

# Preface

Welcome to the exciting seventh edition of *Prego! An Invitation to Italian*. Since its first appearance in 1980, *Prego!* has been a leading introductory Italian program in North America. This edition provides the communicative activities and streamlined vocabulary and grammar presentations typical of *Prego!*, coupled with revised and expanded cultural material, a beautiful design and all-new, vivid illustrations.



## Features of the Seventh Edition

We are grateful for the positive response to the text's approach and goals, which have remained constant since the first edition. Instructors will find in the seventh edition those features that they have come to know and trust over the years:

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

At the same time, we are very excited about this new edition of *Prego!* We listened to our many adopters and revised the text based on your significant feedback. As a result, the text and its ancillary package are even stronger. Here are several key highlights of the seventh edition:

- new full-color illustrations in every chapter present vocabulary in a visual context and help students visualize the contexts of grammar presentations.
- grammar presentations have been revised and streamlined, and include color-coded charts and visuals to provide concise and student-friendly explanations
- updated **Nota culturale** sections offer information on everyday Italian life
- a new feature, **Curiosità**, gives students expanded reading practice and exposure to Italian language and culture
- engaging cultural sections, **Flash culturali**, appearing after **Capitoli 4, 8, 12, and 16**, expand upon the chapter themes through readings relating to the culture of present-day Italy
- a beautiful video, shot on location in Italy, is integrated into each chapter of the text through the revised **Videoteca** section
- *Prego!*'s state-of-the-art ancillary program includes the new online *ActivityPak*, available through the *Online Learning Center*. The *ActivityPak* replaces the *Interactive CD-ROM* and provides a variety of engaging interactive activities delivered in a convenient online learning environment. The ancillary program also includes an *Online Workbook* and *Online Laboratory Manual*, created in conjunction with Quia™, a text-specific *Online Learning Center*, and a DVD program featuring *Prego!*'s beautiful video.

Please turn to the next page for a fully illustrated Guided Tour of the seventh edition of *Prego!*



### Grammatica

#### A. Presente dei verbi in -ere e -ire

Stiamo una famiglia molto sportiva. Mio padre corre ogni giorno e poi va in ufficio; mia madre prende lezioni di tennis in estate e preferisce nuotare in piscina in inverno; mia sorella va in palestra e fa sollevamento pesi; persino mia nonna fa aerobica!

**1. The present tense of regular verbs ending in -ere (second-conjugation verbs) and of several verbs ending in -ire (third-conjugation verbs) is formed by adding the appropriate endings to the infinitive stem.**

-ere verbs scrivere (to write)	-ere verbs scriviamo	-ire verbs dormo	-ire verbs dormiamo
scrivo	scriviamo	dormo	dormiamo
scrivi	scrivete	dormi	dormite
scrive	scrivono	dorme	dormono

Note that the endings are the same for both conjugations except in the second-person plural: **-ete** for -ere verbs, **-ete** for -ire verbs.

Scrivete molte e-mail!  
(Do you write many e-mails?)  
Do you sleep well?  
Dormite bene?

**2. Other -ere verbs conjugated like scrivere are**

<b>chiedere</b> to <i>chies</i>	Chiudo la finestra (ritorno).
<b>correre</b>	Forché correte ogni giorno?
<b>dipingere</b>	Raffaella dipinge bene.
<b>leggere</b>	Carlo legge il giornale.
<b>mettere</b> to <i>put, place</i>	Mettiamo le valigie in macchina.
<b>perdere</b>	Perdi sempre la chiave (devo)?
<b>prendere</b>	Non prendiamo lezioni di ballo.
<b>ricevere</b> to <i>receive</i>	Chi riceve molte riviste?
<b>rispondere</b> to <i>answer, reply</i>	Forché non rispondi in italiano?
<b>vedere</b> to <i>see</i>	Vedono un film.

