**Levels 7/8 Languages Activity**

**Italian Teenage Boss**

**Introduction to Numeracy in languages**

Languages is a uniquely diverse subject area. Students in Victoria study over 70 languages in government schools, out-of-school-hours programs, distance education modes, and accredited community language schools (Department of Education and Training, 2018). These languages are divided into the six categories of Aboriginal languages, sign language (Auslan), character languages (Chinese and Japanese), Classical Greek and Latin, Roman alphabet languages, and non-Roman alphabet languages. As a whole, engaging in language learning “extends students’ literacy repertoires and their capacity to communicate. It strengthens students’ understanding of the nature of language, culture, and the processes of communication” (Victorian Curriculum and Assessment Authority [VCAA], n.d.). Though these outcomes are not explicitly linked to numeracy skills, the cognitive aspect of learning an additional language and the opportunities that language teachers have to incorporate a wide range of content in language curricula open up numerous opportunities for teachers to consolidate and expand students’ numeracy capabilities in tandem with developing their language proficiency.

As Adoniou and Qing (2014) suggest, the language of mathematics can be challenging for all students, not only English language learners. These challenges include:

* technical language and specific meanings of everyday terms (e.g., table, function, product)
* concepts that are expressed in word problems
* rules and conventions around syntax and mathematical procedures (e.g., BEDMAS)

The importance of literacy for engagement and achievement in mathematics has been explored in a number of studies (Burke, 2018; Jourdain & Sharma, 2016; Kotsopoulos, 2007; Meiers & Trevitt, 2010; Prediger et al., 2018; Walzebug, 2014). As shown in these studies, if students’ literacy levels are developed and students are given the tools required to understand the language of mathematics, then learning outcomes can be enhanced. This relationship between literacy levels and numeracy is partly due to the central role that language plays in the process of making and sharing meaning, since language is the *a priori* necessity for the realisation of meaning (Lankshear, 1997).

Based on an analysis of mathematical literacy items from the Programme for International Student Assessment (PISA), Turner (2010) emphasised the role that language plays in developing numeracy, since “mathematical literacy in practice involves communication” (p. 58). Turner pointed out that understanding and clarifying a worded mathematical problem is dependent on reading, decoding, and interpreting statements, questions, tasks, and/or objects. By engaging in these processes, students are able “to form a mental model of the situation, an important step in understanding, clarifying and formulating a problem” (Turner, 2010, p. 58). Similarly, learning an additional language can develop students’ literacy repertoires and their “understanding of the nature of language, culture and the processes of communication”’ (VCAA, n.d.). This expansion of students’ linguistic repertoires, and the enhanced ability to analyse how language works through the study of an additional language, can provide students with linguistic knowledge that can be transferred to the mathematics classroom.

**Developing Numeracy Understanding in Languages**

Teachers are required to provide opportunities for students to develop numeracy skills in an applied environment, and there are numerous ways to incorporate meaningful numeracy-related learning in language classrooms. Language teachers can use the curriculum strands and sub-strands as conceptual maps to plan for and develop students’ numeracy capabilities. Apart from Classical Greek and Latin, all languages curricula contain the interrelated strands of Communicating and Understanding. Communicating refers to using language for communicative purposes in interpreting, creating and exchanging meaning (VCAA, n.d.). Understanding refers to analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchanges (VCAA, n.d.). Both strands are further refined into several sub-strands, and the following section is an introduction to how numeracy knowledge and skills can be embedded into some of these sub-strands.

In the Communicating strand, numeracy-related learning will resemble some of what the student already does in their first language. In this case, “learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts” (ACARA, n.d.). While language teachers may not have numeracy as an explicit learning outcome, much of this learning currently takes place in beginner language learning, and the vocabulary and grammatical structures are typically found in most language teaching resources. Examples include:

* recognising and sequencing numbers (e.g., in language games)
* using numbers to discuss dates and ages
* using whole numbers, percentages, and fractions when analysing questionnaires
* doing basic operations (addition, subtraction, multiplication, and division)
* telling the time and talking about the duration of events
* discussing travel itineraries and timetables
* asking for and giving prices of goods
* discussing measurements and quantities for recipes
* calculating currency exchange rates

The following two sub-strands within Communicating also include meaningful opportunities for numeracy development:

* Socialising refers to students engaging in activities requiring planning, negotiating, deciding, and taking action. As is the case in their first language, students will sometimes need to utilise numeracy skills and knowledge to carry out planning activities.
* Informing refers to students obtaining, processing, interpreting, and conveying information in oral, written, or multi-model texts.

