

**ROOSEVELT HIGH SCHOOL**  
EARLY COLLEGE STUDIES

**Summer 2020 Review Packet**

**Italian CPA – Italian CP B1**

**Ms. Adorno**

Nome \_\_\_\_\_  
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### **Summer Review – Estate 2020**

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

**Parte 1** ~ Answer the following questions in Italian in complete sentences. (16 punti)

- 1) Come ti chiami? \_\_\_\_\_
- 2) Come stai? \_\_\_\_\_
- 3) Quanti anni hai? \_\_\_\_\_
- 4) Di dove sei? \_\_\_\_\_
- 5) Qual è il tuo numero di telefono? \_\_\_\_\_
- 6) Qual è la tua nazionalità? \_\_\_\_\_
- 7) Quando è il tuo compleanno? \_\_\_\_\_
- 8) Qual è la tua attività favorita? \_\_\_\_\_

**Parte 2** ~ Make the following words plural. (20 punti)

- |                     |                      |
|---------------------|----------------------|
| 1) la madre _____   | 6) il bambino _____  |
| 2) il ragazzo _____ | 7) il disco _____    |
| 3) l'amica _____    | 8) il colore _____   |
| 4) la cugina _____  | 9) lo studente _____ |
| 5) il foglio _____  | 10) il banco _____   |

**Parte 5** ~ Write the correct form of the verb **essere** for each sentence. (12 punti)

- 1) Tu \_\_\_\_\_ alto.
- 2) Loro \_\_\_\_\_ belli.
- 3) La madre \_\_\_\_\_ snella.
- 4) Tu e Martina \_\_\_\_\_ amiche.
- 5) Io \_\_\_\_\_ italiano.
- 6) Noi \_\_\_\_\_ pigri.

**Parte 3 ~ Match the –ARE or -ERE verb with the correct picture. (8 punti)**

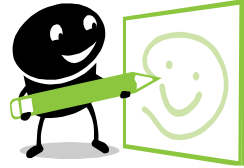
<b>Cucinare</b>	<b>vedere un film</b>	<b>scrivere una lettera/un email</b>
<b>Correre al parco</b>	<b>suonare uno strumento</b>	<b>disegnare</b>
<b>Viaggiare</b>	<b>dipingere un quadro</b>	



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

**Parte 4 ~ Choose the correct pronoun for each. (6 punti)**

- 1) Maria \_\_\_\_\_  
a) lei      b) loro      c) lui
- 2) Marco, Mario, e Andrea \_\_\_\_\_  
a) voi      b) io      c) loro
- 3) Tu e Carla \_\_\_\_\_  
a) noi      b) voi      c) lei
- 4) Io e Sofia \_\_\_\_\_  
a) noi      b) lui      c) loro
- 5) Antonio \_\_\_\_\_  
a) loro      b) lui      c) lei
- 6) Io e Tu \_\_\_\_\_  
a) voi      b) lei      c) noi

**Parte 5** ~ Write the correct form of the -are or -ere verb for each sentence. (20 punti)

- 1) Noi \_\_\_\_\_ (**viaggiare**) durante l'estate.
- 2) Anna e Marco \_\_\_\_\_ (**mangiare**) molto.
- 3) Tu \_\_\_\_\_ (**ballare**) a una festa
- 4) Io \_\_\_\_\_ (**scrivere**) una lettera.
- 5) Tu e Roberto \_\_\_\_\_ (**dipingere**) la casa.
- 6) Marco \_\_\_\_\_ (**ballare**) in discoteca.
- 7) Io e mia amica \_\_\_\_\_ (**ascoltare**) la musica alla festa.
- 8) Tu \_\_\_\_\_ (**discutere**) di sport con tuo amico.
- 9) Io \_\_\_\_\_ (**leggere**) un libro interessante.
- 10) I ragazzi \_\_\_\_\_ (**studiare**) per un esame.

