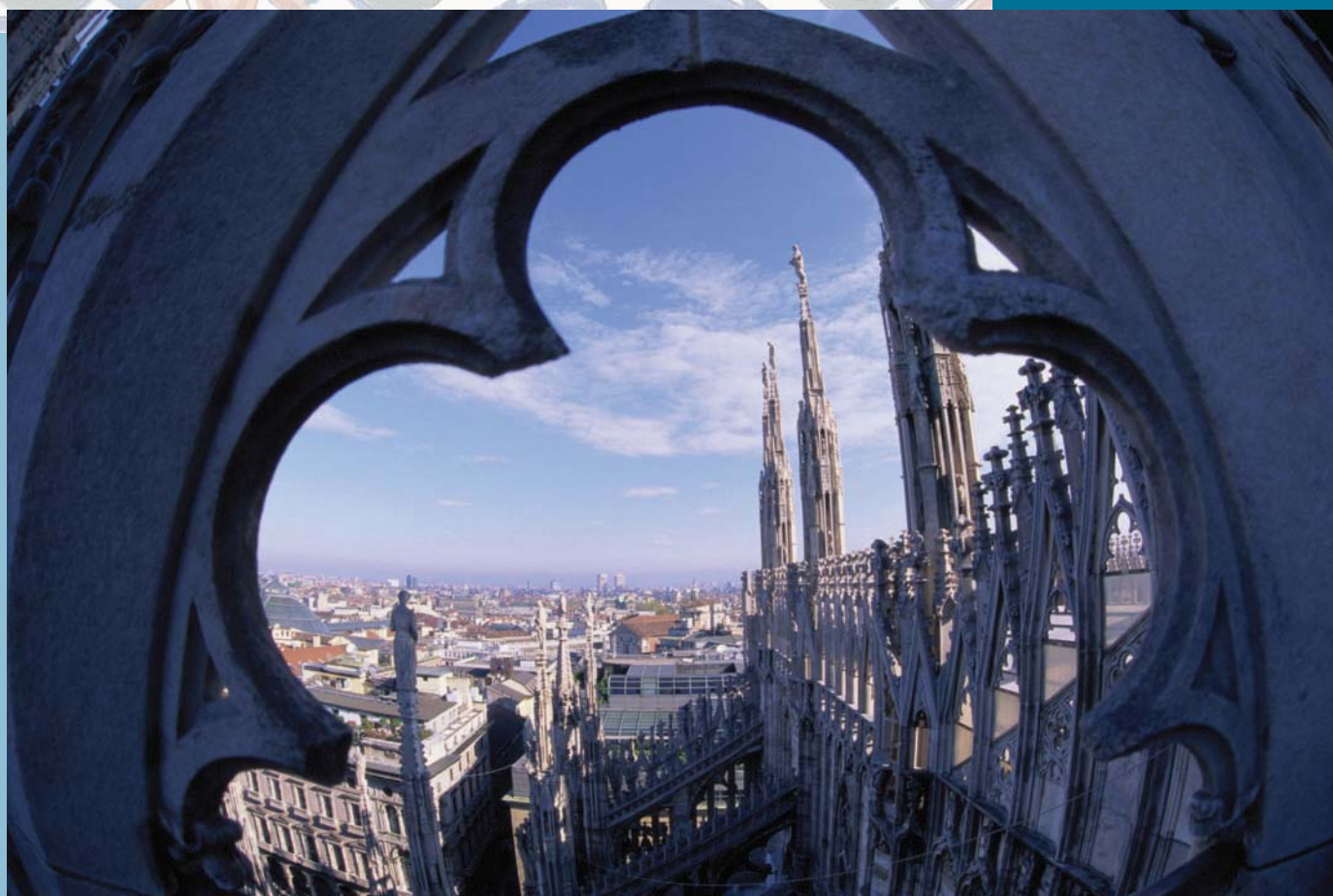


# Una città italiana

Una... An Italian city

CAPITOLO

1



Milano

## IN BREVE

### Grammatica

- A.** Nomi: genere e numero
- B.** Articolo indeterminativo e **buono**
- C.** Presente di **avere** e pronomi soggetto
- D.** Espressioni idiomatiche con **avere**

### Nota culturale

Parole italiane in inglese

### Invito alla lettura

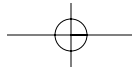
Le venti regioni d'Italia

### Curiosità

Bancomat e Internet Café

### FUNZIONI COMUNICATIVE

- Chiedere e dare indicazioni



## Vocabolario preliminare

This section launches each chapter with words and phrases that will be used throughout the chapter. The *Dialogo-Lampo* introduces the chapter theme, and the accompanying vocabulary expands on it. After repeating the *Dialogo-Lampo* and the vocabulary, students should be encouraged to vary the dialogue with vocabulary items. A series of exercises reinforces the new vocabulary.

### DIALOGO-LAMPO

#### Per strada

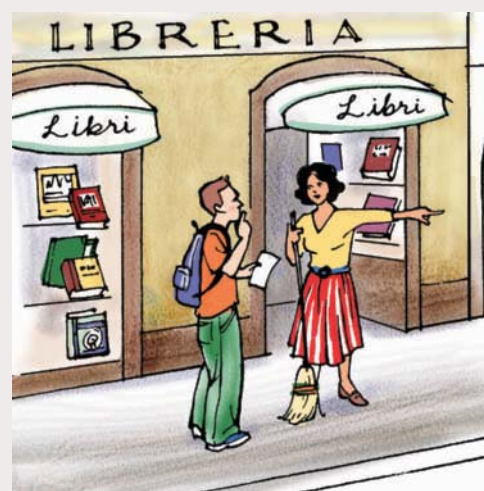
STUDENTE: Scusi, signora, un'informazione. C'è una farmacia qui vicino?

SIGNORA: Sì, in Via Marco Polo. Sempre dritto e poi a sinistra. Vicino ci sono due negozi e un cinema.

STUDENTE: Grazie e buon giorno!

