

# 2

## Com'è?



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

### 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 say what is and isn't there
- to say what belongs to you and others
- to recognize the origins of different family names in Italian



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## Come stai? / Come sta? / Come va?

Asking how someone is



- To ask how someone is say:  
**(tu)** **Come stai?**                      **(Lei)** **Come sta?**
- For either **tu** or **Lei**, you can also use the Italian equivalent of *How's it going?*  
**Come va?**

**A. Come va?** How would you greet the following people and ask how they are? Write the appropriate question next to the description of each person. Check your answers with your partner's.

**Esempio:** your mother                      Ciao, mamma! Come stai?

1. the elderly lady next door                      \_\_\_\_\_
2. the bus driver on your daily route                      \_\_\_\_\_
3. your physics professor                      \_\_\_\_\_
4. your roommate's friend                      \_\_\_\_\_
5. your brother's girlfriend                      \_\_\_\_\_
6. your Italian instructor                      \_\_\_\_\_

## In italiano

- As in English, the expected answer to the question **Come stai?** / **Come sta?** / **Come va?** is some form of **bene** (*well*).  
—**Ciao, Antonietta! Come stai?**  
—**Bene, grazie. E tu?**  
—**Buon giorno, signora! Come va?**  
—**Non c'è male, signor Tucci. E Lei?**
- If someone answers anything less positive than **Non c'è male** (*Not too bad*), the other person will be obliged to inquire further, by asking **Cosa c'è?** (*What's the matter?*)
- Whereas in English, *How are you?* can be another way to just say *hello*, Italians expect an answer to the question.
- When someone asks how you are it is polite to say **grazie** after you answer and then return the question by asking, **E tu?** or **E Lei?**

**Expansion:** Ask students to practice greeting each other in front of the class. Tell them they will be evaluated on how "Italian" they are and assign points for 1) the greeting itself, 2) whether they correctly chose the formal or informal form, 3) whether they shook hands or kissed, 4) whether they gave an appropriate response, 5) whether they inquired after the other person's health, and 6) whether they ended the interaction appropriately.

**B. E tu?** Greet at least three different classmates by name, and ask how they are. See how many remember to ask *you* how you are in return!



## Sei italiano/a? / È italiano/a?

Asking someone's nationality

- Two other 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 are not Italian.



**Note:** Stella, one of the interviewees, is from Eritrea in Africa. This country borders the Red Sea between Sudan and Ethiopia. Antonietta is from Capo Verde, a group of islands off Western Africa in the North Atlantic Ocean, west of Senegal.



1.  \_\_\_\_\_



5.  \_\_\_\_\_



2.  \_\_\_\_\_



6.  \_\_\_\_\_



3.  \_\_\_\_\_



7.  \_\_\_\_\_



4.  \_\_\_\_\_

**Activity A, Parte prima (Answers):**  
2, 3, 5, 7

*(continued)*



**Suggestion:** Have students form sentences, using the following model:  
*Giacinta è italiana; è di Roma. Stella non è italiana; è dell'Eritrea.*

**Activity A, Parte seconda (Answers):**

1. Giacinta è italiana, di Roma.
2. Stella è dell'Eritrea.
3. Katrin è austriaca.
4. Paolo è italiano, di Venezia.
5. Maivis è cubana, di L'Avana.
6. Carlotta è italiana, di Ivrea.
7. Antonietta è di Capo Verde.

 **L'Italia regionale:** Ask students to use the map at the back of the book to identify the regions that the Italians are from. 1. *il Lazio* 4. *il Veneto* 6. *il Piemonte*. You may want to point out where the others live in Italy and ask students to identify those regions as well: 2., 3. *Bologna, l'Emilia-Romagna* 5. *Salerno, la Campania* 7. *Napoli, la Campania*

**Parte seconda.** Watch and listen again. Indicate where each person is from by writing their nationality or the name of their country under their photo. Use the **In italiano** box to find the names of the countries and/or nationalities that you don't know.

*In italiano*

	(m.)	(f.)
l'Australia	australiano	australiana
l'Austria	austriaco	austriaca
il Canada	canadese	canadese
la Cina	cinese	cinese
Cuba*	cubano	cubana
la Francia	francese	francese
la Germania	tedesco	tedesca
il Giappone	giapponese	giapponese
l'Inghilterra	inglese	inglese
l'Irlanda	irlandese	irlandese
l'Italia	italiano	italiana
il Messico	messicano	messicana
il Portogallo	portoghese	portoghese
la Spagna	spagnolo	spagnola
gli Stati Uniti (USA)	americano	americana
la Turchia	turco	turca

If your country and nationality don't appear here, ask your instructor how to say them and then add them to the list.

\***Note:** You do not use a definite article with Cuba.

**Suggestion:** Point out to students alternate ways of asking the questions.  
*Sei americana, Cristina? Lei è italiano, dottore?*

- To ask someone's nationality, say:
 

<b>(tu)</b>	<b>(Lei)</b>
<b>Sei... ?</b>	<b>È... ?</b>
<b>—Cristina, sei americana?</b>	<b>—Dottore, Lei è italiano?</b>
<b>—No, sono tedesca.</b>	<b>—Certo (Certainly), sono di Bari.</b>
- Did you notice that for some nationalities the last letter changes, depending on whether the reference is to a man or a woman?

**B. Un po' di geografia.** How well do you know geography? Tell your partner that you are from one of the following cities. Your partner will have to guess your nationality.

**Esempio:** **S1:** Sono di Chicago.  
**S2:** Allora (So), sei americano/a!

1. Toronto
2. Osaka
3. Parigi
4. Berlino
5. Pechino (*Beijing*)

**C. Sei...** With a partner, take turns selecting a country from the list on page 34 and tell your partner you were born there. Your partner will give your nationality. **Attenzione!** Use *in* and the country without the article for all countries except the United States (*negli Stati Uniti*).

**Esempio:** **S1:** Sono nato/a in Germania.  
**S2:** Allora, sei tedesco/a!

## D. Domande e risposte.

**Parte prima.** Find the correct answer to each of the following questions.

### Le domande

1. Come ti chiami?
2. Sei italiana?
3. Di dov'è?
4. Sono di New York. E tu?

### Le risposte

- a. No, no, spagnola, di Madrid.
- b. Sono Flavio. E tu?
- c. Ah! Sei americano. Io sono portoghese.
- d. Di Milano. E Lei?

**Parte seconda.** Check your answers by asking your partner one of the questions. He/She should reply with the appropriate answer.

**E. Conversazione.** With a partner, create a long conversation in Italian using the expressions provided. Be prepared to demonstrate to the class.

Ciao!  
Dove abiti? Dove abita?  
Buon giorno! Buona sera!  
Come stai? Come sta? Sono... e tu?  
E Lei? Ti piace... ? Sei americano/a?  
Bene, grazie! Non c'è male! Sei messicano/a?  
Ti piacciono? Di dove sei? Di dov'è?  
Come ti chiami? Cosa c'è? Come si chiama?  
Le piace... ? Arrivederci! Sei australiano/a?  
Insomma... Allora, sei... ?  
Allora, è... ?

**Note:** Encourage students to use the masculine forms in the chart for men and the feminine forms for women, but you don't need to explain agreement for this activity. The explanation appears later in this chapter in *Strutture 2.1*.

**Suggestion:** Give your nationality and say where you are from: e.g., *Sono italiana, di Catania. E tu? (E Lei?)* Ask students to do the same with the people around them.

**Note:** *Le preposizioni articolate* are introduced in *Capitolo 5*.

**Suggestion:** Help students find opposites by asking *Qual è il contrario di... ?* for each adjective.

## Sono allegro!

*Describing people, places, and things*

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



**allegro**



**grasso**



**giovane**



**magro**



**alto**



**attivo**



**debole**



**anziano**



**forte**



**basso**



**veloce**



**ricco**



**pigro**



**povero**



**triste**



**lento**

**Additional Practice:** Dictate adjectives and ask students to write their opposites. Then, ask students to quiz their partners. Have them take turns saying a word. Their partner must say its opposite. Challenge: Can they answer with their books closed?

