

Preface

In this eighth edition of *Prego!*, we've taken the opportunity to build on the strong foundations of this well-loved market leader by soliciting extensive reviewer feedback and designing a revision that addresses the needs of today's Italian instructors and their students. As a result, this program is stronger than ever before. Based on reviewer input, the eighth edition retains the solid vocabulary development and grammar presentations for which *Prego!* is well known, now supported by significantly revised and expanded cultural material and innovative digital components. In addition, all new and existing print and digital content in the eighth edition has gone through a rigorous editing process so we can guarantee the quality and accuracy on which you and your students depend. We believe this is *Prego!*'s best edition yet!

Strong Foundations to Promote Communication

Reviewers reported that *Prego!*'s proven approach makes it easy for their students to build a strong foundation for communicative competence. The grammar and vocabulary presentations are clear and straightforward, supported by communicative activities to help students develop true language proficiency and confidence in their communication skills. In response to user feedback, we've added approximately sixty-five percent more communicative activities to ensure that students are getting sufficient opportunities to practice their communication skills.

The **Vocabolario preliminare** section in every chapter 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 an illustration, setting the context for the vocabulary and exercises that follow, while the vocabulary list itself is introduced with full-color illustrations of key words to encourage visual learners.

Vocabolario preliminare

Dialogo-Lampo

Prendere un caffè al bar

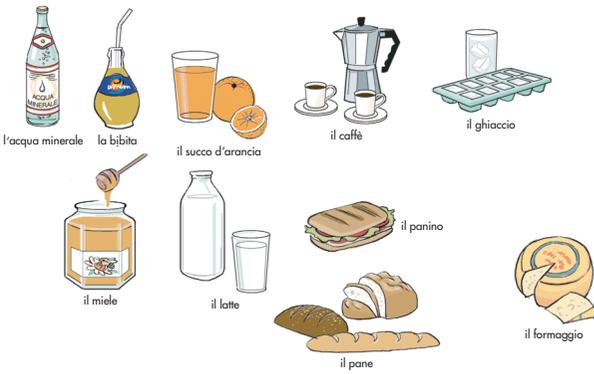
ANDREA: Silvia... cosa prendi?
SILVIA: Un cappuccino.
ANDREA: Non mangi?
SILVIA: No, di solito non faccio colazione la mattina.
ANDREA: (alla cassiera?) Allora... un cappuccino, un caffè e... tre paste.
SILVIA: Tre paste?! Hai proprio fame!
1. Perché non mangia Silvia?
2. Che cosa bevono Andrea e Silvia?
3. Cosa mangia Andrea?
4. Che momento del giorno è questo?

1. alla... to the cashier 2. Well, then



Bibite° e snack al bar

Drinks



l'acqua minerale la bibita il succo d'arancia il caffè il ghiaccio
il miele il latte il panino il pane il formaggio

Grammatica

A. Presente dei verbi in -are

Sono Sara e abito a Roma con un'amica, Giulia. Durante la settimana io lavoro e Giulia studia. Il sabato e la domenica incontriamo gli amici, mangiamo una pizza, ascoltiamo sempre la musica e andiamo spesso a ballare.



- In Italian, the infinitives of all regular verbs end in **-are**, **-ere**, or **-ire**. (In English, the infinitive [**l'infinito**] consists of *to + verb*.)
parlare (*to speak*) vedere (*to see*) dormire (*to sleep*)
- Verbs with infinitives ending in **-are** are called first-conjugation, or **-are**, verbs. The present tense of a regular **-are** verb is formed by dropping the infinitive ending **-are** and adding the appropriate endings to the remaining infinitive stem. The ending is different for each person.

parlare (<i>to speak</i>) Infinitive stem: parl-	
Singolare	Plurale
parlo <i>I speak, am speaking</i>	parliamo <i>we speak, are speaking</i>
parli <i>you (inform.) speak, are speaking</i>	parlate <i>you (inform.) speak, are speaking</i>
parla <i>you (form.) speak, are speaking</i>	parlano <i>you (form.) speak, are speaking</i>
parla <i>he speaks, is speaking</i>	parlano <i>they speak, are speaking</i>
parla <i>she speaks, is speaking</i>	
parla <i>it speaks, is speaking</i>	

Note that in the third-person plural the stress falls on the same syllable as in the third-person singular.