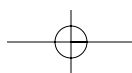
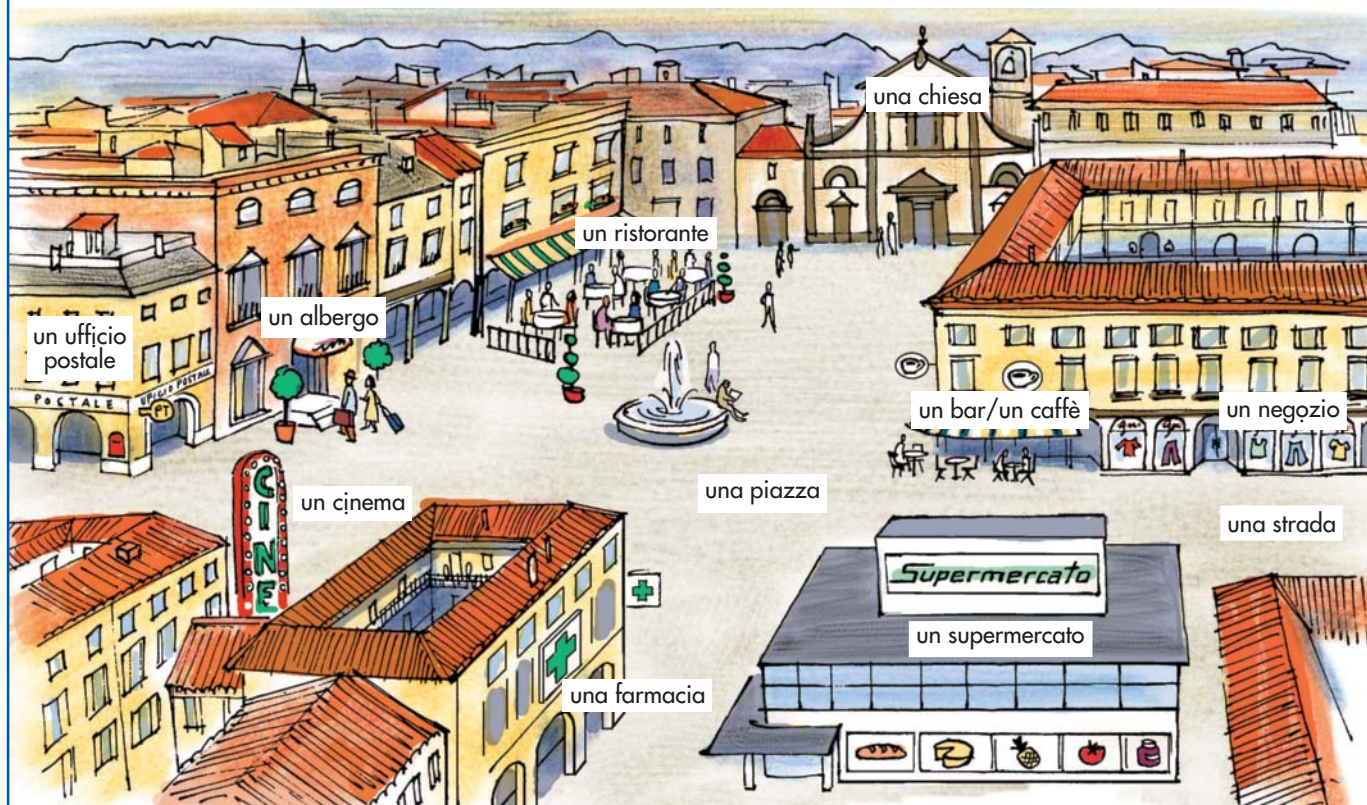
SIGNORA: Prego e arrivederci!

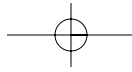
1. Dov'è (*where is*) la farmacia?
2. Cosa c'è vicino?
3. È giorno o sera?



An audio recording of the vocabulary presented in the *Vocabolario preliminare* of each chapter is available on the *Prego!* website. This icon serves to remind students that they can also use this resource to listen to and practice the pronunciation of new vocabulary for each chapter.

### Una città italiana



**LUOGHI (PLACES)**

**un aeroporto** airport  
**una banca** bank  
**un caffè** coffee; café  
**un museo** museum  
**un ospedale** hospital  
**una scuola** school  
**uno stadio** stadium  
**una stazione** train station  
**un teatro** theater  
**un'università** university  
**una via** street  
**uno zoo** zoo

**MEZZI DI TRASPORTO (MEANS OF TRANSPORTATION)**

**un aeroplano, un aereo** airplane, plane  
**un autobus, un bus** bus  
**un'automobile (feminine), un'auto, una macchina** car  
**una bicicletta, una bici** bicycle, bike  
**una motocicletta, una moto** motorcycle  
**un motorino, uno scooter** moped, motorscooter  
**un treno** train

**INDICAZIONI (DIRECTIONS)**

**a destra** to the right, on the right  
**a sinistra** to the left, on the left  
**dritto** straight  
**sempre dritto** straight ahead

**lì, là** there  
**qui, qua** here  
**qui vicino** nearby

**IN VIAGGIO (ON A TRIP)**

**un biglietto** ticket  
**un'informazione (feminine)** piece of information  
**una valigia (plural valige)** suitcase  
**un viaggio** trip  
**uno zaino** backpack

**ALTRE ESPRESSIONI**

**c'è... , c'è... ?** there is . . . , is there . . . ?  
**ci sono... , ci sono... ?** there are . . . , are there . . . ?  
**dov'è... ?** where is . . . ?  
**ecco** here (it) is, here (they) are; there (it) is, there (they) are

**PREPOSIZIONI SEMPLICI (SIMPLE PREPOSITIONS)**

**a** at, to, in (*a city*)  
**con** with  
**da** from  
**di** of, by  
**in** in, to, into  
**per** for  
**senza** without  
**su** on, over

**Suggestion:** Model pronunciation and then have students read the dialogue in pairs. Ask them to act out the dialogue and expand on it wherever possible, e.g., changing the destination, ticket price, bank address, etc.

**Suggestion:** After review of vocabulary, ask students which vocabulary items they see in the drawing and the map in this section.

**Suggestion:** Model pronunciation and have students repeat after you. Practice places by asking individual students *C'è un ospedale a (name of your institution)? C'è una chiesa a... ?*, etc.

**Presentation:** Bring in photos of various means of transportation. Hold them up and ask students to name each one. Hold up a picture of a bike and ask: *È un treno?* and so on.

**Expansion:** Review previously presented vocabulary by asking students: *C'è una banca qui vicino?* Encourage them to answer by giving directions, e.g., *Sì, c'è una banca a sinistra...*

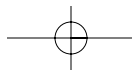
## ESERCIZI

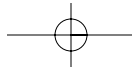
**A. Luoghi, cose e persone (things and people).** Which things and people in list B would you associate with the places in list A?

- A**
- \_\_\_\_\_ un ristorante
  - \_\_\_\_\_ un ospedale
  - \_\_\_\_\_ una scuola
  - \_\_\_\_\_ una stazione
  - \_\_\_\_\_ un aeroporto
  - \_\_\_\_\_ un bar
  - \_\_\_\_\_ un biglietto
  - \_\_\_\_\_ un supermercato
  - \_\_\_\_\_ una via
  - \_\_\_\_\_ uno zoo

- B**
- un viaggio
  - un animale
  - un cappuccino
  - un dottore
  - una studentessa
  - un aereo
  - una pizza
  - una banana
  - un motorino
  - un treno

**Suggestion:** Mention only indefinite articles when reviewing the vocabulary items at this point. Students will learn definite articles in *Capitolo 2*.





**B. Dov'è?** You are new in the area. Ask a local if a particular building is on a given street. Work with a partner and use the map below.

