

Una « botticella », tipica carrozzella romana, sosta a PORTA PINCIANA, in cima a Via Veneto. Oltre la porta s'intravede la magnifica Villa Borghese.



La BASILICA DI S. PAOLO FUORI LE MURA. Le ricche arcate del quadriportico e lo sfavillante mosaico dorato della facciata ben si armonizzano con la severa statua di S. Paolo.

Italian in Minutes

This is ^A two-way course for both English and Italian speaking people: two books in one!

~~ENGLISH TEXT.~~ ~~CLICK ON ENGLISH-DUTCH.~~
You tube notes

Download book and notes free of charge.

- Compared to English, the Romance languages are very complex. About 60% of English words are derived from Latin but ultimately from French.

These notes conclude with a list of more than 100 derivatives used in the first 20 conversations. Students should discover others. It will make remembering Italian words much easier. Besides, this routine will improve linguistic awareness.

Unfortunately, the English change the

stress and mutter the rest. Learning to speak English is therefore fairly easy; spelling is a nightmare and therefore never taught.

possibile •–… possible –…

- One could call English a Latin dialect, a worn off language, a lazy one without complex inflexions, endless number of verb forms, masculine – or feminine nouns. This drastic culling process has turned English into a lively medium that has become a world-wide communication system, thereby undoing God's wrath at the building of the Babel ziggurat (Genesis 11: 1-9). Australian English has sometimes been reduced to a minimum vernacular,

probably used by convicts too tired to talk. “See you savo”, said, the Aussie.

- My most interesting discovery is that **script is a mirror-image of speech.**

Grammar is a set of observations, not rules. The order of words is dictated by the fluency they can be spoken; that’s why the order is different in any language.

Example

Compro un libro – I buy a book

Lo compro – I buy it

In Italian, lo precedes the verb, in English, it follows. That’s **not** a rule!

Turn it around and hear that the fluency is lost. That’s observation!

Use your ears, not a grammar manual.

The main differences

Nouns and adjectives are masculine or feminine. Grammatical names are given at the end of these notes. A special sign is given to indicate accent: quantità. Unfortunately, the typist used commas: quantita'.

- Personal pronouns have their own verb form, so examples are given in groups of six. It makes the use of the pronouns unnecessary.
- Details referring to lessons are somewhat bewildering. Since the brain cannot absorb pure data, they're not to be studied to be remembered. They are to be used to forestall initial frustrations and to give you an idea of the total linguistic picture.

- **Italian in minutes** means Italian direct. **There are no exercises**, so you can't make mistakes; you can only forget!
- As far as your own language is concerned, the order is as follows:
Hear – Speak – Read – Write.
When learning a foreign language, the order is different:
Hearing while reading – speaking – writing.
- This course consists of stories and conversations. Before listening to the lesson on You Tube, memorise the English text first. You need to visualise it. In Professional Memory Training that means seeing **and** hearing. You have to become the main character. Listening and following the Italian text comes next. While driving or doing

other chores, only say aloud one or two sentences as fluently as possible. It might even be a way to fall asleep. Less haste, more speed! Festina lente. The random sentences found in the many traveller guides are turned into living language.



Italian derivations

Derivatives are relations, not translations. It is important to study them **before** you start a lesson! Looking at them afterwards is like closing the gate when the cows have gone. After lesson 20, keep the routine of first spotting them. It will facilitate learning the lesson. It is yet another break-away from the erroneous scholastic habits that have always been a hindrance to a smooth learning process. They include the already mentioned absence of questions, exercises, isolated sentences and grammar.

You can't make mistakes; you can only forget!

