

BEGINNING ITALIAN

THIRD EDITION

JANICE M. ASKI DIANE MUSUMECI



avanti!

ESPRESSIONI UTILI

HERE ARE SOME USEFUL EXPRESSIONS TO USE WHEN YOU NEED HELP IN ITALIAN:

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

Avanti!

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Beginning Italian
Third Edition

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AVANTI! BEGINNING ITALIAN, THIRD EDITION

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Preface

As the fastest growing introductory Italian title, *Avanti! Beginning Italian* continues to evolve to meet the changing needs of instructors and students. Professors are offering more hybrid and online courses, technology is providing functionality we could not envision just a few years ago, and the types of students we teach are ever-changing. Thus, in planning the third edition revision, it was critical to retain the best parts of our program while responding to the changes around us.

The title *Avanti!* conveys the forward-thinking approach of this program, which is designed to guide experienced and new instructors in creating a truly communicative, interactive environment for their students. In preparation for this edition, we employed a wide array of market research tools to identify a number of areas for digital innovation. As a direct result of our research, this new edition offers McGraw-Hill's **Connect™** and **LearnSmart™** with their game-changing, adaptive, and digital learning resources. These powerful digital tools, now an integral part of the third edition, complement and support the goals of the *Avanti!* program and address the needs of the evolving Introductory Italian course.

How do Connect and LearnSmart Support the Goals of the *Avanti!* Program?

Communicative Competence: One of the major challenges of any introductory language course is to give students ample exposure to the language and sufficient opportunity for speaking practice to inspire them to communicate with confidence. *Avanti!* satisfies students' desire to communicate in everyday situations right from the start. Each chapter opens with a **Strategie di comunicazione** video in which students see and hear Italians of all ages and backgrounds as they use high-frequency, practical expressions that students in turn practice in interactive activities. The **Lessico** and **Struttura** sections allow students to proceed gradually from working with Italian at the word and sentence level until they arrive at the final section of each chapter, **Cultura**, where they engage in listening, reading, writing, and speaking activities at the discourse level. In **Connect Italian** students have access 24/7 to the digitally enhanced eBook, the interactive textbook activities, the online *Workbook / Laboratory Manual* activities, all of the accompanying audio and video resources, and the voice tools that allow for out-of-class practice of important oral skills. The Blackboard Instant Messaging feature, accessible directly from within **Connect**, allows students to work in pairs online to practice speaking before coming to class, while the Voice Board feature allows individuals to record their own voice and post messages for other students to respond to. In **Connect Italian** students have a myriad of opportunities to listen to and practice Italian outside of class, building their communicative competence and their confidence.

Cultural Competence: *Avanti!*'s meaningful and extensive exploration of Italy's rich and unique culture is fully supported in **Connect Italian** through audio and video resources and interactive activities. Throughout each chapter, brief readings and interactive culture activities promote an understanding of products, practices, and perspectives. All chapters end with reading, listening, and writing activities that explore cultural topics in depth. Each chapter also includes an analysis of film clips where students can see Italian society and culture in action.

Manageable Scope and Sequence: *Avanti!* responds to instructors' concerns that most programs attempt to cover too much material in the first year. We have designed an elementary course that reflects reasonable expectations for the amount of material that most beginning learners can acquire in one year of classroom instruction, while providing the necessary practice students need to acquire these structures. The **Struttura** sections include the structures that are necessary for meaningful communication at the elementary level. Structures that are not expected to be part of students' active repertoire after one year are either presented "for recognition only" or appear in **Per saperne di più** at the end of the printed book, to allow instructors maximum flexibility regarding which structures they wish their students to learn. The **Connect Italian** platform includes an assignment builder feature that allows instructors further flexibility to fully customize the course content to meet the needs of their particular students. Instructors may choose to assign all (or a subset) of the textbook and workbook activities as well as some or all of the grammar points presented in **Per saperne di più**, based on their course goals. The robust reporting feature also allows instructors to quickly identify where their students are struggling and make more effective use of precious class time during the semester.