**ESEMPIO:** un museo / Via Mazzini →

**S1:** Scusi, c'è un museo in Via Mazzini?

**S2:** Sì, c'è un museo in Via Mazzini.

1. un albergo / Via Dante
2. un ufficio postale / Via Canova
3. una scuola elementare / Via Gramsci
4. un cinema / Via Botticelli
5. una banca / Piazza Verdi
6. uno zoo / Via Giulio Cesare



**C. Sempre dritto, a destra, a sinistra...** You're at the train station and need to ask for directions. Use the map and work in pairs. Your directions will start from the intersection of Via Giulio Cesare and Via Dante. Don't forget to be polite and thank your partner for the information.

**ESEMPIO:** una banca →

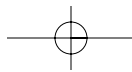
**S1:** Scusi, un'informazione... C'è una banca qui vicino?

**S2:** Sì, è in Piazza Verdi. Sempre dritto per (through) Via Giulio Cesare, poi (then) a destra.

**S1:** Grazie!

**S2:** Prego!

- |                  |                  |                 |
|------------------|------------------|-----------------|
| 1. un ospedale   | 3. una chiesa    | 5. una farmacia |
| 2. un'università | 4. un ristorante | 6. uno stadio   |





### In ascolto

For listening comprehension activities related to the theme of this chapter, see the Laboratory Manual or visit the *Prego!* website.

[www.mhhe.com/prego7](http://www.mhhe.com/prego7)



## Grammatica

### A. Nomi: genere e numero

CAMERIERE: Buon giorno, signorine! Prego...

SIGNORINA 1: Sì, un gelato, una pasta e un'aranciata per favore.

SIGNORINA 2: Anche un panino e due caffè!

CAMERIERE: Sono dieci euro.

SIGNORINA 1: Ecco dieci dollari, va bene?



1. Most Italian nouns (**i nomi**) end in a vowel. Nouns that end in a consonant are of foreign origin. All nouns in Italian have a gender (**il genere**); that is, they are either masculine or feminine, even those that refer to things, qualities, or ideas.

a. Usually, nouns ending in **-o** are masculine. Nouns ending in **-a** are usually feminine.

MASCULINE: amico (*friend*), treno, dollaro, panino

FEMININE: amica (*friend*), bicicletta, strada, studentessa

b. Nouns ending in **-e** may be masculine or feminine. The gender of most of these nouns must be memorized, but nouns ending in **-zione** are always feminine.

MASCULINE: studente, ristorante, caffè

FEMININE: automobile, notte, lezione (*class, lesson*), stazione, situazione

c. Nouns ending in a consonant are usually masculine.

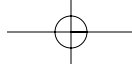
bar, autobus, film, sport

**Summary:** Several grammar points are presented in each chapter. Each is introduced in the context of a short dialogue and is followed by numerous exercises and activities. The short dialogues should be read and repeated briskly. Where possible, words from the dialogue should be used as initial examples when presenting the grammar point. Encourage students to read the grammar section at home before it is presented in class. Avoid lengthy discussion of grammar in class; focus on its application. Provide numerous examples; elicit group repetition, then individual repetition and response. Present the rule and write the paradigm on the board after practicing applications.

**Suggestion:** Model pronunciation and have students act out the scene in pairs. Point out that Italian nouns have gender.

**Suggestion:** Warn students that rules always have exceptions. Encourage them to memorize nouns with their genders. Refer to *Luoghi* (places) in the **Vocabolario preliminare** and ask students to identify masculine and feminine nouns ending in **-e**.

WAITER: Good morning, young ladies! Please... YOUNG LADY 1: Yes, an ice cream, a pastry, and an orange soda, please. YOUNG LADY 2: Also a sandwich and two coffees! WAITER: That will be ten euros. YOUNG LADY 1: Here's ten dollars. Is that OK?



**Presentation:** Write the noun endings on the board in the following manner:

-o	}	masculine
-e		
consonant		
-a	}	feminine
-e		
-zione		

- d. Abbreviated nouns retain the gender of the words from which they derive.

auto *feminine* (from automobile)  
 bici *feminine* (from bicicletta)  
 cinema *masculine* (from cinematografo)  
 foto *feminine* (from fotografia)  
 moto *feminine* (from motocicletta)  
 video *feminine* (from videocassetta)

2. Italian nouns change their endings to indicate a change in number.

	SINGOLARE	PLURALE	
Maschile	-o	-i	treno → treni
Femminile	-a	-e	piazza → piazze
Maschile e femminile	-e	-i	ospedale ( <i>masculine</i> ) → ospedali stazione ( <i>feminine</i> ) → stazioni

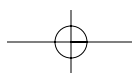
- a. Nouns ending in **-ca** or **-ga** and most nouns ending in **-go** maintain the hard sound of the **c** or **g** in the plural. This sound is represented in writing by adding an **h**. (Nouns ending in **-co** are presented in **Appendix 1, section B**.)

SINGOLARE	PLURALE	
-ca	-che	amica <i>friend</i> → amiche <i>friends</i>
-ga	-ghe	targa <i>license plate</i> → targhe <i>license plates</i>
-go	-ghi	albergo <i>hotel</i> → alberghi <i>hotels</i>

**Suggestion:** Provide ample practice by writing various nouns on the board and asking students to give their plural forms, e.g., *un treno* → *due treni*. Write plural nouns and ask for singular forms. Use this method to review vocabulary and numbers.

- b. Nouns ending with an accented vowel or a consonant do not change in the plural, nor do abbreviated words.

un caffè → due caffè	una città → due città
un film → due film	una foto → due foto
un cinema → due cinema	



## ESERCIZI

A. **Plurali.** Give the plural of the following nouns.

- |                      |                                 |
|----------------------|---------------------------------|
| 1. treno             | 7. bar                          |
| 2. lezione           | 8. nome ( <i>first name</i> )   |
| 3. tè ( <i>tea</i> ) | 9. cognome ( <i>last name</i> ) |
| 4. piazza            | 10. zio                         |
| 5. euro              | 11. autobus                     |
| 6. luogo             | 12. negozio                     |

**Expansion:** Provide singular and plural forms of additional nouns ending in *-ca*, *-go*, *-ga*, *-io*.

B. **Due, per favore!** Working with a partner, imagine that you are in a café. The waiter underestimates your appetite and offers you one of each of the following items, but you want two! Be polite and add **per piacere** or **per favore** to your request.

**ESEMPIO:** un cappuccino →  
**S1:** Un cappuccino, signore/signora?  
**S2:** No, due cappuccini, per favore!



1. un gelato
2. un'aranciata
3. un caffè
4. una pizza
5. un panino
6. un tè
7. uno spumone
8. una pasta
9. un bicchiere (*glass*) di vino
10. un bicchiere di latte (*milk*)

C. **Una città immaginaria.** Your partner will ask you if the imaginary city of Trentezia has one of each of the following places. Respond that it has more than one. Remember that **ci sono** (*there are*) is used to indicate more than one of something. Compare **Ci sono due chiese** (*There are two churches*) with **C'è una chiesa** (*There is one church*).

