Le lasagne emiliane sono **(buonissime / le migliori)** d'Italia.

Exercise 5.2.3.5

Costruisci la frase

Now, use the model to **build your own sentence**. Choose a food and an adjective from the lists.

Modello:
Il tiramisù è **il dolce più buono** del ristorante.
La pizza margherita è **semplicissima**.

Scegli:
Cibi: la pizza, la pasta, il gelato, il caffè, il pane, il vino
Aggettivi: buono, dolce, salato, leggero, famoso, sano

Write two sentences with *più / meno* + *aggettivo* and two with *–issimo/a*.

Exercise 5.2.3.6

Indovina la frase! (Guess the sentence)

Work with a partner or record your answer. One person describes a food using a superlative without naming it. The other guesses.

Esempio:
A: È il piatto più buono della colazione italiana.
B: Il cappuccino!

Prompts:

- È il dolce più famoso del mondo.
- È il piatto più semplice ma anche buonissimo.
- È la bevanda più amata dagli italiani.

Exercise 5.2.3.7

Completa la tabella

Combine the elements to make logical sentences.

Struttura della frase

Cibo	+	Struttura	+	Aggettivo	+	Gruppo
Il gelato	è	il più	buono		d'Italia	
La pizza	è	la meno	costosa		del menu	
Il caffè espresso	è		fortissimo			
I cannoli	sono		dolcissimi			

Cibo	+	Struttura	+	Aggettivo	+	Gruppo
Le lasagne	sono	le più	famose		d'Italia	

Now write two original sentences of your own following the same structure.

Ora tocca a Te: Scriviamo insieme!

Write a short paragraph (4–6 sentences) comparing your favorite Italian foods.
Use both types of superlatives (*più/meno* and *–issimo/a*).

Esempio:
Per me, la pizza è il cibo più buono d'Italia.
Il gelato è buonissimo, soprattutto d'estate.
Il vino rosso è il più famoso in Toscana.
Il caffè americano è il meno forte, ma mi piace lo stesso.

Reflection

Think and discuss:

- Qual è **il tuo piatto preferito**?
- Qual è **il meno buono**?
- Come puoi descriverlo usando *–issimo/a*?

This page titled 5.2.3: Aggettivi comparativi e superlativi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.3: UN PASSO IN PIÙ

Developing Conversation Skills: Asking, Knowing, and Planning

In this section, you'll move beyond describing and start developing tools to be able to have strong interpersonal conversations through asking questions, giving details, and sharing plans just like in everyday life.

You'll learn how to **talk about quantities and measurements**, use **indefinite words** such as *qualcuno*, *qualcosa*, and *tutto*, and express how much or how many with confidence when cooking, shopping, or ordering food.



Figure 5.3.1: Andiamo a fare la spesa insieme? Conosci l'Esselinga? Sai dov'è? (Copyright CC BY-NC 4.0; Author Diana Ferrara)

Next, you'll practice **expressing future intentions** including what you're about to do, planning to do, or expecting to happen using conversational Italian.
Finally, you'll explore the difference between **conoscere** and **sapere**, two verbs that let you express what and who you know, and what you know how to do.

By the end of this section, you'll be ready to use Italian more flexibly and naturally to express your thoughts on preffered recipes, weekend plans, or your favorite restaurant.

5.3.1: Quanta farina? Quanti pomodori?

5.3.2: Che programmi hai per cena?

5.3.3: Conosci un buon ristorante?

This page titled 5.3: Un passo in più is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.3.1: Quanta farina? Quanti pomodori?

Talking about Quantity, Measurements, and Indefinite Words

In this section, you will learn how to talk about **quantities and measurements** in Italian and how to use **indefinite adjectives and pronouns** such as *qualche, alcuni/e, qualcuno, qualcosa, tutto*.
You will also learn how to express approximate quantities (*un po' di, qualche, del/della*), ask "how much/many," and recognize the main **metric units** used in Italy.
By the end, you will be able to order food, follow a recipe, and shop at an Italian market more naturally.



Figure 5.3.1.1: Quanto pesa? Quanto Costa?

Learning Objectives

- Ask and express quantities and measurements.
- Use expressions of quantity (*un po' di, qualche, alcuni/e*).
- Recognize and use **indefinite adjectives and pronouns** (*qualcuno, qualcosa, ognuno, tutti*).
- Understand the **metric system** used in Italy.
- Apply this vocabulary in real-life contexts such as shopping and cooking.

Gli interrogativi

You have already encountered these common interrogatives:

Review

Italian	English
chi	who
che cosa / cosa / che	what
dove	where
quando	when

Italian	English
perché	why
come	how

Exercise 5.3.1.1

Choose the Correct Word

Scegli l'interrogativo corretto.

1. _____ cucini oggi?
   a. Chi
   b. Cosa
   c. Dove
2. _____ mangiamo, a mezzogiorno o alle due?
   a. Come
   b. Perché
   c. Quando
3. _____ vai al mercato, tutte le domeniche?
   a. Perché
   b. Chi
   c. Cosa
4. _____ prepara il pranzo a casa tua di solito?
   a. dove
   b. chi
   c. come
5. _____ arrivi al ristorante? In macchina o a piedi?
   a. come
   b. quando
   c. cosa
6. _____ compri il pane fresco?
   a. come
   b. chi
   c. dove

Now, let's focus on **how to ask about quantities and choices**.

Quanto – How much / How many

Quanto changes form to agree with the word it modifies:

How Much? How Many?

Form	Meaning	Example
quanto	how much (masculine singular)	Quanto zucchero metti nel caffè?
quanta	how much (feminine singular)	Quanta pasta prepari per pranzo?
quanti	how many (masculine plural)	Quanti anni hai?
quante	how many (feminine plural)	Quante sorelle hai?

Quale – Which / What kind of

Like adjectives ending in –e, *quale* has:

- **one singular form** (*qual*) for both masculine and feminine
- **one plural form** (*quali*)

Wich? What kind of?

Example	English Translation
Qual è la tua pasta preferita?	Which is your favorite pasta?
Quale pasta preferisci?	Which pasta do you prefer?
Quali libri leggi?	Which books do you read?

When *qual* is followed directly by *è*, it loses the final *-e*:
→ *Qual è il tuo nome?* (not *Quale è*)

Un passo alla volta

Remember that **quanto** works like an adjective—it must agree in gender and number with the noun it refers to.

- *Quanto pane compri?* (uncountable)
- *Quante mele compri?* (countable)

Exercise 5.3.1.2

Quick Check

Match each question to the most logical answer.

Domande e risposte

Question	Answer
1. Quanto zucchero metti nel caffè?	a. Tre sorelle.
2. Quante sorelle hai?	b. Una tazza al giorno.
3. Quanto caffè bevi?	c. Solo un cucchiaino.

Exercise 5.3.1.3

Ask and Replace

Now let's combine *quanto* with partitive forms.
Rewrite each sentence by adding the correct **partitive** (*del, della, degli, delle*) or **expression of quantity** (*un po' di, qualche, alcuni/e*).

Example:
Compro il prosciutto. → *Compro del prosciutto.*
Mangio la pasta. → *Mangio della pasta.*

1. Bevo il latte. → _____
2. Prendo i biscotti. → _____
3. Cucino la carne. → _____
4. Taglio il formaggio. → _____
5. Metto il pepe. → _____

Then, write a question with *quanto/quanti/quanta/quante* for each example.
Example:
Compri del pane? → Quanto pane compri?

Units of Measurement in Italy

In Italy, unlike in the United States, people use the **metric system**. There are no pounds, ounces, or gallons. Instead, Italians use **grams, liters, and meters**.

Unità di misura

Type	Unit (Italy)	Approximate US Equivalent
Length	1 centimetro (cm) = 0.39 inches	1 inch = 2.54 cm
Weight	1 chilogrammo (kg) = 2.2 pounds	1 pound = 0.453 kg
Volume	1 litro (l) = 1.06 quarts	1 gallon = 4.54 liters

Examples:

- 200 grammi di pasta
- 1 litro di latte
- mezzo chilo di pane
- un metro di stoffa

Exercise 5.3.1.4

Quick Practice

Complete each sentence with the correct Italian unit of measurement.

1. Compro mezzo _____ di prosciutto.
2. Vorrei due _____ di vino rosso.
3. Per il dolce servono 300 _____ di zucchero.
4. Per fare la pasta, metto un _____ di sale nell'acqua.

Note

In Italian markets, people rarely say exact weights like "0.2 kilograms."
Instead, they use approximate measures:
un etto di prosciutto (100 grams of ham)
mezzo chilo di pane (half a kilo of bread)
un po' di formaggio (a little cheese)
Learning these expressions helps you sound more natural when shopping in Italy.

Expressions of Quantity

In Italian, there are several ways to express **indefinite quantities**. The choice depends on whether the noun is countable or uncountable.

Le quantità indefinite

Expression	Meaning	Example
un po' di	a little / a bit of	Vorrei *un po' di* formaggio.

Expression	Meaning	Example
qualche + singular noun	some (used only with singular)	Ho *qualche* mela nel frigo.
alcuni / alcune + plural noun	some, a few (countable)	Ci sono *alcuni* studenti in biblioteca.
del / della / dello / dell' / dei / degli / delle	some / any (partitive)	Prendo *del* pane e *della* frutta.

Exercise 5.3.1.5

Quick Practice

Choose all the correct expressions to complete each sentence.

1. Vorrei _____ pane, per favore.
   a. qualche
   b. del
   c. un po' di
2. Ci sono _____ studenti italiani nel corso.
   a. qualche
   b. dell'
   c. alcuni
3. Metti _____ zucchero nel caffè?
   a. un po' di
   b. qualche
   c. dello
4. Evviva! Domani è festa. Abbiamo _____ tempo libero?
   a. dove
   b. chi
   c. come
5. _____ arrivi al ristorante? In macchina o a piedi?
   a. alcune
   b. del
   c. qualche
6. _____ compri il pane fresco?
   a. come
   b. chi
   c. dove

Indefinite Adjectives and Pronouns

Indefinite adjectives and pronouns refer to people or things in a general or unspecified way.
They can describe **"some, every, any, each, someone, something,"** etc.

Aggettivi e pronomi indefiniti

Type	Word	Use	Example
Adjective	qualche	modifies a singular noun	*Qualche amico* è venuto.
Adjective	alcuni/e	modifies a plural noun	*Alcuni studenti* sono assenti.
Pronoun	qualcuno / qualcuna	refers to people	*C'è qualcuno alla porta.*
Pronoun	qualcosa	refers to things	*Ho visto qualcosa di strano.*
Pronoun	ognuno / ognuna	means each person	*Ognuno ha un compito diverso.*
Pronoun	tutto / tutti / tutte	means all / everyone	*Tutti sono arrivati in tempo.*

Exercise 5.3.1.6

Quick Check

Match each sentence to the correct meaning.

Il significato giusto

Sentence	Meaning
a. Ho visto **qualcuno** in cucina.	1. Every person
b. C'è **qualcosa** nel frigo.	2. Everything
c. **Ognuno** ha un piatto diverso.	3. Someone
d. **Tutti** sono pronti.	4. Something

Exercise 5.3.1.7

Al mercato

Complete the conversation using expressions of quantity (*del, della, un po' di, qualche, alcuni/e*).

Cliente: Buongiorno! Vorrei _____ pane e _____ prosciutto.
Venditore: Certo! Vuole anche _____ formaggio?
Cliente: Sì, grazie. E metta anche _____ olive.
Venditore: Ecco tutto. Vuole _____ vino rosso?

Exercise 5.3.1.8

La ricetta del tiramisù

Watch the video (up to 0:50) and complete the chart with the correct quantities.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Gli ingredienti

Ingredient	Quantity
Mascarpone	_____
Zucchero	_____
Uova	_____
Savoiardi	_____
Caffè	_____
Cacao	_____

Exercise 5.3.1.9

Dialogue: Bianca al mercato

Read the dialogue between Bianca and Mario at the Campo dei Fiori market. Then answer the comprehension questions below.

Bianca è una studentessa americana e vuole invitare Sofia a casa per una cena romantica. Vuole preparare gli spaghetti alla carbonara. Ecco il dialogo tra Bianca e Mario, il salumiere del mercato di Campo dei Fiori.

