

ITALIAN

JUNIOR CERTIFICATE SYLLABUS

## PREAMBLE

This is a communicative syllabus organised around the needs, expectations and interests which pupils bring to the foreign language classroom.

The adolescent learner in the Irish context seldom needs to use the target language in an authentic exchange with a native speaker. His or her real needs centre around using and understanding the target language as a means of communication and instruction in the classroom. However, a pupil brings to the classroom a reasonable expectation that his or her language learning will equip him or her to cope in a country where the language is native. The learner can also reasonably expect that the language-learning process will draw upon themes and activities that are of interest to him or her.

The syllabus is to be seen as a teaching syllabus, a statement of the minimum content of themes and communicative tasks which should have been covered by pupils at Junior Certificate level.

The items listed under the heading 'SOME EXPONENTS' exemplify some of the language items which might be used in carrying out a given communicative task. This small selection of exponents is intended as a guide. The teacher may use them or offer the pupils other words and phrases. It is not necessary for a pupil to have mastered all the listed exponents: he or she should, however, be able to carry out all the communicative tasks, at least at a simple level.

The list of exponents is not a prescriptive list for setters of the Junior Certificate Examination. The aim of the examinations will be to test communicative competence in respect of the themes and tasks: these are not restricted to the list of exponents that appears in the syllabus.

## **Ordinary and Higher Level Assessment**

The syllabus aims to cater for the entire ability range of pupils. Assessment will be at two levels, Ordinary and Higher. While the syllabus is the same for both levels, the communicative tasks will be carried out through language use of varying degrees of complexity. All pupils will be expected to execute the same tasks, although Ordinary Level examination candidates may do so in a simpler way.

**GENERAL AIMS**

i. General educational aims

The general educational aims of the Junior Certificate programme in French, German, Italian and Spanish are:

- (a) to contribute to pupils' awareness of language as a system of communication;
- (b) to give pupils an awareness of another culture, and thus a more objective perspective on aspects of their own culture;
- (c) to contribute to the development in pupils of the capacity to engage in fruitful transactions and interactions with others;
- (d) through (a), (b) and (c), to contribute to pupils' overall personal and social development;
- (e) to give pupils the possibility of access to sources of information, cultural enrichment and entertainment in the target language;
- (f) to encourage and equip pupils to consider participating in social and cultural activities which may involve some use of the target language;
- (g) to make it possible for pupils to consider taking up job and further education/training opportunities which may involve some use of the target language;
- (h) to give pupils the kind of language learning experience that will encourage and facilitate their learning further languages in later life;
- (i) through (e), (f), (g) and (h), to enlarge pupils' work, further education and leisure options.

2. General communicative aims

The general communicative aims of the Junior Certificate programme in French, German, Italian and Spanish are:

- (a) to enable pupils to cope with the normal classroom use of the target language;

- (b) to equip pupils with a competence in the target language which would enable them to provide themselves with basic necessities, to avoid misdemeanours and/or serious embarrassment, and to engage in some degree of social interaction in a country/situation where only the target language was in use;
- (c) to furnish pupils with linguistic skills which will make it possible for them to pursue at least some aspects of their general interests through the medium of the target language;
- (d) through (a), (b) and (c) and otherwise, to ensure that pupils' competence in the target language such as to be conducive to the fulfilment of the general educational aims specified above°

## **BEHAVIOURAL OBJECTIVES**

### Introduction

The behavioural objectives of the syllabus are basically those communicative tasks which the learner should be able to perform in order for the general aims set out above to be met. It should be noted that any given communicative task can be effectively carried out in a variety of ways, using language of varying complexity. Accordingly, pupils from a wide spectrum of the ability range should be able to complete these tasks successfully and thus steadily gain rather than lose confidence in using the target language.

As far as possible the tasks specified are neutral as between what is appropriate behaviour for an adolescent and what is appropriate for an adult. The reason for this is that the aims of the syllabus are not narrowly focussed on pupils' current situation, but attempt to address continuing and future demands pupils may make on their competence in target language.

Care has also been taken to ensure that there is a balance between objectives which relate to such activities as information-getting and shopping (transactional, i.e. message-oriented) and those which have to do with the initiation and maintenance of social contact (interactional, i.e. listener-oriented). This balance of transactional and interactional relates to the fact that the syllabus aims to facilitate the development of skills which will permit the pupil to some extent to socialize through the medium of the target language as well as to use the language for strictly utilitarian purposes.