**3. The present tense of regular verbs ending in -ere (second-conjugation verbs) and of several verbs ending in -ire (third-conjugation verbs) is formed by adding the appropriate endings to the infinitive stem.**

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### Grammatica

Three to five grammar points are presented in this section, each introduced in context by a brief dialogue, passage, or cartoon and accompanied by both focused exercises and more communicative activities.

### Piccolo ripasso

Review exercises in this section reinforce the structures and vocabulary of the chapter and recycle high-frequency structures and vocabulary from earlier chapters.

### Piccolo ripasso

**A. A letto. (In bed)** Rostate the following paragraph using the subjects indicated in parentheses at the end of each passage.

Giorgio non è venuto a lezione perché è stato ammaloato. Ha avuto l'influenza ed è stato a letto tre giorni. Oggi è uscito per la prima volta ed è andato un po' in bicicletta. Poi è tornato a casa, ha letto per un paio d'ore ed è andato a letto presto. (Maria / io / Gianna / Laura)

**B. La giornata degli zii.** Complete with the appropriate prepositions semplici and preposizioni articolate.

La zia Claudia fa colazione \_\_\_\_\_ set di mattina ed esce \_\_\_\_\_ casa subito dopo perché deve prendere l'autobus per andare \_\_\_\_\_ centro. La sveglia \_\_\_\_\_ suo, invece, suona \_\_\_\_\_ otto. Lei può andare \_\_\_\_\_ ufficio tardi, se vuole, perché è un architetto molto famoso. È molto simpatico e porta spesso \_\_\_\_\_ padre \_\_\_\_\_ pensione con lui? Lavora. La zia torna \_\_\_\_\_ casa presto, \_\_\_\_\_ quattro. Aspetta lo zio e, quando lui torna, vanno \_\_\_\_\_ bicchiera per mezz'ora e poi mangiano insieme. Dopo cena leggono il giornale o telefonano \_\_\_\_\_ amici e vanno \_\_\_\_\_ letto presto.

**C. L'avvocato ( lawyer ) Togli.** Working with a partner, complete the following conversation using the appropriate forms of *conoscere* or *sapere*.

si: ...? (avvocato) Togli?  
 si: No, non lo \_\_\_\_\_ personalmente ma \_\_\_\_\_ chi è, \_\_\_\_\_ dove abita e che cosa fa, e \_\_\_\_\_ sua moglie Sandra. La \_\_\_\_\_ due anni.  
 si: Com'è?  
 si: È una donna in gamba, \_\_\_\_\_ cucinare molto bene, \_\_\_\_\_ ballare, \_\_\_\_\_ cantare e \_\_\_\_\_ la storia e la letteratura di molti paesi.  
 si: \_\_\_\_\_ da quanto tempo sono sposati?  
 si: No, non lo \_\_\_\_\_  
 si: ... quale, sarà? ... married?

**D. La settimana scorsa.** Make a list of your activities from Monday to Friday of last week. Then tell your partner what you did. Your partner will take notes and describe your activities to another pair or to the class.

**E. A che ora?** Form groups of three and ask your partners what time they perform the following activities.

**esercizi:** andare a letto →  
 si: A che ora andate a letto?  
 si: Vado a letto a mezzanotte.  
 si: Vado a letto alle due di notte.

- fare colazione
- uscire di casa
- frequentare il corso di italiano
- tornare a casa
- guardare la TV
- leggere le e-mail

### Invito alla lettura

#### Il Trentino-Alto Adige e la Valle d'Aosta

**1. Inviando in montagna?** Hai una passione per lo sci o la neve? Il Trentino-Alto Adige e la Valle d'Aosta, due regioni quasi interamente montane, offrono alcune delle montagne più belle del mondo e tutte le attrezzature per praticare il tuo sport preferito. Il paesaggio del Trentino-Alto Adige è molto bello. Qui ci sono le Dolomiti, montagne con splendidi colori che cambiano sotto la luce del sole e sono rossi e rosse al tramonto. In tutta la zona delle Dolomiti troviamo molti villaggi con belle strutture turistiche e sportive. Ma se ami la natura più dello sport, consiglio di visitare il Parco Nazionale del Gran Paradiso. Una grande parte del parco è in Valle d'Aosta, la più piccola regione italiana, dove troviamo i monti più alti delle Alpi come il Monte Bianco, la montagna più alta d'Italia (4810 metri) (12791 feet).