Bianca: Buongiorno Sig. Mario!
Mario: Buongiorno, Bianca. Come posso aiutarti oggi?
Bianca: Questa sera organizzo una cena speciale e mi piacerebbe preparare gli spaghetti alla carbonara.
Mario: Ottima scelta! La carbonara è un piatto tipico di Roma e piace a tutti! Ma è importante selezionare gli ingredienti giusti e cucinarla bene. Mi raccomando, niente panna!
Bianca: Assolutamente no! Una carbonara originale!
Mario: Benissimo! Quanto guanciale vorresti?
Bianca: Vorrei 200 grammi di guanciale e tre uova. Sono fresche, vero?
Mario: Certo, certo, sono di questa mattina! E poi?
Bianca: Vorrei due pacchi di spaghetti di Gragnano, del pecorino e un po' di pepe.
Mario: Vanno bene 50 grammi di pecorino?
Bianca: Sì, sì, benissimo. Quant'è?
Mario: Sono 9 euro e 80 centesimi tutto.
Bianca: Ecco qui 10 euro.
Mario: Grazie mille! Ecco il resto. Buona giornata e a presto, Bianca.
Bianca: Buona giornata a te, Mario.

Comprensione (Comprehension Check)

Answer in complete sentences.

1. Che piatto vuole preparare Bianca?
2. Di dov'è questo piatto?
3. Quali sono gli ingredienti principali?
4. Che cosa Mario raccomanda di non usare?
5. Quanti soldi spende Bianca

Ora tocca a Te

Le quantità nella tua vita. Answer in complete sentences.

1. Bevi molto caffè ogni giorno?
2. Quanta acqua bevi?
3. Comprate spesso frutta al mercato?
4. Cucini qualche volta per gli amici?

Note

When you talk about quantity, think about whether the noun is **countable** (*alcuni biscotti*) or **uncountable** (*un po' di latte*). Italians often use approximate or partitive expressions when shopping or cooking!

This page titled 5.3.1: Quanta farina? Quanti pomodori? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.3.2: Che programmi hai per cena?

Expressing Future Intentions in Italian

In Italian, there is a specific tense of the indicative mood called the **futuro semplice**, used to talk about actions that will happen in the future.
However, even before learning how to form and use that tense, you can already **express the idea of the future** in several natural and common ways.

Italians often use **alternative structures,** such as *stare per + infinitive*, certain **verb phrases of intention or desire**, and even the **present tense with future time expressions** to talk about **plans, intentions, and upcoming actions**.

In this section, you will learn how to express what you are **about to do**, **planning to do**, or **expecting to happen**, using familiar vocabulary and everyday contexts

Learning Objectives

- Recognize and use different structures to express immediate and future intentions in Italian.
- Use *stare per + infinitive*, *avere intenzione di*, *pensare di*, *volere*, and *sperare di* correctly in context.
- Apply the **present tense with future time expressions** to talk about scheduled plans.

Immediate Intention: "Stare per + Infinito"

The structure **stare per + infinitive** expresses an action that is **about to happen very soon** or **on the verge of occurring**.
It corresponds to the English structure *I'm about to...*

Read the examples carefully and notice how *stare per* expresses something that will happen almost immediately.

"Stare per" + infinitive: form and examples to express "about to."

Structure	Meaning / Use	Examples
Stare (present tense) + per + infinitive	Indicates an action that will happen in a few moments.	*Sto per uscire, ti richiamo dopo.* (I'm about to go out, I'll call you back later.) *Guarda il cielo! Sta per piovere.* (Look at the sky! It's about to rain.) *State per fare un errore!* (You are about to make a mistake!)

Exercise 5.3.2.1

Quick Check – "Sta per..."

Complete the sentences using *stare per + infinitive* with the correct subject form.
Use contexts related to food, family, and daily life.

1. Mamma _____ (prepare) la cena.
2. Io _____ (ordinare) un caffè al bar.
3. Noi _____ (uscire) per andare in pizzeria.
4. Guarda il forno! La pizza _____ (bruciare).

Hint: Remember that *stare* changes with the subject: *sto, stai, sta, stiamo, state, stanno*.

Exercise 5.3.2.2

Immediate Intention (Stare per + Infinito)

Complete each sentence with the correct form of **stare per + infinitive** to show an action that is about to happen.

1. My brother is holding a piece of hot pizza! He is about to (eat) it.
   → *Mio fratello tiene un pezzo di pizza calda! Lui _____ (mangiare) la pizza!*

2. The waiter has the menu in his hand. He is about to (come) to our table.
   → *Il cameriere ha il menu in mano. Lui _____ (venire) al nostro tavolo.*

3. Look at the clock! We are about to (leave).
   → *Guarda l'orologio! Noi _____ (uscire).*

4. The students have their notebooks open. They are about to (start) the lesson.
   → *Gli studenti hanno i quaderni aperti. Loro _____ (iniziare) la lezione.*

5. After dessert, we are about to (ask) for the bill.
   → *Dopo il dolce, noi _____ (chiedere) il conto.*

Future Intentions: Plans, Desires, and Projects

To express an intention, plan, or project for the future, Italian often uses **verb phrases (periphrastic expressions)**. These are very common in spoken Italian and are followed by the **infinitive** form of a verb.

Compare the examples. Which structure expresses a **plan**? Which one a **desire**? Which one a **hope**?

Expressions used to communicate plans, desires, and hopes.

Expression	Meaning (English)	Examples
Avere intenzione di + infinitive	to intend to / to be going to	*Ho intenzione di studiare medicina l'anno prossimo.* (I intend to study medicine next year.)
Pensare di + infinitive	to think of / to be thinking of	*Pensiamo di andare in montagna questo fine settimana.* (We are thinking of going to the mountains this weekend.)
Volere + infinitive	to want to	*Voglio imparare a suonare la chitarra.* (I want to learn to play the guitar.)
Sperare di + infinitive	to hope to	*Spero di finire il progetto entro stasera.* (I hope to finish the project by tonight.)

Exercise 5.3.2.3

Quick Check – My Plans and Intentions

Choose the correct verb to complete each sentence: *avere intenzione di*, *pensare di*, *volere*, or *sperare di*.

1. Domani _____ andare con gli amici al bar.
2. Noi _____ cucinare qualcosa di speciale per la famiglia.
3. Io _____ visitare Napoli il prossimo mese.
4. Marco _____ finire il lavoro prima di cena.

Then, write one short sentence about your own intention for next weekend.

Exercise 5.3.2.4

Plans, Desires, and Projects (Periphrasis with the Infinitive)

Choose the most suitable expression:
Ho intenzione di, Penso di, Voglio, or Spero di,
and complete the sentences with the correct infinitive.

1. I haven't seen in Milan yet. I intend to (visit) it next month.
   → Non ho ancora visto Milano. _____ (visitare) Milano il mese prossimo.

2. It's cold today. I think of (eat) inside.
   → Fa freddo oggi. _____ (mangiare) dentro.

3. I really love Italian food. I want to (learn) to cook pasta.
   → Amo molto il cibo italiano. _____ (imparare) a cucinare la pasta.

4. My parents just bought a new table. They hope to (invite) the whole family soon.
   → I miei genitori hanno appena comprato un tavolo nuovo. _____ (invitare) tutta la famiglia presto.

5. The menu is expensive, but I intend to (try) the pizza anyway.
   → Il menu è costoso, ma _____ (provare) la pizza lo stesso.

Present Tense with Future Time Expressions

In Italian, it is very common to use the **present tense** to talk about **future actions**, especially when they are **planned** or **scheduled**.
This structure always includes a **time expression** that clearly refers to the future.

Notice that although the verbs are in the **present tense**, the **time expressions** make it clear that the actions refer to the future.

Present tense + time expressions: talking about the future in Italian.

Tense	Common Time Expressions	Examples
Present Indicative	domani (tomorrow), stasera (tonight), la prossima settimana (next week), tra un mese (in a month), fra due giorni (in two days)	*Domani vado dal dentista.* (Tomorrow I'm going to the dentist.) *Stasera mangiamo la pizza.* (Tonight we're eating pizza.) *La prossima settimana il treno arriva alle otto.* (Next week the train arrives at eight.) *Tra un mese partiamo per le vacanze.* (In a month we're leaving for vacation.)

Exercise 5.3.2.5

Quick Check – Scheduled Plans

Choose the correct verb form to complete the sentences. Use the present tense and a future time expression.

1. Domani _____ (vedere) i miei amici al bar.
2. Stasera noi _____ (mangiare) una pizza con la famiglia.
3. La prossima settimana il professore _____ (partire) per Roma.
4. Tra due giorni io _____ (visitare) Firenze.

Hint: Don't use the future tense here. Italian uses the present tense with time words like *domani* and *stasera*.

Exercise 5.3.2.6

Future in the Present (Present Tense + Future Time Expression)

Rewrite the sentences using the **present indicative** and the **time expression** in parentheses.

Example:
Io (visitare) il museo. (Domani mattina)
→ *Domani mattina visito il museo.*

1. Loro (prendere) il treno per Roma. (Stasera alle 19:00)
   → *Loro* _____.
2. Noi (incontrare) la nostra amica in centro. (Dopo il lavoro)
   → *Noi* _____.
3. La lezione di cucina (finire) alle 18:30. (Tra poco)
   → *La lezione di cucina* _____.
4. Tu (vedere) tua zia. (Sabato)
   → *Tu* _____.
5. Io (andare) a comprare il pane. (Dopo colazione)
   → *Io* _____.

Un Passo alla Volta

Even though Italian has a specific **future tense**, which you will learn as you progress in your journey, you don't need to wait until then to express your future plans or intentions.
For now, it's perfectly fine to use the **present tense with future time expressions** or simple **idiomatic phrases** to talk about what you're going to do.
You already have the tools you need to express the future with confidence!

Exercise 5.3.2.7

Distinguishing Future Forms

Match each sentence with the correct type of future expression.
Write:
I = Imminence (stare per)
P = Plan / Intention (periphrasis)
F = Scheduled Event (present + time expression)

1. Mio padre ha intenzione di preparare il tiramisù. (___)
2. Attenzione! Il cameriere sta per far cadere il piatto! (___)
3. Domani il mercato apre alle 7:00. (___)
4. Penso di invitare tutta la famiglia per il compleanno di mia madre. (___)
5. Stiamo per attraversare la piazza. (___)

Exercise 5.3.2.8

Match the Meaning

Match each Italian sentence to its English equivalent.

Italian to English

Italian Sentence	English Meaning
1. Sto per pagare il conto.	a. I intend to visit Naples next month.

Italian Sentence	English Meaning
2. Penso di ordinare un panino.	b. I'm about to pay the bill.
3. Domani pranziamo con la nonna.	c. I think I'll order a sandwich.
4. Ho intenzione di visitare Napoli il mese prossimo.	d. Tomorrow we're having lunch with Grandma.

Exercise 5.3.2.9

Quick Recognition

Read each sentence and choose which structure it uses.
Write: **(1) Stare per**, **(2) Periphrastic expression**, or **(3) Present with future time word**.

1. Domani vado al mercato con mia madre.
2. Sto per ordinare un cappuccino.
3. Spero di cucinare una buona cena stasera.
4. La prossima settimana partiamo per Roma.
5. Pensiamo di invitare gli amici a cena.
6. Guarda! Sta per piovere!
7. Voglio provare una nuova pizzeria domani.
8. Tra due giorni il bar apre alle sette.

Exercise 5.3.2.10

Complete the Sentences

Use the correct structure to complete each sentence.
You may use *stare per + infinitive*, *avere intenzione di*, *pensare di*, *volere*, *sperare di*, or the **present tense with a future time expression**.

1. Io _____ (preparare) il pranzo, puoi aiutarmi?
2. Noi _____ (andare) in montagna il prossimo weekend.
3. Mamma _____ (uscire) per comprare il pane.
4. Marco _____ (volere) aprire un bar nel centro della città.
5. Domani sera io e i miei amici _____ (mangiare) sushi.
6. I miei genitori _____ (sperare) di visitare Firenze l'anno prossimo.
7. Attenta! Il bambino _____ (cadere).
8. Noi _____ (avere intenzione di) organizzare una cena di famiglia domenica.

Ora tocca te!

