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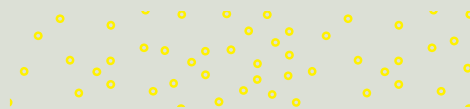
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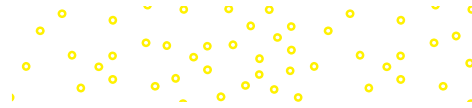
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# Avanti!

## Beginning Italian

Fifth Edition

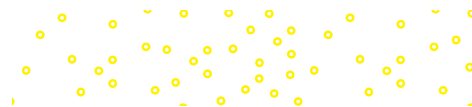
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*The Ohio State University*

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## AVANTI!: BEGINNING ITALIAN, FIFTH EDITION

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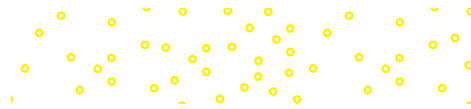
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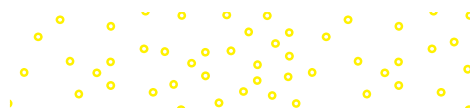
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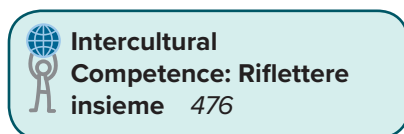
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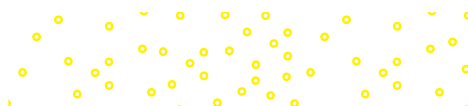
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# Preface

The *Avanti!* program for introductory Italian is known for its focused approach and flexible content, its emphasis on communicative competence, its opportunities for recycling vocabulary and structures, and its exploration of culture. With *Avanti!*, students begin to learn and practice the language while developing an authentic appreciation for Italian culture, both inside and outside the classroom.

*Avanti!* is built around the following principles:

**Focus and Flexibility:** Whereas most Italian programs attempt to cover too much material in the first year, *Avanti!* reflects a reasonable expectation of what most beginning learners can acquire in one year of classroom instruction. The **Strutture** sections focus on the core structures that are necessary for meaningful communication at the elementary level. Additional structures are either presented “for recognition only” or appear in **Per saperne di più**, giving instructors flexibility to teach the grammar they want to teach. The *Connect™* platform allows instructors to fully customize course content to meet the needs of their students, whether their courses are face-to-face, hybrid, or online.

**Communicative Competence:** From the very beginning, *Avanti!* satisfies students’ desire to communicate in everyday situations through a guided and gradual process of acquisition. In the **Strategie di comunicazione** authentic videos that open each chapter, students see and hear Italians of all ages and backgrounds using high-frequency, practical expressions that they can begin using immediately. Outside of class, *Connect* provides easy-to-use voice tools for synchronous partnered speaking practice and asynchronous chat (Recordable Video Chat and Voice Board powered by GoReact). With *Avanti!* students are always well supported in their practice whether in person or online, building their communicative competence along with their confidence.

**Recycling:** *Avanti!* is designed to provide maximum exposure to vocabulary and grammatical structures. Every fourth chapter provides a **Ripasso** of four previously taught grammar points, which are then followed by a related structure. Chapter 16 contains only review grammar sections, providing students with additional practice with challenging structures. With *Adaptive Learning Assignments* in *Connect*, students can practice key vocabulary and grammar points outside of class.

**Cultural Competence:** Numerous brief readings and interactive cultural activities showcasing the regions of Italy, as well as Italy’s contributions to fine art, film, and popular music, promote the understanding of cultural products, practices, and perspectives. In addition to providing a meaningful and extensive exploration of Italy’s gorgeous and unique culture, the fifth edition of *Avanti!* places a new emphasis the importance of intercultural competence through a series of new videos and activities.

The fifth edition also reflects the results of a sensitivity analysis. Users will find more inclusive representation of race and ethnicity, gender and LGBTQ+, religion, body image, mental health, and gender roles.




# What’s New in the Fifth Edition?


The fifth edition has many exciting new features based on cutting-edge research about language and cultural perspectives as well as extensive feedback from instructors.

## Cultural Perspectives for a New Generation of Students: Developing Intercultural Competence

- In the first of four new **Intercultural Competence Video Modules**, Pulitzer Prize-winning author Jhumpa Lahiri describes her personal journey learning Italian and shares her thoughts on how to navigate the difficulties of learning a new language. In doing so, Lahiri highlights how learning a new language also contributes to the fundamental skills, behaviors, and attitudes of intercultural competence, vital for working in our interconnected and diverse world. The three additional **video modules** feature a series of interviews with a group of young Italians: **Capitolo 3 (È tipico o stereotipico?)**, **Capitolo 9 (Interpretazioni e prospettive diverse)**, and **Capitolo 15 (Il tempo e i rapporti sociali)**. In these modules, students engage with a range of perspectives, discuss the larger implications of this diversity, then reflect on the impact these discussions have on their perspectives and their lives.



## Intercultural Competence



**Modulo 1: The *how* and *why* of learning a new language\***

Jhumpa Lahiri is a Pulitzer Prize-winning, multilingual author who successfully became fluent in another language as an adult. Her reflections on her experience will help you understand the process and the lifelong benefits of language learning, even for those who study a language for a short time. Watch this video to find out more about her. What do you find most interesting about Lahiri's life and work?

*"To know a new language, to immerse yourself, you have to leave the shore without a life vest, without depending on solid ground."*

—Jhumpa Lahiri, *In Other Words*

About Jhumpa Lahiri

**A. How does one describe what it's like to learn a new language?**

**Parte prima.** Some may feel nervous about learning a new language, but it can truly be an adventure. Watch and listen as Lahiri reads an excerpt from her book, *In altre parole*. Then, in your own words, describe the metaphor she uses for the process of learning a new language.

Jhumpa Lahiri shares a metaphor for the language-learning journey from her book, *In altre parole* (*In Other Words*).

**Parte seconda.** Consider why you have chosen to study Italian. Watch and listen to Lahiri discuss how desire drives personal growth, then describe how your motivation to learn Italian and Lahiri's perspective on language learning and personal growth can support you on your journey.

On language learning and desire

- Prospettive a confronto:** These new videos are incorporated into activities that enhance intercultural skills by guiding students to examine and discuss diverse Italian perspectives and experiences, and their own. The activities are designed to break down stereotypes and expose students to a variety of opinions and lifestyles.



**1.** Mi chiamo Matilde. Ho 18 / 20 / 25 anni. Vivo (I live) a Roma. Parlo (I speak) francese / inglese / italiano / spagnolo.



**2.** Mi chiamo Emanuele. Ho 20 / 21 / 22 anni. Vivo a Roma. Parlo francese / inglese / italiano / spagnolo.



**3.** Sono Sofia. Ho 24 / 25 / 35 anni. Sono di Chiusdino / Chiusi / Chianciano, in Provincia di Siena. Parlo francese / inglese / italiano / spagnolo.



**4.** Sono Alessandro. Ho 16 / 18 / 19 anni. Vengo da Roma. Parlo un po' di cinese / francese / inglese / italiano.



**5.** Sono Giulia e ho 21 / 23 / 27 anni. Sono nata (I was born) a Roma. A scuola ho studiato (I studied) cinese / francese / inglese / italiano.



**6.** Mi chiamo Peter. Ho 19 / 29 / 39 anni. Sono nato a Roma e sono d'origine francese / inglese / thailandese / taiwanese e parlo cinese / inglese / italiano / spagnolo.

Photo 1 © iStock Video Productions/Alamy

An additional video in this group, *Sono nato qua, questa è la mia faccia*, created by high school students in Bologna and featured in *la Repubblica*, presents the diversity of the Italian population and highlights the struggle against racism in Italy.



Video produzioni: Luce narrante - filmmaking

- **Cosa vedi? Cosa capisci?** In this feature, students are asked to closely observe a photo of a particular object or situation in Italy and share their thoughts about what they see. Discussion points are provided for the instructor to help students understand that their assumptions about what they see in the target culture may not correspond to the Italian reality and to help them process the surrounding cultural issues.

### Cosa vedi? Cosa capisci?

Daniele Comoglio/Alamy Stock Photo

**Pensiamoci!** Is the poster for or against the **Insieme** movement?

### Developing Discourse-level Language Skills

**Andiamo avanti!** The former **Cultura** section and each of its features have been renamed and extensively revised based on reviewer feedback. Students are challenged to use their emerging linguistic competence in conjunction with their developing intercultural competence to explore in more depth aspects of Italian culture.

- **Interpretiamo! (video)** A previewing activity has been added to every chapter, as well as discussion questions that have been refocused to encourage cross-cultural comparisons.
- **Interpretiamo! (lettura)** There are eight new readings (**Capitoli 1, 4, 6, 7, 8, 9, 10, and 16**), selected to appeal to students' curiosity about contemporary Italy. All readings have been analyzed for length and shortened, if appropriate, with fewer glosses overall to encourage learners to derive meaning from contextual cues.
- **Esprimiamoci!** New speaking and writing topics are shorter and tied explicitly to the cultural video presentation or the reading to allow students to process the content more deeply and relate it to their own lives.
- **SFIDA:** This new feature, found at the end of **Capitoli 1, 5, 9, and 13**, consists of language puzzles that challenge students to test their skills in four areas: recognizing cognates, noticing morphology, using existing schemata to interpret cultural differences, and identifying patterns of language use.

- **Non tutti gli eroi sono famosi:** In **Capitolo 16**, a new video has been added that contributes to the development of students' listening skills at the discourse level. In the interview, Claudio Ceccarelli, proprietor of the osteria Giggetto al Portico d'Ottavia in the Jewish Quarter in Rome, recounts how his grandfather saved the lives of Jewish families living near the restaurant during the Nazi **rastrellamento** during World War II.



Courtesy of Claudio Ceccarelli

Giggetto davanti all'osteria

- **Scopriamo la musica!** The music feature has been incorporated into the body of the chapters at the appropriate point of use in **Lessico** or **Strutture**. Two songs have been updated (**Capitoli 7, 9**).
- **Scopriamo il cinema!** This feature has been updated to include five recently released films (**Capitoli 8, 10, 12, 14, and 16**). All films are referenced with a synopsis in the body of the chapter. The accompanying activities have been moved to the *Instructor Resources* in *Connect*.

#### Communication for a New Generation of Students

- **Recordable Video Chat.** As the demand for online learning increases, the new chat tool allows up to nine people for recordable group chat, pair work, or online office hours. More online-only activities have been created to provide additional opportunities for students to develop their oral communication skills.
- **Smartphone Activities** are provided in the instructor annotations. These are suggestions for quick searches that students can do to enhance class discussion of a particular culture or language point.
- **Multimedia Presentation** topics are also provided in the instructor annotations. These are suggestions for brief multimedia presentations by students that can be uploaded to *Connect* and are designed to meet the ACTFL guidelines for presentational communication.

#### Targeted Changes to *Lessico* and *Strutture*

- The **Lessico** presentations and illustrations throughout the text have been completely redrawn by award-winning artist John Bonner, who also created the outstanding *Avanti!* grammar tutorials. More photos have been integrated in every chapter to stimulate learners' engagement.



- Based on reviewer feedback, the **Capitolo 4** family vocabulary has been expanded and more food vocabulary has been added to **Capitolo 5**.
- **Grammatica in strada** features photos of signs from restaurants, banks, supermarkets, and shops on Italian streets that contain select grammatical structures (and thus appear in the **Strutture** sections). Students are asked to identify and analyze the target structure in the image. The goal is to stimulate learners' engagement with Italian language no matter where they encounter it.



