



Preface

Welcome to the second edition of *Avanti!* In this new edition our priorities remain the same as those of the first edition, to provide an introductory language course that meets the needs of both instructors and learners. Three significant characteristics set *Avanti!* apart from other first-year Italian texts:

- First, *Avanti!* satisfies students' desire to communicate in everyday situations right from the start and to explore Italy's rich and unique culture in meaningful ways.
- Second, *Avanti!* responds to instructors' concerns that most textbooks 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.
- Third, the methodology of *Avanti!* is firmly grounded in current findings of research in second language acquisition and foreign language pedagogy. The materials provide support for instructors, particularly those with limited experience, whose goals are to teach mainly, if not exclusively, in Italian, and to create the student-centered, communicative classroom environment that is promoted by this research.

The title *Avanti!* was chosen to convey the forward-thinking approach of this exciting new program.

Chapter Features

To address students' desire to learn Italian that is both authentic and can be used immediately, each chapter opens with **Strategie di comunicazione**, high-frequency expressions that perform a variety of practical functions. Through video, students see and hear Italians of all ages and backgrounds as they use the strategies in spontaneous speech. Because the interviews were filmed throughout Italy, students are also exposed to standard Italian as it is spoken in different areas (Northern, Central, and Southern Italy). In this way, students' first exposure to the language is in its actual context of use. By focusing on commonly used language formulae, students can begin immediately to use the expressions to meet their own communicative needs.

From fixed expressions in the **Strategie di comunicazione**, to the presentation of vocabulary in **Lessico**, to the analysis of forms in **Struttura**, students proceed gradually from working with Italian at the word and then the sentence level. In the final section of each chapter, **Cultura**, the preparation provided by the strategies, vocabulary, and grammar culminate and are fully integrated as students engage in listening, reading, writing, and speaking activities at the discourse level. *Avanti!*'s strong cultural component is not limited to the **Cultura** section. It is incorporated into all aspects of the text, with abundant culture notes (**In Italia**) throughout and in the language practice activities. A more detailed description of the chapter organization is presented in the Guided Tour of *Avanti!*, page xxiii.

Grammar in *Avanti!*

Unlike texts in other commonly taught languages, first-year Italian textbooks currently available in North America still attempt to “cover all the grammar.” As a result, they present a large number of grammar points, with no distinction between structures that are more or less likely to be in active use by the end of the course. Given the number of structures that must be covered in a short period of time, students’ exposure to any particular point is necessarily limited and, as a result, many instructors feel they are rushing through the material, with little time for students to engage in real language use. Students, too, can quickly feel overwhelmed by forms, rules, and exceptions to rules and achieve at best a superficial understanding of the structures examined. Although they have practiced forms, they have not used them for real communication, so that by the end of the course they are often incapable of producing even simple structures to express themselves. Recent texts produced in Italy for learners of Italian as a second language tend to err in the opposite direction: they offer an abundance of communicative activities, but no language analysis, which could be expected from university students in an academic course. Furthermore, the Italian texts produced in Italy rely heavily on the linguistic and cultural expertise of an experienced, native speaking instructor teaching in a context in which students are surrounded by Italian outside the classroom. Consequently, they provide no lexical support for the learners and little support for the non-native speaking instructor or for the less-experienced instructor teaching in a foreign language context.

Avanti! makes the grammar more manageable in two ways. First, wherever possible the grammar explanations in English are interactive. That is, as students read the explanation, they are asked to complete charts or short activities to test comprehension and reinforce the concepts. This approach makes learning active rather than passive. Second, the number of structures presented has been limited. A distinction is made between forms that students can be expected to acquire and use (albeit in a limited fashion) at the end of one year of language study, structures that students may be asked to learn but cannot be expected to use appropriately, and structures that are (typically) beyond the abilities of first-year students. The **Struttura** section of the main text includes structures that are essential for meaningful communication at the elementary level and that research and classroom experience have demonstrated to be the structures that will be part of students’ active repertoire after one year. The verb forms in the indicative mood that are included in **Struttura** are: **il presente**, **il passato prossimo**, **l'imperfetto**, and **il futuro semplice**, and there is a brief introduction to the present conditional and imperative moods. Within this framework, we include regular and common irregular verbs, reflexives and reciprocals, **si impersonale**, **piacere**, as well as direct and indirect object pronouns, and the relative pronoun **che**. The subjunctive and the **passato remoto** are presented “for recognition only,” which means that elementary students are expected to identify the forms and understand their meaning, but not to produce them. Therefore, the activities provided for the subjunctive and the **passato remoto** do not require oral or written use of these structures; students are primarily asked to identify these forms when they encounter them or to select the correct forms among several options. In this way, students become familiar with this structure in preparation for more detailed study at the intermediate level.