Review and Recycling: Since introducing and practicing each grammatical structure once in a year-long course is simply not enough to promote acquisition, 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. With the addition of **LearnSmart**, a super-adaptive learning system, students can practice key vocabulary and grammatical structures 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. **LearnSmart** also identifies the concepts students are most likely to forget and encourages periodic review to ensure that they retain what they have learned. All students, no matter their previous language experience, can benefit from using **LearnSmart**, which includes valuable student reports that, when used, help students study more efficiently. By assigning both **Connect Italian** activities and the **LearnSmart** vocabulary and grammar modules, you are ensuring that your students are more prepared for in-class communication.

Student-centered Classroom: A significant goal of *Avanti!* is to engage the learner inside and outside of the classroom and promote students' personal sense of responsibility to interact with the material and maximize learning. To this end, the inductive presentations of vocabulary and grammar, which encourage language processing and cognitive engagement, can be successfully completed in the classroom or by using the interactive versions in **Connect**. As students work through the **Lessico** and **Struttura** presentations, they are asked to complete short activities or charts to test comprehension and reinforce the concepts, an approach that makes learning active rather than passive. Because the activities are auto-graded in **Connect**, students can complete them at home and come to class better prepared to participate. In *Avanti!* all language practice activities guide learners to construct and exchange meaningful utterances for a purpose. Purposeful interaction keeps students engaged and motivated. The Voice Board and Blackboard Instant Messaging are features in **Connect** that make purposeful communication possible outside the confines of the classroom.

Administrative Challenges: The *Avanti!* program provides the online tools to reduce the amount of time and energy that instructors have to invest in administering their course.

- **Assignment Builder:** When creating assignments, instructors can easily sort according to a variety of parameters that are important to them: by learning objective, language skill, topic, vocabulary theme, amount of time on task, or by activity type (multiple-choice, fill-in-the-blank, and so on).
- **Reports Feature in *Connect Italian*:** Instructors will be able to pull full administrative reports about students' performance, and coordinators will be able to integrate these reports across all sections to see the performance of the entire program. The at-risk student report, based on numerous criteria, also allows instructors to quickly identify at-risk students, who may need additional help to successfully complete the course.

As the modern Italian language classroom changes, teaching and learning need to be envisioned in different ways. Our research shows that instructors of Italian seek technological tools to extend learning outside of the classroom in truly effective ways. As a result, they seek more types of homework tools, better reporting features, and cutting-edge functionality to meet the demands of their courses and the needs of their students. **Connect Italian**, McGraw-Hill's digital platform that accompanies this edition of *Avanti!*, offers an eBook, interactive *Workbook / Laboratory Manual* content, video and audio files, and **LearnSmart**, as well as oral skills practice—all available from outside the classroom.

Informed by second-language acquisition research and supported by cutting-edge digital tools, the complete *Avanti!* program creates a dynamic learning environment that fosters communication and motivates students to succeed.

What's New for the Third Edition?

Many changes have been made for this edition. These changes were not made lightly or without extensive feedback and confirmation from you, our customers, as evidenced by the lists of reviewers presented in this front matter.

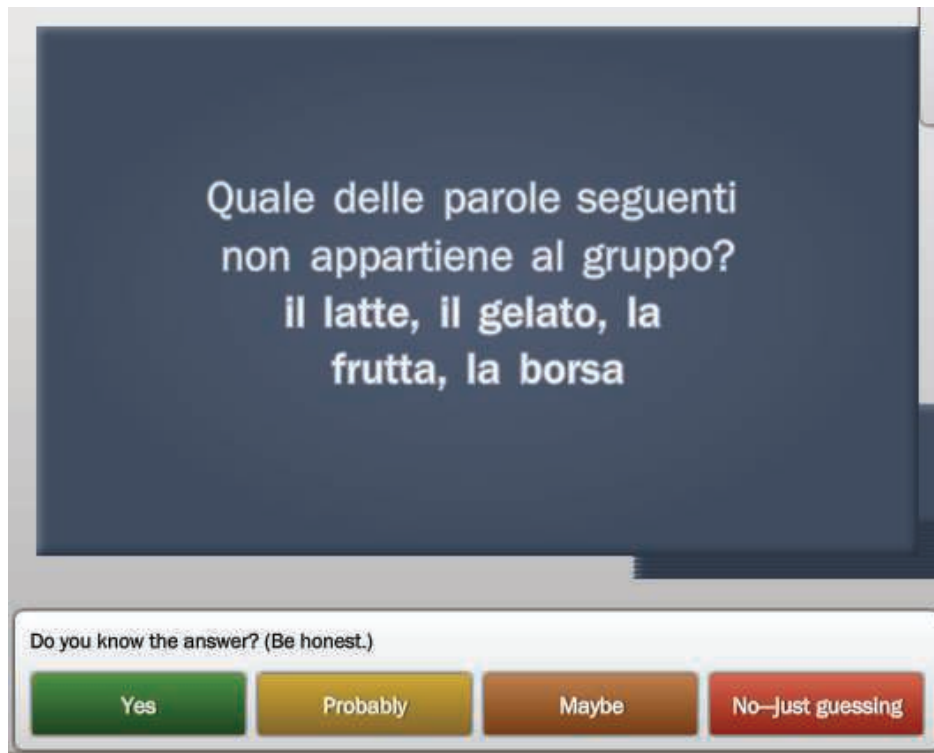
Below is a list of some of the highlights of this revision. For specific details, including a complete list of chapter-by-chapter changes, please see the *Instructor's Manual*, available online at www.connectitalian.com.

