



PARLIAMO ITALIANO!

A COMMUNICATIVE APPROACH

SUZANNE BRANCIFORTE • ELVIRA G. DI FABIO

5TH EDITION

Wiley Binder Version

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PARLIAMO ITALIANO!

FIFTH EDITION

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INSTRUCTOR'S GUIDE

TO THE STUDENT

Welcome to *Parliamo italiano!* Fifth Edition. We believe that learning a new language and getting to know another culture should be fun, interesting and rewarding for both students and instructors. This is why *Parliamo italiano!* emphasizes a culture-based, communicative approach to learning Italian. The program is based on the principle that language is culture and culture is language; we cannot learn one without the other. To say it in Italian, what we mean is this: it is not ‘*lingua e cultura*’ but ‘*lingua è cultura*’. Language is a medium—it is the way in which we express ourselves—and our mode of expression reflects how we view the world. Different cultures perceive the human experience in different ways, and as a result, languages reflect diversity while teaching us about universality.

The organization of *Parliamo italiano!* reflects the goal of introducing Italian life and culture together with the basic components of linguistic expression and language. Each of the twelve units focuses on a situation or theme relevant to daily life, such as working, shopping, or dining, as well as on a specific region of Italy. The units’ titles, like the text’s title, contain a first-person plural verb (*let’s . . . !*), reflecting the participatory nature of the text’s approach and activities. *Parliamo italiano!* is an invitation to partake in the fun and rewarding experience of learning Italian. Its emphasis is on the student, working with classmates and instructor in a cooperative and enjoyable learning environment. The *Parliamo italiano!* philosophy is: **Ridendo, s’impara**, or *Learn while you’re laughing!*

PHILOSOPHY AND APPROACH

Parliamo italiano! Fifth Edition continues to offer a communicative, culture-based approach for beginning students of Italian. In addition to the four skills – reading, writing, speaking and listening – *Parliamo italiano!* has made the fifth skill of cultural competency an integral part of learning Italian. Instead of taking for granted that students will assimilate cultural information while studying language, we have made cultural competency one of our primary goals. While practicing grammatical constructions or learning vocabulary, students are immersed in Italian geography, music, literature, customs and daily life. The contextualized approach imparts worlds of information about the language and culture of Italy.

In *Parliamo italiano!* cultural themes are strategically paired with essential points of grammar. Units focus on an aspect of Italian life and a different region of Italy, and are organized around situations and functions that reflect the text’s communicative stance. One of the text’s great strengths is the clear division of units into four parts that explore the facets of the unit topic and region. Emphasis on Italian geography familiarizes students with regional differences while revealing the common rhythms and practices of Italian daily life.

As the verbs of the unit titles suggest, *Parliamo italiano!* is organized around *doing things*. Activities encourage student participation and interaction. Communicative activities as well as directed, controlled exercises are complemented by the new self-graded activities in *WileyPLUS Learning Space*. More paired and group activities encourage original production. Creativity is fostered through open-ended situations that allow students to invent their own answers.

In *Parliamo italiano!*, vocabulary is presented on a theme and in context through the use of drawings. Photographs and realia are used to support presentations or as the basis of activities. The highly popular **In altre parole** section, dedicated to high-frequency idiomatic expressions, has been accurately updated to keep the language authentic and current. Students respond well to expressions that lend flavor and naturalness to language. In the Fifth Edition, glossaries can be found in the BCS and *WileyPLUS Learning Space*.

The building blocks of communication, the grammar points and their sequence, were selected for their logical relationship to language acquisition and the topic being explored. Explanations are concise and to the point; when possible, schematic visual material and charts help students deduce grammatical concepts and understand their use. Material is consistently recycled to reinforce students' ability to use language naturally.

In the Fifth Edition of *Parliamo italiano!* you will find enhanced technology for classroom teaching as well as student self-paced learning and homework. *WileyPLUS Learning Space* provides the content and tools to actively engage students and enrich the learning experience in face-to-face, hybrid, and online classes. New and beautiful photographs convey an alluring image of Italy. Video activities for the *Parliamo italiano!* video component are found throughout the units, asking students to return to this important and precious resource several times during the study of a unit. Multiple viewings of the five-minute episodes will not only delight, as the story of two Italian cousins who must solve a family mystery develops, but students will benefit from the repeated viewings and different tasks they are asked to perform.

The key feature which represents the culmination for each unit section is the **Incontro**: here students find a variety of formats from a lively, authentic conversation to an email exchange, from a deejay's monologue to a politician's speech. The aim of the **Incontro** is to see the vocabulary, grammar point and idiomatic expressions presented in that section 'in action,' used in a real-life situation; thus the **Incontro** presents the essence of language learning: communication. In Fifth Edition, the **Incontri** have been shortened and are now followed by three activities that give students a new and expanded opportunity to test their listening skills. The **Ascoltiamo!** activity has been revised to be a truly oral activity where students listen to the questions about the **Incontro** they have read or listened to. **Cosa hai capito?** is a more traditional, written comprehension activity and the new feature, **E poi cosa succede?** is a build-out activity where students listen to a strictly oral sequel to the **Incontro** and then do an activity based on what they have heard.

Throughout the units, students' view of Italy is enriched by the **Lo sapevi che...?** section which offers important cultural material and stimulates students to reflect on cultural comparisons. In Fifth Edition, we have included a new feature called **Una finestra sull'Italia** which is a prompt to view a wealth of websites that allow students to be the protagonists of their own learning experience, taking

advantage of easy access to Internet sites, and making contact with Italian culture more immediate and tailor-made.

The unit-ending magazine-format **Immagini e parole** section continues to be the culmination of the unit's work, offering strategies for reading and a more sustained reading on the unit theme as well as strategies for writing and topics for sustained writing exercise inherent to the unit topic. Additional authentic material such as advertisements, articles and readings may be found in the *WileyPlus Learning Space*. Other authentic material features include **Musica, maestro!**, designed to acquaint students with great Italian singer-songwriters and composers, and **Come disse...** which presents excerpts of Italian literary texts from across the centuries. Finally, **Ciak! Italia** is a reminder to go to the *Parliamo italiano!* video found on the *WileyPlus Learning Space*.

