



AATI Newsletter
Spring 2021



Lettera dal nostro Presidente

Dear AATI Members,

It is with great pleasure that I write my first President's letter for the AATI Newsletter. Many thanks to all the folks who have come before me and who have paved the way for the AATI as we begin to approach the 100th anniversary of both our Association and Italica. My sincere appreciation goes to Salvatore Bancheri and Beppe Cavatorta (Past-President), our most recent Past Presidents, as well as Lyn Scolaro and Daniela Cavallaro, our most recent Past-VPs. Their service to the Association has been critical for its success.

I'm very excited to be collaborating with a new slate of officers: Marina Melita and Gina Gallo as Vice-Presidents, (Claudia) Alessia Defraia as Director of Communication, and Enza Antenos as Secretary/Treasurer, fulfilling her second and final mandate. I'm happy to welcome some newly elected Regional Representatives on the EC: Chiara De Santi (New York), Carmela B. Scala (Mid-Atlantic), Barbara Bird (Rocky Mountains-Far West), Elgin K. Eckert (Italy), and Jessica Greenfield, Editor of the AATI Newsletter, who serves as an ex-officio member. I am excited to see the new direction for the Newsletter; please be patient as we explore a slightly varied format. A huge thank you to the artist of the Newsletter cover, Giovanni Pinna, (Instagram: flipper.joe). In honor of the Celebration of the 700th Anniversary of Dante's death, as well as the most recently created DanteDì (March 25), Pinna not only remembers the beloved Florentine poet, but also includes one of the most famous lines of his *Divina Commedia*, *Inferno*, Canto XXVI, 119-120, one which still speaks directly to all his readers today.

The entire Executive Council has already met once, and we will be doing so once more before the close of the semester. Additionally, I am in the process of naming five K-12 Representatives to balance our EC as per the Constitution. For the first time that I can remember, we will have a middle-school teacher serving on our EC.

Although the first couple of months of 2021, the AATI EC has been a bit quiet, a lot is happening behind the scenes. We are creating various committees to address the needs of our members better. If you are interested in joining a committee, please contact me or the chair; we are always looking for folks to be more active in the Association. Please note the following committees and chairs. In particular, some committees, the Book Award committee and the Italica search committee, are currently full. If you are interested in joining any of the following, please feel free to write directly to the committee chair. We try extremely hard to organize balanced committees that take into consideration gender, level, rank, type of school, geography, etc. Our committees

are constantly in rotation, so if we cannot add you this year, we will definitely keep you in mind for the future.

| Committee | Chair/Co-Chairs |
|--|--|
| Nomination Committee* | Daniele DeFeo |
| Conference Committee (ACTFL)* | Gina Gallo |
| Conference Committee (International)* | Marina Melita |
| Distinguished Service Award* | Virginia Picchietti (virginia.picchietti@scranton.edu) |
| Advocacy | Patti Grunther & Chris Picicci |
| Book Award | Mark Pietralunga (mpietralunga@fsu.edu) |
| Membership Committee | Antonella Dell'Anna & Anna Tirone |
| Finance Committee | Ryan Calabretta-Sajder |
| Centers of Excellence (Exploratory) | Colleen Ryan (ryancm@indiana.edu) |
| Digital Resources (Exploratory) | Carmela Scala |
| Summer Workshops | Ryan Calabretta-Sajder |
| Diversity, Equity, & Inclusion | Elisabetta D'Amanda |
| Fundraising | Gina Gallo |
| <i>Italica</i> Editor Search Committee | Mark Pietralunga (mpietralunga@fsu.edu) |
| Teaching Awards (collaboration with Italian Language Foundation) | Lyn Scolaro (lyn.scolaro@gmail.com) |

*Denotes standing committees.

I am delighted to announce that the AATI has finally launched a Book Award, which had been in the works for a few years. We sent out the announcement and have already received positive feedback. We strongly encourage you to submit your book. For any questions regarding the

competition, please contact Dr. Mark Pietralunga (mpietralunga@fsu.edu), chair of the committee.

In celebration of the importance of teaching and pedagogy within the Association, we will be launching a series of teaching awards. In collaboration with the Italian Language Foundation, AATI will partner to recognize various K-12 teachers. Additionally, we are going to unveil a “Teacher of the Semester” program. Both programs are coming in Fall 2021, so keep an eye out for announcements.

Even though the AATI is a soluble organization, we have never had a finance committee or worked within budgets. This year the AATI EC approved a finance committee, which I hope will become a standing one since it is critical to the future of our success. The finance committee is currently meeting with a financial advisor to assist the organization in investing funds wisely to creating revenue streams for grants and better prepare for the future at large. Additionally, as mentioned in the Spring 2020 AATI Newsletter, the AATI received part of the inheritance of Constance Barbantini; in fact, we received more than we expected, totaling roughly \$185,000. The EC voted to match funds and launch the Constance Barbantini Endowment with a \$250,000 initial investment aimed at supporting K-12 teachers and contingent faculty. The first award cycle will not begin until 2022, and we are forming a committee to create guidelines and an application for this annual award.

I’m happy to announce that the AATI will be collaborating with the Italian American Studies Association ([IASA](#)) at an International Conference in Lucca, Italy. The conference, which was approved under Beppe Cavatorta’s presidency, was postponed due to Covid-19. The conference will be sponsored by [Fondazione Campus](#) from May 25 – May 29, 2022. The Call for Papers will come out over the summer, and submissions will be due midway-through the Fall semester. Marina Melita, chair, and the conference committee are preparing a Call for Host Sites for AATI conferences for the next five years. I sincerely hope to iron out a 3-year conference plan for the AATI by the end of 2021 and a 5-year one by mid-2022.

The Advocacy Committee has a new co-chair, Patti Grunther. Patti and Chris Picicci will be heading up this committee as Marina transitions to VP. One point to underscore: the mandate of the committee is not solely to help programs in peril but to proactively work to promote and support them, so program elimination never becomes an option. On that note, we have formed a discovery committee to research the idea of initiating “Centers of Excellence” through the AATI. More to follow soon from that committee.

