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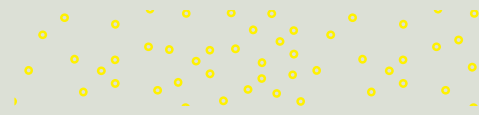
BEGINNING ITALIAN

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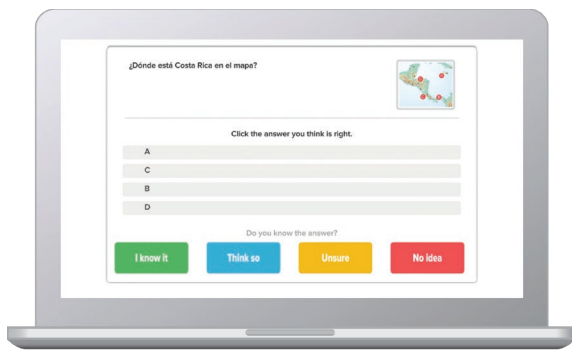
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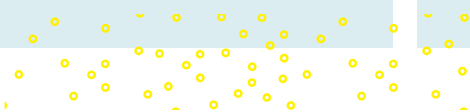
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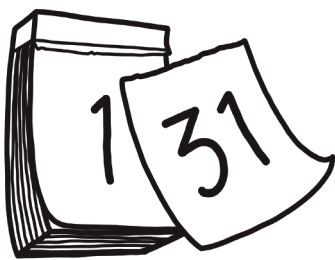
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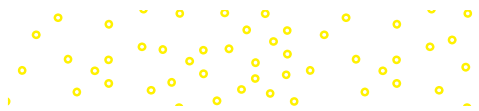
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Avanti!

Beginning Italian

Fifth Edition

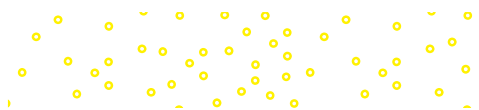
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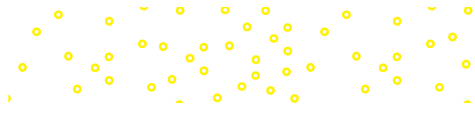
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AVANTI!: BEGINNING ITALIAN

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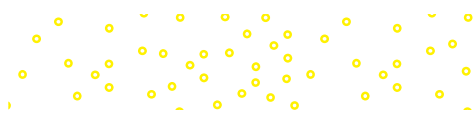
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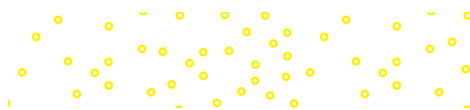


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The *Avanti!* program for introductory Italian is known for its focused approach and flexible content, its emphasis on communicative competence, its opportunities for recycling vocabulary and structures, and its exploration of culture. With *Avanti!*, students begin to learn and practice the language while developing an authentic appreciation for Italian culture, both inside and outside the classroom.

Avanti! is built around the following principles:

Focus and Flexibility: Whereas most Italian programs attempt to cover too much material in the first year, *Avanti!* reflects a reasonable expectation of what most beginning learners can acquire in one year of classroom instruction. The **Strutture** sections focus on the core structures that are necessary for meaningful communication at the elementary level. Additional structures are either presented “for recognition only” or appear in **Per saperne di più**, giving instructors flexibility to teach the grammar they want to teach. The *Connect*™ platform allows instructors to fully customize course content to meet the needs of their students, whether their courses are face-to-face, hybrid, or online.

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Intercultural Competence

Modulo 1: The *how* and *why* of learning a new language*

Jhumpa Lahiri is a Pulitzer Prize-winning, multilingual author who successfully became fluent in another language as an adult. Her reflections on her experience will help you understand the process and the lifelong benefits of language learning, even for those who study a language for a short time. Watch this video to find out more about her. What do you find most interesting about Lahiri's life and work?

About Jhumpa Lahiri

A. How does one describe what it's like to learn a new language?

Parte prima. Some may feel nervous about learning a new language, but it can truly be an adventure. Watch and listen as Lahiri reads an excerpt from her book, *In altre parole*. Then, in your own words, describe the metaphor she uses for the process of learning a new language.

