

Preface

Welcome to *In giro per l'Italia: A Brief Introduction to Italian*. This beginning Italian text is a brief version of the best-selling *Prego!*, perfectly designed for those programs that are interested in this successful four-skills and communicative introduction to Italian language and culture but whose curriculum necessitates a briefer text. In addition, the communicative activities and even more streamlined vocabulary and grammar presentation have been re-organized into a four-part chapter structure including a beautiful new end-of-chapter cultural spread.

Features of the Text

Instructors will find in *In giro per l'Italia* those fundamental features of *Prego!* that they have come to know and trust over the years:

- grammar, vocabulary, and culture that work together as interactive units
- practice materials, ranging from form-focused to communicative
- stimulating and contemporary themes to introduce language and Italian culture
- numerous supplementary materials that are carefully integrated with the core text

At the same time, this text includes its own distinct and exciting features. Here are several key highlights:

- *In giro per l'Italia* is a four-skills (reading, writing, listening, speaking) text that offers a wealth of teaching material for instructors of elementary Italian, and emphasizes skills development rather than grammatical knowledge alone.
- *In giro per l'Italia* is easy to use! The text is structured according to a unique chapter organization that divides the sixteen regular chapters into four distinct parts.
- A wide range of thematic diversity coupled with a focus on modern vocabulary, grammatical structures, and language functions helps students develop language proficiency.
- Communicative exercises and activities, with each set of exercises progressing systematically from recognition to mechanical to open-ended discussion, help students further develop their language skills.
- Interesting dialogues and readings provide cultural information and highlight the people of contemporary Italy.

New to This Edition

In response to feedback from our many *Prego!* and *In giro per l'Italia* adopters, we have significantly revised the text and the supplements package to make it even stronger than the previous edition. Here are the key changes.

- The new edition of *In giro per l'Italia* is truly a briefer version of *Prego!* It is two chapters shorter than the previous edition and includes a **Capitolo preliminare** and 16 regular chapters.
- We have retained the same four-part structure of the text but have renamed the chapter sections as follows: **Parte 1: Vocabolario; Parte 2: Grammatica; Parte 3: Grammatica; Parte 4: Un po' di cultura.**
- Chapter vocabularies have been simplified and revised to include words and expressions more closely correlated with the chapter themes and to focus on contemporary vocabulary.
- The grammar presentations have been revised and streamlined, and include more charts and visuals to provide concise and student-friendly explanations.
- Grammar Appendix 1 from the first edition, which contains supplementary grammar points, has been moved to the *In giro per l'Italia* website. The grammar points from Chapters 17 and 18, with the exception of the **Congiuntivo o infinito?** presentation, which has been moved to Chapter 16, are now included in this appendix on the website.
- The **Nota culturale** sections have been updated to focus on everyday Italian life.
- A new feature, **Sapevate che... ?**, introduces students to the subtleties and nuances of the Italian language and culture.
- The last section of the chapter has been completely revised and renamed **Parte 4: Un po' di cultura.** This section includes an exciting, new e-mail correspondence feature, **C'è posta per te!**, between Roberto, one of the main characters in the new video, and his friends and family. In addition, there is a new regional reading in every chapter; related to the chapter theme, that presents the richness of Italian culture and the diversity of contemporary Italy. This section also includes a completely new **Videoteca** feature with comprehension and paired activities to accompany the new video.
- The all-new video program was shot on location in Italy for the sixth edition of *Prego!* In the video, students follow the adventures of Roberto, an Italian-American journalist from Boston, and his Florentine friend, Giuliana, who is helping him with his research for a series of online articles about Italy and Italian life. Each segment includes a functional conversation and beautiful theme-related cultural footage which bring the sounds and sights of modern Italian and Italy to life. Because the video was intended for use with *Prego!*, it has two additional chapters which students may wish to view to see the end of the story.

Please turn the page for a fully illustrated Guided Tour through *In giro per l'Italia*.