**2. Nel Parco Nazionale del Gran Paradiso** puoi fare splendide passeggiate. Puoi vedere piante rare e fiori bellissimi, animali come la marmotta, lo stambecco, il camoscio o, se hai fortuna, anche la splendida aquila imperiale.

**3. Una passeggiata in montagna**

**4. The reading strategy** Bring in pictures of the different kinds of sporting activities available, and use them to practice using appropriate prepositions of the different kind of animals and the Gran Paradiso, using appropriate prepositions to describe the pictures to the class.

**5. Suggestion:** Have students read to pairs and take notes on a small piece of the reading. Have them report to the class.

**6. Suggestion:** Read out loud the text. Ask a few students to read the text. Bring in pictures of animals of the Gran Paradiso and other major points of interest. Pair up the students of these regions to discuss and report.

**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)

**In ascolto**

This integrated *Listening Comprehension Program* 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 *Laboratory Manual* and the audio recording is included on a separate audio CD as part of the *Audio Program*.

**Nota culturale**

Brief cultural notes, accompanied by a photograph, offer students a glimpse of everyday life in Italy. Topics range from how Italians greet each other, to coffee bars, to environmentalism.

**Scrivere**

These writing sections allow students to develop their skills by completing tasks that progress from writing simple sentences to extended narrations.

**Curiosità**

Brief cultural notes, accompanied by a photograph, let students finish the chapter with unusual bits of information about Italy's culture, language, and history.

**NOTA CULTURALE****Le passioni sportive degli italiani**

Il calcio, as anyone would expect, is Italy's number one competitive game, at least for young men. Leagues of any kind (five-, seven- or nine-player teams, on grass, sand or indoor, by age group) sprout and thrive everywhere. For young women, the top game is volleyball. But the range of sports actively practiced is much wider. Among the young there is an insatiable thirst for extreme sports, from cliff-jumping (free falling into water) to base-jumping (with a para-chute and hard landing). Italy's thousands of small mountain streams provide the perfect environment for torrentismo, trekking down narrow, fast-moving streams between canyon-like walls. If you prefer to surf down the same streams on a small foam board you are practicing hydrospeed, which, despite its English name, was invented in France. Especially in the North, with the steep inclines of winding back roads, many indulge in one of Italy's enduring passions, ciclismo (cycling). Younger people prefer the challenge of mountain biking and the off-road experience. Although snowboarding has been quite popular for years on the Italian slopes, the 2006 Olympics in Torino introduced new forms of competition, from the half-pipe to snowboard cross (four skiers racing down a bobbed-like course). In the summer, beach volleyball draws lots of practitioners, while on the water windsurfers and sailboats fight for space with jet skis. Regardless of the sport, however, one thing remains constant, and very Italian: you always have to look your best.



Hydrospeed: una nuova passione sportiva

Comprensione: 1. Quali è lo sport più praticato dalle donne? 2. Dove si pratica il torrentismo o hydrospeed? 3. Che tipo di costume preferiscono i più giovani?

**Scrivere**

**Il mio sport preferito.** Write five to six sentences describing your favorite sport or pastime. Why do you like it? When do you do this sport or pastime? In what kind of weather? Where? With whom? Are you part of a team or club?

ESEMPIO: Io preferisco il tennis perché... Il tennis è uno sport... Lo pratico quando... Gioco con...

**CURIOSITÀ****Il Giro d'Italia e la Gazzetta dello Sport**

Italians are very fond of all sports, but there is one sport that they love particularly: il ciclismo. Every year, in maggio, a world-famous race takes place: il Giro d'Italia. Il Giro d'Italia started in the early 1900s. Bike riders from all over the world race through Italy for almost a month: along the coasts as well as through the steep Alps and Appennini mountains. The final stage is usually in Milano.

