



Avanti!

Beginning Italian

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Janice M. Aski Diane Musumeci



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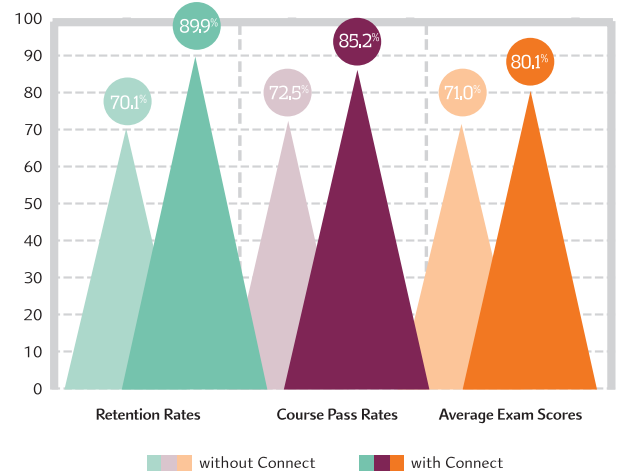
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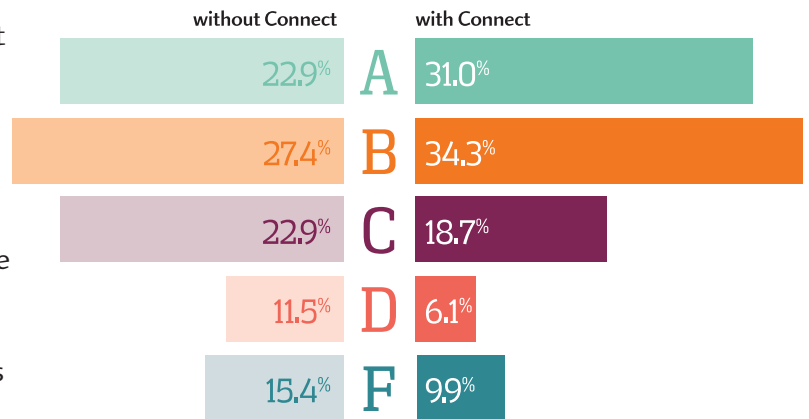
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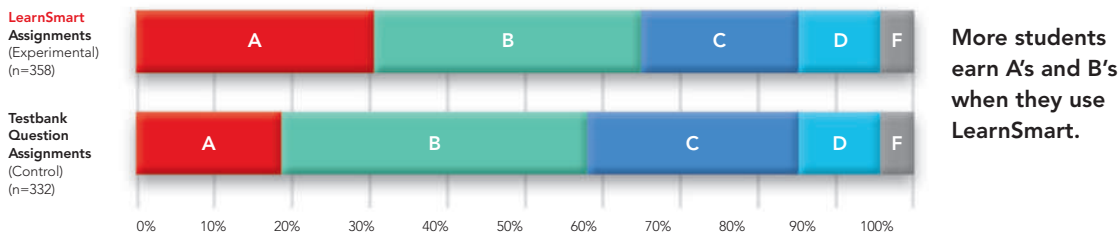
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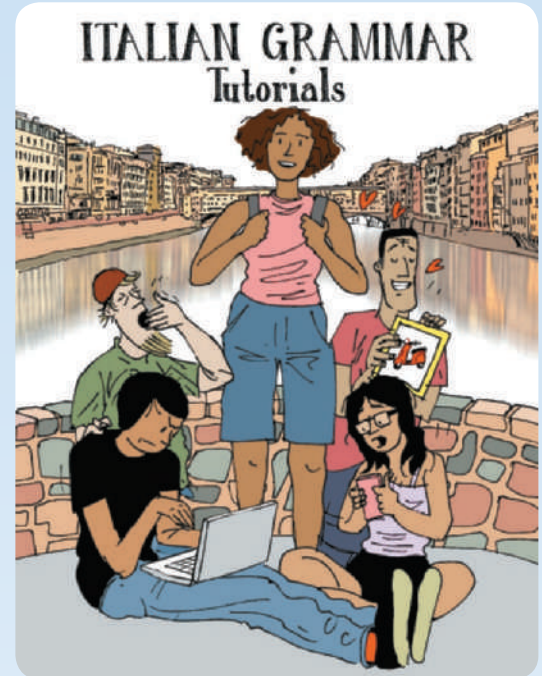
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What's New for the Fourth Edition?