If not all of the tasks specified here are equally plausible as instances of natural foreign language use, it is because the constraints imposed by the limited channels available for teaching and testing purposes necessitate the inclusion of tasks which are "related to" or "prerequisite for" authentic language use. For

example, a listening comprehension task in which the learner answers questions in his/her mother tongue about information gleaned from a piece of discourse in the target language is somewhat improbable as a "real life" application of competence in the target language as a foreign language. However, it is related to more authentic tasks - for instance, telling someone who does not understand the target language what is being said by a native-speaker of that language or what is going on in a film or television programme in the language. More-over, the performance of such a task depends on a process (decoding spoken language) which cannot be tested directly and which has to be mastered in order for any kind of natural communication to take place.

#### Tasks, activities and exponents

The communicative tasks which follow are divided into two broad categories, those which involve only receptive use of the target language (RI-R2) and those which involve some productive use of the target language (Pi-P20). The language needed for the performance of tasks specified under the latter heading will also be expected to be accessible to pupils' receptive skills. The converse does not hold, however. That is to say, pupils will not be required to deploy productively language exclusively associated with tasks designated as receptive.

Within the two above-mentioned categories tasks are grouped under headings which point to general activities and themes to which such tasks might relate. This arrangement is for ease of reference and is not intended to suggest that there is necessarily anything hard and fast about the relationship between a specific task and a given general activity or theme.

For each group of communicative tasks involving productive use of the target language a small selection of linguistic exponents is indicated. Once again it should be noted that these items are included merely to provide a few immediate reference points for the syllabus user, and are not intended as any kind of definitive statement about the linguistic knowledge a learner would need in order to perform particular productive tasks.

**TASKS INVOLVING ONLY RECEPTIVE USE OF ITALIAN**

(Cf. first paragraph of section headed  
Tasks, activities and exponents)

**R1 GENERAL ACTIVITY/THEME:** Listening for information

**COMMUNICATIVE TASKS:** Understanding the main elements of the kinds of announcements you are likely to hear at bus stations, railway stations, ferry terminals, airports, hotels and larger shops  
Understanding the main elements of (simplified) news bulletins  
Understanding the main elements of conversations and telephone messages which involve the performance of tasks detailed in Pi - PI6 and PI9  
Giving spoken or written answers in English or Irish, or non-verbal answers, to questions in English or Irish about the main elements of announcements, news bulletins, conversations and telephone messages such as those described above

**R2 GENERAL ACTIVITY/THEME:** Reading for information

**COMMUNICATIVE TASKS:** Understanding the main elements of the kinds of warning and information signs and notices you are likely to encounter on the road, in the streets of a town or village, and in bus stations, railway stations, ferry terminals, airports, hotels, hostels and shops  
Understanding the main elements of a menu  
Understanding the main elements of (authentic) pictorial advertisements  
Understanding the main elements of short (authentic) newspaper/magazine reports  
Understanding the main elements of letters, forms, curricula vitae and transcriptions of conversations which involve the performance of tasks detailed in P1-P20



Giving a spoken or written summary in English or Irish of the main elements of signs, notices, advertisements, reports, letters and transcriptions such as those described above

Giving spoken or written answers in English or Irish, or non-verbal answers, to questions in English or Irish about the main elements of signs, notices, advertisements, reports, letters and transcriptions such as those described above

## TASKS INVOLVING PRODUCTIVE USE OF ITALIAN

(N.B. Unless otherwise stated these are to be taken as oral tasks)