**ESEMPIO:** un supermercato →  
**S1:** C'è un supermercato a Trentezia?  
**S2:** No, ci sono quattro supermercati.

- |                  |                  |
|------------------|------------------|
| 1. una scuola    | 7. un albergo    |
| 2. un ospedale   | 8. uno stadio    |
| 3. una banca     | 9. un museo      |
| 4. un bar        | 10. un cinema    |
| 5. uno zoo       | 11. una farmacia |
| 6. un'università | 12. una stazione |

## Nota bene

**Words ending in -io**

Words that end in **-io** retain the **i** in the plural if the **i** is stressed. If not, the **i** is dropped. (Stress is emphasis placed on a particular syllable when a word is spoken. For example, in English we say OFFice, not offFICE.)

**-i STRESSED**

Zio *uncle* → zii *uncles*  
 inVio *mailing* → invii *mailings*

**-i UNSTRESSED**

neGOzio *store* → negozi *stores*  
 ufFIcio *office* → uffici *offices*



## B. Articolo indeterminativo e buono



CLIENTE: Buon giorno! Un biglietto per Venezia, per favore.  
 IMPIEGATO: Ecco! Sono cinquantasette euro.  
 CLIENTE: Ah, scusi, un'informazione. C'è un ufficio cambio qui in stazione?  
 IMPIEGATO: No, ma c'è una banca qui vicino, in Piazza Garibaldi.  
 CLIENTE: Grazie e arrivederci!  
 IMPIEGATO: Prego! Buona giornata!\*

**Presentation:** Practice nouns in the chapter that require *un* (*panino, caffè, cappuccino*), then some that require *uno* (*zio, studente*). Then practice feminine nouns that require *una* (*birra, cioccolata*), and finally those that elide with *un* (*aranciata, amica*). Flashcards illustrating food items presented in the chapter will make this presentation more concrete; they can also be used to present *buono*.

**Presentation:** Copy the table on the board. Stress that the indefinite article changes for phonetic reasons, and instruct students to notice the first letter(s) of the word that immediately follows the article. Provide numerous examples for each form.

1. The Italian indefinite article (**l'articolo indeterminativo**) corresponds to English *a/an* and is used with singular nouns. It also corresponds to the number *one*. The form of the article changes depending on the word that follows it. **Un** is used with most masculine nouns, but **uno** is used with masculine words beginning with **z** or **s + consonant**. **Una** is used with feminine nouns beginning with any consonant, and **un'** is used before feminine nouns beginning with a vowel.

MASCHILE	FEMMINILE
<b>un</b> treno ( <i>a train, one train</i> )	<b>una</b> farmacia
<b>un</b> aeroplano	<b>un'</b> amica
<b>uno</b> zio	<b>una</b> zia
<b>uno</b> stadio	<b>una</b> scuola

**Suggestion:** Copy the chart on the board. Stress that the endings of *buono* change like those of the indefinite article. Remind students to look at the beginning letter(s) of the word that follows *buono*. Provide ample practice by writing additional nouns on the board and asking students to add the correct form of *buono*, e.g., *libro* → *un buon libro*; *università* → *una buon'università*, etc.

2. The adjective **buono** (*good*) follows the same pattern as the indefinite article. It too has four forms in the singular: **buon**, **buono**, **buona**, and **buon'**. The form used depends on the word that follows it. (You will learn more about how adjectives function in Italian in **Capitolo 2**.)

MASCHILE	FEMMINILE
un <b>buon</b> treno ( <i>a/one good train</i> )	una <b>buona</b> farmacia
un <b>buon</b> aeroplano	una <b>buon'</b> amica
un <b>buono</b> zio	una <b>buona</b> zia
un <b>buono</b> stadio	una <b>buona</b> scuola

CUSTOMER: Good morning! One ticket for Venice, please. CLERK: Here it is! That will be fifty-seven euros. CUSTOMER: Ah, excuse me, a bit of information: Is there a currency exchange here in the station? CLERK: No, but there is a bank nearby in Piazza Garibaldi. CUSTOMER: Thanks, and good-bye! CLERK: You're welcome! Have a good day!

\***Buona giornata!** is a variant of **Buon giorno!** It corresponds to the expression Have a good day!



## ESERCIZI

**A. In un caffè.** You are at an Italian **caffè**. Catch the attention of the server and order each of the following items.

**ESEMPIO:** tè → Scusi! Un tè, per favore!

1. caffè (*m.*)
2. bicchiere di vino
3. pasta
4. aranciata
5. bicchiere di latte
6. cappuccino

**B. Tutto buono.** Supply the correct form of **buono** or an appropriate noun.

**ESEMPIO:** un *buon* viaggio  
una buona *macchina*

1. un \_\_\_\_\_ zaino
2. un \_\_\_\_\_ dottore
3. una \_\_\_\_\_ farmacia
4. una \_\_\_\_\_ amica
5. una buon' \_\_\_\_\_
6. un buon \_\_\_\_\_
7. una buona \_\_\_\_\_
8. un buono \_\_\_\_\_

**C. La mia (My) città.** Describe your hometown to your partner.

**ESEMPIO:** Nella mia (*In my*) città c'è un buon museo, ci sono 10 supermercati...



## NOTA CULTURALE

Parole... Italian words (used) in English

### Parole italiane in inglese

Many Italian words are commonly used in English. Most musical terms, for instance, are of Italian derivation. Some examples are **adagio** (*slowly*), **allegro**, **concerto**, **crescendo**, **maestro**, **orchestra**, **piano**, **presto** (*fast*), **prima donna**, and **staccato**.

The vocabulary of art and architecture is also full of Italian words, including **basilica**, **cornice**, **cupola**, **graffiti**, **portico**, **studio**, **terra cotta**, and **torso**.

You probably already know dozens of food-related Italian words, such as **broccoli**, **fettuccine**, **lasagne**, **minestrone**, **mozzarella**, **pizza**, **ravioli**, **ricotta**, **spaghetti**, **tortellini**, and **zucchini**.

The Italian origin of less specialized English words, such as **fiasco** and **stanza**, may be less obvious. Also very common are words of Latin and Greek origin that have identical spellings and meanings in English and Italian. Some examples are **antenna**, **cinema**, **circa**, **data**, **diploma**, **formula**, **gala**, and **inferno**.

Can you think of other Italian words used in English?



Spaghetti o fettuccine?

**Point out** the irregular stress of some of these words: *basilica*, *cupola*, *portico*, *studio*, *broccoli*, *cinema*, and *formula*.