Many changes enhance this edition. These changes were based on extensive feedback and confirmation from you, our language teaching professionals and learners. We invite you to examine the latest *Avanti!* program to see how our partnership with you and your students has allowed us to identify and address some of the most common needs in today's Italian language classrooms.

Welcome to the latest edition of *Avanti!*

- **Grammar Tutorial Videos:** A major highlight of the fourth edition is the addition of 25 grammar tutorial videos presented by an engaging cast of animated characters, with related practice activities, assignable in **Connect**.
- **More integrated culture:** Additional **Regioni d'Italia**, **Culture a confronto**, and **Un po' di cultura** activities have been added throughout every chapter to expose students to authentic language and to promote their understanding of cultural products, practices, and perspectives.
- **High-frequency vocabulary:** A corpus analysis of the vocabulary presentations, end-of-chapter vocabulary lists, and glossary confirmed that the active vocabulary is among the top 2000–4000 most frequently-used words in contemporary Italian. This same digital analysis was applied to all the readings. Based on this research, the **Parole per leggere** lists have been reworked to emphasize the keywords that appear over and over in authentic texts such as newspapers, magazine articles, and literature. As a result, we have ensured that students are learning the essential vocabulary they need to read and communicate.
- **Scopriamo il cinema!** and **Scopriamo la musica!** Each chapter now alternates between film and song activities. Contemporary film clips and songs matched to each chapter theme allow students to revisit structures and vocabulary in contexts they find familiar. The films are readily available from online rental sources and all songs are on YouTube. Film activities deleted from the even-numbered chapters have been added to the *Instructor's Manual*.
- **Scopriamo le belle arti!** Based on the fine art chapter opener, the **Lingua e Arte** activities that close each chapter (previously **Connect-only**) integrate both language review and art appreciation.
- **Leggiamo!** Based on reviewer feedback, we have revised the reading in **Capitolo 4: Come leggere un'opera d'arte**, and added four new readings: **Capitolo 5: La storia della Nutella**, **Capitolo 6: Tatuaggi: un milione e mezzo di italiani ne ha almeno uno**, **Capitolo 12: Top 10 città italiane più belle da visitare**, and **Capitolo 14: Rachid Khadiri, studente d'ingegneria marocchino**.
- **Scriviamo!** The writing activities in **Capitoli 4, 5, 10, 11, and 12** have been replaced to better coordinate with the new readings.
- **Per saperne di più:** In an effort to offer instructors maximum flexibility when using the *Avanti!* program, an inductive presentation and one additional practice activity have been added for each grammar point in **Per saperne di più**. These new materials are available and assignable only in **Connect**. The print version of this section remains the same (grammar explanations only) with some points integrated into the chapters, based on reviewer feedback.
- **Connect:** The **Connect** site has been redesigned to include more user-friendly activity formats and updated content, reflecting the changes to the fourth edition.
- **LearnSmart®:** In the fourth edition, **LearnSmart®** now includes modules for all grammar topics and vocabulary covered in *Avanti*, including the updated high-frequency vocabulary. **Regioni d'Italia** modules have also been developed.
- **New Grammar PowerPoints®:** To facilitate the in-class presentation of the discovery activities in **Strutture**, PowerPoint® slides have been provided with the activities and their answers.



Avanti!