The AATI has been expanding its presence on social media. Besides Facebook (AATI – American Association of Teachers of Italian) and Instagram ([teachers_of_italian](#)), we are now on Twitter ([@AATI_Italian](#)). In addition to these expansions, we are also posting more regularly on these

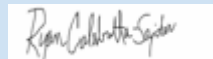
social media outlets, so make sure you are following us. Thanks to Sara Galli, Graduate Student Representative, Mohammad J. Jamali, and Alessia Defraia for being so active online for the organization. If you have questions about posting via our social media, see the website for our guidelines.

I would like to extend my sincere appreciation to Michele Lettieri, our current editor of *Italica*. Michele has done amazing things for the Journal, and I only have a faint idea of how many hours he dedicates weekly to its success. In his ninth year of service to our Journal, he will be stepping down at the end of 2021 to allow the new editor to transition and properly prepare for *Italica*'s 100th birthday in 2024! For this reason, the EC recently approved a search committee to find a replacement. If you are interested or know anyone who may be, please see the announcement in the Newsletter.

Before concluding, I would like to thank all of the AATI Officers, past and present, for their hard work and dedication to the organization. As you know, all of us volunteer our time to the Association. As our professional responsibilities at our own jobs continually grow and become overwhelming, we then switch hats and pursue tasks for the AATI. This final call is not only a thank you to all of them but an invitation to all members to 1) please make sure you renewed your membership this year and 2) become active.

It is easy to forget to renew your membership as it comes at the end of the year while we are all on break preparing for the holidays or even writing our papers for the MLA. Your membership is important to the growth and strength of the AATI and the promotion of Italian in North America. We count on you! We appreciate your membership but also your participation in all of our activities and events. Secondly, become more active; don't just come around for conferences! We want to hear your ideas and have you pitch into organizing events that advocate the diffusion of Italian Studies, on all levels, in North America and beyond. We can only be successful if we cooperate in collaborating together.

Un caloroso saluto,



Ryan Calabretta-Sajder
University of Arkansas

**ARABS AND NORMANS
IN SICILY AND THE SOUTH OF ITALY**



RIVERSIDE

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by Adele Cilento and Alessandro Vanoli

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Nuovi Officer



Among several other things,
I am willing to:

build a wider and stronger
membership body,

formalize and expand the
mentorship program,

address issues of inequality

President: Ryan Calabretta-Sajder



I would like to strengthen and solidify the presence of Italian in higher education in the North America and Europe

Thanks to AATI I can solidify the presence of the Italian program in my university

Vice-President (College & University):
Maureen 'Marina' Melita



I will try to strengthen our Italian language programs across the nation

I would like collaborate with other world language teachers to promote the study of languages in our state

Vice-President (K12): Gina Gallo



I am willing to re-imagine the website

I truly hope to maximize the use of social media

It is important to strengthen our connections with Italian schools and universities

Director of Communication:
C. Alessia Defraia



I'm excited to be involved with AATI in this new role and to have a better understanding of the many initiatives and accomplishments resulting from the efforts of our members. The newsletter will be a place to highlight what's happening in and out of classrooms and to hear from our students and colleagues.

Jessica Greenfield,
new editor for the AATI Newsletter

Il panorama dalla cattedra

Una conversazione con Prof. Bartalesi-Graf

By: C. Alessia Defraia & Jessica Greenfield



Jessica: Could you give a little bit of background about you and your teaching experience, where you started teaching, and where you are now.

Prof. Bartalesi-Graf: I've been teaching for many many years. I started at Tufts University when I was a graduate student there and I taught there for 20 years. Then a position opened up in this college in 2011. I've been at Wellesley since 2011, and right after I arrived, my college joined the edX Consortium which is an organization founded by Harvard and MIT for the teaching and production of MOOCs (Massive Open Online Courses). Since Wellesley joined this Consortium, I became involved in designing an online program for Italian at Wellesley and that has been sort of an ongoing project for me. We opened the first iteration of Beginner, Intermediate, and Advanced Italian as a MOOC in 2016 and now we just opened the third iteration. In the meantime, in 2017, I also developed an AP course online that is also part of our Italian program on edX and that has been renewed every year. They have been very beneficial not only for a larger community outside Wellesley, but also for our own students.

Jessica: You moved to a blended approach several years ago. Can you talk a little bit about that?

Prof. Bartalesi-Graf: Yes. I was going to be majorly responsible for Intensive Italian, a course that covers two semesters in one, and two years in one; that used to be taught five times a week for

70 minutes. It was very intense, it was great to be in the classroom for 70 minutes, but through the years, we realized that students were less and less willing to devote – or maybe they were willing actually, but the problem was that they couldn't fit this class in their schedule. So many students would say: 'I would love to take the class but I don't have any room in my schedule' and that course is essential for us because, as you know, most students come to college with no background in Italian. Thus they needed to quickly move through the curriculum if they wanted to major or minor in Italian, or if they wanted to join our Study Abroad Program. When I started developing all these online modules, we immediately saw an opportunity in the sense that we could reduce class time and have a 'flipped model' or 'blended model' in which students – thanks to the availability of all this material online which includes video lessons, skits, self-grading activities and so on - could do a lot of preparatory work outside of the classroom. Class time could be used more efficiently, and we can also be a little bit more 'inclusive' in the sense that we offer a free program. There is no textbook involved. At that point we reduced class time from five times a week to three times a week. Frankly, I cannot say it's the same because, you know, it would still be ideal to spend more time with your students – we know that the more face-to-face time you have with your students, the more beneficial it is, but we were able to sustain in this way the Intensive program, which I think, would have died out otherwise.

Jessica: What is the situation now at Wellesley? What has it been over the last year with the development of the pandemic? When did you move to online courses and how did that work for you all?

Prof. Bartalesi-Graf: You mean remote teaching? Yes. Yes. Just like many other schools, I think we closed about a year ago, and the closing coincided with Spring Break. We had time to reorganize things. For me it was a very smooth transition: I had to do nothing and you know, I already had all the material, so it was kind of easy. There was an adjustment in the sense that, you know, I had to start using Zoom. But in terms of anything else, my material is suitable for teaching face-to-face, completely online, blended, completely online asynchronously, completely online with Zoom meetings synchronously and so on. Once you have the material, then it's very flexible.

Jessica: Have you seen any changes in enrollment over the last year or have things stayed pretty steady?

Prof. Bartalesi-Graf: I would say that enrollment has remained pretty much stable. Although we had to cancel one course at the 201 level, and the reason, I think, is that students were unwilling to take Italian for the whole year [because of the adjusted schedule for Covid].

