

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 **Struttore** 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 **Struttore** 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.

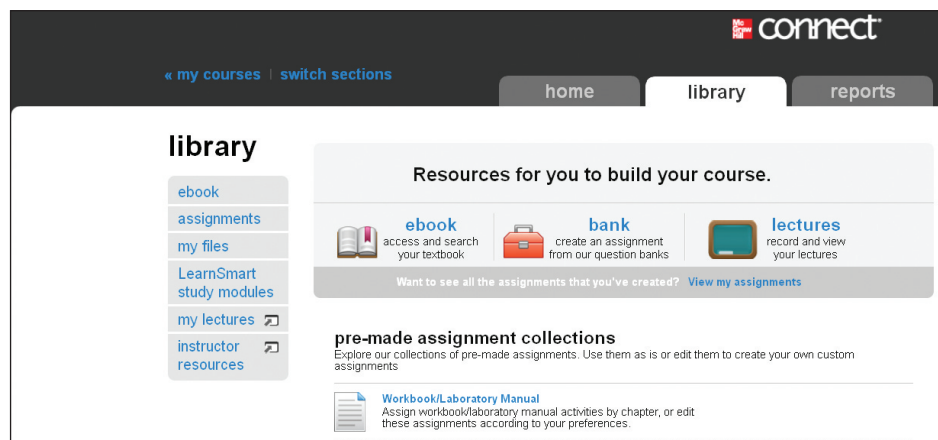
What's New for the Third Edition?

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.



- **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!


Quale delle parole seguenti
non appartiene al gruppo?
il latte, il gelato, la
frutta, la borsa

Do you know the answer? (Be honest.)

Yes Probably Maybe No—just guessing

- **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.

Question #3 (of 3) next ▶ 🖨️



Follow the **Voice Board** instructions below to participate in this group discussion.

Parte terza. Record and post your descriptions to the **Voice Board**. Then, listen to a classmate's descriptions of Silvia and Roberto. Decide if Silvia and Roberto are compatible enough to take a two-week biking tour of Italy together and briefly explain why.


Click play to listen to the example.

play ▶

Esempio: Sì, sono compatibili perché Silvia e Roberto sono allegri e sportivi.
No, non sono compatibili perché Silvia non è sportiva.

How to post on the Voice Board:

- Select a classmate's post, or choose a classmate from the Participants dropdown, and click the play button to listen
- Click Reply to respond to a classmate, or New to record your own post
- Use **special characters** if you type a response

 Need more help?

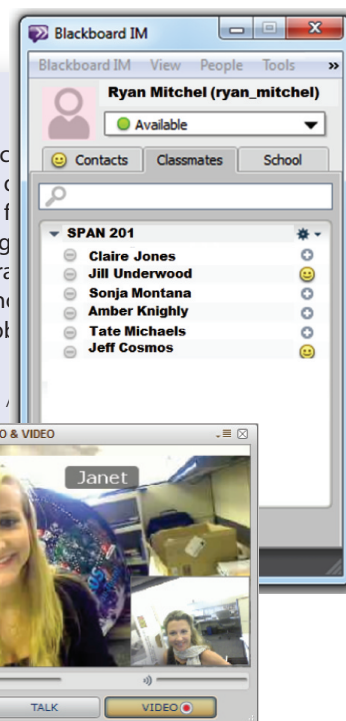
- Blackboard Instant Messaging activities facilitate real-time interaction via text instant messaging, voice, or video chat. The white board and screen-sharing tools that come with the voice tools provide opportunities for collaboration, and the virtual office hours tool allows you to meet online with 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^o

Lavorate in due per creare una lista di cinque persone a cui regalare. Queste persone possono essere i vostri compagni di classe che tutti conoscono. Scrivete i nomi delle persone su un foglio e alle caratteristiche di ogni persona per decidere che regalo concreto (una nuova automobile, una casa al mare) o astratto (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 al lupo!

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



The image shows a screenshot of the Blackboard IM interface. The main window displays a contact list for a course titled 'SPAN 201'. The contacts listed are Claire Jones, Jill Underwood, Sonja Montana, Amber Knighly, Tate Michaels, and Jeff Cosmos. Each contact has a status indicator (e.g., Available) and a smiley face icon. Below the contact list, there is a video chat window showing a woman named Janet. The video chat window includes a 'TALK' button and a 'VIDEO' button with a red indicator.

- **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

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 Garcia Martin Rossi Schmidt Smith

In Italia

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

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

Ascoltiamo!

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?

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 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.

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

B. Al test!

Parte prima. Now, read the article.

RELAX

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.

I 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-» (Hansen, Johansson, Jensen, i «preti» (Popescu, Papadopoulos), in Spagna i «orsi» Garcia.

Parte seconda. Complete the sentences with the following adjectives.

francesi (2)	inglese	italiani	rumeno
greco	italiano (2)	nordici	spagnolo

1. Rossi, Russo, Rossini e de Rossi sono cognomi _____. Anche Rousseau e Leroux derivano dal colore rosso, ma sono cognomi _____.
2. Lefebvre, Fauré e Le Goff sono cognomi _____. Smith è l'equivalente cognome _____ Ferrari o Ferrero è l'equivalente cognome _____.
3. Hansen, Johansson e Jensen sono i cognomi _____ più diffusi. Questi cognomi derivano dal nome del padre.
4. Popescu è un cognome _____. L'equivalente cognome _____ è Papadopoulos. L'equivalente cognome _____ è Prete. Questi cognomi derivano da una professione.
5. Garcia vuol dire «orso». È un cognome _____. Questo cognome deriva dal nome di un animale e descrive la personalità o il carattere.