Write three short sentences about your own future intentions.
Use one different structure for each.

1. **Stare per + infinitive** – something you are about to do.
2. **Periphrastic expression** – something you plan, want, or hope to do.
3. **Present + time word** – something already planned or scheduled.

This page titled 5.3.2: Che programmi hai per cena? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.3.3: Conosci un buon ristorante?

Do you know a good restaurant?

In Italian, there are two ways to say “to know” : conoscere and sapere.
For English speakers, this can be confusing because in English we use just one verb (to know) for both meanings.
In Italian, however, there’s a clear distinction:

- Conoscere means to be familiar with or to know someone or something.
- Sapere means to know information or to know how to do something.

In this section, you’ll explore how Italians use conoscere and sapere in daily life, at a restaurant, when talking about food, cooking skills, or people and places.
You’ll also learn a simple trick to decide quickly which one to use!

Learning Objectives

- Distinguish between *conoscere* and *sapere* and use them appropriately.
- Express who or what you know, and what you know how to do.
- Use *sapere* + *infinitive* to describe abilities and skills.
- Apply both verbs in real-life contexts related to food, restaurants, and everyday life.

Conoscere

Conoscere is a **regular verb in -ere**. It means “to know” in the sense of being familiar with or acquainted with **people, places, or things**.

Coniugazione del Presente Indicativo di Conoscere

Person	Conjugation
io	conosco
tu	conosci
lui / lei / Lei	conosce
noi	conosciamo
voi	conoscete
loro	conoscono

Use conoscere to talk about:

- People
    - Heidi conosce Matteo.
      (Heidi knows Matteo.)
- Places
    - Hannah conosce Milano e ama questa città.
      (Hannah knows Milan and loves the city.)
- Subjects, books, movies

- Sindi conosce la storia italiana.
  (Sindi knows Italian history.)

- Conosci il libro La Divina Commedia?
  (Do you know the book The Divine Comedy ?)

Exercise 5.3.3.1

Quick Check: Conoscere

Completa le frasi con il verbo *conoscere*, come nell'esempio.

Esempio: Paolo ***conosce*** il professore di matematica.

1. Io e Ahmed _____ i ristoranti di Torino molto bene.
2. Tu e Patricia _____ il manager del negozio?
3. Io _____ la strada per arrivare al cinema.
4. Paul e Emily _____ i loro compagni della classe di italiano.
5. Anna, _____ una persona famosa?
6. Noi _____ il campus dell'università.
7. Ragazze, _____ bene la città di Roma?
8. Io _____ la professoressa di italiano: è molto simpatica.
9. Loro _____ una pizzeria molto buona.
10. Emma _____ un attore famoso

Sapere

Sapere is **irregular**. It means "to know" as in **facts, information, or how to do something**.

Coniugazione del presente indicativo di sapere

Person	Conjugation
io	so
tu	sai
lui / lei / Lei	sa
noi	sappiamo
voi	sapete
loro	sanno

Use sapere to talk about:

- Knowledge of information

  - Sai come si chiama quella ragazza?
    (Do you know what that girl's name is?)

- Skills or abilities (sapere + infinitive)

  - Marina sa suonare il pianoforte.
    (Marina can play the piano.)

  - Noi sappiamo cucinare bene la pasta!
    (We know how to cook pasta well!)

Exercise 5.3.3.2

Quick Check: Sapere

Completa le frasi con il verbo *sapere*, come nell'esempio.

Esempio: Paolo ***sa*** giocare a scacchi.

1. La figlia di Daniela _____ ritornare a casa da sola.
2. Noi _____ cucinare il tiramisù.
3. Gli studenti _____ come contattare la professoressa.
4. Io _____ suonare il pianoforte.
5. Voi _____ parlare giapponese?
6. Tu _____ ballare la salsa?
7. Lana _____ fare la crema pasticcera.
8. Anna e Duccio, _____ giocare a football americano?
9. Io non _____ dov'è il ristorante "Da Armando."
10. Gemma, _____ preparare gli spaghetti alla carbonara?

Un passo alla volta

For English speakers, *conoscere* and *sapere* can be confusing because both mean **"to know."**

Here's a quick trick:

Conoscere vs Sapere

If in English you say...	In Italian you'll use...	Example
know **how**, **where**, **why**, or any preposition	**sapere**	So parlare italiano. (I know how to speak Italian.) Sai dov'è la stazione? (Do you know where the station is?) So perché non viene. (I know why she isn't coming.)
know **someone** or **something**	**conoscere**	Conosco un ottimo ristorante in centro. (I know an excellent restaurant downtown.) Conosco il nuovo studente. (I know the new student.)

Exercise 5.3.3.3

Conoscere o Sapere?

Scegli la forma corretta.

Esempio: Francesco conosce / sa leggere il giapponese.

1. Io so / conosco la professoressa di italiano.
2. Noi sappiamo / conosciamo dov'è Trader Joe's.
3. Latifah e Ana sanno / conoscono parlare italiano.
4. Tu sai / conosci cucinare?
5. Tu e Mahmoud sapete / conoscete bene il campus?
6. Dora sa / conosce *La Divina Commedia* molto bene.
7. Giulio, sai / conosci un buon ristorante qui a Filadelfia?
8. Io so / conosco disegnare.
9. Anche i professori sanno / conoscono divertirsi.
10. Tu sai / conosci chi è il presidente dell'università?

Exercise 5.3.3.4

Completa con la forma corretta

Esempio: La professoressa **sa** parlare il portoghese.

1. Gli studenti _____ i professori di italiano.
2. Tu e Ana _____ giocare a scacchi.
3. Tu _____ come arrivare alla stazione dei treni.
4. Diego _____ il ristorante italiano “Fiorello’s.”
5. Io e Francesca _____ dov’è la mensa universitaria.
6. Anna, _____ i film di Paolo Sorrentino?
7. Latifah _____ la mascot dell’università.
8. Io _____ suonare la chitarra elettrica.
9. Tu _____ nuotare?
10. Ahmed e Lori _____ la responsabile del dipartimento di italiano.

Exercise 5.3.3.5

Sai cucinare o conosci un buon ristorante?

Read the dialogue and answer the questions. Then compare your answers with your peers.

Dialogo

Marco e Carla sono a casa, è quasi ora di pranzo.

Marco: Carla, porto fuori il cane. Puoi preparare qualcosa per il pranzo?

Carla: Sì, dai! Ti va una carbonara?

Marco: Fantastico! Sai fare la carbonara?

Carla: Penso di sì... conosco la ricetta! Metti gli spaghetti, sbatti le uova, aggiungi la pancetta... facile, no?

Marco: Mmm... facciamo una cosa: conosco un posto bellissimo dove fanno una carbonara buonissima. Offro io! Vieni con me a fare la passeggiata con il cane e dopo andiamo a pranzo fuori.

Domande di comprensione

1. Che cosa deve fare Marco?
2. Che cosa propone Carla di cucinare?
3. Carla **sa** davvero fare la carbonara?
4. Che cosa **conosce** Marco?
5. Dove decidono di andare alla fine?

Un passo alla volta

Riflettiamo sull’uso

Leggi di nuovo il dialogo. Quale verbo usano per esprimere:

• Saper fare qualcosa
Verbo corretto: sapere
Frase dal dialogo: “Sai fare la carbonara?”

• Essere familiari con una ricetta o qualcosa di concreto
Verbo corretto: conoscere
Frase dal dialogo: “Conosco la ricetta.”

• Conoscere un luogo
Verbo corretto: conoscere
Frase dal dialogo: “Conosco un posto bellissimo.”

Exercise 5.3.3.7

Completa le frasi con *sapere* o *conoscere*

Esempio: Marco non ***sa*** cucinare molto bene.

1. Carla _____ la ricetta della pasta al pesto.
2. Io non _____ come preparare la carbonara.
3. Marco e Carla _____ un ristorante molto buono vicino a casa.
4. Noi non _____ se il ristorante è aperto oggi.
5. Tu _____ cucinare bene la pasta?

Reading & Discussion Activity

Begin by reading the dialogue once from start to finish without stopping.
Resist the urge to translate word by word. Instead, focus on the overall situation: who the speakers are, where they are, and what they seem to be planning together. Try to form a general understanding of the conversation just from context.

Read the dialogue a second time more carefully. This time, pay attention to how the verbs *sapere* and *conoscere* are used. Also notice the small words like *lo* and *lì*. Use the surrounding information to guess what they refer to and what function they have in the conversation. The goal is not to translate, but to observe patterns.

After reading, answer the comprehension questions in Italian using complete sentences. If you are unsure, return to the dialogue and locate the exact line that supports your answer.

Next, compare your responses with a partner. When your answers differ, go back to the text together and find evidence. Your objective is not to guess correctly but to justify your interpretation using the dialogue.

Dialogo

Sara e Luca si incontrano davanti a un ristorante a Bologna.

Sara: Ciao, Luca! Tu conosci questo ristorante?

Luca: Sì, io lo conosco bene! È famoso per la pasta fresca.

Sara: Davvero? Io non lo conosco, ma so che è molto popolare tra gli studenti.

Luca: È vero! So che il cuoco si chiama Piero, lo conosce tutta la città.

Sara: Tu sai se bisogna prenotare?

Luca: Sì, è meglio chiamare prima, specialmente il sabato sera.

Sara: Buona idea! E tu, sai cucinare la pasta come qui?

Luca: Io so preparare gli spaghetti alla carbonara, ma non come Piero!

Sara: Io invece non so cucinare molto bene, ma conosco una pasticceria vicino che fa un tiramisù incredibile.

Luca: Perfetto! Dopo cena possiamo andare lì. Tu conosci il bar “Dolce Vita”?

Sara: Certo che lo conosco! È il mio posto preferito.

Domande

1. Chi **conosce** bene il ristorante?
2. Che cosa **sa** fare Luca?
3. Che cosa **non sa** fare bene Sara?
4. Chi **conosce** il bar “Dolce Vita”?
5. Perché è meglio **sapere** se bisogna prenotare?

Ora tocca a te: Parliamo!

Lavora con un compagno o una compagna di classe.
Chiedi e rispondi alle domande usando *sapere* e *conoscere*.

Esempi:

- Sai cucinare bene?
- Conosci un buon ristorante italiano nella tua città?
- Sai fare il tiramisù?
- Conosci un ristorante o una pasticceria famosa?

Write a short **original dialogue** (6–8 lines) between two people talking about **food, restaurants, or recipes**, using the verbs *sapere* and *conoscere* **at least three times each**.

Then:

1. **Write** your dialogue in a document or directly in the submission box.
2. **Record** yourself reading the dialogue with a natural tone of voice.
3. **Upload** both the recording and the written dialogue on Canvas (or the platform indicated by your instructor).

Suggestions for your dialogue:

- Talk about a dish you know (or don’t know) how to cook.
- Describe a restaurant you know well.
- Invite someone to dinner or suggest cooking together.

This page titled 5.3.3: Conosci un buon ristorante? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.4: AL PASSO COI TEMPI

Slow Food, Fast Life: Eating in Modern Italy

Food in Italy is much more than nourishment, it reflects a way of life.
In this section, you'll explore how eating habits reflect culture, rhythm, and identity, and how they have evolved between tradition and modernity. From home-cooked meals to quick snacks on the go, you'll discover what Italians eat, when they eat, and why food remains a central part of social life.



Figure 5.4.1: Facciamo un apericena o un aperitivo? (Copyright CC BY-NC 4.0; Author Letizia Pastore)

Through readings and cultural reflections, you'll learn how the concept of *Slow Food* celebrates quality, seasonality, and community, and how globalization and modern lifestyles are reshaping the Italian table.

By comparing traditional and contemporary practices, you'll see how food connects people, places, and values which keep Italian culture *al passo coi tempi*, in step with the times.

5.4.1: Un fuori pasto o un pasto fuori?

5.4.2: La qualità del cibo e la qualità della vita

This page titled 5.4: Al passo coi tempi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.4.1: Un fuori pasto o un pasto fuori?