Every day of the race, millions of Italians watch the Giro d'Italia on TV. For those who can't watch, there is another way to follow the race: reading the most important Italian sports newspaper, *La Gazzetta dello Sport*.

*La Gazzetta dello Sport* was founded in 1896. For several years it was a biweekly magazine, and in 1913 it became a daily newspaper. This reliable and detailed paper brings the latest news and information on all the sports and sport events. The main feature that distinguishes it from all the other daily papers is that it is printed on pink pages!



La Gazzetta dello Sport

**Videoteca**

**VIESO** **La squadra del cuore**

Roberto and Giuliana are buying train tickets from a ticket machine. They are going to Milan to see the Inter-Milan soccer game.

**Preparazione**

**ESPRESSIONI UMI**

è la mia squadra del cuore	it is my favorite team
premi «emissioni biglietti»	press "issue tickets"
andata e ritorno	round trip
io tifo per il Milan	I root for Milan
Forse vincerà il Milan!	Maybe Milan will win!

**Dal video**

ROBERTO: Beh, il calcio non è il tuo sport preferito? Allora andiamo a Milano a vedere la partita dell'Inter!

GIULIANA: Buon'idea! Il calcio è una delle mie passioni e l'Inter è la mia squadra del cuore. Allora, prima scegli la lingua.

ROBERTO: Destinazione... Milano. E poi?

GIULIANA: E adesso premi «emissioni biglietti». E poi seleziona la destinazione. Preferisci viaggiare in prima o seconda classe?

**Dopo il video**

**Verifica.** Choose the correct response.

- What time did Roberto and Giuliana have an appointment?  
a. 11:30 A.M. b. 9:30 A.M. c. 8:45 A.M.
- What type of train ticket did they buy?  
a. first class b. round trip c. one way
- If Roberto and Giuliana leave Florence on the 9:00 A.M. train, what time will they arrive in Milan?  
a. 2:30 P.M. b. 8:45 A.M. c. 12:00 P.M.

**Comprensione.** Answer the following questions.

- What surprise does Roberto have for Giuliana?
- What selection must Roberto make first when using the ticket machine?
- Why does Giuliana advise Roberto to buy a second-class ticket?

**Attività.** Working with a partner, think of an event you would like to go to. Ask your partner if he/she has some free time. In answer to your partner's questions, explain what type of event it is. Where does it take place? How are you going to get there? What time does it start? What time do you have to leave? When will you return?

**FUNZIONE:** buying a train ticket, talking about sports

**Videoteca**

The video section incorporates images and dialogues from the new video, followed by comprehension and discussion questions and activities.

## Additional Features

### Flash culturali

These cultural pages, appearing after **Capitoli 4, 8, 12, and 16**, include four brief, interesting readings. These readings 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.

### Flash culturali

**Gli sport e i passatempi**

**Una fredda rivalità**

Per Italia e Norvegia le Olimpiadi della neve significano soprattutto la rivalità nella staffetta maschile 4X10 Km di sci nordico. La tradizione comincia nel 1994 a Lillehammer in Norvegia, quando gli italiani vincono la medaglia d'oro e battono la squadra di casa in una gara fantastica e drammatica. I norvegesi vivono questa sconfitta come una vergogna collettiva. In Norvegia lo sci di fondo è lo sport nazionale e la XXIV olimpica è in assoluto la gara più importante. Quando la squadra vince, tutti i norvegesi vanno in strada e cantano e ballano per tutta la notte pieni di gioia e gli atleti diventano eroi nazionali. Dopo Lillehammer la rivincita arriva nel 1998 in Giappone: Norvegia oro, Italia argento. Nel 2002 a Salt Lake City i norvegesi vincono un'altra volta e gli italiani sono secondi. L'ultimo capitolo è del 2006: l'Italia trionfa in casa, a Torino, e la Norvegia è seconda. Situazione attuale? Norvegia-Italia, due a due. Arrivederci a Vancouver nel 2010!