Another area of language learning where numeracy can be developed is where differences exist in how numeracy-related concepts and processes exist in other cultural and linguistic systems. In the Understanding strand, the sub-strands of Systems of Language and the Role of Language and Culture include opportunities to explore how numeracy is shaped and continually influenced by different cultural contexts and linguistic systems. Some of these differences pertain to:

* conventions (e.g., the use of a comma instead of a period for the decimal point when writing numerals in Italian such that the cost of an item that is two euros and 49 cents is written as €2,49)
* counting systems (e.g., in Japanese, the unit of ten thousand is used as a denomination for counting and currency, such that the number 100,000 is read as ‘10 ten-thousands’)

The cultural significance of numbers is also a rich area for students to explore. For instance, students can investigate the use of numbers in metaphors, proverbs, and traditional stories in the target language.

**Lesson Plan: Italian Teenage Boss**

This is a task-based language activity that, depending on the available time, can be scaled down to one to two lessons or up to a unit of work. Although this example lesson is for Italian, it is suitable for all Roman alphabet languages. It could also be adapted for non-Roman alphabet and character languages where the F-10 sequence is being followed, or adapted to a Year 9/10 level.

The activity is loosely based on the concept of giving teenagers responsibility for the family budget, as explored in the popular ABC observational documentary show *Teenage Boss* (links in Appendix). In the show, teenagers are put in charge of the family monthly budget to learn about financial responsibility and planning. The host, Eddie Woo, is a well-known Australian mathematics teacher with a large YouTube following. To prepare for these language lessons, the teacher can use a flipped learning approach, in which students are required to watch one or more episodes (on ABC iview on-demand) and make notes about any important questions to consider when planning grocery shopping. These ideas can be shared by students in a collaborative online space (e.g., Google classroom) to be accessed by students while completing the grocery planning task.

The overall aim is for students to produce a shopping list based on what they would purchase for their family meals for a week. A possible scenario is that the student’s family is holidaying in Italy and the student has been given responsibility for the grocery shopping list and the associated budget. Depending on individual learner needs and any prior Italian language learning (during primary school), students can work individually, in pairs, or in small groups. They will use hard copy or online Italian supermarket catalogues to select items of their choice to complete a weekly meal planner.

**Prerequisite/Corequisite Knowledge: Italian**

This lesson is based on the Years 7–10 sequence, and students are not expected to have studied Italian prior to Year 7 (For a class following the F–10 sequence, the extension activities can be built into the lesson). Depending on the characteristics of the cohort, this lesson may be suitable either towards the second half of Year 7 or at any stage during Year 8. To engage with this task, students will consolidate and become familiar with the following knowledge items:

* days of the week and meal names
* numbers up to 100
* the use of a comma in Italian to indicate decimals (e.g., an item costing two euros and 49 cents is written as €2,49)
* vocabulary for quantities of weight and volume (e.g., *al kg, l’etto, al pezzo*)
* vocabulary for various supermarket products commonly purchased in Italy
* vocabulary for food types (meat, fruit, vegetable, dairy, pasta, etc.)
* forms of singular and plural nouns

Students will develop and consolidate the following skills:

* notice patterns of noun categories and understand the general rule of gender and agreement
* recognise simple sentence construction (subject–verb–object), enriched by the use of adjectives
* use modelled and rehearsed language in familiar contexts and begin to use Italian to create and communicate their own meanings
* create their own texts, mainly using the present tense of regular and common irregular verbs
* reflect on the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s)

**Background Mathematical Skills and Understandings**

Teachers of Languages are not expected to teach the mathematical knowledge and skills that students will draw on when engaging with this activity. The students will have learnt and should be adept with the required mathematical knowledge and skills to complete the activity. According to the Victorian Curriculum: Mathematics, the required mathematical knowledge and skills should have been developed in earlier years of schooling, that is, by the end of Level 6.

For this activity, the background mathematical skills and knowledge are:

* Knowledge of numbers up to 1,000
* Knowledge of money in dollars and cents, and the written representation of monetary amounts
* Knowledge of metric units of weight/mass, volume, and capacity
* Knowledge of budgets
* Ability to add monetary amounts (i.e., adding decimal quantities) and find total costs involved in multiple purchases (with and without calculators)
* Understanding of how to make comparisons of monetary costs

For the suggested extension activities, the background mathematical knowledge and skills needed are:

* Understanding constraints associated with setting limits on quantities or costs
* Using technology to construct and display information
* Interpreting and comparing data displays
* Conducting surveys, collate data, and construct data displays (with and without technology)
* Calculating mean (average) values

N.B. If this activity is undertaken in Level 7, then students may need assistance to calculate mean (average) values (with and without calculators); calculating means is found in the Level 7 Victorian mathematics curriculum.