The following words are taken from the first 20 lessons.

| | | | |
|-------------|-----------------------|----------------|----------------------|
| anni | annual | discussione | discussion |
| anni | anniversary | matrimonio | matrimony |
| ideale | ideal | fine | finish |
| fabbrica | factory, fabricate | organizzare | organise |
| lavoro | labour | festa | fest, fête, feast |
| scuola | school | usualmente | usually |
| autunno | autumn | preparare | prepare |
| proprietà | property | grande | grand |
| significare | signify | prossima | approximately |
| portare | portable | nome | name |
| musica | music | principale | principal |
| esotica | exotic | importante | important |
| registrare | register | usualmente | usually |
| macchina | machine | occupato | occupied |
| ritardo | retarded | messaggio | message |
| treno | train | urgente | urgent |
| maestro | master | specifica | specific |
| stazione | station | notizia | notice |
| arrivare | arrive | immediatamente | immediately |
| dependere | depend | sconto | discount |
| amico | amical | affare | affair |

| | | | |
|-------------------|-------------------|-------------|-------------|
| | | scrizione | scription |
| vivir | live | passagio | passage |
| incidente | incident | vacanza | vacancy |
| intensivo | intensive | incontrare | encounter |
| momento | moment | dichiare | declare |
| visitare | visit | tasse | taxes |
| madre | mother (mater) | chercare | search |
| padre | Father (pater) | possedere | possess |
| Nato (nascere) | nativity | medicine | medicine |
| separato | separated | personale | personal |
| divorziato | divorced | confermare | confirm |
| fondo | foundation | piatti | plates |
| certificato | certificate | leggere | lecture |
| dottore | doctor | storie | stories |
| sicuro | secure | permesso | permission |
| pericoloso | perrillous | giardino | garden |
| borse | burse, purse | parlare | parlour |
| certamente | certainly | esausto | exhausted |
| sposare | spouse | conseguenza | consequence |

| | | | |
|-----------------|------------------------|------------|--------------------|
| desidere | desire | traslocare | translocate |
| favore | favour | problemi | problems |
| completo | complete | contrario | contrary |
| caffé | coffee | medaglia | medal |
| tavolo | table | finire | finish |
| servire | serve | fantastico | fantastic |
| scusare | excuse | atleta | athlete |
| Ufficio postale | Post office | giorno | Relates to journey |
| vicino | vicinity | dormire | dormitory |
| sinistra | sinister: left handed! | morto | mortal |
| semaforo | semaphore | opposto | opposite |
| vedere | video | strada | street |
| tempo | tempo, temporary | classe | class |
| preferire | prefer | sobborgo | suburb |
| bicicletta | bicycle | autorità | authority |
| domande | demand | località | locality |
| risposte | respond | identità | identity |
| durante | during | ostello | hostel |
| ritorno | return | giuventù | juvenile |
| numero | number | sotto- | Sub- |

Grammatical names

Although I asked you to forget about any rules and only rely on the fluency a group of word can be uttered, it is important to become familiar with the names that classify certain words.

- Definite article: the book
- Indefinite article: a book, an angel
- Nouns: names of people, animals, places or things, carpenters, countries, cows, cases.
- Pronouns:(instead of nouns) **he, she, it, them.**
- Adjectives: words classifying nouns: **big** houses.
- Verbs: words denoting action: John **drives** a car.
- Adverbs: words qualifying verbs: She walks **slowly.**

- Subjects: **John** paints pictures.
- Objects: a words suffering action. John cut **the tree**.
- Indirect object: She gave **me(=to me)** an ice cream. The man **to whom** you spoke...
- Prepositions: words in front of a noun: **through** the door, **by** the river.
- Possessives: **my, yours, theirs**
- Demonstratives: **this, that**
- Relatives: The book(**that**) I used
- Interrogatives: which, why, what, when, who, where.
- Tenses of verbs:
- Infinitive: **To walk, to drive...**
- Present: I am
- Past: I was
- Past partible: I have gone
- Present participle: I am gone
- Gerund: present participle used as an adjective. A **living** skeleton.

- Future: I will go.
- Conditional: I would have gone if I had known.
- Imperative: Go home!
- Passive form: John (has) prepared dinner.
- Impersonal form: one has to be careful.
When you go by train, you are more relaxed.
- Clauses: a group of words that do not form a full sentence. (main clause, subordinate, coordinate). If I can, I do it. If I could, I would. If I had been able, I would have done it.



La TOMBA DI PAPA GIULIO II di Michelangelo. Giulio II della Rovere ordinò al grande artista il suo mausoleo. Al Centro, possente e maestosa, si stacca la figura del MOSE', condottiero e legislatore del popolo ebraico.