- In **Capitolo 3**, **-are** verbs are presented separately from **-ere** and **-ire** verbs.
- The presentation of direct and indirect objects has been removed from **Capitolo 6** and incorporated into **Strutture 11.1**.
- In **Capitolo 12**, only the third-person singular and plural forms of the **passato remoto** are presented and a limited number of irregular verbs—those most frequently encountered when reading.
- There is a more focused presentation of the most common formal and informal imperative forms in **Capitolo 13**.
- The distinction between the subjunctive and the indicative is presented as soon as the subjunctive is presented in **Capitolo 14** and is reiterated in the presentation of all subjunctive forms.

#### Instructor Support

- New, detailed notes have been added at the point of use for each section and feature of the program in the *Avanti! Annotated Instructor's Edition*. These notes describe the intended goal(s) of each section and feature and include suggestions on how to implement them.
- The *Instructor Resources* in *Connect*, include the *Instructor's Manual* with a Guided Tour of the program for new users, a wealth of suggestions for the implementation of all sections of the program, supplementary activities, video and audio scripts, the testing program and audio files, and more.



- **New remote proctoring and browser-locking capabilities**, hosted by Proctorio within *Connect*, provide control of the assessment environment by enabling security options and verifying the identity of the student.
- Seamlessly integrated in *Connect*, these services allow instructors to control students' assessment experience by restricting browser activity, recording students' activity, and verifying they are doing their own work.
- Instant and detailed reporting gives instructors an at-a-glance view of potential academic integrity concerns, thereby avoiding personal bias and supporting evidence-based claims.

Contact your sales representative for expert support from the McGraw Hill World Languages team for the implementation of your online, hybrid, and face-to-face courses.

Welcome to the fifth edition! *Andiamo avanti!*



# Reviewers

The authors and the publisher would like to express their gratitude to the numerous instructors listed here whose valuable feedback contributed to the development of the fifth edition of *Avanti!* through their generous participation in the pre-revision reviews, the film and music surveys, and the follow-up phone conversations. (Note that the inclusion of their names does not constitute an endorsement of the *Avanti!* program or of its methodology.)

Assumption College  
*Richard Bonanno*

Borough of Manhattan Community College  
*Jennifer Federico*

Dickinson College  
*Luca Trazzi*

Drew University  
*Emanuele Occhipinti*  
*Lara Santoro*

Fashion Institute of Technology, SUNY  
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*Erica Moretti (n/a)?*

Florida State University  
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The Ohio State University  
*Carla Wysokinski*

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*Stacy Giufre*  
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Xavier University  
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Many others have contributed to *Avanti!* in significant ways for which I am exceedingly grateful. I wish to thank Claudia Quesito and Deborah Bruce-Hostler for their exceptional attention to detail and their linguistic prowess; Jennifer Rodes (Klic Video Productions) and Chris Hermann and Ben Churchill (Mannic Media) for their creativity and film acumen; Anne Helgersen, marketing manager, and Shaun Bauer, product developer, for their input on the first intercultural competence module; Carla Onorato for being a tireless linguistic and cultural resource; John Bonner for the stunning new art program; and my friends in Bologna, Sporminore, and Sorrento for photos and materials that bring this text to life. Finally, I thank my husband who supports my work with delicious meals and continuous attention to my needs; my son, who was three months old when we started this project, and is now leaving for college and who, over the years, has given up time with me so that I could write and travel; and finally, Lilla and Flash, who relieve my stress and bring a smile to my face every day.

—Janice M. Aski

It is impossible to convey sufficient thanks to everyone who worked so splendidly on this edition: Janice, Susan, Katie, Claudia, Deborah, Carla, Jennifer, and Jhumpa, you are all wonderfully amazing women. This book, my life, and the world are all better because of you. Sincere thanks also to John, Ben, Chris, Jason, Shaun, and Steve, you are some of the most creative guys on the planet.

An enormous share of my gratitude extends to the students and instructors who make *Avanti!* such a successful program. I think you'll find the fifth edition fresh, enriching, and thought-provoking. We loved creating it and hope you will love it too.

—Diane Musumeci

We would like to gratefully acknowledge all of the people in production and editorial who worked tirelessly to produce *Avanti!* and its digital supplements. Our sincere thanks to Sherry Kane, our wonderful project manager, and her colleagues in production: Carrie Burger, Vanessa McClure, and Sue Culbertson, as well as Manvir Singh and the Aptara team. Special thanks to Beth Blech for the lovely design and beautiful cover. Thanks as well to our editorial coordinators, Danielle Bennett, Miranda Hency, and Amanda Hirt, for all their support.

We would also like to thank the entire *Connect* team, under the expert management of Jason Kooiker, lead subject matter expert, for their hard work in the production of the new and revised digital assets for our online platform.





*Primavera* (ca. 1485), Sandro Botticelli (Galleria degli Uffizi, Firenze, tempera su tavola)

**Fine Art Connection:** There are *Lingua e Arte* activities related to this painting in the *Andiamo avanti!* section of this chapter. The *Lingua* activities recycle structures from this chapter.

# 1 Per cominciare

## SCOPI

### IN THIS CHAPTER YOU WILL LEARN:

- the *how* and *why* of learning a new language
- to greet someone, to find out his/her name and where the person is from, and to say good-bye
- words and expressions you need to get started studying Italian
- to pronounce the letters and sounds of the alphabet
- seasons and months of the year
- the numbers 0–9,999
- to express the date
- to give your age
- to identify people and things
- to express likes and dislikes
- to interpret common gestures
- about the Italian government
- the names of the mythological characters depicted in Botticelli's *Primavera*
- about humanistic ideals in Italian art





# Intercultural Competence



Mannic Media/McGraw Hill

*“To know a new language, to immerse yourself, you have to leave the shore without a life vest, without depending on solid ground.”*

—Jhumpa Lahiri,  
*In Other Words*

**Note:** Lahiri reads from her book in Italian and English subtitles are provided. This is meant to be a particularly impactful experience for students who have never watched a segment in a language they don't know with subtitles. Prep students by asking them if they have ever seen a movie with subtitles.

**Suggestion:** Ask students: Can you think of another time in your life when you felt nervous about doing something but did it anyway? What did you gain (or lose)?

**History Connection:** You may wish to point out to students that the importance of language learning is not new. In 1781, in the final days of the American Revolution, John Adams, John Hancock, James Bowdoin, and Samuel Adams established the American Academy of Arts and Sciences, which instituted an intellectual agenda for the new nation of the United States. Among the fields of study considered essential to “scientific discovery, expansion of commerce, and the encouragement of productive civic life” was the study of language. See Davidson, Dan E. 2017. “Why study a foreign language when the rest of the world is learning English?” American Councils for International Education.

**Activity B, Parte prima (Answers):** Answers will vary. Language learning contributes to cognitive health, improved communication skills, better understanding of your own language, and superior career preparation. See the *Instructor's Manual* for a list of additional reasons.

## Modulo 1: The *how* and *why* of learning a new language\*

Jhumpa Lahiri is a Pulitzer Prize-winning, multilingual author who successfully became fluent in another language as an adult. Her reflections on her experience will help you understand the process and the lifelong benefits of language learning, even for those who study a language for a short time. Watch this video to find out more about her. What do you find most interesting about Lahiri's life and work?

### About Jhumpa Lahiri

### A. How does one describe what it's like to learn a new language?

**Parte prima.** Some may feel nervous about learning a new language, but it can truly be an adventure. Watch and listen as Lahiri reads an excerpt from her book, *In altre parole*. Then, in your own words, describe the metaphor she uses for the process of learning a new language.

Jhumpa Lahiri shares a metaphor for the language-learning journey from her book, *In altre parole* (*In Other Words*).

**Parte seconda.** Consider why you have chosen to study Italian. Watch and listen to Lahiri discuss how desire drives personal growth, then describe how your motivation to learn Italian and Lahiri's perspective on language learning and personal growth can support you on your journey.

### On language learning and desire

**Parte terza.** As Lahiri's metaphor illustrates, learning to swim requires you to dive in and move away from the shore, just as learning a new language requires you to immerse yourself and use the language even when you don't feel fully confident. Watch and listen as Lahiri describes what it is like to “disarm” yourself as you relearn basic communication skills in a new language, then explain why Lahiri thinks it's essential to face the challenge of the language learning experience.

### On learning a new language

**Parte quarta.** It is understandable to find it challenging to interact in a new language in which you have a limited ability to express yourself. Watch and listen to Lahiri describe the language learning process and then explain how her perspective can help you in the classroom.

### Advice to language learners who are afraid of making mistakes

### B. Why study a new language?

**Parte prima.** What are the benefits of learning another language? Give as many reasons as you can think of.

**Parte seconda.** Watch and listen to Lahiri's explanation of why learning a new language is an enriching life experience, then summarize her point of view in your own words. Do you agree that learning a language will become part of who you are?


### Why you should learn a new language

**Parte terza.** In the next clip, Lahiri describes how learning a new language is open to everyone. Do you agree with the concept of “languages without borders”? Explain.

### How studying a new language is open to everyone

\*This module is guided by research on world language teaching and the perspectives of Jhumpa Lahiri.

**Parte quarta.** As Lahiri points out, the experience of learning a language becomes part of who you are, just like learning to play a musical instrument or a team sport. Watch and listen to her explanation of how language learning can change you. Be ready to discuss the ideas you find most intriguing and persuasive.

 **How learning a new language expands our understanding of the world and ourselves**


**C. Pensiamoci!** When you study any new language, you will develop skills that are essential for living and working in our global, interconnected world, regardless of the language you decide to study and its direct use in the workplace. The *Avanti!* program is designed to develop your **intercultural competence**, which, according to the Institute for the Future,\* is ranked fourth among the top ten skills needed for working in the future. Let's explore the essential features of **intercultural competence**.

**Parte prima.** The following is a list of the fundamental aspects of **intercultural competence**. Explain how you think learning a new language can help you develop them.

knowledge of self	knowledge of culture	respect and valuing of other cultures
flexibility and adaptability	openness and empathy	interpreting and relating
curiosity	listening and observing	understanding differing perspectives (cultural decentering)

**Parte seconda.** Which aspects of **intercultural competence** listed in **Parte prima** are represented in each quote by Lahiri? Some items may have more than one answer, so be ready to explain your choice(s).

1. "You see yourself in the other if you speak another language, and you become the other. If we can't do that, we're lost."
2. "If you learn another language, your life should/will change . . . You will learn how to see the world in different ways."
3. "That's what learning a language is; you learn to play a new game and you learn to play it with others."
4. "Learning another language will open your mind, and your life, and your heart."
5. "You can only know yourself by going outside yourself and that's why narratives of self-knowledge have always involved a journey."

 **D. Riflettere insieme.** Discuss the following ideas/statements as a class or in small groups followed by class discussion.

1. Explain what you think Lahiri means when she says: "It is fundamental to engage with what is outside of us and what is beyond us. Our humanity depends on that."
2. Explain what you think Lahiri means when she says: "In order for us to know ourselves, we have to know the other."
3. Lahiri states: "I always admired people who spoke other languages; I looked up to them. I thought that they had a perspective that people who only speak one language, frankly, lack . . ." What perspectives do you think people who speak only one language lack?
4. Explain what you think Lahiri means when she says: "The more porous identity becomes, the better off we are as a human race." Do you agree? Why?

**Note:** The list in Activity C, *Parte prima* is based on the work of Darla Deardorff, Executive Director of the Association of International Education Administrators and research fellow at Duke University. See the *Instructor's Manual* for a summary of Deardorff's more detailed definition of intercultural competence, from which these characteristics are taken.