Because language is culture and culture is language, learning a new language opens the door to a new way of thinking and perceiving the world. When we discover more about others, we truly discover more about ourselves.

NEW TO THE FIFTH EDITION

Parliamo italiano! Fifth Edition offers important new and engaging features.

- **Incontro** sections have been enhanced with an emphasis on listening. Many **Incontro** conversations have been shortened for easy use. Each **Incontro** is now followed by three activities: **Ascoltiamo!** is now an activity where the questions are only oral; **Cosa hai capito?** is a more traditional, written comprehension activity; **E poi cosa succede?** is a build-out continuation of the **Incontro** which is strictly oral, asking students to hone their listening skills for comprehension.
- **Una finestra sull'Italia** prompts students to further investigate Italian culture on their own, suggesting keywords for Internet research that will bring them to see, hear and experience Italian culture through the window of their computer screens. The flexibility of this feature allows students to be the protagonists of their own learning experience.
- The **Immagini e parole** section, a magazine-style format and the culmination of the unit, has been streamlined.
- Annotations for instructors have been enhanced and updated, including answer keys for all activities that are not open-ended.
- Reading passages have been updated or renewed, new photos present a fresh image of Italy, idiomatic expressions have been revised to reflect current usage.
- Video-based activities are now found throughout the unit, encouraging students to view the unit episode more than once and thus maximize the benefits of this important component. New pre-, while- and post-viewing activities are found in *WileyPLUS Learning Space*.
- The organization of *Parliamo Italiano!*, Teaching with *Parliamo Italiano!*, Syllabi, Lesson Plans, Acknowledgments, Glossary, and Verbs have been moved to the BCS and *WileyPLUS Learning Space*.

PROGRAM COMPONENTS

The Complete Program

To receive an examination or desk copy of any of these program components, please contact your local Wiley sales representative at www.wiley.com/college/rep or call our Sales Office at 1.800.237.2665.

Student Textbook

978-1-118-59173-4

The textbook includes 12 thematically-based units, and access to accompanying video and audio in the Book Companion Site.

Annotated Instructor's Edition

978-1-119-14700-8

New, updated, and expanded annotations assist instructors in management of the material; for example, some grammar points have been marked for possible passive knowledge. More suggestions have been provided for handling grammar points, expanding upon activities, and referring students to Internet sites for further information as well as visual and listening opportunities.

Student Activities Manual (SAM)

978-1-119-13994-2

This component is divided into two sections: Workbook, and Listen & Speak.

- **Workbook** Activities in the workbook focus on vocabulary and grammar specific to each section (A, B, C, or D) of the unit. These are clearly marked according to the corresponding section for easy reference. You'll also find periodic review activities that recycle structures from previous units, and, new to the Fifth Edition are activities based on cultural information found in *Lo sapevi che...*
- **Listen & Speak** The **Per la pronuncia** section focuses on practice of the sounds of Italian, while **Attività per la comprensione** features a wide variety of situations and activities to develop listening comprehension skills. The audio is housed in *WileyPLUS Learning Space* and the Book Companion Site.

WileyPLUS Learning Space

WileyPLUS Learning Space is an innovative, online teaching and learning environment, built on a foundation of cognitive research that integrates relevant resources, including the entire digital textbook, in an easy-to-navigate framework that helps students study effectively. Throughout each study session, students can assess their progress against study objectives, and gain immediate feedback on their strengths and weaknesses so they can be confident they are spending their time effectively. Instructors can use our study objective filtering and pre-built assignments



to efficiently design their course and their syllabus. They can also use the robust reporting tools available in *WileyPLUS Learning Space* to track and manage their students' performance.

What do students receive with WileyPLUS Learning Space?

Tools for engagement. With *WileyPLUS Learning Space* students receive 24/7 access to resources that promote positive learning outcomes. Students engage with related activities in various media, including:

- **Audio Program:** The Audio Program includes recordings for the listening activities in the textbook, for the Incontro sections, and vocabulary.
- **Video Program with additional practice:** 12 video segments are available with auto-graded and manually-graded video manual questions.
- **Voice response questions:** Recording functionality that allows instructors to test students' speaking skills.
- **Auto-graded self-tests** for additional practice.
- **Electronic Workbook and Listen & Speak activities:** Allows instructors to assign Workbook and Listen & Speak activities, which are then sent straight to the gradebook for automatic and manual grading options.
- **Embedded questions and discussions:** Assignable electronic versions of select textbook activities that test students' understanding of grammar and vocabulary.
- **Audio flashcards:** Offers pronunciation and English/Italian translations.

Measurable Outcomes: Throughout each study session, students can assess their progress and gain immediate feedback. *WileyPLUS Learning Space* provides precise reporting of strengths and weaknesses, as well as individualized quizzes, so that students are confident they are spending their time on the right things. With *WileyPLUS Learning Space*, students always know the exact outcome of their efforts.

What do instructors receive with WileyPLUS Learning Space?

WileyPLUS Learning Space provides reliable, customizable resources that reinforce course goals inside and outside of the classroom as well as tracking of individual student progress. Pre-created materials and activities help instructors optimize their time:

- **Guide to Syllabus and Lesson Planning (with Samples)**
- **Suggestions for Teaching with *Parliamo italiano!***
- **Guide to the Organization of *Parliamo italiano!***
- **Answer keys to Student Activities Manual**
- **Lecture PowerPoint Presentations:** The PowerPoint presentations complement some sections of the textbook, and selected activities to do in class.
- **Image Gallery:** Collection of the photographs, illustrations, and artwork from each unit of the textbook.
- **Prebuilt Question Assignments:** Available in a variety of options, these prebuilt electronic quizzes allow instructors to test students' understanding of vocabulary, grammar, and culture, as well as their reading, writing, listening, and speaking skills.