MAS CULINE

UN FRAPPE

UN PANINO

UN CAFFÈ

LO ZUCCHERO

IL VOSTRO PASTO

LO STUDENTE

IL NUMERO

UN VAGONE

PREPOSITIONS + ARTICLE 2:

IL TAVOLO

SUL TAVOLO

I MIEI OCCHIALI

L' ANGOLO

L' UFFICIO

DEL SEMAFORO

DEL MIO SOGGIACO

L'HO PERSO DI VISTA

FEMMININE 3.

LA STAZIONE

ALLA STAZIONE

LA FERMATA

ALLA INTERSEZIONE

NELLA PARTE

DELLA STRADA

LA MIA AMICA

NELLA MIA CLASSE

REGULAR VERBO

PARLARE

PARLO - PARLI - PARLA

PARLIAMO - PARLATE

PARLANO

CREDERE

CREDO - CREDI - CREDE

CREDIAMO - CREDETE

CAEDONO

REGULAR VERBS 5.

SENTIRE

SENTO - SENTI - SENTE

SENTIAMO - SENTITE

SENTONO

CAPIRE

CAPISCO - CAPISCI - CAPISCE

CAPIAMO - CAPITE

CAPISCONO

AUXILIARY VERBS 6

AVERE

HO - HAI - HA

ABBIAMO - AVETE

HANNO

ESSERE

SONO - SEI - È

SIAMO - SIETE

SONO

VERBS 7

ANDARE

VADO - VAI - VA

ANDIAMO - ANDATE

VANNO

CONOSCERE

LO CONOSCO BENE

PIACERE CONOSERTI

CONOSCI PER CASO

VERBS 8

COSA DESIDERA...

IO DESIDERO...

ANDARE ANDRÀ

FAVORIRE-CASAFAVORISCE

PRENDERE- PRENDERÒ

MI SCUSI

HO LASCIATO

GOVERE: GODETEVI

9
CONTINUARE

CONTINUUI LUNGO LA VIA

ERA - HE WAS

HA TRASLOCATO

CHIEDERE - MICHIEZI

• OF THE = ANY

PROBLEMS - DEI PROBLEMI

IL PROBLEMO - I PROBLEMI

PRENDERE - HA PRESO

FINIRE - HA FINITO

10.
T. BE
STARE - T. STAY

STO - STAI - STA

STIAMO - STETTI

STANNO

È STATO (PASSIVE)

STATA

LA CENA È PREPARATA

DA GIOVANNI

DORMIRE: HA DORMITO

RICORDARE

6

RICORDARMELO

NON COMPARARLO

ESSERE - IO DE-STATO

FUTURE

SARÒ - SARAI - SARÀ

SAREMO - SARETE

SARANNO

POTERE

6

POSSO - PUOI - PUÒ

POSSIAMO - POTETE

POSSONO

POTRÒ - POTRAI - POTRÀ

POTREI AVERE

NOTIZIA - NOTIZIE 5

IL MIO LIBRO

I MIEI LIBRI

PERDERE 5

PERSO • PERDUTO

PAST PARTICLE

SURIRE: HA SURITO 7

SPERARE: SPERO

IL FRATELLO

I FRATELLI

HAI DEI FRATELLI?

HAI DELLE SORELLE?

CONGIUNTIVO 6

OPINION-UNCERTAINTY

HOPE-WISH-ORDER

FEAR

ESSERE

SIA-SIA-SIA-SIAMO

SIATE - SIANO

DIMENTICAR SI-DI CASO

QUE TUTTI SIA DIMENTICATI

PERPLEXIVE VERB

LA PIU' VECCHIA 7

I GEMELLI SONO

PIU' VECCHI

VIVERE: VIVO

VIVETE TUTTI A CASA?

I GENITORI SONO ANZATI

HAVE GONE

[ACTION VE [RB
+ TO BE?]

QUANDO SARANNO...?