**Expansion:** Encourage students to think of other Italian words they know. List the words they mention on the board.

## C. Presente di avere e pronomi

### soggetto

**Domande:** 1. Chi ha parenti in America, Massimo o la signora Parodi? 2. La signora Parodi ha amici in America? 3. Massimo ha un parente in California? 4. Tu hai parenti in Italia? amici?



MASSIMO: E Lei, signora, ha parenti in America?

SIGNORA PARODI: No, Massimo, non ho parenti, solo amici. E tu, hai qualcuno?

MASSIMO: Sì, ho uno zio in California e una zia in Florida.

1. **Avere** (*to have*) is an irregular verb (**un verbo irregolare**); it does not follow a predictable pattern of conjugation. The present tense (**il presente**) of **avere** is as follows:

**Presentation:** Bring in a photo of a dream car (or other luxury) and say *Io ho una Ferrari. Tu hai una Ferrari? Lei, signorina, ha una Lamborghini? Franco ha una Ferrari. Noi abbiamo una Ferrari. E voi?* Practice all forms orally; then write them on the board. Point out that each verb form is different, and that therefore the subject pronoun is usually not expressed. Practice use of the subject pronoun for emphasis and contrast: *Io ho una Ferrari! Io ho una Ferrari; lui ha una BMW!*

SINGOLARE		PLURALE	
(io)	<b>ho</b> <i>I have</i>	(noi)	<b>abbiamo</b> <i>we have</i>
(tu)	<b>hai</b> <i>you have (informal)</i>	(voi)	<b>avete</b> <i>you have (informal)</i>
(Lei)	<b>ha</b> <i>you have (formal)</i>	(Loro)	<b>hanno</b> <i>you have (formal)</i>
(lui)	<b>ha</b> <i>he has</i>	(loro)	<b>hanno</b> <i>they have</i>
(lei)	<b>ha</b> <i>she has</i>		

**Suggestion:** Provide ample examples of negative and interrogative sentences. Ask questions and request negative answers, e.g., *Hai un appartamento? No, non ho un appartamento.*



—Non avete altro?

The following rules apply to **avere** and to all Italian verbs.

a. To make a verb negative (*I have* → *I don't have*), place the word **non** (*not*) directly before it.

Mario non ha soldi.

*Mario doesn't have money.*

Qui non hanno birra, hanno solo vino.

*They don't have beer here, they only have wine.*

b. To make a verb interrogative (*I have* → *Do I have?*) in writing, simply add a question mark to the end of the sentence. In speaking, the pitch of the voice rises at the end of the sentence.

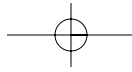
Avete un buon lavoro.

*You have a good job.*

Avete un buon lavoro?

*Do you have a good job?*

MASSIMO: And you, signora, do you have relatives in America? SIGNORA PARODI: No, Massimo, I don't have relatives, only friends. And you, do you have someone? MASSIMO: Yes, I have an uncle in California and an aunt in Florida.



In an interrogative sentence, the subject (noun or pronoun) can appear

- at the beginning of the sentence, before the verb
- at the end of the sentence

Mario ha una bicicletta? }  
Ha una bicicletta Mario? } *Does Mario have a bicycle?*

2. The subject pronouns (i **pronomi soggetto**) are as follows:

SINGOLARE	PLURALE
<b>io</b> I	<b>noi</b> we
<b>tu</b> you (informal)	<b>voi</b> you (informal)
<b>Lei</b> you (formal)	<b>Loro</b> you (formal)
<b>lui</b> he	<b>loro</b> they (masculine or feminine)
<b>lei</b> she	

**Suggestion:** Briefly introduce subject pronouns by reviewing the forms students already know. Stress the difference between *tu* and *Lei*. Point out that children address older family members as *tu*.

- a. In English, subject pronouns are always used with verb forms: *I (do) have, you (do) go, he is*, and so on. In Italian, the verb form itself identifies the subject. For this reason, subject pronouns are usually not expressed.

Ho una Maserati; ha quattro porte. *I have a Maserati; it has four doors.*

Hai buon gusto!  
Abbiamo parenti in Italia. *You do have good taste!*  
*We have relatives in Italy.*

Subject pronouns *are* used, however, to emphasize the subject (*I have a job; that is, I'm the one who has a job*) or to contrast one subject with another (*I have this, you have that*).

Io ho un lavoro. *I have a job.*  
Lui ha un gatto; lei ha un cane. *He has a cat; she has a dog.*

- b. **Io** (*I*) is not capitalized unless it begins a sentence.

- c. There are four ways of saying *you* in Italian: **tu**, **voi**, **Lei**, and **Loro**. **Tu** (for one person) and **voi** (for two or more people) are the informal forms, used only with family members, children, and close friends.

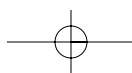
Tu, mamma. *Voi, ragazzi (boys).*

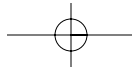
**Lei** (for one person, male or female) and its plural, **Loro**, are used in formal situations to address strangers, acquaintances, older people, and people in authority. **Lei** and **Loro** are often capitalized to distinguish them from **lei** (*she*) and **loro** (*they*).

Lei, professore, ha una moto? *You, professor, do you have a motorcycle?*

Lei, professoressa, ha uno zaino? *You, professor, do you have a backpack?*

Loro, signore e signori, hanno valige? *You, ladies and gentlemen, do you have suitcases?*





**Lei** takes the third-person singular verb form; **Loro** takes the third-person plural form.

Lei, signora, ha un buon cane!	<i>You have a good dog, ma'am!</i>
Loro, signori, hanno amici qui?	<i>Do you have friends here, gentlemen?</i>

**Loro** is very formal. It is often replaced by the more casual **voi**.

d. There are rarely corresponding forms for *it* and *they* to refer to animals or things; the verb form alone is used.

## ESERCIZI

**A. Bene, grazie!** The following people have asked you how you are: **Come sta?** or **Come stai?** Answer, then ask how they are, using the appropriate equivalent for *you*.

**ESEMPIO:** your Aunt Teresa → Bene, grazie, e tu?

1. your cousin Anna
2. your friends
3. the doctor
4. your instructor, Mrs. Rossini
5. Mr. and Mrs. Cicero
6. your father

**B. Non è giusto!** (*It's not fair!*) Tell what's bothering you, filling in the blanks with the correct subject pronoun.

1. \_\_\_\_\_ non ho nemmeno (*even*) una buona bicicletta, \_\_\_\_\_ avete un motorino Guzzi.
2. \_\_\_\_\_ non abbiamo un centesimo (*a cent*), \_\_\_\_\_ hanno due alberghi.
3. \_\_\_\_\_ non ho parenti, \_\_\_\_\_ ha trenta cugini (*cousins*).
4. \_\_\_\_\_ non abbiamo nemmeno un cane, \_\_\_\_\_ hai tre gatti.