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Beginning Italian

Fourth Edition

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AVANTI! BEGINNING ITALIAN, FOURTH EDITION

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Preface

The *Avanti!* program is a dynamic learning environment that motivates students to succeed and gives instructors maximum flexibility. *Avanti!* is known for its focus on the most critical language for beginning learners of Italian, its unique active learning approach, its systematic review and recycling, and its inclusion of real-world culture. With *Avanti!*, students not only learn the language but develop a deep appreciation for Italian culture, both inside and outside the classroom.

The program is built around the following principles:

Focused Approach / Flexible Content: *Avanti!* responds to instructors' concerns that most programs attempt to cover too much material in the first year. This introductory course reflects a reasonable expectation for the amount of material that most beginning learners can acquire in one year of classroom instruction. The **Strutture** sections include 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** with associated discovery presentations and activities in **Connect**, giving instructors flexibility to teach the grammar they want to teach. The **Connect** platform includes an assignment builder feature that allows instructors to fully customize the course content to meet the needs of their particular students. Instructors may choose activities based on their course goals and the course delivery method: face-to-face, hybrid, or online. A major highlight of the fourth edition is the addition of 25 engaging **Grammar Tutorial Videos** that present key grammar points with related practice activities.

Communicative Competence: *Avanti!* satisfies students' desire to communicate in everyday situations from the very beginning 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 students can begin using immediately. The **Lessico** sections have been revised to include the most up-to-date high-frequency vocabulary in use today. Outside of class, **Connect** provides voice tools for partnered speaking practice and for posting voice recordings to an asynchronous voice thread. With *Avanti!* students are always well supported in their practice inside and outside of the classroom, building their communicative competence and their confidence.

Cultural Competence: *Avanti!* provides a meaningful and extensive exploration of Italy's gorgeous and unique culture. **Il blog di...** videos showcase four different regions of Italy and, throughout each chapter, numerous brief readings and interactive cultural activities promote an understanding of cultural products, practices, and perspectives. New to the fourth edition is a feature called **Scopriamo le belle arti!** Based on each fine art chapter opener, the **Lingua e Arte** activities integrate both language review and art appreciation. Finally, each chapter now alternates between film and song activities, newly titled **Scopriamo il cinema!** and **Scopriamo la musica!**

Recycling vocabulary and structures for maximum exposure is a key feature of *Avanti!* Every fourth chapter provides practice of four previously taught grammar points, which are then followed by a related topic. Chapter 16 contains only

review grammar sections, providing students with additional practice with challenging structures. With **LearnSmart**, our adaptive learning tool, students can practice key vocabulary and grammatical points outside of class. This proven system helps students identify what they don't know and provides them with the optimal learning path to help them learn those concepts. The fourth edition now includes modules for all grammar topics and vocabulary covered in *Avanti!*, including updated high-frequency vocabulary, as well as brand new cultural modules called **Regioni d'Italia**.

A Guided Tour of the *Avanti!* Textbook

Chapter Opener

The text is divided into 16 chapters. Striking fine art openers by classical and contemporary Italian artists establish the chapter theme and present an overview of the history of Italian art. For each fine art piece, there are new language-based and art appreciation activities in **Scopriamo le belle arti!** at the end of the chapter. The opener also includes a list of functional objectives.

2 Com'è?



Amore e Psiche stanzi (standing), particolare (detail), (1796-1800), Antonio Canova (Louvre, Parigi, marmo)
© Active Trinity McCarty/Mc Resources, NY

SCOPI

IN THIS CHAPTER YOU WILL LEARN:

- to ask how someone is
- to ask someone's nationality
- to describe people, places, and things
- to express your age
- to express what is and isn't there
- to say what belongs to you and others
- to recognize the origins of different family names in Italian

connect
www.mhhe.com/connect

Sei italiano/a? / È italiano/a?

Asking someone's nationality

- Two ways to answer the question **Di dove sei? / Di dov'è?** are:
Sono + nationality
or
Sono nato/a a (*I was born in*) + name of city
- People sometimes add the name of the city that they currently live in if it is different from their birthplace: **ma abito a** + name of city.
Sono italiana.
Sono nata a Roma, ma abito a Milano.