A Guided Tour through *In giro per l'Italia*

In giro per l'Italia features a clear, user-friendly organization. The text contains a preliminary chapter and sixteen regular chapters. The preliminary chapter offers students a stimulating introduction to the study of Italian and to the basic tools they need to express themselves on a variety of daily topics. The sixteen regular chapters are divided into four parts, each easily located through a color-coded tabbing system. Along with the end-of-chapter cultural section, vocabulary, grammar, and skill-building activities are grouped into distinct and regular lessons for optimum ease of use.

Chapters 1 through 16 are organized as follows:

Chapter opener

Each chapter opens with a photo and caption to launch the chapter theme. *In breve*, a brief outline, summarizes the chapter's vocabulary, grammar, and cultural sections.

Parte 1: Vocabolario

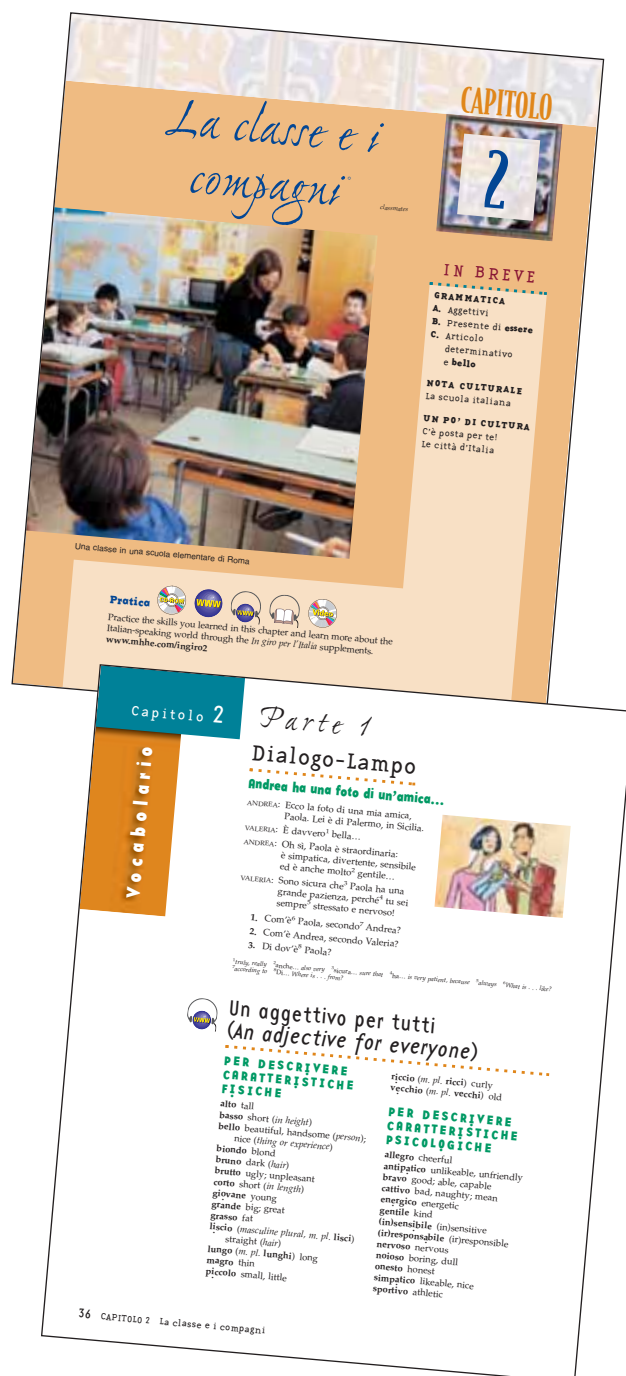
This section introduces and practices the thematic vocabulary that students will use for self-expression and activities throughout the chapter. The *Dialogo-Lampo* that begins this section is a brief and often humorous dialogue, accompanied by a visual, that sets the context for the vocabulary and exercises that follow.