The **Per saperne di più** section at the end of the text provides additional information (in English) about grammar points and other structures that students may be asked to learn, but of which accurate, spontaneous production should not be expected.

Review and Recycling

Reducing the number of grammatical structures presented in the first-year curriculum provides the much needed time to reiterate and practice structures that have already been learned. Since introducing and practicing each grammatical structure once in a year is not enough to promote acquisition, recycling structures and vocabulary for maximum exposure is a key feature of *Avanti!* Contextualized review is essential for courses that require midterm and final exams, and, at the same time, it builds communicative confidence in the language. There are 16 chapters in the text. Every fourth chapter provides practice of four previously taught grammar points, which are then expanded upon or followed by a related topic. Review in the form of interactive games is also provided at regular intervals (at the end of chapters 2, 6, 10, and 14) using materials provided in the *Instructor's Manual*.

Input and Meaningful Interaction

The methodology of *Avanti!* is based on current research on the roles of comprehensible input, meaningful interaction, and production in the learning process. *Avanti!* differs from most texts in that it encourages the exclusive use of Italian in the classroom and teaches learners to construct meaning from linguistic and paralinguistic cues. New vocabulary is presented in the **Lessico** section in easily identifiable contexts or with visually appealing drawings, photographs, and realia so that learners are discouraged from relying on word-for-word translation from English to Italian, a practice that can lead to incomprehensible Italian. The end-of-chapter vocabulary lists the active vocabulary for each chapter, as does the English–Italian glossary at the back of the book. The Italian–English glossary, however, includes both the active and passive vocabulary from the entire text. In both glossaries, the number in parentheses next to an entry indicates the chapter in which the word first becomes active, which makes this information readily accessible. Moreover, all the vocabulary and grammar practice activities guide learners to construct and exchange meaningful utterances for a purpose. Purposeful interaction keeps students engaged and motivated. *Avanti!* is innovative in that each activity set begins with recognition (or input) activities that allow learners to process the new forms and their meanings before being asked to produce increasingly longer strings in subsequent activities. All the practice activities prepare the learner for the chapter's final speaking activity **Parliamo!** that elicits discourse-length interactions. Since all in-class activities require students to process form in conjunction with meaning, mechanical drills and patterned responses are not included in the text. Conventional, drill-like practice is found in the *Workbook / Laboratory Manual* (the online version of which provides automatic correction and immediate feedback to students' responses), so that class time can be dedicated to exchanging information and ideas with the instructor and classmates.

While the *Workbook / Laboratory Manual* includes a variety of listening activities for students to complete outside of class, listening activities are also provided in the text for use during class time. In this way instructors have an opportunity to gauge students' listening abilities directly and students have additional guided listening practice. *Avanti!* offers a wide variety of activities in the text, as suggestions for the instructor in the margins of the *Instructor's Edition*, and in the *Instructor's Manual*, so that instructors have plenty of options to choose from.



Using *Avanti!* in the Classroom

Avanti! is a teacher-friendly text that is designed to guide experienced and inexperienced instructors in creating a truly communicative, interactive classroom. The instructor annotations in the *Instructor's Edition* of the text,

as well as the design of the presentations and activities, guide instructors to assume the role of facilitator and direct students to take an active role in the learning process. The culture component offers a rich array of resources to support instructors with limited experience or time, including expertly prepared video presentations describing aspects of Italian culture that can be used as pedagogical models, “as is” in class, or assigned as homework. A variety of activities and materials (visuals, scripts, additional ideas for games and activities) ensure that instructors will have an abundance of materials to choose from as they adapt the text to their personal style.

What’s New in the Second Edition!