Jessica: For teachers who are struggling with this move to this remote teaching, do you have any suggestions or best practices for how they can start to pivot their courses if they're very used to a

traditional model or they've moved towards the flipped classroom, but haven't gone to a fully blended approach?

Prof. Bartalesi-Graf: Well, it is certainly challenging especially if you have to produce or if you are planning on producing a lot of material online at once. My suggestion is to go very gradually because producing online material – if you want to use your own – is extremely time consuming, and if you want to produce something good, it's even more time consuming. My suggestion is to collaborate, not to reinvent the wheel but to really put together resources with your colleagues. And I think this is a wonderful opportunity to promote open educational resources so that we don't have to work separately duplicating or quadruplicating work all over the place, but we can really draw on each other. I love sharing my resources, and in fact, my courses are open so anybody can use them. We have a licensing program whereby we can copy the course on a private platform and then it's yours and you can, you know, personalize it, look at your students' progress and so on. Otherwise, my material is accessible to anybody, but you, as a teacher enter as a student.

Jessica: Coming out of this situation when we are able to go back to in-person classes – whatever that might look like – how do you think things will change? Do students seem to like the remote delivery? Do you plan to offer both remote delivery and blended classes?

Prof. Bartalesi-Graf: The college is planning on going completely on campus. My recommendation was to allow each department to have maybe one fully remote course to accommodate working students. And also we have a Consortium with other schools: MIT, Babson College, Olin College. Rarely you see students coming to our campus because of logistics, right? This year though I've noticed that I've had students from MIT and Olin College so the remote way of teaching can accommodate also this exchange which is beneficial for everybody, both for our students and for off-campus students. It can accommodate students from other colleges. If your college has a consortium and can also accommodate students who may be working and whose schedule is very tight during the day, you offer maybe a course in the evening remotely, they may be able to take it. You are still residential, you are just offering, you know, an extra option that students would not have, so I would support this possibility.

Jessica: I wanted to shift back to something you've mentioned earlier. You mentioned especially women as adjuncts or your part time instructors in one of these roles where even if you're a lecturer you are not supported to go to conferences, or that your publications aren't recognized in your annual review. Can you talk a little bit more about that? What are your feelings? Is there anything to be done about that situation?

Prof. Bartalesi-Graf: First of all, in some Colleges there is an artificial separation between languages and literatures in departments. You have the literature professors who are tenured, and most of them are men and then you have a small army of part-timers, often all women, and they just teach

language, you know, that's what they say: 'They just teach languages.' One way of overcoming that, would be to really integrate the two and make sure that maybe you know the literature Professor also teaches languages sometimes. This is the way we do it at Wellesley. Then, another way of overcoming this language-literature separation is that the so-called 'language instructors' be elevated to a 'professor of the practice' whereby it is recognized that teaching a language is not just, you know in minor skill, but if you want to do it well, it is difficult and it's just as challenging as any other discipline. That would be one way of doing it.

It's a mentality that needs to change: there's still a lot of classism and, you know, male power in departments. If you don't have a PhD, maybe, you just have the Masters then you are an 'inferior type.' What can be done? I think there has to be a little bit of a shift on the part of everybody. So starting with considering the teaching of language as teaching of culture and language, integrating languages much more with every other aspect of the target country, so that we don't have such a distinction. Sometimes you hear questions like 'Is it just a language course or a cultural course?', but there's no 'just a language course,' so we should get out of that mentality.

We should make the objectives and the content of our courses much more explicit. 'What am I going to teach in this Elementary 101?', 'What do I want my students to come out of it besides knowing the present tense, and the imperfect and present perfect? What are my cultural objectives? What are my objectives in terms of sensitivity towards another culture? And, being those my learning objectives, how am I going to organize my course so that I reach them? So I think there is a lot of work to be done on the part of everybody, and it requires collaboration on the part of the department. I believe that each school should have a center for Global Studies or a Center for Language Learning so that that can be the mastermind of coming up with these ideas and discussing them. So I think that the departments, in order to acquire more centrality in the universities, they have to refine their learning objectives and they have to be much clearer and much more transparent about that, and show how they really integrate languages, cultures and literatures.

Jessica: You talked about this Center for Global Studies or an International Language Center. Do you think that is the best way to really push for collaboration between the languages and have each of the language departments lift the others up rather than trying to pull resources from one another?

Prof. Bartalesi-Graf: I think both models are viable. For example now at Wellesley, we have each department on its own: we have Spanish, Italian, Arabic, and so this fragmentation doesn't give us much visibility and much leverage at the University level. Also from the point of view of the administration, it is very expensive because you have to maintain all these different administrators separately. Creating a huge Modern Languages Department can certainly have its drawbacks, but I think if it's well managed, and especially if it's accompanied by a Center for Global Studies, then can really be an advancement for everybody because then it is no longer "all French", and then

the little Cinderella of the Italian program, right? But it's many languages all together: so it's German, it's Russian, it's Italian which are all usually small departments. They're not just single little departments that are on the side.

Also creating big departments, you can start thinking about offering Romance Languages or Romance Studies Majors which would be so much more attractive than say an Italian Major... Nowadays students prefer to minor in Italian but my majors are rare, but maybe majoring in Romance languages would be more attractive.

Jessica: How do you feel about language requirements? In your experience does a language requirement help or hurt?

Prof. Bartalesi-Graf: If you want to have a requirement, then it has to be a real requirement, not just for students to check boxes. It all depends on what your objectives as a school are. For instance, you want to say: 'Okay, we want all the students who graduate from – let's say from Wellesley – to have an intermediate level of language proficiency.' But then you really do it! Because what happens is that they end up saying: 'It's just a requirement!' and they don't take it seriously. You know, in reality you can go through three or four semesters - whatever the requirement is- and you hardly know how to put a sentence together, then you are wasting three semesters of your college life. It's a little bit hypocritical. If you want to be serious then you put like a language proficiency exam. You make it real: you offer resources in the summer so that students maybe can go in the target country to practice. In other words, you really make this objective real for everybody: if they all have to reach a real intermediate level of proficiency in a foreign culture, then I agree. Choose one or the other. I know the risk, without a language requirement, is not to have enough students.