Pi	GENERAL ACTIVITY/THEME:	Meeting and getting to know people
	COMMUNICATIVE TASKS:	<p>Saying hello</p> <p>Asking someone his/her name</p> <p>Giving your own name</p> <p>Asking someone his/her age</p> <p>Giving your own age</p> <p>Asking someone where he/she comes from</p> <p>Saying where you come from</p> <p>Introducing someone else</p> <p>Finding out who someone is</p> <p>Saying who someone is</p> <p>Finding out who something belongs to</p> <p>Saying who something belongs to</p> <p>Saying goodbye</p>
	SOME EXPONENTS:	<ul style="list-style-type: none"> <li>- buongiorno</li> <li>. come + stare</li> <li>- come + chiamarsi</li> <li>- che + età + avere</li> <li>. avere + NUMERO + anni</li> <li>. essere + di</li> <li>. presentarsi</li> <li>. questo + essere (+ che)</li> <li>- di + chi + essere</li> <li>- arrivederci/ciao</li> </ul>
P2	GENERAL ACTIVITY/THEME:	Engaging in and talking about leisure pursuits
	COMMUNICATIVE TASKS:	<p>Asking someone what he/she would like to do</p> <p>Saying what you would like to do</p> <p>Suggesting doing something</p> <p>Agreeing to/rejecting a suggestion</p> <p>Inviting someone to something</p> <p>Responding to an invitation</p> <p>Asking how long something lasts</p> <p>Saying how long something lasts</p> <p>Asking people about their free time activities</p> <p>Asking why/why not</p> <p>Describing your own free time activities</p> <p>Giving your opinion about books and articles you have read, music you have listened to and TV programmes and films you have seen</p> <p>Agreeing/disagreeing with other people's opinion</p>

SOME EXPONENTS:

- . cosa + volere + fare
- volere + INFINITO (...)
- H [- si + VERBO PRESENTE (...)]
- [ (ES. Si gioca a tennis? ) ]
- . VERBO la PERSONA PLURALE PRESENTE (...)
- (ES. Giochiamo a tennis)
- d'accordo
- . (no grazie +) non + volere
- FAMILIAR IMPERATIVO DI VENIRE
- . mangiare
- . passare la giornata/la serata/la mattina/il pomeriggio
- . a casa nostra/a casa mia
- . ad una festa
- . essere + gentile
- . non + potere
- quanto tempo
- . durare
- NUMERO + minuti/ore
- . cosa + desiderare + fare
- perché (no)
- . piacere + INFINITO (...)
- fare qualcosa
- (ES. Fare dello sport)
- giocare
- . leggere
- . ascoltare la radio/la musica (pop/classica)
- . guardare la televisione
- . andare al cinema
- . trovare + bello/non male/interessante/appassionante/noioso/orribile/schifoso
- . secondo me/per me
- libro
- articolo
- disco
- . programma
- film
- anch'io
- essere + d'accordo (+ con ...)

P3 GENERAL ACTIVITY/THEME:

Making plans

COMMUNICATIVE TASKS:

- H [Arranging a meeting with someone
- [Discussing alternatives]
- Asking someone about his/her weekend or holiday plans or plans for a summer job
- Saying what you intend to do at the weekend or during the holidays
- Saying what kind of part-time job you would like

SOME EXPONENTS:

- GIORNI DELLA SETTIMANA
- . il + NUMERO + MESE
- alle + NUMERO
- (+ NUMERO/e un quarto/e mezzo/meno + NUMERO/meno un quarto)
- [ - o + potere + INFIN. (...) ]
- [ oppure + potere + INFIN. ]
- H [ (ES. Si potrebbe andare al mare]
- [ oppure si potrebbe passeggiare]
- [ per la campagna) ]
- . preferire + INFIN. (...)
- VERBO la PERSONA PLURALE
- PRESENTE + (...)
- (ES. Perché non guardiamo la televisione)
- . cosa + volere + fare
- FUTURO
- . questo weekend
- . durante le vacanze
- quando ci vediamo (alle otto)
- dove
- a che ora
- . prender un appuntamento
- per ...
- Lavorare come cameriere etc.
- Summer jobs.

P 4

GENERAL ACTIVITY/THEME:

Visiting/staying in an Italian (-speaking) home

COMMUNICATIVE TASKS:

Expressing appreciation  
Saying please  
Saying thank you  
Offering to help  
Asking for help  
Asking for things  
Asking what/which to take/use etc.  
Requesting permission  
Expressing contentment/  
discontentment

SOME EXPONENTS:

- . essere (+ molto) + gentile
- ospitalità
- per piacere
- . grazie
- potere + aiutare + La/ti
- (ES. Posso aiutarla? Mi puo/ Mi potete aiutare?)
- . potere passare
- (ES. Puoi passarmi il sale, per favore?)
- . quale?
- . essere (+ molto) + contento
- . non + essere (+ molto) + contento (felice)

