

ROOSEVELT HIGH SCHOOL
EARLY COLLEGE STUDIES

Summer 2020 Review Packet

Italian CP B1 – Italian CP B2

Ms. Adorno

Nome _____
Ital CP B1 – Ital CP B2

Data _____
Ms. Adorno

Summer Review – Estate 2020

Directions: Complete the entire summer review packet. Complete all parts. You may use www.wordreference.com for assistance. E-mail your answers to nadorno2515@gmail.com. (102 punti)

Parte 1 ~ Match the adjective with its opposite. (12 punti)

- | | |
|---------------------|---------------|
| 1) buono _____ | a) avaro |
| 2) basso _____ | b) impaziente |
| 3) bello _____ | c) triste |
| 4) giovane _____ | d) alto |
| 5) forte _____ | e) magro |
| 6) paziente _____ | f) cattivo |
| 7) ottimista _____ | g) antipatico |
| 8) generoso _____ | h) brutto |
| 9) grasso _____ | i) debole |
| 10) ricco _____ | j) pessimista |
| 11) felice _____ | k) vecchio |
| 12) simpatico _____ | l) povero |

Parte 2 ~ Write the correct form of the **–are verb** in the present tense for each blank. (20 punti)

- 1) Io _____ (frequentare) il liceo di Roosevelt.
- 2) I nonni _____ (guardare) un programma televisivo.
- 3) Tu e Marta _____ (stare) a casa stasera.
- 4) Noi _____ (giocare) al calcio stasera?
- 5) Che cosa (tu) _____ (fare) stasera?
- 6) Io _____ (amare) il mio ragazzo.
- 7) Carla _____ (cominciare) a parlare spesso.

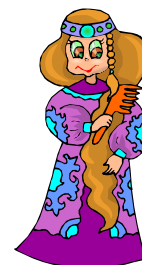
- 8) Voi _____ (mangiare) molto!
 9) Lei _____ (suonare) la chitarra.
 10) Io _____ (studiare) matematica.

Parte 3 ~ Write the correct form of **-ere** or **-ire** verb for each blank. (20 punti)

- 1) Io _____ (dormire) fino alle undici.
 2) Noi _____ (decidere) di venire con voi a casa di Antonio.
 3) Tu _____ (vedere) un film giallo.
 4) Laura e Paola _____ (aprire) la porta per noi.
 5) Quando _____ (partire) Isabella per l'Italia?
 6) Noi _____ (dormire) fino a tardi.
 7) Tu e Marco _____ (vedere) quel film questo week-end.
 8) Tu _____ (mettere) con Laura alle due?
 9) Marco e Claudio _____ (perdere) sempre le chiavi.
 10) Tu _____ (seguire) la spia.

Parte 4 ~ Match the correct *reflexive verb* with the picture. (12 punti)

- | | | | |
|----------------|----------------|---------------|-----------------|
| vestirsi | pettinarsi | lavarsi | svegliarsi |
| spazzolarsi | farsi la barba | addormentarsi | alzarsi |
| farsi il bagno | truccarsi | divertirsi | farsi la doccia |



- 1 _____ 2 _____ 3 _____ 4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

Parte 5 ~ Conjugate the following reflexive verbs. (20 punti)

1) sentirsi (io) _____

2) amarsi (loro) _____

3) svegliarsi (tu) _____

4) addormentarsi (lui) _____

5) vestirsi (noi) _____

6) lavarsi (io) _____

7) alzarsi (lei) _____

8) divertirsi (voi) _____

9) pettinarsi (tu) _____

10) sposarsi (loro) _____

Parte 6 ~ *Annunci* ~ Read the following ads and choose the best answer to the question that follows. (10 p)

ALITUR

**CENTRO INTERNAZIONALE
SPECIALIZZATO IN VIAGGI STUDIO
ALL'ESTERO**

**Viaggi studio individuali.
Anche corsi intensivi e
differenziati per ogni
esigenza professionale.**

**Vacanze studio estive
per ragazzi dai 7 ai 15
anni e per giovani
dai 16 anni in poi.**

**Assistenza continua,
tempo libero organizzato.**

**80 Centri gestiti
dalle più prestigiose
scuole internazionali
con insegnanti di
madrelingua.**

**EUROPA E STATI UNITI
CON VOLI DI LINEA.
SISTEMAZIONE IN
FAMIGLIA, COLLEGE,
HOTEL.**

**1. Who would be most likely to take
advantage of this advertisement? _____**

- (1) a businessperson who needs to travel at the lowest cost
- (2) a young person who wants to study overseas
- (3) a new teacher who is seeking employment
- (4) a student who is looking for housing