In response to extensive feedback from our reviewers, we have made the following exciting changes to the *Avanti!* program for the second edition:

- The chapter openers now present an overview of Italian art and artists from the Middle Ages to the twentieth century. A new **Ascoltiamo!** mini-lecture in **Capitolo 16** incorporates these images in a comprehensible, informative, and visually stunning history of Italian art.
-  The cultural contributions of Italy’s regions are highlighted throughout the book for easy reference. A new **L’Italia regionale** icon indicates those activities and cultural feature boxes that provide information specific to various regions. Fun interactive activities that focus on Italy’s regions are available at the Centro website (www.mhhe.centro.com). (For information about Centro, see page xxvi.)
- The **In Italia** boxes, formerly in English, are now written in simple Italian from **Capitolo 3** forward to provide additional reading practice along with cultural proficiency. Each chapter also contains one **Retro** and one **In America** box in English that provide historical background on aspects of contemporary Italian and Italian-American culture.
- The topic of **Capitolo 10** has changed from **la buona salute** to **la vita e il benessere** in order to incorporate vocabulary and concepts that are of greater interest to young people.
- In **Strategie di comunicazione** a new strategy has been introduced in **Capitolo 11**: the use of the word **niente** to manage conversations.
- The grammar scope and sequence has been modified in response to user feedback: **c’è / ci sono** are presented earlier (in **Capitolo 2**); **Capitoli 6–10** have been reorganized so that the presentation of the **passato prossimo** in **Capitoli 7** and **8** is now followed by the imperfect in **Capitolo 9**. The future tense has been moved to **Capitolo 10**.
- Numerous communicative activities have been modified to make the purpose of the task more meaningful and engaging. Additional communicative activities for every **Lessico** and **Strutture** section have been added to the *Instructor’s Manual* in order to give instructors a greater variety of activities to choose from.
-  One or two songs familiar to all Italians have been selected for each chapter based on either the theme or the grammatical topic, giving students additional opportunities to hear authentic language. The types of music range from classic to contemporary and include opera as well as pop, rock, and easy listening. This new music feature, **Solo Musica**, signaled by the musical note icon, gives students information about the song, artist, and a simple task to perform while listening. Instructor annos for each song are provided in the textbook and additional suggestions for using songs in the classroom are available in the *Instructor’s Manual*. The *Avanti!* iMix playlist featuring these songs is available for purchase at the iTunes® store. For

information about how to access this playlist, go to Coursewide Content on the *Avanti!* Online Learning Center (www.mhhe.com/avanti2).

- The **Cultura** section has been extensively revised to make it even more engaging and interactive.
 - Two **Ascoltiamo!** mini-lectures have been changed to introduce students to sports (**Capitolo 10**) and art history (**Capitolo 16**). All of the mini-lectures, presented by an award-winning teacher and native speaker, along with a wealth of integrated visual support are now available on a separate DVD in the video program so that instructors can use them in class or students can view them at home. For instructors who wish to do their own presentations, a sample video for **Capitolo 1** with an actual class has been provided as a model in the Instructor Edition of the *Avanti!* Online Learning Center, along with the visual support materials for all chapters. In addition, transcripts of each mini-lecture are included in the *Instructor's Manual*. If the instructor chooses, the lectures on DVD can be used as follow-up work for the students.
 - By reviewers' request, ten of the **Leggiamo!** readings have been revised to include longer texts to reflect learners' increasing proficiency in Italian. All readings have been made more interactive with the addition of **Prima di leggere, Al testo!**, and **Discutiamo!** activities for each. A new section, **Parole per leggere**, accompanies each reading. It contains five to seven words from the reading that students are likely encounter in written texts and that should be learned for recognition only. Some of these words become active vocabulary in later chapters.
 - Many **Parliamo!** activities, too, have been revised to include more problem-solving activities to promote more interaction and discussion among students.
 - Finally, two recent films have been added to the **Guardiamo!** section: *Ricordati di me* in **Capitolo 4** and *My Name is Tanino* in **Capitolo 13**. The presentation of all film clips has been made more interactive through the addition of **Anteprima**, a pre-viewing activity to activate background knowledge, **Ciak! si gira**, an activity directly related to the contents of the film clip to check learners' comprehension, and **È fatto!**, an activity to stimulate discussion of the cultural content of the clip.
- The postcard feature in **Capitoli 4, 8, 12, and 16** has been replaced with a new feature called **Il blog di...** This section presents blog pages of four Italians from the cities in the new cultural video segments.
 - All new cultural video segments, filmed for the second edition, introduce students to aspects of daily life in Rome, Bologna, Florence, and Naples. On-screen narration reinforces cultural content from the preceding chapters.
- The testing program (now called the *Test Bank*) has been completely revised to allow instructors to customize their tests based on the material they cover in their class. Provided in Word format, 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. In addition, sample tests for each chapter are also provided, as well as suggestions and guidelines for the creation of assessment materials.