A. Di dove sei? / Di dov'è?

Parte prima. Watch and listen as the following people say who they are and where they are from. Put a checkmark next to those who were most likely not born in Italy.



1. _____



2. _____

Strategie di comunicazione

Strategie di comunicazione:

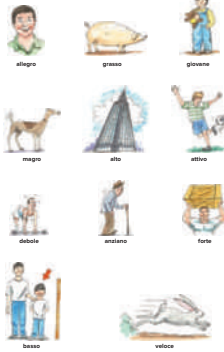
Avanti! satisfies students' desire to begin to communicate immediately in everyday situations through a guided and gradual process of acquisition. In the **Strategie di comunicazione** videos that open each chapter, students see and hear Italians of all ages and backgrounds from different regions of Italy using high-frequency, practical expressions that students can begin using right away. In addition to "what" Italians are saying, the videos let students see "how" Italians say it, including gestures, posture, and intonation. This section contains ample activities for students to practice the communication strategies modeled in the video clips.

Lessico

Sono allegri!

Describing people, places, and things

► Here are some common adjectives used to describe people, places, and things. Can you match the pairs of opposites?



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



Here are more adjective pairs of opposites:

bello (beautiful) / brutto (ugly)
spinoso (spiny) / liscio (smooth)
buono (good) / cattivo (bad)
divertente (amusing) / furbo / astuto (sly)
grande (big) / piccolo (small)
impegnato (busy) / libero (free; not busy)

nuovo (new) / vecchio (old)
normale / pazzo (mad)
simpatico (nice, pleasant) / antipatico (unfriendly, unpleasant)
vicino (near) / lontano (far)

In italiano
Adjectives are used to describe the weather (il tempo).
Che tempo fa? (What's the weather like?)
Fa bello. (It's beautiful.) Fa brutto. (It's disgusting/ugly weather.)
Fa freddo. (It's cold.) Fa caldo. (It's hot.)



Lessico

This section (revised to include the most up-to-date high-frequency vocabulary in use today) presents thematically grouped vocabulary in meaningful contexts using visually appealing illustrations, photographs, dialogues, and mini-readings with an abundance of activities for vocabulary development. English glosses are avoided wherever possible so that students can make form-meaning connections directly in Italian.

Strutture

There are three to five structure points in each chapter of *Avanti!* Each grammatical structure is introduced by an inductive activity that encourages students to analyze the grammatical point in question and formulate the rules themselves. Each inductive activity is followed by a concise, interactive explanation of the structure in English with additional examples in Italian. New interactive PowerPoints® are available for instructors who wish to present the inductive activities in class. Communicative and integrated cultural activities that provide meaningful interaction follow in a carefully sequenced progression from recognition to limited production to open-ended, creative use. Additional practice activities can be found at **Connect** (www.mhhe.com/connect) and in the print *Workbook / Laboratory Manual*.

Strutture

2.1 L'italiano è divertente!

Adjectives

► Look at the advertisement (pubblicità) and identify all the adjectives. What are they describing? What relationships do you notice between the noun and its adjective?

IL LATTE TI FA BENE



► What happens to the adjectives in the advertisement if we change il latte to faccino, marmitta, le bevande, or i vini? Which adjectives are appropriate and how would they change?

► Adjectives (gli aggettivi) that end in -o agree in gender (masculine/feminine) and number (singular/plural) with the nouns they describe.

	SINGOLARE	PLURALE
MASCHILE	il ragazzo alto	i ragazzi alti
FEMMINILE	la panna rosa	le panna rose

Note: When describing a group of people or objects where at least one item in the group is masculine, the adjectives is masculine plural.

Maria e Roberto sono alti. La panna e il quaderno sono rosa.

► Now you try! Write the endings of the nouns and the adjectives.

il ragazzo _____	gli zaini _____
il quaderno _____	la signorina _____
il bambino _____	lo studente _____

► Answers to these activities are in the **Appendix** at the back of your book.