**Activity C, Parte seconda (Answers):** *Answers will vary.* 1. understanding differing perspectives (cultural decentering), respect and valuing of other cultures 2. interpreting and relating 3. flexibility and adaptability, listening and observing 4. openness and empathy, curiosity, knowledge of culture 5. knowledge of self

**Implementation:** In order for this activity to come full circle, be sure to assign as homework: *Riflettere da soli sul Modulo 1*. These questions are for personal reflection on the module and are not meant to be shared with the class. They can be graded for the thoughtfulness of the response and completion. This activity may be assigned in *Connect* or may be printed out from the *Instructor's Manual*. Tips for responding to reflection questions are provided in the *Instructor's Manual*.

\*The Institute for the Future, located in Palo Alto, CA, performed this research for the University of Phoenix Research Institute.

# Strategie di comunicazione

**Introduction to Strategie di comunicazione:** This section presents interviews with native speakers using high-frequency expressions students can use to communicate from the very first day of class. Shot on location for *Avanti!* in Naples, Rome, Florence, and Bologna, the video shows people of different ages speaking at a variety of speeds with different accents in real-life contexts. It is important to reassure students that they are not expected to understand every word and that they will be listening for specific information in each activity. Let them know that as the book progresses and their listening skills develop, they will be watching and listening to longer passages and will understand more and more. Expressions from this section are recycled throughout the chapter.

**Suggestion:** Demonstrate how Italians shake hands—one shake, not several—and kiss on both cheeks first the left, then the right. Give students examples from your experience with using *buona sera* in Italy.

## Ciao / Buon giorno / Buona sera

Greeting someone

- Italians always greet each other: when they meet on the street, when they enter a store or a room, when they first wake up in the morning, when they return home in the afternoon. They usually touch when they meet, kissing each other on both cheeks or shaking hands.
- When do Italians switch from **buon giorno** (*good morning, good day*) to **buona sera** (*good evening*)? It depends on where they live! In northern Italy, people tend to use **buona sera** in the late afternoon; in central Italy and in the South, they might begin using it as early as noon.



**A. Buon giorno!** Watch and listen as these Italians say hello. As you listen, indicate which greeting each person says.

a. buon giorno

b. buona sera

c. ciao

1.



2.



3.



4.



Photos 1–5: © McGraw Hill Education/TruthFunction

5.



**Suggestion:** Students may wonder why almost none of the interviewees said *Ciao*! You may want to explain that it was because they were talking with a professor whom they didn't know and that the situation, an interview, was formal.

**Activity A (Answers):** 1. a 2. a 3. b 4. a 5. c

## In italiano

- **Buon giorno** and **buona sera** may sound formal in English, but in Italian they are routinely used with everyone. **Ciao**, on the other hand, is considered very informal and is used primarily with family and friends. In this sense, greetings are one way that Italian distinguishes between informal and formal *you* (**tu/Lei**). You will learn more about this topic later in the chapter. **Salve** is another way to say “hello.” It is neither formal nor informal, so it’s a good choice when you are unsure.
- It is very common in Italian to greet people by their professional titles—for example, **professoressa**, **dottore**, **ingegnere** (*engineer*), **avvocato** (*lawyer*). **Signore** (*Sir/Mr.*) is shortened to **signor** before a man’s last name. **Signora** (*Ma’am/Mrs.*) is regularly used when addressing women. **Signorina** (*Miss*) is a formal way to address unmarried women; its use is discouraged in contemporary Italian. When addressing someone with a title, the situation is considered formal and **ciao** is never used.  
  
—Buona sera, ingegnere!  
—Buon giorno, signora!
- English does not distinguish formal address from informal with different words for “you.” However, it is expected that one talk to friends differently from older people and professionals. This is called a change in register. How do you change registers in English?

**Expansion:** Have students role-play greeting people. Prepare name tags with imaginary names. Include some names with titles (e.g., professoressa Rossi, signor Baldini, dottor Alessi), others with only first names (Carlo, Annarita, Sara), and distribute them to the class. Have students practice greeting each other using their new identities.

**B. Buon giorno o ciao?** Decide whether the following people would say **ciao**, **buon giorno**, or either, by supplying the appropriate greeting. Compare your answers with your partner’s.

- |                                             |                                |
|---------------------------------------------|--------------------------------|
| 1. a child to her mother                    | _____ , mamma!                 |
| 2. a mother to her child                    | _____ , amore ( <i>love</i> )! |
| 3. a student to his (female) professor      | _____ , professoressa!         |
| 4. a client to his lawyer                   | _____ , avvocato!              |
| 5. a news reporter to a woman on the street | _____ , signora!               |
| 6. a patient to his doctor                  | _____ , dottore!               |
| 7. a doctor to her patient, Mr. Feltri      | _____ , signor Feltri!         |
| 8. you to your roommate                     | _____ , _____ !                |
| 9. your classmate to you                    | _____ , _____ !                |
| 10. you to your instructor                  | _____ , _____ !                |

**Note:** Students need lots of exposure to forms in order to use them easily. To become comfortable with *Lei*, they will need to hear and use it often. See the *Instructor’s Manual* for suggestions on how to incorporate *Lei* into classroom activities.

**Suggestion:** Tell students which form of address you prefer.


**Expansion:** Have students greet the classmates seated on either side of them.

**Music Connection:** Have students listen to “Ciao sono io” by Sandro Bit and see how many Italian names they can identify. An activity for this song with pre- and post-listening activities is also available in the *Supplementary Activities* folder in the *Instructor Resources* in the *Connect Library* tab.

**Note:** The songs for this feature are not provided by the publisher. They are available as music videos on YouTube and other video streaming services. Before working with the song in class, it’s a good idea to familiarize yourself with the lyrics and music video to ensure that they are appropriate for your students.

## Come ti chiami? / Come si chiama?

Finding out someone’s name

 **A. Come si chiama?** Watch and listen as the Italians you just met tell you their names. Number the names in the order in which they appear from 1 to 5.

- \_\_\_\_\_ Cristina
- \_\_\_\_\_ Adriano Casellani
- \_\_\_\_\_ Stefania Cacopardo
- \_\_\_\_\_ Giacinto Vicinanza
- \_\_\_\_\_ Iolanda Mazzetti

**Activity A (Answers):** (3) Cristina  
(1) Adriano Casellani (4) Cacopardo  
Stefania / Stefania Cacopardo  
(5) Giacinto Vicinanza (2) Iolanda Mazzetti

**Tu or Lei?** The simple rule for informal and formal *you* is that you use the informal **tu** for family, friends, children, and animals. The formal **Lei** is used with older people whom you may know well but who are not family; with strangers; and with people in professional contexts (teachers, wait staff, service providers, sales associates), including people you address with titles. The actual rules are really much more complicated. In general, young people use the informal with other young people, and, overall, Italians today are much less formal than they were just a few generations ago. Although Italians do not expect non-Italians to know all of the rules for using **tu** and **Lei**, they will appreciate your efforts to use both, even if imperfectly.

**Music Connection:** Students may want to listen to the children's song "Ciao, ciao, come ti chiami?" on YouTube.

- To ask someone's name, say:  

<b>(tu, informal)</b>		<b>(Lei, formal)</b>
<b>Come ti chiami?</b>	or	<b>Come si chiama?</b>
- If you want to introduce yourself first and then ask the other person's name, say: **Sono** or **Mi chiamo** + (*your name*).  

<b>Ciao! Sono Paolo.</b>	<b>Buon giorno. Sono Paolo Rossi.</b>
<b>Ciao! Mi chiamo Paolo.</b>	<b>Buon giorno. Mi chiamo Paolo Rossi.</b>
- To ask *And you?* say:  

<b>E tu?</b>	or	<b>E Lei?</b>
<b>—Come ti chiami?</b>		<b>—Come si chiama?</b>
<b>—Susanna. E tu?</b>		<b>—Susanna Martinelli. E Lei?</b>
<b>—Marisa.</b>		<b>—Marisa Scapecci.</b>
<b>—Ciao!</b>		<b>—Piacere!</b>
<b>—Piacere!</b>		<b>—Piacere!</b>
- To say *nice to meet you*, you say **piacere** or, if you're using **tu**, you can just say **ciao**.

## In italiano

**Prego** is a versatile word in Italian. It can mean *you're welcome; come in; please sit down; make yourself comfortable; after you / you first; may I help you?; go ahead; help yourself; by all means.*

**Suggestion:** You may wish to assign Italian names or translate students' names into Italian. Suggestions for Italian names can be found in the *Instructor's Manual*.

**B. Come ti chiami? o Come si chiama?** To ask the following people their names, decide if you would ask **Come ti chiami?** or **Come si chiama?** (**Attenzione!** Use **Come ti chiami?** *only* if you can also use **ciao**.) When you've finished, compare your answers with your partner's.

- someone your age you meet at a party
- a child who seems lost
- the administrative assistant who calls with a message for your roommate
- the man working at the travel agency
- a new student who just joined the class

**C. Ciao a tutti (everyone)!** Walk around the room and greet your classmates and instructor and ask their names. Make sure you use the appropriate greetings and expressions.



## Di dove sei? / Di dov'è?

Finding out where someone is from

**A. Regioni d'Italia: Di dov'è?** Watch and listen as the following people tell you their names and then where they are from. Indicate what city each person is from and, from the map, the region it is in.

1. Francesca
2. Stefano
3. Elena
4. Giorgio
5. Paolo

**Activity A (Answers):** 1. Siena, Toscana  
2. Ravenna, Emilia-Romagna 3. Bologna, Emilia-Romagna 4. Roma, Lazio  
5. Napoli, Campania



**Expansion:** Point out the following geographical areas to students: *l'Italia settentrionale*, *l'Italia centrale*, *l'Italia meridionale*, *l'Italia insulare*, and then ask which area of Italy each person is from. You will need to model the article and preposition, for example:

—Francesca è di Siena. E Siena è nell'...  
—Italia centrale!  
—Sì! Siena è nell'Italia centrale.

- To ask where someone is from, say:  
(tu, inform.) (Lei, form.)  
**Di dove sei?** or **Di dov'è?**
- To ask where someone currently lives, say:  
**Dove abiti?** or **Dove abita?**  
**Sono di Milano, ma abito a Roma.**

**Expansion:** Have students refer to the photos of the Italians they just met in video activity, Act. A, *Regioni d'Italia: Di dov'è?* and ask them to tell you whether they would ask each person *Di dove sei?* or *Di dov'è?*

## B. E tu, di dove sei?

**Parte prima.** Walk around the room. Greet several classmates and your instructor and find out where they are from. Take notes! (If you can't remember their names, you'll have to ask again.)

**Parte seconda.** Report to the class. Greet everyone, say your name, and say where you and at least two other students are from.

**ESEMPIO:** Buon giorno. Sono Rita. Sono di Chicago.  
Jenny è di New York. David è di Santa Fe.

## Ciao / Arrivederci

Saying good-bye



**A. Ciao!** Watch and listen as the Italians in the video say good-bye.

**Usage Notes:** (1) Students may wonder why so many interviewees said *Ciao!* at the end of the interview, but not at the beginning. They did so because at the end of the interview they were invited to say good-bye to the students who would watch the video. Since they knew they were speaking to young people, many used *ciao*. (2) Terms of endearment, such as *caro/a*, *gioia*, *tesoro*, are used by both men and women in Italian. You may want to point out to students that *caro* changes form, but *gioia* and *tesoro* are invariable. You may wish to point out that *buona notte* has an additional meaning. It is used in colloquial Italian to express finality or resignation: *E buona notte! (Non c'è più niente da dire. / Non c'è più niente da fare.)*

**Suggestion:** Make sure that students are consistent in their form of address with you.

The same informal/formal rule for saying hello applies to saying good-bye: you can use **arrivederci** (or **buon giorno** / **buona sera** / **buona notte**) with everyone, but **ciao** *only* with people you address informally. **ArrivederciLa** is a very formal way to say good-bye. **Buona notte** (*Good night*) is used only when it's time for bed.