Jhumpa Lahiri shares a metaphor for the language-learning journey from her book, *In altre parole* (*In Other Words*).

Parte seconda. Consider why you have chosen to study Italian. Watch and listen to Lahiri discuss how desire drives personal growth, then describe how your motivation to learn Italian and Lahiri's perspective on language learning and personal growth can support you on your journey.

On language learning and desire

To know a new language, to immerse yourself, you have to leave the shore without a life vest, without depending on solid ground.

—Jhumpa Lahiri, *In Other Words*

- Prospettive a confronto:** These new videos are incorporated into activities that enhance intercultural skills by guiding students to examine and discuss diverse Italian perspectives and experiences, and their own. The activities are designed to break down stereotypes and expose students to a variety of opinions and lifestyles.

<p style="font-size: 0.8em; margin: 0;">1. Mi chiamo Matilde. Ho <u>18 / 20 / 25</u> anni. Vivo (<i>I live</i>) a Roma. Parlo (<i>I speak</i>) <u>francese / inglese / italiano / spagnolo</u>.</p>	<p style="font-size: 0.8em; margin: 0;">2. Mi chiamo Emanuele. Ho <u>20 / 21 / 22</u> anni. Vivo a Roma. Parlo <u>francese / inglese / italiano / spagnolo</u>.</p>	<p style="font-size: 0.8em; margin: 0;">3. Sono Sofia. Ho <u>24 / 25 / 35</u> anni. Sono di <u>Chiusdino / Chiusi / Chianciano</u>, in Provincia di Siena. Parlo <u>francese / inglese / italiano / spagnolo</u>.</p>
<p style="font-size: 0.8em; margin: 0;">4. Sono Alessandro. Ho <u>16 / 18 / 19</u> anni. Vengo da Roma. Parlo <u>un po' di cinese / francese / inglese / italiano</u>.</p>	<p style="font-size: 0.8em; margin: 0;">5. Sono Giulia e ho <u>21 / 23 / 27</u> anni. Sono nata (<i>I was born</i>) a Roma. A scuola ho studiato (<i>I studied</i>) <u>cinese / francese / inglese / italiano</u>.</p>	<p style="font-size: 0.8em; margin: 0;">6. Mi chiamo Peter. Ho <u>19 / 29 / 39</u> anni. Sono nato a Roma e sono d'origine <u>francese / inglese / thailandese / taiwanese</u> e parlo <u>cinese / inglese / italiano / spagnolo</u>.</p>

Photos 1-6: Art Video Productions/McGraw Hill

An additional video in this group, *Sono nato qua, questa è la mia faccia*, created by high school students in Bologna and featured in *la Repubblica*, presents the diversity of the Italian population and highlights the struggle against racism in Italy.



Videoproduzioni: Luce narrante - filmmaking

- **Cosa vedi? Cosa capisci?** In this feature, students are asked to closely observe a photo of a particular object or situation in Italy and share their thoughts about what they see. Discussion points are provided for the instructor to help students understand that their assumptions about what they see in the target culture may not correspond to the Italian reality and to help them process the surrounding cultural issues.

Cosa vedi? Cosa capisci?

Pensiamoci! Is the poster for or against the **Insieme** movement?

Daniele Comoglio/Alamy Stock Photo

Developing Discourse-level Language Skills

Andiamo avanti! The former **Cultura** section and each of its features have been renamed and extensively revised based on reviewer feedback. Students are challenged to use their emerging linguistic competence in conjunction with their developing intercultural competence to explore in more depth aspects of Italian culture.

- **Interpretiamo! (video)** A previewing activity has been added to every chapter, as well as discussion questions that have been refocused to encourage cross-cultural comparisons.
- **Interpretiamo! (lettura)** There are eight new readings (**Capitoli 1, 4, 6, 7, 8, 9, 10,** and **16**), selected to appeal to students' curiosity about contemporary Italy. All readings have been analyzed for length and shortened, if appropriate, with fewer glosses overall to encourage learners to derive meaning from contextual cues.
- **Esprimiamoci!** New speaking and writing topics are shorter and tied explicitly to the cultural video presentation or the reading to allow students to process the content more deeply and relate it to their own lives.
- **SFIDA:** This new feature, found at the end of **Capitoli 1, 5, 9,** and **13**, consists of language puzzles that challenge students to test their skills in four areas: recognizing cognates, noticing morphology, using existing schemata to interpret cultural differences, and identifying patterns of language use.