In ascolto

This integrated listening comprehension feature appears at the end of every **Vocabolario** section and consists of a series of audio activities relating to the theme and vocabulary for each chapter. The audio recording and activities can be found on the *Online Learning Center*. The printed activities can also be found in the *Workbook/Laboratory Manual* and the audio recording is included on a separate audio CD as part of the *Audio Program*.

 **In ascolto**

For listening comprehension activities related to the theme of this chapter, see the *Workbook/Laboratory Manual* or visit the *In giro per l'Italia* website. www.mhhe.com/ingiro2




The image shows two overlapping pages from the textbook. The top page is the chapter opener for Chapter 2, titled "La classe e i compagni". It features a photo of a classroom and a section titled "IN BREVE" which includes grammar points (A. Aggettivi, B. Presente di essere, C. Articolo determinativo e bello), a cultural note about Italian schools, and a cultural tip about postcards. The bottom page is the "Vocabolario" section for Chapter 2, titled "Parte 1 Dialogo-Lampo". It contains a dialogue between Andrea and Valeria about Paola, followed by a listening activity "Un aggettivo per tutti (An adjective for everyone)" with two columns of adjectives: "PER DESCRIVERE CARATTERISTICHE FISICHE" and "PER DESCRIVERE CARATTERISTICHE PSICOLOGICHE".

Parte 2 Capitolo 2

Grammatica

A. Aggettivi

MARIA: È una ragazza carina Giovanna?
FRANCA: Sì, è molto carina: è alta e magra ed è anche molto intelligente e simpatica.
MARIA: E Mario com'è?
FRANCA: È un ragazzo piuttosto brutto, ma intelligente e simpatico.



1. In English, adjectives (gli **aggettivi**) have only one form: tall boy, tall girls. In Italian, an adjective agrees with the number (singular or plural) and gender (masculine or feminine) of the noun it modifies. Adjectives whose masculine singular ends in -o have four endings: those whose masculine singular ends in -e have two endings.

| | SINGOLARE | PLURALE | |
|-----------|-----------|---------|--|
| Maschile | -o | -i | un ragazzo alto / due ragazzi alti |
| Femminile | -a | -e | una ragazza alta / due ragazze alte |

| | SINGOLARE | PLURALE | |
|----------------------|-----------|---------|--|
| Maschile e Femminile | -e | -i | un ragazzo triste / due ragazzi tristi |
| | | | una ragazza triste / due ragazze tristi |

An adjective that agrees with two singular nouns of different genders, or with a plural noun referring to a male and a female, is masculine plural:
Marco e Giovanna sono bravi e divertenti.
I cugini sono simpatici. (I cugini e le zie sono simpatici.)

MARIA: Is Giovanna a cute girl? FRANCA: Yes, she's really cute, she's tall and thin and she's also very intelligent and nice. MARIA: And what's Mario like? FRANCA: He's a rather unattractive boy, but intelligent and nice.
*The use of ed (and instead of e) before vowels is optional. Its use is generally determined by phonetic reasons (it is used to create a more pleasing sound with the word that follows) and ed is most often used before vowels also beginning with an e.

Parti 2 e 3: Grammatica


Three to five grammar points are presented in these sections, each introduced in context by a brief dialogue or cartoon and accompanied by both form-focused exercises and more communicative activities. **Parte 3** also includes the *Piccolo ripasso*, review exercises that reinforce the structures and vocabulary of the chapter.

Parte 3 Capitolo 2

Grammatica

C. Articolo determinativo e bello

Donatella mostra a Giovanna una vecchia fotografia di famiglia.
DONATELLA: Ecco la nonna e il nonno, la zia Luisa e lo zio Massimo, papà e la mamma molti anni fa...
GIOVANNA: Buhi, no?
DONATELLA: È la prima foto che ho.
GIOVANNA: Sono gli zii di Chicago?