FUTURE OF ESSERE 7

SAPERE

SO - SAI - SA

SAPIAMO - SAPETE

SANNO

I NOSTRI GENITORI

↑ SONO ANZATI

ARITARE: ARITIAMO

TENERSI: LAFFESTA

SI TIENE

STARE: STARO 9

ANDARE: VADO

DEGLI AMICI } SOME
|
DEGLI STUDENTI }

CAPIRE: NON CAPISCO

DOVERE: DEVO - DEVI 10

DEVE - DIRIAMO - DOVETE

DEVONO - DOVRA

NELLE MIE BORSE 10

NELLA MIA BORSA

PRENDERE: PRENDE



SUBJUNCTIVE

CONGIUNTIVO

POSSEDERE: POSSIEDO

SEMPRE CHE NON POSSEGGA

POTERE: QUE FASSA

CONFIRMARE QUESTO?

¹²
FARE: FANNO LA DOCCIA

LEGGERE: LEGGE

PERMETTERE: IL PERMESSO

VOLERE: VOGLIO-VUOI

VOLE-VOGLIAMO-VOLETE

VOGLIONO

SI ADDORMENTA

POTERE: POTREI-POTRESTI

POTREBBE

TROPPO ZUCCHERO ¹²

TROPPE CERNIERE

LA MIA MADRE

IL MIO PADRE

I NOSTRI GENITORI

DALLE 8, ALLA SCUOLA

IL SUO FRATTO

I SUOI BAMBINI

CI STANNO. ALL SEI...

ANDARE - TO GO

FUTURE TENSE

IO ANDRÒ - TU ANDRÀ

LUI - LEI ANDRÀ

NOI ANDREMO

VOI ANDRETE

LORO ANDRANNO

MARIA VUOLE

WANTS

12

TO GET

SPOSARSI

MARRIED

12

AI BAMBINI

TO THE

LE LORO STORIE

A LETTO. PIU' GRANDE

IL SUO LAVORO

SI ADDORMENTA

STO PER USCIRE

I'M GOING TO GO OUT
(USHER)

STAVO PER USCIRE

PIU' TARDI. SI POTREBBE DIRE

PRESENT CONDITIONAL

¹³
SALIRE - TO LEAVE

SALGO - SALI - SALE

SALIAMO - SALITE

SALGONO

SULLE BICICLETTE

QUANDO TI SEI ALZATO (A) ¹⁴

LA TUA CASA ¹⁵

DALLA STAZIONE

CI SI METTE

TENERE - TO HOLD ¹³

TO KEEP

TENGO - TIENI - TIENE

TENGONO

LA FESTA SI TIENE

VENIRE - TO COME (VENUE)

VENGO - VIENI - VIENE - VENGO

VENUTO

13

SPEGNERE: PUT OUT
TURN OFF

QUANDO È SPENTO

PERDERE: HO PERSO

REFLEX VERBS: TO BE

QUANDO TI SEI ALZATO

QUANDO TI SEI ALZATA

IMPERFETTO - PAST TENSE

ESSERE - TO BE
ERA - ERAMO

ERATE - ERANO

15

CHIEDERE - TO ASK

ACCHI HAI CHIESTO (QUESTION)

LORO SONO QUI

IL ERA NATO (NATIVITY!)

PAST HISTORIC

SALTARE (SUMMER SAULT)

SALTAI - SALTASTI - SALTO

SALTAVA

IMPERFECT

17c

VOWEL CHANGE

IT'S NOT AN EXCEPTIONS

IT'S EASIER TO PRONOUNCE!

FIRMARE - TO SIGN

FUTURO SEMPLICE

FIRMERÒ - FIRMERAI

FIRMERÀ - FIRMEREMOS

WE WILL SIGN

FIRMARETE - FIRMERANNO

19

CONDIZIONALE

SEMPLICE

POTERÈ: TO BE ABLE TO

POTREBBE...

WOULD YOU BE ABLE TO...

AVREI: AVREI - AVRETI - AVREBBE

AVREMMO - AVRESTE - AVREBBERO

ESSERE: SAREI - SARESTI - SAREBBE

SAREMMO - SARESTE - SAREBBERO

PARLARE: PARLEREI - PARLERESTI

ETC

29.