*staffetta... oro's relay... "Norway" "medaglia... gold medal" "battuto... they beat" "same" "saver" "victory" "after" "current"*

**Benvenuti alla Galleria Ferrari!**

Siete dei fan della Ferrari? Bene, Maranello vi aspetta. Proprio a Maranello, una piccola città della provincia di Modena, infatti si fanno «le italiane più forti e rispettate nel mondo». Così il *Financial Times* definisce le macchine della Ferrari, chiamate anche le «rosse di Maranello».

E a Maranello potete visitare la Galleria Ferrari, un grande museo della storia delle famose macchine e del loro primo creatore, Enzo Ferrari.

La Galleria è aperta tutti i giorni, anche la domenica, dalle 9:00 alle 18:00. Ci sono le bellissime automobili del passato e quelle di oggi della Formula Uno, i premi vinti dalla Ferrari nelle corse di tutto il mondo. Potete poi vedere le foto e i filmati dei momenti più belli della storia delle «rosse».

E potete anche comprare tutti gli oggetti ufficiali con il marchio Ferrari.

*Italy... strongest and most respected in the world "primo... primo one" "the clips... short films" "brand"*

Explore these topics further through the links found on the Prezi website at [www.mhhe.com/prezi](http://www.mhhe.com/prezi)

**Tutti in bici**

Gli italiani seguono da sempre, con grande passione, il ciclismo e le sue gare più importanti, come il Giro d'Italia o il Giro di Francia. E in questi ultimi anni nasce di nuovo in Italia anche la passione di andare in bicicletta.

Molte persone vanno in bici, in giro per le città, quando è proibito usare le auto. Altre vanno al lavoro in bici, per evitare i problemi del traffico. Molti italiani poi con la bici vanno in compagnia, nel loro tempo libero, nelle giornate di sole. La sera sono stanchi, ma felici e rilassati. Qualche volta pedalano un po' ogni giorno, con il sole o la pioggia, per prepararsi a corse e gare. Ma senza stress: perché non è importante vincere, ma partecipare!

*"in... around" "ciclisti" "in... in the country"*

**Una partita a «Sette e mezzo»**

Uno dei passatempi più comuni fra gli italiani è sicuramente il gioco delle carte. Chi infatti, in Italia, non gioca a carte? Anche i bambini fanno i giochi più semplici e con le carte imparano i primi numeri.

Gli italiani giocano a carte spesso in famiglia, con parenti e amici, specialmente d'inverno, durante le feste di Natale. «Sette e mezzo» è uno dei giochi preferiti dalle famiglie e quasi tutti, giovani e meno giovani, fanno qualche partita. Giocano per pochi soldi o un dolce e un caffè o solo per stare in compagnia.

In Toscana, in particolare, ci sono molti club e gare di un altro gioco tradizionale: «Briscola». A Briscola si gioca spesso in quattro, una coppia contro l'altra. Il *fratello* senza parole con il proprio partner, i *gesti* e la comunicazione visiva, in questo gioco, sono molto importanti.

*"sarda" "estate... Christmas holidays" "against" "it... one's own" "partner"*

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### Nota bene

These grammar boxes expand on important points in the grammar sections.

### Buono a sapersi

Idioms and colloquial expressions are presented in these boxes to help students understand nuances in Italian.

#### Nota bene

Do not confuse the verb **volere** with the expression learned in **Capitolo 1**, **avere voglia di**, where **voglia** is a noun meaning *desire*.