In English the definite article has only one form: *the*. In Italian l'articolo determinativo has different forms depending on the gender, number, and first letter of the noun or adjective that follows it.

| | SINGOLARE | PLURALE | |
|-----------|-----------|---------|---------------------------------|
| Maschile | il | i | il bambino / i bambini |
| | lo | gli | lo studente / gli studenti |
| | l' | gli | lo zio / gli zii |
| Femminile | la | le | la bambina / le bambine |
| | l' | le | la studentessa / le studentesse |
| | | | la zia / le zie |

1. Here are some rules for using definite articles.

- **il (pl. i)** is used before masculine nouns beginning with most consonants.
- **lo (pl. gli)** is used before masculine nouns beginning with most consonants or **z**.
- **l' (pl. gli)** is used before masculine nouns beginning with a vowel.
- **la (pl. le)** is used before feminine nouns beginning with any consonant.
- **l' (pl. le)** is used before feminine nouns beginning with a vowel.

Donatella is showing Giovanna an old family photograph. DONATELLA: Here are Grandma and Uncle Massimo. Donatella: How are Grandma and Uncle Massimo? DONATELLA: Dad and Mom many years ago... Funny aren't they? GIOVANNA: And who are the two in the front row? DONATELLA: They are my aunt and uncle from Chicago.

Grammatica 45

Parte 4: Un po' di cultura

C'è posta per te!

Posta in arrivo: Rispondi Elimina Opzioni Guida Aiuto

DA: robertofranca@tin.it 5 settembre - 10:40

A: amc@rv-elst.acd.com

CC:

Oggetto: Da Firenze

Ciao a tutti!

Sono a Firenze, una città incredibile! Musei, chiese, monumenti... Ho lezione di italiano all'università (corso avanzato) da lunedì a venerdì con professori bravi e compagni simpatici. Tutto bene a Boston?

A presto!
Roberto



Santa Maria del Fiore, il Duomo di Firenze

Parte 4: Un po' di cultura

Le città d'Italia


Il numero di città grandi e piccole è veramente straordinario per un paese piccolo come l'Italia: ci sono città molto grandi, come Roma, Napoli, Milano e Torino (con un milione o più di abitanti); città grandi, come Genova e Palermo (da cinquecentomila [500,000] a un milione di abitanti); città più piccole, come Venezia, Bologna, Firenze, Perugia, Bari, Messina, Cagliari (da centomila [100,000] a cinquecentomila [500,000] abitanti) e numerose città minori con meno di centomila [100,000] abitanti, come Assisi, Ovesto, Benevento, Tropea.

Le città italiane non sono distribuite con uniformità: le città grandi, per esempio, sono concentrate nell'Italia settentrionale; l'Italia centrale ha solo una grande città, Roma, e l'Italia meridionale ha Napoli.


Molte città, come Genova, Napoli, Ancona e Taranto, sono sul mare e hanno un porto; le città situate all'interno sono quasi tutte nella pianura padana, "zona di prospera agricoltura, di industria progredita" e di facili comunicazioni.

Tutte le città italiane, anche le minori, sono ricche di monumenti, attrattive, bellezze naturali e artistiche e meritano una visita. L'Italia, con tante belle città e opere d'arte, è come un museo vivente, meta di turisti di tutto il mondo.

¹Italy ²country ³inhabitant ⁴support ⁵valley surrounding the Po River in northern Italy ⁶well-developed ⁷facilities ⁸busy ⁹maritime ¹⁰as many ¹¹open... world of art ¹²masses... living museum ¹³destination ¹⁴all from around the world



Un canale pittoresco a Venezia



Piazza del Duomo a Milano

COMPRESIONE

Based on the reading, decide if the following statements are true (vero) or false (falso).

| | V | F |
|---|--------------------------|--------------------------|
| 1. Venice and Florence are smaller cities than Milan. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Northern Italy has a greater number of large cities than southern Italy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Agriculture and industry are highly developed in southern Italy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Naples is a large city and seaport in southern Italy. | <input type="checkbox"/> | <input type="checkbox"/> |