► To learn about the plural forms of adjectives ending in -o, -a, -e, and -i, see the **Appendix** at the back of your book.

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

► Adjectives that end in -o only show number, not gender. This is why the endings of the adjectives don't always match the endings of the nouns.

	SINGOLARE	PLURALE
MASCHILE	il corso interessante	i corsi interessanti
FEMMINILE	l'azienda francese	le aziende francesi

► Now you try! Write the endings of the nouns and the adjectives.

la informazione _____	il ragazzo _____
lo studente _____	il corso _____
la bandiera _____	il corso _____

► Adjectives for certain colors (arancione, beige, blu, rosa, viola) are invariable, that is, they never change their endings.

una giacca blu un quaderno viola

► As you may have noticed already, adjectives usually follow the noun. However, there are several adjectives that always come before the noun and one of the adjectives above.

a. molti (many) / a lot of and poco (few / not much, not many)
molti/pochi zaini molti/pochi zaini

b. questo (this) and quello (that)

► Questo indicates gender or things that are near to you. Use quello for things that are far away.

► The forms of questo are like those of any adjective that ends in -o.

questo _____ questo _____

Note that quest' is only used before singular nouns that begin with a vowel.

quest'amica quest'amica

► Questo follows the pattern of the definite article that you learned in **Struttura 1.4**.

In italiano
Two common adjectives precede the noun and always appear with the definite article.

l'altro amico (m) the other friend
lo altro amico (f) the other friend

il stesso studente (m) the same student
il stesso studente (f) the same student

In italiano

Adjectives are used to describe the weather (il tempo).

Che tempo fa? (What's the weather like?)

Fa bello. (It's beautiful.)

Fa brutto. (It's bad/ugly weather.)

Fa freddo. (It's cold.)

Fa caldo. (It's hot.)

In italiano

These feature boxes contain additional information on the nuances of the Italian language and grammar, additional vocabulary, idiomatic expressions, and useful structures.



Scopriamo la struttura! (Grammar tutorial videos)

A major highlight of the fourth edition is the addition of 25 grammar tutorial videos presented by an engaging cast of animated characters with related practice activities assignable in **Connect**.



Grammatica dal vivo (Grammar-in-context videos)

The **Grammatica dal vivo** interviews with native speakers focus on one structure point per chapter and give students another opportunity to hear authentic language in context. The videos and related activities may be assigned in **Connect**.

Ripasso: Porto i miei amici alla festa

Possessive adjectives

There is a party tonight. Put a ✓ beside each of the following things or people you would like to bring.

- | | |
|--|--|
| <input type="checkbox"/> le mie amiche | <input type="checkbox"/> i miei album preferiti |
| <input type="checkbox"/> il mio cane | <input type="checkbox"/> il mio migliore (<i>best</i>) amico |
| <input type="checkbox"/> il mio zaino | <input type="checkbox"/> il mio libro d'italiano |
| <input type="checkbox"/> la mia borsa (<i>purse</i>) | <input type="checkbox"/> il mio ombrello |

Now, complete these phrases with the appropriate definite article or possessive adjective.

- | | |
|---------------------|-----------------------------|
| 1. _____ miei amici | 3. _____ mio telefonino |
| 2. le _____ sorelle | 4. la _____ torta preferita |



Ripasso

Every fourth chapter (**Capitoli 4, 8, 12, and 16**) is a review chapter that recycles the communication strategies, vocabulary, and grammar presented in the three preceding chapters. In **Capitoli 4, 8, and 12**, each **Struttura** section begins with contextualized practice of a previous grammar point, which is followed by the introduction of a new, related structure. The **Struttura** section of **Capitolo 16** provides a comprehensive review of key structures.

Study Tip

These tips in English offer students useful strategies for learning a new language.

study tip

Now that you have learned reflexive pronouns, you may find yourself using them indiscriminately with all verbs. Be careful not to overgeneralize.