GLI + LO = GLIELLO

DARE: T. GIVE

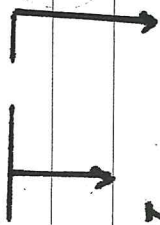
DAI-DA-DIAMO

DARE-DANNO

HO DATO IL LIBRO A LUIGI

LO GLI

HO GLIELLO DATO



INDIRECT

OBJECT

DIRECT

OBJECT

NON GLIELLO AVEVA

MAI INSEGNATO

FACERE: UNA DROGA

CHE LA FACEVA ...

(LA SUA TESTA)

LA NAVE (NAVIGATION)

ERA SUPPOSTA

AFFONDARE: AFFONDO

19

GETTARE: GETTO

FINIRE: FINI

INCONTARE: INCONTRO

PUNGERE: T. STING

MI PUNGINO

MI HANNO PUNTO

LUI NON SAPEVA NUOTARE

NON AVEVA MAI NUOTATO

GLI AVEVA DATO

19

SALENDERE

IL SOLE SPLENDE

NON SPLENDETTE

PER UNA SETTIMANA

PASSATO REMOTO

CAEDERE: T. RELIEVE

CAEDER (CAEDETTI)

CAEDISTI- CAEDETTE

CAEDIMMO- CAEDERONO

MUC A. LE MUCCHE²⁰

ERANO ANDATE ↑

BUTTARE

UNA RAMPINA

È STATA BUTTATA

↑ LA MADRE PARLAVA

È ACCADUTO

CHIAMARE. COME TI CHIAMO

MI CHIAMO

NASCERE - NATO - NASCE²⁰

DIRE: DETTO - DICEVO

DICO - DICI - DICE

DICIAMO - DITE - DICONO

SI FANNO PIÙ LUNGHE

LA GIORNATA - LE GIORNATE

Sur: RINGIORNO

APPARIRE - T. APPEAR

APPARSO

20

APPALO-APPARI-APPARE

APPALONO

CAESCERE-CAESCIUTO

CAESCONO

PERDERE-PERDUTO (PERSO)

PERSONO LE LORO FIGLIE

RICEVERE: RICEVUTO

RICEVONO

HANNO I LORO TETTI
PERSO I LORO TETTI

22

GRADIRE: GRADIREMMO

CONDIZIONALE SEMPLICE

SCUSATEMI IMPERATIVO

POTERE: POTRESTE DIAMI

CI POTREVAE DARE...

CONDIZIONALE SEMPLICE

ANDARE: ANDATE (IMPR)

È MEGLIO SE VI DO

SINO LE AUE

SARETE: ESSERE. FUTURO

CAPIRE: CAPITO

CAPISCO - CAPISCE

HO 15 ANNI - NE AVRÒ 16

PITERE: POTREI AIUTARE

MENTRE SEI QUI

POTRESTI ESSERE...

ECCO TI LAMIA CARTA

I MIEI GENITORI

CONTENIO DI AVERTI
IN CONTRATA

2.THIS MORNING

1. The sun comes up; moon and stars have gone.
2. A jumbo jet with winking wings sends people far away.
3. My black dog has fun running after a tennis ball when I throw it away.
4. The cat with a bell around her neck likes to sit on the red rug while eating her cat food.
5. The only duck we have swims around in our pond.
6. An old van with boxes and drums just went down the hill. It must be on its way to the big ship with a Dutch flag we saw yesterday in the harbour.
7. My sister wants to draw me while I have a cup of tea and two slices of bread; one with jam and one with peanut butter. She often likes to do that.
8. I'll take some sunflower seeds to school for my play lunch.
9. That must be the school bus, so I had better catch it.

Note: "A picture speaks a thousand words". Consequently, when we want to learn a new language, lessons should be visualised! It means that the plot of each little story should be seen in the mind's eye so to speak. That's why each set of new words has been used in an easy-to-remember context. Students can memorise a whole story by writing down the key-words of each sentence or paragraph.

Example for lesson 1: First visualise the scene of action:

A typical morning with people and pets busy with what they usually do. Then pay attention to what else is happening.

Key-words: sun, moon, stars. jet. dog, fun, run, ball. cat, bell, rug....