Digital Solutions for Today's Classrooms

- **Connect Italian**, McGraw-Hill's digital platform housing the eBook, the *Workbook / Laboratory Manual* activities, **LearnSmart**, integrated audio and video, and several voice tools, makes the out-of-classroom experience more effective than ever before.

The screenshot shows the 'library' section of the Connect Italian platform. At the top, there is a navigation bar with 'connect' logo, 'my courses | switch sections', and tabs for 'home', 'library', and 'reports'. The 'library' tab is active. On the left, a sidebar lists navigation options: 'ebook', 'assignments', 'my files', 'LearnSmart study modules', 'my lectures', and 'instructor resources'. The main content area is titled 'Resources for you to build your course.' and features three cards: 'ebook' (access and search your textbook), 'bank' (create an assignment from our question banks), and 'lectures' (record and view your lectures). Below these cards is a link to 'View my assignments'. A section titled 'pre-made assignment collections' includes a card for 'Workbook/Laboratory Manual' with the text: 'Assign workbook/laboratory manual activities by chapter, or edit these assignments according to your preferences.'

- **LearnSmart** is the only super-adaptive learning tool on the market that is proven to significantly improve students' learning and course outcomes. With **LearnSmart** modules, students have a study tool that helps them master the concepts that they don't already know, and provides additional practice in areas where they most need help. As students work on each chapter's grammar and vocabulary modules, **LearnSmart** identifies the main grammatical structures and vocabulary words that students are struggling with the most and provides them with the practice they need to master them. **LearnSmart** gives each student a unique learning experience tailored just for them. Students today are constantly on the go and now, thanks to the **LearnSmart** mobile app, students study anytime and anywhere!



- **Voice Board and Blackboard Instant Messaging**, two powerful tools integrated into **Connect**, promote communication and collaboration outside of the classroom. Voice Board activities allow your students to leave voice messages in a threaded oral discussion board.

- Blackboard Instant Messaging activities facilitate real-time interaction via text instant messaging, voice, or video chat. The white board and screen-sharing tools that come with the voice tools provide opportunities for collaboration, and the virtual office hours tool allows you to meet online with your students either one-on-one or in groups. Whether for an online or hybrid course, or a face-to-face one seeking to expand the oral communication practice and assessment, these tools allow student-to-student or student-to-instructor virtual oral chat functionality.

Parliamo!

Il regalo che fa per te°

Lavorate in due per creare una lista di cinque persone a cui regalare. Queste persone possono essere i vostri compagni di classe o persone che tutti conoscono. Scrivete i nomi delle persone su un foglio e alle caratteristiche di ogni persona per decidere che regali fare (regali concreti (una nuova automobile, una casa al mare) o astratti (l'eloquenza)). Su un altro foglio scrivete tutti i regali, ma non i nomi. Poi scambiatevi i fogli con un'altra coppia e cercate di abbinare il regalo alla persona. **bocca al lupo!**

- ESEMPIO:** S1: La macchina deve essere il regalo per /
 S2: Perché?
 S1: Perché la sua è vecchia.
 S2: Allora, qual è il regalo per José?