Vi scrivo perché ho disperatamente bisogno di aiuto. Io sono un disabile al 100%, e l'unica risorsa che posso usare è il computer: con questo io vorrei poter lavorare da casa mia perché, come potrete ben capire, è molto difficile per me poter uscire. Io vorrei che voi mi aiutaste a trovare del lavoro di creazione e gestione di pagine Web. Vorrei qualche lavoro non solo per una questione finanziaria ma anche per far passare le giornate che sono molto lunghe quando uno non sa cosa fare tutto il giorno.

Valerio P

— @isiline.it

2. What is this person asking for in this e-mail? _____

- (1) financial aid for college
- (2) information about a new computer
- (3) at-home work opportunities
- (4) a refund for a product recently purchased

Niente pic-nic se sei a rischio

Ecco le precauzioni da prendere per evitare punture di insetti e morsi di ragni.

● **Non mangiare all'aperto e non bere bibite in lattina nelle quali gli insetti potrebbero entrare.**

● **Evitare il giardinaggio e non avvicinarsi ai fiori e alla frutta che si trova ancora sugli alberi.**

● **Non indossare abiti colorati, non utilizzare profumi o altri prodotti dall'odore pronunciato (come creme solari o lacche per capelli) che possono attirare gli insetti.**

C.C.

3. What does this advertisement suggest to the reader? _____

- (1) ways to avoid food poisoning
- (2) ways to protect against insect bites
- (3) ways to avoid back problems when gardening
- (4) ways to protect against sunburn

Scegli un programma scolastico, e parti per un semestre all'estero!



VIAGGI WEP

Esistono molti modi per definire il semestre WEP in Italia...

Potrai vivere presso una famiglia ospitante e seguire i corsi in una scuola locale, per un semestre scolastico. Per tutta la durata del tuo soggiorno potrai vivere a contatto con gli autoctoni, conoscere i loro usi e costumi, le loro abitudini e la lingua del paese di accoglienza.

4. What does this advertisement offer? _____

- (1) flying lessons
- (2) opportunities for students
- (3) discounted airline tickets
- (4) local tourism guides

GELATI & SORBETTI

Il sorbetto ha origini più antiche del gelato. Pare siano stati gli arabi i veri «inventori» tanto che il nome deriva appunto dalla parola araba *shorbet*. Dall'Arabia il sorbetto arriva in Sicilia dove, qualche secolo dopo, si trasforma in gelato. Sembra sia stato un siciliano, al seguito di Caterina de' Medici, a portare il gelato in Francia. Da qui si diffonde in tutta Europa e poi ovunque; oggi gli Stati Uniti sono i maggiori consumatori di gelato.



5) According to this article, who is responsible for changing sherbet into ice cream? _____