* Converting currencies

N.B. Students may need assistance to convert Euros into AUD (Hint: Use an online currency converter).

**Lesson Description**

In the following description, the core activities for one to two lessons are listed. These activities are designed to promote the development of all the five macro skills (speaking, listening, reading, writing, and viewing), as well as multiple opportunities for numeracy integration. As language classrooms very greatly, the order and inclusion/exclusion of activities can be modified by the teacher to suit the needs and circumstances of their students. The suggested extension activities can be selectively used to scale up beyond one to two lessons and/or as optional tasks for students with previous language learning experience.

***Suggested Activity Sequence***

1. Students have prepared for the topic by watching an episode of *Teenage Boss* and making notes about things to consider when doing grocery shopping. If these notes have been added to a shared online space (e.g., Google classroom), then the teacher can display these student notes to the class and invite students to elaborate, comment on, or ask questions about any of the notes.
2. The teacher sets up the scenario by explaining that the students are holidaying in Italy with their families and that they have been given responsibility for the grocery shopping list and the associated budget.
3. The teacher displays images of Italian supermarkets and sample pages from shopping catalogues along with key vocabulary. Key phrases are modelled and practised as a class and then in pairs (e.g., *questo è, questi sono, questo costa, questi costano, cos’è questo?, cosa sono questi?*). The teacher also models how to navigate the online catalogue and how to look up required words with online or paper dictionaries.
4. The teacher displays a collection of products (with prices) to fill an imaginary shopping trolley. Students can work in pairs to calculate the total cost of the goods. They can also use an online currency converter to calculate the prices and total bill in Australian dollars (AUD).
5. Students then separate the items depending on whether the items would be eaten for breakfast, lunch, and/or dinner. The costs of these meals can also be calculated (amounts will vary).
6. Students ask multiple peers (in Italian) the cost of a meal. This information can be used for calculating the most expensive/cheapest meal (e.g., *il più costoso/il meno costoso*).
7. The teacher distributes a worksheet with a grid for three meals over seven days. Students work individually or in pairs or trios to access an online catalogue and decide on items to purchase for these meals. Options can be to specify a meal for a family of x number of people and to specify a total budget.
8. Students write the items and products in the grid. Additionally, students can take screen grabs of the product images and paste these images onto a digital version of the grid.
9. Students calculate the total cost of their groceries and survey (in Italian) other pairs/groups to collect information regarding the amount spent by each group (*Quanto costa la spesa?).*
10. If students have used different supermarket catalogues, then they can compare the individual prices of items and overall cost of the weekly shopping to decide where would be the best place to go shopping.

***Potential Challenges and Solutions***

Authentic resources are often avoided by teachers due to the inherent complexity of the language structures and vocabulary in materials designed for speakers of the language rather than learners of the language. Students may feel overwhelmed by a large number of unknown vocabulary and grammatical structures. To mitigate these challenges, the teacher can model to students how to make informed guesses about the products from the images, prices, and location in the catalogue (e.g., grouped with similar items). The teacher can also show students how to look up unknown words with online or paper dictionaries, while still encouraging students to focus on identifying key information and ignoring the rest. The metacognitive strategies of planning, monitoring, and evaluating one’s learning are all enhanced through this learning process.

Authentic resources can also be difficult to access and may only be available in limited quantities. Using online authentic supermarket catalogues helps overcome these two obstacles, as all students can view the materials on any device with an internet connection. The materials have the additional benefit of not being outdated, which adds a sense of authenticity and immediacy to the tasks. As the interface of the catalogue websites may be confusing for students at first, the teacher should model the activity to the class by demonstrating how to navigate through the catalogue.