- **MH Campus and Blackboard** integration simplify and streamline your course materials from right within Blackboard or your campus' Learning Management System, through features such as single sign-on for students and instructors, gradebook synchronization, and access to all of McGraw-Hill's content.



New Features

- **Interior Design:** A dynamic interior design offers a new layout and better use of white space to make the material easier for students to follow and digest. The design has been enhanced with many new photographs taken in Italy that portray a variety of aspects of Italian culture and society and promote classroom discussion.

Cultura

Ascoltiamo!

I cognomi^o degli italiani ... Family names
What's in a name? That which we call a rose by any other name would smell as sweet.
—William Shakespeare

Parents choose names for their children based on a variety of factors: relatives' names, friends' names, names of popular actors, or just because they like how the name sounds or what it means. They do not choose their last names, however. Those get passed along from generation to generation. Where do they come from?

A. Osserva ed ascolta. Watch and listen as Federico explains the origins of many Italian family names. During the presentation, pay attention to his facial expressions, intonation, and gestures as well as what he says, and to the accompanying images and captions to understand the meaning.

B. Completa. Write each cognome that Federico says. Then, using the information you hear in the lecture, write the letter from the list below that corresponds to the origin of each family name. **Attenzione!** Some letters are used more than once.

cognome	origine
1. _____	a. la qualità fisica
2. _____	b. il carattere / la personalità
3. _____	c. la professione
4. _____	d. l'origine geografica
5. _____	e. il nome del padre
6. _____	f. un colore
7. _____	
8. _____	
9. _____	
10. _____	

C. Tocca a te! Choose an Italian cognome whose origin you know and share it with the class.

ESEMPLI: «Verde» deriva da «verde», il colore.
«Volpe» è un animale. È anche una persona molto astuta.

I confini invisibili

RELAX

Quanti fabbri e figli di Giovanni!

Fabbri, orsi, preti e betulle
I cognomi più diffusi in Europa suddivisi per gruppo semantico, cioè in base al significato che ne ha ispirato l'origine.

Il sig. Rossi? È imparentato con il Russo, i Rossini, i de' Rossi i loro cognomi derivano tutti dal colore rosso, come Rousseau e Leroux in Francia, e portano nel gruppo semantico (con lo stesso senso) più diffuso in Italia. In Francia e Inghilterra vincono i «fab-» (Beehive, Fauré, Le Goff, Smith... equivalenti a Ferrarini/Ferrero), nei Paesi nordici i «di Giovanni» (Hansen, Johansson, Jensen, Ivanov), in Romania e Grecia i «preti» (Popescu, Papadopoulos), in Spagna i «orsi» (García).

Leggiamo!

Siamo europei!

As the European Union continues to grow, Italians increasingly see themselves as European, in addition to Italian. This change in perspective from a national to a transnational identity is reflected in all sectors of society and promoted by the government, school, and the mass media. The following short article that appeared in *Focus*, a popular science magazine, is a lighthearted example of this mix of national and European identity.

A. Prima di leggere. With a partner, match each European country with its most common last name.

PAESI: l'Inghilterra la Francia la Germania l'Italia il Portogallo la Spagna
COGNOMI: Costa García Martín Rossi Schmidt Smith

In Italia

I cinque cognomi più diffusi (common) in Italia sono:

- 1° Rossi
- 2° Ferrari
- 3° Russo
- 4° Bianchi
- 5° Colombo

PAROLE PER LEGGERE

diffuso common, widespread
nato/a born
il riferimento reference
il senso sense, meaning
vincono they win (vincere to win)

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Cultura 51

- **Fine Art Activities:** The fine art chapter openers now include language and art appreciation activities that can be used once students have completed the chapter. They can be found in the *Instructor's Manual*, which is accessible through **Connect Italian**.



- **New Culture Activities:** Cultural information has been incorporated into unique, interactive activities. **Un po' di cultura** and **Regioni d'Italia** focus primarily on products and practices, whereas the **Culture a confronto** activities are designed to draw students' attention to Italians' perspectives on their society and culture and guide students to compare them to their own. These activities have been called out with a special icon making them easy to locate. Additional interactive activities that focus on Italy's regions are also available in **Connect**.

A. Culture a confronto: Il sondaggio.

Parte prima. Indicate whether you have attended any of the following cultural events in the last 12 months.