**Additional Practice:** With the class, brainstorm a list of people or things that could be described using each of the adjectives. If students don't know how to say a word in Italian, remind them to ask *Come si dice?* If students provide feminine nouns, you should use the feminine form of the adjectives during discussion, but there is no need to elaborate at this point. There will be more opportunity for discussion about gender agreement in *Struttura 2.1*.

● Answers to this activity are in Appendix 2 at the back of your book.

Here are more adjective pairs of opposites:

**bello** (beautiful) ≠ **brutto** (ugly)

**buffo** (funny) ≠ **serio** (serious)

**buono** (good) ≠ **cattivo** (bad)

**divertente** (entertaining, fun) ≠

**noioso** (boring)

**grande** (big) ≠ **piccolo** (small)

**impegnato** (busy) ≠ **libero**

(free; not busy)

**nuovo** (new) ≠ **vecchio** (old)

**simpatico** (nice, pleasant) ≠

**antipatico** (unkind, unpleasant)

**vicino** (near) ≠ **lontano** (far)

**Transition:** Use *bello* as the last adjective. After students have named beautiful people (or things), say *Il tempo è bello/brutto*, showing a picture of each.

## 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 freddo.** (It's cold.)

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

**Fa caldo.** (It's hot.)

**Suggestion:** Review these expressions each day during your warm-up by asking students *Che tempo fa?*



**Suggestion:** To move into the next section, say *Quando fa bello, di che colore è il cielo?*

## I colori



blu



azzurro



verde



rosso



rosa



giallo



viola



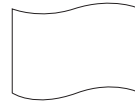
arancione



marrone



nero



bianco



grigio

## IN ITALIA

- In Italian culture, certain colors are so closely linked with particular objects that they have come to mean the object:

**gli Azzurri** the national sports teams (based on the color of their uniforms)

**un giallo** a detective story (based on the traditional color of the dust jacket)

**i Verdi** members of the pro-ecology party (Green Party)

- In other cases, the color changes the meaning of the noun:

**la croce (cross) verde** emergency medical assistance

**un numero verde** a toll-free number

**una storia rosa** a love story

### Activity A (Answers):

1. d 2. f 3. e 4. b 5. a 6. c



**L'Italia regionale:** Ask students to identify the cities and regions that the teams are from. *Il Milan e l'Inter sono di Milano in Lombardia. La Roma è di Roma in Lazio. Il Palermo è di Palermo in Sicilia. La Juventus è di Torino in Piemonte. La Fiorentina è di Firenze in Toscana.*

**Additional Practice:** See if students can identify the colors hidden in these famous names: *Giuseppe Verdi (compositore 1813–1901), Gioacchino Rossini (compositore 1792–1868), Nerone (imperatore romano 38–68), Edoardo Bianchi (industriale e progettista di biciclette 1865–1946), Biancaneve e i sette nani (protagonisti di una fiaba).*

**A. Forza Azzurri!** Match the emblems of the most important Italian soccer teams with their (color-based) nicknames.



1



2



3



4



5



6

- il Milan
- la Juventus
- il Palermo
- l'Inter
- la Roma
- la Fiorentina

- i Giallorossi
- i Nerazzurri
- i Viola
- i Rossoneri
- i Rosanero
- i Bianconeri

**B. I colori.** What color(s) do you associate with these objects?

- |   |                             |
|---|-----------------------------|
| 1. la bandiera ( <i>flag</i> ) italiana     | 7. il vino                  |
| 2. la tua squadra ( <i>team</i> ) di calcio | 8. la pace ( <i>peace</i> ) |
| 3. una Ferrari                              | 9. la bandiera americana    |
| 4. l'amore                                  | 10. l'espresso              |
| 5. una penna                                | 11. il gelato               |
| 6. la pizza                                 | 12. l'autunno               |

**C. Com'è?** Which adjectives would you use to describe the following people or things?

- |                               |  |
|-------------------------------|--|
| 1. un amico                   | 6. un cane                             |
| 2. un nemico ( <i>enemy</i> ) | 7. il mare ( <i>sea</i> )              |
| 3. un cappuccino              | 8. Babbo Natale ( <i>Santa Claus</i> ) |
| 4. un computer                | 9. un bambino                          |
| 5. un film                    |  |

**Teaching Tip:** Review this construction each day during your warm-up by asking students how they are and encouraging them to elaborate on their response with an appropriate adjective.

**D. Come sta?**

**Parte prima.** Paolo and Paola are students. Use the words provided to complete the sentences describing how each one is feeling.

**Paolo: arrabbiato** (*angry*), **triste**, **allegro**, **ammalato** (*ill*), **stressato**, **stanco**, **innamorato** (*in love*)

Paolo sta benissimo perché (*because*) è \_\_\_\_\_.

Sta così così perché è \_\_\_\_\_.

Non sta bene perché è \_\_\_\_\_.

**Paola: arrabbiata**, **triste**, **allegra**, **ammalata**, **stressata**, **stanca**, **innamorata**

Paola sta bene perché è \_\_\_\_\_.

Sta male perché è \_\_\_\_\_.

Sta così così perché è \_\_\_\_\_.

**Parte seconda. E tu, come stai?** Now describe to the class how you're feeling today and why. Use the words for Paolo if you're male and for Paola if you're female.

**Sto bene perché sono... (Non sto bene perché sono... )**

**RETRO**

In a classic essay written in 1924, entitled *Bello Bello*, Aldous Huxley posed the question of whether beauty could still be created in the twentieth century. His thesis examined Italy, in particular, as a case in point. The following excerpt compares the adjectives *beautiful* and **bello**:

"The word *beautiful* comes rarely to English lips. It is too long, too serious, a little foreign-sounding for our native taste. [ . . . ] More fortunate in this respect than we are, the Italians, when they talk of beauty, suffer from no inhibitions. [ . . . ] **Bello**—it is the favorite national adjective; no word is oftener uttered. [ . . . ] **Bello, bellissimo, bellezza** (*beauty*): the words beset Italian conversation. From a cornice by Michelangelo to a bel paese cheese or the most horrible dribbling baby, everything is beautiful."



**CLICCA QUI** You can read the essay in its entirety at the *Avanti!* website, **Clicca qui** ([www.mhhe.com/avanti2](http://www.mhhe.com/avanti2)).

*In italiano*

You learned about cognates (**parole simili**) in **Capitolo 1**. Can you recognize these adjectives?

**contento, curioso, difficile, disordinato, estroverso, generoso, intelligente, interessante, introverso, nervoso, ordinato, sincero, stressato, studioso, stupido, tranquillo**

**Additional Practice:** Write two sets of adjectives on the board or a transparency. Each adjective is given a number. *Gruppo A:* (1) *forte*, (2) *piccolo*, (3) *grande*, (4) *liquido*, (5) *verde*, (6) *bianco*. *Gruppo B:* (1) *caldo*, (2) *freddo*, (3) *cattivo*, (4) *lento*, (5) *veloce*, (6) *costoso*. Ask students to form teams of 3–4 students each. Each team rolls a die twice. The number on the first roll corresponds to the same number adjective from *Gruppo A*, the number on the second roll to *Gruppo B*. The team decides on something (or someone) that the two adjectives describe and writes it down. Then each team takes turns telling the name of the thing/person to the class. The team that can guess the two numbers rolled wins a point. Allow students to provide nouns in English if they don't know the words in Italian. The goal of the activity is to learn the meaning of the adjectives.