**B. Arrivederci!** Decide whether the following people would say **arrivederci** or **ciao** or either, and supply the appropriate expression. Check your answers with your partner's.

1. a child to his father \_\_\_\_\_, papà!
2. a husband to his wife \_\_\_\_\_, tesoro (*honey*; literally, *treasure*)!
3. a student to her (male) professor \_\_\_\_\_, professore!
4. a woman to Giuseppe, the fruit seller \_\_\_\_\_, signor Giuseppe!
5. you to your female friend \_\_\_\_\_, cara (*dear, sweetie*)!
6. your instructor to you \_\_\_\_\_, \_\_\_\_\_!
7. you to your instructor \_\_\_\_\_, \_\_\_\_\_!

**C. Buon giorno!** With a partner, create the longest conversation you can in Italian using only the expressions you've learned so far. Then create the shortest. Be prepared to demonstrate to the class.



# Lessico

## A come amore, B come buon giorno

Alphabet and pronunciation



A  
aula



B (bi)  
banco



C (ci)  
cane



D (di)  
dizionario



E  
esame



F (effe)  
festa



G (gi)  
gatto



H (acca)  
hamburger



I  
inverno



L (elle)  
libro



M (emme)  
macchina



N (enne)  
notte



O  
orologio



P (pi)  
penna



Q (cu)  
quaderno



R (erre)  
ristorante



S (esse)  
studente/  
studentessa



T (ti)  
televisione



U  
università



V (vu)  
voto



Z (zeta)  
zaino

### Le lettere straniere°

J (i lunga) jeep

K (cappa) ketchup

W (doppia vu) western

X (ics) extra

Y (ipsilon) yogurt

- 1** In Italian, double consonants are pronounced longer than single consonants. Sometimes it makes a difference in the meaning of the word. For example, **pala** means *shovel*, but **palla** means *ball*. Repeat the following pairs of words after your instructor.

**capelli** (*hair*)

**nono** (*ninth*)

**dita** (*fingers*)

**cappelli** (*hats*)

**nonno** (*grandfather*)

**ditta** (*company*)

°foreign

**Introduction to Lessico:** This section presents and practices high-frequency vocabulary words, integrating cultural information about the Italian-speaking world whenever possible. The presentations rely on tasks and activities that include illustrations, photos, and short texts to convey the meaning of the words in order for students to make direct links from word to concept, without resorting to translation. Practice activities, both during and following the presentation, allow students to use the vocabulary in meaningful interactions with others. Vocabulary items from this section are recycled throughout the remainder of the chapter.

**Presentation Tip:** Have students look at the chart, listen and repeat each letter in alphabetical order, and then pronounce each letter and its accompanying word.

**Note:** Be sure to point out to students that in Italian the letter *h* is not pronounced.

**Suggestions:** After presenting the alphabet, do the following: (1) say a word and have students *write* the first letter; (2) say a word and have students *say* the first letter; (3) say a letter and have students *say* the word that accompanies it.

### study tip

When learning new words that are not cognates, try not to make connections directly to the English word. Instead, connect the word's meaning to an image or to a context. Learning Italian-English word pairs will force you to think in English, rather than in Italian.

**Suggestion:** Be prepared to explain words that students don't recognize as cognates or don't understand. If you want to use only Italian, you can use gestures, pictures or simple drawings, or examples. Ask students to tell you what they think the words mean.

**Instructor's Manual:** See the *IM* for additional ideas for presenting and practicing the alphabet.

## study tip

Developing a large vocabulary is certainly an essential part of learning a language, but you shouldn't be fooled into thinking that learning a second language is simply a matter of learning new words for things you already know. Instead, even words that you think you know may have very different connotations in the second language. For example, you may recognize the word **la piazza**. If you look it up in a bilingual dictionary, you will find the English *town square*, which may conjure up Times Square in New York or a small square on Main Street, USA. It certainly won't have the same meaning that it does in Italy. (See the **Retro** feature on the Italian **piazza** in this **Lessico** section.) One of the most fascinating aspects of learning a second language is learning different ways of thinking about how we live, the space we inhabit, what we value, and how we relate to people. In the process, we learn as much about ourselves as we do about others; this is a key aspect of intercultural competence.

**Activity A (Suggestion):** Assist students in giving the Italian pronunciation of the words they provide. Pay attention to the vowels. Here are some additional words that students may not come up with that may be used to practice the pronunciation of vowels: *adagio, alibi, coma, formula, gusto, malaria, marina, opera, paparazzi, pianoforte, propaganda, replica, riviera, soprano, trombone*. If students provide words with special combinations of letters, use those words to lead into the following activities.

**2** In most cases, one letter represents one sound. However, there are some special combinations of consonants and vowels to learn. Repeat these combinations of letters and words after your instructor.

<b>gn:</b> lasagne	<b>gi:</b> giraffa	<b>ci:</b> cioccolato	<b>sci:</b> sci
	<b>ge:</b> gelato	<b>ce:</b> cellulare	<b>sce:</b> sceriffo
<b>gli:</b> famiglia	<b>ghi:</b> ghiaccio	<b>chi:</b> chitarra	<b>schi:</b> maschile
	<b>ghe:</b> spaghetti	<b>che:</b> perché	<b>sche:</b> scheletro

## In italiano

Although there is no actual verb *to spell* in Italian, you can say: **Come si scrive?** (*How is it written?*) If you ask an Italian this question, he/she is likely to sound it out by syllable rather than “spell” it, e.g., **Come si scrive «Musumeci»?** mu-su-me-ci!

## In italiano

Cognates (**parole simili**) are words that have similar spellings and meanings in Italian and English. For example, the English cognate of **antropologia** is *anthropology*. Can you figure out the English equivalents of these Italian subjects (**materie**)?

<b>biologia</b>	<b>ingegneria</b>	<b>religione</b>
<b>chimica</b>	<b>italiano</b>	<b>scienze della comunicazione</b>
<b>economia</b>	<b>letteratura inglese</b>	<b>scienze politiche</b>
<b>filosofia</b>	<b>matematica</b>	<b>sociologia</b>
<b>fisica</b>	<b>psicologia</b>	<b>studi internazionali</b>

**Attenzione!** Not all words that look similar have exactly the same meaning in Italian and in English. A **classe** is a group of students who share a classroom and a curriculum, a **corso** is a course, and a **lezione** is a lesson or an individual class period.

**A. Parole italiane.** Even if this is the first time you've studied Italian, you probably already know lots of Italian words. Make a list of the words you know. Then meet and greet a new partner. Take turns sharing the words in your lists but don't repeat a word your partner has said. Be sure to use the expressions that you've learned: **Non ho capito. Puoi ripetere? Cosa vuol dire? Come si scrive?** When you've finished, remember to say good-bye using the appropriate expression.

**B. C o ch?** Listen as your instructor pronounces the following words. Complete each word with **c** or **ch**.

- |                |                |               |
|----------------|----------------|---------------|
| 1. cal_c_io    | 3. _ch_iesa    | 5. ba_c_io    |
| 2. Pinoc_ch_io | 4. bic_ch_iere | 6. can_c_ello |

**C. G o gh?** Listen as your instructor pronounces the following words. Complete each word with **g** or **gh**.

- |             |               |               |
|-------------|---------------|---------------|
| 1. _g_elato | 3. fun_gh_i   | 5. _gh_iaccio |
| 2. _gh_etto | 4. _g_iornale | 6. _g_iallo   |

**D. Sc o sch?** Listen as your instructor pronounces the following words. Complete each word with **sc** or **sch**.

1. maschio
2. pesce
3. sciare
4. sciarpa
5. pesche
6. maschera

### E. Regioni d'Italia: le città italiane.

**Parte prima.** Complete the spelling of the names of these Italian cities as your instructor says them. Then locate the cities on the map of Italy at the back of your book.

1. Bologna
2. Venezia
3. Lecce
4. Perugia
5. Brescia
6. Messina
7. Firenze
8. Catanzaro
9. Caglari

**Parte seconda.** Look at the map again and identify the region that each city is in.

### F. Un po' di cultura: «punto it».

**Parte prima.** Meet and greet a new partner. Each of you chooses one of the lists of popular Italian websites. Take turns saying the URLs to your partner who will write them down. Be prepared to spell the address if your partner is having difficulty. Check your spelling when you are finished. **Attenzione!** *www* in website addresses is said **vvv** and *dot* is said **punto**.

[www.thespacecinema.it](http://www.thespacecinema.it)

[www.radioitalia.it](http://www.radioitalia.it)

[www.gazzetta.it](http://www.gazzetta.it)

[www.meteo.it](http://www.meteo.it)

[www.garzantilinguistica.it](http://www.garzantilinguistica.it)

[www.repubblica.it](http://www.repubblica.it)

**Parte seconda.** Match each site to the content that you will find there. Use each site only once.

1. le previsioni del tempo (*weather forecast*)
2. il dizionario
3. le notizie del giorno (*news*)
4. i film in streaming e al cinema
5. la musica
6. le foto e i video di calcio, Formula 1 e altri sport

### Scopriamo la musica!

**Fabri Fibra** is an Italian rapper. He was born Fabrizio Tarducci in 1976 in Senigallia, a town in the Italian region of Marche. He wrote and performed his first piece at age 18; in 2011 he established his own label, Tempi Duri Records. He has multiple megahit albums and singles and has received many awards. *Tranne te* is an ironic response to some fans' desire for more **rap commerciale** (*mass market rap*) or "**rap futuristico**" as he calls it in this piece. He strives to continually innovate and energize Italian rap.



**Note:** Warn students that they may not know the meanings of all of the words in Activities B, C, and D. They will have to listen carefully in order to spell correctly.

**Pronunciation Tip:** Point out the difference between *z* [ts] or [dz] and *s* [z].

**Suggestion:** While students are looking at the map, have them say the names (in Italian) of other cities that they know.

**Expansion:** Spell a region and students have to say if it's in *Italia settentrionale, centrale, meridionale o insulare*.

## In Italia

Here are some common Italian abbreviations. Can you recognize them when you hear them? Ask your instructor to pronounce them. Can you figure out what they mean?

DVD	RAI	TV
IVA	SMS	UFO
PC	TG	www

**Usage Note:** Explain to students that IVA (*Imposta sul valore aggiunto*) is the sales tax added to purchases when shopping and that, under certain conditions, these taxes can be reimbursed at the airport when they leave. *Pici* means "personal computer," not "politically correct;" RAI is the state-owned television network; SMS means "text message;" and *tigi* (*telegiornale*) means the "news broadcast" (on TV).

**Activity F (Suggestion):** The student who is listening should close her/his book when writing the URL.

**Activity F (Answers):** 1. [www.meteo.it](http://www.meteo.it)  
2. [www.garzantilinguistica.it](http://www.garzantilinguistica.it)  
3. [www.repubblica.it](http://www.repubblica.it)  
4. [www.thespacecinema.it](http://www.thespacecinema.it)  
5. [www.radioitalia.it](http://www.radioitalia.it)  
6. [www.gazzetta.it](http://www.gazzetta.it)

**Introduction to Scopriamo la musica!**  
This activity, found in odd-numbered chapters, incorporates a lexical or grammatical structure in the context of contemporary music related to the chapter theme.

**Note:** The songs for this feature are not provided by the publisher. They are available as music videos on YouTube and other video streaming services. Before working with the song in class, it's a good idea to familiarize yourself with the lyrics and music video to ensure that they are appropriate for your students.

**Note:** *T-R-L (ti-erre-elle)* is an abbreviation for Total Request Live, a popular television segment on MTV in the 2000's.