A Guided Tour of *Avanti!*

Chapter Opener

The text is divided into 16 chapters. Striking fine art openers by classical and contemporary Italian artists establish the chapter theme and present an overview of the history of Italian art. The opener also includes a list of functional objectives and the media resources available to students and instructors.

DVD Strategie di comunicazione

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

3 Cosa ti piace fare?

SCOPI
In this chapter you will learn:

- to give someone's attention
- to ask about the time and to say when events happen
- to check for comprehension and/or agreement
- to say what you like to do in your free time
- to talk about your daily routine
- about a typical daily routine in Italy

Boccioni (1912), *Così Spazio*

Online Learning Center available anytime! [AVANTI!](#) [www.avanti.com](#)
DVD, Online Activities, Live Virtual

Lessico

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

C. Pronto o tardi?
Pronto prima. Your partner will ask if you like to do the following activities at the time listed. Tell whether that was quick, it happens often (too often), it happens rarely (too few), or it takes a long time (too long time).

Example: *mi piace andare in macchina*
Sì, ma non è troppo presto!

Ti piace...

	spesso (often)	una volta (once)	spesso tardi (too late)
1. fare sport (to exercise)	11	11	11
2. andare a una festa alle vestite (to go to a formal party)	11	11	11
3. andare a una partita di football o basketball	11	11	11
4. andare alle feste	11	11	11
5. andare al cinema alle vestite*	11	11	11
6. dormire (to sleep) (too early or too late)	11	11	11

Pronto o tardi... Compare your answers with your partner(s). Do you agree?
Example: *mi piace andare a scuola*
Sì, ma non è troppo tardi. Mi piace (come va bene).

In italiano
Pronto and tardi can also be used to say good-bye.
A presto! See you soon!
A più tardi! See you later!

Lessico

Che fai di bello?
Talking about your daily activities.
Although Boccioni and Ravenna are close together, they are very different. Read the brief descriptions they give of themselves and of the activities they like to do.

Che fai di bello?
Read the brief descriptions of people doing their daily activities. Use the appropriate pronouns to describe each person. If you need help, look at the illustrations to see how the appropriate pronouns look like from one of your books.

Il tuo italiano
Read the brief descriptions of people doing their daily activities. Use the appropriate pronouns to describe each person. If you need help, look at the illustrations to see how the appropriate pronouns look like from one of your books.

Strutture

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

31 Dove vai?
Indicating verbs

Complete each exercise by indicating at what time you think your partner does each of the following activities.

- How are you? *_____*
- Where do you live? *_____*
- Are you going to school? *_____*
- Where do you work? *_____*

Now, find out if your guesses are correct by asking your partner questions. Use the hints of the verbs and give your answer. Remember! Show that the form of the verb is correct.

Example: *Andi vai a scuola?*

1. You have already learned two irregular verbs, *essere* and *avere*. As you know, these verbs do not follow the same pattern as regular verbs. Here are the verb tables of five more irregular verbs.

2. Complete the chart by filling in the form of each verb if you need help with the Italian form. Use an Appendix 2 in the back of the book.

	essere	essere	essere	essere	essere
infinitive	io	tu	lui/lei	noi	voi
essere	sono	sei	è	siamo	seste
avere	ho	hai	ha	abbiamo	avete
andare	va	vai	va	andiamo	andate
venire	viene	viene	viene	veniamo	venite
partire	parte	parte	parte	partiamo	partite

Remember that the way to use these verbs is in the back of the book.

2. Here are some points to remember about each verb.

Il tuo italiano
Read the brief descriptions of people doing their daily activities. Use the appropriate pronouns to describe each person. If you need help, look at the illustrations to see how the appropriate pronouns look like from one of your books.

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STUDIO TIP
Remember that the way to use these verbs is in the back of the book.

Ripasso

Every fourth chapter (Chapters 4, 8, 12, and 16) is a review chapter that recycles the communication strategies, vocabulary, and grammar presented in the three preceding chapters. In Chapters 4, 8, and 12, each **Struttura** section begins with contextualized practice of a previous grammar point, which is followed by the introduction of a new, related structure. The **Struttura** section of Chapter 16 contains only review materials.