50 CAPITOLO 2 La classe e i compagni
Un po' di cultura 51

Parte 4: Un po' di cultura

This section integrates the vocabulary and grammar from the first three Parti in rich and stimulating skill-building activities. The *C'è posta per te!* section is a lively new approach to the familiar e-mail feature. These e-mails are exchanged by Roberto, the main character from the video, and his friends and family. The messages integrate the grammar and vocabulary of the chapter with the chapter's cultural and regional themes. The regional reading explores the chapter's theme in the context of the regions of Italy. Each chapter presents students with one or two regions and is accompanied by a beautiful photograph and a map of the region or regions in focus. The all-new Videoteca section includes images and dialogues from the video, followed by comprehension questions and a partner activity.

Capitolo 2
Parte 4: Un po' di cultura

Videoteca

Com'è? È bella?

Roberto arrives at the restaurant and asks the waiter if Giuliana has arrived. While he is describing Giuliana to the waiter (il cameriere) she walks in behind him.

ESPRESSIONI UTILI

i capelli lunghi e mossi long, wavy hair

PREPARAZIONE

CAMERIERE: È bella?
 ROBERTO: È molto bella. È anche simpatica, allegra e molto energica.
 CAMERIERE: È la Sua ragazza?
 ROBERTO: No, è un'amica!

VERIFICA

Choose the most appropriate response.

- What type of man is the waiter?
a. grumpy b. playful c. sarcastic
- How does Roberto describe Giuliana?
a. blonde and short b. lazy and annoying c. tall and pretty
- What nationality is the second woman that the waiter points out?
a. Japanese b. American c. French

COMPRESIONE

Answer the following questions.

- What color are Giuliana's eyes?
- Does the waiter think that Roberto likes Giuliana?
- How does Roberto respond to the waiter's "helpfulness"?

ATTIVITÀ

In groups of two or three, describe a student in your class (not one of the students in your group). What does he/she look like? What type of personality does he/she have? Put together a description that accurately portrays this person. Present your description to the class and see if they can guess which student you have described.

52 CAPITOLO 2 La classe e i compagni

Nota culturale
Lo scuola italiana



The Italian government recently passed a reform of the school system, and beginning with the 2003-2004 academic year, the Italian school system was reorganized as follows:
Children can now enter **la scuola dell'infanzia** (nursery school) at two-and-a-half years of age and **la scuola primaria** (elementary school) at five-and-a-half years of age. They previously entered each school at three years old and a-half years old, respectively.
Elementary school lasts for five years, then the students go on to the first level of **la scuola secondaria** (secondary school), which is divided into two levels. The first level lasts for three years and corresponds to the American middle school. The second level of **la scuola secondaria**, **il liceo** (high school), lasts for five years. All of the schools are divided into two-year examination periods, and the final evaluation to determine if a student can pass on to the next class takes place every two years.
At the end of the first level of **la scuola secondaria**, at thirteen-and-a-half years of age, students can choose from one of two paths: to continue studying through the second level of **la scuola secondaria**, or to attend a **corso professionale**, or vocational school. At the second level of **la scuola secondaria**, students can choose from eight different kinds of study they intend to follow: science, humanities, linguistics, art, and so on. Students that have finished **il liceo** and passed the final examination can go on to college.

Student liceali a Bologna

Additional Features

- **Nota culturale**
Brief cultural notes, accompanied by a photograph, offer students a glimpse into everyday Italian life and cover topics ranging from how Italians greet each other to coffee bars to recycling.
- **Sapevate che... ?**
These boxes further introduce students to the subtleties of the Italian language and culture.
- **Si dice così**
These boxes highlight idioms and colloquial expressions to help students understand nuances in Italian.
- **Nota bene**
These grammar boxes expand on important points in **Parti 2 and 3**.

Sapevate che... ?
Did you know that... ?

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**.

Can you think of other Italian words used in English?