Per saperne di più

This section at the end of the textbook provides additional information (in English) about grammar points and other structures for students and instructors who would like more in-depth coverage of the points taught in each chapter. Interactive presentations and practice activities for this section are provided in **Connect**. Practice activities are also available in the print *Workbook / Laboratory Manual*.



Scopriamo la musica!

«Tranne te», Fabri Fibra

IL CANTANTE E LA CANZONE

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.



Fabri Fibra
© Vittorio Zunino Celotto/Getty Images

A. Prepariamoci!

Parte prima. In this piece, Fabri plays with sounds in Italian. Review **l'alfabeto e la pronuncia**, then practice saying the following words: **futuristico, turubistico, speperistico, speperefistico**. Now try these rhymes: **stelle, parcelle, particelle, porcelle, TRL, tagliatelle**.



Scopriamo le belle arti!

Amore e Psiche stanti (1796–1800), Antonio Canova



A. Cosa c'è? Complete the sentences using **c'è** and **ci sono**.

1. In quest'opera (*artwork*) _____ due persone.
2. _____ una donna; si chiama Psiche.
3. _____ un uomo; si chiama Amore.
4. _____ anche una farfalla (*butterfly*).

B. Come sono? Complete the descriptions by adding the correct final vowel to the adjectives.

1. Psiche è alt_____ e bell_____.
2. Amore è bell_____ e ha i capelli lunghi e ricc_____.
3. Psiche e Amore sono due giovani innamorat_____.

*macchia... *beauty mark*; literally, *spot of strawberry*



Cultura

The culminating section of each chapter allows students to fully integrate what they learned in the **Strategie**, **Lessico**, and **Strutture** sections by engaging them in listening, reading, writing, and speaking activities with a cultural focus. In **Cultura**, as in the rest of *Avanti!*, interpretive (comprehension) skills precede expressive (production) skills, this time, however, at the discourse level. This section is divided into five parts: **Ascoltiamo!**, **Leggiamo!**, **Scriviamo!**, **Parliamo!**, and either **Scopriamo la musica!** (a new feature in odd-numbered chapters) or **Scopriamo il cinema!** (in even-numbered chapters). Each presents a process approach with before, during, and after activities to maximize students' engagement and learning. Note that the film activities from the odd-numbered chapters in the third edition have been moved to the Instructor's Resources in **Connect** in this edition.

The new fine art feature, **Scopriamo le belle arti!** contains language and art appreciation activities that were previously available only in **Connect**.

A. Culture a confronto: Cosa si fa con lo smartphone?

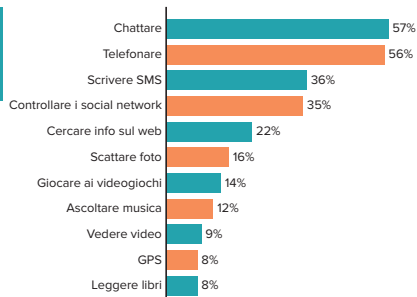
Parte prima. Indicate on the list below the three ways in which you use your smartphone most frequently. If you don't have a smartphone, answer on behalf of your closest friend or relative who has one.

- | | |
|--|---|
| _____ ascoltare musica | _____ leggere libri o riviste |
| _____ cercare (to look for) informazioni sul web | _____ scattare/fare e condividere (to share) foto |
| _____ chattare | _____ scrivere SMS (texts) |
| _____ controllare i social network | _____ telefonare |
| _____ giocare ai videogiochi | _____ utilizzare il GPS e le mappe |
| | _____ vedere video |

Parte seconda. Compare your responses to those of Italian undergraduates.

CHAT DIPENDENTI

Cosa si fa più frequentemente con il proprio smartphone?