**C. Avere o non avere...** Complete with the correct form of **avere**.

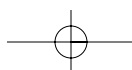
1. Voi \_\_\_\_\_ un appartamento, ma io \_\_\_\_\_ solo una stanza.<sup>a</sup> Loro \_\_\_\_\_ due macchine, ma io \_\_\_\_\_ una bici. Tu e Paolo non \_\_\_\_\_ lezioni domani, ma io \_\_\_\_\_ cinque lezioni! Lui \_\_\_\_\_ una valigia ed io \_\_\_\_\_ solo uno zaino. Che sfortuna!<sup>b</sup>

<sup>a</sup>room <sup>b</sup>Che... What bad luck!

2. Tu \_\_\_\_\_ un cane intelligente, ma noi \_\_\_\_\_ un cane stupido! Tu \_\_\_\_\_ una buona macchina, ma Carla \_\_\_\_\_ solo una bicicletta. Tu \_\_\_\_\_ molti soldi;<sup>a</sup> Cinzia e Daniele non \_\_\_\_\_ nemmeno un lavoro! Come sei fortunato!<sup>b</sup>

<sup>a</sup>molti... lots of money <sup>b</sup>Come... How lucky you are!

**Variation:** 1. Have students pair off. *Hai un panino? Io non ho un panino. Lui/Lei ha un panino.* Supply nouns or have students use sketches. 2. *Chi ha più (more) panini? Tu hai un panino ma io ho due panini. Lui ha due panini ma io ho tre panini. Lei ha tre panini ma io ho quattro panini.* 3. *Chi è ricco?* Students pull out billfolds: *Lui ha tre dollari ma io ho solo due dollari. Sono povero/a. Lei ha due dollari ma io ho cinque dollari. Sono ricco/a.*



## D. Espressioni idiomatiche\*

### con avere

- ANGELO: Oh, che caldo. Ho proprio sete adesso. Hai voglia di un'aranciata?
- SILVIA: No, ma ho fame. Ho voglia di un buon panino e di un gelato...
- ANGELO: Chissà se c'è un ristorante in questa stazione...
- SILVIA: Sì, c'è, ma non abbiamo tempo, solo cinque minuti.
- ANGELO: Hai ragione, non è una buon'idea. Oh, ma c'è un bar qui vicino, che fortuna!



**Suggestion:** Model pronunciation and have students read the dialogue in pairs. Then have them write a similar dialogue, using different vocabulary wherever possible.

1. Many idiomatic expressions (**espressioni idiomatiche**) that describe feelings or physical sensations are formed with **avere** + *noun*. The equivalent English expressions are usually formed with *to be* + *adjective*.

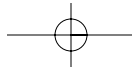
**Suggestion:** Introduce idiomatic expressions with *avere*. Practice all the forms. Expand by combining expressions: *Ho fame. Ho voglia di un panino...*

NOMI		ESPRESSIONI	
caldo	<i>heat</i>	avere caldo	<i>to be (feel) warm (hot)</i>
fame ( <i>feminine</i> )	<i>hunger</i>	avere fame	<i>to be hungry</i>
freddo	<i>cold</i>	avere freddo	<i>to be (feel) cold</i>
ragione ( <i>feminine</i> )	<i>reason</i>	avere ragione	<i>to be right</i>
sete ( <i>feminine</i> )	<i>thirst</i>	avere sete	<i>to be thirsty</i>
sonno	<i>sleep</i>	avere sonno	<i>to be sleepy</i>
bisogno	<i>need</i>	avere bisogno di	<i>to need, have need of</i>
voglia	<i>desire</i>	avere voglia di	<i>to want; to feel like</i>

- Simona non ha sonno, ha fame! *Simona isn't sleepy, she's hungry!*
- Avete bisogno di una bici? *—Do you need a bike?*
- No, abbiamo bisogno di una macchina! *—No, we need a car!*
- Ho caldo. Ho voglia di un gelato. *I'm hot. I feel like having an ice cream.*

ANGELO: Oh, it's so hot. I'm really thirsty now. Do you feel like having an orange soda? SILVIA: No, but I'm hungry. I feel like having a good sandwich and an ice cream . . . ANGELO: Who knows if there is a restaurant in this station. SILVIA: Yes, there is, but we don't have time, only five minutes. ANGELO: You're right, it's not a good idea. Oh, but there's a café nearby, what luck!

\*An idiom is an expression peculiar to a particular language. Idioms often appear to make no sense when interpreted literally by speakers of another language. Some commonplace English idioms are *to fall asleep*, *to take charge*, *to go easy*, and *to make time*.



—Mamma, ho sete!

**Expansion:** Name famous people or bring in photos of ordinary people and have students guess their ages.

2. The verb **avere** is also used to indicate age.

<b>avere</b> + number + <b>anni</b>	to be . . . years old
-------------------------------------	-----------------------

- |                             |   |
|-----------------------------|---|
| —Quanti anni hai?           | —How old are you? (How many years do you have?) |
| —Ho diciotto anni.          | —I'm eighteen.                                  |
| —E Daniela, quanti anni ha? | —And Daniela, how old is she?                   |
| —Lei ha ventidue anni.      | —She's twenty-two.                              |

## ESERCIZI

**A. Ho...** Complete the following sentences with the appropriate word.

1. Brrr! Non avete \_\_\_\_?
2. Che sole! (*What sun!*) Ho \_\_\_\_.
3. Due aranciate, per favore! Abbiamo \_\_\_\_.
4. Maurizio ha \_\_\_\_: ecco una pizza!
5. Hai diciotto o diciannove \_\_\_\_?
6. Avete \_\_\_\_ di un gelato?

**B. Quanti anni hanno?** Give the age of the following people, using a complete sentence.

Giuseppe: 50    Isabella: 46    Carole: 25    Marta: 32    Maurizio: 17

Now ask several classmates how old they are.



**C. Trova una persona che...** (*Find a person who . . .*) Circulate around the room asking classmates if they are hungry, thirsty, sleepy, and so on. Refer to the idiomatic expressions above and on page 29.

- ESEMPIO:** S1: Hai fame?  
S2: Sì, ho fame. (No, non ho fame.)





## Piccolo ripasso

- A. Avere, non avere.** Ask a classmate whether he/she has one of the following items. The classmate will answer that he/she has one, two or more, or none.

**ESEMPIO:** bicicletta →

**S1:** Tu hai una bicicletta?

**S2:** Sì, ho una bicicletta. (Ho due, tre biciclette.) o No, non ho biciclette.

- |              |            |
|--------------|------------|
| 1. valigia   | 5. foto    |
| 2. biglietto | 6. zio     |
| 3. lezione   | 7. amica   |
| 4. cane      | 8. dollaro |

- B. Solo uno!** Working with a partner, answer each question by stating that you have only one of the things mentioned, but that it is a good one!