- **Non tutti gli eroi sono famosi:** In **Capitolo 16**, a new video has been added that contributes to the development of students' listening skills at the discourse level. In the interview, Claudio Ceccarelli, proprietor of the osteria Giggetto al Portico d'Ottavia in the Jewish Quarter in Rome, recounts how his grandfather saved the lives of Jewish families living near the restaurant during the Nazi **rastrellamento** during World War II.



Courtesy of Claudio Ceccarelli

Giggetto davanti all'osteria

- **Scopriamo la musica!** The music feature has been incorporated into the body of the chapters at the appropriate point of use in **Lessico** or **Strutture**. Two songs have been updated (**Capitoli 7, 9**).
- **Scopriamo il cinema!** This feature has been updated to include five recently released films (**Capitoli 8, 10, 12, 14, and 16**). All films are referenced with a synopsis in the body of the chapter. The accompanying activities have been moved to the *Instructor Resources* in *Connect*.

Communication for a New Generation of Students

- **Recordable Video Chat.** As the demand for online learning increases, the new chat tool allows up to nine people for recordable group chat, pair work, or online office hours. More online-only activities have been created to provide additional opportunities for students to develop their oral communication skills.
- **Smartphone Activities** are provided in the instructor annotations. These are suggestions for quick searches that students can do to enhance class discussion of a particular culture or language point.
- **Multimedia Presentation** topics are also provided in the instructor annotations. These are suggestions for brief multimedia presentations by students that can be uploaded to *Connect* and are designed to meet the ACTFL guidelines for presentational communication.

Targeted Changes to *Lessico* and *Strutture*

- The **Lessico** presentations and illustrations throughout the text have been completely redrawn by award-winning artist John Bonner, who also created the outstanding *Avanti!* grammar tutorials. More photos have been integrated in every chapter to stimulate learners' engagement.

<p>Ciao. Sono Salvatore DiStefano. Ho 20 anni e sono studente di scienze politiche all'Università degli Studi di Bologna. Ho molti amici e una ragazza (<i>girlfriend</i>). La mia ragazza si chiama Angela. Mi piace molto lo sport.</p>	<p>Ciao. Sono Riccardo DiStefano, il fratello (<i>brother</i>) gemello di Salvatore. Anch'io ho 20 anni, ma non sono studente. Sono cameriere (<i>waiter</i>) in una pizzeria nel centro di Bologna. Mi piacciono i libri e la musica.</p>

- Based on reviewer feedback, the **Capitolo 4** family vocabulary has been expanded and more food vocabulary has been added to **Capitolo 5**.
- **Grammatica in strada** features photos of signs from restaurants, banks, supermarkets, and shops on Italian streets that contain select grammatical structures (and thus appear in the **Strutture** sections). Students are asked to identify and analyze the target structure in the image. The goal is to stimulate learners' engagement with Italian language no matter where they encounter it.



- In **Capitolo 3**, **-are** verbs are presented separately from **-ere** and **-ire** verbs.
- The presentation of direct and indirect objects has been removed from **Capitolo 6** and incorporated into **Strutture 11.1**.
- In **Capitolo 12**, only the third-person singular and plural forms of the **passato remoto** are presented and a limited number of irregular verbs—those most frequently encountered when reading.
- There is a more focused presentation of the most common formal and informal imperative forms in **Capitolo 13**.
- The distinction between the subjunctive and the indicative is presented as soon as the subjunctive is presented in **Capitolo 14** and is reiterated in the presentation of all subjunctive forms.

Instructor Support

- New, detailed notes have been added at the point of use for each section and feature of the program in the *Avanti! Annotated Instructor's Edition*. These notes describe the intended goal(s) of each section and feature and include suggestions on how to implement them.
- The *Instructor Resources* in *Connect*, include the *Instructor's Manual* with a Guided Tour of the program for new users, a wealth of suggestions for the implementation of all sections of the program, supplementary activities, video and audio scripts, the testing program and audio files, and more.