## 2.1 L'italiano è divertente!

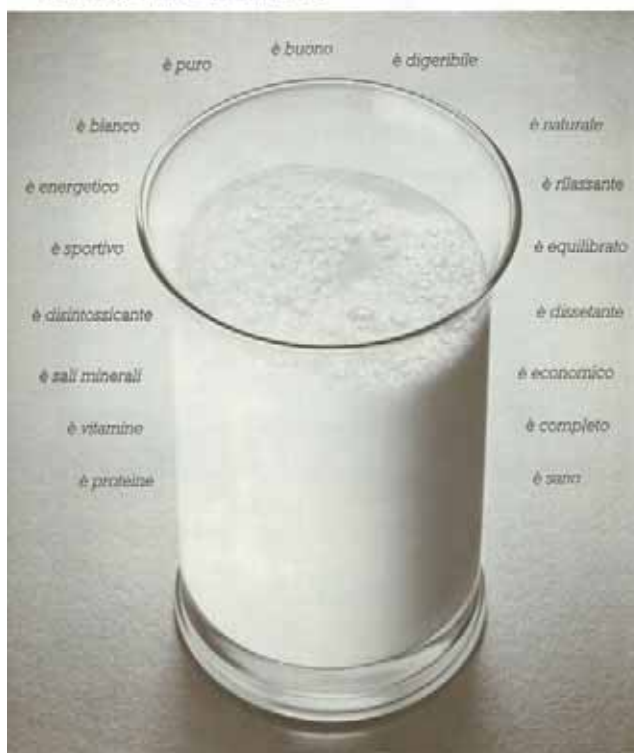
### Adjectives



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

**Note:** Make sure students realize that *proteine*, *vitamine*, and *sali minerali* are nouns, not adjectives.

### SE A QUESTO PUNTO NON BEVI LATTE, LA COLPA DI CHI È?



**Note:** Point out to students that they will have to change the form of the verb to *sono* for the plural forms. This is a brief introduction to the verb *essere* that appears in *Strutture 2.2*.

● Answers to this activity are in Appendix 2 at the back of your book.

What happens to the adjectives in the advertisement if we change **il latte** to **l'acqua minerale**, **le bevande**, or **i vini**? Which adjectives are appropriate and how would they change?

1. 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 <b>o</b> alto	i ragazzi <b>i</b> alti
FEMMINILE	la penna <b>a</b> rossa	le penne <b>e</b> rosse

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

**Maria e Roberto** sono **alti**. **La penna e il quaderno** sono **rossi**.

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

le ragazz\_\_ attiv\_\_

i quadern\_\_ giall\_\_

gli zain\_\_ ner\_\_

il bambin\_\_ tranquill\_\_

la segretari\_\_ impegnat\_\_

**2.** Adjectives that end in **-e** 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 <b>interessante</b> l'esame <b>difficile</b>	i corsi <b>interessanti</b> gli esami <b>difficili</b>
FEMMINILE	la casa <b>grande</b> l'automobile <b>francese</b>	le case <b>grandi</b> le automobili <b>francesi</b>

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

le informazion\_\_ important\_\_

lo student\_\_ intelligent\_\_

il ragazz\_\_ veloc\_\_

la bambin\_\_ trist\_\_

i mes\_\_ difficil\_\_

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

**una giacca blu**                      **due t-shirt beige**  
**due bandiere rosa**                **un quaderno viola**

The forms of the color adjectives *marrone* and *arancione* are currently in flux in modern Italian. Some dictionaries and users insist that they are invariable; others treat them as second class adjectives, like *intelligente*.

Answers to these activities are in Appendix 2 at the back of your book.

To learn about the plural forms of adjectives ending in **-ca, -co, -ga, and -go**, see *Per saperne di più* at the back of your book.

## In italiano

To say that someone is *very* tall, place the adverb **molto** (or **tanto**) in front of the adjective.

una ragazza **molto** alta  
due ragazze **tanto** alte

You can also drop the final vowel of the adjective and add the suffix **-issimo/a/i/e**.

una ragazza **altissima**  
due ragazze **altissime**

**Note:** The distinction between the adjectives *molto*, *poco*, *buono*, *cattivo* and the adverbs *molto*, *poco*, *bene*, *male* is presented in *Capitolo 6*, *Per saperne di più*. Adjectives with suffixes are presented in *Capitolo 4*, *Per saperne di più*.

- Answers to this activity are in Appendix 2 at the back of your book.
- To learn about the use of **questo** and **quello** as pronouns, see **Per saperne di più** at the back of your book.
- To learn about other adjectives that precede the noun, see **Per saperne di più** at the back of your book.



**Activity A (Script):** 1. È intelligente, sportiva e attiva. 2. È giovane e bello. 3. È forte. 4. È alto e buffo. 5. È debole, magra e ammalata.

**Activity A (Answers):** 1. Paola  
2. Silvio 3. Roberto/Roberta  
4. Mario 5. Enrica

**Activity B (Expansion):** Ask students to come up with phrases that are opposite in meaning (e.g., *i corsi interessanti ≠ i corsi noiosi*) or in number (*i corsi interessanti ≠ il corso interessante*) for items 1, 3, 4, 5, 7, 9, and 11.

4. As you may have noticed already, adjectives usually follow the noun. However, there are several adjectives that always come before the noun and omit the definite article.

a. **molto** (*many / a lot of*) and **poco** (*few / not much, not many*)

**molto/poco** caffè  
**molta/poca** pizza

**molti/pochi** amici  
**molte/poche** lezioni

b. **questo** (*this*) and **quello** (*that*)

- **Questo** indicates people or things that are near to you. Use **quello** for items that are far away.
- The forms of **questo** are like those of any adjective that ends in **-o**:

**questo** → **questi**  
**questa** → **queste**

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

**quest'**amica    **quest'**esame

- **Quello** follows the pattern of the definite article that you learned in **Capitolo 1**.

Underline the definite articles that are hidden in the forms of **quello**. The masculine singular is done for you.

		SINGOLARE	PLURALE
MASCCHILE	+ consonante	quel <u>l</u> libro	quei libri
	+ vocale	quell <u>e</u> esame	quegli esami
	+ <u>s</u> + consonante; <u>z</u>	quell <u>o</u> zaino	quegli zaini
FEMMINILE	+ consonante	quella penna	quelle penne
	+ vocale	quell <u>e</u> università	quelle università

**A. Ascolta.** Is your instructor talking about a woman or a man? Circle the name of the person being described. If you can't tell, circle both.

1. Paolo      Paola      4. Mario      Maria
2. Silvio      Silvia      5. Enrico      Enrica
3. Roberto      Roberta

**B. Completa l'aggettivo.** Complete the endings of the adjectives so that they agree with the nouns.

1. i corsi interessant\_\_\_\_\_
2. molt\_\_\_\_\_ film divertent\_\_\_\_\_
3. un esame molto difficil\_\_\_\_\_
4. molt\_\_\_\_\_ birra fredd\_\_\_\_\_
5. un uomo stanc\_\_\_\_\_
6. molt\_\_\_\_\_ caffè fort\_\_\_\_\_
7. gli stadi (*stadiums*) molto grand\_\_\_\_\_
8. la macchina verd\_\_\_\_\_
9. il cane tranquill\_\_\_\_\_
10. un quaderno giall\_\_\_\_\_
11. le persone molto intelligent\_\_\_\_\_
12. poc\_\_\_\_\_ pasta al dente

**C. Questo e quello.** Choose the appropriate forms of **questo** or **quello**.

- (questo / questi / queste) attori
- (quei / quelle / quegli) studenti
- (quella / quel / quell') film
- (quel / quello / quella) ragazzo
- (quest' / questo / queste) amica
- (quella / quello / quel) rivista (magazine)

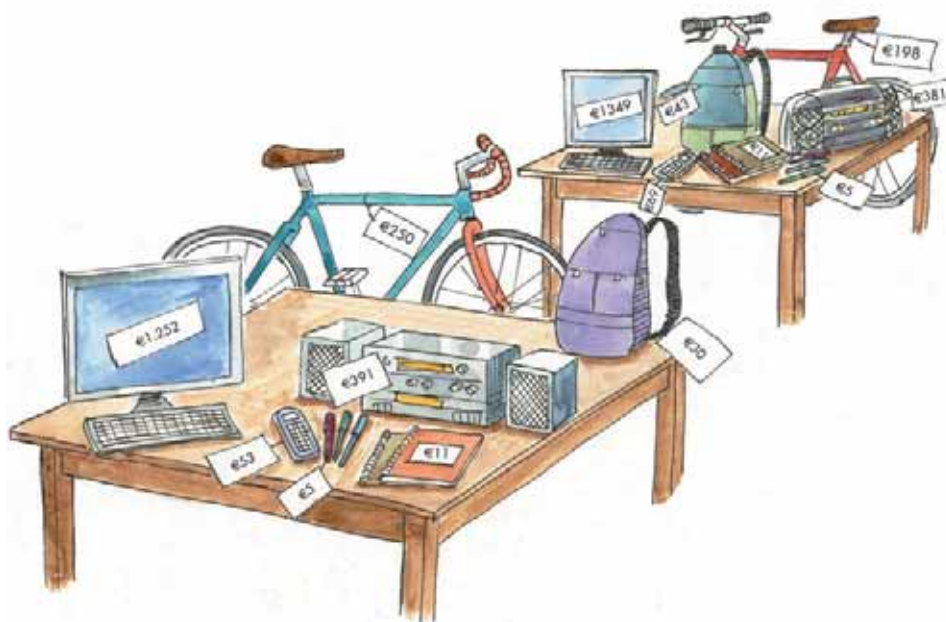
**D. Articolo, nome, aggettivo.** Create logical phrases using these articles, nouns, and adjectives. Work in groups of three. Each person is responsible for the items in only one oval. After the group has used all the forms, switch ovals and try again. **Attenzione!** The person with the adjectives must be careful to change the endings to agree with some of the nouns.