**Activity G (Answers): Parte seconda.** Students may hear: "drink," "Easy Rider," "Harley," "Bob Marley," "San Tropez." *Tranne te* is repeated most often. **Parte terza.** The vowel "o."

**Pensiamoci!** The title of the song is "Tranne te". Ask students who they think the "you" refers to. Students may suggest the exceptional "you" refers to the fans who appreciate Fabri Fibra's more original, less commercial music. Some critics have suggested that Fabri Fibra himself is the exceptional other.

**Usage Note:** Although prescriptive grammars still advise that days of the week and months of the year are not capitalized in Italian, contemporary usage suggests that uppercase is increasingly used.

**Suggestion:** Continue to practice the days of the week each class period as part of your warm-up: *Che giorno è oggi?* *Che giorno è domani?* (indicating the future with a gesture). *Che giorno era ieri?* (indicating the past with a gesture). *Usiamo la fantasia! Oggi è (name a day)... Che giorno è domani?* *Che giorno era ieri?* etc.

**Suggestion:** This activity can be as easy or as hard as you wish. Students can name the day before or after a given day, or say the name of the day that is two days away.



## G. «Tranne te», di Fabri Fibra.

**Parte prima.** Practice saying the following words: **futuristico, turubistico, speperteristico, speperefistico.** Now try these rhymes: **stelle, parcelle, particelle, porcelle, TRL, tagliatelle.**

**Parte seconda.** Listen to the song or watch the music video. **Attenzione!** To understand the refrain, you'll need a few pronouns and prepositions: **tutti** (everybody), **tranne te** (except you), **tra me e te** (between me and you).

1. What words in English can you hear?
2. Which of the three Italian expressions did you hear most often?

**Parte terza.** Like many contemporary artists, Fabri Fibra gets the audience involved. Which letter of the alphabet do they sing to respond to his command **Grida!** (Shout!)?

## I giorni della settimana

### Days of the week

■ Examine the sample calendar below to discover differences between Italian and American calendars. **Un aiuto:** What is the first day of the Italian week? What words are uppercase in English but lowercase in Italian?

il giorno		il mese			il weekend / il fine settimana	
aprile						
lunedì	martedì	mercoledì	giovedì	venerdì	sabato	domenica
19 s. Emma	20 s. Sara	21 s. Anselmo	22 s. Nora	23 s. Giorgio	24 s. Melissa	25 s. Marco

## In Italia

Most Italians know their **onomastico** (name day that corresponds to a saint's day), some of which are represented on the calendar. Want to find out your **onomastico**? Search the Internet for **calendario onomastico**.

**Dopodomani.** Form a circle of three or four students. The first student says a day of the week and the second student skips a day and says the one after, and so on.

**ESEMPIO:** S1: lunedì  
S2: mercoledì

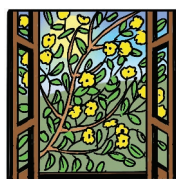
## I mesi e le stagioni

### Months and seasons

■ Match the names of the months to the appropriate season.



1. la primavera



2. l'estate



3. l'autunno



4. l'inverno

marzo

settembre

agosto

dicembre

maggio

giugno

febbraio

novembre

aprile

luglio

ottobre

gennaio

**Activity A (Script):** 1. gennaio 2. marzo 3. settembre 4. luglio 5. ottobre 6. maggio 7. giugno 8. febbraio 9. novembre 10. dicembre 11. aprile 12. agosto



**A. Ascolta.** Listen as your instructor says the months of the year in Italian.

Write the first letter of the appropriate season for each month: **P** = primavera, **E** = estate, **A** = autunno, **I** = inverno. **Activity A (Answers):** 1. I 2. I, P 3. E, A 4. E 5. A 6. P 7. P, E 8. I 9. A 10. A, I 11. P 12. E

**B. I mesi.** Work with a partner to unscramble the letters. Then, take turns spelling the days or months aloud while the other partner writes them.

1. goninae

2. zorma

3. basoat

4. ligulo

5. ìrldmeoec

6. gamigo

7. aieomncd

8. baofrebi

9. emnovbre

10. redicebm

11. palrie

12. ìdevoig

## I numeri da 0 a 9.999

### Numbers from 0 to 9,999

0 zero

1 uno

2 due

3 tre

4 quattro

5 cinque

6 sei

7 sette

8 otto

9 nove

10 dieci

11 undici

12 dodici

13 tredici

14 quattordici

15 quindici

16 sedici

17 diciassette

18 diciotto

19 diciannove

20 venti

21 ventuno

22 ventidue

23 ventitré

24 ventiquattro

25 venticinque

26 ventisei

27 ventisette

28 ventotto

29 ventinove

30 trenta

40 quaranta

50 cinquanta

60 sessanta

70 settanta

80 ottanta

90 novanta

100 cento

200 duecento

300 trecento

400 quattrocento

1.000 mille

2.000 duemila

**Transition Tip:** To move into the next section, tell students to close their books and then say, *Ora una parola importante. Come si scrive stagioni?*

**Culture Connection:** Play Vivaldi's *Le quattro stagioni* as students complete this activity. See if anyone recognizes it.

■ Answers to this activity are in the **Appendix** at the back of the book.

**Additional Activities:** (1) Ask if anyone can say the months of the year in alphabetical order without looking at them. Have students practice with a partner and then demonstrate to the class. (2) Have students work in pairs and take turns saying a letter of the alphabet. If there is a month that begins with that letter, the student must name it. They continue until all the months have been named. (3) Write or say a season or month and have students write or say the seasons or months that precede and follow.

**Culture Connection:** You may want to teach the Italian equivalent of "Thirty days has September . . .": *30 giorni ha novembre, con aprile, giugno e settembre; di 28 ce n'è uno, tutti gli altri ne han 31.*

**Transition Tip:** To move into the next section, ask *Quante sono le stagioni?*

**Pensiamoci!** In Italy, the number 17 is considered unlucky because the Roman numeral XVII can be transposed to VIXI (Latin for "I lived"); i.e., "My life is over." Ask students what numbers are lucky (*portano fortuna*) or unlucky (*portano sfortuna*) in their culture and why. If they don't know, have them research it.

**Additional Activity:** Have students play the game *Din don* (the sound of a bell in Italian). They sit in a circle in groups of four or five. The goal is to count from zero to 100. Each student says a number. However, when a student says a multiple of seven, he/she must remember to say *din don* instead. If the person forgets, the game begins again with zero. The group who gets to 100 first wins.

**Suggestions:** (1) There are many silly number songs in Italian. Go to YouTube and search *i numeri in italiano*.

**Instructor's Manual:** See the *IM* for additional ideas for presenting and practicing numbers.



**Suggestion:** There will be many more opportunities to use dates in later chapters. For now, you may want to begin each class asking students to tell you the date and have them write it on the board, where you post the day's lesson and assignments.

**Usage Note:** Point out to students that years are written as continuous numbers; other numbers may be written continuously or separately.

**Smartphone Activity:** Have students look their *onomastico* on their smartphone using the search term *onomastico* and report to the class. Ask students to interview three classmates to find out when their *onomastico* is: S1: *Quand'è il tuo onomastico?* S2: *Il primo ottobre.*

**Additional Activity:** To practice numbers above 1,000, dictate random numbers for students to write on the board or on a piece of paper. Then write some numbers on the board and have students say them, first as a group, then individually.

**Activity B (Answers):** 1. Dante Alighieri, autore/poeta 2. Rita Levi-Montalcini, neurobiologa 3. Benito Mussolini, (uomo) politico 4. Grazia Deledda, scrittrice 5. Enrico Fermi, fisico nucleare 6. Leonardo da Vinci, pittore/scienziato

**Usage Note:** Tell students that the word *punto* is not said in spoken Italian but the word *e* or *virgola* is said when you say the fractional number.

**Note:** To find the current exchange rate, search the Internet for "currency converter."

## Expressing dates

**1** To express the date in Italian, you use **il** + day + month, for example, **il 4 luglio** (il **quattro** **luglio**). The first of the month is written **il 1°** + month, and is said **il primo** + month.

—**Quanti ne abbiamo oggi?**

*What is today's date?*

**È il primo o il due?**

*Is it the first or the second?*

—**Oggi è il primo settembre.**

*Today is September first.*

**Domani è il due.**

*Tomorrow is the second.*

**2** In Italy, dates are always abbreviated with the day first, then the month, and finally the year. So, **il 4 luglio** is **4/7** and **7/4** is **il 7 aprile**!

**3** In Italian, the year is always said in its entirety: **1861 = milleottocentosessantuno** (unlike English 18–61). **Mille** means *one thousand*; it has an irregular plural: **mila**. So, the year 2022 is **duemilaventidue**.



**A. Culture a confronto: la data.** The following dates are in Italian; practice saying them.

1. 4/11
2. 1/1
3. 15/8
4. 31/10

5. 25/12
6. 2/3
7. 3/2



**B. Un po' di cultura: l'anno di nascita (birth).** With a partner, take turns saying the years listed in column A. Can you match the birth years to the famous Italians listed in column B? Next, find their professions in column C.

A	B	C
1. 1265	Grazia Deledda	(uomo) politico
2. 1909	Dante Alighieri	neurobiologa
3. 1883	Benito Mussolini	scrittrice
4. 1871	Leonardo da Vinci	pittore/scienziato
5. 1901	Enrico Fermi	autore/poeta
6. 1452	Rita Levi-Montalcini	fisico nucleare



## C. Culture a confronto: punto o virgola?

**Parte prima.** Did you notice that in Italy **un punto** (*period*) is used instead of **una virgola** (*comma*) in numbers above 999 and that commas are used instead of decimal points for fractional amounts? Take turns saying the following prices to your partner who will write them down. **Attenzione!** In spoken Italian you do not say the word **punto** and € is said **euro**.

**ESEMPIO:** S1: € 45.687 (quarantacinquemila seicento ottantasette euro)

1. € 3.000
2. € 1.225
3. € 19.500
4. € 7.765
5. € 1.000
6. € 8.888

**Parte seconda.** To calculate the equivalent prices in U.S. dollars, multiply the number of euros by the exchange rate. Using the exchange rate in July 2020, which was € 1 = \$1.17, calculate the prices in **Parte prima** in U.S. dollars. Say the results aloud.

**ESEMPIO:** € 3.000 × 1,17 = \$3,510 (tremila cinquecento dieci dollari)



**D. Un po' di cultura: un biglietto da visita.** Choose one of the following identities. Your partner will close his/her book while you introduce yourself, providing all of the information on your business card. Your partner will write what you say. When you've finished, he/she will check the information with the actual card. Then switch roles. Here are some useful terms:

@ = **chiocciola** (*at*)      - = **trattino/lineetta** (*hyphen*)  
 . = **punto**      \_ = **lineetta bassa** (*underscore*)

**ESEMPIO:** Buon giorno. Sono Sebastiano Rossi. Abito in via...  
 Il mio numero di telefono è... e il mio indirizzo e-mail è...



## In Italia

When Italians say or write a street address they say the street (**via**, **viale**, **corso**, or **piazza**) first and the number second.

—Dov'è la biblioteca?

—In via Vivaldi, 12.

—Dov'è un bancomat (ATM) qui vicino (near here)?

—In piazza Garibaldi, 6.

**Usage Note:** Remind students that *.it* (*punto it*) means *Italia*. Also tell them that it is very common for Italians to use the English words for *at* and *underscore* when giving an e-mail address.

**Suggestions:** Ask students to exchange telephone numbers and e-mail addresses with three classmates. Making connections outside the classroom will help build community in the classroom. Write the following models on the board: *Qual è il tuo numero di telefono? Qual è il tuo indirizzo e-mail?*

## Retro

**La piazza** is vital to life in Italy. The space itself is essential as a principal point of reference and meeting place. Historically the site of preaching and other public oratory, processions, and public executions, **la piazza** today hosts major festivals, concerts, and protests. In nice weather, it functions as a popular gathering place for residents and tourists alike, bustling with activity both day and night.