Le abitudini alimentari in Italia: cultura, ritmo e cambiamenti

In Italia, il cibo non è soltanto nutrimento, ma un elemento centrale della vita sociale e culturale.
La giornata di un italiano è spesso scandita dai momenti dedicati alla consumazione del cibo — la colazione, il pranzo, la cena — e dalle piccole pause come lo spuntino o il caffè.
Questi momenti rappresentano non solo un bisogno fisico, ma anche occasioni di incontro, condivisione e identità.

Learning Objectives

- Identify and describe the main daily eating moments in Italian culture (colazione, pranzo, cena, pausa caffè, domenica in famiglia).
- Interpret and understand short texts about Italian food habits, the Mediterranean Diet, and changing cultural trends.
- Compare and contrast your own routines and eating habits with typical Italian practices.
- Use food-related vocabulary to talk about meals, daily routines, and breakfast habits in simple Italian.
- Collect and summarize information by interviewing classmates and writing a brief comparative report.
- Reflect on cultural values such as time at the table, family traditions, and social aspects of Italian meals.
- Recognize and explain the difference between “fuori pasto” (snacking) and “pasto fuori” (eating out).

Per cominciare – Il sondaggio!

Intervista e confronto

Intervista tre compagni o compagne di classe e prendi appunti. Poi scrivi un breve report in cui confronti le loro risposte.

Domande del sondaggio

1. A che ora fai colazione durante la settimana?
2. A che ora fai colazione nel fine settimana?
3. Che cosa mangi di solito a colazione?
4. Che cosa bevi a colazione?
5. Fai colazione a casa o fuori casa?

Vocabolario utile:

- caffè e biscotti (cup of coffee and cookies)
- cornetto (croissant)
- uova e pancetta (eggs and bacon)
- bagel e Nutella (bagel with chocolate-hazelnut spread)
- burro di arachidi (peanut butter on bread)
- omelette (egg omelet with vegetables)
- latte e cereali (milk and cereal)
- succo d’arancia (orange juice)
- fiocchi d’avena (oatmeal)
- pane tostato con burro, banana e mirtilli, uova e avocado (toast with butter, banana and blueberries, or egg and avocado)
- pancake (pancakes)
- french toast (french toast with ice cream)
- yogurt (strawberry yogurt)
- uovo alla coque (soft-boiled egg)

Appunti

Domanda	Compagno/a 1	Compagno/a 2	Con
1			
2			
3			
4			
5			

Exercise 5.4.1.1

Le abitudini alimentari in Italia

You will read a series of short passages about eating habits in Italy (le abitudini alimentari in Italia).
As you read, pay attention not only to what Italians eat, but also when they eat and the cultural meaning of each moment of the day.

After reading, complete the comprehension activity. For each statement, write V (true) or F (false) based on the information found in the passages.
If you are unsure, go back to the relevant section and look for key details that support your answer.

Finally, compare your answers with a partner and explain where you found the evidence in the text.

I momenti principali della giornata

Colazione
La giornata comincia con la colazione, che è in genere leggera e veloce.
Molte persone prendono un caffè o un cappuccino e un cornetto. Alcuni fanno colazione a casa, altri al bar, in piedi al bancone.
È un momento semplice ma rituale, che segna l'inizio della giornata lavorativa o scolastica.

Pausa caffè e spuntino di metà mattina
Durante la mattina, molti italiani fanno una pausa per un caffè o uno spuntino. È un rito quotidiano per staccare dal lavoro, parlare con i colleghi e "ricaricare le energie".

Il pranzo
Verso l'una o le due del pomeriggio arriva il pranzo, il pasto principale della giornata.
In molte città e paesi, i negozi, gli uffici e le scuole chiudono per la pausa pranzo.
Il pranzo tradizionale comprende più portate — pasta, carne o pesce, verdure e frutta — ma oggi molti italiani scelgono soluzioni più rapide come panini o insalate.

Il pranzo della domenica
La domenica, il pranzo diventa un rito familiare.
È un'occasione per riunirsi, cucinare piatti tradizionali e trascorrere insieme parte del pomeriggio.
Questo momento rappresenta un simbolo della famiglia italiana.

La cena
La sera, verso le 20:00 o le 21:00, arriva la cena, solitamente più leggera del pranzo.
È il momento in cui la famiglia si riunisce per condividere tempo e conversazione.
Durante il fine settimana, molti italiani escono per cena o partecipano a un aperitivo, una tradizione ormai tipica della vita sociale urbana.

La Dieta Mediterranea e il valore del tempo a tavola

La Dieta Mediterranea, riconosciuta dall'UNESCO come Patrimonio Culturale Immateriale dell'Umanità, è un modello alimentare e uno stile di vita.
Si basa su alimenti freschi e locali — frutta, verdura, legumi, cereali integrali, olio d'oliva e pesce — e sulla convivialità: il piacere di mangiare insieme, con calma, in buona compagnia.
Gli italiani sono tra i popoli che passano più tempo a tavola: mangiare insieme è un atto sociale e culturale, un modo per prendersi cura di sé e degli altri.

Cambiamenti recenti

Negli ultimi anni, le abitudini alimentari stanno cambiando: cresce il consumo di snack, pasti pronti e apericena, ma resta forte il legame tra cibo, tempo e socialità.
Anche se gli orari cambiano, l'idea che mangiare insieme sia un momento di benessere rimane profondamente radicata nella cultura italiana

Comprensione scritta – Vero o Falso

Leggi le frasi e scrivi **V (vero)** o **F (falso)**.

1. In Italia la colazione è un pasto molto abbondante con carne e verdure.
2. Molte persone fanno colazione al bar con un cappuccino e un cornetto.
3. La pausa caffè serve anche per socializzare.
4. Tutti i negozi restano aperti durante la pausa pranzo.
5. Il pranzo della domenica è un momento familiare importante.
6. La cena è sempre più abbondante del pranzo.
7. La Dieta Mediterranea è riconosciuta dall'UNESCO.
8. Gli italiani passano poco tempo a tavola.
9. Il cibo è anche un modo per condividere tempo e cultura.
10. Le nuove abitudini non hanno cambiato il valore sociale del pasto.

Nota culturale e linguistica

"Fuori pasto" o "pasto fuori"?

Fuori pasto → qualcosa che si mangia fuori orario, tra un pasto e l'altro.
Esempio: Mi piace mangiare un gelato fuori pasto.

Pasto fuori → mangiare fuori casa, al ristorante, in pizzeria o al bar.
Esempio: Stasera facciamo un pasto fuori con gli amici.

Negli ultimi anni, entrambe le abitudini sono diventate comuni: i *fuori pasto* riflettono la vita frenetica moderna, mentre i *pasti fuori* rappresentano la socialità e il piacere di stare insieme.

Ora tocca a te! Parliamo

Prospettiva interculturale

Work with a partner or small group. Take turns asking and answering the questions in Italian about your daily eating habits. Try to give complete answers and ask follow-up questions to keep the conversation going.

After the conversation, move to the reflection section. Discuss the cultural meaning of meals in Italy and compare it with your own experience. Focus on similarities, differences, and what meals represent in each culture (time, family, social life, routines).

Confronta le tue abitudini alimentari con quelle italiane:

- Quanti pasti fai ogni giorno?
- Mangi spesso fuori casa?
- A che ora mangi di solito?

- Sai cucinare?
- Con chi mangi?
- Quanto tempo dedichi ai pasti?
- Hai un momento “rituale” come il pranzo della domenica o l’aperitivo?

Riflessione:

- Cosa rappresenta il tempo a tavola nella cultura italiana?
- Quali aspetti della Dieta Mediterranea fanno parte della tua vita quotidiana?
- Ti piace mangiare in compagnia o preferisci pasti più veloci?
- Quali differenze noti tra le abitudini italiane e quelle del tuo paese?
- Come il modo di mangiare riflette valori culturali come il tempo, la famiglia e la condivisione?

This page titled 5.4.1: Un fuori pasto o un pasto fuori? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.4.2: La qualità del cibo e la qualità della vita

Come cambiano le abitudini alimentari degli italiani

Food habits in Italy are changing. Traditional dishes and neighborhood markets now exist alongside fast food, fusion cooking, and new culinary trends influenced by globalization. At the same time, there is growing interest in local, sustainable, high-quality food, supported by movements like Slow Food. In this section, you will explore how food expresses cultural identity, how eating practices in Italy are evolving, and what cultural meanings lie behind the Italian way of eating.

Learning Objectives

- Recognize the relationship between food, identity, and Italian culture.
- Compare traditional and modern eating habits in Italy.
- Identify typical features of regional, fusion, and Italo-American cuisines.
- Use vocabulary related to food, shops, and markets in context.
- Discuss the concept of Slow Food and sustainable agriculture in Italy.

Il mercato in Italia

Fresh, seasonal produce and food are essential for many Italians.
A good place to find them is il mercato, often held weekly in a piazza (some markets are held daily).

Many stands (banchi or bancarelle) are managed by local farmers and producers, who sell directly to customers. For this reason, the available produce changes with the seasons. At the mercato you usually find:

- banchi di frutta e verdura
- formaggi
- pesce

In some markets you can also buy clothes, kitchenware, tablecloths, and more, often with good quality and price.

I mercati are also community spaces: andare al mercato is a social ritual, a chance to meet neighbors and exchange news.

Campo dei fiori

Video Pillole di Roma Lenght 1:09

The video shows an Italian market

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Exercise 5.4.2.1

Video: Campo de' Fiori

Guarda il video “Campo de’ Fiori” e rispondi alle domande con frasi complete in italiano.

Domande:

1. Perché la piazza si chiama Campo dei Fiori?
2. Che cosa c’è la mattina a Campo dei Fiori?
3. E di notte, che cosa è possibile fare?
4. Di chi è la statua nel centro della piazza?
5. Che cosa non è presente in questa piazza?

Exercise 5.4.2.2

I mercati più famosi d’Italia

In Italia, in ogni città, esiste un luogo carico di fascino e tradizione che racconta la storia e l’identità di una comunità: il mercato rionale. Da sempre, intorno ai mercati rionali, le persone si ritrovano per acquistare prodotti e cibo, conversare, mantenere vive le tradizioni e incontrarsi.

Molto più di un semplice negozio, il mercato rionale è un vero custode della memoria collettiva, sia sociale che alimentare. Colorati, rumorosi, aperti con il sole e con la pioggia, con il caldo e con il freddo, tradizionali o multietnici, coperti o all’aperto, i mercati sono il punto d’incontro di voci, profumi e quotidianità. Di recente sono anche diventati una meta turistica per chi cerca esperienze locali autentiche.

Come porta d’ingresso all’essenza di una città, i mercati attirano ogni giorno migliaia di persone in un vortice di scambi, voci e rituali. In Italia esistono numerosi mercati rionali di ogni tipo e dalla storia antica, che rappresentano le eccellenze gastronomiche, sociali e anche architettoniche di un territorio.

Tra i più antichi e famosi mercati rionali in Italia troviamo:
Porta Nolana (Napoli), Ballarò (Palermo), Mercato Orientale (Genova), Mercato di Rialto (Venezia), Mercato Nuovo (Firenze), Campo de’ Fiori (Roma), Porta Palazzo (Torino), Mercato di Mezzo (Bologna), Piazza delle Erbe (Padova), San Benedetto (Cagliari), e altri.

Brano tratto e adattato da travel.thewom.it

Comprensione

Read the text above and answer the questions in Italian. Then mark each statement as true (V) or false (F). If it is false, correct the information in Italian or English.

1. Perché sono importanti i mercati rionali in Italia?
2. Il mercato rionale è un centro di memoria collettiva.
3. V ___ F ___
4. I mercati italiani sono tutti uguali e non attraggono turisti.
5. V ___ F ___
6. I mercati in Italia rappresentano una porta all’_____ cittadina.
7. Che tipo di mercati rionali esistono in Italia (ad esempio, coperti, all’aperto, tradizionali, multietnici…)?

Exercise 5.4.2.3

Dove posso comprare questi prodotti?

Use the vocabulary for shops and vendors to complete the chart. Use the example as a model. Write the correct shop and/or vendor for each product.

Esempio:
Compro il formaggio dal salumiere / in salumeria.

- formaggio: dal salumiere / in salumeria

Ora completa:

- pane: _____
- carne: _____
- pesce: _____
- dolci: _____
- verdura: _____
- panino: _____
- frutta: _____

(Suggerimento: macelleria, panificio, pasticceria, fruttivendola, pescivendolo, supermercato, mercato, bar…)

Exercise 5.4.2.4

Logico o illogico?