- **Test Bank:** Collection of assignable questions that allow instructors to build custom exams.
- **Ready to print exams with answer keys:** There are unit-level, midterm and final exams. All of the components that instructors need to distribute printed exams in class. There are two different exam versions per unit.
- **Video scripts and Video Instructor's Notes:** Scripts for each of the videos in the chapter, along with suggestions for the use of videos in class.
- **Gradebook:** *WileyPLUS Learning Space* provides access to reports on trends in class performance, student use of course materials, and progress toward learning objectives, helping inform decisions and drive classroom discussions.

Student Companion Site

www.wiley.com/college/branciforte/

The Student Companion Site contains access to all the videos referenced in the textbook, all audio files that accompany in-text content, and audio flashcards.

Instructor Companion Site

www.wiley.com/college/branciforte

The Instructor Companion Site includes the student resources above plus answer keys, and scripts, to accompany unit level, mid-term, and final exams. It also includes an image gallery, answer keys for the Activities Manual, and audio and video scripts.

Explore Your Ordering Options

The textbook is available in various formats. Learn more about our flexible pricing, flexible formats, and flexible content at www.wiley.com/college/sc/branciforte/options.html

ABOUT THE AUTHORS



Suzanne Branciforte was born and raised on Long Island, New York. She completed her B.A. in History & Literature at Harvard University. Recipient of a Rotary Foundation Scholarship, she attended the University of Genoa (Genoa, Italy). She subsequently completed her M.A. and Ph.D. in Italian Literature at UCLA. She was a Fulbright Scholar in Florence, Italy.

Her teaching experience includes positions at Holy Cross College (Worcester, MA), the University of Michigan and Stanford University programs in Florence, Italy, and at the University for Foreigners in Siena. She has taught Methods of Teaching Italian to Foreigners in a Masters program at the University of Genoa, at the Università Cattolica in Milan, and at Study in Italy, Genoa. In 2000, she founded Consortium Educational Consulting in Genoa, Italy, which became Study in Italy in 2009 (www.studyinitaly.it). A boutique language school, Study in Italy offers a full range of language and culture courses and study abroad experiences in Genoa, Pavia and Siena.

Her research and scholarly writing focus on Italian American cultural identity, the experience of Italian emigration, the Italian Renaissance, the narrative of World War II in Italy, and women's literature. She has published numerous articles on these subjects.

An experienced translator of prose and poetry, her translation of Renata Viganò's collection of short stories, *Partisan Wedding* (1999) was favorably reviewed in the *NY Times*. Her translation into Italian of an American short story in the volume *Zoetrope: All-Story* (Mondadori, 2001, introduction by Francis Ford Coppola) was cited in *La Repubblica* newspaper's review of the volume. She collaborates regularly with

Il Sole 24 Ore and was responsible for translating the Sunday *Domenica* insert into English for the first time.

Branciforte has also published a textbook for learning Italian in Italy for middle school students (*Sì, lo so!*, Juvenilia Editore, 2004).

A cultural and linguistic mediator, Branciforte was the interpreter for the Mayor of Genoa at the G8 Meeting held in that city in 2001. Among her numerous engagements as an interpreter and translator, she has translated and interpreted for Nobel Prize winners Wole Soyinka, Amartya Sen, and Joseph Stieglitz.

Over the past 20 years, she has lived between the U.S. and Italy. She currently makes her home in Genoa, Italy.



Elvira G. Di Fabio has over 25 years of experience in the field of language pedagogy. She holds a B.A. in Russian from Boston University, an M.A. in Slavic Languages and Literatures from Boston College, and finally came to her senses and took an M.A. and Ph.D. in Italian from Harvard University.

She has been the director of Italian language instruction at Harvard University since 1990 and is responsible for training and mentoring teaching fellows and teaching assistants.

Di Fabio teaches Italian at every level and most enjoys the energy and engagement found in the beginning Italian courses. Her advanced instruction covers Italian comic cinema, historical linguistics, and Romance food culture. She has recently developed a community-service course that places undergraduates in local elementary schools to teach Italian to pre-K and Kindergarten children through arts-enhanced instruction. This experience has since developed into a partnership with the Harvard Art

Museums for the integration of visual art into the curriculum.

From 2002–2011, she was director of the 8-week Harvard Summer Abroad Program in Abruzzo. In addition to classroom instruction, the program featured structured interaction with local youth, public lectures by teaching staff, and public performances by the students as a way of giving back to the host community. She continues to spend her summers in Italy.

Di Fabio's research areas comprise second language acquisition, translation studies, and the history and literature of Italian migration. Her

publications include *Republican Ideals in the Selected works of Italian-American Joseph Rocchiotti, 1835/1845* (Edwin Mellen Press) and translations from Italian to English including *Pope John XXIII: The Official Biography* (Pauline Publishers) and *Secrets of the Soul: Padre Pio's Letters to His Spiritual Directors* (Pauline Books and Media).

She served on the Board of Directors of the Massachusetts Foreign Language Association, and on the College Board's Advanced Placement review and development committees. She most enjoys offering professional development workshops for K–12+ teachers of Italian in the greater New England area.

During the preparation of the Fifth Edition, I was inspired and motivated by the final users of this text, the students. Over the many years, I have had the privilege and good fortune to get to know many wonderful people who were my students in Italian language courses in California, in Massachusetts, in Florence and in Genoa. It is to them that I dedicate this edition: the people who I learned the most from. Of course my memories are studded with faces – if no longer the names! – of the people who spurred me on to be a better teacher, who challenged me to find a better way of explaining or presenting something, who put a smile on my face at the end of the day. Some, like Kristi and Gina, went on to become Italian professors themselves, others may no longer remember a word. One thing is certain, though: we all experienced the laughter of *Ridendo, s'impara!*

And to the student from whom I have learned the most, and from whom I continue to learn, my son Max, who is now the age of my students (how did that happen?), to whom this book is dedicated.