Piazza San Marco a Venezia (Veneto)

**Introduction to Retro:** This reading, associated with one of the subsections in each chapter, provides students with the historical background necessary to comprehend the cultural significance of a given word, video, reading, song, or film; the complete text, along with its accompanying comprehension activity, may be assigned in *Connect*. The readings and activities are in English in **Capitoli 1–4** and in Italian thereafter.

■ In *Avanti!* you will develop language skills and intercultural competence skills through video-based activities that appear in each chapter and modules that you will find following **Capitoli 3, 9, and 15**. The activities and modules, combined with the cultural knowledge that you develop throughout this program, are designed to pique your curiosity about Italians and the world and give you the skills you need to become an interculturally competent global citizen.

## In italiano

To ask someone's age, unlike English, you use the verb *to have*.

**Quanti anni hai?**

How old are you? (*literally*, How many years do you have?)

**Ho vent'anni.**

I'm twenty. (*literally*, I have twenty years.)

**Note:** Students will learn more about idiomatic expressions with *avere* in Chapter 2.



### E. Prospettive a confronto: Vi presentiamo gli italiani!

Meet the Italians from the intercultural competence videos. Watch and listen, then choose what they say as they give their names, ages, and say what languages they speak. Remember, you most likely will not understand every word, nor will you catch all the information the first time through. Be patient and watch more than once.

**Suggestion:** Have students watch the video at least three times. The first time they listen without writing. The second time they write, and the third time they check their answers. Some students may need to listen one more time.

**Activity E (Answers):** 1. Matilde: 20; francese, inglese, italiano, spagnolo 2. Emanuele: 22; francese, inglese, italiano 3. Sofia: 25; Chiusi; francese, inglese, italiano 4. Alessandro: 18; un po' di cinese, inglese, italiano 5. Guia: 21; francese, inglese, (italiano) 6. Peter: 29; taiwanese; cinese, inglese, italiano



1. Mi chiamo Matilde. Ho 18 / 20 / 25 anni. Vivo (*I live*) a Roma. Parlo (*I speak*) francese / inglese / italiano / spagnolo.



2. Mi chiamo Emanuele. Ho 20 / 21 / 22 anni. Vivo a Roma. Parlo francese / inglese / italiano / spagnolo.



3. Sono Sofia. Ho 24 / 25 / 35 anni. Sono di Chiusdino / Chiusi / Chianciano, in Provincia di Siena. Parlo francese / inglese / italiano / spagnolo.



4. Sono Alessandro. Ho 16 / 18 / 19 anni. Vengo da Roma. Parlo un po' di cinese / francese / inglese / italiano.



5. Sono Guia e ho 21 / 23 / 27 anni. Sono nata (*I was born*) a Roma. A scuola ho studiato (*I studied*) cinese / francese / inglese / italiano.



6. Mi chiamo Peter. Ho 19 / 29 / 39 anni. Sono nato a Roma e sono d'origine francese / inglese / thailandese / taiwanese e parlo cinese / inglese / italiano / spagnolo.

Photos 1-6: Klic Video Productions/McGraw Hill

**Pensiamoci!** Ask students to reflect on the difference between the number of languages spoken by students in the classroom and the number of languages spoken by these Italians. Point out that Italian students start learning their first world language in school at the age of 6.

**Multimedia Presentation:** Ask students to introduce themselves in Italian using their smartphone video camera and post the videos on their course website. They should include a greeting, the answers to the following questions: *Come ti chiami? Quanti anni hai? Di dove sei? Quali lingue parli?*, and a goodbye.

**Supplementary Activities:** You will find additional activities to practice the vocabulary in the *Instructor Resources* in the *Connect Library* tab.

**16 Chapter 1** Per cominciare



# Strutture

## 1.1 Maschile o femminile?

### Gender

- What do the final **-o** and **-a** tell you about the nouns?



bambino



bambina

Now look at the following nouns. What is the difficulty with nouns that end in **-e**?



fiore (maschile)



regione (femminile)

**Introduction to Strutture:** In the *Strutture* sections of non-review chapters, grammar points are presented in an inductive fashion. Students are asked to notice the form and the meaning it conveys before they are presented with explicit rules (in plain, student-friendly English) governing its use. This type of presentation allows students to experience firsthand that grammar is meaning-bearing and not just a linguistic abstraction. Moreover, the grammar explanations are interactive, in that students are asked wherever possible to complete tables and charts based on the explanations and patterns provided, which makes the learning process active rather than passive. In the review chapters (4, 8, 12, 16), each new grammar point is preceded by an activity that reviews a related structure and serves as a segue to the new structure. Presentations are followed by a series of structured activities that progress from input to output, allowing students to process the forms and then use the form-meaning connections in meaningful interactions with others.

■ Answers to this activity are in the **Appendix** at the back of your book.

- 1 Unlike English, all Italian nouns have gender: they are either masculine or feminine. This is true for nouns referring to people as well as for those referring to objects. For example, **porto** (port) is masculine but **porta** (door) is feminine.
- 2 Most nouns that end in **-o** are masculine and most nouns that end in **-a** are feminine. Nouns ending in **-e** are either masculine or feminine. In this case, you can't tell the gender just by looking at the nouns, so you'll need to memorize their gender.
- 3 Here are some things to remember about the gender of nouns.
  - a. Nouns that end in **-ione**, like **televisione** and **informazione**, are usually feminine.
  - b. Nouns that end in the suffix **-tore** are masculine and the suffixes **-trice** and **-essa** are feminine.
 

(m.)	(f.)
attore	attrice
dottore	dottoressa
professore	professoressa
(studente)	studentessa
  - c. Nouns that end in a consonant, like **hamburger** and **bar**, are usually masculine.

## In italiano

Some nouns are an abbreviation of a longer word, in which case they retain the gender of the long form.

<b>fotografia</b> ( <i>f.</i> )	<b>foto</b>
<b>cinematografo</b> ( <i>m.</i> )	<b>cinema</b>
<b>motocicletta</b> ( <i>f.</i> )	<b>moto</b>
<b>automobile</b> ( <i>f.</i> )	<b>auto</b>
<b>bicicletta</b> ( <i>f.</i> )	<b>bici</b>

The noun **problema** is a **problema** because it derives from Greek. Even though it ends in **-a** it is masculine.

## Il genere

■ Place the words below into the appropriate category in the chart according to the final vowel. Of the six nouns that end in **-e** only two are feminine. One is **notte**. Do you know what the other one is?

<b>aula</b>	<b>fiesta</b>	<b>notte</b>	<b>studente</b>
<b>banco</b>	<b>gatto</b>	<b>orologio</b>	<b>televisione</b>
<b>cane</b>	<b>inverno</b>	<b>penna</b>	<b>università</b>
<b>dizionario</b>	<b>libro</b>	<b>quaderno</b>	<b>voto</b>
<b>esame</b>	<b>macchina</b>	<b>ristorante</b>	<b>zaino</b>
<b>-o (m.)</b>	<b>-a (f.)</b>	<b>-e (m. o f.)</b>	
	<b>aula</b>		

■ Answers to this activity are in the **Appendix** at the back of your book.

**Supplementary Activities:** You will find additional activities to practice this structure point in the *Instructor Resources* in the *Connect Library* tab.

## 1.2 Un cappuccino, per favore

### Indefinite articles

**Un, un', una, and uno** are forms of the indefinite article (**articolo indeterminativo**). They mean both *one* and *a/an*. Notice how the forms of **uno** change according to the gender (masculine or feminine) and the first letter or letters of the noun that follows.

MASCHILE		
<b>un</b> animale	<b>un</b> corso	<b>uno</b> studente
<b>un</b> inverno	<b>un</b> libro	<b>uno</b> zaino

FEMMINILE		
<b>un'</b> estate	<b>una</b> lezione	<b>una</b> studentessa
<b>un'</b> amica	<b>una</b> persona	<b>una</b> zebra

**Note:** Since there are very few words that begin with *gn-* and *ps-*, these clusters have not been included in this presentation. You may wish to point out a few words that students may come across: *uno gnocco, uno gnomo, uno psichiatra, uno psicologo*.

■ Now, insert the following indefinite articles in the charts below: **una, un', uno, un.**

	maschile
before <b>s</b> + consonant or <b>z</b>	
before all other consonants and all vowels	
	femminile
before all consonants	
before a vowel	



**Scopriamo la struttura!** For more on indefinite articles, watch the corresponding *Grammar Tutorial* in the *eBook*.

**A. L'articolo e il genere.** Here are some nouns that you probably recognize. Decide which are feminine and which are masculine. How can you tell?

un animale	un limone	un film	una stagione
un'informazione	un tè	un mese	un ospedale
un errore	un hotel	un cinema	
una fotografia	uno zero	un'opera	
un ristorante	un album	una stazione	

## In Italia

Bars are commonplace in Italy and very popular, but they aren't what you might expect. At **il bar** in Italy, you'll find people of all ages who come for a quick coffee, a soft drink, maybe **un pasticcino** (*pastry*), **una brioche** (*sweet roll*), **un panino** (*sandwich*), a glass of wine, or **un drink** (*alcoholic drink*). Where would you go in your country to have a similar experience?

The Italian bar that offers a wider variety of food is **una caffetteria**. **Un pub**, instead, is open only in the evenings and comes from the British tradition; **un discopub** offers dancing, too. A bar in the American sense is called . . . **un cocktail bar**!

An easy way to ask for something at a **bar** is to name it and then say *please*.

—Un caffè, per favore.

—Un bicchiere (*glass*) d'acqua, per piacere.

■ Answers to this activity are in the **Appendix** at the back of your book.

### Introduction to *Scopriamo la struttura!*

In order to increase flexibility for the instructor and support student learning, twenty-five grammar points receive additional attention in these animated videos. Created by a talented team of language and technology experts, these tutorials are centered around the activities of two Americans studying in Florence for a year, Elise and Jacob, and their Italian friends: Massimo, Paolo, and Sara. Their experiences provide the context for the presentation and analysis of one or two grammar points per chapter. These videos support grammar learning outside the classroom to free-up time for in-class interactive activities. Students can watch the videos on their own in the *eBook*. The videos and accompanying activities may also be assigned in *Connect*.



**Activity A (Suggestion):** Be sure students identify all clues to gender: the article as well as the *-o/-a* endings.

**Suggestion:** Write the indefinite articles on the board and put students into groups of four to brainstorm a list of nouns that are used with each article. The team with the most correct nouns wins.

**Transition Tip:** To lead into Activity B, point out the word *ristorante* in the list and ask *Al ristorante: lasagne, spaghetti, tiramisù... e al bar?*

**Activity C (Suggestion):** Use a PowerPoint® slide to display images of objects that have appeared in the chapter, such as *un libro, un cellulare, un quaderno, un orologio*. Remove the images and see how many students can name from memory with the indefinite article. You can make the task easier or more difficult by decreasing or increasing the number of objects and the amount of time. We suggest 5–8 objects in 15 seconds.

**Supplementary Activities:** You will find additional activities to practice this structure point in the *Instructor Resources* in the *Connect Library* tab.

**B. Al bar.** You and your classmates go to **un bar** after class. How would you ask for the following drinks and snacks? Supply the appropriate indefinite article.

