[Description: University of Southampton home page](http://www.soton.ac.uk/)**Language: Italian**

**Level: 2**

**Course book title & publisher: Chiaro! A2 – Alma –** [**Cinzia Cordera Alberti, Giulia de Savorgnani**](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Cinzia+Cordera+Alberti+Giulia+de+Savorgnani&search-alias=books&field-author=Cinzia+Cordera+Alberti+Giulia+de+Savorgnani&sort=relevancerank) -**ISBN 9788861821491**

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| **Part a** | | | | |
| **Week** | **Topic (and unit in book)** | **Objectives and language functions** | **Grammar and vocabulary** | **Additional activities, including making a Glossary of Useful Words**  **(To be completed by the Student)** |
| 1 | Unit 1 - L’italiano è bello | Introducing a person. Describe how you learn Italian. Speak about your interests. | Revision *Piacere* verb, *Interessare* verb  Espressions to use when speaking about language learning. |  |
| 2 | Unit 1 - L’italiano è bello | Expressing an opinion and justifying a choice.  Prepare a questionnaire. Describe objectives. | Indirect pronouns,  Ordinal numbers |  |
| 3 | Unit 1 - L’italiano è bello | Making a comparison and expressing preferences.  Describe objectives. | The superlative relative and absolute |  |
| 4 | Unit 2 – Viaggiare in treno | A journey by train, asking information on tariffs and train timetables. | Verbi: *Volerci* and *bisogna*  Travel by train |  |
| 5 | Unit 2 – Viaggiare in treno | Expressing a wish and giving advice in a polite way | Present conditional |  |
| 6 | Unit 2 – Viaggiare in treno | Suggesting a travel itinerary. | The use of *Qualche, the adverb ending in “- mente”* |  |
| 7 | Unit 3 – Epoche e mode | Describing clothes. Prepare a survey on peoples’ favorite clothes. | Asking questions  Clothes and accessories  Italian fashion in Milan |  |
| 8 | Unit 3 – Epoche e mode | Habits and culture in the past  Fashion in the 60’s,70’s or 80’s | Imperfect tense  Fashion. Icons made in Italy |  |
| 9 | Unit 3 – Epoche e mode | Fashion, way of life.  Compare present and past. | The use of the Imperfect  tense. Comparative |  |
| 10 | Unit 4 – Il ritmo della vita | Music and art  Music taste | Describing people and  feelings in the past |  |
| **Part b** | | | | |
| **Week** | **Topic (and unit in book)** | **Objectives and language functions** | **Grammar and vocabulary** | **Additional activities, including making a Glossary of Useful Words**  **(To be completed by the Student)** |
| 11 | Unit 4 – Il ritmo della vita | Speaking about an accident or a problem | Preposition “Da” |  |
| 12 | Unit 4 – Il ritmo della vita | Tell a story with the help of images  Speaking about childhood | Use of *Passato prossimo*  and Imperfect.  A game to revise what you have learned so far |  |
| 13 | Unit 5 – Cibo come cultura | Food habits and special occasions | *Passato prossimo* of reflexive verbs |  |
| 14 | Unit 5 – Cibo come cultura | Recall an enjoyable experience | The pronoun “Che” |  |
| 15 | Unit 5 – Cibo come cultura | Describing food and recipes | The use of *Molto*: adverb and adjective.  Italian regional cuisine |  |
| 16 | Unit 6 – Imprevisti delle vacanze | Unpredictable events during holidays  Medicines | Irregular plurals  Body parts |  |
| 17 | Unit 6 – Imprevisti delle vacanze | Describing a medical problem, asking advice from a doctor. Giving suggestions. | Formal imperative  Type of medicine |  |
| 18 | Unit 6 – Imprevisti delle vacanze | Italian gestures and body language | Informal imperative  Communicate with gestures |  |
| 19 | Unit 7 – Vacanze in macchina | Travel by car. Speaking about travel habits.  Adjectives to describe objects. | Adjectives to describe objects |  |
| 20 | Unit 7 – Vacanze in macchina | * Understanding information about traffic on the radio | Imperative with pronouns |  |
| **Part c** | | | | |
| **Week** | **Topic (and unit in book)** | **Objectives and language functions** | **Grammar and vocabulary** | **Additional activities, including making a Glossary of Useful Words**  **(To be completed by the Student)** |
| 21 | Unit 7 – Vacanze in macchina | Problems on the road.  Report the loss or theft of an object. | Revision Modal verbs: volere, potere, dovere  A game to revise what you have learned so far |  |
| 22 | Unit 8 – E tu come ti informi? | Favourite ways to keep yourself informed. Radio, Tv , Internet, newspaper etc. | Irregular comparatives  (meglio, migliore, peggio etc) |  |
| 23 | Unit 8 – E tu come ti informi? | The news. Understand the main items on the news. | Future tense |  |
| 24 | Unit 8 – E tu come ti informi? | Give opinions about the Media  Underline positive / negative aspects | The gerund and *Stare* + gerund |  |
| 25 | Unit 9 – La vacanza è di casa | Choosing and renting a house.  Understanding advertisements. | The adjectives: *Quello* and *Bello*  Italian houses |  |
| 26 | Unit 9 – La vacanza è di casa | Type of houses  Expressing disappointment, doubts, surprise. | Direct pronouns with *Passato prossimo* |  |
| 27 | Unit 9 – La vacanza è di casa | Sustaining a conversation with an estate agent.  Compare culture and habits of different countries | *Quel* + substantive (quel, quello, quella, quei …) |  |
| 28 | Unit 10 – L’Italia in festa | Speaking about celebrations and traditions.  Organise a journey to Italy | *Conoscere* and *Sapere* verbs |  |
| 29 | Unit 10 – L’Italia in festa | Inviting somebody to a special event.  Buy an object in a street market | *Finire* e *Cominciare* verbs |  |
| 30 | General revision | What you learned.  A game | General grammar revision |  |