Suzanne Branciforte

In terms of the professional development that I have undergone since the fourth edition, I wish to thank the College Board for allowing me the remarkable opportunity to serve on the Italian AP Development Committee (2010–2013). It was an excellent learning experience and most of all, I am grateful for the awareness it brought to my teaching, teacher training and scholarship.

As for my inspiration, I give thanks, as always, to my parents, ever more present in my memory as the years go by, and whose love of language and tradition remains alive in me (oh, if they could see me now!); to my husband, who taught me to love all things Italian worth loving; to my children who are fostering that love in my grandchildren – *siete e sarete sempre nell'anima*.

Elvira G. Di Fabio

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EULA

AN OVERVIEW OF YOUR TEXTBOOK'S MAIN FEATURES

Parliamo italiano! Fifth Edition consists of a preliminary chapter and twelve units. Each unit is organized by region and cultural theme and is divided into four sections.

UNITÀ
3 **ABITARE**
Andiamo a casa mia!



© Alessandra Benedetti/Corbis

▲ Un pranzo in famiglia

COMMUNICATIVE GOALS

- ▶ Talking about the family
- ▶ Asking questions
- ▶ Describing people and things
- ▶ Describing a home
- ▶ Indicating people and things
- ▶ Talking about the weather
- ▶ Talking about what you have to do, want to do, and can do
- ▶ Running errands



105

UNIT OPENER

Each unit opens with a map of Italy that highlights the unit's regional focus. The opening photograph sets the scene and introduces cultural and thematic information relevant to the unit content.

Communicative goals establish clear learning objectives. Learning objectives provide a framework for reporting and organizing students' activities, including practice and assessment.

The **WileyPLUS Learning Space** next to each section opener is a reminder to complete the online Workbook and Listen & Speak activities. These activities help to reinforce section grammar points and vocabulary as well as provide periodic review and recycling from previous units.

SI DICE COSÌ

Each section begins with a thematic presentation of vocabulary (often illustrated) followed by directed, communicative activities (**Attività**) for individual, pair, and group work. All vocabulary illustrations have been rendered as clickable interactive graphics (with audio) in *WileyPLUS Learning Space*.

B La casa

B.1 ▶ Si dice così WileyPLUS Learning Space

B.2 ▶ Incontro

A casa di Luca. Stefania e Luca visitano la mamma di Luca; sono nella casa di campagna, fuori Palermo.

STEFANIA: Permesso! Buongiorno, signora! *ti so così*

SIGNORA IANUZZI: Avanti, Stefania! Benvenuta!

LUCA: Ciao, mamma!

STEFANIA: Che bella casa! È una villa stupenda! Che fresco! Non è per niente caldo come nel mio appartamento in città.

SIGNORA IANUZZI: Qui in campagna c'è sempre un po' d'aria. Ma prego, accomodatevi, Stefania! *make yourself comfortable*

STEFANIA: Questo salotto è molto elegante.

SIGNORA IANUZZI: A mio marito non piacciono i mobili moderni. I mobili di questa stanza sono di famiglia. Vedi quel quadro? È del nonno di Luca. Ti piace?

STEFANIA: Oh, è meraviglioso!

LUCA: Mamma, ho una bella notizia! per te. *news*

STEFANIA: Ma come? Tua madre non sa ancora niente? *doesn't know*

SIGNORA IANUZZI: Quale notizia, ragazzi? È una buona notizia, vero? *anything yet*

INCONTRO

The **Incontro** provides a lively, realistic context in which the unit's vocabulary, language structures, and culture are introduced. For interest and diversity, the **Incontro** may take the form of an interview, diary entry, e-mail exchange, or conversation. The first **Incontro** shown here is a lively conversation. The next **Incontro** is an e-mail exchange between two friends. All **Incontro** conversations are recorded and are highlighted with **audio icons**.

C.2 ▶ Incontro

Il ponte*. Marco scrive un messaggio di posta elettronica al suo amico Luca per decidere dove passare il ponte di Pasqua. long weekend

A: Luca <luca@vodafone.it>
Da: Marco <marco72@vodafone.it>
Data invio: lunedì 7 aprile 2010 18:32
Oggetto: Ponte di Pasqua

Ciao, Luca!

Qui a Siracusa fa un caldo bestiale. Alessandria ed io vogliamo andare dove fa più fresco. Mio zio ha una casa sull'Etna, ma ad Ale non piace l'idea del vulcano. I suoi hanno un piccolo appartamento alle Isole Lipari con quattro posti letto, così potete venire anche tu e Stefania. Dal terrazzo dell'appartamento c'è un bel panorama. Volendo, possiamo andare tutti i giorni al mare. Lo so, preferisci la montagna, però per una volta... Allora, cosa dici? Venite con noi?

Marco

A: Marco <marco72@vodafone.it>
Da: Luca <luca@vodafone.it>
Data invio: lunedì 7 aprile 2010 21:20
Oggetto: Ponte di Pasqua

Caro Marco,

Non lo so... Abbiamo molte cose da fare — Lo sai, a giugno andiamo in Spagna, a Barcellona, e non siamo pronti. Beh, possiamo andare a Cefalù. Non è troppo lontana e poi conosco un piccolo albergo vicino al Duomo. Aspetto una tua risposta.

Luca

LO SAPEVI CHE...?

Cultural notes that supply up-to-date and relevant information about the language, history, traditions, and customs of Italy appear randomly throughout the unit and are linked to the unit's theme or geographical focus.

Lo sapevi che...?

Italy has the lowest birthrate in the world, averaging less than one child per family. And although it still has one of the lowest divorce rates in Europe (about 15%), divorce is on the rise. Yet the family continues to be very important, and the extended family constitutes an essential support network. Often families work together in business and grandparents furnish childcare.

In altre parole

<p>ti voglio bene</p> <p>voglio dire...</p> <p>perché no?</p> <p>porta sfortuna / fortuna</p> <p>senz'altro</p>	<p><i>I love you</i></p> <p><i>I mean . . .</i></p> <p><i>why not?</i></p> <p><i>it's bad luck / good luck</i></p> <p><i>of course, without a doubt</i></p>
---	---

IN ALTRE PAROLE

Frequently used idiomatic expressions are featured in these boxes that give a window onto Italian culture. Taken from the **Incontro** sections, the expressions presented make language contemporary, colorful, lively, and natural. Links to audio pronunciation are embedded throughout.