Si dice così?
Ecco v. c'è / ci sono
This is how you say it

Ecco is used when pointing out something or someone. It means *Here it is!*, *Here they are!* or *There it is!*, *There they are!*

C'è (*There is*) and **ci sono** (*there are*) are used to indicate the existence of something or someone.

C'è un supermercato qui vicino. There is a supermarket near here.

Ci sono 15 studenti in classe. There are 15 students in class.

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 **offICE**.)

-i STRESSED
Zio uncle → zii uncles
inVio mailing → invii mailings

-i UNSTRESSED
leGOzio store → negozi stores
l'Ufficio office → uffici offices

Video and Interactive Multimedia



Video to accompany *In giro per l'Italia*

New to the second edition of *In giro per l'Italia* is an integrated video program filmed on location in Italy. Originally filmed to accompany *Prego!*, the video presents the vocabulary and grammar of each chapter in a series of real-life situations. Students follow the adventures of Roberto, an Italian-American journalist from Boston. Roberto is in Florence to write a series of articles on Italy and Italians for an online newspaper. He has enlisted Giuliana, an old family friend who now works for the **Ufficio Informazioni Turistiche**, to help him while he is in Italy. Each segment includes a functional conversation and beautiful theme-related cultural footage. Because the video was shot for *Prego!*, it includes two additional chapters that students may wish to watch to see the end of the story.

The video is accompanied by pre- and post-viewing activities in the **Videoteca** section of the main text. Additional information on using the video in the classroom and a complete videoscript are included in the *Instructor's Manual*, on the *Instructor's Resource CD-ROM*, and as part of the Instructor Edition of the *Online Learning Center* to accompany *In giro per l'Italia* (www.mhhe.com/ingiro2).



Funzione: Greetings



The *In giro per l'Italia* CD-ROM

New to this edition, the *In giro per l'Italia* Interactive CD-ROM offers a wide variety of exciting activities in both Windows and Macintosh formats. The CD-ROM's innovative activities correlate to the content of each chapter of the main text. Students are given the opportunity to practice vocabulary and grammar in context and exercise critical-thinking skills. The cultural video segments from the **Videoteca** are included with additional comprehension exercises. Speaking and writing activities make the CD-ROM a true four-skills supplement. The CD-ROM also includes a link to the *In giro per l'Italia Online Learning Center*, a "talking" dictionary, and helpful verb charts.





In giro per l'Italia and the Internet

The *In giro per l'Italia Online Learning Center* offers a multitude of additional practice activities and additional resources for both students and instructors. Here are just a few of the features you will find on the site.

For Students

FREE CONTENT

- vocabulary and grammar practice quizzes for each chapter of the main text
- cultural activities correlated to each chapter of the main text, with links to culturally authentic websites
- the **In ascolto** *Listening Comprehension Program* integrated with the vocabulary and grammar of each chapter of the main text



PREMIUM CONTENT (see below)

- a recording of the **Vocabolario** for each chapter
- the complete *Audio Program* for use with the *Workbook/Laboratory Manual*
- a set of vocabulary Flashcards for each chapter

For Instructors

- electronic versions of many of the teaching resources from the *Instructor's Manual*
- the complete *Audioscript* for the *In giro per l'Italia Audio Program*
- digital overhead transparencies featuring thematic chapter art and beautiful maps of Italy
- a link to PageOut, an exclusive McGraw-Hill web-based course management system
- professional links to a variety of professional resources, organizations, and national language resource centers

Visit the site at www.mhhe.com/ingiro2.

Premium Content on the *In giro per l'Italia Online Learning Center*

If you have purchased a *new copy* of *In giro per l'Italia*, you have access free of charge to premium content on the *Online Learning Center* at www.mhhe.com/ingiro2. This includes the complete audio program that supports the accompanying *Workbook/Laboratory Manual*. The card bound inside the front cover of this book provides a registration code to access the premium content. *This code is unique to each individual user.* Other study resources may be added to the premium content during the life of this edition of the book.