**Parte 6** ~ Read the following ads and answer the question that follows. (10 punti)

<p><b>LIBRERIA VITTORIO</b> Compra vendita libri Di vario argomento Antiquariato Letteratura per Ragazzi (del passato) Riviste – Storie Locali – Esoterismo Libri anarchici e politici (del passato)</p>
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**1) What does this advertisement offer?** \_\_\_\_\_

- (1) child-care services
- (2) reading materials
- (3) photography equipment
- (4) records, tapes, and CDs

Comune di **Bologna** (BO) - CAP 40100 Casa.it - Trovala a Bologna

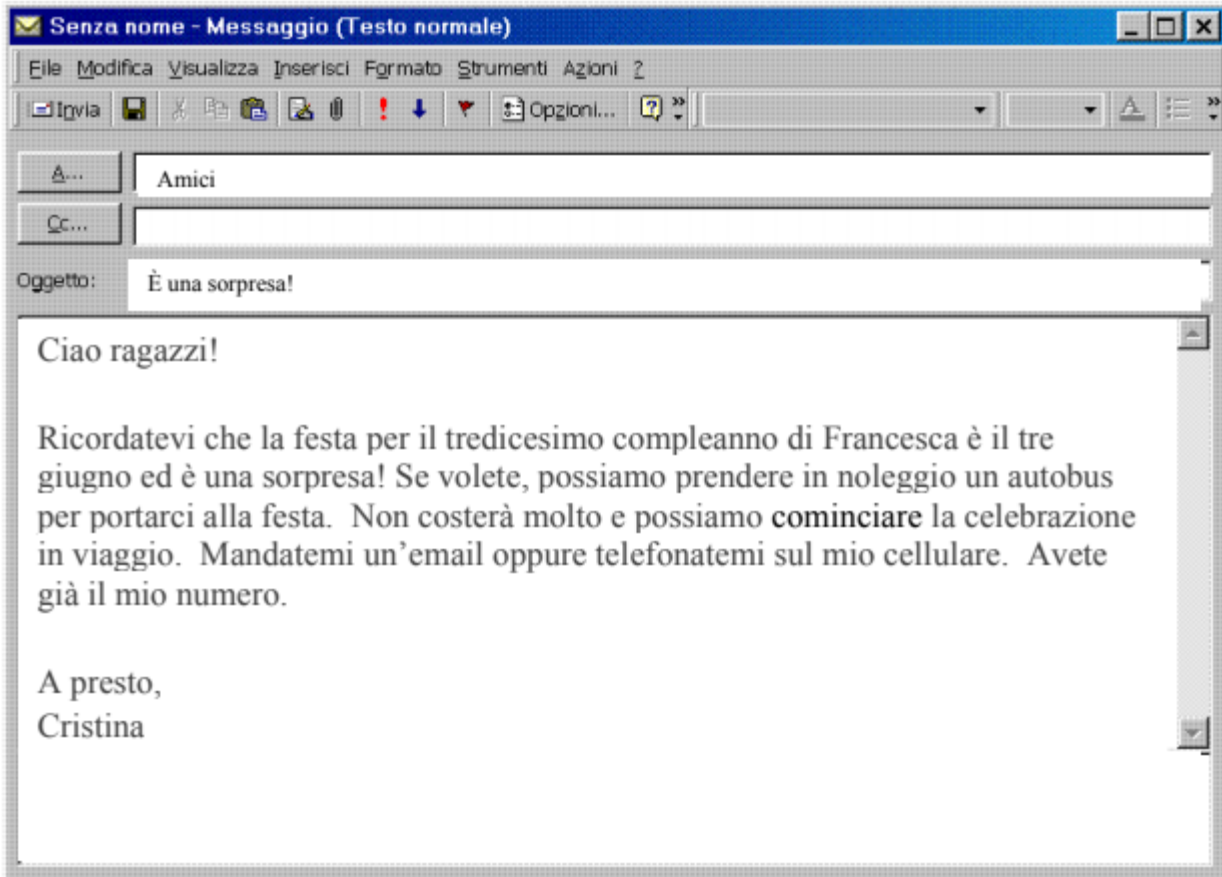
Meteo Giornaliero
Lunedì 11 21/34
Martedì 12 22/35
**Mercoledì 13** 22/37
Giovedì 14 22/34
Venerdì 15 24/33
Sabato 16 22/33
Domenica 17 20/33
Fino al 25» **NOVITÀ**

► Previsioni Triorarie
► Previsioni Orarie
► Sperimentali
► Bollettino PDF
► Opzioni
Altri dati Meteo