Leggi le frasi e indica se sono **logiche** o **illogiche**.

N.	Frase	Logico	Illogico
1	Compro il pollo in macelleria.		
2	Devo comprare del riso. Vado dalla fruttivendola.		
3	Dal salumiere compro i vestiti e gli occhiali da sole.		
4	Ho bisogno di un po' di pane. Vado al supermercato.		
	Al mercato trovo frutta e verdura fresche.		
6	Compro le vongole dal pescivendolo di fiducia.		
7	Per il gelato andiamo dal macellaio.		
8	Al supermercato c'è la pasta di Gragnano in offerta.		
9	Che buoni questi cannoli della pasticcera "Gusto Giusto"		
10	In pescheria puoi trovare il prosciutto di Parma.		

Exercise 5.4.2.5

Role Play – Alla drogheria per fare il tiramisù

Work in groups of three. Imagine you are friends who need to buy ingredients to make tiramisù in a drogheria (grocery shop). Create a short role play (about 6–8 lines) using:

- quantity expressions (un po' di, molto, poco, una confezione di, un chilo di…)
- the shops and products from the previous activities

Write your dialogue first, then practice it aloud.

Model:

A: Buongiorno! Avete del cacao in polvere?
B: Sì, certo. Quanta ne vuole?
A: Me ne dia una confezione, per favore.
C: Prendiamo anche un po' di caffè e dei savoiardi per il tiramisù.

(Optional): Record your role play for extra pronunciation practice.

Il cibo come identità

Il cibo in Italia non è soltanto nutrimento: è cultura, memoria e identità.
Ogni regione italiana ha la sua cucina, con piatti, prodotti e tradizioni uniche.

Oggi, però, la globalizzazione ha introdotto nuove abitudini: il fast food convive con il movimento Slow Food, e la cucina fusion unisce ingredienti e tecniche da diverse culture.

Anche la cucina italo-americana rappresenta una parte importante dell'identità degli italiani nel mondo, nata dall'incontro tra le tradizioni italiane e le abitudini statunitensi.

Che cos'è lo Slow Food?

Intervista a Carlo Petrini sul concetto dello Slow Food (Lenght 1:17)

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

L'agricoltura sostenibile e il movimento Slow Food

In Italia cresce l'attenzione verso il consumo etico e la sostenibilità.
Molti italiani acquistano prodotti *a chilometri zero*, cioè locali.
Il movimento **Slow Food**, fondato da **Carlo Petrini** negli anni '80, promuove un'alimentazione consapevole, la biodiversità e il rispetto del lavoro agricolo.
L'organizzazione è oggi globale e organizza eventi come *Terra Madre*, che riuniscono agricoltori, pescatori e allevatori di tutto il mondo.

Tuttavia, lo sfruttamento nel settore agricolo rimane un problema: molti lavoratori migranti sono impiegati in condizioni precarie nel sistema del *caporalato*.

Exercise 5.4.2.6

Comprensione: Lo Slow Food

Guarda il video e segna **V (vero)** o **F (falso)**.
Se la frase è falsa, spiega perché.

N.	Frase	V	F	Se falso, perché?
1	Lo Slow Food si occupa di educazione e cultura sportiva.			
2	Per lo Slow Food è importante l'educazione al cibo, all'agricoltura e alla pesca.			
3	Lo Slow Food esiste in più di 230 Paesi.			
4	"Terra Madre" è un'iniziativa che esiste da 10 anni.			
5	La "comunità del cibo" include agricoltori, pastori, nomadi e pescatori di tutto il mondo.			
6	Lo Slow Food vuole garantire un cibo cattivo e veloce.			

Per riflettere

- In che modo il cibo può rappresentare l'identità di una persona o di una comunità?
- Quali sono le differenze tra il modo di mangiare italiano e quello del tuo Paese?
- Pensi che sia importante conoscere la provenienza del cibo che mangiamo? Perché?

This page titled 5.4.2: La qualità del cibo e la qualità della vita is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.5: UN PASSO INDIETRO

It's time to review and put everything into practice!

In this final section, you'll revisit key grammar and vocabulary about **food, meals, and daily life** through engaging, real-world contexts. You'll strengthen your understanding of **prepositions** and **partitive articles**, refine how to express **quantities**, and apply these structures in authentic situations from describing meals, to talking about your grocery lists and cooking.



Figure 5.5.1:Buon Appetito! (Copyright CC BY-NC 4.0; Author Diana Ferrara)

You'll also watch short video interviews to discover **what Italians really eat** and how often, comparing their habits with your own. Finally, you'll explore the playful children's song *Il caffè della Peppina*, using rhythm and humor to reinforce listening, pronunciation, and food-related vocabulary.

By the end of this section, you'll see how much your Italian has grown and how naturally you can talk about food, culture, and everyday life.

5.5.1: Preposizioni e articoli partitivi

5.5.2: Video Interviste- Cosa mangiano gli Italiani?

5.5.3: Il caffè della Peppina

This page titled 5.5: Un passo indietro is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.5.1: Preposizioni e articoli partitivi

Le preposizioni nella vita di tutti i giorni

Now it's time to put grammar into action.
In this section, you will practice preposizioni semplici e articolate in meaningful contexts connected to food and daily routines. Instead of working with isolated sentences, you'll use prepositions to talk about where you eat, when meals happen, who you eat with, and how places and moments of the day are connected.

Through readings, conversations, and reflections, you'll notice how these small words organize information and make your ideas clearer and more natural. By the end, you'll be able to describe real situations using prepositions confidently and accurately.

Exercise 5.5.1.1

La preposizione semplice giusta

Completa le frasi con la preposizione semplice più appropriata tra quelle tra parentesi, come nell'esempio.

Esempio: In questo momento Gemma è ____a_____(a / con) casa.

1. Questa è la nuova macchina_____(su / di) Youssef.
2. Domani gli studenti vanno a una festa_____ (a / di) Philadelphia.
3. Io sono italiano_____(di / a) Firenze, ma abito _____(di / a) New York City.
4. Latifah e Anita vanno a mensa_____(per / con) le loro compagne di casa.
5. Voi dovete andare_____(a / in) biblioteca_____(per / su) scrivere un saggio finale.
6. Noi abitiamo lontano dal campus e andiamo a lezione_____(da / in) treno.
7. _____(tra / in) New York City e Washington DC c'è Philadelphia.
8. A Pablo piace camminare e va in ogni luogo_____(in / a) piedi.
9. Domani sera i miei amici vanno_____ pizzeria. (a / in)
10. Domenica tu e Lena andate a pranzo_____(a / da) Sasha.
11. D'estate mi piace andare in vacanza_____(in / su) montagna.
12. Questo fine settimana io e Andrea andiamo_____(a / di) trovare il nostro amico Nino _____(in / a) California.

Exercise 5.5.1.2

La vita quotidiana di Duccio

Completa le frasi con la preposizione semplice più appropriata, come nell'esempio.

Ciao! Mi chiamo Duccio: sono italiano **di** Siena, ma abito **(1)** _____ Milano, **(2)** _____ Lombardia.
Milano è molto cara, così vivo **(3)** _____ un appartamento **(4)** _____ Mark e Youssef.
Siamo molto amici e quando ho tempo mi piace cucinare **(5)** _____ loro.
Inoltre, ci piace giocare insieme **(6)** _____ calcio o andare **(7)** _____ bicicletta.
Il sabato sera ci piace andare **(8)** _____ piedi **(9)** _____ centro, **(10)** _____ bere o mangiare al ristorante

Exercise 5.5.1.3

La mia giornata da studente

Completa le frasi con la preposizione articolata più appropriata tra quelle tra parentesi, come nell'esempio.

Vado **(1)** _____ (all' / con l') università tutti i giorni, dove ho lezione **(2)** _____ (nelle / dalle) 9 di mattina **(3)** _____ (sulle / alle) 5 del pomeriggio. Quando non ho tempo di fare colazione a casa, vado **(4)** _____ (al / dal) bar per prendere un cappuccino e un cornetto e poi corro **(5)** _____ (tra la / alla) stazione a prendere il treno **(6)** _____ (nelle / delle) 8:00. Per pranzo vado **(7)** _____ (con la / alla) mensa universitaria a mangiare con i miei amici di corso. Quando finisco le lezioni all'università vado **(8)** _____ (alla / sulla) fermata dell'autobus per andare a Filadelfia **(9)** _____ (nel / dal) mio ragazzo. Di solito andiamo a studiare insieme **(10)** _____ (al / in) biblioteca, ma qualche volta andiamo **(11)** _____ (nella / al) cinema.

Exercise 5.5.1.4

La preposizione articolata giusta!

Completa le frasi con la preposizione articolata più appropriata, come nell'esempio.

Esempio: Gli studenti vanno ___alla___ mensa universitaria

1. Molti studenti il fine settimana vanno _____ mare.
2. La biblioteca è aperta _____ 8:00 _____ 19:00.
3. I miei amici vanno spesso _____ ristorante.
4. Molti italiani prendono il caffè _____ bar tutte le mattine.
5. I tifosi vanno _____ stadio a vedere la partita.
6. Metto i libri _____ scaffale _____ libreria.
7. Sabato andiamo a mangiare _____ pizzeria "Lo scugnizzo".
8. Devo prendere appuntamento _____ dottore.
9. Domani Maria va a studiare a casa _____ sua amica Gianna.
10. Ho il frigo vuoto: devo andare _____ supermercato a fare la spesa.

Exercise 5.5.1.5

Un po' di o qualche?

Completa la tabella che segue, come nell'esempio.

Numerabie o Non Numerabile?

Cibi	**Numerabile**	**NON numerabile**	**Di + articolo**	**Un po' di...**	**Qualche**	**Alcuni / Alcune**
Zucchero		✔	✔	✔		
Fragole						
Biscotti						
Sale						
Uova						
Bistecche						
Latte						
Panino						
Mozzarelle						
Minestrone						

Exercise 5.5.1.6

Il partitivo giusto

Completa l'esercizio, usando il partitivo appropriato, come nell'esempio.

Esempio: latte → del latte

1. Mozzarella → _____
2. Panini → _____
3. Prosciutto → _____
4. Yogurt → _____
5. Arance → _____
6. Olio → _____
7. Anacardi → _____
8. Uva → _____
9. Carne → _____
10. Zucchero → _____

Exercise 5.5.1.7

Pratichiamo!

Completa le frasi con l'espressione di quantità più appropriata tra quelle tra parentesi, come nell'esempio**.**

Esempio: Per contorno vorrei ___degli____(degli / qualche) spinaci al burro.

1. Compro_____(alcuni / qualche) panini all'olio in panetteria.
2. Non mangio mai a colazione, ma bevo sempre _____ (dello / un po' di) caffè.
3. Avete fame? Possiamo andare al forno a prendere _____(alcune / della) pizza.
4. Ogni pasto mangio _____ (un po' di / qualche) carboidrati, _____ (qualche / delle) proteine, _____(della / alcuno) verdura e infine _____ (un po' di / alcuni) frutta.
5. Vado al supermercato, devo comprare _____(qualche / dello) zucchero e _____(alcune / del) sale.
6. La mamma va al supermercato e compra _____(qualche / alcuni) bistecca per il pranzo di domani.

Exercise 5.5.1.8

Un po' di biscotti o qualche biscotto?

Completate le frasi che seguono con la forma appropriata di qualche, alcuni/e, o un po' di, come nell'esempio.

Esempio: In pescheria Gianni compra ___un po' di___ cozze.

1. Yassin è andato al supermercato e ha comprato _____ riso integrale.
2. Tutte le mattine bevo _____ tè con il latte.
3. Quando faccio la torta di mele, metto anche _____ scorza di limone (*lemon zest*).
4. Non mi piace il burro, preferisco usare _____ olio d'oliva.
5. Vai al mercato rionale, perché trovi _____ mozzarelle di bufala molto buone.
6. Quando io e Ania cuciniamo, mettiamo sempre _____ peperoncino nei cibi.
7. A pranzo Paolo e Silvia preferiscono rimanere leggeri e mangiano sempre _____ insalata mista.
8. Dopo e cena tu e Morgan mangiate sempre _____ biscotti.
9. Riccardo compra _____ carote e _____ cipolle per cucinare la zuppa.