P5	GENERAL ACTIVITY/THEME:	Talking about your own family and home
	COMMUNICATIVE TASKS:	Saying how many brothers and sisters you have Saying what your parents do Saying what members of your family look like Saying whereabouts you live Describing your locality Describing the house or flat you live in Saying where things are at home Saying what you usually do at home
	SOME EXPONENTS:	<ul style="list-style-type: none"><li>- avere + NUMERO + fratello/i, sorella/e</li><li>. mia madre/mio padre lavora in/come .../fa ...</li><li>. mia mamma/mio papà è .../fa</li><li>- è disoccupato</li><li>. è una casalinga</li><li>. essere + piccolo/grande/ biondo/bruno/rosso/bello</li><li>- avere + capelli neri/occhi celesti etc.</li><li>- non + essere + MOLTO + AGGETTIVO</li><li>- abitare in + NOME DEL PAESE</li><li>. abitare nel sud/nord/est/ovest</li><li>- abitare a + NOME DELLA CITTA'/VILLAGGIO/SOBBORGO</li><li>. è una grande città/una cittadina/una città media/ un (piccolo) villaggio, un paese in periferia/in campagna</li><li>- casa/appartamento</li><li>- piccolo/grande</li><li>. avere + NUMERO + stanze</li><li>. essere + in/sotto/sopra/ davanti/di dietro/in faccia a/vicino a</li><li>- di solito</li><li>. a casa (nostra)</li><li>. alzarsi</li><li>. mangiare</li><li>. guardare la televisione</li><li>. andare a letto</li><li>- a + CLOCK TIME</li><li>- più/meno/così + AGGETTIVO (+ di .../che ...)</li><li>- il più/meno + AGGETTIVO (+ di)</li><li>. no, non ho, non sono, non è non c'è, ETC.</li></ul>

P6	GENERAL ACTIVITY/THEME:	Talking about animals
	COMMUNICATIVE TASKS:	Asking about pets Saying if you have a pet and if so what it is Naming some farm animals Saying you like/dislike certain animals Naming some foods that animals eat
	SOME EXPONENTS:	. avere/amare/placere - animale, cane, gatto, coniglio, mucca, cavallo, agnello ETC. - adorare - non + piacere - odiare - preferire . mangiare carne, pesce, insalata, verdure
P7	GENERAL ACTIVITY/THEME:	Talking about the weather
	COMMUNICATIVE TASKS:	Asking about the weather Describing the weather Saying what you do when the weather is good and bad  Che tempo fa/faceva?
	SOME EXPONENTS:	- IMPERSONAL fare + bel tempo/brutto tempo/caldo/freddo/tirare vento/nevicare ETC. . IMPERSONAL piovere (...) - quando fa .../piove, io ...
P8	GENERAL ACTIVITY/THEME:	Talking about things you have done, things that have happened, and the way things were
	COMMUNICATIVE TASKS:	Saying what you did or did not do (or used to do) yesterday, last week, last month, last year, at the weekend, during the holidays, etc. Asking what happened Saying what happened
	SOME EXPONENTS:	. PASSATO PROSSIMO DEI VERBI - ieri, la settimana scorsa, il mese passato, l'anno passato, questo weekend, durante le vacanze, ETC. . (cosa +) succedere/accadere - IMPERFETTO DEI VERBI - quando/durante + CLAUSE (ES. Quando ero piccolo .....)