**ESEMPIO:** amici →

**S1:** Hai amici?

**S2:** Ho solo un amico, ma è un buon amico!

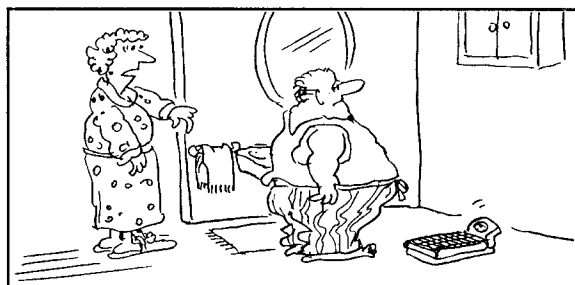
- |           |             |
|-----------|-------------|
| 1. amiche | 5. bici     |
| 2. zii    | 6. valige   |
| 3. gatti  | 7. zaini    |
| 4. moto   | 8. macchine |

- C. Intervista.** Interview a classmate. Find out the following information and report what you learn to another pair of students or to the class. Invent three additional questions to ask.

who he/she is  
 how old he/she is  
 if he/she has a bike  
 if he/she needs a car  
 if he/she feels like having a pizza  
 if he/she is thirsty, hungry or sleepy  
 if he/she has a dog or cat  
 the age of the dog or cat

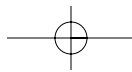
- D. Indicazioni.** Work in pairs and ask your partner directions to one of the following places.

- |               |               |
|---------------|---------------|
| 1. un museo   | 3. un cinema  |
| 2. una scuola | 4. un negozio |



— Un passo<sup>a</sup> a destra e un passo avanti, Cristoforo...

<sup>a</sup>step



## Invito alla lettura<sup>o</sup>

Invito... Invitation to reading

**Summary:** The readings integrate the chapter's theme with cultural information about the various regions of Italy. Read aloud while students follow along in their books. Then have them listen again with books closed to improve listening and comprehension skills. Students can read aloud in class and at home for practice with pronunciation and fluency. Use the readings as a starting point for cultural presentations and general discussion.

**Suggestion:** Strategies such as skimming/scanning, guessing words from context, recognizing cognates, and anticipating content should be introduced and immediately applied to the cultural reading to give students focused skill-building practice.

The readings in *Prego!* have several purposes: they are designed to strengthen your Italian reading skills, give you an understanding of Italian culture, and dispel some common stereotypes about Italy and Italians. You should approach these readings in several stages.

- First, go through the reading quickly once or twice, just to grasp the general meaning. (You don't need to understand every word or expression right away!)
- Once you've gotten the gist, do a more thorough reading. This time, work through the more difficult sentences, making use of footnote glosses and relying on cognates and on the context to help you understand.
- When you're comfortable with the details of the text, do a quick final reading, focusing on the meaning and progression of the whole (and not on particulars).

In the **Capitolo preliminare**, you learned about frequently occurring patterns in Italian that can help you recognize cognates. The cultural readings in *Prego!* contain a fair number of new words, but many of them are cognates.

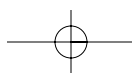
Can you guess the meaning of these cognates, taken from or related to the first reading in this chapter? It is about the regions of Italy. Knowing the context should make some of these words easier to guess.

capitale	lingua	penisola
centrale	montagna	regione
costa	nord/sud	storia
identità		

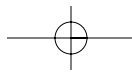
Use the general context and your knowledge of a subject to figure out the meaning of new words.

Using these strategies will make your reading in Italian easier and more productive. Try using them now with the readings that follow.

*Note:* This reading is written in simple but authentic Italian. It uses some structures that you have not yet encountered, in particular the definite articles and some contractions that may look complex, though they are easy to understand once you know them. Your instructor will help you work through the reading so that you grasp the essential points. After you have studied a few more chapters of *Prego!*, you may want to return to this reading. You will be surprised how much easier it will be to read.







## Le venti regioni d'Italia



L'Italia è una penisola<sup>1</sup> nel Sud d'Europa, circondata dal mare<sup>2</sup> e dalle Alpi, con la caratteristica forma di uno stivale.<sup>3</sup>

È divisa in tre parti e venti regioni: l'Italia del Nord (settentrionale): Valle d'Aosta, Piemonte, Liguria, Lombardia, Trentino-Alto Adige, Veneto, Friuli-Venezia Giulia, Emilia-Romagna; l'Italia centrale: Toscana, Marche, Umbria, Lazio, Abruzzi, Molise; l'Italia del Sud (meridionale): Campania, Puglia, Basilicata, Calabria e le isole<sup>4</sup> Sicilia e Sardegna.

Questa è una divisione amministrativa; c'è anche un'altra divisione, una divisione gastronomica.

l'Italia del Nord: burro<sup>5</sup>

l'Italia centrale: burro e olio<sup>6</sup>

l'Italia del Sud: olio

o anche

l'Italia del Nord: riso<sup>7</sup>

l'Italia del centro-Sud: pasta

Le differenze tra<sup>8</sup> una regione e un'altra non sono solo di amministrazione e di cucina, ma anche di storia, clima, cultura, tradizioni, arte e abitudini.<sup>9</sup>

<sup>1</sup>peninsula <sup>2</sup>circondato... surrounded by the sea <sup>3</sup>boot <sup>4</sup>islands <sup>5</sup>butter <sup>6</sup>oil <sup>7</sup>rice <sup>8</sup>between <sup>9</sup>customs

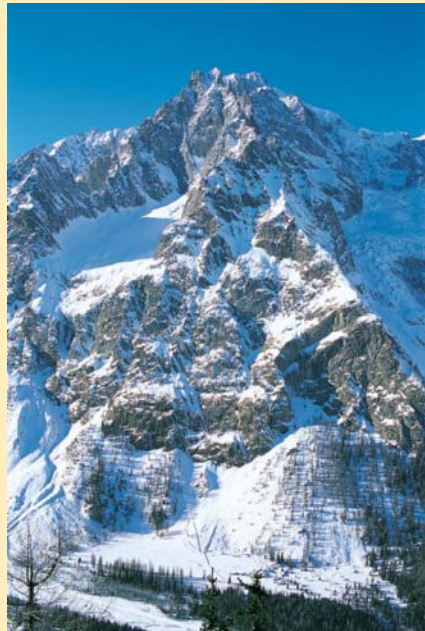
**Pre-reading strategy:** Ask students to close their books and review what they know about the geography and characteristics of Italy. Write categories of physical features on the board: *montagne, mari, isole*, etc. By pointing to a map, or using the maps provided at the front of the book, describe the geography of Italy in short, simple sentences. Have students refer to the maps at the front of the book and identify the regions they would visit if traveling to *Milano, Bologna, Venezia, Genova, Firenze, Roma, and Napoli*.

**Suggestion:** Model pronunciation first. Then ask students to read individually or in pairs. Ask them to write down three things they had not known about Italy.

### Capire

Answer the following questions.