This page titled 5.5.1: Preposizioni e articoli partitivi is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.5.2: Video Interviste- Cosa mangiano gli Italiani?

Il cibo quotidiano degli italiani

In this section, you will watch excerpts from a short video about what Italians eat and how often. The full video presents many interviews with people from different parts of Italy. To help you focus on comprehension and vocabulary, we will concentrate on **two specific segments**:

- **Segment 1 (0:00 – 3:09)** → Frequency of staple foods (*pasta, pizza, gelato*)
- **Segment 2 (11:00 – 13:49)** → What Italians eat in a typical day (*colazione, pranzo, cena, merenda*)

While watching, pay attention to **expressions of frequency, meal vocabulary, and cultural details**.

Learning Objectives

- Identify and understand vocabulary related to food, meals, and frequency in Italian.
- Comprehend spoken Italian in authentic interview contexts.
- Recognize and interpret common expressions of frequency (e.g., quasi tutti i giorni, una volta alla settimana).
- Compare Italian eating habits with those in your own culture.
- Reflect on the structure of daily meals in Italian culture.
- Use cultural information to describe your own daily meal routine in Italian.

What's Their Secret?

What Italians Eat in a Day: How Do They Stay Slim Eating Pizza and Pasta? Length: 14:49

Summary: Italians discuss how often they eat pasta, pizza, and gelato, and share their secrets; from high-quality ingredients and moderation to good genetics, for staying slim.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

Segment 1: Introduction and Frequency of Staple Foods

(Video 0:00 – 3:09)

This section focuses on how often Italians eat **pasta**, **pizza**, and **gelato**, three symbols of Italian cuisine.

The Frequency Tally

Objective: Identify numbers, frequency expressions, and seasonal habits related to food.

Quanto spesso? How Often?

Food Item	Task	Examples Heard in Italian (for reference)
Pasta	List the number of times per week interviewees mention eating pasta (e.g., 4, 5-6, 2-3).	Quattro volte; Cinque/sei volte; Due o tre volte; Quasi tutti i giorni
Pizza	List the frequency phrases used to describe pizza consumption.	Tutte le settimane; Tutti i venerdì; Una volta alla settimana; Una volta ogni due settimane
Gelato	Tally the seasonal differences. How often in Summer vs. Winter?	Uno al giorno; Quasi tutti i giorni; Una volta a settimana

Follow-Up Discussion

1. Which food item had the widest range of frequencies mentioned by Italians? Why?
2. If an Italian is *a dieta* (on a diet), which food does the video suggest they try to *tagliare* (cut down on)?
3. Based on the video, is the frequency of eating these foods higher or lower than you expected?

Vocabulary & Listening Comprehension

Objective: Identify key vocabulary related to frequency and diet, then verify your understanding through true/false statements based on the video.

Exercise 5.5.2.1

Match the Italian word to its English equivalent

Key Vocabulary

Italian	English
essere a dieta	**the topping / sauce**
il condimento	**almost**
quasi	**at least**
i carboidrati	**per week**
almeno	**to be on a diet**
a settimana	**the carbohydrates**

Answer available at the end of this section.

Exercise 5.5.2.2

Vero o Falso

Listen to the video segment and decide whether each statement is **true (V)** or **false (F)** according to what Italians say.

Vero o Falso? True or False?

N.	Affermazione	V / F
1	Molti italiani mangiano la pasta quasi tutti i giorni.	◇ V ◇ F
2	Tutti gli intervistati mangiano la pizza più di due volte alla settimana.	◇ V ◇ F
3	D'estate, molte persone mangiano il gelato più spesso che d'inverno.	◇ V ◇ F

N.	Affermazione	V / F
4	Alcune persone dicono di essere *a dieta* e di voler mangiare meno carboidrati.	⬜ V ⬜ F
5	Un intervistato dice che preferisce la pasta senza condimento.	⬜ V ⬜ F
6	C'è chi mangia pasta almeno quattro volte a settimana.	⬜ V ⬜ F

Segment 2: What Italians Eat in a Day

(Video 11:00 – 13:49)

This section helps you understand the structure of the Italian meal routine, including **meal names, times, and typical foods**.

Mealtime Matching

Objective: Match Italian meal names to their times, English equivalents, and foods mentioned.

Pasti e Fuori Pasto

Italian Meal	Time of Day	English Meal	Food Items Mentioned (3 examples)
Colazione	Morning	Breakfast	focaccina, cappuccino, fette biscottate con marmellata
Pranzo	Midday	Lunch	minestrone, insalata, pasta con le verdure
Cena	Evening	Dinner	carne, pesce, verdure, bistecca
Merenda / Spuntino	Mid-morning / Afternoon	Snack	mandorle, cioccolatino, caramella

Daily Routine Analysis

Objective: Analyze the types of food eaten at each meal and compare them with your own culture.

Categorize the Meal

Listen for key items and check all that apply:

Meal

Meal	Carb-Focused	Protein-Focused	Light / Vegetable-Focused
Colazione	⬜	⬜	⬜
Pranzo	⬜	⬜	⬜
Cena	⬜	⬜	⬜

Cultural Comparison – Discuss or Write

1. In the video, *colazione* is described as "**ricca e abbondante**" (rich and abundant). How does a typical Italian breakfast compare to the first meal of the day in your culture?
2. The video mentions eating the *Primo* (pasta or rice) at *pranzo* and the *Secondo* (meat or fish) at *cena*. Is there a similar structure or order to your daily meals?

Ora tocca te

1. **Write:** Create a one-day Italian-style meal plan for yourself. Label each meal in Italian and list what you would eat or drink.
2. **Speak:** Record a short video describing what you eat in a typical day, using *colazione, pranzo, cena,* and *merenda*

Answers

Exercise 5.5.2.1

This page titled 5.5.2: Video Interviste- Cosa mangiano gli Italiani? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.5.3: Il caffè della Peppina

Ascoltiamo! – Il caffè della Peppina

In this section, you will explore a beloved children's song from the Zecchino d'Oro, a famous Italian music festival for kids. Through this activity, you will strengthen your listening skills and reinforce vocabulary connected to food and ingredients. This playful song uses humor and imagination to describe an unusual recipe for coffee!

Learning Objectives

- Recognize and understand key vocabulary related to food and beverages.
- Identify common Italian prepositions in context (*di, a, con, per, tra/fra*).
- Develop listening and pronunciation skills through rhythm and repetition.

Vocabolario e Pre-AscoltoDirections

Before listening, read the short introduction in Italian. Focus on the general idea, not on every word. Then, discuss with your classmates what you understood.

La canzone *"Il caffè della Peppina"* è una delle più famose canzoni dello Zecchino d'Oro.
Parla di una signora, **Peppina**, che (who) prepara un caffè molto speciale!
Ma attenzione: nel suo caffè ci sono ingredienti strani e divertenti...
Ascoltiamo insieme e scopriamo che cosa mette la Peppina nella sua moka

Exercise 5.5.3.1

Gli ingredienti del caffè della Peppina

Match each Italian word with its English meaning.
All of these ingredients appear in the song Il caffè della Peppina.
Write the correct pair (for example, A – 5).

Parole chiave

Key Words

Ingrediente in italiano	Traduzione in inglese
A. il latte	1. vinegar
B. il tè	2. oil
C. la cioccolata	3. chick
D. la marmellata	4. flour
E. la cipolla	5. salad
F. le caramelle	6. garlic
G. il rosmarino	7. petroleum
H. il formaggino	8. feather
I. il tacchino	9. pepper
J. la piuma	10. chocolate

Ingrediente in italiano	Traduzione in inglese
K. il pulcino	11. milk
L. la farina	12. turkey
M. il pepe	13. cheese spread
N. il sale	14. candies
O. l'aglio	15. tea
P. il petrolio	16. salt
Q. l'insalata	17. onion
R. l'aceto	18. rosemary
S. l'olio	19. jam
T. il tritolo	20. dynamite

Exercise 5.5.3.2

La lista della spesa

Write each ingredient from the list in exercise 5.5.3.1 in the correct category.
You may work with a partner and say the words aloud to practice pronunciation.

List of Categories

Bevande	Cibi dolci	Alimenti salati	Spezie e condimenti	Altro
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Ascolta e Completa

This activity will help you develop your ability to recognize words and pay attention to details while listening.
Focus on the **sounds of all the ingredients, foods, and drinks** mentioned in the song.

- Listen to the song *"Il caffè della Peppina."*
- Read the lyrics below. All the missing words are **ingredients, foods, or drinks** that Peppina uses to make her "special coffee."
- Listen several times and write the words you hear in the blanks and compare your answers with your classmates.

Don't worry about understanding everything: focus on sound recognition and rhythm!

Il Caffè della Peppina

In this activity, you will watch the official music video Il caffè della Peppina (Length 2:14) by Piccolo Coro dell'Antoniano.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

The video version provided does not include captions, allowing you to focus on listening comprehension. A transcript with blank spaces is provided for the portion of the song you will focus on for this exercise.

Exercise 5.5.3.3

Directions:
Listen several times to the official video. Focus on the lyrics provided below and fill in the blanks with the missing words you hear. After completing this activity, check your answers and improve your pronunciation by listening to the **karaoke version** with captions.

Lyrics: “Il caffè della Peppina”

Il caffè della Peppina
non si beve alla mattina
né col _____ (1) né col _____(2)
ma perché, perché, perché?

La Peppina fa il caffè
fa il caffè con la _____(3)
poi ci mette la _____(4)
mezzo chilo di _____(5)
quattro o cinque _____(6)
sette ali di farfalle
e poi dice: “Che caffè!”

Il caffè della Peppina
non si beve alla mattina
né col _____(7) né col _____(8)
ma perché, perché, perché?

La Peppina fa il caffè
fa il caffè col _____(9)
mette qualche _____(10)
una zampa di _____(11)
una piuma di pulcino
cinque sacchi di _____(12)
e poi dice: “Che caffè!”

Il caffè della Peppina
non si beve alla mattina
né col _____(13) né col _____(14)
ma perché, perché, perché?

Answer available at the end of this section.

Il Caffè della Peppina with Captions

In this activity, you will listen to the karaoke version of Il caffè della Peppina (length 2:14)

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this YouTube Video online

This version includes captions, allowing you to check your answers from the previous exercise and further develop your listening and pronunciation skills while following the lyrics on screen. *(And of course, no one will stop you if you start singing along! 🎵)*

La lista della spesa di Isa

In this video, Isa shares her grocery list. The video is 0:21 seconds long.

This interactive element is not available in this format. Visit the link or scan the QR code to access it online.

View this Embedded Content online

Listen to the video **a few times without captions**, then look at the **vocabulary list** from this chapter and see if you recognize any of the items she mentions.
Finally, **check with the captions** to confirm what she is saying.

Answers

Exercise 5.5.3.3

This page titled 5.5.3: Il caffè della Peppina is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

5.6: A che punto sei?

Where Are You Now?

Self-Assessment – Unit 5: *Passi a casa per pranzo?*

Every journey has milestones. Before moving forward, take a few minutes to reflect on what you have learned in this unit. This activity helps you become aware of your progress. It is not about being perfect, but about recognizing your strengths and setting goals for improvement.

Part 1: My Checklist

Put an X in the column that best describes how confident you feel about each skill.

Checklist

Skill	I can do this well	I'm getting there	I need more review
I can talk about what I eat and drink at different meals.	☐	☐	☐
I can describe typical Italian meals and eating habits.	☐	☐	☐
I can ask for and buy food in a shop or at a market.	☐	☐	☐
I can use **partitive articles** (*del, della, dei*) to express quantity.	☐	☐	☐
I can use the **present progressive** to describe actions in progress (*sto cucinando, stiamo mangiando*).	☐	☐	☐
I can compare foods and experiences using **comparatives** and **superlatives** (*più buono, il migliore, buonissimo*).	☐	☐	☐
I can invite someone to lunch or dinner and respond to an invitation.	☐	☐	☐
I can talk about restaurant experiences and express preferences politely.	☐	☐	☐
I can understand short dialogues or videos about Italian food culture.	☐	☐	☐
I know at least one cultural fact about food and daily life in Italy.	☐	☐	☐

Part 2: What's Next?