Cultura

The culminating section of each chapter allows students to fully integrate what they learned in the **Strategie**, **Lessico**, and **Struttura** sections by engaging them in listening, reading, writing, and speaking activities with a cultural focus. **Cultura** is divided into five parts: **Ascoltiamo!**, **Leggiamo!**, **Scriviamo!**, **Parliamo!**, and **Guardiamo!** In this section, as in the rest of **Avanti!**, interpretive (comprehension) skills precede expressive (production) skills, this time, however, at the discourse level.

- In **Ascoltiamo!**, students listen to and watch on DVD a mini-lecture by a master teacher on an aspect of Italian culture related to the chapter theme, followed by comprehension and expansion activities. For instructors who would prefer to present the materials themselves, transcripts and support materials for this section are provided in the *Instructor's Manual*.

Cultura

Ascoltiamo!

L'orario degli italiani

Eating habits are an important part of culture that we take them for granted. In North America, for example, restaurants are ubiquitous and each food served only in the regular dinner hours. Italian eating habits are very different. In the regular dinner hours, restaurants are ubiquitous and each food served only in the regular dinner hours. Italian eating habits are very different. In the regular dinner hours, restaurants are ubiquitous and each food served only in the regular dinner hours.

A. Osserva ed ascolta. Watch and listen to the presentation describing a typical Italian lifestyle. Complete the table with the appropriate words.

1. fare colazione	a. alle undici
2. pranzo	b. alle otto
3. merenda	c. alle otto e trenta
4. fare una spuntino di laur	d. alle venti e trenta
5. cena	e. alle venti e trenta

B. Completa.

Parafrasi. Based on what you found, match the time with the corresponding activity. Write the number of the activity in the space provided.

1. fare colazione a. alle undici
2. pranzo b. alle otto
3. merenda c. alle otto e trenta
4. fare una spuntino di laur d. alle venti e trenta
5. cena e. alle venti e trenta

Parafrasi. Complete the following sentences with the appropriate words from the list. Write the number of the activity in the space provided.

1. fare colazione a. alle undici
2. pranzo b. alle otto
3. merenda c. alle otto e trenta
4. fare una spuntino di laur d. alle venti e trenta
5. cena e. alle venti e trenta

C. Trova il tuo. Which daily schedule do you prefer? Why? Choose one and complete the sentence.

Personalmente, preferisco l'orario italiano/americano perché...

Leggiamo!

Avere una doppia vita

A. Prima di leggere. With a partner discuss the following activities and then vote on the most and the least fun of them.

giornare	fare presentazioni
fare un job	fare una spuntino
guardare la TV	lavorare
leggere	studiare
scorrere sui gli social	

B. All'articolo. In the following article from *Avanti!* magazine, a model who works in a museum has a second life as a model. Read the article and then answer the questions about Chiara Andrei.

Di giorno lavoro al museo. Ma di notte divento di più.

Chiara Andrei, durante la settimana svolge il ruolo di guida per i turisti. Di notte invece è una modella. Chiara Andrei, 25 anni, è una modella che vive a Roma. Ha una doppia vita: di giorno è una guida per i turisti al museo, di notte è una modella. Chiara Andrei, 25 anni, è una modella che vive a Roma. Ha una doppia vita: di giorno è una guida per i turisti al museo, di notte è una modella.

C. Trova il tuo. Which daily schedule do you prefer? Why? Choose one and complete the sentence.

Personalmente, preferisco l'orario italiano/americano perché...

- In **Leggiamo!**, students read and respond to authentic texts that include literary excerpts, magazine and newspaper articles, and cross-disciplinary readings taken from Italian sources.

- In **Scriviamo!**, students use what they've learned in the chapter to complete a variety of writing tasks to develop their written communication skills.

- In **Parliamo!**, students participate in pair, small group, or whole class discussions to solve problems or complete tasks to develop their speaking abilities.

- In **Guardiamo!**, which is an optional section, instructors may choose to show brief excerpts of Italian films whose themes are related to the chapter topic. A short synopsis is provided as well as comprehension and expansion activities. By ending the chapter with a film clip, students' language learning program begins and ends with experiencing Italian in context, as it is actually used by Italians today. All films are readily available at major video rental stores or through online rental sites.