These Memory Training exercises are most important, especially at a time where modern technology is used to look things up instead of committing them to memory!

Snippets of stories should come to mind during other routine activities. It is also an excellent way to fall asleep!





La monumentale FONTANA DI TREVI, di stile barocco, fu compiuta nel 1762, sotto Clemente XII, da Nicolò Salvi su disegni di Alberti e di Bernini.

A MODERN TEACHING APPROACH

- **All children are genetically wired to be curious.**

Attracting their attention is a science successfully used by TV producers and marketing experts.

In schools, lessons are like the script of a play; the teacher must imbue it with life, mere subject knowledge is not enough!

Eliminating conditioned reflexes (Pavlov) is of prime importance.

During Maths lessons, most children **Switch** off at the **Sight** of numbers and the **Sound** of teachers!

Processing an image must be done within 4 seconds otherwise the information is lost.

No wonder the average mark is a dismal 45%.

Long explanations are useless because they involve understanding, an unreliable factor in a class with 25 children, especially since they only have a quarter of an adult brain!

Modern children need short and catchy instructions to answer **written** questions. They are repeated by the whole class (choral reading).

Memorising occurs through **Sight & Sound**.

Examples: Four seven eleven instead of the pedantic and clumsy four PLUS seven EQUALS eleven.

- **Assignments** should be banned because copying information is a chore and thus devoid of any educational value.
- **In order to avoid starting with 3 new skills**, the 3Rs should be introduced gradually, starting with **READING** in years 1 & 2.

At first , letters must only be traced because the cells needed for the skill of handwriting are not yet in place before age 7. Many children and adults now hold their pen as if it were a weapon, **BECAUSE THEY STARTED TOO EARLY!!!**

In year 3, **SPELLING** can be and should therefore be **TAUGHT** by using the **Creative Linguistic Spelling Method**.

PRIMARY MATHS can be dealt with in 6 months!

By introducing it in year 4, students of all levels should be well prepared for the work in High School because life is waiting for the future.

A.Bark

THE BARK BEQUEST

MATHS

YOU TUBE

- Effective Addition & Subtraction
- Learn your Times Tables in a week
- Numbers in a Nutshell. Book ● DVD (windows media player)
- Math & Memory 1. Teacher ● Student
- Math & Memory 2,3,4 (for Secondary Schools)
- Multi-level Secondary Maths Dictionary (6-12)
(with worked answers)
- Advanced Maths Dictionary (11&12) (with worked answers)

FOREIGN LANGUAGES

The Natural Way

- *YOU TUBE* English-Dutch ● *YOU TUBE* English-German ● *YOU TUBE* English-French
- *YOU TUBE* English-Spanish ● English-Portuguese
- English-Romanian ● English-Hungarian
- *YOU TUBE* English-Italian ● Romance English: The Evolution of Language.
- *ECCE ROMANI TRANSLATIONS • DICTIONARY OF LATIN DERIVATIVES.*
● **Literacy for Dutch Primary Schools**
- Brochure ● Manual ● *YOU TUBE* Book 1 ● Book 2 ● Exercises
- Spellaphone Book ● 1200 Limericks and Errata

free demonstration at your school before it's too late!

I recommend the use of video cameras. Aart 0428396120

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YOU TUBE **READING AND WRITING**

- Foundation Literacy 1,2,3,4,5
- Diagnostic Reading Tests ● Leg ends & Legends
- English 1 ● Creative Writing ● Companion
- Creative Descriptions 1 & 2 ● Titanic

SPELLING

YOU TUBE

- Spellaphone Book ● Companion
- Spelling Awareness ● Spelling word stories
- Spelling word sentences & stories
- Specific spelling features in focus (for Primary and Secondary)
- Creative & Linguistic Spelling

EDUCATION

- The Bark Report ● Reproach & Remedy ● Tutorial
- The 3RS Seminars
- Bark's Bric-a-Brac Museum ● About the Author

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La CATTEDRA DI S. PIETRO, capolavoro scenografico del Bernini.

Interno della Cupola di S. Pietro (Michelangelo). ►