- **New remote proctoring and browser-locking capabilities**, hosted by Proctorio within *Connect*, provide control of the assessment environment by enabling security options and verifying the identity of the student.
- Seamlessly integrated in *Connect*, these services allow instructors to control students' assessment experience by restricting browser activity, recording students' activity, and verifying they are doing their own work.
- Instant and detailed reporting gives instructors an at-a-glance view of potential academic integrity concerns, thereby avoiding personal bias and supporting evidence-based claims.

Contact your sales representative for expert support from the McGraw Hill World Languages team for the implementation of your online, hybrid, and face-to-face courses.

Welcome to the fifth edition! *Andiamo avanti!*

Reviewers

The authors and the publisher would like to express their gratitude to the numerous instructors listed here whose valuable feedback contributed to the development of the fifth edition of *Avanti!* through their generous participation in the pre-revision reviews, the film and music surveys, and the follow-up phone conversations. (Note that the inclusion of their names does not constitute an endorsement of the *Avanti!* program or of its methodology.)

Assumption College
Richard Bonanno

Borough of Manhattan Community College
Jennifer Federico

Dickinson College
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University of North Carolina School of the Arts
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University of Tampa
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Wagner College
Katica Urbanc

Xavier University
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Many others have contributed to *Avanti!* in significant ways for which I am exceedingly grateful. I wish to thank Claudia Quesito and Deborah Bruce-Hostler for their exceptional attention to detail and their linguistic prowess; Jennifer Rodes (Klic Video Productions) and Chris Hermann and Ben Churchill (Mannic Media) for their creativity and film acumen; Anne Helgerson, marketing manager, and Shaun Bauer, product developer, for their input on the first intercultural competence module; Carla Onorato for being a tireless linguistic and cultural resource; John Bonner for the stunning new art program; and my friends in Bologna, Sporminore, and Sorrento for photos and materials that bring this text to life. Finally, I thank my husband who supports my work with delicious meals and continuous attention to my needs; my son, who was three months old when we started this project, and is now leaving for college and who, over the years, has given up time with me so that I could write and travel; and finally, Lilla and Flash, who relieve my stress and bring a smile to my face every day.

—Janice M. Aski

It is impossible to convey sufficient thanks to everyone who worked so splendidly on this edition: Janice, Susan, Katie, Claudia, Deborah, Carla, Jennifer, and Jhumpa, you are all wonderfully amazing women. This book, my life, and the world are all better because of you. Sincere thanks also to John, Ben, Chris, Jason, Shaun, and Steve, you are some of the most creative guys on the planet.

An enormous share of my gratitude extends to the students and instructors who make *Avanti!* such a successful program. I think you'll find the fifth edition fresh, enriching, and thought-provoking. We loved creating it and hope you will love it too.

—Diane Musumeci

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magno/hulton Archive/Getty Images

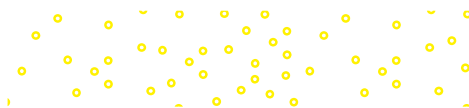
Primavera (ca. 1485), Sandro Botticelli (Galleria degli Uffizi, Firenze, tempera su tavola)

1 Per cominciare

SCOPI

IN THIS CHAPTER YOU WILL LEARN:

- the *how* and *why* of learning a new language
- to greet someone, to find out his/her name and where the person is from, and to say good-bye
- words and expressions you need to get started studying Italian
- to pronounce the letters and sounds of the alphabet
- seasons and months of the year
- the numbers 0–9,999
- to express the date
- to give your age
- to identify people and things
- to express likes and dislikes
- to interpret common gestures
- about the Italian government
- the names of the mythological characters depicted in Botticelli's *Primavera*
- about humanistic ideals in Italian art





Mammic Media/McGraw Hill

“To know a new language, to immerse yourself, you have to leave the shore without a life vest, without depending on solid ground.”

—Jhumpa Lahiri,
In Other Words

Modulo 1: The *how* and *why* of learning a new language*

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About Jhumpa Lahiri

A. How does one describe what it’s like to learn a new language?

Parte prima. Some may feel nervous about learning a new language, but it can truly be an adventure. Watch and listen as Lahiri reads an excerpt from her book, *In altre parole*. Then, in your own words, describe the metaphor she uses for the process of learning a new language.