UNA FINESTRA SULL'ITALIA

Il dialetto sardo è una lingua diversa dall'italiano e ha un suono distinto. Andare in Internet per sentire alcune canzoni popolari: *Non potho riposare*, una romanza d'amore, e *Nanneddu meu*, una poesia musicata. Le **launeddas** sono uno strumento con un suono particolare: che cosa ricorda? Il **canto a tenore** è una tradizione sarda, classificata dall'UNESCO come Patrimonio intangibile dell'Umanità. Ascoltare anche **Mialinu Pira** del gruppo *Tenores di Bitti*.

UNA FINESTRA SULL'ITALIA

This new feature is an opportunity to further explore Italian culture on your own, with prompts to search for websites that will bring the sights and sounds of Italy's regions and traditions to life. In this way, your computer screen truly becomes a dynamic window onto the authentic world of Italian culture. Embedded discussion questions are available in *WileyPLUS Learning Space* to support this feature.

PUNTI GRAMMATICALI

Explained clearly and concisely in English, grammar points have been streamlined to enable you to focus on essential structures and avoid feeling overwhelmed by unnecessary information. All explanations are accompanied by examples of practical use in natural Italian, and by a variety of activities that progress from simple to more open-ended communicative practice, including some realia- and illustration-based activities as well as pair and group activities (indicated by icons). The e-text features embedded autograded questions throughout each activity section.

A.3 ► Punti grammaticali

Le parole interrogative

Chi viene alla festa?	<i>Who is coming to the party?</i>
Dov'è la festa?	<i>Where is the party and</i>
Quante persone vengono?	<i>how many people are coming?</i>
Perché non invitano i loro cugini?	<i>Why aren't they inviting their cousins?</i>
Quando partite?	<i>When are you leaving?</i>
Che cosa regali al festeggiato?	<i>What are you giving to the birthday boy?</i>

1. Italian, like English, has three categories of interrogative words:

pronouns	adjectives	adverbs	
chi	who, whom	come	how
che cosa / che / cosa	what	dove	where
quale	which	perché	why
quanto	how much, how many	quando	when

2. The pronoun **chi** may be preceded by prepositions such as **a, di, con, and per**.

Con chi vai?	<i>With whom are you going?</i>
A chi parli?	<i>To whom are you speaking?</i>
Di chi è la bicicletta?	<i>Whose bicycle is it?</i>

3. Used interrogatively, **che cosa, cosa** and **che** mean the same thing and may be used interchangeably. There is a nuance of meaning in the use of **che**, which is brusque, curt or emphatic in tone.

Che cosa leggi?	} <i>What are you reading?</i>
Cosa leggi?	
Che leggi?	

4. **Quale** has two forms: **quale** for singular and **quali** for plural.

Quale libro leggi?	<i>Which book are you reading?</i>
Quali amici inviti?	<i>Which friends are you inviting?</i>
Qual è la tua bicicletta?	<i>Which one is your bicycle?</i>

Note that when the pronoun **quale** comes before the verb form **è**, it is shortened to **qual**. The final vowels of **cosa, come, and dove** are often elided before the verb form **è**: **cos'è? com'è? dov'è?**

3.30 Al negozio di antiquariato. *(At the antique store.)* Siete il proprietario (owner) e un/a cliente di un negozio di antiquariato. Guardando il disegno, creare una conversazione tra proprietario e cliente in cui il/la cliente cerca un orologio, una sedia, un quadro e un altro oggetto per un amico.

Esempio:

- Le piace questo tavolo?
- Preferisco quello. Quanto costa quella lampada?
- Quella costa...



IMMAGINI E PAROLE

► **Leggiamo italiano!** *Using clues to guess content*

► **Come si vive in Italia**

► **Scriviamo italiano!** *Using lists to write compositions*

► **Come disse...** Carlo Collodi

► **Musica, maestro!** "Casa dei matti", Sergio Endrigo

► **Ciak!** Italia

WileyPLUS Learning Space
For additional practice (Activities Manual, self-tests, and test bank), and for access to the video and Ciak! Italia video activities, go to WileyPLUS Learning Space.

Leggiamo italiano!

Using clues to guess content

When you approach a text, look at the layout. What sort of document are you dealing with? What information do you expect to find? Are there useful visual aids such as photos, headings, highlighted words, abbreviations, or numbers that lead you to this information? Try to anticipate the content of the text by paying close attention to these features.

ATTIVITÀ DI PRE-LETTURA

3.61 Vediamo... Look at the text below. What kind of document is it? What types of information would you expect it to contain? Where would you look for information about the number of rooms, location, and cost?

3.62 Parole analoghe. Skim the text to get a general idea of the offerings. Using cognates and context, identify the meaning of the following words.

abitabile livelli spaziosa panoramica riservate

IMMAGINI E PAROLE

This end-of-unit section in a magazine format focuses on reading and writing skills as well as on expanding your cultural knowledge. It includes a capstone reading passage related to the theme of the unit, reading and writing strategies, an excerpt of Italian literature, and one or more songs linked to the unit theme.

LEGGIAMO ITALIANO!

This section helps you to tackle readings in a new language by suggesting strategies to help orient you to a text and its content. Related activities support your efforts to develop your reading skills.

Leggiamo italiano!

Using clues to guess content

When you approach a text, look at the layout. What sort of document are you dealing with? What information do you expect to find? Are there useful visual aids such as photos, headings, highlighted words, abbreviations, or numbers that lead you to this information? Try to anticipate the content of the text by paying close attention to these features.

SCRIVIAMO ITALIANO!

This section provides writing strategies that guide you as you learn to express yourself in written Italian in diverse contexts. Accompanying activities offer a wide range of writing practice supported by thematic vocabulary and idiomatic expressions.