Source: <http://www.coca-colaitalia.it/storie/il-rapporto-dei-giovani-italiani-con-la-tecnologia-il-web-e-i-social-media/>

In Italia, Culture a confronto, Un po' di cultura e Regioni d'Italia

Culture is not limited to the **Cultura** section of the chapter. The **In Italia** feature, written in English in **Capitoli 1** and **2** and in Italian from **Capitolo 3** forward, appears numerous times in every chapter and provides students with in-depth information about Italian life, music, history, literature, art, science, and society today. In addition, culture activities that promote an understanding of products, practices, and perspectives on Italy and its regions are found throughout the chapters. These activities and readings, **Culture a confronto**, **Un po' di cultura**, **In Italia**, and **Regioni d'Italia**, have been called out with a culture icon.

Retro

Il tatuaggio in Italia ha una tradizione molto antica. Gli schiavi (*slaves*) romani venivano (*were*) tatuati con le iniziali del loro padrone, mentre i ladri (*thieves*), per punizione, con un segno sulla fronte (*forehead*). I soldati romani si tatuavano un segno identificativo della loro legione o il nome dell'imperatore. Hai visto il film *Il Gladiatore*? Maximus aveva tatuato sulla spalla le celebri lettere **SPQR** (acronimo latino di *Senatus Populusque Romanus*, cioè il Senato e il Popolo Romano).



Gladiatori romani
© The Print Collector/Alamy

Continua a leggere nel **Capitolo 6**, **Retro** su **Connect**.

connect www.mhhe.com/connect

Retro

This cultural feature, related to the **In Italia** feature, appears once per chapter and provides in-depth historical information and background on an aspect of Italian culture presented in the chapter. In the fourth edition, students read an excerpt from the reading in the textbook. If the instructor chooses to assign the text and the accompanying true/false comprehension questions, students can continue reading in **Connect**. The passages are in English in **Capitoli 1–4** and in Italian in **Capitoli 5–16**.

Il blog di...

The blog feature, which appears in **Capitoli 4, 8, 12, and 16**, provides students with an insider's view of each of the four cities and surrounding regions featured in the *Avanti!* cultural video segments: Rome, Bologna, Florence, and Naples. Additional footage and related activities are provided at **Connect** (www.mhhe.com/connect).

Roma Il Foro romano

Ecco la mia zona preferita di Roma, il centro «vero» dei monumenti. In mezzo a tanta storia c'è molta vita.

Mi piacciono: le lunghe passeggiate nel parco, il cinema all'aperto d'estate, il gelato in Via Tor Milina (*Take It Easy Ice*).

Emiliano Betti
33 anni
Ingegnere informatico

Cerca...

Post recenti

Roma

Commenti recenti

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 fourth edition of *Avanti!* through their generous participation in surveys, chapter reviews, focus groups, and author-led webinars. (Note that the inclusion of their names does not constitute an endorsement of the *Avanti!* program or of its methodology.) We would also like to thank the students who reviewed the new grammar tutorial videos and gave us the thumbs up!

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—Janice M. Aski

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—Diane Musumeci

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Espressioni utili

per favore / per piacere / per cortesia	please
grazie / grazie mille / molte grazie	thanks / thanks a million / thanks a lot
Non ho capito/sentito.	I didn't understand/hear.
Non lo so.	I don't know.
Puoi/Può ripetere?	Can you repeat? (<i>informal/formal</i>)
Cosa vuol dire... ?	What does . . . mean?
Come si dice... in italiano/inglese?	How do you say . . . in Italian/English?
Come si scrive... ?	How do you write . . . ?
Ho una domanda.	I have a question.

1 Per cominciare



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

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SCOPI

IN THIS CHAPTER YOU WILL LEARN:


- to greet someone, to find out his/her name and where the person is from, and to say good-bye
- to express likes and dislikes
- 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 identify people and things
- to interpret common gestures

Strategie di comunicazione

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



Photos 1–5: © McGraw-Hill Education/TruthFunction

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.
- 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!

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 (*love*)!
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 _____, _____!

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

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.

- To ask someone's name, say:

(**tu**, *informal*)

(**Lei**, *formal*)

Come ti chiami?

or

Come si chiama?

- If you want to introduce yourself first and then ask the other person's name, say: **Sono** or **Mi chiamo** + (*your name*).

Ciao! Sono Paolo.