- The present tense in Italian corresponds to three English present-tense forms.

Parlo italiano. $\left\{ \begin{array}{l} I \text{ speak Italian.} \\ I \text{ am speaking Italian.} \\ I \text{ do speak Italian.} \end{array} \right.$

- The Italian present tense is also used to express an action that began in the past and is still going on in the present. To express how long you have been doing something in Italian, you use *present tense + da + time expressions*.

—**Da quanto tempo** parli italiano? —*How long have you been speaking Italian?*
—Parlo italiano **da un anno**. —*I have been speaking Italian for one year.*
Carlo ama Sophia **da molto tempo**. *Carlo has loved Sophia for a long time.*

In the **Grammatica** sections, three to five grammar points are presented, each introduced in context by a brief dialogue or passage with accompanying art. These grammar presentations use color-coded charts and visuals to provide clear and concise student-friendly explanations and include focused exercises as well as more communicative activities.

Nota bene

Le preposizioni: semplici o articolate?

It is not always easy to choose between simple and articulated prepositions when writing or speaking in Italian. It might help to remember that an articulated preposition is used to express *in* or *to* if the noun is modified or if it is plural; otherwise **in** is used.

Sono **in biblioteca**.

BUT

Sono **nella biblioteca centrale**.

The same rule is true for expressing *in* with countries.

in Italia

BUT

nell'Italia meridionale, negli Stati Uniti

Buono a sapersi

Prendere o portare?

As you know, **prendere** means to take.

Hai preso l'autobus stamattina?

Did you take the bus this morning?

It can also be used idiomatically.

prendere il sole *to sunbathe*

prendere un caffè *to have a coffee*

Prendere is not used to mean *to take* someone/something somewhere, or *to bring* someone/something to a place. The Italian verb used to express those concepts is **portare**.

Sandro **ha portato** Enrica in macchina all'università.

Sandro took Enrica to the university in his car.

Gli amici **hanno portato** le bibite alla festa.

Friends brought the drinks to the party.

Nota bene and **Buono a sapersi** boxes expand on important grammar points and present idioms and colloquial expressions to help students understand nuances in Italian.

Finally, the **Piccolo ripasso** review exercises reinforce the structures and vocabulary of the chapter and recycle high-frequency structures and vocabulary from earlier chapters.



Angolo musicale

'Na tazzulella 'e caffè

Pino Daniele is an Italian singer-songwriter from Campania who is known for his use of Neapolitan dialect and music in his work. "'Na tazzulella 'e caffè," from his first album *Terra mia* (1977), is a song that speaks of the social injustices found in Naples, as well as the passion for coffee that all Neapolitans share. Although this song is sung entirely in the Neapolitan dialect, listen closely and see how many words you can identify.

Note: This song is available for purchase at the iTunes store in a special iMix created for *Prego!* For more information about accessing the playlist, go to the *Prego!* Online Learning Center, Coursewide Content (www.mhhe.com/prego8).

Connecting Students with Authentic Italian Culture

In our research with language instructors, we found that the need for integrated and engaging culture is pervasive across the discipline. Presenting the culture of Italy along with its language is a basic course objective, but it is also critical to engage the students' natural curiosity about the art, music, food, and everyday life in Italy that led them to take an Italian course in the first place. When students interact with rich cultural content, they are more motivated to communicate in Italian. The eighth edition of *Prego!* guides them along with enhanced offerings of diverse and delightful cultural content.

A new cultural feature, **Angolo musicale**, highlights Italian songs that coordinate with the grammar or theme of each chapter, and includes brief activities for each song presented.

Curiosità, the popular cultural feature that provides students with unusual bits of information about Italy's culture, language, and history, has been moved to within the body of each chapter to serve as a short respite from vocabulary and grammar practice.