Jhumpa Lahiri shares a metaphor for the language-learning journey from her book, *In altre parole* (*In Other Words*).

Parte seconda. Consider why you have chosen to study Italian. Watch and listen to Lahiri discuss how desire drives personal growth, then describe how your motivation to learn Italian and Lahiri’s perspective on language learning and personal growth can support you on your journey.

On language learning and desire

Parte terza. As Lahiri’s metaphor illustrates, learning to swim requires you to dive in and move away from the shore, just as learning a new language requires you to immerse yourself and use the language even when you don’t feel fully confident. Watch and listen as Lahiri describes what it is like to “disarm” yourself as you relearn basic communication skills in a new language, then explain why Lahiri thinks it’s essential to face the challenge of the language learning experience.

On learning a new language

Parte quarta. It is understandable to find it challenging to interact in a new language in which you have a limited ability to express yourself. Watch and listen to Lahiri describe the language learning process and then explain how her perspective can help you in the classroom.

Advice to language learners who are afraid of making mistakes

B. Why study a new language?

Parte prima. What are the benefits of learning another language? Give as many reasons as you can think of.

Parte seconda. Watch and listen to Lahiri’s explanation of why learning a new language is an enriching life experience, then summarize her point of view in your own words. Do you agree that learning a language will become part of who you are?


Why you should learn a new language

Parte terza. In the next clip, Lahiri describes how learning a new language is open to everyone. Do you agree with the concept of “languages without borders”? Explain.

How studying a new language is open to everyone

*This module is guided by research on world language teaching and the perspectives of Jhumpa Lahiri.

Parte quarta. As Lahiri points out, the experience of learning a language becomes part of who you are, just like learning to play a musical instrument or a team sport. Watch and listen to her explanation of how language learning can change you. Be ready to discuss the ideas you find most intriguing and persuasive.

 How learning a new language expands our understanding of the world and ourselves

C. Pensiamoci! When you study any new language, you will develop skills that are essential for living and working in our global, interconnected world, regardless of the language you decide to study and its direct use in the workplace. The *Avanti!* program is designed to develop your **intercultural competence**, which, according to the Institute for the Future,* is ranked fourth among the top ten skills needed for working in the future. Let's explore the essential features of **intercultural competence**.

Parte prima. The following is a list of the fundamental aspects of **intercultural competence**. Explain how you think learning a new language can help you develop them.

knowledge of self	knowledge of culture	respect and valuing of other cultures
flexibility and adaptability	openness and empathy	interpreting and relating
curiosity	listening and observing	understanding differing perspectives (cultural decentering)

Parte seconda. Which aspects of **intercultural competence** listed in **Parte prima** are represented in each quote by Lahiri? Some items may have more than one answer, so be ready to explain your choice(s).

1. "You see yourself in the other if you speak another language, and you become the other. If we can't do that, we're lost."
2. "If you learn another language, your life should/will change . . . You will learn how to see the world in different ways."
3. "That's what learning a language is; you learn to play a new game and you learn to play it with others."
4. "Learning another language will open your mind, and your life, and your heart."
5. "You can only know yourself by going outside yourself and that's why narratives of self-knowledge have always involved a journey."



D. Riflettere insieme. Discuss the following ideas/statements as a class or in small groups followed by class discussion.

1. Explain what you think Lahiri means when she says: "It is fundamental to engage with what is outside of us and what is beyond us. Our humanity depends on that."
2. Explain what you think Lahiri means when she says: "In order for us to know ourselves, we have to know the other."
3. Lahiri states: "I always admired people who spoke other languages; I looked up to them. I thought that they had a perspective that people who only speak one language, frankly, lack . . ." What perspectives do you think people who speak only one language lack?
4. Explain what you think Lahiri means when she says: "The more porous identity becomes, the better off we are as a human race." Do you agree? Why?


*The Institute for the Future, located in Palo Alto, CA, performed this research for the University of Phoenix Research Institute.

