



GARDEN CITY MIDDLE SCHOOL

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Peter J. Giacalone 6-12 World Languages Coordinator

*Inspiring Minds
Empowering Achievement
Building Community*

Dear Student, Parent(s)/Guardian(s):

In order to support the growth of our students over the summer and continue to foster the transition in World Languages Courses, we will continue with our commitment to develop a meaningful summer review packet for your child. The packets are designed to review key concepts necessary for success, not only for these courses, but also for future language courses.

As you know, the ability to communicate in a second language enables us to know the hopes, dreams and visions of others around the world. The study of World Languages prepares today's youth for tomorrow's opportunities by supporting basic skills instruction, the development of cross cultural understanding and preparing our youth to enter the global marketplace. Language learning is a cumulative process. It can be compared to constructing a building out of blocks: you keep building on top of what you did the day before. If you don't keep at the job steadily, pretty soon you're trying to put new blocks on top of an empty space. Therefore, it is important to keep up with and learn what is being presented to you about a language day by day.

Should your child need assistance, various resources are available via the Internet; however, your child should also utilize notes and worksheets that were received throughout the year. We suggest that the student complete the packet at his/her leisure but strongly recommend that the student not wait until the very last minute to do so. On **Monday, September 14**, students will be required to submit the completed work to the teacher and the packet will be reviewed. Please be advised that this assignment will count as two homework grades. Teachers will provide opportunities for students to ask questions and, since language is comprehensive, students will be tested on the material that was incorporated in the packets. This will serve as a diagnostic tool to continue to help your child's teacher assess his/her skills.

The World Languages Department would like to take this opportunity to thank you for your support during the 2019-2020 school year and we look forward to working with your child in the fall.

Sincerely yours,

Peter J. Giacalone

*Garden City Middle School
Department of World Languages
Italian 6th into 7th grade
Summer Packet
Signora Caruthers / Professoressa Miras*



Mi chiamo _____

This packet is due on Monday, September 14.

Answer the following questions in complete sentences:

1. Come ti chiami? _____
2. Come stai? _____
3. Quanti anni hai? _____
4. Di che nazionalità sei? _____
5. Qual è il tuo numero di telefono? _____
6. Che giorno è oggi? _____
7. Che giorno è domani? _____
8. Che giorno è dopodomani? _____
9. Che giorno era ieri? _____
10. Qual è il tuo giorno preferito? _____
11. Qual è la data di oggi? _____
12. Quando è tuo compleanno? _____
13. Che tempo fa oggi? _____
14. Che tempo fa nell'inverno? _____
15. Che tempo fa nella primavera? _____
16. Che tempo fa nell'estate? _____
17. Che tempo fa nell'autunno? _____
18. Qual è la tua stagione preferita? _____
19. In quale stagione siamo? _____
20. In quale mese siamo? _____
21. Che ora è? _____
22. A che ora è la classe d'italiano? _____
23. Qual è la tua materia preferita? _____
24. Come si chiama il tuo professore preferito/la tua professoressa preferita?

25. Qual è il tuo colore preferito? _____
26. Come sei tu? _____
27. Com'è la Signora Caruthers? _____
28. Com'è la Professoressa Miras? _____
29. Di dove sei? _____

Translate the following into Italian:

1. Nice to meet you: _____
2. Where are you from? _____
3. I am from New York: _____
4. I am American: _____
5. See you later! _____
6. See you tomorrow! _____
7. Goodbye! _____
8. Goodnight! _____
9. Good Evening: _____
10. Please: _____
11. Thank you: _____
12. You're welcome: _____

Replace the following with a subject pronoun. (io, tu, lui, lei, Lei, noi, voi, loro)

1. Isabella _____
2. Riccardo _____
3. Stefano e Mario _____
4. Gino ed io _____
5. Il signor Felice _____
6. Domenico e tu _____
7. La signora Lee _____
8. I _____
9. Lucia e Silvia _____
10. I Signori Caruthers _____

Replace the following subjects with a pronoun as if you are talking TO the following:

11. Francesca, _____
12. Carlo e Francesca, _____
13. Signor Giannini, _____
14. Sig. e Sg.ra Marino, _____
15. your mom _____
16. your Italian teacher _____
17. all of your teachers _____
18. your grandparents _____
19. your 3 best friends _____
20. your principal _____
21. your sisters and brothers _____
22. Il Presidente _____

Replace the following with a pronoun:

Comma, no comma? / Virgola, no virgola?