il la i l' le lo gli	voto corsi festa studio studenti uomo bambine università	disordinato brutto divertente intelligente grande tranquillo difficile anziano
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**E. Al centro commerciale (mall).** Look at the school supplies on the tables below. Using the appropriate forms of **questo** and **quello**, indicate to your partner three items that you would like. Your partner will tell you how much your total purchase costs (**quant'è**).

- Esempio:** **S1:** Vorrei (*I would like*) questo computer, quello zaino e questi quaderni. Quant'è?  
**S2:** € 1.306.

**Parole utili:** il cellulare, la radio, lo stereo



**Suggestion:** Ask students to identify the definite article "hidden" in the forms of *quello* for items 2, 3, 4, and 6.

**Follow-up:** Write the following forms of *questo* and *quello* on the board or on a transparency: *quel, questa, quello, quei, quest', quell', questi, quegli, quelle*. Ask students to provide grammatically appropriate (and logical) nouns for each.

**Additional Practice:** Write the following nouns on the board: *birra, cappuccino, cellulari, errori, ville, zucchine*. Ask students to give the definite article and then ask for the correct form of *quello*.

**Follow-up:** Ask students to give the corresponding form of *quello* for each definite article, and to make a few additional, original phrases. Then ask students to give the opposite of each phrase: *quello studio disordinato / questo studio ordinato*, and so on.

**♪ Solo musica.** Go to the *Avanti!* iMix on the *Avanti!* Online Learning Center in Coursewide Content ([www.mhhe.com/avanti2](http://www.mhhe.com/avanti2)) where you can purchase *Bello e impossibile* by Gianna Naninni. As you listen to the song, see how many adjectives you can hear. This song is great for pronunciation practice. Sing along!

**iMix Link:** For more information about accessing the playlist at the iTunes store, go to the *Avanti!* Online Learning Center, Coursewide Content ([www.mhhe.com/avanti2](http://www.mhhe.com/avanti2)). For helpful tips on using songs in the classroom, see the *Instructor's Manual*, Chapter 8.

**Suggestion:** You can offer other options in this activity. For example, change *un film* to *un libro*, *un attore*, or *un programma televisivo*; *un'attrice* to *una scrittrice* or *una cantante*; *calcio* to *basket*, *golf*, or *baseball*; and *gli italiani* to one of the nationalities from the list provided earlier.

**Additional Practice:** Write the following nouns on the board or a transparency: *la cucina*, *i monumenti*, *la storia*, *l'arte*, *la musica*, *il cinema*, *la letteratura*, *il mare*, *la natura*. Have students work with a partner. One student chooses a country from the list earlier in the chapter and asks his/her partner whether he/she likes it (*Ti piace il Messico?*). Students must respond with a reason to support their opinion using items from the list on the board/transparency. For example, *Sì, mi piace molto! È molto bello e la cucina (cuisine) è buonissima.*

**STUDY TIP**

Don't hesitate to speak Italian because you don't know all the words. When learning a new language, there will always be words you don't know. One strategy to get your idea across is to describe what it is you want to say. Italians will usually tell you the word you need.

—Come si dice quel liquido costoso (*expensive*); è per la macchina... ?

—La benzina (*gasoline*).

—Grazie!

**Suggestion:** Before you begin this inductive activity, model the task by making the first few statements and indicating *vero* or *falso* about yourself.

**Expansion:** Introduce the third-person singular forms of the verbs by asking students about their partners. For example: *È timido Giovanni? Ha una macchina Giovanni? Di che colore è?* After you have collected all the information, you can continue with the plural forms. For example: Select a student who has something in common with you and say *Gianni* (point to him) *ha una macchina. Anch'io* (point to yourself) *ho una macchina. Noi* (point to the two of you) *abbiamo una macchina.* Then select two students and ask *E voi?* (point to the two of them) *Avete una macchina?* After you have collected the information, test students' memories. Select two students and ask: *Hanno una macchina loro?* When you are finished, see if students can conjugate the verb.

**F. Ti piace o no?** Complete the sentences below using the expressions **mi piace / mi piacciono** or **non mi piace / non mi piacciono** and one of the adjectives from the list below.

assurdo  
 orribile bello  
 interessante divertente triste  
 buffo forte serio noioso  
 emozionante (*exciting, thrilling*) violento  
 bravo (*able, good*) anziano intelligente  
 stupendo giovane simpatico  
 creativo estroverso  
 introverso allegro

**Esempio:** Mi piace *La Vita è bella* (Life is Beautiful) perché è *divertente* ma anche *triste*.

- \_\_\_\_\_ (il nome di un film) perché è \_\_\_\_\_.
- \_\_\_\_\_ (il nome di un'attrice) perché è \_\_\_\_\_.
- \_\_\_\_\_ le partite di calcio (*soccer games*) perché sono \_\_\_\_\_.
- \_\_\_\_\_ gli italiani perché sono \_\_\_\_\_.

## 2.2 Quanti anni hai?

The verbs **essere** (to be) and **avere** (to have)

The following statements are all things you might say about yourself. Figure out the meanings of the underlined verbs, then check **vero** (*true*) if the statement is true, or **falso** (*false*) if it is not.

	<b>vero</b>	<b>falso</b>
1. <u>Sono</u> una persona tranquilla.	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Ho</u> una macchina rossa.	<input type="checkbox"/>	<input type="checkbox"/>
3. <u>Sono</u> allegro/a oggi.	<input type="checkbox"/>	<input type="checkbox"/>
4. <u>Ho</u> un cane.	<input type="checkbox"/>	<input type="checkbox"/>
5. <u>Sono</u> timido/a.	<input type="checkbox"/>	<input type="checkbox"/>
6. <u>Ho</u> una grande famiglia.	<input type="checkbox"/>	<input type="checkbox"/>

Interview your partner and find out how similar or different you are. Survey the class to find out which pair has the most in common.

- Esempio:** **S1:** Non sono una persona tranquilla. Sono una persona ansiosa. E tu?  
**S2:** Sono una persona tranquilla. (Anch'io sono [*I'm also*] una persona ansiosa.)







**Suggestion:** Ask students to form the singular and plural forms of the body parts. Point out that *le labbra* is irregular: in the singular it's *il labbro*.



Sabrina **ha** i capelli biondi e ricci e le labbra rosse. Simone **ha** i capelli castani e lisci e il naso lungo.



Il bambino **ha** le orecchie grandi e due denti.



Rita **ha** gli occhi azzurri e Mauro **ha** gli occhi castani.



Samuele **ha** gli occhiali, ma Margherita **ha** le lenti a contatto.

**Suggestion:** Encourage students to describe their classmates or famous people by asking: *Com'è / Come sono?*

● To learn additional expressions with **avere**, see **Per saperne di più** at the back of your book.

**Suggestion:** Practice the *avere* expressions by asking students to choose one and act it out. The class will guess which it is by saying *Hai...!* The students will answer *Sì, ho...* or *No, non ho...*

## In italiano

- You have already seen **come** in the expression **Come stai? Come sta?** to ask how someone is feeling.
- **Come** is also used with the verb **essere** to ask what a person is like:
  - Com'è** Maria?
  - Bella e simpatica. È alta e ha i capelli castani e gli occhi verdi.
  - Come sono** Luca e Marco?
  - Sono molto atletici. Sono alti e hanno grossi muscoli (*big muscles*).