1. What is the characteristic shape of Italy?
2. In which of the three parts of Italy do we find the islands of Sicily and Sardinia?
3. In which part of Italy are butter and rice used most often in cooking?



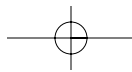
Una famosa montagna delle Alpi: il Monte Cervino in Valle d'Aosta



Colline (*hills*) e vigneti in Toscana



L'isola di Capri in Campania





### Scrivere

**La mia città.** Write four to five sentences describing the city where you were born, where you grew up, or where you live now. Include what you can find in the city and what it lacks.

**Esempio:** Nella mia città (*in my city*) ci sono cinque scuole, ma non c'è un'università. C'è un buono zoo, ma non c'è un museo.

## CURIOSITÀ

### Bancomat e Internet Café

Here are two interesting and useful expressions that you might want to learn.

If you are in Italy and you don't carry cash, you can certainly use your credit card (*carta di credito*). But if you find yourself in need of cash you may use the **bancomat**. The **bancomat** is the Italian equivalent of an ATM machine and uses the same system to provide you with cash: Insert your card, enter your PIN, specify an amount (in euros), and withdraw the money. They have instructions in English, too.

If you are traveling without a laptop or you can't find easy Internet access, you may visit an **Internet Café** or **Internet Point** located almost everywhere in Italy. Here you can pay to use the latest computers and programs and to access the Internet.



Un Internet Point

## STRUMENTI





## Videoteca



### Indicazioni un po' confuse

Roberto, map in hand, is searching for a restaurant. He stops to ask for directions and is waylaid by a chatty older gentleman.

#### Preparazione

##### ESPRESSIONI UTILI

cerco un piccolo ristorante	I am looking for a small restaurant
è proprio lì	it is right there
sono a piedi	I'm on foot
da quanto tempo è in Italia?	how long have you been in Italy?
mi dispiace	I'm sorry

#### Dal video

ROBERTO: Scusi, ma cerco un piccolo ristorante, si chiama «Ristorante Benci». Ho un appuntamento lì fra cinque minuti.

SIGNORE: Ah, sì. È un ristorante molto buono! Allora ecco a destra, poi ancora a destra e sempre dritto in Via della Vigna Nuova. Via dei Palchetti è proprio lì, dietro Via della Vigna Nuova.

#### Dopo il video

**Verifica.** Number the following statements chronologically according to what you heard in this episode.

- \_\_\_\_\_ È una bella passeggiata, quindici minuti a piedi.
- \_\_\_\_\_ Ho bisogno di un'informazione. Dov'è Via dei Palchetti?
- \_\_\_\_\_ Dunque, prima a destra, poi ancora a destra, poi dritto?
- \_\_\_\_\_ Ah, sì! È un ristorante molto buono!

**Comprensione.** Answer the following questions.

- How long has Roberto been in Italy?
- Is Roberto on foot or in his car?
- Whom does the man know in Boston?

**Attività.** With a partner, practice giving each other directions. Have your partner close his/her eyes. Place three or four objects on the ground. Give your partner the directions to successfully negotiate around each object without stepping on it. Switch roles and repeat the activity.



**FUNZIONE:** giving directions

The *Videoteca* feature in each chapter of *Prego!* is linked to the video that accompanies the text. The video may be screened in class or watched in a media lab. Because the Italian in the video is authentic, it includes words and constructions that students will not recognize. They should not expect to understand everything at first. Students should read the *Espressioni utili*, the *Dal video* excerpt, and the *Verifica* exercise before watching the video. While viewing, they should listen for answers to the *Verifica* questions and for the words and phrases in the vocabulary list. The *Comprensione* questions are to be answered after watching the video. *Attività* is an optional follow-up activity. On the Online Learning Center, students will find an additional activity relating to the cultural footage that is part of each chapter's segment on the video.





## Parole da ricordare

### VERBI

avere	to have
avere... anni	to be . . . years old
avere bisogno (di)	to need
avere caldo	to be warm, hot
avere fame	to be hungry
avere freddo	to be cold
avere ragione	to be right
avere sete	to be thirsty
avere sonno	to be sleepy
avere voglia (di)	to want; to feel like

### NOMI

un aeroplano, un aereo	airplane
un aeroporto	airport
un albergo (plural alberghi)	hotel
un'amica (plural amiche)	friend
un amico (plural amici)	friend
un'aranciata	orange soda
un autobus, un bus	bus
un'automobile, un'auto (feminine)	car
una banca	bank
un bar	bar; café
un bicchiere	drinking glass
una bicicletta, una bici	bicycle, bike
un biglietto	ticket
un caffè	coffee; café
un cane	dog
una chiesa	church
un cinema (invariable)	movie theater
una città	city
un euro	euro (shared European currency)
una farmacia (plural farmacie)	pharmacy
una fotografia, una foto	photograph
un gatto	cat
un gelato	ice cream
un'informazione (feminine)	piece of information
una lezione	lesson; class
un luogo (plural luoghi)	place
una macchina	car
mezzi (plural) di trasporto	means of transportation
una motocicletta, una moto	motorcycle
un motorino	moped; motorscooter
un museo	museum
un negozio	shop, store
un nome	first name; noun
un ospedale	hospital
un panino	sandwich; hard roll
una piazza	town square
un ristorante	restaurant

uno scooter	scooter
una scuola	school
uno stadio	stadium
una stazione	train station
una strada	street
un supermercato	supermarket
un tè	tea
un teatro	theater
un treno	train
un ufficio postale	post office
un'università	university
una valigia (plural valige)	suitcase
una via	street
un viaggio	trip
un vino	wine
uno zaino	backpack
una zia	aunt
uno zio (plural zii)	uncle
uno zoo	zoo

### AGGETTIVI

buono	good
-------	------

### ALTRE PAROLE E ESPRESSIONI

a	at, to, in (a city)
a destra	to the right, on the right
a sinistra	to the left, on the left
c'è... , c'è... ?	there is . . . , is there . . . ?
che...	what . . . , what a . . .
ci sono... , ci sono... ?	there are . . . , are there . . . ?
con	with
da	from
di	of, by
dove	where
dov'è... ?	where is . . . ?
dritto	straight
sempre dritto	straight ahead
ecco	here (it) is, here (they) are; there (it) is, there (they) are
in	in, to, into
lì, là	there
ma	but
non	not
per	for
poi	then
proprio	really; just
qui, qua	here
senza	without
solo	only
su	on, over
va bene?	is that OK?
qui vicino	nearby

All new, active chapter vocabulary is included in this end-of-chapter list. It contains the active vocabulary introduced in the *Vocabolario preliminare* list, the illustration, and the short dialogues at the beginning of many of the grammar sections. A few active vocabulary items become active in exercises and grammar examples, and those items are also included here. Students should be encouraged to read vocabulary aloud at home and to use it in class. Short vocabulary quizzes will encourage learning. Refer to vocabulary items when preparing exercises.