Scriviamo italiano!

Using lists to write compositions

List writing is a good way to organize your thoughts and prepare for developing short compositions. There are different kinds of lists: you may make a chronological list based on what comes first, second, third, etc.; or you may brainstorm to jot down all the ideas that come to you and then sort them, such as a list of actions (verbs), a list of qualities (adjectives), a list of people or things.

COME DISSE...

This section introduces you to great Italian writers across the centuries, from Dante to Calvino. You might want to gather these passages into your own literary diary that you can refer to now and then for inspiration and further reflection. Consider these twelve “gems” as a starter, to which you can add more authors and more selections as your journey through authentic literary texts unfolds.

Come disse...

Carlo Collodi (1826–1890)
da *Le avventure di Pinocchio: Storia di un burattino*

PINOCCHIO: E dove vai?
LUCIGNOLO: Vado ad abitare in un paese... che è il più bel paese di questo mondo: una vera cuccagna!

PINOCCHIO: E come si chiama?
LUCIGNOLO: Si chiama il Paese dei Balocchi!. Perché non vieni anche tu?

PINOCCHIO: Io? no davvero!
LUCIGNOLO: Hai torto, Pinocchio. Credilo a me! che, se non vieni, te ne pentirai!

Land of Plenty
Toyland
Believe me you'll be sorry

MUSICA, MAESTRO!

This feature introduces songs by notable Italian singer-songwriters and composers. Listen in a relaxed atmosphere and be inspired to seek out other songs and music videos by the same artists, both to enjoy the sound of the language and to increase your awareness of Italian musical tastes and traditions. Embedded discussion questions are always available in *WileyPLUS Learning Space* to support this feature.

Musica, maestro!

Usando Internet, cercare “Casa dei matti” di Sergio Endrigo e ascoltare la canzone più di una volta. Ci sono delle stanze o altre parti della casa che riconosci? Ti piacerebbe abitare in quella casa? Cosa vuol dire *matti*?

CIAK! ITALIA

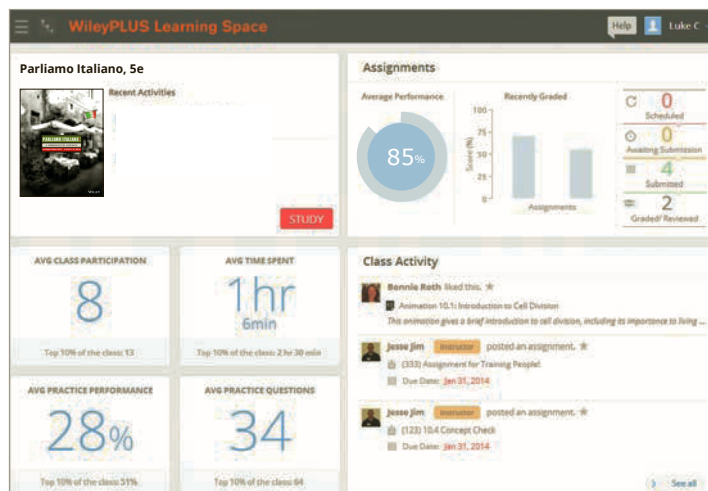
Video-based activities are now found throughout the unit, encouraging students to view the unit episode more than once and thus maximize the benefits of this important component. New pre-, while- and post-viewing activities are found in *WileyPLUS Learning Space*.

CiaK! Italia

Now go to the *Parliamo italiano!* video and watch the episode for Unit 3 again. Additional activities may be found in *WileyPLUS Learning Space*.

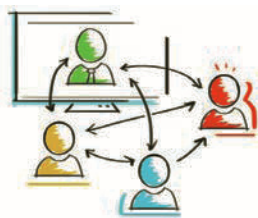
WileyPLUS Learning Space

An easy way to help your students **learn, collaborate,** and **grow.**



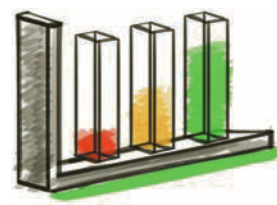
Diagnose Early

Educators assess the real-time proficiency of each student to inform teaching decisions. Students always know what they need to work on.



Facilitate Engagement

Educators can quickly organize learning activities, manage student collaboration, and customize their course. Students can collaborate and have meaningful discussions on concepts they are learning.



Measure Outcomes

With visual reports, it's easy for both educators and students to gauge problem areas and act on what's most important.

Instructor Benefits

- Assign activities and add your own materials
- Guide students through what's important in the interactive e-textbook by easily assigning specific content
- Set up and monitor collaborative learning groups
- Assess learner engagement
- Gain immediate insights to help inform teaching

Student Benefits

- Instantly know what you need to work on
- Create a personal study plan
- Assess progress along the way
- Participate in class discussions
- Remember what you have learned because you have made deeper connections to the content



lightpoet/Shutterstock

▲ Studying a map of Rome

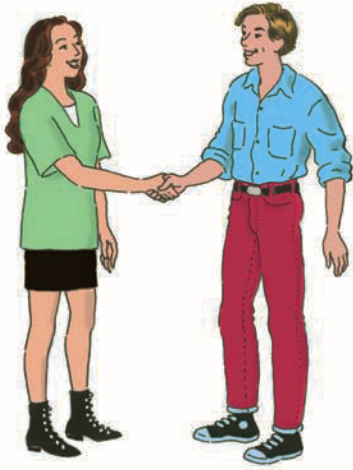
COMMUNICATIVE GOALS

- ▶ Greeting people and saying good-bye
- ▶ Introducing yourself
- ▶ Asking people their names and where they are from
- ▶ Asking people how they are
- ▶ Giving and asking for phone numbers



A

Le presentazioni

**Informale**

- Ciao, mi chiamo Roberto. E tu, come ti chiami?
- Mi chiamo Francesca.
- Piacere!
- Piacere!