Jessica: Turning to study abroad. It's always been, in my experience, a great way to get students into Italian because Italy is a number-one destination. What I've struggled with personally is where to send students. We've always had faculty-led programs which are a great introduction for students either over the summer or during a January term, but then, we try to encourage them to take a semester if they can or direct enroll in Italy. How do you view study abroad as it incorporates language and culture study with literature? If my student has taken four semesters of Italian, I would always recommend to not go to Florence. There's so much English there and if you want to really improve your language skills, we try to look at other destinations. How do you approach study abroad with your students?

Prof. Bartalesi-Graf: Yeah, I agree with you; going to Florence and Rome, it's not really full immersion. So that's why we have in our study abroad we have a summer for a month in Lecce in August, a location in Southern Italy and then students go to Bologna. So it's a little bit more off the beaten tracks. The way I feel in general about study abroad is that we provide too much hand-holding for students. Maybe because we don't prepare them enough before? I don't mean that

they should be just dropped in the country, but too much is done for them and on their behalf. I suppose this may be necessary because we cannot assume that all our students have experience traveling, and for many of them it's intimidating since they've never been abroad. Part of the experience should be trying to find your way – maybe through error and trial.

Jessica: My last question for you is about establishing connections or relationships with high school. You mentioned most of the time students aren't coming in with any Italian from high school. Every once in a while maybe there are heritage speakers, but sometimes it's a dialect and they don't even realize they're speaking a dialect. What is our responsibility as instructors to make connections with high schools or to show high school seniors what kind of opportunities there are for language learning in college?

Prof. Bartalesi-Graf: It can certainly be done through professional organizations in your own area, for example, here in Massachusetts we have MITA – the Massachusetts Italian Teacher Association – and other associations that are mainly for high school teachers. I think that maintaining connections with these associations is essential. It also depends on the nature of your college: for instance, our college attracts people from all over the world and the US, so it's not that concentrating on the local high schools would have a big impact on our enrollments. On the other hand, if your college is mainly local or community-based, then I think you certainly have to make connections with different languages programs.

My connections have been actually through the online courses, so many high schools have contacted me because they were interested in using my online courses, and they are now doing it. My online courses are known for their AP classes also for other classes, and that has been a great way to make a connection through open educational resources. You put your material out there, and then

people start using it, and it takes time but you see the results.

Jessica: Okay. Wonderful. Well, thank you so much for your time.

*Se volessi essere intervistato per il prossimo numero della newsletter,
mandaci una mail a aatnewsletter@gmail.com*

Birds Eye View

Curated By: C. Alessia Defraia

This new column is dedicated to exploring students' reflections of their study of Italian. We invite you to poll your own students and share them with us. We will highlight different student groups (middle school, high school, university, etc.) in each newsletter. We've started with Chicago-area university students.

Arianna

I study Italian to not only connect with my Italian heritage, but to also learn and appreciate another language. I am fascinated by other culture and languages, so I felt it was only right to start learning Italian, especially because I am already fluent in Spanish. It was amazing to have a wonderful professor as my instructor because she is originally from Italy and in this way, she brought the culture to life and made the experience authentic and enjoyable. I learned so much about Italian, specifically about fashion, through a video assignment we had to do, and I loved hearing my fellow classmates' videos and what they learned. In the future I hope to potentially become certified in Italian through the Consulate in Chicago and incorporate the language in any way I can in my daily life.



Calista

I chose to study Italian because I wanted to communicate with other people. I was first introduced to the Italian culture by my best friends who left to study abroad. To feel like I was with them, I chose to pick up Italian to be able to learn about the culture too while I was miles away. I slowly fell in love with Italian art and culture and I wanted to learn more! I always dreamed of traveling to places and getting to know the locals rather than the touristy spots. I believe the local people make up a country, and that's what helps it grow. Coming from another cultural background, I've always enjoyed learning about different cultures and perspectives. Because culture is an important aspect in a person's identity. In different ways, it makes up who they are and how they do things. Building relationships helps develop



perspective and understanding of other cultures. I love meeting new people, and a huge part of the experience is to get to know another person's thoughts, opinions, and ideas. It helps expand my horizons and my knowledge in what I thought was nothing into something. Studying Italian will be useful gaining knowledge not taught in books, but rather through people. When I do decide to travel, I want to communicate to others around me and make friends. I feel like because I take the time to appreciate a culture different than mine, I hope in return people take the time to understand my culture, perspective, and identity as well.

Imanii

My name is Imanii Uwakwe and I am a sophomore studying Social Work with a Psychology minor at Loyola University Chicago. I chose to study the Italian language because I've always been highly intrigued by the Italian culture and even tried to teach myself the language years ago! Thus, when the opportunity to take this course presented itself, I knew I had to take advantage of it. Luckily, I was fortunate enough to take this course with a warmhearted and encouraging professor. My teacher was not only an astonishing professor but made the course entertaining as she implemented stories about her life and made us feel like we were family, which is one thing I loved about the course. She made our class an open and judgement-free space which assisted in building connections, helping our peers, and having a close relationship with a supportive instructor. Another aspect of the class that I enjoyed was our end of the semester project where we were able to pick a topic and discuss its relation to Italian culture. For my project, I researched LGBTQ+ rights in Italy, its history, and much more! While studying my topic, I gained more insight into Italian culture and was able to connect it to other concepts I've learned in other classes. With my teacher's outstanding and rare personality, I've learned to appreciate the Italian culture more than ever. Thanks to her, I am hoping to study abroad in Rome to see the beautiful city and portray the skills I've learned from this course.



Eric

Mi chiamo Eric e ho diciannove anni. Sto studiando scienze politiche e italiano all'università di Loyola a Chicago. Ho scelto di studiare italiano perché amo la cultura e, soprattutto, amo parlare la lingua. Penso che tutte le persone dovrebbero conoscere una seconda lingua. Vorrei trovare un lavoro con il quale posso combinare le scienze politiche con l'italiano. Il mio sogno è andare in Italia quando la pandemia sarà passata; ho scelto Loyola University perché ho sentito che ha una scuola a Roma. Sono ottimista e penso che visiterò Roma nel futuro!



