*** Class activities, grammar topics and homework can vary according to class didactic needs.***

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| Lez. 1 02/02 | - Communicative functions: Introducing yourself and people (I)  
- Vocab.: Greetings; (informal vs formal); alphabet  
- Phonetics: Sounds /ts/ - /k/- /dz/- /g/ | Introducing the course of Italian language (reading the Syllabus) | UNIT 1: pages 11-12  
Listening and speaking |
| Lez. 2 04/02 | - Gram.: The verbs *chiamarsi* (my name is…) *essere* (to be) and *avere* (to have); negative sentences  
- Communicative functions: Introducing yourself and people (II)  
- Vocab.: Adjective of nationality; geographical names  
- Phonetics: Sounds /sc/- /sk/ | UNIT 1: pages 13-14  
Listening, reading and speaking | |
| Lez. 3 09/02 | - Gram.: The verbs *essere* (to be) and *avere* (to have)  
- Communicative functions: Introducing yourself and people (III)  
- Vocab.: Idiomatic expressions with *avere* and *essere*; numbers from zero to 100 | Unit 1: pages 16-17  
Listening, speaking and writing | |
| Lez. 4 11/02 | - Gram.: Nouns ending in –o -a and _e system (masculine and feminine, singular and plural)  
- Communicative functions: Introducing people (IV)  
- Vocab.: Professions, workplaces and classroom objects | Unit 1: pages 15-16; UNIT 2: pages 23, 24  
Listening, language didactic game and exercises | |
- Communicative functions: Asking questions, formally and informally; expressions: *scusa*, *grazie*, *prego* | Unit 2: page 25  
Speaking, writing and didactic game with questions | |
| Lez. 6 18/02 | - Gram.: The most irregular verbs: *andare*, *bere*, *fare*, *stare*, *venire*, *uscire*, *dare* (to go, to drink, to do, to stay, to come, to go out, to give); adjectives ending in –o, -a and -e system  
- Vocab.: A few qualifying adjectives to describe; | Unit 2: pages 26-29.  
Listening, lexical activity and exercises | |
| Lez. 7 23/02 | - Gram: The definite article; agreement: article – noun – adjective; the prepositions *in, a, da, di*  
- Phonetics: Sounds /gn/- /gl/ | Unit 2: pages 29-30  
QUIZ 1 | |
| Lez. 8 25/02 | - Gram.: Verbs in -isco and the verb *piacere* (to like); Use of *anch’io/neanch’io/anche a me/neanche a me* (*me too, neither me too*)  
- Communicative functions: Ordering food and drink in a polite form; expressing tastes, preferences, likes and dislikes, agreement/disagreement  
- Vocab: Food and drinks | Unit 3: pages 35-38  
Listening, reading and speaking | |
| 27/02 | | PROGRAM FIELD TRIP TO MANTOVA | |
| Lez. 9 02/03 | - Gram.: The modal verb *potere* (can/shall/may)  
- Communicative functions: Asking permission or asking someone to do something | Unit 3: pages 39 – 40  
Listening, a role –play and lexical exercises  
*Out of class activity (looking at the shops)* | |
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| Lez. 10 04/03 | - Gram.: Conditional *vorrei* (I would like… polite form) - Communicative functions: Buying food in a polite form - Vocab: Shops, weights and measures | UNIT 3: page 41  
*Out of class activity (at the supermarket)* | COMPO 1: A Padova 2 studenti dell’università si incontrano per la prima volta al corso di italiano e poi vanno a bere qualcosa insieme. Scrivi il dialogo (80 parole minimo) (to be sent within 8 pm) |
| Lez. 11 09/03 | - Communicative functions: Asking for and giving directions  
- Vocab: Nouns, adjectives and expressions for living in a city and describing places in town; way of transportation; | UNIT 4: pages 47-48  
Listening and speaking | |
| Lez. 12 11/03 | - Gram.: Indefinite and definite articles  
- Communicative functions: Asking for and telling the time | UNIT 4: pages 49 – 50  
Speaking and exercises  
*Out of class activity (giving directions)* | |
| Lez. 13 16/03 | - Gram.: Use of modal verbs: *potere, volere, dovere* (can, want, must)  
- Communicative functions: Making, accepting or refusing proposals  
- Vocab: Verbs for expressing free time activities; the day of the week | UNIT 4: page 51  
Speaking and language didactic game with food | |
| Lez. 14 18/03 | - Gram.: *Sapere vs potere* (to know vs can); the prepositions *da…a, alle* (from…to, at)  
- Communicative functions: Expressing knowledge, uncertainty and ability to do something | UNIT 4: pages 52-54  
Listening and speaking  
*Out of class activity (finding out the opening hours of offices and shops)* | |
| 18/03 |  |  | MIDTERM EXAM |
| 20-21/03 |  |  | 2-DAY PROGRAM FIELD TRIP TO ROMA |
| Lez. 15 25/03 | - Gram.: c’è/ci sono, è/sono (there is / there are)  
- Communicative functions: Describing a house  
- Vocab.: The house | UNIT 5: pages 60-61  
Listening, reading; spot the differences | |
| Lez. 16 30/03 | – Gram.: Use of *buono, bello, and bene*  
- Vocab.: Housework | UNIT 5: pages 63 – 64  
Reading and speaking  
*Out of class activity (Padua and the three B)* | |
| Lez. 17 01/04 | - Gram.: Compound prepositions: prep + articles and the partitive articles (some)  | COOKING CLASS: learning the preposition and the partitive while cooking Italian food !!! | ORAL PRESENTATION 1 – Padova mi piace /non mi piace perché… (NO written notes during the presentation). |
| Lez. 18 13/04 | - Gram.: Reflexive verbs  
- Communicative functions: Describing routine activities in the present  
- Vocab.: Verbs for expressing daily activities | UNIT 6: pages 73 -75  
Reading; didactic game with the verbs; exercises | QUIZ 2 |
| Lez. 19 17/04 | - Gram.: Adverbs of frequency ( sempre, spesso, qualche volta, non…. mai, non … quasi mai )  
- Communicative functions: Describing a typical day and saying what you do and how often. | UNIT 6: pages 77-79  
Speaking and writing  
*Out of class activity (meeting Italian students)* | |
| Lez. 20 20/04 | - Gram.: The Perfect Tense (il Passato Prossimo): introduction  
Communicative functions: Speaking about the past; asking and talking about what you and others did (I)  
- Vocab.: Verbs for weekend and free time activities | UNIT 8: pages 98-102  
Reading and exercises | COMPO 2: “Racconta e descrivi Padova: una città da ascoltare, annusare, toccare, assaggiare!” (150 parole minimo) (to be sent within 8 pm) |
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