Ora	Tempo	T (°C)	Vento (km/h)	Precipitazioni	Percepita	Umidità	UV	Quota 0°C
02.00	sereno	24.7°	ENE 6 / max 8 debole	- assenti -	25°C	64 %	0	4480m
05.00	poco nuvoloso	22.5°	E 6 / max 9 debole	- assenti -	23°C	72 %	0	4420m
08.00	poco nuvoloso	26.3°	E 6 / max 9 debole	- assenti -	28°C	62 %	1.2	4360m
11.00	poco nuvoloso	32.6°	E 10 moderato	- assenti -	<b>34°C</b> ⚠	42 %	5.6	4350m
14.00	nubi sparse	36.2°	ESE 7 debole	- assenti -	<b>38°C</b> ⚠	34 %	5.9	4370m
17.00	nubi sparse	37°	MV 3 / max 6 debole	<0.1 mm isolate	<b>38°C</b> ⚠	29 %	2.6	4360m neve a 4060m
20.00	coperto con qualche pioggia	32.9°	NNE 13 moderato	0.3 mm deboli	<b>36°C</b> ⚠	46 %	0	4330m neve a 4030m
23.00	sereno	27.5°	N 9 debole	- assenti -	30°C	65 %	0	4320m
02.00	sereno	24°	NW 5 / max 10 debole	- assenti -	25°C	79 %	0	4310m
Medie climatiche mese di Luglio		min 18° max 30°	ENE 9 debole	43 mm (cumulati)	min 18° max 32.5°	65 %	n/d	n/d

2) What information does this document provide? \_\_\_\_\_

- (1) directions
- (2) weather
- (3) speed limits
- (4) math problems



3) What is your friend writing about? \_\_\_\_\_

- (1) a bus tour
- (2) a study group
- (3) a birthday party
- (4) a weekend trip

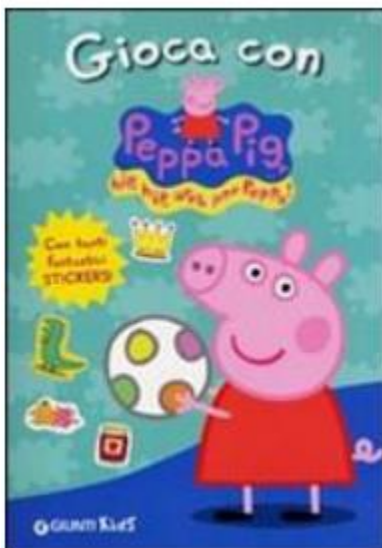
Continue onto the next page →



<http://www.google.com/imgres?sa=X&biw=1574&bih=698&tbm=isch&tbnid=3ATaraWcNqCUIM:&imgrefurl=>

4) Che cosa puoi fare con questo documento? \_\_\_\_\_

- (1) viaggiare
- (2) studiare
- (3) giocare
- (4) lavorare



Peppa è una maialina vivace che vive con il suo fratellino George, Mamma Pig e Papà Pig. Peppa adora giocare con la sua migliore amica, andare a trovare i nonni, passare giornate all'aria aperta, e ridere. Un libro operativo per piccolissimi con giochi, attività e... tanti fantastici stickers!

**Altre informazioni**

- Genere: per bambini di 3-5 anni
- Parole chiave la Feltrinelli: libri illustrati con personaggi
- Età: a partire dai 3 anni