If you have purchased a *used copy* of *In giro per l'Italia* but would like to also have access to the premium content, you may purchase a registration code for a nominal fee. Please visit the *Online Learning Center* for more information.

If you are an instructor, you do not need a special registration code for premium content. Instructors have full access to all levels of content via the Instructor Edition link on the homepage of the *Online Learning Center*. Please contact your local McGraw-Hill sales representative for your password to the Instructor Edition.

Supplements

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For the Student



The *Workbook/Laboratory Manual*, by Graziana Lazzarino and Andrea Dini, provides additional practice with vocabulary and structures through a variety of written exercises and provides listening and speaking practice outside the classroom. Many of the *Workbook* exercises have been revised or completely rewritten to add context and to correspond to changes made in the main text. The realia-based cultural activities have been heavily revised and at times completely rewritten to include the most up-to-date and interesting information for students. Answers to the *Workbook* exercises appear in the *Instructor's Manual* and on the *Instructor's Resource CD-ROM*. The *Laboratory Manual* includes pronunciation practice, vocabulary and grammar exercises, dictations, and listening-comprehension sections that simulate authentic interaction. The printed activities of the **In ascolto** *Listening Comprehension Program*, which appeared in the main text of the previous edition, now appear as part of the *Workbook/Laboratory Manual*.



- The *Online Workbook/Laboratory Manual*, developed in collaboration with Quia™, is the enhanced, interactive version of the printed product. It includes instant feedback, the complete audio program, automatic grading and scoring, and a gradebook feature.
- The *Audio Program*, available for purchase on audio CDs, coordinates with the *Workbook/Laboratory Manual*. The **In ascolto** *Listening Comprehension Program* is now included on a separate audio CD as part of the complete *Audio*

Program. Both audio programs are also available on the *Online Learning Center*.

- An *Interactive CD-ROM* offers a variety of innovative exercises and activities focusing on the theme of each chapter. This supplement is complemented with a “talking” dictionary and verb charts.
- A text-specific website, the *Online Learning Center*, provides links to other culturally authentic sites and offers additional activities for each chapter of the text. The **In ascolto** *Listening Comprehension Program* is also included as part of the *Online Learning Center*.



For the Instructor

- The *Instructor's Edition* of the text, with annotations by Maria Mann of Nassau Community College, includes a wide variety of on-page annotations, including suggestions for presenting the grammar material, ideas for recycling vocabulary and grammar, variations and expansion exercises, and follow-up questions for the minialogues that introduce many grammar points.
- The *Instructor's Manual and Testing Program* (with *Testing Audio Program*) includes suggestions for planning a course syllabus, chapter-by-chapter teaching notes, expanded information on testing, sample oral interviews devised in accordance with ACTFL proficiency guidelines, answers to exercises in the main text, the complete videoscript, and discussions about interaction in the classroom, the use of authentic materials, and using *In giro per l'Italia* in the proficiency-oriented classroom. The complete *Testing Program* has been revised to include quarter and semester exams, and also includes a *Testing Audio Program* which provides recordings of the listening comprehension and dictation portions of each test.
- The *Instructor's Resource CD-ROM* contains the *Instructor's Manual and Testing Program* in an electronic format, providing you the flexibility of modifying or adapting these teaching materials to suit the needs of your class. It is also accompanied by the *Testing Audio Program*.
- The *Audio Program* for the *Workbook/Laboratory Manual*, available on audio CDs and recorded by native speakers of Italian, includes exercises and listening passages to guide your students in

speaking practice and listening comprehension (free of charge to adopting institutions). An *Audioscript* is also available. The **In ascolto** *Listening Comprehension Program* is also included as part of the complete *Audio Program*.

- The *Video Program* includes all new video footage, shot on location in Italy, which is integrated with the main text through the **Videoteca** section of each chapter.
- A set of full-color *Overhead Transparencies* is useful for presenting and practicing vocabulary and grammar.



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