P9	GENERAL ACTIVITY/THEME:	Talking about school and communicating in the classroom
	COMMUNICATIVE TASKS:	<p>Saying what happens and when during a normal school day</p> <p>Giving your opinion about various school subjects</p> <p>Saying how good or bad you are at particular subjects</p> <p>Asking for help/explanations/information</p> <p>Asking how to say something in Italian</p> <p>Asking what something means in English/Irish</p> <p>Asking someone to repeat or rephrase something</p> <p>Asking someone to say something more slowly</p> <p>Saying that you do not understand something</p> <p>Asking for a dictionary</p> <p>Suggesting things to do</p> <p>Discussing the suggestion</p> <p>Saying who is absent and why</p> <p>Apologizing for lateness or unacceptable behaviour</p> <p>Explaining why you were late or why you did something</p> <p>Explaining why you did not do your homework</p> <p>In group or pair work sorting out with classmate(s) who is to what (with whom) when</p> <p>Beginning an activity</p> <p>Commenting on activity in progress</p> <p>Changing/ending an activity</p>
	SOME EXPONENTS:	<ul style="list-style-type: none"> <li>- alle + CLOCK TIME</li> <li>. alzarsi</li> <li>- andare a piedi/in bicicletta/in autobus/con il treno</li> <li>. prendere l'autobus/il treno</li> <li>- lezioni, corsi, intervalli, ETC.</li> <li>- cominciare</li> <li>- finire</li> <li>. piacere/andare/non +</li> <li>- piacere/non piacere + NAME OF SUBJECT</li> <li>. essere (abbastanza/molto)</li> <li>facile/difficile</li> <li>. essere + interessante/noioso</li> <li>. essere (piu/meno) bravo in + NAME OF SUBJECT</li> <li>. non + essere + bravo in + NAME OF SUBJECT</li> </ul>

- . andare proprio male + NAME OF SUBJECT
- puo aiutarmi/spiegarmi ...../ dirmi ....?
- . come si dice .... in italiano?
- che vuole dire .... in inglese?
- . puo ripetere (...) per favore?
- pub dirlo un po' pi~ semplicemente, per favore?
- pub parlare un po' piu lentamente, per favore?
- . io non capisco
- . posso avere un vocabolario, per favore?
- . si potrebbe + INFINITO
- . trovo questa cosa una buona/cattiva idea, perché .....
- . e assente perché ....
- . malato/dal dentista ETC.
- . scusarsi di....
- . ritardo, maleducazione
- . sono stato in ritardo/ho fatto questo/ho detto questo, perché.../a causa di...
- non ho fatto il compito perché...
- chi, che cosa, con chi
- cominciare
- . essere il primo, il secondo, ETC.
- . tocca a ... cominciare/parlare/continuare
- . (era) fatto bene/benissimo non (cosi) male/malissimo
- no, questo non si dice/si dice...
- . cambiare
- finire
- che voto hai preso?

P10 GENERAL ACTIVITY/THEME: Travelling

COMMUNICATIVE TASKS: Buying a ticket  
 Inquiring about departure and arrival times  
 Checking the destination of a particular bus/train/boat/plane  
 Asking how long a particular journey takes

SOME EXPONENTS:

- vorrei un biglietto/andata/ andata e ritorno per.../fermata, stazione, binario. L'autobus/ il treno/il battello/l'aereo (per...) parte/arriva a che ora?
- . questo è l'autobus/il treno/il battello/l'aereo per ...? porta a ....
- tragitto, viaggio
- . prendere, domandare
- . quanto tempo ci vuole/ci mette?



P11 GENERAL ACTIVITY/THEME: . Coping with not feeling well or a minor accident

COMMUNICATIVE TASKS: Saying you feel ill  
Saying something hurts  
Parts of the body  
Asking if there is a doctor/  
hospital/pharmacy nearby  
Asking when you can see the doctor  
Talking about your general  
condition and symptoms  
Buying medicine and medical  
supplies

SOME EXPONENTS: . sentirsi male  
. non sentirsi bene  
. mi fa male + PART OF BODY  
. c'è un medico/un ospedale/  
una farmacia qui vicino?  
- ore di visita  
. sentire (+ male) + caldo/freddo/  
voglia di vomitare/sonno/male  
(al/allo/all'/ai/agli/alla/  
alle .... )  
. avere la febbre  
. essere raffreddato  
- mal di gola  
. mal di testa  
. influenza  
- dolore  
- tossire  
- (non + potere +) dormire  
- ricetta  
- medicine, pillole, iniezioni ETC.  
. sentirsi meglio

P12 GENERAL ACTIVITY/THEME: Finding out and telling people the time, the day, the date

COMMUNICATIVE TASKS: Asking what time it is  
Saying what time it is  
Asking what day it is  
Saying what day it is  
Asking what the date is  
Saying what the date is