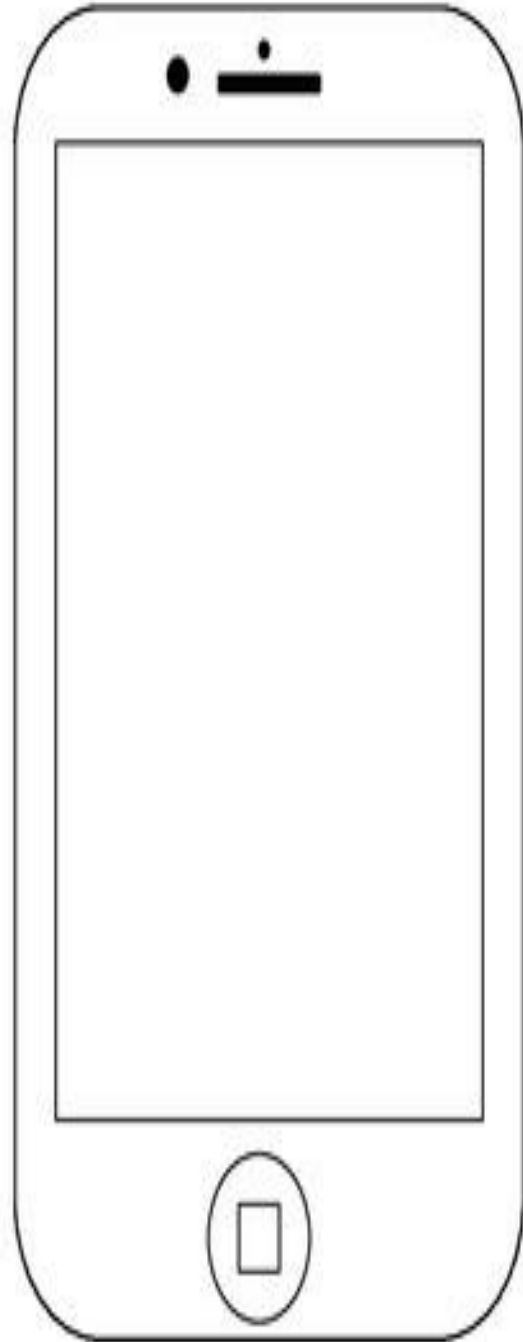
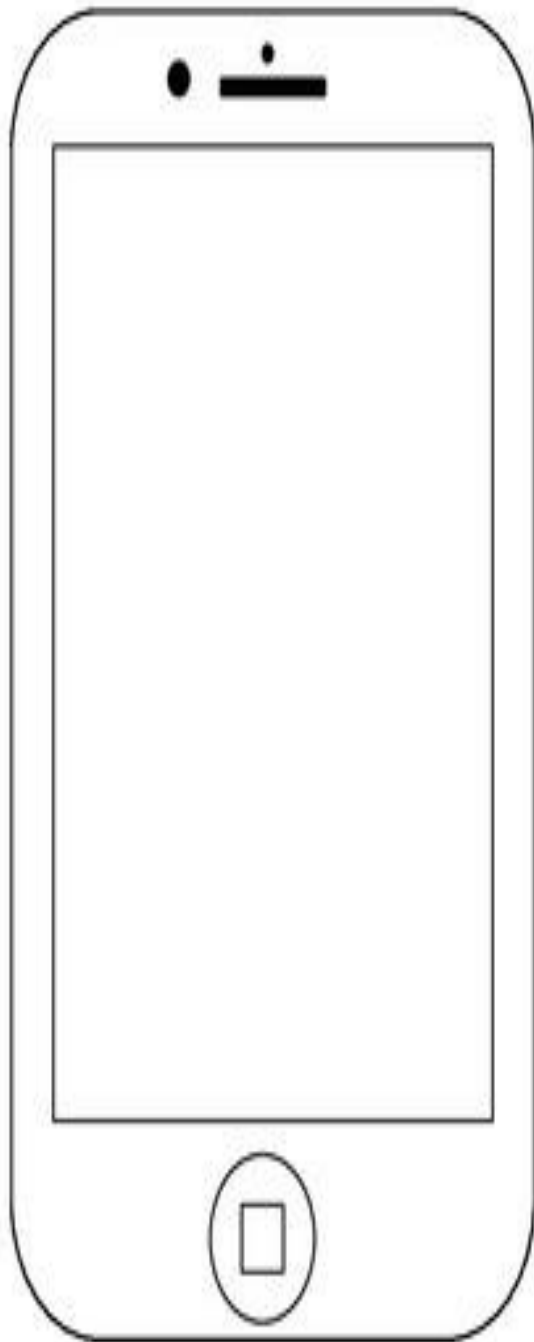
7) Per chi è questo libro? \_\_\_\_\_

- (1) ragazzi di scuola media
- (2) studenti di liceo
- (3) adulti all'università
- (4) bambini dell'asilo

**Parte 7 ~ Un sms** ~ Write 10 text messages in Italian between you and your friend based on the following situation: (10 punti)

**Situazione:** It is Friday night, and you are at a friend's birthday party. You meet her cousin from Italy for the first time. After the party he/she texts you to get to know you. Write text messages between you and your friend's cousin from Italy to get to know each other.

*Your text messages must be in full complete sentences in Italian. Ciao Come stai?, will not count towards the 10 complete phrases. Write your messages inside the cellphone.*





**Parte 8 – WRITING** ~ Your writing should be completely in Italian and should contain a **minimum of 50 words**. Be sure that you have satisfied the purpose of the task. Please you're your email. Follow the attached rubric on the next page. (10 punti)

**Un email** - You would like to correspond with a pen pal from Italy. Your teacher has given you an address for an international pen-pal service. In Italian, write an e-mail to this service describing yourself and your interests.