## STUDY TIP

Although it's tempting, try to avoid translating word for word from Italian to English or vice-versa. Many expressions do not translate, or if you do translate them literally, they have a completely different meaning that often doesn't make sense. For example, to say I'm having a good time, students often incorrectly say **Ho un buon tempo**. In Italian this literally means I have a good weather. The correct expression in Italian is **Mi diverto**.

**Suggestion:** Ask students' ages and have them practice asking the ages of their classmates. Ask them to find two classmates who are the same age as they are.

5. The verb **avere** is also used in idiomatic expressions. These are expressions that do not make sense when translated literally into another language. **Attenzione!** In English, the Italian idiomatic expressions shown below are formed with the verb *to be*.

Mario <b>ha caldo</b> .	<i>Mario is hot.</i>
Ugo <b>ha freddo</b> .	<i>Ugo is cold.</i>
Sandra <b>ha sete</b> .	<i>Sandra is thirsty.</i>
Silvia <b>ha fame</b> .	<i>Silvia is hungry.</i>
Ahmed <b>ha sonno</b> .	<i>Ahmed is sleepy.</i>
Cinzia <b>ha paura</b> .	<i>Cinzia is afraid.</i>
Enrica <b>ha ragione</b> .	<i>Enrica is right.</i>
Antonella <b>ha torto</b> .	<i>Antonella is wrong.</i>

**Note:** To ask someone's age, you say:

(tu)	(Lei)
— <b>Quanti anni hai?</b>	— <b>Quanti anni ha?</b>
— <b>Ho vent'anni.</b>	— <b>Ho settantacinque anni.</b>

6. The verb **avere** is also used to talk about aches and pains. You can say: **avere mal di** + body part.

- Ho mal di testa.** *I have a headache.*  
**Ho mal di pancia.** *I have a stomachache.*  
**Ho mal di gola.** *I have a sore throat.*

**A. Il pronome giusto.** Replace the italicized nouns with the appropriate subject pronouns.

**Esempio:** —Tina e Enrica hanno il CD?  
 —No! Solamente *tu* e *Gina* avete il CD.  
 —No! Solamente **voi** avete il CD.

- Chi (*Who*) è arrabbiato?  
—*Il professore.*
- Hai fame tu?  
—No! *Lisa, Gianni e Maurizio* hanno fame.
- Chi ha i compiti (*homework*) oggi?  
—*La studentessa irlandese.*
- Chi ha gli occhi azzurri?  
—*Gianni ed\* io.*
- Tina è ammalata oggi?  
—No! *Roberto e Simona* sono ammalati.
- Roberta e Gina hanno il libro?  
—No! Solamente *tu e Roberta* avete il libro.

**B. Ascolta.** Listen as your instructor names a thing, place, or time. Write the letter of the idiomatic expression (or expressions) that could be associated with each item.

- |          |           |                      |              |
|----------|-----------|----------------------|--------------|
| 1. _____ | 6. _____  | a. Ho freddo.        | f. Ho paura. |
| 2. _____ | 7. _____  | b. Ho mal di pancia. | g. Ho caldo. |
| 3. _____ | 8. _____  | c. Ho sonno.         | h. Ho sete.  |
| 4. _____ | 9. _____  | d. Ho fame.          |              |
| 5. _____ | 10. _____ | e. Ho mal di testa.  |              |

**C. Frasi complete!** With a partner, create sentences using the words below. Use each word or expression only once. The pair that finishes first, with the fewest words left over, writes the sentences on the board. If they are correct, they win!

mal di gola francese  
 tu e Maria non ho Giancarlo e Anna  
 divertenti hanno sono io ha bassi stupido molto  
 io e la mia amica la macchina gialla  
 avete belle i capelli rossi Gina e Luisa siete è siamo  
 un cane Massimo intelligenti sportive fame abbiamo  
 felici sonno di Roma sono allegro 20 anni  
 ragione

● To learn additional idiomatic expressions with **avere**, see **Per saperne di più** at the back of your book.



**Activity B (Script):** 1. una pizza italiana 2. una bistecca 3. un cane grande e cattivo 4. un esame di fisica 5. l'inverno al polo Nord 6. l'estate in Sicilia 7. le 4.00 di mattina 8. un bicchiere d'acqua minerale 9. l'aspirina 10. l'influenza

**Activity B (Answers):** Answers will vary.

**Activity B (Expansion):** Add additional statements and have students close their books and write the appropriate idiomatic expressions. Additional statements: *la musica a volume altissimo, un leone in giardino, la lezione di neuroscienza, i calamari fritti, il tè freddo.*

**Additional Practice:** Describe objects from the vocabulary of *Capitolo 1* and ask students to guess the object. Provide a complete description that includes the new vocabulary, but do not be afraid to use unfamiliar words and expressions. Use gestures to demonstrate meaning. (*È molto grande. Normalmente è bianco. Ha due ali e molti finestrini. [l'aereo]*)

\*If the preposition **a** or the conjunction **e** (*and*) are followed by a word beginning with a vowel, they may become **ad** and **ed**: **ad esempio** (*for example*); **tu ed io** (*you and I*).

**Suggestion:** This activity can be done as a class or in pairs. You can also do this activity a second time by changing Silvia to Silvio and Roberto to Roberta.

**Expansion:** Have students work in pairs. Ask them to write their partner's name in the center of a circle, then interview him/her to find out his/her age and what he/she is like. Have students take notes by writing the information in the circle. Before students begin, work with them to brainstorm the questions they will need to find out this information: *Quanti anni hai? Come sei?* As a follow-up, have students describe the person they interviewed to the class. Can the class guess who it is?

**Writing Activity:** Ask students to write a brief description of Carla Carlotta, a rich and famous actress. The descriptions should include her physical and emotional characteristics, and her home and possessions. Carla's brother, Carlo Carlotta, is her complete opposite. Have students exchange descriptions of Carla with a partner and write a description of Carlo.

**Expansion:** Ask students to describe the contents of each backpack. They can begin each statement with *Nello zaino (verde/giallo/rosso)...*

**D. Avere o essere?** Describe Silvia and Roberto using the words below.

le lenti a contatto  
 simpatica generosa  
 attiva **Silvia** 18 anni  
 i capelli biondi

gli occhi azzurri  
 alto **Roberto** allegro  
 gli occhiali sportivo  
 intelligente

## 2.3 Cosa c'è nello zaino?

*There is / There are*



Read the statements and indicate which backpack each describes.

**Lo zaino...**

- |                                  |                                |                                 |                                |
|----------------------------------|--------------------------------|---------------------------------|--------------------------------|
| 1. C'è un libro d'italiano.      | <input type="checkbox"/> verde | <input type="checkbox"/> giallo | <input type="checkbox"/> rosso |
| 2. C'è una bottiglia d'acqua.    | <input type="checkbox"/> verde | <input type="checkbox"/> giallo | <input type="checkbox"/> rosso |
| 3. Ci sono due penne rosse.      | <input type="checkbox"/> verde | <input type="checkbox"/> giallo | <input type="checkbox"/> rosso |
| 4. Ci sono due quaderni azzurri. | <input type="checkbox"/> verde | <input type="checkbox"/> giallo | <input type="checkbox"/> rosso |

● Answers to this activity are in Appendix 2 at the back of your book.

In each of these statements, **ci** precedes the verb **essere**. What does **ci** mean? **Attenzione!** **Ci** becomes **c'** before **è**.



**1. C'è** and **ci sono** indicate the presence of someone or something. They are the equivalent of *there is* and *there are* in English, so **c'è** is followed by a singular noun, and **ci sono** is followed by a plural noun.

2. **C'è** and **ci sono** also express the idea of *being in a place* or *being here*. Notice the use of **c'è** and **ci sono** in the following brief conversation between two friends at a party.

GIANNA: Wow! Bella festa! **Ci sono** molti ragazzi. **C'è** Marco?

SILVIA: No, **non c'è**, ma **ci sono** Flavio e Stefano.

GIANNA: Bene!