- \_\_\_\_\_ tè, per favore.
- \_\_\_\_\_ brioche, per piacere.
- \_\_\_\_\_ birra, per favore.
- \_\_\_\_\_ pasticcino, per piacere.
- \_\_\_\_\_ coca-cola, per favore.
- \_\_\_\_\_ cappuccino, per piacere.
- \_\_\_\_\_ panino, per favore.
- \_\_\_\_\_ succo d'arancia (*orange juice*), per piacere.
- \_\_\_\_\_ bicchiere di latte (*milk*), per favore.
- \_\_\_\_\_ bottiglia (*bottle*) d'acqua, per piacere.
- \_\_\_\_\_ tramezzino (*sandwich*), per favore.
- \_\_\_\_\_ cocktail, per piacere.

**C. Memoria.** Work in teams. Your instructor will display a group of objects. You will have a short amount of time to study them, after which your instructor will cover them. Write the names of all the objects you remember. Don't forget to include the appropriate articles. The team with the most items wins.

## 1.3 Due cappuccini, per favore

### Number

■ In English, the plural is usually formed by adding **-s** to the end of a singular noun. Notice how, in Italian, the final vowel of a noun changes to make the plural.

	SINGOLARE	PLURALE
MASCHILE	ragazz <b>o</b> ( <i>boy</i> )	ragazz <b>i</b>
MASCHILE/FEMMINILE	esam <b>e</b> ( <i>m.</i> )	esam <b>i</b>
	class <b>e</b> ( <i>f.</i> )	class <b>i</b>
FEMMINILE	studentess <b>a</b>	studentess <b>e</b>

■ For other common patterns and exceptions, see **Per saperne di più** at the back of your book.

**Per saperne di più:** Interactive explanations and additional practice activities for this topic may be assigned in *Connect*.

■ Answers to this activity are in the **Appendix** at the back of your book.

■ Using the examples in the preceding chart as a guide, complete the paragraph with the appropriate vowels. The first one is done for you.

Feminine nouns that end in **-a** in the singular, end in \_\_\_\_\_ in the plural.  
 Masculine nouns that end in **-o** in the singular, end in \_\_\_\_\_ in the plural.  
 Masculine and feminine nouns that end in \_\_\_\_\_ in the singular, end in \_\_\_\_\_ in the plural.

**Note:** Nouns ending in a consonant, like **hamburger**, proper nouns like **Fanta** or **Nastro Azzurro**, words ending in an accented vowel, such as **università**, and words that have one syllable, such as **sci**, do not change in the plural.

## In italiano

Nouns that are an abbreviation of a longer form do not change in the plural:

una bici	→	due bici
una foto	→	due foto
una moto	→	due moto

**Problema** continues to be a **problema**! The plural form is **problemi** even though the singular ends in **-a**.

**A. Il numero.** Decide whether the following nouns are singular or plural.  
**Attenzione!** You may need to consult the glossary at the back of your book.

- |          |              |               |
|----------|--------------|---------------|
| 1. notte | 3. spaghetti | 5. pizza      |
| 2. bar   | 4. tè        | 6. biciclette |

**B. Forma il plurale.** Here are some singular nouns. Make them plural.

- |               |          |            |
|---------------|----------|------------|
| 1. casa       | 3. amore | 5. nazione |
| 2. cappuccino | 4. film  | 6. città   |

**C. Forma il singolare.** Here are some plural nouns. Make them singular.  
**Attenzione!** What problem do you encounter with plural nouns ending in **-i**?

- |            |              |             |
|------------|--------------|-------------|
| 1. ragazze | 3. tè        | 5. computer |
| 2. cani    | 4. ballerine | 6. porti    |

**D. Al bar.** A friend is going to join you at the bar, so you'll need to order two of everything. Your partner (the server) will repeat what you've ordered to make sure that he/she understood correctly.

**ESEMPIO:** S1: Due caffè, per favore.  
S2: Due caffè?  
S1: Sì, grazie.

- |                                   |                                                   |
|-----------------------------------|---------------------------------------------------|
| 1. Due t____, per favore.         | 4. Due bicchier____ di latte, per favore.         |
| 2. Due birr____, per favore.      | 5. Due bottigli____ d'acqua minerale, per favore. |
| 3. Due cappuccin____, per favore. |                                                   |

**Additional Activities:** (1) Ask students to give the plural forms of each noun from *Strutture 1.1, Maschile o femminile?* Point out that the plurals of *orologio* and *dizionario* have one **-i**. (2) Say some singular nouns and ask students to give the plural forms. Suggested nouns: *opera, picnic, animale, birra, lezione, hotel, giornale, ragazzo, bevanda*. (3) Say some plural nouns and ask students to give the singular forms. Suggested nouns: *appartamenti, corsi, studentesse, porte, numeri, date, informazioni, banane*.

**Activity D (Suggestion):** You may want to play the role of the *barista*, or ask a student to do so.

**Supplementary Activities:** You will find additional activities to practice this structure point in the *Instructor Resources* in the *Connect Library* tab.

## In italiano

The euro is the common currency of the European Union. One euro is divided into 100 **centesimi**. Note that, when someone gives a price, the word **centesimi** is usually omitted. In Italian, the noun **euro** is invariable:

- Due bibite, un trancio di pizza e un toast. **Quant'è?** (*How much is it?*)  
—Sette euro e cinquanta (**centesimi**).

BAR VITTORIA			
LISTINO PREZZI • PRICE LIST			
Cappuccino	€ 2,00	Premute	€ 3,00
Caffè Americano	€ 2,00	(arancia - limone)	
Caffelatte	€ 2,00	Succhi di Frutta 20 cl	€ 1,70
The	€ 2,00	Aperol Spritz	€ 4,00
Cioccolata	€ 2,50	Aperitivi Alcolici	€ 3,00
Camomilla	€ 2,00	Aperitivi Analcolici	€ 2,00
Illy Crema	€ 1,50	Birra Peroni 33 cl	€ 2,50
Caffè Espresso	€ 0,90	Birra Nastro Azzurro 66 cl	€ 4,00
Caffè Macchiato	€ 1,00	Birre Estere 33 cl	€ 3,50
Caffè Decaffeinato	€ 1,00	Acqua Minerale 1,5 L	€ 1,50
Liquori Nazionali	€ 3,00	Acqua Minerale 0,5 L	€ 1,00
Liquori Esteri	€ 4,00	Vino (Bianco - Rosso) by glass	€ 1,00
Long Drinks	€ 6,00	Vino (half caraf)	€ 7,00
Soft Drinks	€ 1,50	Whisky	€ 4,00
		Chivas	€ 5,00
 <b>DOLCI CAKES</b> € 1,00		 <b>GRANITA DI LIMONE</b> € 2,00	

Janice Aski

**E. Tutti al bar.** Work in small groups. Imagine that you are in an Italian bar. Using the menu find out what your friends would like to have by asking each one **Cosa prendi?** (*What will you have?*). Then order for the group.

**ESEMPIO:** S1: Cosa prendi?

S2: Un cappuccino.

S1: E tu?

S3: Un succo di frutta, grazie.

S1: (*al barista*): Un cappuccino e un succo di frutta, per favore. Quant'è?

**BARISTA:** € 3,70 (Tre euro e settanta.)

**Suggestion:** Point out that students have already used the masculine singular definite article *il* when saying the date.

**Note:** Since there are very few words that begin with *ps-* and *gn-*, these clusters have not been included in this presentation. You may wish to point out a few words students may come across: *lo psichiatra, lo psicologo, gli gnocchi*.

## 1.4 L'università è fantastica!

### Definite articles

Each of the following nouns is preceded by the Italian equivalent of *the*. Notice how the form of the definite article changes according to the gender (masculine or feminine) and number (singular or plural) of the noun and the first letter or letters of the word that follows.

	SINGOLARE	PLURALE
<b>MASCHILE</b>	il libro l'esame lo studente, lo zaino	i libri gli esami gli studenti, gli zaini
<b>FEMMINILE</b>	la penna l'informazione	le penne le informazioni

### study tip

The definite article is used much more in Italian than in English. It indicates the gender of nouns except when singular nouns begin with a vowel. Try to learn nouns, particularly those ending in **-e**, with their definite articles.



■ Using the above examples as a guide, complete the paragraphs with the appropriate definite articles. The first one is done for you.

The masculine singular definite article has three forms: you use l' before nouns that begin with a vowel, \_\_\_\_\_ before nouns that begin with **s** + consonant or **z**, and \_\_\_\_\_ before all other consonants. The feminine singular definite article has two forms: \_\_\_\_\_ before a vowel and \_\_\_\_\_ before all consonants.

There are fewer plural definite articles. The masculine plural definite article has two forms: \_\_\_\_\_ before nouns that begin with a vowel, **s** + consonant, or **z** and \_\_\_\_\_ before all other consonants. There is only one feminine plural definite article: \_\_\_\_\_.

■ Answers to this activity are in the **Appendix** at the back of your book.



**Scopriamo la struttura!** For more on definite articles, watch the corresponding *Grammar Tutorial* in the *eBook*.

**Scopriamo la struttura!** Students can watch the video on their own in the *eBook*. The video and accompanying activity may also be assigned in *Connect*.

**A. Maschile o femminile, singolare o plurale?** Decide if the following nouns are singular or plural, masculine or feminine and check the appropriate boxes. **Attenzione!** Notice how important it is to pay attention to the definite article as well as the final vowel.

	singolare o plurale?	maschile o femminile?
1. le bevande ( <i>drinks</i> )	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. il cane	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. l'ombrello	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. i bar	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. l'acqua	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. gli animali	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

**Suggestions:** (1) Have students turn to the alphabet chart in the *Lessico* section. Ask them to give the appropriate singular definite article for each word. (2) Now have them give the plural of each noun from the alphabet chart and write them on the board or on a digital display. Then have students give the appropriate plural definite article for each word.

**B. Scrivi il plurale.** Give the plural form of these singular nouns and their definite articles.

- |                  |                                     |               |
|------------------|-------------------------------------|---------------|
| 1. il professore | 3. lo scaffale ( <i>bookshelf</i> ) | 5. la regione |
| 2. l'antenna     | 4. l'oroscopo                       | 6. la penna   |

**C. Scrivi il singolare.** Give the singular form of these plural nouns and their definite articles.

- |              |                  |               |
|--------------|------------------|---------------|
| 1. gli zaini | 3. le fotografie | 5. le notti   |
| 2. le città  | 4. i panini      | 6. i computer |

**D. Parole frequenti.** Here is a list of 10 frequently used words in Italian and in the Italian classroom. Give the definite articles and if you don't know the meaning, ask your instructor using the expression: **Cosa vuol dire... ?**

- |                  |                  |
|------------------|------------------|
| 1. _____ cosa    | 6. _____ ora     |
| 2. _____ ragazzi | 7. _____ momento |
| 3. _____ uomo    | 8. _____ acqua   |
| 4. _____ donna   | 9. _____ amiche  |
| 5. _____ lettera | 10. _____ parole |

**Recycling:** Once students have completed *Strategie* and *Strutture 1.4* they can recycle what they've learned in *Andiamo avanti!* Connessione: *le belle arti*.

**Supplementary Activities:** You will find additional activities to practice this structure point in the *Instructor Resources* in the *Connect* Library tab.



La libreria della casa editrice (publisher) Feltrinelli

**Usage Note:** Ask students what they think a *libreria* sells. Then ask why they think the definite article *la* appears before the name. (It refers to both *libreria* and *casa editrice*.) Another example to compare with is: *la Mondadori*. Expand the discussion by asking students which definite article is used before names of cars (*macchina/automobile*): *la Fiat*, *la Ford*, *la Mercedes*; types of bikes (*bicicletta*): *la mountain bike*; and types of glasses (*occhiali*): *i Ray Ban*.