Curiosità

Il violino



Lo «Stradivari Seymour Solomon» del 1729 al Christie's di New York

Il violino nasce in Italia nel XVI secolo,¹ dopo anni di ricerche² e tentativi³ di evoluzione di strumenti musicali a corda⁴ molto antichi. Gli artigiani che creano i violini si chiamano *maestri liutai* e derivano il loro nome dal *liuto*, uno strumento a corda tipico del Barocco.⁵ La

città specializzata nella produzione dei violini è Cremona, in Lombardia. I legni⁶ usati nei violini sono l'acero⁷ per la parte superiore e l'abete⁸ per la parte inferiore. Il lavoro di celebri famiglie di maestri liutai, come Amati, Stradivari, Guarneri del Gesù, ha contribuito alla diffusione della fama dei violini italiani in tutto il mondo. Negli ultimi anni, alcuni violini sono stati venduti all'asta⁹ per cifre astronomiche: nel 2007 un violino

Guarneri del Gesù è stato comprato per 3.900.000 dollari! ■

¹XVI (sedicesimo)... *sixteenth century*
²research ³attempts ⁴a... *stringed* ⁵Baroque,
1600–1700 ⁶woods ⁷maple ⁸spruce
⁹at auction

With an emphasis on visual elements, **L'Italia regionale** introduces students to the twenty regions of Italy. Three beautiful photographs with extended captions describe the important cities, places, products, and/or people of that region. One or two activities are included in the Instructor annotations in order to check students' reading comprehension and engage students in class discussion.

Each chapter culminates with a four-skills cultural section, **Invito alla cultura italiana**, which provides opportunities for students to hear, read, speak, and write in Italian. At the core of this thoroughly revised section, the popular **Nota culturale** feature from previous editions, which offers students a glimpse of everyday life in Italy, has been expanded into full-fledged end-of-chapter **Lettura** readings, accompanied by pre-reading warm-up activities and post-reading comprehension activities. The **Videoteca** section incorporates images and dialogues from the video, followed by comprehension and discussion questions and activities.

Finally, the **Flash culturali** cultural spreads, appearing after **Capitoli 4, 8, 12, and 16**, offer students a glimpse of the culture of contemporary Italy by introducing them to fascinating people, places, and events related to the themes and regions presented in the four preceding chapters.

L'Italia regionale

La Campania

In tutto il mondo la Campania è famosa per la bellezza del suo territorio, per le sue tradizioni e per il suo cibo. Napoli, ai piedi del Vesuvio, è il capoluogo della regione ed un porto molto importante. La costiera? Amalfitana con le sue strade a picco sul mare e le belle isole di Ischia e Capri offrono panorami pittoreschi. Le antiche città di Pompei ed Ercolano raccontano una storia grandiosa e tragica. E poi, ci sono la pizza e il caffè!

Nel 79 d.c.¹ il Vesuvio ha avuto una devastante eruzione. Ceneri e lapilli² dal vulcano hanno sepolto la città romana di Pompei ed i suoi abitanti per secoli.³ Gli scavi archeologici⁴ della città sono cominciati alla fine del 1700⁵ e oggi Pompei appare⁶ come una città senza tempo, con le sue strade, le case e i negozi di molti anni fa.

Sapete perché la pizza Margherita ha questo nome? Nel 1889⁷ un cuoco⁸ napoletano ha preparato una pizza in onore della regina⁹ Margherita, in visita a Napoli. La pizza aveva¹⁰ i colori che oggi rappresentano l'Italia: il rosso del pomodoro,¹¹ il bianco della mozzarella e il verde del basilico.¹² Da allora¹³ la pizza Margherita è la regina delle pizze!

¹si... at the foot ²cenere ³... hanging ⁴all ⁵d.c. ... dopo Cristo, Anno Domini (abbr. A.D.) ⁶Ceneri... Ashes and lava fragments ⁷buried ⁸centuries ⁹scavi... archaeological excavations ¹⁰millasettecento ¹¹seems ¹²millitoccentoottantaneve ¹³cook ¹⁴queen ¹⁵had ¹⁶sumato ¹⁷basil ¹⁸Da... Since then

L'Italia regionale | 117

Digital Tools for Easier Administration

Prego! has also been carefully designed to help instructors administer the course and to enhance the students' experience with integrated digital material. The online instructor resources available in CENTRO include the My Dashboard feature, centralizing all the most commonly used functions in one easily accessible location. Instructors can see at a glance how their classes are performing, peruse the weekly activity view to see what's coming up, create new activities, and much more! Instructors will find an easy-to-use gradebook and class roster system that facilitate course management; they also get convenient access to all of the Instructor Resources on the *Online Learning Center* website.