**Formale**

- Buongiorno, mi chiamo Antonio Martelli. E Lei, come si chiama?
- Buongiorno. Mi chiamo Lidia Segre.
- Piacere!
- Molto lieta.

A.1 ► Si dice così

Ciao	<i>Hi, bye</i>	Come ti chiami?	<i>What is your name?</i> (informal)
Salve	<i>Hello</i>	Come si chiama?	<i>What is your name?</i> (formal)
Buongiorno	<i>Good morning, good day</i>	Mi chiamo...	<i>My name is . . .</i>
Buonasera	<i>Good evening</i>	E tu?	<i>And you? (informal)</i>
Buonanotte	<i>Good night (for leave-taking)</i>	E Lei?	<i>And you? (formal)</i>
(Tanto) Piacere	<i>(So) Nice to meet you</i>		
Molto lieto/lieta	<i>Very pleased to meet you</i>		
Scusa	<i>Excuse me (informal)</i>		
Scusi	<i>Excuse me (formal)</i>		



Lo sapevi che...?

Italians commonly greet one another by shaking hands. When friends meet, they often kiss each other on both cheeks. The word **ciao** means both *hello* and *good-bye*. It comes from the Venetian dialect for **schiaivo**, which literally means *slave* or *I am your servant*.



UNA FINESTRA SULL'ITALIA

Go to the Internet and look for Luciano Pavarotti's rendition of *Buongiorno a te*. How many times can you hear the word 'buongiorno'?

ATTIVITÀ



P.1 Ciao! Come ti chiami? Introduce yourself in Italian to several classmates, shaking hands as you do so. Follow the model.

Esempio:

- **Ciao! Mi chiamo (Antonella). E tu, come ti chiami?**
- **Mi chiamo (Paolo).**
- **Piacere!**
- **Piacere!**



P.2 Buongiorno, professore/professoressa! With a partner, imagine you are meeting your professor at the beginning of the academic year. Using the pairs of names listed below, greet each other as in the example. Be sure to use **Lei** (polite form) to address a professor and **tu** to address another student.

Esempio:

- **Salve, professoressa!**
- **Buongiorno! Come si chiama?**
- **Sono Renato Dini.**
- **Piacere.**
- **Molto lieto!**

- | | |
|---------------------------------------|--------------------------------------|
| 1. Professor Zeri / Paola Ristori | 3. Professoressa Lustro / Nico Calvi |
| 2. Professoressa Barca / Antonio Reti | 4. Professor Necco / Marta Abate |



Lo sapevi che...?

Italians generally use the formal form **Lei** with everyone except family, close friends, classmates, and children. The **tu** form denotes familiarity and can also be used to express group solidarity, for example among people belonging to a club.



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◀ A conversation *per strada*, Milan

P.3 Persone famose. You are a famous political leader, actor, singer, etc. Introduce yourself to classmates and meet as many other “famous” people as you can! Be sure to use the formal **Lei**.

Esempio: — **Buongiorno! Scusi, come si chiama Lei?**
 — **Buongiorno, mi chiamo Bond, James Bond. E Lei?**
 — **Mi chiamo Eve Moneypenny. Molto piacere, signor Bond.**

P.4 C'è posta per te. You are the new mail carrier and are introducing yourself to the tenants of a condominium complex.

Esempio: — **Buongiorno, sono il nuovo postino. Mi chiamo... E Lei, signora?**
 — **Salve. Mi chiamo Anna Selce. Molto lieta.**
 — **Tanto piacere, signora!**

- | | | |
|-------------------|----------------|-------------------|
| 1. Stefano Ardore | 3. Sonia Tessi | 5. Giuseppe Trota |
| 2. Rita Pico | 4. Marco Lotti | 6. Angela Gatto |

Nomi italiani. Can you give the English equivalents of these Italian names?

maschili			femminili		
Alberto	Enrico	Luca	Alessandra	Elisabetta	Luisa
Antonio	Giorgio	Marco	Anna	Giovanna	Maria
Andrea	Giacomo	Matteo	Caterina	Giulia	Patrizia
Carlo	Giovanni	Riccardo	Cecilia	Ilaria	Susanna
Claudio	Giuseppe	Stefano	Chiara	Lucia	Teresa

A.2 ▶ Di dove sei tu? Di dov'è Lei?



Informale

- Ciao, mi chiamo Kristi.
- Ciao, sono Chiara. Scusa, Kristi, di dove sei?
- Sono di Los Angeles. E tu, di dove sei?
- Sono di Napoli.



Formale

- Buongiorno, mi chiamo Paolo Ferrari. Come si chiama?
- Sono Chiara Rizzo. Scusi, di dov'è?
- Sono di Bologna. E Lei?
- Sono di Palermo.


A.3 ▶ Si dice così

Di dove sei (tu)?	<i>Where are you from? (informal)</i>	Sono di...	<i>I am from ...</i>
Di dov'è (Lei)?	<i>Where are you from? (formal)</i>	Dov'è...?	<i>Where is ...?</i>
		Ecco...	<i>Here is ...</i>




◀ A relaxing moment, Pisa

ATTIVITÀ

 **P.5 Di dove sei?** Ask your classmates where they are from and tell them where you are from.

Esempio:

- **Di dove sei, Kevin?**
- **Sono di San Francisco. E tu?**
- **Sono di Dublino.**

 **P.6 Di dov'è Lei?** At a conference, a number of people are becoming acquainted. With a partner, use polite forms and the cities listed below to create four short exchanges.

Esempio: Catania / Bari

- **Buongiorno! Di dov'è Lei?**
- **Sono di Catania. E Lei?**
- **Sono di Bari.**

1. Roma / Parma
2. Milano / Palermo

3. Pisa / Verona
4. Napoli / Firenze



Lo sapevi che...?

Italian is spoken on five continents. It is an official language in Italy, Switzerland, the Republic of San Marino, and the State of the Vatican, and there are large Italian communities in Canada, the United States, Germany, Australia, Argentina, Brazil, and Venezuela.



P.7 La presentazione. On a train in Italy, you strike up a conversation with three other young people. Find out their names and where they are from. Use the model dialogue and choose cities from the map.