***Extension Activities (for Differentiation and/or Scaling up to Multiple Lessons)***

1. The teacher can set limits on the quantity and/or cost of food types that can be purchased for the week to encourage a variety of meals.
2. Students can survey other groups to ask what is in their imaginary shopping trolley of weekly groceries. The data collected from this survey can be represented visually through a range of graphs based on frequency of food items, food types (meat, fruit, vegetables, dairy, pasta, etc.), or cost.
3. Students can use presentation software to prepare a visual display of three meals and narrate in Italian the names of the ingredients and some phrases describing the preparation of a meal.
4. The average total costs for all the pairs/groups can be calculated, as well as average cost per day. These data can be entered into spreadsheet software (Google sheets, Excel, etc.) and plotted on graphs.
5. Comparisons could also be made between the Italian weekly grocery bill and each student’s family weekly grocery bill to then discuss any differences in costs of living between Italy and Australia.
6. Students can calculate the total nutritional value (e.g., kilojoules) for the three meals of one day and compare this total to that of three meals that they typically eat in Australia. This activity can lead to a comparison of typical meals in Italy and Australia to explore similarities and differences.

***Materials and Resources***

The resources for this activity can be either one or a combination of the following resources:

* authentic hard-copy shopping catalogues that teachers have collected for classroom use
* authentic online catalogues (links in Appendix)
* modified digital or hard copy catalogues that teachers have created from the authentic online catalogues. Where possible, senior language students who are more familiar with the vocabulary and have the required ICT skills can create these modified catalogues.

Despite the possible challenges in a beginner language classroom (as discussed), using authentic supermarket catalogues (online or hard copy) is highly recommended for the following reasons:

* the combination of images with text helps promote understanding of unknown vocabulary
* the familiarity of supermarket catalogues as a text genre allows students to draw on their prior knowledge of this text type
* the format of these catalogues is consistent and predictable, with common elements such as product name, type of product, and price per item/by weight
* the authentic products are a mix of familiar and unknown items, which helps to broaden students’ knowledge of typical food products and types of meals typically consumed in the parts of the world where the target language is spoken
* the seasonal nature of some products and the products linked to traditional festivals and holidays provide culturally-relevant information; hence, students can make comparisons with similar/different products and traditional festivals in Australia
* the images on products can be discussed to explore cultural similarities and differences and to critically examine stereotypes about cultures and peoples

**Table 1: Links to the Victorian Curriculum – Italian**

|  |  |  |
| --- | --- | --- |
| Strand and Sub-Strand  (if applicable) | Content Description (Code) | Adapted Elaboration(s) |
| Communicating   * Socialising | Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes (VCITC096)  Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding  (VCITC097)  Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions  (VCITC098)  Develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions  (VCITC099) | Describing routines, events and leisure activities (for example, *Mi piace/non mi piace +* [infinitive verb]  Negotiating and making arrangements using expressions of possibility, need and obligation [modal verb + infinitive] in set phrases, for example*, Voglio/non voglio …, Forse sì/forse no*  Participating in real and imagined transactions such as purchasing a ticket for an event or choosing a gift for someone, for example, *Quanto costa* [+ definite article or demonstrative + noun]? *Cosa prendi? … un caffè … e tu?*  Posing questions (for example, *Perché? Come si scrive? Può/puoi ripetere? Come si dice …? Come? Come si fa? Secondo me … Penso di sì/penso di no*) |
| Communicating   * Informing | Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising  (VCITC100)  Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources  (VCITC101) | Identifying context, purpose and audience of modified authentic texts such as conversations, advertisements, weather reports, instructions, timetables, recipes and signs  Sequencing instructions or actions by using temporal markers such as *Prima … poi … dopo … alla fine*  Sharing interpretations of a range of texts, considering their understanding of Italian cultural dimensions in texts, and comparing own interpretations with those of others  Describing an object using [article + subject + verb + adjective], including negative expressions, for example, *è/non è buono/cattivo; è costoso/economico*  Comparing aspects of daily life across cultures, for example, eating habits and presenting results in class in oral presentations or written descriptive texts  Surveying classmates on their daily routines, such as mobile phone/internet use, text messaging habits, television viewing or hours of sport played and presenting the data in various forms, for example, (*cinque persone non hanno un cellulare; tanti/pochi … la maggior parte …; il 15 per cento; due su venti*…) |
| Communicating   * Translating | Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings  (VCITC104) | Making and using glossary lists for different purposes and people, for example children, international students, visitors, and learning how to use print and digital dictionaries |
| Communicating   * Reflecting | Reflect on own and others’ responses to intercultural experiences and interactions (VCITC106) | Reflecting on how interactions are conducted in Australia and in Italy (for example, at school or while shopping), comparing aspects such as the exchange of social niceties or the efficiency of the interaction, for example, *Buongiorno. Mi dica … /Desidera?*  Participating in guided bilingual discussion of intercultural experiences and personal reactions, noticing challenges and adjustments, for example, *Cosa noti di diverso? Cosa pensi? Penso che … Che differenza c’è tra fare un acquisto in Italia e in Australia? Secondo me* |
| Understanding   * Systems of language | Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form (VCITU108)  Understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction  (VCITU109)  Understand the features of common spoken, written and multimodal texts  (VCITU110) | Listening to and producing the sounds of Italian, and noticing sound–symbol correspondence, for example, consonant combinations (for example, *famiglia, gnocchi, chilo, cicche*), vowel combinations (for example, *buono, pianta, ciliegia*) and double consonants (for example, *sono* and *sonno*)  Using the Italian alphabet, making connections between spoken and written forms, understanding the effect of grave and acute accents (for example, *caffè, perché*)  Noting differences between Italian and English use of capital letters, and using rules of capitalisation when creating own texts, for example, omission of capitals with weekdays, months of the year and nationalities  Checking pronunciation of words using sound files and text-to-speech software  Demonstratives, for example, *Questo è il libro*  Interrogatives, for example, *Chi, che, cosa, quale, come*?  Subject pronouns, for example, *io, tu, lui, lei*  Numerals — cardinal, ordinal, dates, time  Listening to or reading simple Italian texts and recognising the conventions of particular text types, for example, postcard, letter, email, card, blog and conversations (face-to-face and phone) |