- | | |
|---|--|
| <input type="checkbox"/> vedere uno spettacolo a teatro | <input type="checkbox"/> andare a concerti di musica leggera, ecc. |
| <input type="checkbox"/> guardare un film al cinema | <input type="checkbox"/> partecipare a eventi sportivi / manifestazioni sportive |
| <input type="checkbox"/> visitare musei o mostre (art exhibits) | <input type="checkbox"/> ballare in discoteca |
| <input type="checkbox"/> andare a concerti di musica classica, andare all'opera | |

Parte seconda. Compare your responses to those of Italian students 15 and older from a recent survey.

Gli italiani nel tempo libero

34,3% vedere uno spettacolo a teatro	46,2% andare a concerti di musica leggera, ecc.
87,6% guardare un film al cinema	49,6% partecipare a eventi sportivi
50% visitare musei o mostre	64,5% ballare in discoteca
15,2% andare a concerti di musica classica, andare all'opera	

Source: ISTAT

- **New Grammar Point for Capitolo 3:** The presentation of regular verbs has been divided into two separate grammar points (3.2 and 3.3). Regular verbs with spelling and pronunciation changes have been moved to a separate point to allow students more opportunity to focus on and practice the regular forms before tackling the exceptions.
- The new **Grammatica dal vivo** interviews with native speakers focus on one structure point per chapter and give students yet another opportunity to hear authentic language in context. The videos and related activities are available in **Connect Italian**.



Grammatica dal vivo: Piacere

Go to **Connect Italian** to watch an interview with Claudia and Annalisa Pironi and see how they use the expression **piacere**. Then do the comprehension activities.



- **Cultura:** based on reviewer feedback, this chapter culminating section, which engages students in listening, reading, writing, and speaking activities at the discourse level, has been extensively revised. The **Ascoltiamo!** cultural video presentations have been updated and are now presented by Federico Dordei, a native speaker from Rome. Six **Leggiamo!** selections have been replaced (**Capitoli 4, 5, 7, 11, 15, and 16**) and four new film clips have been added to **Guardiamo!** (**Capitoli 3, 6, 7, and 14**).
- **Process-oriented Writing Strategies:** The writing section of the workbook has been completely revised to include writing strategies, new topics, guided-writing instructions, and proofreading checklists.
- **Song Activities for Solo musica:** Instructors who would like to do more in-depth activities using the songs from the *Avanti!* iMix playlist will find 16 new activities in the *Instructor's Manual*. The playlist is available for purchase at the iTunes® store and many of these songs are also available as music videos on YouTube.

Instructors who have been using *Avanti!* in its previous editions asked us not to make drastic changes to the scope and sequence of the text because, simply put, it works well. And we listened! *Avanti!* 3rd edition continues to offer instructors the necessary tools to help their students develop communicative proficiency with its manageable scope and sequence, integrated review and recycling, and its emphasis on meaningful communication both in- and outside of the classroom. With the combination of the new features and McGraw-Hill's powerful digital tools, **Connect** and **LearnSmart**, students will advance and succeed in their language studies like never before.

We invite you to review the latest *Avanti!* program to see how our partnership with today's instructors and 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!*: the innovation continues.

Program Supplements

Whether you are using the *Avanti! Beginning Italian* program with our **Connect Italian** platform or in print, a variety of additional components are available to support your needs and those of your students.

Connect Italian: Used in conjunction with *Avanti! Beginning Italian*, **Connect Italian** provides digital resources to enhance the learning experience for students. Some of the key features and capabilities of **Connect Italian** include:

- complete integration of the textbook and *Workbook / Laboratory Manual* activities, with all the audio and video materials;
- additional interactive practice with key vocabulary, grammar, and cultural materials;
- **LearnSmart** adaptive learning system that identifies what students don't know and provides them with the optimal learning path to help them master those concepts;
- fully integrated gradebook;
- ability to customize assignments to fit the needs of individual programs;
- access to all instructor's resources.

Connect Italian Instructor's Guide: A helpful guide for adopters of **Connect Italian** available online at www.connectitalian.com.

Annotated Instructor's Edition: The *Instructor's Edition* of the text, with annotations by the authors, includes a wide variety of suggestions for presenting each section of the book, ideas for recycling vocabulary, many helpful cultural notes, expansion activities, and follow-up activities. Answers are provided in the margins for the video-based **Strategie di comunicazione** activities, all listening activities, and the **Guardiamo!** film-based activities.