Buon giorno. Sono Paolo Rossi.

Ciao! Mi chiamo Paolo.

**Buon giorno. Mi chiamo
Paolo Rossi.**

- To ask *And you?* say:

E tu?

or

E Lei?

—**Come ti chiami?**

—**Come si chiama?**

—**Susanna. E tu?**

—**Susanna Martinelli. E Lei?**

—**Marisa.**

—**Marisa Scapecchi.**

—**Ciao!**

—**Piacere!**

—**Piacere!**

—**Piacere!**

- 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.*


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.

1. someone your age you meet at a party
2. a child who seems lost
3. the administrative assistant who calls with a message for your roommate
4. the man working at the travel agency
5. 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



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

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.

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. **ArrivederLa** 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.

Ti piace... ? / Le piace... ?

Expressing likes and dislikes

To ask, *Do you like* (a person, place, or thing)?, say:

Ti piace... ? (*inform.*) or **Le piace... ?** (*form.*)
Ti piace l'Italia? **Le piace la musica?**

You will learn more about this expression later in this chapter.

Il cinema americano

Parte prima. Watch and listen as these Italians answer the question, **Ti/Le piace il cinema americano?** (*Do you like American movies?*) Check whether their answer is **sì** or **no**.

- | | sì | no | | sì | no |
|-------------|--------------------------|--------------------------|--------------|--------------------------|--------------------------|
| 1. Giacinta | <input type="checkbox"/> | <input type="checkbox"/> | 5. Chiara | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Annalisa | <input type="checkbox"/> | <input type="checkbox"/> | 6. Stefano | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Alessia | <input type="checkbox"/> | <input type="checkbox"/> | 7. Annarita | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Laura | <input type="checkbox"/> | <input type="checkbox"/> | 8. Francesca | <input type="checkbox"/> | <input type="checkbox"/> |

Parte seconda. Watch and listen a second time. This time, if they mention their favorite actors, write the names you recognize.

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)
numero



O
orologio



P (pi)
penna



Q (cu)
quaderno



R (erre)
residenza



S (esse)
studente



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) fax

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

study tip

The English equivalents of the active vocabulary words for each chapter appear in the **Vocabolario** at the end of the chapter. The **Glossario** at the back of the book contains all the vocabulary words from all chapters in alphabetical order. 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.

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.

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.

gn: lasagne	gi: giraffa	ci: cioccolato	sci: sci
	ge: gelato	ce: cellulare	sce: sceriffo
gli: famiglia	ghi: ghiaccio	chi: chitarra	schi: maschile
	ghe: spaghetti	che: perché	sche: 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**)?

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

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___io | 3. ___iesa | 5. ba___io |
| 2. Pinoc___io | 4. bic___iere | 6. can___ello |

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

- | | | |
|---------------|---------------|-------------|
| 1. ___elato | 3. fun___i | 5. ___ianda |
| 2. spa___etti | 4. ___iornale | 6. ___iallo |

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

- | | | |
|-----------|------------|------------|
| 1. ma__io | 3. __iare | 5. pe__e |
| 2. pe__e | 4. __iarpa | 6. ma__era |

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. Bolo__a | 4. Peru__ia | 7. Firen__e |
| 2. Vene__ia | 5. Bre__ia | 8. Catan__aro |
| 3. Le__e | 6. Me__ina | 9. Ca__iari |

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 selects one display that contains a set of popular websites. Take turns saying each address 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.teleguida.it
www.radioitalia.it
www.gazzetta.it

www.meteo.it
www.garzantilinguistica.it
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 (<i>weather forecast</i>) | 4. i programmi TV |
| 2. il dizionario | 5. la musica |
| 3. le notizie del giorno (<i>news</i>) | 6. le foto e i video di calcio, Formula 1 e altri sport |

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?

CD	RAI	TV
DVD	SMS	UFO
PC	TG	www

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?



Source: <http://www.paginainizio.com/nomi/onomastici.php?mese=settembre>