- Esempio:*
- **Ciao, mi chiamo... E tu, come ti chiami?**
 - **Mi chiamo... Piacere!**
 - **Di dove sei?**
 - **Sono di... E tu?**
 - **Io sono di...**



P.8 La sfida (The challenge). With a partner, take turns finding the cities listed below on the map.

- Esempio:*
- **Dov'è Genova?**
 - **Ecco Genova!**

Napoli, Torino, Milano, Palermo, Ancona, Bari, Bologna, Reggio Calabria, Venezia



B

I saluti



Informale

- Ciao, Stefano. Come stai?
- Benone! E tu?
- Non c'è male, grazie.



Formale

- Buongiorno, signora Paoli. Come sta?
- Bene, grazie. E Lei, professoressa?
- Sto così così.

B.1 ▶ Si dice così

Come stai?	<i>How are you? (informal)</i>	Non sto bene.	<i>I'm not well.</i>
Come sta?	<i>How are you? (formal)</i>	Non c'è male.	<i>Not too bad.</i>
Come va?	<i>How's it going?</i>	Bene, grazie, e tu?	<i>Fine, thank you, and you? (informal)</i>
Sto...	<i>I'm . . .</i>	Bene, grazie, e Lei?	<i>Fine, thank you, and you? (formal)</i>
bene	<i>fine</i>		
benone	<i>terrific</i>		
benissimo	<i>very well</i>		
molto bene	<i>very well</i>		
abbastanza bene	<i>quite well</i>		
così così	<i>so-so</i>		
male	<i>badly</i>		

ATTIVITÀ



P.9 E tu, come stai? Ask a few classmates how they are, following the model.

- Esempio:*
- **Ciao, come stai?**
 - **Sto bene. / Sto benissimo. / Sto così così. / Non sto bene...**
 - E tu?**
 - **Sto..., grazie!**



Lo sapevi che...?

Italians tend to be quite formal and often use titles in addressing each other. Here are some of the most common courtesy and professional titles and their abbreviations.

signore (Sig.)	<i>Mr.</i>
signora (Sig.ra)	<i>Mrs.</i>
signorina (Sig.na)	<i>Miss</i>
avvocato (Avv.)	<i>lawyer</i>
ingegnere (Ing.)	<i>engineer</i>
professore/professoressa (Prof./Prof.ssa)	<i>professor</i>
dottore/dottoressa (Dott./Dott.ssa)	<i>doctor</i>
architetto (Arch.)	<i>architect</i>

Note that masculine titles ending in **-ore** drop the final **e** before a proper name: **signore: signor Bianchi; professore: professor Ricci**. Feminine titles remain unchanged. When people greet one another, they may use only a title:

- **Buongiorno, Avvocato!**
- **Buongiorno a Lei, Ingegnere!**

P.10 Come sta? Using the following names, greet your partner and ask how he/she is feeling. Be sure to use formal forms.

Esempio: Sig. Moretti / Prof.ssa Simonelli
— **Buonasera, professoressa Simonelli. Come sta?**
— **Buonasera, signor Moretti. Sto molto bene. E Lei?**
— **Bene, grazie.**

- | | |
|---------------------------------|-------------------------------------|
| 1. Dott. Rossi / Sig.ra Testi | 4. Prof. Croce / Sig.na Carlini |
| 2. Sig. Biagi / Dott. Bellini | 5. Avv. Raimondi / Prof.ssa Carbone |
| 3. Ing. Testori / Sig. Landolfi | 6. Sig.ra Bertolini / Arch. Piano |

P.11 Nel campus. Greet four different friends on the way to class and ask how each of them is. Vary what you say, using the following expressions.

To greet: Ciao / Salve / Buongiorno

To ask how a person is: Come stai? / Come va?

To answer: Bene / Non c'è male / Così così / Benissimo, grazie, e tu?

B.2 ▶ Arrivederci



Informale

- Ciao, Anna!
- A presto, Marco!
- Ci vediamo!




Formale

- ArrivederLa, signore!
- Arrivederci!

B.3 ▶ Si dice così

Ciao	<i>Bye (informal)</i>	Alla prossima	<i>Until next time</i>
Arrivederci	<i>Good-bye</i>	Ci vediamo	<i>See you</i>
ArrivederLa	<i>Good-bye (formal)</i>	Addio	<i>Farewell</i>
A presto	<i>See you soon</i>		


ATTIVITÀ

 **P.12 La festa è finita.** Your party is over and it's time to say good-bye to your guests. With a partner, play the parts of host and guest, using the phrases provided.

Esempi: Marco / a presto
– **Buonanotte, Marco, e grazie!**
– **Prego! A presto!**

Sig.ra Rosi / arriverLa
– **Buonanotte, signora, e grazie!**
– **Grazie a Lei! ArrivederLa!**

1. Dott.ssa Rossi / ArrivederLa
2. Laura / Ciao
3. Sonia / Ci vediamo
4. Lia / Arrivederci
5. Sig. Manin / A presto
6. Ing. Leoni / ArrivederLa

 **P.13 All'università.** It's the first day of classes and you and your partner meet for the first time outside a classroom. Create a conversation in which you

- greet each other and introduce yourselves
- express pleasure at meeting each other
- ask how the other person is feeling
- say where you are from
- say good-bye

C

L'alfabeto

a	a	h	acca	q	cu	j	i lunga
b	bi	i	i	r	erre	k	cappa
c	ci	l	elle	s	esse	w	doppia vu
d	di	m	emme	t	ti	x	ics
e	e	n	enne	u	u	y	i greca, ipsilon
f	effe	o	o	v	vu		
g	gi	p	pi	z	zeta		

The letters *j*, *k*, *w*, *x*, and *y* are not regularly used in Italian, although they have become part of the alphabet with the influx of foreign words: *jeep*, *jet*, *jogging*; *koala*, *killer*; *western*, *windsurf*; *taxi*, *extra*; *yogurt*, *yacht*.