**Table 2: Links to the 21st Century Numeracy Model (Goos et al., 2014)**

|  |  |
| --- | --- |
| Aspect of the Model | How This Aspect is Addressed by the Lesson |
| **Attention to Real-Life Contexts**   * Citizenship * Work * Personal and Social Life | Students learn about budgeting and making financial decisions in daily life based on wants and needs. For example, they will recognise that grocery purchasing decisions are partly based on calculations of food requirements. Making purchasing decisions is an important aspect of students’ personal and social lives, and this lesson builds on their prior knowledge and experience of this decision-making process. |
| **Application of Mathematical Knowledge**   * Problem Solving * Estimation * Concepts * Skills | Students are required to plan how to budget and consider appropriate purchases to meet the criteria of having enough meals for the week while meeting any additional nutritional/balanced food intake requirements. Students add up grocery costs in order to calculate daily and weekly totals. They also use currency exchange rates to estimate equivalent costs of daily and weekly groceries in comparison to estimated spending in Australia. |
| **Use of Tools**   * Physical * Representational * Digital | Students use a physical or digital weekly meal planner and calculator to calculate daily and weekly grocery bills. The extension activities include opportunities for the visual representation of purchases using graphing software (e.g., Excel, Google Sheets). |
| **Promotion of Positive Dispositions**   * Confidence * Flexibility * Initiative * Risk | Students develop skills in budgeting and planning (e.g., weekly meals). The links to “real world” experiences of grocery shopping and planning meals will enhance students’ disposition towards mathematics. The familiarity of the grocery shopping as an activity means that students can engage in the lesson activities confidently due to their prior knowledge and experience. |
| **Critical Orientation**   * Interpreting Mathematical Results * Making Evidence-Based Judgements | Students will develop an interpretive, evaluative, and analytical stance towards understanding household budgets and purchasing decisions. By applying their critical orientation, students will be able to present justifications for their purchasing choices. |

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**Appendix**

*Teenage Boss on-demand episodes, study guide, and Eddie Woo website*

<https://iview.abc.net.au/show/teenage-boss/>

<https://www.abc.net.au/cm/lb/11152338/data/teenage-boss-data.pdf>

<https://misterwootube.com/>

*Collections of Italian supermarket catalogues*

<https://www.promoqui.it/>

<https://www.volantinofacile.it/volantini-iper-supermercati>

<https://www.centrovolantini.it/>

*Samples of Italian supermarket catalogues*

[https://www.esselunga.it/cms/promozioni/volantini/superstore/zona-4/2020/10/grandi-marche-al-50-58y5ex7k.EZZ.html#](https://www.esselunga.it/cms/promozioni/volantini/superstore/zona-4/2020/10/grandi-marche-al-50-58y5ex7k.EZZ.html)

<https://www.conad.it/volantino.Volantino_Bassi_e_Fissi_aggott_31dic2020.html>

<https://www.doveconviene.it/iper-e-super/emmepi/volantino/ultime-offerte-emmepi?flyerId=642532&flyerPage=1>