Strategie di comunicazione

Ciao / Buon giorno / Buona sera

Greeting someone

- Italians always greet each other: when they meet on the street, when they enter a store or a room, when they first wake up in the morning, when they return home in the afternoon. They usually touch when they meet, kissing each other on both cheeks or shaking hands.
- When do Italians switch from **buon giorno** (*good morning, good day*) to **buona sera** (*good evening*)? It depends on where they live! In northern Italy, people tend to use **buona sera** in the late afternoon; in central Italy and in the South, they might begin using it as early as noon.

 **A. Buon giorno!** Watch and listen as these Italians say hello. As you listen, indicate which greeting each person says.

a. buon giorno

b. buona sera

c. ciao



Photos 1–5: © McGraw Hill Education/TruthFunction

In italiano


- **Buon giorno** and **buona sera** may sound formal in English, but in Italian they are routinely used with everyone. **Ciao**, on the other hand, is considered very informal and is used primarily with family and friends. In this sense, greetings are one way that Italian distinguishes between informal and formal *you* (**tu/Lei**). You will learn more about this topic later in the chapter. **Salve** is another way to say “hello.” It is neither formal nor informal, so it’s a good choice when you are unsure.
- It is very common in Italian to greet people by their professional titles—for example, **professoressa**, **dottore**, **ingegnere** (*engineer*), **avvocato** (*lawyer*). **Signore** (*Sir/Mr.*) is shortened to **signor** before a man’s last name. **Signora** (*Ma’am/Mrs.*) is regularly used when addressing women. **Signorina** (*Miss*) is a formal way to address unmarried women; its use is discouraged in contemporary Italian. When addressing someone with a title, the situation is considered formal and **ciao** is never used.
 - Buona sera, ingegnere!
 - Buon giorno, signora!
- English does not distinguish formal address from informal with different words for “you.” However, it is expected that one talk to friends differently from older people and professionals. This is called a change in register. How do you change registers in English?

B. Buon giorno o ciao? Decide whether the following people would say **ciao**, **buon giorno**, or either, by supplying the appropriate greeting. Compare your answers with your partner’s.

1. a child to her mother _____, mamma!
2. a mother to her child _____, amore (*love*)!
3. a student to his (female) professor _____, professoressa!
4. a client to his lawyer _____, avvocato!
5. a news reporter to a woman on the street _____, signora!
6. a patient to his doctor _____, dottore!
7. a doctor to her patient, Mr. Feltri _____, signor Feltri!
8. you to your roommate _____, _____!
9. your classmate to you _____, _____!
10. you to your instructor _____, _____!

Come ti chiami? / Come si chiama?

Finding out someone’s name

 **A. Come si chiama?** Watch and listen as the Italians you just met tell you their names. Number the names in the order in which they appear from 1 to 5.

- _____ Cristina
- _____ Adriano Casellani
- _____ Stefania Cacopardo
- _____ Giacinto Vicinanza
- _____ Iolanda Mazzetti

Tu or **Lei**? The simple rule for informal and formal *you* is that you use the informal **tu** for family, friends, children, and animals. The formal **Lei** is used with older people whom you may know well but who are not family; with strangers; and with people in professional contexts (teachers, wait staff, service providers, sales associates), including people you address with titles. The actual rules are really much more complicated. In general, young people use the informal with other young people, and, overall, Italians today are much less formal than they were just a few generations ago. Although Italians do not expect non-Italians to know all of the rules for using **tu** and **Lei**, they will appreciate your efforts to use both, even if imperfectly.

- To ask someone's name, say:

(tu, informal)

(Lei, formal)

Come ti chiami?

or

Come si chiama?

- If you want to introduce yourself first and then ask the other person's name, say: **Sono** or **Mi chiamo** + (*your name*).

Ciao! Sono Paolo.

Buon giorno. Sono Paolo Rossi.

Ciao! Mi chiamo Paolo.

**Buon giorno. Mi chiamo
Paolo Rossi.**

- To ask *And you?* say:

E tu?

or

E Lei?

—Come ti chiami?

—Come si chiama?

—Susanna. E tu?

—Susanna Martinelli. E Lei?

—Marisa.

—Marisa Scapecchi.

—Ciao!

—Piacere!

—Piacere!

—Piacere!

- To say *nice to meet you*, you say **piacere** or, if you're using **tu**, you can just say **ciao**.