C. Discutiamoli!

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?

PAROLE PER LEGGERE

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

- **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.

- | | |
|--|---|
| _____ vedere uno spettacolo a teatro | _____ andare a concerti di musica leggera, ecc. |
| _____ guardare un film al cinema | _____ partecipare a eventi sportivi / manifestazioni sportive |
| _____ visitare musei o mostre (art exhibits) | _____ ballare in discoteca |
| _____ 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.



www.connectitalian.com

- **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.)

ACTFL 2011 Digital Focus Group

Arizona State University

Chiara Dal Martello

College of DuPage

Mirta Pagnucci

Florida International University

Antonietta di Pietro

Magda Novelli Pearson

Purdue University

Annalisa Mosca

Reviewers

Arizona State University

Gina Pietrantoni

Auburn University

Giovanna Summerfield

Baruch College

Antonietta D'Amelio

Baylor University

Julia Kisacky

Borough of Manhattan

Community College

Maria Enrico

Bowdoin College

Anna Rein

Bridgewater State University

Vincent Cuccaro

Brown University

Cristina Abbona-Sneider

City College of San Francisco

Marta Baldocchi

Claudio Concin

Giorgio Spano

College of DuPage

Eileen Juskie

Mirta Pagnucci

Colorado College

Kathleen Bizzarro

Connecticut College

Frida Morelli

Daemen College

Judi Mazziotti

Drew University

Paolo Cucchi

Mary Ann Mastrolia

Carla Mastropiero

Emanuele Occhipinti

Duke University

Mattia Begali

El Camino College

Anne Cummings

Flagler College

Barbara Ottaviani-Jones

Florida Atlantic University

Myriam Swennen Ruthenberg

Florida International University

Magda Novelli Pearson

George Mason University

Kristina Olson

Hofstra University

Donatella Marchesi

Holy Cross University

Susan Amatangelo

Long Beach City College

Luisa Spanu

Macomb Community College

David Del Principe

Susanna Williams

Montclair State University

Andrea Dini

Monterey Peninsula College

Mary Budris

Mount Holyoke College

Morena Svaldi

Nashua Community College

Susanne Ehrenstein

Nassau Community College

Maria Mann

Naugatuck Valley Community

College

Nancy Esposito

Northern Kentucky University

Hilary Landwehr

Ohio University

Molly Morrison

The Ohio State University

Carla Onorato Wysokinski

Old Dominion University

Antonella O'Neal

Salve Regina University

James G. Mitchell

San Diego State University

Clarissa Clo'

Steven J. Sacco

Santa Monica College

Aned Muñiz

Stetson University

Susanne Eules

Trinity College

Joshua King

University of Arizona

Fabian Alfie

University of California, Davis

Antonella Bassi

Jay Grossi

University of California,

San Diego

Chiara Carnelos

University of Central Florida

Brian Barone

University of Chicago

Madison Dickinson

Claudia Quesito

University of Cincinnati

Joyce Miller

Univeristy of Colorado

Chiara Torriani

University of Georgia

Barbara Cooper

Lino Mioni

Concettina Pizzuti

University of Illinois at Chicago

Chiara Fabbian

University of Illinois Urbana-

Champaign

Eda Derhemi

Giovanni Fiore

Laura Hill

Elysse Longiotti

University of Minnesota

Carlotta Dradi Bower

Kathleen Rider

University of Mississippi

Valerio Cappozzo

University of Montana

Evelina Badery

John Hastings

University of New Hampshire

Piero Garofalo

University of North Texas

Jessica Greenfield

University of San Diego

Silvia Metzger

Emanuela Patroncini

The University of Texas at Austin

Antonella Del Fattore-Olson

Adria Frizzi

University of Vermont

Adriana Borra

University of Wisconsin,

Madison

Daniela Busciglio

Maria Giulia Carone

Giuseppina DiFilippo

Tiziana Serafini

Wayne State University

Silvia Giorgini-Althoen

Satoko Kiyohara

Irene Marletta

Raffaella Medoro

Widener University

Thomas Benedetti

Acknowledgments

I am amazed and truly grateful that we have arrived at the third edition of our text; a labor of love that started 15 years ago. I thank once again my co-author, Diane Musumeci, for the thoughtful adjustments and the extraordinary new material that she has added to this edition. I also thank her for supporting me and the project when my attention had to be directed elsewhere. I will always be profoundly grateful to Susan Blatty, managing development editor, for her dedication to this project and the hours she spent editing, following every detail, and chasing me down for responses. I will never cease to be amazed by her focus, composure, patience and most of all her kindness and generosity. I also thank Katie Stevens, our managing director, and Kimberley Sallee, our brand manager, for their consistent interest in our approach and their kind and sustained support.

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 Muñoz 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

We would also like to gratefully acknowledge all of the people who worked tirelessly to produce *Avanti!* and its new digital supplements. Our sincere thanks to Chris Schabow, our wonderful project manager from The Left Coast Group, and her McGraw-Hill colleagues in production: Jane Mohr and Sue Culbertson, as well as our copyeditor Deborah Bruce-Hostler.

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 Pietrantoni, 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.