Instructor's Manual and Test Bank: The *Instructor's Manual* includes an overview of the methodology of *Avanti!*, suggestions for planning a course syllabus, general teaching techniques, and additional activities for every chapter. It also includes the answers to

student activities from the textbook, the transcripts for the **Strategie di comunicazione**, **Grammatica dal vivo**, and **Il blog di...** videos, as well as the **Ascoltiamo!** scripts and support materials. The *Test Bank*, which is provided in Word format, allows instructors to easily customize their tests based on the material presented in their class. Each chapter test includes activities with multiple items for each section of *Avanti!* Instructors are free to choose the number and types of items tested in each activity, or add items of their own. Two tests for each chapter are provided, as well as suggestions and guidelines for the creation of assessment materials. The *Test Bank* is also available in PDF format and in **Connect Italian**.

Digital Transparencies: PDF files of all the **Lessico** presentations are available to instructors at **Connect Italian**.

Workbook / Laboratory Manual: The *Workbook / Laboratory Manual* content is available via **Connect Italian** or in print and provides more extensive practice of the **Strategie**, **Lessico**, and **Strutture** material presented in the textbook using a variety of written and audio activities. Each chapter includes a **Cultura** section that expands upon the cultural themes of the chapter through additional listening activities (**Ascoltiamo!**), a new culture reading that includes instruction in reading strategies (**Leggiamo!**), and a new process-writing activity (**Scriviamo!**). A revised culture feature in this section reviews the new cultural material presented in the chapter: **In Italia, Culture a confronto, Un po' di cultura, e Regioni d'Italia**. Following **Capitolo 16** are the **Per saperne di più** practice activities for those instructors who wish to cover more material in their curriculum.

Audio Program: The *Audio Program* contains the listening activities from the *Workbook / Laboratory Manual* and is integrated into the accompanying online activities at **Connect Italian**. It is also available for purchase on audio CDs, or may be downloaded from www.connectitalian.com. The accompanying *Audioscript* is available for instructors only at the **Connect Italian** site.

Video Program: Filmed on location throughout Italy, this text-specific video introduces the communicative themes of each chapter using authentic language. In the video that accompanies the **Strategie di comunicazione** section of the text, students see and hear Italians of all ages and backgrounds as they are introduced to communicative language they can use immediately. The video program also contains four cultural segments, called **Il blog di...**, highlighting four cities: Rome, Bologna, Naples, Florence, and the surrounding regions, where the **Strategie** interviews were filmed. The narration, written in accessible Italian, uses the vocabulary and grammar of the four preceding chapters. The new **Ascoltiamo!** cultural video presentations and the new **Grammatica dal vivo** videos are also part of the video program. The entire video program is available at **Connect Italian** and on DVD.

iTunes Playlist: This compilation of contemporary and classic Italian music accompanies the **Solo musica** feature in the textbook and is available for purchase at the iTunes Store. For more information about how to access the iMix, go to **Connect Italian**. Additional activities using these songs are available in the *Instructor's Manual*.

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 third edition of *Avanti!* through their generous participation in surveys, chapter reviews, and focus groups. (Note that the inclusion of their names here does not constitute an endorsement of the *Avanti!* program or of its methodology.)

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Many others have also been committed to *Avanti!* and contributed in significant ways. I am grateful to all the students, instructors, and readers who have provided feedback on our work, to Laura Callegari Hill and her team of writers for their work on LearnSmart, and to Fabian Alfie, Joyce Miller, Annalisa Mosca, Aned Muñiz Giuseppe Natale, and Giuseppe Tassone, for their creative song activities. Many thanks to Silvia Kunitz for her extraordinary dedication as she literally traveled six kilometers (one way) in the Appennini by foot each day this summer in order to reach an Internet café where she could edit my work and offer helpful suggestions. Yet again, I reserve special thanks for my best friend and husband, Antony Shuttleworth, who has taken on more than his share of family duties in order for me to work (and play); my son who patiently waits for me to finish working so that we can play ball; and, of course, Windy and Brit.