**Additional Activities (B-D):** (1) Say some singular nouns and ask students to give the plural forms. Suggested nouns: *la data*, *la finestra*, *la lavagna*, *l'errore*, *l'hotel*, *il telefono*. (2) Say some plural nouns and ask students to give the singular forms. Suggested nouns: *i cappelli*, *le borse*, *le lezioni*, *le professoresse*, *le matite*, *le informazioni*. (3) Students work with a partner and each makes a secret list of seven singular or plural nouns chosen randomly from this chapter, using the definite articles. They take turns saying the noun to their partner, who will give the corresponding singular or plural form.

**Transition Tip:** To lead into the next section, say *Mi piace IL caffè. Mi piacciono LE lasagne*. Write the sentences on the board, underlining the definite articles. Then ask students to give different nouns that could be used in place of *il caffè* and *le lasagne*.

**Note:** The verb *piacere* is not glossed in the heading to avoid confusing students. They will learn the meaning of the verb through context. The verb *piacere* + infinitive is presented in *Capitolo 3, Strategie di comunicazione*.

■ Answers to this activity are in the **Appendix** at the back of your book.

## 1.5 Mi piace l'italiano!

The verb ***piacere***

■ The people below are talking about what they like. Can you figure out when to use **piace** and when to use **piacciono**?




- 1** If the person or thing that you like is singular, you use **mi piace**. If the person or thing that you like is plural, you use **mi piacciono**.
- 2** If you don't like something, place **non** before **mi piace** or **mi piacciono**.  
**Non mi piace il cioccolato. Non mi piacciono gli esami!**
- 3** To ask someone you address with **tu** if he/she likes something, use **ti piace** and **ti piacciono**. For the formal, use **Le piace** and **Le piacciono**.  
**—Ti piace la musica? (Le piace la musica?)**  
**—Sì, mi piace molto.**  
**—Ti piacciono i pasticcini? (Le piacciono i pasticcini?)**  
**—No, non mi piacciono.**

**Suggestion:** Students may need to listen multiple times to get used to how Italians pronounce American names. You may wish to use this moment to work on pronunciation by highlighting, in particular, how the vowels are pronounced.





### A. Prospettive a confronto: il cinema americano.

**Parte prima.** Watch and listen as these Italians answer the questions: **Ti piace il cinema americano? Chi sono i tuoi attori americani preferiti?** Select their preference, then listen again and write the names of their favorite actors. Remember, you most likely will not understand every word, nor will you catch all the information the first time through. Be patient and listen more than once.

	Ti piace il cinema americano?	Chi sono i tuoi attori americani preferiti?
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">Klic Video Productions/McGraw Hill</div>  <div style="margin-left: 10px;">Sofia</div> </div>	<input type="checkbox"/> sì <input type="checkbox"/> no	<div style="border-bottom: 1px solid black; padding-bottom: 2px;">Brad Pitt</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">Nicole Kidman</div> <div style="border-bottom: 1px solid black; padding-bottom: 2px;">Emma Stone</div>



Klic Video Productions/McGraw Hill

	Ti piace il cinema americano?	Chi sono i tuoi attori americani preferiti?
 Emanuele	<input type="checkbox"/> sì <input type="checkbox"/> no	<u>Leonardo DiCaprio</u> <u>Brad Pitt</u>
 Matilde	<input type="checkbox"/> sì <input type="checkbox"/> no	<u>Leonardo DiCaprio</u> <u>Tom Hanks</u> <u>Nicolas Cage</u>

**Pensiamoci!** It is likely that most students are unfamiliar with Italian cinema and Italian actors. Ask them to reflect on why this is the case. The films included in the *Avanti!* program introduce students to Italian cinema using brief segments that incorporate learning language and culture.

**Parte seconda.** Do you like Italian cinema? Which Italian actors do you like?

### B. Piace o piacciono?

**Parte prima.** Decide whether **piace** or **piacciono** is used with each of these nouns.

l'università	le lasagne	la pizza	il caffè
gli sport	i tortellini	il gelato	l'Italia
gli hamburger	le feste	l'italiano	gli esami

**Music Connection:** Do a search of the results of *classifica delle canzoni più ascoltate* or similar. If there are artists that the students will recognize, ask them to take turns asking which singers (or songs) their partner knows and whether or not she/he likes or does not like them. *S1: Conosci Justin Bieber? S2: Sì. S3: Ti piace? S2: Sì, molto! / No, non mi piace. Alternatively, play a different song each day before class as students are arriving and ask students their opinions.*

**Parte seconda.** Find out if your partner likes the above items.

**ESEMPIO:** S1: Ti piace (Le piace) l'università?  
 S2: Sì, mi piace moltissimo (*very much*)! (No, non mi piace.)

### C. Ti piace l'italiano?

**Parte prima.** Here is a list of academic subjects. Put a ✓ by all the courses that you like.

- |                                       |                                                 |                                                         |
|---------------------------------------|-------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> la biologia  | <input type="checkbox"/> l'italiano             | <input type="checkbox"/> le scienze della comunicazione |
| <input type="checkbox"/> la chimica   | <input type="checkbox"/> la letteratura inglese | <input type="checkbox"/> le scienze politiche           |
| <input type="checkbox"/> l'economia   | <input type="checkbox"/> la matematica          | <input type="checkbox"/> la sociologia                  |
| <input type="checkbox"/> la filosofia | <input type="checkbox"/> la psicologia          | <input type="checkbox"/> la storia                      |
| <input type="checkbox"/> la fisica    | <input type="checkbox"/> la religione           | <input type="checkbox"/> gli studi internazionali       |
| <input type="checkbox"/> l'ingegneria |                                                 |                                                         |

**Suggestion:** When the class finishes Activity C, find out which course(s) are the most popular by asking *A chi piace la chimica?* and so on. Write the number of students on the board and tally the responses.

**Parte seconda.** Form groups of three and find out which courses you like and don't like. How many courses do you have in common?

**ESEMPIO:** S1: Ti piacciono le scienze politiche?  
 S2: Sì, mi piacciono. (No, non mi piacciono.)

### D. I cibi (foods) e le bevande.

**Parte prima.** As a class, make a list of six foods or drinks from this chapter and write them in the first column of your chart.

**Note:** You may wish to point out to students that *yogurt* takes the definite article *lo*.

i cibi / le bevande	sì	no
<i>lo yogurt</i>		
<i>il cappuccino</i>		
<i>ecc.</i>		

**Suggestion:** Give students four minutes to interview their classmates. Award a prize, such as candy or a new highlighter, to the student who interviews the most people. As a class, find out what food and drinks are more popular.

**Supplementary Activities:** You will find additional activities to practice this structure point in the *Instructor Resources* in the *Connect Library* tab.

**Parte seconda.** Go around the room and interview as many students as possible to find out which foods and drinks they like.

**ESEMPIO:** S1: Ti piacciono i tortelli?  
S2: No, non mi piacciono. (Sì, mi piacciono.)



Purestock/SuperStock

Ti piacciono i tortelli?



## Andiamo avanti!

**Introduction to Andiamo avanti!** This section is divided into three subsections. In the first two, *Interpretiamo (video)* and *Interpretiamo (lettura)*, students use different language skills to work with longer passages in Italian that relate to the chapter theme. A third subsection, *Connessione: le belle arti*, based upon the chapter-opener works of art, reviews grammatical structures and introduces students to Italian art history and art appreciation. For general suggestions on presenting material in the *Andiamo avanti!* section of each chapter, see the *Instructor's Manual*.

### Interpretiamo!

**I gesti° italiani: How to speak Italian without saying a word**

°gestures

**A. Prepariamoci!** People often use gestures when they speak. Some gestures are universal, others are culture-specific. For which of the 14 meanings (a-n) is there a gesture that is widely understood in your culture? Work with a partner to see if he/she agrees with the gestures you've chosen.

**B. Guardiamo!** Italians are well known for their use of gestures when they speak, which enhances their expressiveness. Watch and listen as Federico demonstrates and explains, in Italian, several gestures that Italians use to communicate their thoughts and needs. During the presentation, pay attention to his facial expressions and intonation, as well as what he says, to understand the meaning of the gestures.

**Note:** The script for this presentation is in the *Instructor Resources* in the *Connect Library* tab. Remind students to ask questions when they don't understand, using the list of *Espressioni utili* found at the back of the book.

**C. Verifichiamo!** Now Federico will show you 10 gestures, one at a time. Below you will see a list of 14 possible meanings. Choose the one that matches each gesture you see and write its letter in the corresponding blank. **Attenzione!** There are more meanings than there are gestures.

<b>Gesto:</b> 1. _____		<b>Significato:</b> a. I'm furious!
2. _____	<b>Suggestion:</b> Following the initial presentation, check students' comprehension before giving the quiz by presenting the gestures in random order, asking students to tell you the letter of the matching meaning. Conversely, say a letter and ask students to show you the appropriate gesture.	b. So thin!
3. _____		c. Yum!
4. _____		d. You're nuts!
5. _____		e. Got a cigarette?
6. _____		f. I'm sleepy.
7. _____		g. Please help me.
8. _____		h. money
9. _____		i. Let's eat!
10. _____		j. What do you want?
		k. I've got an idea!
		l. Call me!
		m. I have no clue.
		n. Quiet!

**Activity C (Answers):** 1. e 2. k 3. b 4. d  
5. l 6. g 7. h 8. c 9. f 10. a

**D. Esprimiamoci!** Which of the Italian gestures you learned surprised you? Which would you find most useful for your own interactions?

**Multimedia Presentation:** Ask students to work with a partner to create a dialogue in which they use some of the Italian gestures that they've learned, video the dialogue with their smartphones, and post it on the course website.

**Music Connection:** Students may enjoy learning some additional gestures by watching online *Un rap per imparare l'italiano* created by the *Consolato Generale degli Stati Uniti a Milano*.

**Pensiamoci!** To understand how easily gestures can be misinterpreted, show students how Italians count (1,2,3) beginning with the thumb. So if they want to order three of something they hold up their thumb and first two fingers. How might Americans misinterpret how many things the Italians are requesting?



Federico Dordei: «Che vuoi?»

Klic Video Productions/McGraw Hill

**Note:** Our dynamic **Interpretiamo!** instructor, Federico Dordei, was born and raised in Rome. Upon completion of his studies, he decided to pursue the American dream and moved to Los Angeles. Like many aspiring actors, he waited tables until he landed his first feature film, *Luckytown* (2000), starring Luis Guzman, Kirstin Dunst, and James Caan. He has appeared in several movies and numerous television series since, including *Deuce Bigalow: European Gigolo*, *Mad Men*, *Parks and Recreation*, *The Mentalist*, *Even Stevens*, *Without a Trace*, and *The Closer*. He was also a series regular in the American version of *Spaced*. He is delighted to use his talents to convey information about Italian culture to *Avanti!* students.

Federico's pronunciation in Italian may or may not match your instructor's. This is because Federico, like all Italians, has a regional accent. You may notice it most in his pronunciation of **ci** and **ce**.

## Interpretiamo!

### La Repubblica italiana

**A. Prepariamoci!** Along with their use of gestures when they speak, Italians are often characterized as having a confusing and chaotic political system. But how different is it from the system in your country? Test your knowledge of your political system by answering the following questions.

1. What is the form of government?
2. What is the title of the head of state? What is the main function of this role?
3. What are the two chambers of the legislative branch of the government?
4. Describe the flag. When did it become the nation's symbol?
5. How many political parties are there?

**A. Prepariamoci! (Answers):** The following apply to the United States. Answers will vary for other countries.  
1. The United States of America is a federal constitutional representative democracy. 2. The President is the head of state and has executive power. 3. The two legislative chambers are the House of Representatives and the Senate. 4. The flag has a rectangular shape with thirteen horizontal stripes, alternating red and white, with fifty white stars on a square blue background in the upper left corner; it was established in 1777. 5. It is primarily a two-party system dominated by the Republican and Democratic parties, with a few, much smaller, third parties.