### A. Cosa c'è nello zaino?

**Parte prima.** With your partner, make a list of all the items in each of the backpacks on page 48.

**Esempio:** Nello zaino verde ci sono due quaderni, c'è un cellulare...

**Parte seconda.** List the items in your own backpack using **c'è** or **ci sono**. Do you have any of the same items?

### B. Chi c'è nella foto?

**Parte prima.** Look at the photos and decide if the following statements are true or false.



vero falso

1. C'è una ragazza con i capelli lunghi.
2. Ci sono due ragazzi (maschi).

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**Recycle:** Remind students that they have already seen two other expressions with *c'è* in *Strategie*: *Non c'è male* and *Cosa c'è?*

**Additional Practice:** Bring a bag containing different numbers of the items listed in the inductive presentation and Activity A and include chocolate candies. Students have to guess the number of all the items in the bag, including the chocolates. Award chocolates to all students at the end of the game. You can play the game again by secretly changing the contents.

**Additional Practice:** Working in groups of three or four, students make a list of statements describing the objects and people in the classroom. The group with the most correct statements after four minutes wins. Each statement begins: *Nell'aula...*

**Parte seconda.** Work with a partner and write sentences similar to those in the **Parte prima**. Include a mix of true and false statements.

**Parte terza.** Exchange lists with another group, decide which statements are false, then correct them.

## 2.4 I miei corsi sono interessanti!

### Possessive adjectives

**Presentation Tip:** Continue this inductive presentation by asking students questions using the other forms of the possessive. (*Come sono i tuoi amici? Di che colore è il tuo zaino?*) After practicing with the second-person singular form, move on to the third person: *Come sono i suoi amici? Di che colore è il suo zaino?* Use all the forms of the possessive.



Identify the forms of *my* in the following statements, and then decide if the statements are **vero** or **falso**. Share your answers with the class.

- |   | vero                     | falso                    |
|---|--------------------------|--------------------------|
| 1. I miei corsi sono molto interessanti.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. La mia macchina è nuova.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Il mio zaino è nero.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Le mie lezioni sono sempre di mattina. | <input type="checkbox"/> | <input type="checkbox"/> |

Now, complete the following statements with the appropriate adjectives and share your answers with the class.

- I miei parenti (*relatives*) sono...
- La mia casa è...
- Il mio libro d'italiano è...
- Le mie amiche sono...



**1.** Possessive adjectives (**gli aggettivi possessivi**) are equivalent to English *my, your (sing.), his/her, our, your (pl.), their*. Just like the adjectives we have seen in this chapter, possessive adjectives agree in gender and number with the noun they modify. Unlike most adjectives, however, they precede the noun.

Fill in the missing definite articles and possessive adjectives:

	SINGOLARE		PLURALE	
	MASCHILE	FEMMINILE	MASCHILE	FEMMINILE
<i>my</i>	il mio		i miei	le mie
<i>your (tu)</i>		la tua	i tuoi	
<i>his/her/its/your (Lei)</i>	il suo*	la sua	i suoi	le sue
<i>our</i>		la nostra		le nostre
<i>your (voi)</i>	il vostro		i vostri	
<i>their</i>	il loro	la loro	i loro	le loro

### STUDY TIP

Look for regularities and highlight them. Language is very systematic—there is no need to memorize all the items in a table.

Answers to this activity are in Appendix 2 at the back of your book.

\*The **s** in **suo, sua**, and so on may be capitalized (**Suo, Sua**) to distinguish between *his/her/its* and *your (formal)*, just as with **lei/Lei**.

2. Note that:

a. The **loro** form is invariable—it is always **loro** no matter which noun follows.

**la loro macchina**

**i loro amici**

b. The only irregular forms are **miei**, **tui**, and **suoi**. The rest of the adjectives change their ending to **-o**, **-a**, **-i**, **-e** to match the gender and number of the noun.

c. If the noun ends in **-e** or an accented vowel, the endings of the possessive adjective may not always match those of the noun:  
**il mio esame, le nostre città.**

3. In Italian, the possessive adjective agrees in gender and number with the noun it modifies, not with the person or thing that owns it. For this reason, the forms of *his/her* are ambiguous.

**Il suo cane è grande.**

*His/Her dog is big.*

**La sua macchina è rossa.**

*His/Her car is red.*

To clearly specify the possessor, you can use **di** (*of*) + the name of the person.

**Il cane di Marcella è grande.**

*The dog of Marcella is big.  
(Marcella's dog is big.)*

**La macchina di Roberto è rossa.**

*The car of Roberto is red.  
(Roberto's car is red.)*

**A. Scegli il possessivo.** Choose the appropriate possessive adjective to complete the sentence.

- Ho molti libri nello zaino. \_\_\_\_\_ libri sono pesanti (*heavy*)!  
a. Le mie      b. Il mio      c. La mia      d. I miei
- Sandro e io abbiamo tante amiche. \_\_\_\_\_ amiche sono molto simpatiche.  
a. La nostra      b. I nostri      c. Le nostre      d. Le sue
- Margherita e Salvatore hanno un gatto. \_\_\_\_\_ gatto ha 12 anni.  
a. Il loro      b. Il suo      c. I loro      d. I suoi
- Tu e Giancarlo avete pochi compiti (*homework*) stasera! \_\_\_\_\_ compiti sono anche facili.  
a. I loro      b. I vostri      c. I nostri      d. Le vostre

**B. Ascolta.** Listen as your instructor describes some people. Complete each description by selecting the appropriate possessives.

- (I suoi / I tuoi) cani e gatti sono belli e simpatici.
- (I vostri / I loro) compiti di matematica sono particolarmente difficili.
- (I nostri / I vostri) amici sono simpatici, intelligenti e attivi.
- Purtroppo (*Unfortunately*) (i miei / i tuoi) sci sono vecchi.
- Purtroppo (i nostri / i vostri) spaghetti sono sempre freddi.

**Note:** Encourage students to explain why they chose their answer.



**Activity B (Script):** 1. A Maria piacciono gli animali domestici. 2. Tommaso e gli amici hanno molti compiti stasera. 3. Tu e Maria avete molti amici all'università. 4. Ti piace molto sciare. 5. Al ristorante Marco ed io ordiniamo gli spaghetti al ragù.

**Activity B (Answers):** 1. I suoi  
2. I loro 3. I vostri 4. i tuoi 5. i nostri

**C. Le nostre cose.** With a partner, take turns describing the belongings or the people associated with the individuals listed below. Be sure your descriptions for each are different. Use the adjectives provided or come up with your own.

grasso grande  
 piccolo simpatico cattivo  
 giallo verde azzurro nero  
 stressante tranquillo difficile  
 facile divertente disordinato  
 ordinato interessante  
 noioso buono

**Esempio:** Sara (la macchina) → La sua macchina è rossa.

1. Sara (il computer, la bicicletta, la casa)
2. io (gli amici, la famiglia, la casa)
3. Mirko (il corso avanzato di matematica, lo scooter, la vita)
4. Silvia e Gianni (la macchina, il professore di chimica, il computer)
5. tu e i tuoi amici (gli esami, i corsi)

**D. Le tue cose.** Look at the list below and check off the items that you have. Then show your list to your partner. He/she will ask you for more information about your list using the questions provided below.

Come si chiama?

Di che colore è?

Quanti anni ha?

Com'è?

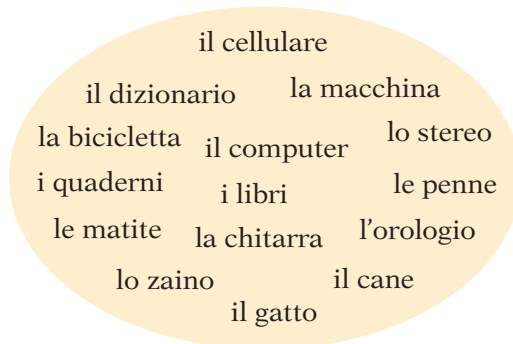
**Esempio:** S1: un cane  sì  no

S2: Come si chiama il tuo cane?