**You may wish to include:**

- your name and age
  - your hobbies
  - your likes and dislikes
  - what you do on weekends and after school
  - whether you would like to write to a girl or a boy
  - what age you would like your pen pal to be
  - what interests you would like your pen pal to have
- 

**For additional practice and review, complete the activities/games on the website below. Write down your score.**

<https://www.digitaldialects.com/Italian.htm>

*Complete the following activities/games:*

Numbers 1-12	Score _____	
Numbers 13-20	Score _____	
Numbers 0-100	Score _____	
Phrases	Text _____	Audio _____
Colors	Text _____	Audio _____
Days & Months	Score _____	
Food	Text _____	Audio _____

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

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"

		Performance Levels				
Category		4	3	2	1	
<b>Completion of the Task</b>		The student writing sample clearly accomplishes the task. The ideas expressed are connected to the task but may include minimal unrelated statements or phrases.	The student writing sample generally accomplishes the task. The ideas expressed are connected to the task but there may be a few unrelated statements or phrases.	The student writing sample partially accomplishes the task. The ideas expressed are somewhat connected to the task but there may be several unrelated statements or phrases.	The student writing sample minimally accomplishes the task. There may be statements or phrases unrelated to the task but there is at least one statement which connects to the task.	
<b>Development and Organization</b>		The student writing sample includes many of his/her own original details that develop the narrative. There is coherence and the ideas follow a logical sequence throughout. Possible minor digressions do not hinder the development of the narrative.	The student writing sample includes some of his/her own details that develop the narrative. There is coherence and the ideas generally follow a logical sequence. Possible minor digressions hinder the development of the narrative.	The student writing sample includes few of his/her own details that develop the narrative. There is some coherence of ideas that somewhat follow a logical sequence. Possible frequent digressions hinder the development of the narrative.	The student writing sample includes minimal original detail that develops the narrative. There is little coherence and ideas do not follow in a logical sequence. Possible constant digressions hinder the development of the narrative.	
<b>Usage, Variety, and Level of Vocabulary</b>		The student writing sample exhibits a very good range of Checkpoint A vocabulary that is appropriate to the task. The vocabulary is used with accuracy, although there may be minimal inaccuracies.	The student writing sample exhibits a good range of Checkpoint A vocabulary that is appropriate to the task. The vocabulary is used with general accuracy, although there may be some inaccuracies.	The student writing sample exhibits a basic range of Checkpoint A vocabulary that is somewhat appropriate to the task. Vocabulary inaccuracies may be present as well as some use of words outside of the target language.	The student response exhibits little ability to introduce Checkpoint A vocabulary that is appropriate to the task. Vocabulary is used with little or no accuracy. Many words outside of the target language may be present.	
<b>Control of Language</b>	<ul style="list-style-type: none"> <li>• Subject / Verb Agreement</li> <li>• Appropriate Verb Structures / Idioms</li> <li>• Spelling/ Diacritical Marks</li> <li>• Correct Word Order</li> <li>• Adjectives / Adverbs</li> </ul>	The student writing sample demonstrates strong control of Checkpoint A structures and conventions. The writing sample is fully comprehensible. There may be minimal errors which do not impede comprehensibility.	The student writing sample demonstrates moderate control of Checkpoint A structures and conventions. The writing sample is generally comprehensible. There may be a few errors which do not impede overall comprehensibility.	The student writing sample demonstrates some control of Checkpoint A structures and conventions. The writing sample may be somewhat incomprehensible. Errors may force interpretation.	The student response exhibits little ability to use Checkpoint A structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation.	
<b>Word / Character Count</b>		The student response contains 40 or more comprehensible words OR 50 or more comprehensible characters in the target language being assessed.	The student response contains 31-39 comprehensible words OR 45-49 comprehensible characters in the target language being assessed.	The student response contains 21-30 comprehensible words OR 35-44 comprehensible characters in the target language being assessed.	The student response contains 1-20 comprehensible words OR 1-34 comprehensible characters in the target language being assessed.	

## Conversion Chart for Part 4B: Presentational Writing

<b>Total Raw Score</b>	19-20	17-18	15-16	13-14	11-12	9-10	7-8	5-6	3-4	1-2	0
<b>Total Converted Credits</b>	10	9	8	7	6	5	4	3	2	1	0