Choose at least one skill you would like to improve. Set a simple personal goal.

I would like to improve my ability to...

.....

To do this, I could...

.....

This page titled 5.6: A che punto sei? is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

INDEX

A

activities
3: Capitolo 3- Che fai di bello oggi?

C

cities
2: Capitolo 2- Che bella passeggiata!
communication
4: Come stanno i tuoi?
community
5: Passi a casa per pranzo?
conversation
1: Capitolo 1- Primi Passi
cooking
5: Passi a casa per pranzo?
cultural tradition
3: Capitolo 3- Che fai di bello oggi?
cultural understanding
1: Capitolo 1- Primi Passi
culture
2: Capitolo 2- Che bella passeggiata!

D

daily life
3: Capitolo 3- Che fai di bello oggi?
dining habits
5: Passi a casa per pranzo?
drinks
5: Passi a casa per pranzo?

E

education
2: Capitolo 2- Che bella passeggiata!
essential verbs
3: Capitolo 3- Che fai di bello oggi?
exploration
2: Capitolo 2- Che bella passeggiata!

F

family
4: Come stanno i tuoi?
5: Passi a casa per pranzo?
family bonds
4: Come stanno i tuoi?
food culture
5: Passi a casa per pranzo?

G

grammar
1: Capitolo 1- Primi Passi
greeting
1: Capitolo 1- Primi Passi

H

heritage
2: Capitolo 2- Che bella passeggiata!

I

identity
2: Capitolo 2- Che bella passeggiata!
idiomatic expressions
4: Come stanno i tuoi?
italian
1: Capitolo 1- Primi Passi
2: Capitolo 2- Che bella passeggiata!
Italian culture
4: Come stanno i tuoi?
Italian food
5: Passi a casa per pranzo?
Italian language
4: Come stanno i tuoi?

L

language
2: Capitolo 2- Che bella passeggiata!
language learning
1: Capitolo 1- Primi Passi
4: Come stanno i tuoi?
learning Italian
4: Come stanno i tuoi?

P

prepositions
3: Capitolo 3- Che fai di bello oggi?
pronunciation
1: Capitolo 1- Primi Passi

R

regions
2: Capitolo 2- Che bella passeggiata!
relationships
4: Come stanno i tuoi?

S

slow food
5: Passi a casa per pranzo?
social interactions
4: Come stanno i tuoi?
studying
3: Capitolo 3- Che fai di bello oggi?

T

time
3: Capitolo 3- Che fai di bello oggi?
tradition
5: Passi a casa per pranzo?
travel
2: Capitolo 2- Che bella passeggiata!

U

university
3: Capitolo 3- Che fai di bello oggi?

V

vocabulary
1: Capitolo 1- Primi Passi
3: Capitolo 3- Che fai di bello oggi?
5: Passi a casa per pranzo?

W

working
3: Capitolo 3- Che fai di bello oggi?

This page titled Index is shared under a Public Domain license and was authored, remixed, and/or curated by Diana Ferrara.

GLOSSARY

S

Sample Word 1 | Sample Definition 1

This page titled Glossary is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

DETAILED LICENSING

Overview

Title: Passo Dopo Passo: Italiano 1

Webpages: 124

Applicable Restrictions: Noncommercial

All licenses found:

- CC BY-NC-SA 4.0: 92.7% (115 pages)
- Public Domain: 4% (5 pages)
- Undeclared: 3.2% (4 pages)

By Page

- Passo Dopo Passo: Italiano 1 - *CC BY-NC-SA 4.0*
  - Front Matter - *CC BY-NC-SA 4.0*
    - TitlePage - *CC BY-NC-SA 4.0*
    - InfoPage - *Public Domain*
    - Table of Contents - *Undeclared*
    - Licensing - *Undeclared*
    - Program Page - *Public Domain*
    - AI Use - *Undeclared*
    - Accessibility Statement - *Public Domain*
    - About the Contributors - *CC BY-NC-SA 4.0*
    - Licensing - *Public Domain*
    - About the Book - *CC BY-NC-SA 4.0*
    - Structure of the Book - *CC BY-NC-SA 4.0*
  - 1: Capitolo 1- Primi Passi - *CC BY-NC-SA 4.0*
    - 1.1: Un primo passo - *CC BY-NC-SA 4.0*
      - 1.1.1: La pronuncia - *CC BY-NC-SA 4.0*
      - 1.1.2: I numeri - *CC BY-NC-SA 4.0*
      - 1.1.3: Lessico - *CC BY-NC-SA 4.0*
    - 1.2: Un passo avanti - *CC BY-NC-SA 4.0*
      - 1.2.1: Il genere dei nomi - *CC BY-NC-SA 4.0*
      - 1.2.2: Gli articoli indeterminativi - *CC BY-NC-SA 4.0*
      - 1.2.3: Il plurale dei nomi - *CC BY-NC-SA 4.0*
      - 1.2.4: Gli articoli determinativi - *CC BY-NC-SA 4.0*
    - 1.3: Un passo in più - *CC BY-NC-SA 4.0*
      - 1.3.1: Saluti iniziali - *CC BY-NC-SA 4.0*
      - 1.3.2: Esprimere preferenze - *CC BY-NC-SA 4.0*
      - 1.3.3: Ordinare al bar - *CC BY-NC-SA 4.0*
    - 1.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
      - 1.4.1: Una pausa al bar - *CC BY-NC-SA 4.0*
      - 1.4.2: Ordinare con le mani - *CC BY-NC-SA 4.0*
    - 1.5: Un passo indietro - *CC BY-NC-SA 4.0*
      - 1.5.1: Un caffè con storia - *CC BY-NC-SA 4.0*
      - 1.5.2: Gli scioglilingua - *CC BY-NC-SA 4.0*
      - 1.5.3: Piacere! Sono Jovanotti - *CC BY-NC-SA 4.0*
    - 1.6: A che punto sei? - *CC BY-NC-SA 4.0*
  - 2: Capitolo 2- Che bella passeggiata! - *CC BY-NC-SA 4.0*
    - 2.1: Un primo passo - *CC BY-NC-SA 4.0*
      - 2.1.1: Città, regioni e nazionalità - *CC BY-NC-SA 4.0*
      - 2.1.2: Come sono le città? - *CC BY-NC-SA 4.0*
      - 2.1.3: Come sono le persone? - *CC BY-NC-SA 4.0*
    - 2.2: Un passo avanti - *CC BY-NC-SA 4.0*
      - 2.2.1: Gli aggettivi qualificativi - *CC BY-NC-SA 4.0*
      - 2.2.2: Il verbo essere - *CC BY-NC-SA 4.0*
      - 2.2.3: Il verbo avere - *CC BY-NC-SA 4.0*
      - 2.2.4: Gli aggettivi possessivi - *CC BY-NC-SA 4.0*
    - 2.3: Un passo in più - *CC BY-NC-SA 4.0*
      - 2.3.1: Chi? Come? Quando? Dove? Perché? - *CC BY-NC-SA 4.0*
      - 2.3.2: Di dove sei? Di dove è Lei? - *CC BY-NC-SA 4.0*
      - 2.3.3: Che bella città! - *CC BY-NC-SA 4.0*
    - 2.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
      - 2.4.1: Il paese delle mille città - *CC BY-NC-SA 4.0*
      - 2.4.2: I cognomi italiani tra storia e identità - *CC BY-NC-SA 4.0*
    - 2.5: Un passo indietro - *CC BY-NC-SA 4.0*
      - 2.5.1: Una città giovane - *CC BY-NC-SA 4.0*
      - 2.5.2: Video Interviste- La mia città preferita - *CC BY-NC-SA 4.0*
      - 2.5.3: Il mio amore immenso... - *CC BY-NC-*

SA 4.0
- 2.6: A che punto sei? - *CC BY-NC-SA 4.0*
- 3: Capitolo 3- Che fai di bello oggi? - *CC BY-NC-SA 4.0*
  - 3.1: Un primo passo - *CC BY-NC-SA 4.0*
    - 3.1.1: Ore, giorni, mesi, stagioni - *CC BY-NC-SA 4.0*
    - 3.1.2: Attività quotidiane e passatempi - *CC BY-NC-SA 4.0*
    - 3.1.3: All'università- I corsi, le materie e i corsi di laurea - *CC BY-NC-SA 4.0*
  - 3.2: Un passo avanti - *CC BY-NC-SA 4.0*
    - 3.2.1: Verbi regolari al presente - *CC BY-NC-SA 4.0*
    - 3.2.2: Verbi irregolari- Andare, Uscire, Venire - *CC BY-NC-SA 4.0*
    - 3.2.3: Preposizioni semplici e articolate - *CC BY-NC-SA 4.0*
  - 3.3: Un passo in più - *CC BY-NC-SA 4.0*
    - 3.3.1: Che ora è? Che ore sono? A che ora? - *CC BY-NC-SA 4.0*
    - 3.3.2: Dove vai? Da dove vieni? Con chi esci? - *CC BY-NC-SA 4.0*
    - 3.3.3: Cosa fai di bello? - *CC BY-NC-SA 4.0*
  - 3.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
    - 3.4.1: I passatempi degli Italiani - *CC BY-NC-SA 4.0*
    - 3.4.2: Il Dolce Far Niente - *CC BY-NC-SA 4.0*
  - 3.5: Un passo indietro - *CC BY-NC-SA 4.0*
    - 3.5.1: I verbi regolari nell'uso quotidiano - *CC BY-NC-SA 4.0*
    - 3.5.2: Video Intervista- Passatempi e Tempo Libero - *CC BY-NC-SA 4.0*
    - 3.5.3: “50 Special” - *CC BY-NC-SA 4.0*
  - 3.6: A che punto sei? - *CC BY-NC-SA 4.0*
- 4: Come stanno i tuoi? - *CC BY-NC-SA 4.0*
  - 4.1: Un primo passo - *CC BY-NC-SA 4.0*
    - 4.1.1: Le famiglie - *CC BY-NC-SA 4.0*
    - 4.1.2: Le professioni - *CC BY-NC-SA 4.0*
  - 4.2: Un passo avanti - *CC BY-NC-SA 4.0*
    - 4.2.1: Gli aggettivi possessivi e la famiglia - *CC BY-NC-SA 4.0*
    - 4.2.2: Il Presente Indicativo di Stare, Dare, Bere e Dire - *CC BY-NC-SA 4.0*
    - 4.2.3: Volere, Potere e Dovere - *CC BY-NC-SA 4.0*
  - 4.3: Un passo in più - *CC BY-NC-SA 4.0*
    - 4.3.1: Ti va di uscire stasera? - *CC BY-NC-SA 4.0*
    - 4.3.2: Gli avverbi - *CC BY-NC-SA 4.0*
    - 4.3.3: Stanno tutti bene - *CC BY-NC-SA 4.0*
  - 4.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
    - 4.4.1: Luca e Alba- Che bella famiglia! - *CC BY-NC-SA 4.0*
    - 4.4.2: La famiglia italiana ieri e oggi - *CC BY-NC-SA 4.0*
  - 4.5: Un passo indietro - *CC BY-NC-SA 4.0*
    - 4.5.1: Un invito - *CC BY-NC-SA 4.0*
    - 4.5.2: Luisa e Daria presentano le loro famiglie - *CC BY-NC-SA 4.0*
    - 4.5.3: Zero Assoluto Per Dimenticare - *CC BY-NC-SA 4.0*
  - 4.6: A che punto sei? - *CC BY-NC-SA 4.0*
- 5: Passi a casa per pranzo? - *CC BY-NC-SA 4.0*
  - 5.1: Un primo passo - *CC BY-NC-SA 4.0*
    - 5.1.1: La Spesa - *CC BY-NC-SA 4.0*
    - 5.1.2: A Tavola - *CC BY-NC-SA 4.0*
    - 5.1.3: Cibi e bevande - *CC BY-NC-SA 4.0*
  - 5.2: Un passo avanti - *CC BY-NC-SA 4.0*
    - 5.2.1: Presente Progressivo - *CC BY-NC-SA 4.0*
    - 5.2.2: Articoli partitivi - *CC BY-NC-SA 4.0*
    - 5.2.3: Aggettivi comparativi e superlativi - *CC BY-NC-SA 4.0*
  - 5.3: Un passo in più - *CC BY-NC-SA 4.0*
    - 5.3.1: Quanta farina? Quanti pomodori? - *CC BY-NC-SA 4.0*
    - 5.3.2: Che programmi hai per cena? - *CC BY-NC-SA 4.0*
    - 5.3.3: Conosci un buon ristorante? - *CC BY-NC-SA 4.0*
  - 5.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
    - 5.4.1: Un fuori pasto o un pasto fuori? - *CC BY-NC-SA 4.0*
    - 5.4.2: La qualità del cibo e la qualità della vita - *CC BY-NC-SA 4.0*
  - 5.5: Un passo indietro - *CC BY-NC-SA 4.0*
    - 5.5.1: Preposizioni e articoli partitivi - *CC BY-NC-SA 4.0*
    - 5.5.2: Video Interviste- Cosa mangiano gli Italiani? - *CC BY-NC-SA 4.0*
    - 5.5.3: Il caffè della Peppina - *CC BY-NC-SA 4.0*
  - 5.6: A che punto sei? - *CC BY-NC-SA 4.0*
- Back Matter - *CC BY-NC-SA 4.0*
  - Index - *Public Domain*
  - Glossary - *CC BY-NC-SA 4.0*
  - Detailed Licensing - *CC BY-NC-SA 4.0*
  - Detailed Licensing - *Undeclared*

This page titled Passo Dopo Passo: Italiano 1 is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.