SOME EXPONENTS: - che ore sono?  
. sono + le + NUMBER (+ le +  
NUMBER/e mezzo/e un quarto/meno +  
NUMBER/meno un quarto)  
- che giorno è?  
- è + DAY  
- che data è (oggi)?  
- quanti ne abbiamo?  
. è il + NUMBER (+ MONTH)/ne  
abbiamo + NUMBER

P13 GENERAL ACTIVITY/THEME: Finding your way and helping other people to find their way

COMMUNICATIVE TASKS: Attracting attention  
Asking for directions  
Giving directions  
Asking how far away something is  
Saying how far away something is

SOME EXPONENTS:

- signore/signore/signorina
- scusi, dove si trova...per favore?
- c'è ... qui vicino?
- . per andare al/alla ... per favore?
- . prendere, voltare/girare, continuare, andare, attraversare, ETC.
- . a destra, a sinistra, diritto
- la prima, la seconda, ETC.
- . cucina, bagno, camera, ETC.
- . cinema, piscina, chiesa, comune, commissariato, stadio questura ETC.
- . è lontano?
- . (non) molto
- E qui a due passi
- E qui vicino
- . (all'incirca) + NUMBER + metri chilometri
- . a + NUMBER + metri/chilometri
- dopo il semaforo/incrocio/bivio
- . town vocabulary - piazza, via, strada ETC.

P14 GENERAL ACTIVITY/THEME: Eating and drinking and talking about food and drink

COMMUNICATIVE TASKS: Beginning a meal  
Offering (more) food or drink to someone  
Accepting (more) food or drink from someone  
Declining (more) food or drink  
Asking for something to be passed to you  
Asking what something is  
Asking how you eat something  
In a cafe or restaurant  
attracting the attention of the waiter/waitress  
Asking for the menu  
Ordering something to eat and/or drink

Asking for the bill/how much it costs  
 Paying  
 Asking for information about cafes and restaurants  
 Giving information about cafes and restaurants  
 . C'è una trattoria/tavola calda/pizzeria qui vicino?  
 - C'è un ottimo ristorante  
 . La specialità della casa è + DISHES  
 - MEALS  
 Commenting on food and drink  
 Saying what you like to eat and drink  
 Saying you are hungry or thirsty  
 . ho fame, ho sete

## SOME EXPONENTS:

. buon appetito  
 . vuole/vuoi del/della/dei/degli/delle ....  
 . ancora ...?  
 . molto volentieri  
 . è buono/buonissimo  
 . per favore  
 . ne prendo ancora un po'  
 . no, grazie  
 . no grazie, ho mangiato molto bene/abbastanza  
 - potere + passare (ES. Puoi passarmi il vino, per favore)  
 - cos'è (per favore)?  
 . come si mangia?  
 . cameriere!/signore!/signorina!  
 . la lista, per favore  
 - vorrei ...  
 - caffè, cappuccino, tè (al limone/al latte), coca, succo di frutta, ETC.  
 - panino, pizza, patate fritte, ETC.  
 . potrei avere  
 - il conto, per favore  
 . quant'è?  
 - ecco  
 . il resto  
 - la ricevuta

P15 GENERAL ACTIVITY/THEME: Shopping (list of shops)

## COMMUNICATIVE TASKS:

Asking if a shop has the commodity or item of clothing you require  
 Asking for the foodstuff, snack, gift, card, stamp, garment, etc. you want  
 Identifying the particular item you want  
 Saying what size you need  
 Asking about prices

SOME EXPONENTS:

- ha/avete il/la/le/gli/i
- vorrei ... per favore
- mi dà un chilo/etto di....
- prices, quantities ETC.
- negozio
- supermercato
- mercato
- drogheria ETC.
- quello/quella/quelle/quelli...  
per favore
- taglia + NUMBER
- Che numero?
- quanto costa....?
- troppo grande/piccolo/stretto  
caro
- pus farmi uno sconto

P16 GENERAL ACTIVITY/THEME: Using the telephone

COMMUNICATIVE TASKS:

- Finding a phone
- Saying hello on the phone
- Saying who is phoning
- Asking to speak to someone
- Asking for information
- Asking to be rung back
- Giving your number
- C'è un telefono?
- posso avere 4 gettoni
- non prendo la linea/è occupato/è  
caduta la linea

SOME EXPONENTS:

- Con chi parlo?
- pronto
- qui...
- sono...
- posso parlare a ... per favore
- telefono per chieder-ti/  
le informazione su ...
- puo/puol richiamarmi
- arrivederci
- arrivederla
- .....

