

# A Guided Tour of the *Avanti!* Textbook

## Chapter Opener ▶

The text is divided into 16 chapters. Striking fine art openers by classical and contemporary Italian artists establish the chapter theme and present an overview of the history of Italian art. For each fine art piece, two new activities—one language-based and one focusing on art appreciation—are available in the *Instructor's Manual*. The opener also includes a list of functional objectives and the media resources available to students and instructors.



## Strategie di comunicazione

Each chapter begins with video segments of native Italians filmed on location in Italy using high-frequency expressions in real-life contexts that students can use immediately to meet their own communicative needs. Through the video, students see and hear Italians of all ages and backgrounds from all different parts of Italy. In addition to “what” Italians are saying, the video lets students see “how” Italians say it, including gestures, posture, and intonation. This section contains ample activities for students to practice the communication strategies modeled in the video clips.

## Lessico ▶

This section presents thematically grouped vocabulary in meaningful contexts using visually appealing illustrations, photographs, dialogues, and mini-readings with an abundance of activities for vocabulary development. English glosses are avoided wherever possible so that students can make form-meaning connections directly in Italian.

## 2 Com'è?



Amore e Fede (1865) (sculpture) (1796-1800), Antonio Canova (Lisbon, Parigi, marmo)

**SCOPI**

In this chapter you will learn:

- to ask how someone is
- to ask someone's nationality
- to describe people, places, and things
- to recognize the origins of different family names in Italian
- 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
- to express your age

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### Lessico

**Sono allegro!**  
Distinguishing 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

austriaco

forte

basso

vedovo

Here are more adjective pairs of opposites:

bello (beautiful) = brutto (ugly)	impiegato (busy) = libero (free/not busy)
spagnolo (Spanish) = austriaco (Austrian)	nuovo (new) = vecchio (old)
divertente (entertaining, fun) = noioso (boring)	simpatico (nice, pleasant) = antipatico (unfriendly, unpleasant)
grande (big) = piccolo (small)	vicino (near) = lontano (far)

**In italiano**

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

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

**Fa bello.** (It's beautiful.)    **Fa brutto.** (It's badly/ugly weather.)  
**Fa caldo.** (It's hot.)    **Fa freddo.** (It's cold.)    **Fa caldo.** (It's hot.)    **Fa freddo.** (It's cold.)

**I colori**

blu	verde	rosso	rosa	giallo
viola	arancione	marrone	nero	bianco
grigio				

Paolo arrabbiato, triste, allegro, ammalato, stressato, stanco, immenso  
 Paolo sta bene perché è \_\_\_\_\_  
 Sta male perché è \_\_\_\_\_  
 Sta così perché è \_\_\_\_\_

**Parte seconda. Il te, 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.  
 Sta bene perché sono... (Don't use bene perché sono...)

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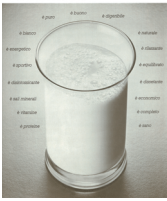
## Strutture

### 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 nouns and the adjectives?

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



What happens to the adjectives in the advertisement if we change il latte to Frischo miralatte, la bevanda, or il latte? Which adjectives are appropriate and how would they change?

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

Strutture 37

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

	INCOGNITO	PIÙ COGNITO
maschile	il ragazzo alto	il ragazzo alto
femminile	la donna alta	la donna alta

Now: 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 pizza e il quadrato sono rotondi.

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

le ragazze	altissime	gli zaini	molto
i quaderni	gialli	la signorina	impaginata
il bambino	bravissimo		

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

	INCOGNITO	PIÙ COGNITO
maschile	il corso interessante	il corso interessante
femminile	la casa grande	la casa grande
	l'automobile francese	l'automobile francese

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

la informazione	importante	il ragazzo	velocissimo
lo studente	intelligente	il mio	difficile
la bambina	brava		

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

una giacca	blu	due t-shirt	felice
due bambini	rosa	un quadrato	viola

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

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## Strutture

There are three to five structure points in each chapter of *Avanti!* Each grammatical structure is introduced by an inductive activity that encourages students to analyze the grammatical point in question and formulate the rules themselves. Each inductive activity is followed by a concise, interactive explanation of the structure in English with examples in Italian. Communicative activities that provide meaningful interaction follow. Additional practice activities can be found at **Connect Italian** ([www.connectitalian.com](http://www.connectitalian.com)) and in the *Workbook / Laboratory Manual*.




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

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

**In Italia**


Italy ranks 20th in the world in cell phones per capita: 88 million phones for a population of 60 million people.\* While convenient, they can also ring at inopportune moments and their use is prohibited in some places. For example, it is common to see large announcements posted inside churches reminding visitors that **il cellulare non ti serve** (doesn't help you) **per parlare con Dio** (God) and signs in museums stating simply, **Spegner** (Turn off) **i telefonini, per favore**. Students' cellphone use is strictly prohibited during national exams.

\*Bloomberg BusinessWeek, August 29, 2011



**A. Un po' di cultura: Forza Azzurri!**

Parte prima. Match the emblems of the most important Italian soccer teams with their (color-based) nicknames.



1. il Milan	a. i Giallorossi
2. la Juventus	b. i Nerazzurri
3. il Palermo	c. i Viola
4. l'Inter	d. i Rossoneri
5. la Roma	e. i Rosanero
6. la Fiorentina	f. i Bianconeri

## Retro ▶

This cultural feature, related to the **In Italia** feature, appears once per chapter and provides in-depth historical information and background on an aspect of Italian culture presented in the chapter. In the third edition, this feature is located in **Connect Italian**. The readings, which are in English in **Capitoli 1–16**, are also available in Italian in **Capitoli 5–16**. Auto-graded true/false comprehension questions have also been added to this feature.

## In italiano ▼

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

**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?**

## Study Tip ▶

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

**Retro**

Can you guess which adjective Italians use most often? To learn more about this topic, go to **Capitolo 2, Retro** in **Connect Italian**.



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## 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**.

## Solo musica

Listen to “Bello e impossibile” by Gianna Nannini and see how many adjectives you can hear. This song is great for pronunciation practice too. Sing along!

**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.



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## ◀ Music Feature

### Solo musica

A song has been selected for each chapter based on either the theme or the grammatical topic allowing students additional opportunities to hear authentic language. The brief text gives students a simple task to perform while listening. Instructor annos for each song are provided in the textbook and additional suggestions for using songs in the classroom, as well as 18 new song activities, are available in the *Instructor’s Manual*. The *Avanti!* iMix playlist featuring these songs is available for purchase at the iTunes® store. For information about how to access this playlist, go to [www.connectitalian.com](http://www.connectitalian.com).

### Additional Features ▼

#### Il blog di...

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

#### Per saperne di più

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

The screenshot shows a web browser window with the URL [www.connectitalian.com](http://www.connectitalian.com). The page features a navigation bar with links for "Profilo", "Amici", "Reti", and "Cassella". The main heading is "Il blog di Emiliano—Roma" with an Italian flag icon. Below the heading is a profile card for Emiliano Betti, including a photo, his name, age (33), and profession (ingegnere informatico). A short paragraph describes his favorite area in Rome and his interests. A "Video Connection" section at the bottom includes a play button icon and a link to a video about Rome.

Nome: **Emiliano Betti**  
Età: **33 anni**  
Professione: **ingegnere informatico**

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

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

Sono Emiliano e sono di Roma, ma non sono senatore romano! Ti piace la toga?

**Video Connection**  
Per vedere Roma e i posti preferiti di Emiliano, guarda il video **Il blog di Emiliano** sul video di *Avanti!*

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