Maura

Ciao a tutti/e! Mi chiamo Maura e sono una studentessa di Loyola University Chicago. Sto studiando biochimica però ho molti altri interessi. Suono il contrabbasso, amo leggere, e mi piace anche imparare la lingua italiana. Ho passato il semestre della primavera 2020 a Roma dove ho incontrato un nuovo amore: l'italiano. Secondo me, non esiste una lingua più bella. Non è solo la lingua che amo, ma adoro anche la cultura e la gente italiana. Il mio sogno è ritornare in Italia per qualche anno dopo la mia laurea. Mi interesserebbe studiare la sanità pubblica. Se è possibile, vorrei capire meglio come funziona il sistema sanitario internazionale, e forse perché no? In futuro potrei impedire che avvenga un'altra pandemia. Ho dovuto lasciare Roma lo scorso anno prima della fine del mio programma a causa della pandemia. Però quando prima di andare via, i professori mi hanno detto che tutte le strade portano a Roma. Per questa ragione, so che alla fine ritornerò in Italia.



Nico

La lingua italiana mi ha fornito l'opportunità di viaggiare nel passato e nel contempo mi ha aiutato a capire meglio il presente; attraverso la lingua, ho scoperto la storia della mia famiglia che rivela anche una conoscenza di sé. Per esperienza personale, posso dire che lo studiare il vivere a Roma per 7 mesi, il frequentare l'università, l'apprendere la lingua italiana e l'immersione nella cultura hanno arricchito la mia vita e hanno ampliato le mie prospettive. Inoltre, la conoscenza della lingua mi ha permesso di comunicare spesso con la gente del luogo e, così facendo, di entrare nella cultura in un modo più intimo. Grazie alle mie competenze linguistiche, ho avuto la fortuna di scoprire le mie radici; conoscere la mia famiglia del passato mi ha aiutato a comprendere la mia famiglia attuale. Per quanto riguarda determinati aspetti specifici della cultura, l'arte di mangiare in Italia – a mio avviso – non è altro che una vera e propria celebrazione piuttosto che qualcos'altro. Ogni pasto è una festa che nutre il corpo e la mente e facilita il contatto tra le persone: l'amicizia è uno degli aspetti principali dell'arte del mangiare. Questo lo so a dello stare insieme a tavola riflette la loro della vita nei vari paesini e città che mi hanno accolto. Inoltre, la musica italiana mantiene questa capacità di parlare della vita attraverso il ritmo e le parole. Il mio musicista preferito è Giovanni Caccamo, che porta gli strumenti classici a uno stile moderno ad arrivare a mescolare due periodi diversi. Cantare, mangiare, e chiacchierare convivono nel cuore italiano. Con l'apprendimento della lingua italiana, non solo ho conosciuto aspetti di un altro mondo, ma ho capito quali sono andati persi nel mio.



Se avete studenti bravissimi che volete mettere in luce, mandaci una foto e il loro paragrafo a aaatnewsletter@gmail.com.

Le certificazioni di Italiano LS negli Stati Uniti

By C. Alessia Defraia



Normalmente, ognuno di noi entra in contatto con tante lingue: per vivere, viaggiare e lavorare in un ambiente dinamico, internazionale e plurilingue bisogna conoscere e saper parlare più lingue. Infatti, per studio o per soddisfare esigenze di identità e di cultura, o per ragioni di tipo economico e professionale, moltissime persone decidono di studiare per imparare ex novo una lingua straniera o per migliorare e rafforzare le competenze di una lingua già in parte conosciuta. Non sempre, però, conoscere le lingue può essere sufficiente per potersi muovere in piena libertà. Per partecipare a un tirocinio o a una selezione di lavoro, per poter insegnare, per iscriversi a un corso di studi o per ottenere una nuova cittadinanza, è necessario poter dimostrare le nostre competenze linguistico-comunicative in una lingua seconda o straniera. Per questo, infatti, ci aiutano le certificazioni linguistiche ufficiali.

Le certificazioni che attestano la padronanza della lingua italiana sono svariate e vengono rilasciate sia in Italia che nel resto del mondo, sia da istituzioni universitarie che da istituti di formazione o cultura di vario genere. Come ben sappiamo, si tratta di documenti che certificano il livello di conoscenza della lingua italiana e che sono ufficialmente riconosciuti a livello internazionale.

Per avere la certificazione bisogna superare un esame di italiano, calibrato sul livello di lingua che si pensa di avere raggiunto, che è composto, solitamente, da quattro prove: ascolto, lettura, scrittura e parlato.

Tutte le certificazioni approvate dal Ministero degli Interni e dell'Istruzione sono adattate secondo il Quadro Comune Europeo di Riferimento (pertanto sono divise in 6 livelli A1, A2, B1, B2, C1, C2) e vengono rilasciate dai seguenti enti riconosciuti:

- L'Università per Stranieri di Siena, che rilascia la certificazione CILS (<https://cils.unistrasi.it/home.asp>);

- L'Università per Stranieri di Perugia, che rilascia la certificazione CELI (<https://www.unistrapg.it/it/certificati-di-conoscenza-della-lingua-italiana/celi-certificati-di-lingua-italiana>);
- L'Università degli Studi Roma Tre, che rilascia la certificazione CERT.IT (<http://www.certificazioneitaliano.uniroma3.it/>);
- La Società Dante Alighieri, che rilascia la certificazione PLIDA (<https://plida.it/>).

Al momento, sembrerebbe che gli studenti statunitensi possano ottenere qui negli Stati Uniti le certificazioni CILS, CELI e PLIDA, per cui ci dedichiamo solo a queste tre offerte in territorio statunitense.

Le tasse di iscrizione variano da una certificazione all'altra e si aggirano indicativamente tra i 60 e i 250 dollari. Esistono diverse università, scuole e istituti di cultura negli Stati Uniti in cui è possibile sia sostenere le prove d'esame per la certificazione che seguire corsi specifici che preparano all'esame.

La CELI e la PLIDA sono rivolte in genere ad adulti scolarizzati e ad adolescenti, la CILS invece si rivolge ad adulti e a bambini. Inoltre, CELI e CILS propongono esami specifici per immigrati in Italia.