In italiano

Prego is a versatile word in Italian. It can mean *you're welcome; come in; please sit down; make yourself comfortable; after you / you first; may I help you?; go ahead; help yourself; by all means.*


B. Come ti chiami? o Come si chiama? To ask the following people their names, decide if you would ask **Come ti chiami?** or **Come si chiama?** (**Attenzione!** Use **Come ti chiami?** *only* if you can also use **ciao**.) When you've finished, compare your answers with your partner's.

1. someone your age you meet at a party
2. a child who seems lost
3. the administrative assistant who calls with a message for your roommate
4. the man working at the travel agency
5. a new student who just joined the class

C. Ciao a tutti (everyone)! Walk around the room and greet your classmates and instructor and ask their names. Make sure you use the appropriate greetings and expressions.

Di dove sei? / Di dov'è?

Finding out where someone is from

 **A. Regioni d'Italia: Di dov'è?** Watch and listen as the following people tell you their names and then where they are from. Indicate what city each person is from and, from the map, the region it is in.

1. Francesca
2. Stefano
3. Elena
4. Giorgio
5. Paolo



- To ask where someone is from, say:
(**tu, inform.**) **Di dove sei?** or (**Lei, form.**) **Di dov'è?**
- To ask where someone currently lives, say:
Dove abiti? or **Dove abita?**
Sono di Milano, ma abito a Roma.

B. E tu, di dove sei?

Parte prima. Walk around the room. Greet several classmates and your instructor and find out where they are from. Take notes! (If you can't remember their names, you'll have to ask again.)

Parte seconda. Report to the class. Greet everyone, say your name, and say where you and at least two other students are from.

ESEMPIO: Buon giorno. Sono Rita. Sono di Chicago.
Jenny è di New York. David è di Santa Fe.

Ciao / Arrivederci

Saying good-bye



A. Ciao! Watch and listen as the Italians in the video say good-bye.

The same informal/formal rule for saying hello applies to saying good-bye: you can use **arrivederci** (or **buon giorno** / **buona sera** / **buona notte**) with everyone, but **ciao** *only* with people you address informally. **Arrivederci** is a very formal way to say good-bye. **Buona notte** (*Good night*) is used only when it's time for bed.

B. Arrivederci! Decide whether the following people would say **arrivederci** or **ciao** or either, and supply the appropriate expression. Check your answers with your partner's.

1. a child to his father _____, papà!
2. a husband to his wife _____, tesoro (*honey*;
literally, *treasure*)!
3. a student to her (male) professor _____, professore!
4. a woman to Giuseppe, the fruit seller _____, signor Giuseppe!
5. you to your female friend _____, cara (*dear, sweetie*)!
6. your instructor to you _____, _____!
7. you to your instructor _____, _____!

C. Buon giorno! With a partner, create the longest conversation you can in Italian using only the expressions you've learned so far. Then create the shortest. Be prepared to demonstrate to the class.

Lessico

A come amore, B come buon giorno

Alphabet and pronunciation



A
aula



B (bi)
banco



C (ci)
cane



D (di)
dizionario



E
esame



F (effe)
festa



G (gi)
gatto



H (acca)
hamburger



I
inverno



l (elle)
libro



M (emme)
macchina



N (enne)
notte



O
orologio



P (pi)
penna



Q (cu)
quaderno



R (erre)
ristorante



S (esse)
studente/
studentessa



T (ti)
televisione



U
università



V (vu)
voto



Z (zeta)
zaino

Le lettere straniere^o

J (i lunga) jeep

K (cappa) ketchup

W (doppia vu) western

X (ics) extra

Y (ipsilon) yogurt

^oforeign

1 In Italian, double consonants are pronounced longer than single consonants. Sometimes it makes a difference in the meaning of the word. For example, **pala** means *shovel*, but **palla** means *ball*. Repeat the following pairs of words after your instructor.

capelli (*hair*)

cappelli (*hats*)

nono (*ninth*)

nonno (*grandfather*)

dita (*fingers*)

ditta (*company*)

study tip

When learning new words that are not cognates, try not to make connections directly to the English word. Instead, connect the word's meaning to an image or to a context. Learning Italian-English word pairs will force you to think in English, rather than in Italian.