In Italia

Culture is not limited to the **Cultura** section of the chapter. The **In Italia** feature, written in English in **Capitoli 1** and **2** and in Italian from **Capitolo 3** on, appears numerous times in every chapter and provides students with in-depth information about Italian life, music, history, literature, art, science, and society today.

IN ITALIA

In Italia le carte da gioco (playing cards) sono diverse da quelle francesi che sono state adoperate negli Stati Uniti. I quattro semi (suits) sono spade (words), coppe (cups), bastoni (clubs) e ori o denari (coins). Storicamente i semi rappresentano i diversi ceti sociali (social classes): il militare, la chiesa, il popolo e la nobiltà.

I disegni variano da regione a regione in Italia. Ecco il due di spade di cinque regioni diverse:

CLICCA QUI Per sapere di più sulle varietà regionali delle carte da gioco e per imparare le regole di Scopac a Briscia, due popolari giochi italiani, vai subito di **Avanti!**, **Clicca qui** (www.mhhe.com/avanti2).

Retro

This new cultural feature, related to the **In Italia** feature, appears once per chapter in English and provides in-depth historical information and background on an aspect of Italian culture presented in the chapter.

In italiano

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

In America

Each chapter culminates with this feature box that highlights the contributions of Italian Americans to the arts and sciences and society in general.

Clicca qui

These feature boxes and notes refer students to additional resources and information about the **In America**, **In Italia**, and **Retro** topics available at the *Avanti!* Online Learning Center that allow them to explore the cultural topics further.

Study Tip

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

Music Feature

Solo Musica

A song has been selected for each chapter based on either the theme or the grammatical topic allowing students additional opportunities to hear authentic language. The brief text gives students information about the song and artist, and a simple task to perform while listening. Instructor annos for each song are provided in the textbook and additional suggestions for using songs in the classroom are available in the *Instructor's Manual*. The *Avanti!* iMix playlist featuring these songs is available for purchase at the iTunes® store. For information about how to access this playlist, go to Coursewide Content at the *Avanti!* Online Learning Center (www.mhhe.com/avanti2).

Additional Features

Il blog di...

This blog page, which appears in **Capitoli 4, 8, 12, and 16**, provides students with an insider's view of each of the four cities and surrounding regions featured in the new *Avanti!* cultural video segments: Rome, Bologna, Florence, and Naples. Additional footage and related activities are provided at the *Avanti!* Online Learning Center.

Per saperne di più

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

RETRO

I condottieri (soldiers of fortune, captains) e le loro famiglie. From the end of the thirteenth until the sixteenth century the Italian peninsula was fragmented into a number of small states, fearful of each other and vying to extend their influence. The constant wars between them were fought with hired companies of professional soldiers in exchange for money, land, and power. At first, these mercenary troops were led by their own foreign captains, but eventually some of these **condottieri** were native Italians. Occasionally, it was possible for a **condottiero** to become the lord (**signore**) of the city or district that he had helped subdue. Some of the most famous and powerful families of the time arose from beginnings as **condottieri**: Francesco Sforza, Bartolomeo Colleoni, Federico d'Urbino, Giovanni delle Bande Nere (father of Cosimo I de' Medici), and Francesco Gonzaga I (1467–1444), the first marquis (**marchese**) of Mantova. The painting that accompanies the reading depicts

In italiano

rtieri and
e. Clicca qui

There are two verbs that mean to *play* in Italian: **giocare**, to play a game, and **suonare**, to play an instrument.

IN AMERICA

Ti piace il cinema italiano? The American film industry has recognized the genius of Italian filmmaking with more Oscars for Best Foreign Language Film awarded to Italy than any other nation. Can you name any of the 13 Italian films that have won an Academy Award?

Italy 13	Sweden 3	Spain 3	Holland 3
France 12	Japan 3	Former USSR 3	

STUDY TIP

The best way to learn new verb forms and vocabulary is to practice using them in sentences so that you learn the meaning, use, and form at the same time!



The screenshot shows a blog profile for Emiliano Bello, 33 years old, a professional information systems manager from Rome. The profile includes a photo of him and a post about the Colosseum. At the bottom, there are navigation links for 'Dopo CONNECTION' and 'Clicca qui' to access more content.

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■ For Students



DVD to accompany *Avanti!*

Filed 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 also contains four cultural segments, called **Il blog di...**, highlighting the four cities—Rome, Bologna, Naples, Florence, and the surrounding regions—where the video was filmed. The narration, written in accessible Italian, uses the vocabulary and grammar of the four preceding chapters.