Perché convincere le persone che studiano nei nostri corsi a certificarsi in italiano? Le motivazioni sono molteplici: possedere un documento ufficiale che indichi il livello di conoscenza dell'italiano aiuta sia nello campo dello studio, che nel mondo del lavoro, e può certamente servire per proseguire la formazione iniziata nel proprio Paese e per iniziare un nuovo percorso professionale. Le aziende italiane che operano in un mercato internazionale e che vogliono assumere personale straniero, preferiscono le persone che, insieme alla propria lingua, conoscono l'italiano. Il Ministero dell'Educazione, dell'Università e della Ricerca (MIUR: <https://www.miur.gov.it/>) riconosce il livello B2 come un certificato di conoscenza della lingua valido per poter accedere all'Università in Italia, mentre a partire dal livello C1 viene confermata una conoscenza dell'italiano pari a quella degli stessi studenti italiani, pertanto tale certificazione consente di lavorare nel campo dell'insegnamento in Italia. Inoltre, un sempre un maggior numero di studenti nordamericani prende in considerazione di proseguire gli studi universitari in Europa, dove per poter accedere all'università è quasi sempre richiesta la conoscenza di almeno due lingue europee.

È necessario ricordare che ogni facoltà può richiedere specifici test di ammissione, ma nella maggior parte dei casi sono sufficienti le certificazioni di lingua. Un ulteriore motivo per pubblicizzare la certificazione linguistica nei nostri corsi è che, dal 2018, la concessione della cittadinanza italiana è subordinata al possesso di un'adeguata conoscenza dell'italiano, dovendo dimostrare una conoscenza non inferiore al livello B1 del Quadro Comune Europeo di Riferimento.

Info pratiche: gli esami di certificazione CILS, CELI e PLIDA si svolgono almeno due volte all'anno, a seconda del livello d'esame.

Per sapere dove poter ottenere la certificazione in italiano negli Stati Uniti, si vedano:

CELI: <https://www.unistrappg.it/it/certificati-di-conoscenza-della-lingua-italiana/centri-d-esame-celi>

CILS: https://cils.unistrasi.it/180/147/STATI_UNITI.htm

PLIDA: <https://plida.it/index.php/certificazione-plida/centri-certificatori>



Si comunica il bando di concorso per il miglior saggio redatto da studenti undergraduate nelle università del Nord America. Si invitano pertanto tutti i colleghi a presentare i migliori saggi dei propri studenti perché vengano considerati per questo prestigioso riconoscimento. Si accettano saggi sia in inglese che in italiano, poiché verranno assegnati due premi distinti, uno per lingua. I vincitori riceveranno un premio di \$500. I saggi presentati dovranno riguardare questioni di lingua, letteratura, cinema e cultura italiana; avere una lunghezza di 6-10 cartelle, doppia interlinea, formato Word, stile MLA; essere composti durante l'anno accademico e consegnati elettronicamente entro il 1 agosto di ogni anno essere presentati direttamente da professori regolarmente iscritti all'AATI; essere accompagnati dal Cover Sheet (link per Cover Sheet).

I risultati del concorso verranno comunicati entro il 15 settembre di ogni anno e la premiazione avrà luogo al convegno annuale dell'AATI/ACTFL.

Comitato di selezione: Francesco Rabissi – Chair (University of Arizona; 3-year term), Elena Bellina (Eastman School of Music, University of Rochester; 3-year term), and Karen Raizen (Bard College; 3-year term).

Per ulteriori informazioni contattare Francesco Rabissi, rabissi@email.arizona.edu. Per eventuali proposte, aaticollegeessaycontest@gmail.com.

Sito web: <https://aati.uark.edu/college-essay-contest/>

Annunci dai nostri soci



Carissimi Colleghi,

I hope you had a truly dynamic and active start to the new year even if you had to rely to your Zoom meetings.

As teachers, we play an important role in helping students move from dreaming to doing. You encourage and direct students to continuing to pursue their dream to become members of the National Italian Honor Society/Società Onaria Italica and by registering for the AATI National Italian Examination.

I would like to remind you ALL that when you submit your requisitions, please indicate the date of the induction so that I will know when to forward the material to you for the ceremony. Also, when you send an email, please make sure to write the name of your school and its state after your name. Even though, I know most of you by name, there are times when I am unable to remember the name of your school. Timely intervention is critical sometime on both parts.

On behalf of everyone, as President of the Società Onoraria Italica, I would like to congratulate Teresa Sengel, World Language Chairperson at Mount Saint Mary Academy in Watchung, NJ for accepting the position of Vice-President of the Società Onoraria Italica and Bruna Boyle, Adjunct Professor at University of URI, for accepting the position of Treasurer/Secretary.

I would also like to congratulate Elisabetta Franchi, the recipient of the \$1,000 scholarship offered by the Società Onoraria Italica. Elisabetta has just begun her master program at Brooklyn College. In bocca al lupo, Elisabetta!

In addition, I would like to thank all of you and the AATI Regional Representatives for your support in helping us meet the needs of many students enrolled in Italian Programs.

With best regards,

Lucrezia Lindia

President, Società Onoraria Italica

<https://aati.uark.edu/national-italian-honor-society/>

Congratulations to Professor Teresa Fiore who has received an NEH grant for a project commencing this summer. This award rarely recognizes languages and even more rarely Italian-related projects. [Click here for more information](#) on this impressive achievement.



Un saluto a tutti gli insegnanti e professori di lingua, cultura e letteratura italiana. L' AATI Keystone (American Association of Teachers of Italian, Keystone Chapter) ha in programma un evento di benvenuto. Questo evento, intitolato "Conoscerci", si svolgerà sabato 10 aprile 2021, dalle 11.00 alle 12.30, online . Il Consiglio intende presentare i suoi membri e invitare tutti a diventare membri che proseguiranno programmi utili per arricchire la nostra amata professione. Diamo il benvenuto a tutti i trasferimenti e ai nuovi arrivati. Per favore segna i vostri calendari e venite a conoscere nuovi amici e colleghi.



When we think of New England, we often think of the distinct four seasons and how each one is different from the other. With each season, we associate planting, growing, cultivating, and harvesting a great crop of whatever it is we have. For this reason, we would like to tell you about our “homegrown teachers”. We have many. However, in this article, we spotlight two of our seeds that have flourished. Both of them recently entered the field of teaching Italian, after having been nurtured by our programs.

New England has always had a strong history of preparing students to be Italian teachers. In the past, many of these teachers have been native speakers or heritage speakers. In this article, we would like to talk about two new teachers that are not heritage speakers or native speakers, whose interest in teaching Italian began in middle school.