**Avere voglia di** can mean to *want*, but with the meaning to *feel like having or to feel like doing something*.

**Ho voglia di un caffè.** I feel like having a coffee.

**Hai voglia di uscire stasera?** Do you feel like going out tonight?

**Voglio un caffè.** I want a cup of coffee.

**Vuoi uscire stasera?** Do you want to go out tonight?

#### Buono a sapersi

**Prendere o portare**  
**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*.

**Portare** is used instead.

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.*

## Video and Interactive Multimedia

The seventh edition of *Prego!* offers a variety of media-based learning tools which can greatly enhance students' learning experience. The DVD program offers the opportunity to expose students to the sights and sounds of Italy, and the Internet and Internet-based materials provide myriad ways to reinforce student learning in engaging and interactive multimedia formats. Below you will find an overview of the media-based learning tools available with the seventh edition of *Prego!*.



### DVD to accompany *Prego!*

The seventh edition of *Prego!* features an integrated DVD program filmed on location in Italy. The video, available exclusively on DVD, 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 shot specifically for *Prego!* Through the attractive footage, the DVD program exposes students to many engaging people, sights, and sounds of modern Italy.



The segments are accompanied by pre- and post-viewing activities in the **Videoteca** section of the main text. Additional information on using the DVD in the classroom and a complete videoscript are included in the *Instructor's Resource Guide* and as part of the Instructor Edition of the *Online Learning Center* to accompany *Prego!* ([www.mhhe.com/prego7](http://www.mhhe.com/prego7)).

### The *Prego!* ActivityPak and the *Prego!* Online Learning Center ([www.mhhe.com/prego7](http://www.mhhe.com/prego7))

New to the seventh edition of *Prego!* is the online *ActivityPak*. The *ActivityPak* replaces the previous editions' *Interactive CD-ROM* and *Video on CD* and offers students a variety of fun and engaging interactive activities and media. The online *ActivityPak* includes Flash™-based activities that provide interactive review and practice of vocabulary and grammar, as well as the complete video program. This unified language learning experience is practical and convenient and eliminates the need for multiple components.



The online *ActivityPak* is contained within and accessed via the *Prego!* *Online Learning Center*. Instructors can order the *ActivityPak* as part of their students' textbook package; in this case, students receive a registration code when purchasing their textbook package at the bookstore. Students may also purchase a registration code individually, directly from the *Online Learning Center*. Registration codes are unique to each individual user and cannot be transferred.

Instructors do not need a registration code to access the *ActivityPak*. Instructors have full access to all content via the Instructor's Edition of the *Online Learning Center*.

The *Prego!* seventh edition *Online Learning Center* provides a variety of self-quizzes and cultural activities that are available to students free of charge. Also available on the *Online Learning Center*, free of charge, is the *Laboratory Audio Program* to accompany the *Laboratory Manual*. The *In ascolto Listening Comprehension Program* is also available free of charge on the *Online Learning Center*. Please note that the *ActivityPak* is a saleable item; although accessed via the *Online Learning Center*, it is not part of the free content and must be purchased.

Instructors will find extensive instructor support materials on the Instructor's Edition side of the Online Learning Center. These instructor support materials include electronic versions of the *Instructor's Resource Guide and Testing Program*, the *Audioscript* to accompany the *Laboratory Manual* and beautiful digital transparencies that can be used in any way the instructor chooses.

Visit the Prego! Online Learning Center at [www.mhhe.com/prego7](http://www.mhhe.com/prego7).

## Supplements

As a full-service publisher of quality educational materials, McGraw-Hill does much more than just sell textbooks to your students; we create and publish an extensive array of print, video, and digital supplements to support instruction on your campus. Orders of new (versus used) textbooks help us to defray the cost of developing such supplements, which is substantial. Please consult your local McGraw-Hill sales representative to learn about the availability of the supplements that accompany *Prego! An Invitation to Italian*.

### For Students

- The *Workbook*, by Graziana Lazzarino and Andrea Dini, provides additional practice with vocabulary and structures through a variety of written exercises. 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 readings, writing activities, and 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. 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 new online *ActivityPak* is available through the Online Learning Center. The *ActivityPak* replaces the *Interactive CD-ROM* and *Video on CD* and provides a variety of engaging interactive activities delivered in a convenient online learning environment. The *ActivityPak* also includes the complete video 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.