DETAILED LICENSING

Overview

Title: Passo Dopo Passo: Italiano 1

Webpages: 124

Applicable Restrictions: Noncommercial

All licenses found:

- CC BY-NC-SA 4.0: 92.7% (115 pages)
- Public Domain: 4% (5 pages)
- Undeclared: 3.2% (4 pages)

By Page

- Passo Dopo Passo: Italiano 1 - *CC BY-NC-SA 4.0*
  - Front Matter - *CC BY-NC-SA 4.0*
    - TitlePage - *CC BY-NC-SA 4.0*
    - InfoPage - *Public Domain*
    - Table of Contents - *Undeclared*
    - Licensing - *Undeclared*
    - Program Page - *Public Domain*
    - AI Use - *Undeclared*
    - Accessibility Statement - *Public Domain*
    - About the Contributors - *CC BY-NC-SA 4.0*
    - Licensing - *Public Domain*
    - About the Book - *CC BY-NC-SA 4.0*
    - Structure of the Book - *CC BY-NC-SA 4.0*
  - 1: Capitolo 1- Primi Passi - *CC BY-NC-SA 4.0*
    - 1.1: Un primo passo - *CC BY-NC-SA 4.0*
      - 1.1.1: La pronuncia - *CC BY-NC-SA 4.0*
      - 1.1.2: I numeri - *CC BY-NC-SA 4.0*
      - 1.1.3: Lessico - *CC BY-NC-SA 4.0*
    - 1.2: Un passo avanti - *CC BY-NC-SA 4.0*
      - 1.2.1: Il genere dei nomi - *CC BY-NC-SA 4.0*
      - 1.2.2: Gli articoli indeterminativi - *CC BY-NC-SA 4.0*
      - 1.2.3: Il plurale dei nomi - *CC BY-NC-SA 4.0*
      - 1.2.4: Gli articoli determinativi - *CC BY-NC-SA 4.0*
    - 1.3: Un passo in più - *CC BY-NC-SA 4.0*
      - 1.3.1: Saluti iniziali - *CC BY-NC-SA 4.0*
      - 1.3.2: Esprimere preferenze - *CC BY-NC-SA 4.0*
      - 1.3.3: Ordinare al bar - *CC BY-NC-SA 4.0*
    - 1.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
      - 1.4.1: Una pausa al bar - *CC BY-NC-SA 4.0*
      - 1.4.2: Ordinare con le mani - *CC BY-NC-SA 4.0*
    - 1.5: Un passo indietro - *CC BY-NC-SA 4.0*
      - 1.5.1: Un caffè con storia - *CC BY-NC-SA 4.0*
      - 1.5.2: Gli scioglilingua - *CC BY-NC-SA 4.0*
      - 1.5.3: Piacere! Sono Jovanotti - *CC BY-NC-SA 4.0*
    - 1.6: A che punto sei? - *CC BY-NC-SA 4.0*
  - 2: Capitolo 2- Che bella passeggiata! - *CC BY-NC-SA 4.0*
    - 2.1: Un primo passo - *CC BY-NC-SA 4.0*
      - 2.1.1: Città, regioni e nazionalità - *CC BY-NC-SA 4.0*
      - 2.1.2: Come sono le città? - *CC BY-NC-SA 4.0*
      - 2.1.3: Come sono le persone? - *CC BY-NC-SA 4.0*
    - 2.2: Un passo avanti - *CC BY-NC-SA 4.0*
      - 2.2.1: Gli aggettivi qualificativi - *CC BY-NC-SA 4.0*
      - 2.2.2: Il verbo essere - *CC BY-NC-SA 4.0*
      - 2.2.3: Il verbo avere - *CC BY-NC-SA 4.0*
      - 2.2.4: Gli aggettivi possessivi - *CC BY-NC-SA 4.0*
    - 2.3: Un passo in più - *CC BY-NC-SA 4.0*
      - 2.3.1: Chi? Come? Quando? Dove? Perché? - *CC BY-NC-SA 4.0*
      - 2.3.2: Di dove sei? Di dove è Lei? - *CC BY-NC-SA 4.0*
      - 2.3.3: Che bella città! - *CC BY-NC-SA 4.0*
    - 2.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
      - 2.4.1: Il paese delle mille città - *CC BY-NC-SA 4.0*
      - 2.4.2: I cognomi italiani tra storia e identità - *CC BY-NC-SA 4.0*
    - 2.5: Un passo indietro - *CC BY-NC-SA 4.0*
      - 2.5.1: Una città giovane - *CC BY-NC-SA 4.0*
      - 2.5.2: Video Interviste- La mia città preferita - *CC BY-NC-SA 4.0*
      - 2.5.3: Il mio amore immenso... - *CC BY-NC-*

SA 4.0
- 2.6: A che punto sei? - *CC BY-NC-SA 4.0*
- 3: Capitolo 3- Che fai di bello oggi? - *CC BY-NC-SA 4.0*
  - 3.1: Un primo passo - *CC BY-NC-SA 4.0*
    - 3.1.1: Ore, giorni, mesi, stagioni - *CC BY-NC-SA 4.0*
    - 3.1.2: Attività quotidiane e passatempi - *CC BY-NC-SA 4.0*
    - 3.1.3: All'università- I corsi, le materie e i corsi di laurea - *CC BY-NC-SA 4.0*
  - 3.2: Un passo avanti - *CC BY-NC-SA 4.0*
    - 3.2.1: Verbi regolari al presente - *CC BY-NC-SA 4.0*
    - 3.2.2: Verbi irregolari- Andare, Uscire, Venire - *CC BY-NC-SA 4.0*
    - 3.2.3: Preposizioni semplici e articolate - *CC BY-NC-SA 4.0*
  - 3.3: Un passo in più - *CC BY-NC-SA 4.0*
    - 3.3.1: Che ora è? Che ore sono? A che ora? - *CC BY-NC-SA 4.0*
    - 3.3.2: Dove vai? Da dove vieni? Con chi esci? - *CC BY-NC-SA 4.0*
    - 3.3.3: Cosa fai di bello? - *CC BY-NC-SA 4.0*
  - 3.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
    - 3.4.1: I passatempi degli Italiani - *CC BY-NC-SA 4.0*
    - 3.4.2: Il Dolce Far Niente - *CC BY-NC-SA 4.0*
  - 3.5: Un passo indietro - *CC BY-NC-SA 4.0*
    - 3.5.1: I verbi regolari nell'uso quotidiano - *CC BY-NC-SA 4.0*
    - 3.5.2: Video Intervista- Passatempi e Tempo Libero - *CC BY-NC-SA 4.0*
    - 3.5.3: “50 Special” - *CC BY-NC-SA 4.0*
  - 3.6: A che punto sei? - *CC BY-NC-SA 4.0*
- 4: Come stanno i tuoi? - *CC BY-NC-SA 4.0*
  - 4.1: Un primo passo - *CC BY-NC-SA 4.0*
    - 4.1.1: Le famiglie - *CC BY-NC-SA 4.0*
    - 4.1.2: Le professioni - *CC BY-NC-SA 4.0*
  - 4.2: Un passo avanti - *CC BY-NC-SA 4.0*
    - 4.2.1: Gli aggettivi possessivi e la famiglia - *CC BY-NC-SA 4.0*
    - 4.2.2: Il Presente Indicativo di Stare, Dare, Bere e Dire - *CC BY-NC-SA 4.0*
    - 4.2.3: Volere, Potere e Dovere - *CC BY-NC-SA 4.0*
  - 4.3: Un passo in più - *CC BY-NC-SA 4.0*
    - 4.3.1: Ti va di uscire stasera? - *CC BY-NC-SA 4.0*
    - 4.3.2: Gli avverbi - *CC BY-NC-SA 4.0*
    - 4.3.3: Stanno tutti bene - *CC BY-NC-SA 4.0*
  - 4.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
    - 4.4.1: Luca e Alba- Che bella famiglia! - *CC BY-NC-SA 4.0*
    - 4.4.2: La famiglia italiana ieri e oggi - *CC BY-NC-SA 4.0*
  - 4.5: Un passo indietro - *CC BY-NC-SA 4.0*
    - 4.5.1: Un invito - *CC BY-NC-SA 4.0*
    - 4.5.2: Luisa e Daria presentano le loro famiglie - *CC BY-NC-SA 4.0*
    - 4.5.3: Zero Assoluto Per Dimenticare - *CC BY-NC-SA 4.0*
  - 4.6: A che punto sei? - *CC BY-NC-SA 4.0*
- 5: Passi a casa per pranzo? - *CC BY-NC-SA 4.0*
  - 5.1: Un primo passo - *CC BY-NC-SA 4.0*
    - 5.1.1: La Spesa - *CC BY-NC-SA 4.0*
    - 5.1.2: A Tavola - *CC BY-NC-SA 4.0*
    - 5.1.3: Cibi e bevande - *CC BY-NC-SA 4.0*
  - 5.2: Un passo avanti - *CC BY-NC-SA 4.0*
    - 5.2.1: Presente Progressivo - *CC BY-NC-SA 4.0*
    - 5.2.2: Articoli partitivi - *CC BY-NC-SA 4.0*
    - 5.2.3: Aggettivi comparativi e superlativi - *CC BY-NC-SA 4.0*
  - 5.3: Un passo in più - *CC BY-NC-SA 4.0*
    - 5.3.1: Quanta farina? Quanti pomodori? - *CC BY-NC-SA 4.0*
    - 5.3.2: Che programmi hai per cena? - *CC BY-NC-SA 4.0*
    - 5.3.3: Conosci un buon ristorante? - *CC BY-NC-SA 4.0*
  - 5.4: Al passo coi tempi - *CC BY-NC-SA 4.0*
    - 5.4.1: Un fuori pasto o un pasto fuori? - *CC BY-NC-SA 4.0*
    - 5.4.2: La qualità del cibo e la qualità della vita - *CC BY-NC-SA 4.0*
  - 5.5: Un passo indietro - *CC BY-NC-SA 4.0*
    - 5.5.1: Preposizioni e articoli partitivi - *CC BY-NC-SA 4.0*
    - 5.5.2: Video Interviste- Cosa mangiano gli Italiani? - *CC BY-NC-SA 4.0*
    - 5.5.3: Il caffè della Peppina - *CC BY-NC-SA 4.0*
  - 5.6: A che punto sei? - *CC BY-NC-SA 4.0*
- Back Matter - *CC BY-NC-SA 4.0*
  - Index - *Public Domain*
  - Glossary - *CC BY-NC-SA 4.0*
  - Detailed Licensing - *CC BY-NC-SA 4.0*
  - Detailed Licensing - *Undeclared*

This page titled Passo Dopo Passo: Italiano 1 is shared under a CC BY-NC-SA 4.0 license and was authored, remixed, and/or curated by Diana Ferrara.