These two new teachers began their study of Italian at the middle school level in two different Massachusetts public schools. Maggie Amatucci began studying Italian in Newton and Grace Berte began studying Italian in Melrose. They both graduated with MATs in Italian, from UMass Amherst two years ago and have begun their teaching careers in Winchester, at the McCall Middle School.

Maggie Amatucci remembers the Italian culture being a big part of her life and attributes this to her grandparents who immigrated from Italy and brought their customs with them. In middle school, when Maggie was offered the opportunity to study Italian, she “jumped at the opportunity!” Maggie says that her Italian classes were the highlight of her schooling and that “they allowed her to explore her heritage and develop a very important real-world skill”. She realized that it allowed her to connect to a world beyond her hometown. Today, Maggie Amatucci provides amazing lessons for her middle school students and has expressed that she feels so lucky to be able to pass on the experience of learning Italian to her students. We imagine that there are Italian teachers in the making in her classes.

We asked Maggie about how teaching and learning a language are different today from when she learned the language. Maggie said that she values the growing emphasis on communicative teaching and proficiency skills that we now have. She sees that “it is making the teaching of languages even more exciting.”

Grace Berte is a third-generation Italian American. Her great-parents, both from a small town in Campania, came to the United States from Italy in the early 1900s. Grace grew up with a love of Italian food and family culture and cooking Italian food with her grandmother. Despite the Italian culture being around her, she did not grow up speaking Italian but did hear a few Italian dialectal words and I always wanted to be able to speak Italian. Grace’s opportunity to learn Italian also came when she was in the 7th-grade classroom. She has been learning it ever since!

From her learning experiences in middle school and high school, she remembers playing games like Scrabble in Italian, 4 corners, and Scopa. She remembers when her teacher brought her moka espresso maker to school and made espresso on the AV cart. Grace feels fortunate to have been able to participate in an exchange with an Italian high school, which she said was eye-opening for her. In comparing teaching practices of today to those of 15 years ago, Grace sees how the former teaching practices were more grammar and translation based, and that today’s practices involve proficiency-based practices. Regardless, Grace only remembers “the fun times and the immersive experiences” that she had in school. She remembers the dedication of her teachers and the experiences they provided which propelled her to become an Italian teacher. Despite Covid-19 and the fact that Grace teaches virtually because her students are not in the same room as her, Grace is delivering lessons that students find fun, meaningful, and engaging. She is not teaching through grammar and translation, but with proficiency-based techniques. Because of this, students are excited to participate in using the language and hopefully, one day visit Italy as Grace did and perhaps even become Italian teachers.

In New England, we work hard to produce the best and want to continue to do so. Our new teachers are the future of AATI and MITA and we must plant the seeds and cultivate them as early as possible so that they can enter college and study Italian at higher levels, and fill the needs of

our students as they pass on the experience to a new generation of students, who probably will not be heritage speakers. It is everyone's responsibility to let the world know about the importance of Italian and plant the seeds.

We are very fortunate to have strong support from our Consulate who has sponsored professional development workshops for teachers, webinars for students such as the Italian Comics and the Heist at the Gardner Museum. In addition, the Consulate has also helped to fund some tuition expenses for Italian teachers who are taking courses for their licensure at UMass Amherst. It is truly a team effort to continue to harvest the best in all we do. In recognition of the strong collaboration, the Consulate hosted a virtual gathering and tour of the Gardner Museum in December, for the professionals who are working tirelessly together.



AATI Long Island Chapter continues to provide exciting opportunities for its members and their students in the 2020-2021 academic year, including newer developments such as virtual teacher collaborations and webinars, middle school student awards, and our 2nd AATI-LI Conference!

AATI-LI recently hosted our 2nd AATI-LI Conference entitled "L'Italia che non conosci (ancora): idee pratiche per l'insegnamento dell'italiano online". The virtual format engaged teachers from Long Island, New York, New Jersey, Connecticut, Texas, Oregon, and Italy! In the same spirit of fostering collaboration, AATI-LI compiled and disbursed a list of virtual resources, lessons, and activity ideas from Italian teachers and professors around the country last spring. Grazie mille to all contributors! We are happy to accept and share additional materials for those interested.

Please see a list of our past and upcoming 2020-2021 events. We continue to offer a variety of virtual events for you and your students including the following competitions and awards.

- Gara di Poesia: This student competition will be offered virtually this school year. This competition is offered to middle school and high school students.
- The AATI-LI Mario Mignone Award: Entusiasmo e passione per la lingua e cultura italiana 2021 for Middle School Students of Italian. This award was created in memory of our dear colleague and friend, Dr. Mario Mignone of Stony Brook University. The award is earned by one rising middle school Italian student.
- The Giovanna Morabito Memorial & AATI L.I. Scholarships for Excellence in Italian Studies: annual awards that acknowledge superior language achievement and passion for Italian culture of Long Island senior Italian students.

AATI-Long Island Events 2020-2021:

- Saturday, September 19: “Integrating The Italian Culture In Your Language Activities” & “Interactive Activities To Utilize During Distance Learning” double Webinar, with Roberta Pennasilico*
- Sunday, October 11 & November 8: “When Italy Was Greek” Webinar, with Gaetano Salemi*
- Thursday, October 29: Tavola Rotonda (virtuale): for Italian Teachers: levels 1-AP*
- Sunday, November 4: Sundays in Italy “Discovering Southern Italy” Webinar, with Gaetano Salemi*
- Friday, November 6: AATI-LI 2nd Professional Workshop: “Educational Technology in World Languages”, virtual presentation by Kari Schiano
- Saturday, December 6: Italia: Che Passione” Webinar, with Dianne Hales*
- Wednesday, December 16: Tavola Rotonda (virtuale): for AP Italian Teachers*
- Thursday January 28 & February 4: “Exploring the Region of Veneto” webinar, with Dario Penzo
- Saturday, February 20: “Lingua è Cultura” Webinar, with Suzanne Branciforte
- Friday, February 26: AATI-LI 2nd Annual Conference with Hofstra University’s Department of Romance Languages and Literatures: “L’Italia che non conosci (ancora)”
- Saturday, March 20: “The Power of Peardeck & Ideas for Final projects” Webinar, with Roberta Pennasilico*
- Friday, April 30: AATI LI Virtual Workshop
- Saturday, May 8: AATI-LI Annual Presentation of Scholarships & Awards

*in collaboration with The Italian Teachers Association of New Jersey

To receive updates on our events and to be added to our listserv, please email aatilongisland@gmail.com.