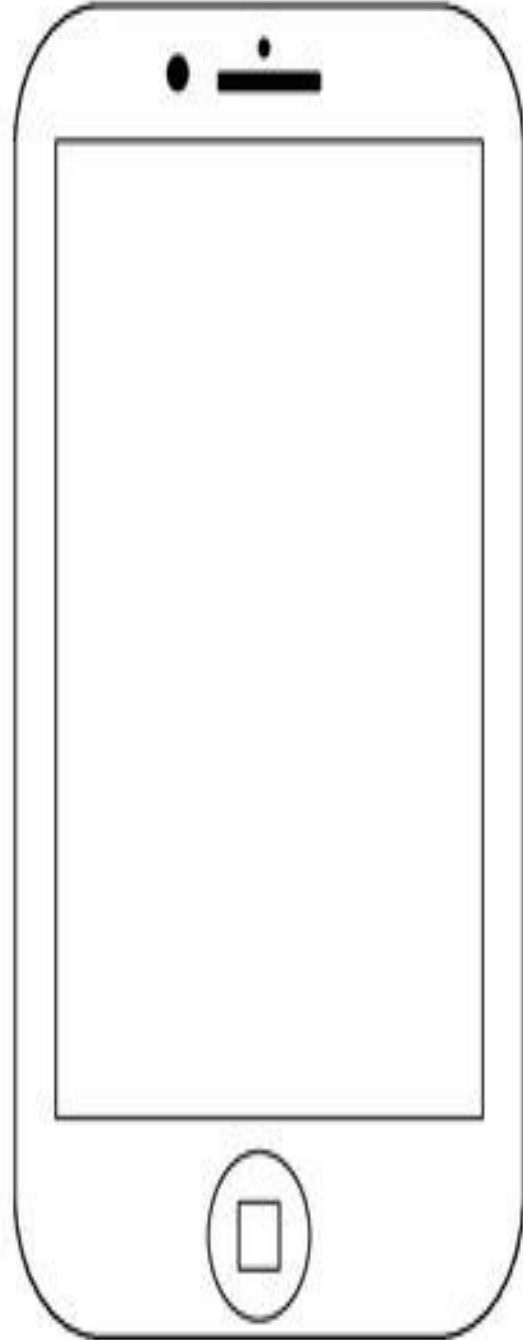
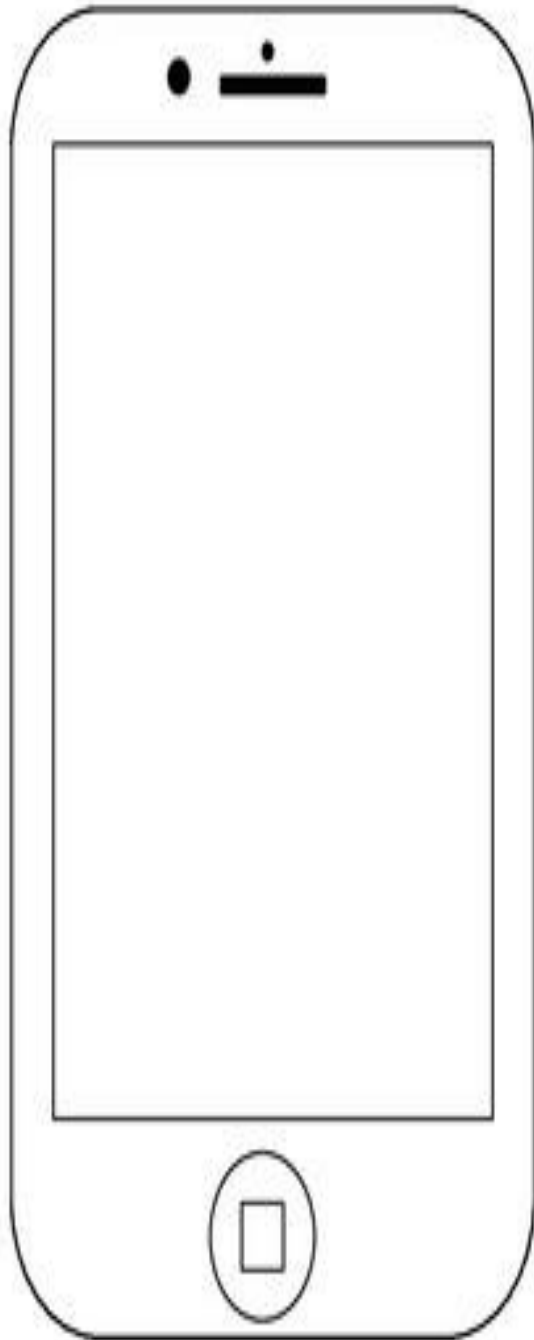
- (1) the Americans
- (2) the French
- (3) the Arabs
- (4) the Sicilians

Continue onto the next page →

Parte 7 ~ Un sms ~ Write 12 text messages in Italian between you and your friend based on the following situation: (12 punti)

Situazione: It is Thursday evening, and your friend texts you to find out your plans for Saturday. He/She wants to go to the beach. Write text messages between you and your friend making the plans to go to the beach on Saturday.

Your text messages must be in full complete sentences in Italian. Ciao Come stai?, will not count towards the 12 complete phrases. Write your messages inside the cellphone.



Parte 8 ~ WRITING ~ Your response must be completely in Italian and must **contain 125 words**. Be sure you satisfy the purpose of the task. Please type your e-mail. Follow the attached rubric on the next page. **(8 points)**

Un email. Your pen pal is visiting from Italy. You would like to bring him or her to your Italian class. Using your knowledge of Italian, and the present tense, write an email in Italian of 125 words to your Italian teacher about bringing your pen pal to class.