—Janice M. Aski

Nothing beats a winning team, and that's what *Avanti! 3e* has! Starting with you, the adopters, who told us what you loved and wanted to see more of, as well as whatever else we could provide to help you deliver the best beginning Italian course for you and your students. Thank you all! I think you'll find this edition our best ever, with even more authentic language samples, cultural content, and, of course, a whole new array of online instructional support, all with a fun, contemporary, visually rich look. The credit for responding to your needs goes to the rest of the *Avanti!* team: my co-author extraordinaire, Janice Aski; the awesome editorial group of our managing editor, Susan Blatty, and our native reader/copy editor, Silvia Kunitz, Katie Stevens, managing director, and Kim Sallee, brand manager, the fantastic design group headed up by Preston Thomas at Cadence Design; and our technology wizards: Sarah Carey, Jason Kooiker, and Laura Callegari Hill. A special *grazie* is due to my brother-in-law, Arrigo Carlan, for his expert photography that you'll enjoy throughout the program. Finally, a huge thanks to my family who are my biggest fans, as I am theirs.

—Diane Musumeci

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Special thanks to Preston Thomas for the beautiful cover and outstanding design. We would like to acknowledge Jennifer Rodes at Klic Video Productions for her expert eye in capturing exquisite footage for the **Il blog di...** video segments and Silvia Kunitz for providing the narrative that brought the images to life. A particular thanks to our

talented presenter, Federico Dordei, for making the **Ascoltiamo!** presentations accessible and interesting for our students. The creation of the digital assets for **Connect Italian** and **LearnSmart** required a small army of Italian speakers, writers, and proofers. We are extremely grateful to Sarah Hill, our **Connect** project manager, for her patience and guidance during this process and to Janet Banhidi, our director of digital content, for her expert management of the **LearnSmart** materials. We would like to thank Sarah Carey and her **Connect** team—Jason Kooiker, Bruce Anderson, Carlotta Dradi Bower, Nina Chung, Justin Ehrenberg, Kelly Lombardo, Silvia Kunitz, and Sylvie Waskiewicz—for their efforts in the preparation of the **Connect Italian** content. A special shout out as well to Laura Hill and her **LearnSmart** team—Giuseppina DiFilippo, Silvia Giorgini-Althoen, Gina Pietrantonio, Claudia Quesito, and Chiara Torriani—for their contributions to the creation of this new, exciting digital tool. We would especially like to thank Sara Jaeger, our editorial coordinator in New York for her help on all the details but in particular for spearheading the tremendous effort that went into the **Connect Italian** market development project. We would also like to thank Alexa Recio, Jorge Arbuja, Helen Greenlea, Esther Cohen, and Craig Gill for their efforts in marketing our exciting new edition.

Avanti!

Per cominciare

1



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

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

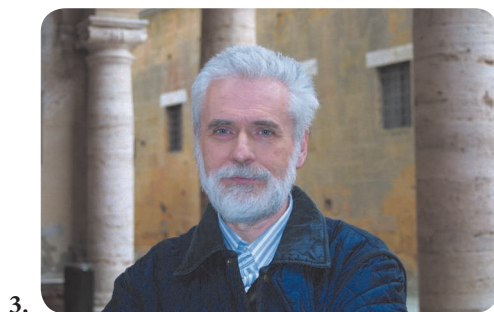
Greeting someone

- 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



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*) 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

Solo musica

Listen to “Ciao sono io” by Sandro Bit and see how many Italian names you can identify.

Note: This song is available for purchase in the iTunes Store as part of the *Avanti!* iMix. For information about how to access the iMix, go to **Connect Italian**. This song is also available as a music video on YouTube.



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. Look at the map and indicate where each person is from.

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. **Arrivederci** 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
aereo



B (bi)
bicicletta



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 (foreign)

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*)

cappelli (*hats*)

nono (*ninth*)

nonno (*grandfather*)

dita (*fingers*)

ditta (*company*)

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 **Connect Italian**.) 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 (such as a graduating class or the freshmen class), 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 on page 5.

- | | | |
|--------------|--------------|----------------|
| 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 on page 5 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 oval 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.

- le previsioni del tempo (*weather forecast*)
- il dizionario
- le notizie del giorno (*news*)
- i programmi TV
- la musica
- 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?

www	TV	RAI
TG	SMS	DVD
CD	PC	UFO