- |   | sì                       | no                       |
|---|--------------------------|--------------------------|
| 1. una macchina   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. una bicicletta   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. un fidanzato / una fidanzata ( <i>serious boyfriend/girlfriend</i> ) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. un programma televisivo preferito                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. una stazione radio preferita   | <input type="checkbox"/> | <input type="checkbox"/> |

## E. Il ladro! (Thief!)

**Parte prima.** You and your partner have been robbed! Each person selects five items from the list provided. Take turns telling your partner, **il carabiniere** (*police officer*), what **il ladro** took. Your partner will take notes.



**Esempio:** **S1:** Cosa ha preso il ladro? (*What did the thief take?*)  
**S2:** Il mio cellulare...

**Parte seconda.** The police officer needs descriptions of your possessions. Working from your notes from **Parte prima**, ask your partner to describe each stolen item.

**Esempio:** **S1:** Com'è il Suo cellulare?  
**S2:** È...

**Parte terza.** The police officer needs a description of **il ladro**. Take turns describing him/her while the police officer makes a sketch. Make your description as complete as possible; be sure to give the colors of his/her hair, eyes, and so on. Share your sketches with the class. Here are some additional words that might come in handy: **la giacca** (*jacket*), **le scarpe** (*shoes*), **la maglietta** (*T-shirt*), **i jeans**.

**Suggestion:** Before beginning this activity, ask each student to imagine the thief and make a sketch. Alternatively, have students describe a classmate; their partners guess which classmate is the thief.

## Cultura

### Ascoltiamo!

#### I cognomi° degli italiani

I... *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?



**Note:** If you prefer to present the lecture yourself, the script and support materials for this activity are in the *Instructor's Manual*. Remind students to ask questions when they don't understand, using the expressions inside the front cover of the book.

**Pre-listening:** Ask students *Come ti chiami?* Be sure to elicit both their first (*nome*) and last name (*cognome*). If you know its origin, use your last name as an example (or some of your students', if appropriate) to introduce the theme of the mini-lecture.



**Activity B (Answers):** 1. Grassi, a  
2. Verdi, f 3. Napolitano, d 4. DeMarco,  
e 5. Monti, d 6. Allegri, b 7. Biondi, a  
8. Medici, c 9. Alberti, e 10. Piccolo, a

## IN ITALIA

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

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



**CLICCA QUI** To  
find out more about  
common Italian family names,  
go to the *Avanti!* website,  
**Clicca qui** ([www.mhhe.com/avanti2](http://www.mhhe.com/avanti2)).

**Note:** Family names, such as *Volpe*, that derive from names of animals may have originated as personality or physical descriptions, or they may have referred to a particular geographical area where these animals are or were once found.



### Parole per leggere

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

**Suggestion:** Ask students to divide the last names in the illustrated list according to the categories from *Ascoltiamo!*

**A. Osserva ed ascolta.** Watch and listen as the instructor explains the origins of many Italian family names. During the presentation, pay attention to her facial expressions, intonation, and gestures as well as what she says, along with accompanying images and captions to understand the meaning.

**B. Completa.** Write each **cognome** that the instructor says. Then, using the information you heard 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.

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

## 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 make a list of three common American last names. Use what you learned in *Ascoltiamo!* to determine their origins.

**B. Al testo!** Now, read the article, then work with a partner to complete the sentences with the following words:

cognomi	inglese	rosso	sono (2)
è	italiano	questi	spagnolo
francesi (2)			

## I confini invisibili



### 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 i Russo, i Rossini, i de Rossi: i loro cognomi derivano tutti dal colore rosso, come Rousseau e

Leroux in Francia, e rientrano nel gruppo semantico (con lo stesso senso) più diffuso in Italia. In Francia e Inghilterra vincono i «fab-

bro» (Lefebvre, Fauré, Le Goff, Smith... equivalenti a Ferrari/Ferrero), nei Paesi nordici i «di Giovanni» (Hansen, Johannsson, Jensen,

Ivanov), in Romania e Grecia i «prete» (Popescu, Papadopoulos), in Spagna l'«orso»: García.

1. I cognomi Rossi, Russo, Rossini e de Rossi \_\_\_\_\_ italiani, mentre (*while*) i cognomi Rousseau e Leroux sono \_\_\_\_\_. Questi cognomi derivano dal colore \_\_\_\_\_.
2. I cognomi \_\_\_\_\_ più diffusi sono Lefebvre, Fauré e Le Goff. L'equivalente cognome \_\_\_\_\_ è Smith. Quello \_\_\_\_\_ invece (*instead*) è Ferrari o Ferrero.
3. In Scandinavia i cognomi tipo «(di) Giovanni» \_\_\_\_\_ Hansen, Johannsson e Jensen. \_\_\_\_\_ cognomi derivano dal nome del padre.
4. I \_\_\_\_\_ che derivano da una professione, tipo «Prete» in Italia, sono Popescu in Romania e Papadopoulos in Grecia.
5. «García» vuol dire «orso» ed \_\_\_\_\_ un cognome \_\_\_\_\_.

### C. **Discutiamo!** Answer the following questions.

1. Da dove deriva il tuo cognome? E i cognomi dei compagni di classe?
2. I vostri cognomi hanno origini europee? Se no, di dove sono?
3. Con il movimento di persone nel mondo, il cognome è ancora un valido segno d'identità?



## Scriviamo!

### Cerco compagno/a di casa...

Looking for the perfect housemate? How would you describe yourself in order to find the ideal match? Use the form provided to jot down the information requested. Then use your answers to write a paragraph in which you describe yourself, your likes, and dislikes. Remember that to make a good match, you need to offer lots of information! You must answer all of the following questions, but your description should not be limited only to the answers.

**Come ti chiami?** \_\_\_\_\_

**Quanti anni hai?** \_\_\_\_\_

**Di dove sei?** \_\_\_\_\_

**Come sei?** \_\_\_\_\_

**Cosa ti piace?**      **la musica**      **Quale?** \_\_\_\_\_

**la cucina**      **Quale?** \_\_\_\_\_

**lo sport**      **Quale?** \_\_\_\_\_

**il cinema**      **Quale?** \_\_\_\_\_

**Sei fumatore/fumatrice (a smoker)?** \_\_\_\_\_

**Hai animali?** \_\_\_\_\_

**Altro:** \_\_\_\_\_

In groups of three or four, read each other's ads and then decide whether you would be compatible roommates or not. Be prepared to share your responses with the class.



## Parliamo!

### Amnesia totale!

Your instructor will tape the name of a famous person on your back. You must go around the room asking yes/no questions to figure out who you are. Two rules: you can only ask questions whose answers are either **sì** or **no**, and everyone must only speak Italian. When you think you know who you are, check with your instructor. If you're right, you may sit down.

**Suggestion:** Teach students the adjectives *vivo/morto*. A list of famous names can be found in the *Instructor's Manual*.

**Suggestion:** Brainstorm the questions students will need for the activity before you begin.

# Guardiamo!

## Film *Nuovo Cinema Paradiso*

(Commedia. Italia. 1990. Giuseppe Tornatore, Regista. 124 min.)

**A. Anteprima.** With a partner, describe the stereotypically beautiful/handsome Italian. Provide as much detail as possible.

**B. Ciak, si gira!** Alfredo asks Totò to describe Elena. Complete the following sentences with the words that Totò uses in response to the question **Com'è?** If you need help, use the list below.

<b>azzurri</b>	<b>lunghi</b>	<b>semplice</b>	<b>Activity B (Answers):</b> 1. Magra 2. lunghi 3. castani 4. grandi 5. azzuri 6. semplice 7. piccola
<b>castani</b>	<b>magra</b>		
<b>grandi</b>	<b>piccola</b>		

Simpatica. Ha l'età mia. \_\_\_\_\_.<sup>1</sup> Con i capelli \_\_\_\_\_,<sup>2</sup>  
\_\_\_\_\_.<sup>3</sup> Gli occhi \_\_\_\_\_,<sup>4</sup> \_\_\_\_\_.<sup>5</sup> L'espressione  
\_\_\_\_\_.<sup>6</sup> E una \_\_\_\_\_<sup>7</sup> macchia di fragola\* sulle labbra.

After watching the scene, check your answers against your partner's.

**C. È fatto!** Quanto è simile Elena alla vostra descrizione della classica bellezza italiana? Com'è diversa? E Totò, com'è?

### IN AMERICA

Can you match the following famous Italian Americans with their original **cognomi**?