You should include the following information:

- Your pen pal's name
- How old your pen pal is
- What city your pen pal is from in Italy
- When he or she is coming
- How long he or she is staying in New York
- What he or she likes to do
- What his or her family is like
- What he or she can contribute to the class

For additional practice and review complete the flashcards, graded practice, and games on the websites below. Write down your score.

<https://conjuguemos.com/activities/italian/verb/1>

Il presente (-are verbs)	Graded practice score _____
Il presente (-ere verbs)	Graded practice score _____
Il presente (-ire verbs)	Graded practice score _____
Il presente (spelling-change verbs)	Graded practice score _____
Il presente (verbs in -isc)	Grades practice score _____

<https://conjuguemos.com/activities/italian/vocabulary/textbook>

Oggi Lezione 1 Vocabolario	Graded practice score _____
Oggi Lezione 2 Vocabolario	Graded practice score _____

Scoring Rubric for Part 4B: Presentational Writing ♦ Checkpoint B

A score of zero (0) must be given for Part 4B if any of the following conditions apply to the student response:

- 1) It does not meet the minimum criteria (1) for the Completion of the Task category.
- 2) The response is written in a language other than the target language.
- 3) The student response is vague, e.g. "I don't know" or "I don't understand"

Category	Performance Levels				
	4	3	2	1	
Development and Completion of the Task	The student response is clearly appropriate to the prompt. The ideas expressed are connected to the prompt but may include minimal unrelated statements or phrases. The student includes many details that develop the response.	The student response is generally appropriate to the prompt. The ideas expressed are connected to the prompt, but there may be some unrelated statements or phrases. The student includes some details that develop the response.	The student response is partially appropriate to the prompt. The ideas expressed are somewhat connected to the prompt, but there may be several unrelated statements or phrases. The student includes few details that develop the response.	The student response is minimally appropriate to the prompt. The ideas expressed are minimally connected to the prompt; however, there is at least one statement or phrase that is connected to the prompt. The student includes very few or no details that develop the response.	
Organization	The response exhibits a clear sense of organization: beginning, body, conclusion. The ideas follow a logical sequence and the use of effective transitions supports coherence.	The response exhibits a general sense of organization: beginning, body, conclusion. The ideas generally follow a logical sequence and some use of effective transitions supports coherence.	The response exhibits some sense of organization. There may be a beginning and/or conclusion that are unclear. The ideas generally do not follow a logical sequence and there is minimal use of transitions that support coherence.	The response exhibits little to no sense of organization. The ideas do not follow in a logical sequence. There is no use of transitions to support coherence.	
Usage, Variety, and Level of Vocabulary	The response exhibits a wide range of Checkpoint B vocabulary that enhances the response and is appropriate to the task. Vocabulary is used with accuracy, although there may be minimal inaccuracies.	The response exhibits a good range of Checkpoint B vocabulary that enhances the response and is appropriate to the task. Vocabulary is used with general accuracy, although there may be some inaccuracies.	The response exhibits a basic range of Checkpoint B vocabulary or relies on Checkpoint A vocabulary that is somewhat appropriate to the task. Vocabulary inaccuracies may be present as well as some use of words outside the target language.	The response exhibits a minimal range of Checkpoint B vocabulary or extensive reliance on Checkpoint A vocabulary. Vocabulary is used with little or no accuracy. Many words outside of the target language may be present.	
Control of Language <ul style="list-style-type: none"> • Subject/Verb Agreement • Variety/Accuracy of Tense • Complex/Compound Sentences • Syntax/Word Order • Spelling/Diacritical Marks • Adjectives/Adverbs 	The student response demonstrates strong control of Checkpoint B structures and conventions. The response is fully comprehensible. There may be minimal errors which do not impede comprehensibility.	The student response demonstrates moderate control of Checkpoint B structures and conventions. The response is generally comprehensible. There may be a few errors which do not impede overall comprehensibility.	The student response demonstrates some control of Checkpoint B structures and conventions or strong control of only Checkpoint A structure and conventions. The response may be somewhat incomprehensible. Errors may force interpretation.	The student response demonstrates little ability to control Checkpoint A or B structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation.	
Word/Character Count	X	X			
				Uses less than 125 comprehensible and appropriate words/characters that contribute to the development of the response.	

Conversion Chart for Part 4B: Presentational Writing

Total Raw Score	18-17	16-15	14-13	12-11	10-9	8-7	6	5	0	If the student response is deemed scorable, it must receive at least a one (1) point in every category.
Total Converted Credits	8	7	6	5	4	3	2	1	0	