P17 GENERAL ACTIVITY/THEME: Writing a short note/postcard

COMMUNICATIVE TASKS:

- Writing that someone telephoned/  
called at a particular time
- Writing that someone will ring  
again/call back on a particular  
day at a particular time
- Writing that someone wants to see  
a particular person on a  
particular day at a particular  
time in a particular place
- Writing that you have had to go out  
and that you will be back at a  
particular time

Writing conventional holiday  
postcard greetings  
- having a good time  
- holiday activities etc.  
Writing things that you intend to  
do during the rest of your holidays

SOME EXPONENTS:

- PASSATO PROSSIMO DEI VERBI
- telefonare
- venire
- passare
- FUTURO DEI VERBI
- chiamare
- ritornare
- DAYS OF THE WEEK
- alle + CLOCK TIME
- volere + vedere
- . . in, nel
- appuntamento con
- dovere + uscire
- ritornare, rientrare, essere di ritorno
- saluti da + piace
- qui si sta molto bene
- domani andremo al mare
- salutami tutti, ETC.
- Con
- non + divertirsi
- favoloso
- noioso
- perché .../a causa di ...

P18 GENERAL ACTIVITY/THEME: Writing a short personal letter

COMMUNICATIVE TASKS:

Opening a personal letter  
Writing that you received someone's  
letter and thanking him/her for  
it  
Writing in general terms about  
yourself, your family, your home  
and your friends  
Writing in general terms about your  
likes and dislikes  
Including in a letter an invitation  
to someone to come and stay  
with you  
Writing that you would like to  
accept someone's invitation  
to go and stay with him/her  
Writing that you are not able to  
go and stay with someone -  
giving your reasons  
Closing a personal letter

SOME EXPONENTS:

- caro ...
- ricevere (ES. Ho ricevuto la tua lettera)
- . grazie di
- . ringraziare di
- chiamarsi
- . avere + NUMBER + anni
- . avere + NUMBER + fratello/i, sorella/e
- mio padre è/fa
- . mia madre è/fa
- . abitare
- amico
- . essere simpatico/antipatico
- preferire
- . amare
- odiare
- vorrei invitarti a passare
  - ... a casa mia
- ti piacerebbe venire da noi?
- accettare (volentieri, con gran piacere)
- invito
- mi piacerebbe accettare.....  
ma purtroppo
- . non + potere
- . non + essere + possibile
- perché
- . saluti, affettuosamente,  
tante belle cose, ETC.

P19 GENERAL ACTIVITY/THEME:

Writing for holiday information or to make a booking

COMMUNICATIVE TASKS:

Opening a formal letter  
Enquiring by letter about hotel/  
youth hostel/camping site  
accommodation  
Enquiring by letter about  
facilities and activities in a  
particular area  
Making a hotel/youth hostel/  
camping site reservation by  
letter  
Closing a formal letter

SOME EXPONENTS:

- Gentile Signore/GentileSignora
- Vorrei.....prenotare
- Vorrei un informazione/i
- albergo/pensione
- . ostello della gioventu, camping
- camera (a un/due/tre ETC.  
letto/letti)
- W.C., doccia, bagno
- telefono, televisione

. ?? .

- colazione
- . mezza pensione/pensione completa
- tariffa, prezzo (per notte, a settimana), riduzione (per gruppi)
- impiego, lavoro, lavorare
- . cinema, teatro, spettacolo~
- discoteca, ristorante, piscina, spiaggia, stadio, ETC.
- distinti/saluti

P20 GENERAL ACTIVITY/THEME: Filling in a simple form based on information supplied

COMMUNICATIVE TASK: Giving such personal information as your name, sex, marital status, place and date of birth, age and occupation

SOME EXPONENTS:

- . maschile/femminile
- celibe/nubile
- NAMES OF COUNTRIES and CITIES ES. PARIGI/DUBLINO/IRLANDA ETC.
- DATES
- . NUMBER + anni (+ e + NUMBER + mesi)
- . studente

Higher Level

- studi compiuti/materie studiate
- . passatempo
- ambizioni