The new **Ascoltiamo!** mini-lectures, presented by an award-winning master teacher and native speaker, are also included on a separate DVD in the video program for the second edition.

The entire video program is also available online in Centro with the purchase of the Online *Quia™ Workbook / Laboratory Manual*. (See description of Centro below.)

Workbook / Laboratory Manual

The *Workbook / Laboratory Manual* provides more conventional, drill-like practice of the **Strategie**, **Lessico**, and **Strutture** material presented in the textbook using a variety of written activities and audio activities. In addition, each chapter includes a **Cultura** section which expands upon the cultural themes of the chapter through additional listening activities (**Ascoltiamo!**), a new culture reading (**Leggiamo!**), and a writing activity (**Scriviamo!**). The **In Italia** feature reviews the cultural material presented in the chapter. At the end of each chapter of the *Workbook / Laboratory Manual* are the **Per saperne di più** practice activities for that chapter for those instructors who wish to cover more material in their curriculum.

The graph paper charts for the inductive activities from the textbook are reproduced at the back of the *Workbook / Laboratory Manual* for those students who do not wish to write in their books.



Audio Program

The *Audio Program*, available for purchase on CD, coordinates with the *Workbook / Laboratory Manual*. The end-of-chapter vocabulary is included on a separate audio CD as part of the complete *Audio Program*. All audio recordings are also available free of charge at the *Avanti!* Online Learning Center.



CENTRO
Your media center for language

Centro and the Online *Quia™ Workbook / Laboratory Manual*

Available to all those who purchase the Online *Quia™ Workbook / Laboratory Manual*, Centro (www.mhhe.centro.com) is the new and exciting one-stop website that brings together all the online and media resources of the *Avanti!* program.



The Online *Quia*[™] *Workbook / Laboratory Manual* is identical in practice material to the print version, and has many added advantages, such as self-correcting exercises and the integration of the audio program into the activities. It also includes an easy-to-use gradebook and class roster system for instructors that facilitate course management. From the Centro site, instructors also receive convenient access to all of the Instructor Resources.

In addition to the Online *Workbook / Laboratory Manual*, the Centro website offers free access for students to the following resources:

- The Online Learning Center that includes self-correction quizzes for additional practice with vocabulary, grammar, and culture
- Interactive games related to the **L'Italia regionale** feature in the textbook and longer interviews with the Italians from the **Strategie di comunicazione** sections
- The Video Program to accompany *Avanti!*, which contains the **Strategie di comunicazione** videos, the four new exciting cultural segments **Il blog di...**, and the **Ascoltiamo!** mini-lectures
- A link to the *Avanti!* iMix playlist on the iTunes® site



Online Learning Center

The *Avanti!* website provides additional practice activities for the **Lessico** and **Strutture** sections of the textbook and gives students instant feedback on their work as well as keywords and links for the cultural topics referenced in the **Clicca qui** feature in the textbook.

Also included on the website, free of charge, is the complete *Audio Program*.



CourseSmart eTextbook

CourseSmart is a new way to find and buy eTextbooks. At CourseSmart you can save up to 50% off the cost of a print textbook, reduce your impact on the environment, and gain access to powerful web tools for learning. CourseSmart has the largest selection of eTextbooks available anywhere, offering thousands of the most commonly adopted textbooks from a wide variety of higher education publishers. CourseSmart eTextbooks are available in one standard online reader with full text search, notes and highlighting, and email tools for sharing notes between classmates. For further details about purchasing an eTextbook for *Avanti!*, go to www.coursesmart.com.

■ For Instructors

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

This supplement 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 video script, the **Ascoltiamo!** scripts and support materials, and answers to student activities from the textbook.

The all new *Test Bank* 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. In addition, sample tests for each chapter are also provided, as well as suggestions and guidelines for the creation of assessment materials.

***Avanti!* Online Learning Center Website, Instructor's Edition**

The Instructor's Edition of the student website gives instructors access to the online student activities, a digital version of the *Instructor's Manual* and *Test Bank*, the complete *Audioscript* for the *Avanti! Audio Program*, support materials for the **Ascoltiamo!** section of the textbook including maps and charts and sample syllabi. Please contact your local McGraw-Hill sales representative for your password to the Instructor's Edition.