### For the Instructor

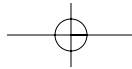
- The *Instructor's Edition* of the text, with annotations by Maria Mann of Nassau Community College, includes a wide variety of on-page annotations, including suggestions for presenting the grammar material, ideas for recycling vocabulary and grammar, variations and expansion exercises, and follow-up questions for the minialogues that introduce many grammar points 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.



## Acknowledgments

The authors and publishers would again like to thank the instructors who participated in the various surveys and reviews that proved invaluable in the development of the first five editions of *Prego!* In addition, the publishers would like to acknowledge the many valuable suggestions of the following instructors, whose input was enormously useful in the development of the sixth edition. (Inclusion of their names here does not constitute an endorsement of the *Prego!* program or its methodology.)

Carla Amann, Colgate University  
 Barbara (Ashley) Anglin, Northern Virginia Community College  
 Marilisa Benigno, Dalhousie University  
 Giovanna Bellesia, Smith College  
 Marilisa Benigno, Dalhousie University  
 Kelly Blank, Xavier University  
 Catherine Burton, Santa Rosa Junior College  
 Romana Capek-Habekovic, University of Michigan, Ann Arbor  
 Alva Cellini, St. Bonaventure University  
 Guiseppe Faustini, Skidmore College  
 Carlo Ferguson-McIntyre, Truckee Meadows Community College  
 Jose M. Garcia-Paine, Front Range Community College



Lucia Hannau, Purdue University  
Hilary Landwehr, Northern Kentucky University  
Domenico Maceri, Allan Hancock College  
Franco Manca, University of Nevada, Reno  
Maria Mann, Nassau County Community College  
Gabriella Marconi Merriman, The University of Alabama  
Simonetta May, Pasadena City College  
Cristina Mazzoni, The University of Vermont  
Inez Mela, College of Mount Saint Vincent  
Robin Pickering-Iazzi, University of Wisconsin, Milwaukee  
Graziana Ramsden, Massachusetts College of Liberal Arts  
Vince Redder, Dakota Wesleyan University  
Camilla P. Russell, University of Maryland, College Park  
Barbara Spinelli, Columbia University  
Daria Valentini, Stonehill College  
Patricia Vilches, Lawrence University  
David Ward, Wellesley College

The authors would like to express their special thanks to Gina Pietrantonio, of the University of Colorado, Boulder, for her very valuable contributions to this edition. Gina worked closely with the authors throughout the entire revision process.

Many people at McGraw-Hill deserve thanks and recognition for their excellent contributions to the seventh edition of *Prego!* Thanks in particular to Misha MacLaid, our Development Editor, who worked tirelessly on developing and carefully editing several drafts of manuscript. Thank you also to the wonderful production and manufacturing team, especially Mel Valentin, the Production Editor, Louis Swaim, the Supplements Coordinator, Richard De Vitto, the Production Supervisor, Emma Ghiselli, the Art Editor, and Alex Ambrose, the Photo Research Coordinator, for guiding the final manuscript of the text and all supplementary materials through the entire production and manufacturing process. We are very excited about the new elegant and distinctively Italian interior and cover design, and we want to thank both Violeta Diaz, the Design Manager, Mark Ong and Carolyn Deacy, the interior designers, and Carolyn Deacy, the cover designer, for creating such a beautiful design for the seventh edition. The authors would like to thank Christa Harris, our Sponsoring Editor, and Susan Blatty, our Director of Development, for their valuable contributions to the revision of the seventh edition and for their support of the many people involved in this edition. Thanks to William R. Glass, Publisher, for his strong leadership of the *Prego!* program and for his continued support and enthusiasm. We express our sincere gratitude to Nick Agnew, our Executive Marketing Manager, and the entire McGraw-Hill sales team for their unwavering support of *Prego!* throughout all its editions.