- |                    |                |
|--------------------|----------------|
| 1. Mary Lou Retton | a. Coppola     |
| 2. Nicolas Cage    | b. Siciliano   |
| 3. Tony Bennett    | c. Masciarelli |
| 4. Penny Marshall  | d. Rettoni     |
| 5. Charles Atlas   | e. Totto       |
| 6. Georgia O'Keefe | f. Benedetto   |

In America (Answers): 1. d 2. a 3. f 4. c 5. b 6. e



**Note:** A new version of the film was released in 2002. The scene in that version is in the DVD Chapter 18, "Salvatore's Footage," 1:19–1:20.

**Note:** Stop the film when Alfredo exclaims *l'amore!*

**Riassunto:** A famous Italian filmmaker, Salvatore (Salvatore Cascio) returns to his hometown in Sicily after an absence of 30 years. While at home, he remembers the events that shaped his life, especially his friendship with Alfredo (Philippe Noiret), who first introduced him to movies.

**Scena:** (DVD Chapter 17 "Salvatore's Footage," 1:07:43–1:08:43): In this scene a teenage Salvatore (Totò) plays back the movie footage he just shot, including scenes of Elena, the new girl in school. Alfredo, who is now blind, can't see the film, so he asks Totò to describe her to him.

**Additional Practice:** You may wish to also show a clip from the film *Johnny Stecchino*. You can find an activity to accompany it in the *Instructor's Manual*.

\*beauty mark; literally, spot of strawberry

## Domande ed espressioni

<b>c'è / ci sono</b>	there is / there are
<b>Che tempo fa?</b>	What is the weather like?
<b>Fa bello/brutto/caldo/freddo.</b>	It's beautiful/bad/hot/cold (weather).
<b>Com'è... ? / Come sono... ?</b>	What is he/she/it like? / What are they like?
<b>Come stai? / Come sta?</b>	How are you ( <i>inform./form.</i> )?
<b>bene</b>	well, fine
<b>benissimo</b>	great
<b>così così</b>	so-so
<b>insomma</b>	not very well
<b>molto bene</b>	very well
<b>non c'è male</b>	not bad
<b>Come va?</b>	How's it going?
<b>Cosa c'è?</b>	What's the matter?
<b>Mi diverto.</b>	I have / I am having fun / a good time.
<b>Quanti anni hai/ha?</b>	How old are you ( <i>inform./form.</i> )?
<b>Sei americano? / È americano?</b>	Are you ( <i>inform./form.</i> ) American?
<b>Sono di (+ city) / Sono (+ nationality)</b>	I'm from ( <i>Chicago</i> ) / I'm ( <i>American</i> )
<b>Sono nato/a...</b>	I was born in ( <i>name of city</i> )

## Verbi

<b>avere</b>	to have
<b>avere caldo/freddo/sete/fame</b>	to be hot/cold/thirsty/hungry
<b>avere paura/sonno/ragione/torto</b>	to be afraid/sleepy/right/wrong
<b>avere mal di gola/pancia/testa</b>	to have a sore throat / stomachache/headache
<b>essere</b>	to be

## Sostantivi (le parti del corpo)

<b>i capelli</b> ( <i>m. pl.</i> )	hair (blond/brown/straight/curly)
<b>(biondi/castani/lisci/ricci)</b>	
<b>il dente / i denti</b> ( <i>pl.</i> )	tooth / teeth
<b>la gola</b>	throat
<b>il labbro / le labbra</b> ( <i>f. pl.</i> )	lip / lips
<b>le lenti a contatto</b> ( <i>f. pl.</i> )	contact lenses
<b>il naso</b>	nose
<b>l'occhio</b>	eye
<b>gli occhi</b> ( <i>m. pl.</i> )	eyes (blue/brown/green)
<b>(azzurri/castani/verdi)</b>	
<b>gli occhiali</b> ( <i>m. pl.</i> )	eyeglasses
<b>l'orecchio / le orecchie</b> ( <i>f. pl.</i> )	ear / ears
<b>la pancia</b>	stomach

## Sostantivi (i paesi)



<b>l'Australia</b>	Australia
<b>l'Austria</b>	Austria
<b>il Canada</b>	Canada
<b>la Cina</b>	China
<b>Cuba</b>	Cuba
<b>la Francia</b>	France
<b>la Germania</b>	Germany
<b>il Giappone</b>	Japan
<b>l'Inghilterra</b>	England
<b>l'Irlanda</b>	Ireland
<b>l'Italia</b>	Italy
<b>il Messico</b>	Mexico
<b>il Portogallo</b>	Portugal
<b>la Spagna</b>	Spain
<b>gli Stati Uniti</b>	United States
<b>la Turchia</b>	Turkey

## Aggettivi (le nazionalità)

<b>americano</b>	American
<b>australiano</b>	Australian
<b>austriaco</b>	Austrian
<b>canadese</b>	Canadian
<b>cinese</b>	Chinese
<b>cubano</b>	Cuban
<b>francese</b>	French
<b>giapponese</b>	Japanese
<b>inglese</b>	English
<b>irlandese</b>	Irish
<b>italiano</b>	Italian
<b>messicano</b>	Mexican
<b>portoghese</b>	Portuguese
<b>spagnolo</b>	Spanish
<b>tedesco</b>	German
<b>turco</b>	Turkish

## Aggettivi (i colori)

<b>arancione</b>	orange
<b>azzurro</b>	(sky) blue
<b>beige</b>	beige
<b>bianco</b>	white
<b>blu</b>	dark blue
<b>giallo</b>	yellow
<b>grigio</b>	gray
<b>marrone</b>	brown
<b>nero</b>	black
<b>rosa</b>	pink
<b>rosso</b>	red
<b>verde</b>	green
<b>viola</b>	violet

## Aggettivi (le caratteristiche personali)

<b>allegro</b>	happy
<b>alto</b>	tall
<b>ammalato</b>	ill
<b>antipatico</b>	unkind, unpleasant
<b>anziano</b>	old, elderly ( <i>persons</i> )
<b>arrabbiato</b>	angry
<b>attivo</b>	active
<b>basso</b>	short
<b>bello</b>	handsome
<b>brutto</b>	ugly
<b>buffo</b>	funny
<b>buono</b>	good
<b>cattivo</b>	bad, naughty, mean
<b>contento</b>	content
<b>curioso</b>	curious
<b>debole</b>	weak
<b>difficile</b>	difficult
<b>disordinato</b>	disorganized, messy
<b>divertente</b>	entertaining, fun
<b>estroverso</b>	extroverted
<b>felice</b>	happy
<b>forte</b>	strong
<b>generoso</b>	generous
<b>giovane</b>	young
<b>grande</b>	big, great
<b>grasso</b>	fat
<b>impegnato</b>	busy
<b>innamorato</b>	in love
<b>intelligente</b>	intelligent
<b>interessante</b>	interesting
<b>introverso</b>	introverted
<b>lento</b>	slow
<b>libero</b>	free, not busy
<b>lontano</b>	far
<b>magro</b>	thin
<b>nervoso</b>	nervous
<b>noioso</b>	boring
<b>nuovo</b>	new
<b>ordinato</b>	orderly, organized

<b>piccolo</b>	small, little
<b>pigro</b>	lazy
<b>povero</b>	poor
<b>ricco</b>	rich
<b>serio</b>	serious
<b>simpatico</b>	nice
<b>sincero</b>	sincere
<b>stanco</b>	tired
<b>stressato</b>	stressed
<b>studioso</b>	studious
<b>stupido</b>	stupid
<b>tranquillo</b>	calm
<b>triste</b>	sad
<b>vecchio</b>	old
<b>veloce</b>	fast
<b>vicino</b>	near

## Aggettivi possessivi

<b>mio</b>	my
<b>tuo</b>	your ( <i>sing. inform.</i> )
<b>Suo</b>	your ( <i>sing. form.</i> )
<b>suo</b>	his/her/its
<b>nostro</b>	our
<b>vostro</b>	your ( <i>pl.</i> )
<b>loro</b>	their

## Altri aggettivi

<b>molto</b>	many, a lot of
<b>poco</b>	few, not much
<b>quello</b>	that
<b>questo</b>	this