CENTRO is a one-stop platform that facilitates student learning and practice by bringing together all the online and media resources of the *Prego!* program including the CENTRO online versions of the *Workbook* and *Laboratory Manual*, the **Angolo musicale** playlist and a link to the accompanying iMix in iTunes,* new interactive games, and the video program.

The *Prego!* video consists of two parts. One is incorporated into each chapter of the main text through the fully revised **Videoteca** section. Each episode includes a functional conversation and beautiful theme-related cultural footage shot in Italy specifically for *Prego!* The second part, **Le città d'Italia**, features new footage focusing on five Italian cities: Bologna, Florence, Milan, Naples, and Rome. This video program is available both as a DVD and within CENTRO.

*iTunes is a trademark of Apple Inc.

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For Students



- The *Workbook*, by Graziana Lazzarino and Andrea Dini, provides additional practice with vocabulary and structures through a variety of written exercises. Self-tests appear after every third chapter to help students prepare for exams. Answers to the *Workbook* exercises appear in the *Instructor's Resource Guide*.
- The *Laboratory Manual*, also by Andrea Dini and Graziana Lazzarino, provides listening and speaking practice outside the classroom. Material includes pronunciation practice, vocabulary and grammar exercises, dictations, and listening-comprehension sections that simulate authentic interaction.
- The *Online Workbook* and *Online Laboratory Manual*, developed in collaboration with Quia™, are the enhanced, interactive versions of the printed products. They include instant feedback, the complete audio program (for the *Online Laboratory Manual*), automatic grading and scoring, and a gradebook feature.
- The *Audio Program*, available for purchase on audio CDs and online on the *Prego! Online Learning Center*, coordinates with the *Laboratory Manual*. The **In ascolto** *Listening Comprehension* CD is included on a separate audio CD as part of the complete *Audio Program*.



- The *Online Learning Center* provides a variety of vocabulary and grammar activities for each chapter of the text. The **In ascolto** *Listening Comprehension Program* and the complete *Laboratory Audio Program* are included as part of the *Online Learning Center*.
- CENTRO is a one-stop platform that facilitates student learning and practice by bringing together all the online and media resources of the *Prego!* program, including the online versions of the *Workbook* and *Laboratory Manual*, the **Angolo musicale** playlist and a link to the accompanying iMix in iTunes, new interactive games, and the video program.

For the Instructor



- The *Instructor's Edition* of the text 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 and for the cultural readings.
- The *Instructor's Resource Guide 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 *Prego!* in the proficiency-oriented classroom. The complete *Testing Program* includes semester and quarter final exams, and also includes a *Testing Audio Program* which provides recordings of the listening comprehension and dictation portions of each test.

- The Instructor Edition portion of the *Online Learning Center* includes the *Instructor's Resource Guide 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. Also available on the Instructor's Edition side of the Online Learning Center are digital transparencies and the Audioscript.
- The *Audio Program* for the *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 *DVD Program* includes video footage shot on location in Italy, which is integrated with the main text through the **Videoteca** section of each chapter.



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Janet Gomez

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“In my opinion, *Prego!* is the best textbook for Italian available.”

—LUIGI FERRI
John Carroll University

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Phoenix College
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Purdue University
Lucia Hannau

Rhode Island College
Joseph Levi

Roanoke College
Giuliana Chapman

“I’ve been using this book for a decade, and it is terrific.”

—GIULIANA CHAPMAN
Roanoke College

Saint Bonaventure University
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“Provides good cultural readings, explains the grammar well.”

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Katja Liimatta

University of Louisville
Frank Nuessel

University of North Carolina
Amy Chambless
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“The ancillaries are just right and students seem to derive great advantage from them.”

—ENNIO RAO
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