41. Giovanni _____
42. Marianna e Giacomo, _____
43. Signora Bambino, _____
44. Signora Battista _____
45. I signori Paoli, _____
46. Carmela _____
47. Franco, _____
48. Gli studenti _____

Conjugate the verb in parentheses:

1. Luisa e tu _____ (imparare)
2. Carlo ed io _____ (parlare)
3. La ragazza _____ (studiare)
4. I ragazzi _____ (volare)
5. Maria e Silvia _____ (comprare)
6. Silvia, _____ (pensare)
7. Signora Caruthers, _____ (arrivare)
8. Signori, _____ (ritornare)
9. Tu _____ (telefonare)
10. Professore, _____ (invitare)
11. Paolo, _____ (to travel)
12. Mamma e papà _____ (to listen to)
13. Mamma e papà, _____ (to sing)

14. Noi _____ (to bring; carry; wear)
15. Voi _____ (to walk)
16. Silvia, _____ (to dance)?
17. Fabio e tu _____ (to watch)
18. Io _____ a calcio (to play-sport)
19. Carlo e Mario _____ (to eat)
20. Ragazzi, _____ (to drive)?

Write the verb paradigms for the following (include all pronouns):

ABITARE – to _____

BALLARE – to _____

Circle the correct adjective:

1. Paolo è _____ (*grasso/grassa*)
2. Il temperamatite è _____ (*grigio/grigia*)
3. La lavagna è _____ (*nero/nera*)
4. Il cielo è _____ (*azzurro/azzurra*)
5. Il foglio è _____ (*bianco/bianca*)
6. Il sole è _____ (*giallo/gialla*)
7. La cartella è _____ (*rosso/rossa*)
8. Alfonso è _____ (*serio/seria*)
9. Lucia è _____ (*bello/bella*)
10. Carmella è _____ (*magro/magra*)

Which 3 colors always stay the same, regardless of gender?

1. _____
2. _____
3. _____

Fill in the blank with the correct form of the adjective (make sure it agrees in gender = masculine or feminine!!!)

1. Susanna è _____ (*pretty*)
2. Gino è _____ (*ugly*)
3. Marissa è _____ (*smart*)
4. La ragazza è _____ (*funny*)
5. La fragola è _____ (*red*)
6. Il fiore è _____ (*purple*)
7. Il libro è _____ (*big*)
8. La penna è _____ (*blue*)
9. La professoressa è _____ (*nice*)

10. Il professore è _____ (tall)
11. Salvatore è _____ (young)
12. Alessia è _____ (rich)
13. Giuseppe è _____ (old)
14. La matita è _____ (yellow)
15. Davide è _____ (mean)
16. Carla è _____ (short)
17. La studentessa è _____ (tired)
18. Il cane è _____ (happy)
19. Il gatto è _____ (sad)

Read each sentence. Then choose the correct response and write the NUMBER on the lines provided below:

- | | | | |
|------------------------|----------------|---------------------|------------------|
| 1. la penna | 2. la matita | 3. il quaderno | 4. la gomma |
| 5. la lavagna | 6. il gesso | 7. il temperamatite | |
| 8. il cancellino | 9. la bandiera | 10. lo zaino | 11. la scrivania |
| 12. il foglio di carta | 13. il banco | 14. la finestra | 15. la cartella |

- a) The colors of this in the classroom are red, white, and blue _____
- b) I write on the board with this _____
- c) The teacher sits here _____
- d) This object is usually yellow and is a writing implement _____
- e) I take notes in this _____
- f) I open this when it's hot outside _____
- g) I erase the board with this object _____
- h) I use this object to sharpen my pencils _____
- i) I put my dittos in this _____
- j) A student sits here _____
- k) This is white and has lines on it _____
- l) This is pink and is attached to a pencil _____
- m) I put my books in here when I go home _____
- n) You use this writing implement when taking state exams _____
- o) This is what the teacher writes on in class _____