Stay Updated!

Website: www.aatilongisland.wordpress.com

Join: <https://aati.uark.edu/aati-membership/>

Facebook: AATI-LI

Instagram: aatilongisland



Respectfully submitted by Dr. Annalisa Mosca - AATI Midwest Regional Representative

It is a pleasure to announce that AATI Midwest is active with a variety of events for students, instructors and the community. We would like to advertise two upcoming events in the region. First, a great opportunity for all AATI members to improve their teaching perspective. Chiara Fabbian, Midwest member and AAUSC Italian Section Head, has organized two meetings (April 1 and April 8, 3-4 Central Time) that will each offer presentations by AATI Midwest members and other AATI chapter members on pedagogy related topics ranging from Intercultural Competence to Integrated Performance Assessment. Look for emails promoting these events and with the virtual links also via the AATI listserv! The second event is the Chicago Language Symposium which, this year, will be held by DePaul University. Look to their website for more information.

Un applauso ... to the University and College teachers who have created and continue to create a bountiful calendar of events for their students in order to maintain a sense of an Italian community during this time of distance. Here is a sample of activities that have emerged from their creativity and dedication:

Purdue University: the Italian instructors and other Italians on campus guided students on intimate and personalized virtual tours of several Italian cities and regions spanning from Trieste, to Roma, to Sicilia and Sardegna; students also learned about the Fumetti italiani and the art of the Madonnari in the framework of the Settimana della lingua italiana nel mondo. Universities also transformed their departmental open houses to successful virtual ones.

Notre Dame University: the instructors at Notre Dame have organized virtual cooking lessons, virtual yoga class -you guessed it, in Italian- for students to have fun and relax in their daily life. Other events centered around the impact of the pandemic in Italy and painting lessons, under the guidance of a Chicago artist, to paint Italian sceneries and panoramas.

University of Illinois at Chicago: through the College of Arts and Sciences, two events centered around Italian culture and presented by professors of Italian took place. A special day in History: Italian Women and Fascism gave a view of Italian women's lives during that period and under those laws. School as Family, and Magazines as Social Media: A Nineteenth Century Girl's Education focused on education of women during that century.

Un applauso anche ... to the K-12 teachers who have created several lessons, items and events for their students. Peruse the varied selection that our members have submitted in Lyn's piece below.

Complimenti ... to the many AATI Midwest teachers who are actively presenting at several conferences or Professional Development workshops and webinars on different interdisciplinary topics that include social justice, intercultural communicative competence, racism and gender studies. Look forward to their accomplishments within the AATI Newsletter and at future conference presentations.

As always, we would like to close by wishing an “In bocca al lupo!” to all our Midwest students: to the high school students who will be taking the Italian exams including the AP Italian, the SAT Italian exam and the National Italian Exam; to those high schoolers who have applied or are applying to college; to our college students who are graduating; to the future advanced degree students who will be pursuing a master or PhD. Un brindisi, complimenti e saluti a tutti!

Respectfully submitted by Cav. Lyn Scolaro, AATI-Midwest Co-President

Dott.ssa Daniela Cavallero named Executive Director of Italidea-Midwest, LTD
Congratulazioni!

Italidea-Midwest is dedicated to educating young adults in the Italian language and the traditions and cultures of "la bell'Italia". Italidea-Midwest is a 501(c)3 not for profit corporation dedicated to fostering the study of the Italian language to individuals of all ages, and the promotion of the Italian culture. The organization works in conjunction with the Chicago Italian Consulate Jurisdiction and the Ministry of Foreign Affairs which include 10 Midwest states.



Dott.ssa Daniela Cavallero has been named the first Executive Director of Italidea-Midwest. Dott.ssa Cavallero is an Adjunct Professor of Italian of the Modern Language Department of DePaul University and President, instructor, and course coordinator at Sentieri Italiani in Chicago. She has taught on the high school Level (in Italy) as well as, other Universities in the Chicagoland area. She has presented her research at numerous conferences, seminars, and symposiums and has written articles and publications on teaching Italian language and culture to American students. She served as AATI North America Vice President for higher education, is a valued member of the AP College Board Italian Language and Culture Reading and has engaged in the ACTFL Oral Proficiency Committee, an advisor for the CILS exams in Siena, and the Illinois State Board of Education Evaluation Systems for the Illinois Licensure Testing System for the Italian Language and culture exam. Her resume reads with a plethora of initiatives and experiences in and out of the classroom teaching and promoting the Italian Language and Culture. Dott.ssa

Cavallero hails from Torino, Piemonte, Italia. Please join us in welcoming her as we look forward to her bringing her pedagogical and her initiatives with Italian businesses and agencies to our students. Together with AATI-Midwest, the Consulate Office of Chicago, and the Ente Gestori of the Midwest, we are confident that Daniela's leadership will provide many new opportunities for both educators and students.

AATI-Midwest Educators turning "can't dos" into "can dos".

We are grateful to our educators who have made "on line" teaching and digital learning unique!

We are pleased to celebrate the hard work of some of our members.

Navigating Uncharted Waters and learning the digital language of our students

Maria Barbanente, Highland Park High School, Highland Park, IL

This pandemic has caused teachers and students to navigate uncharted waters in the 'classroom.' We have gone from in-person, to remote to hybrid learning. It has certainly come with its challenges, but also rewards. As a result of eLearning, teachers have had no choice but to explore and experiment with new digital education technology. These digital teaching and learning tools have helped teachers engage and assess students in both synchronous and asynchronous settings. Some tools I have personally utilized throughout my eLearning experience include the many features of Schoology, our school's Learning Management System. One of these features entails discussion board where students share reflections, reactions, and/or pose follow-up questions to their peers' posts referencing a variety of topics which may be presented via YouTube videos or articles. Moreover, I have had students submit video and audio assignments via Schoology so that I could assess their pronunciation and speaking skills. I have too left video and audio feedback for students. My students have also done oral presentations utilizing Flipgrid; this has been a great opportunity for students to share their presentations with their peers and also provide feedback for one another, even if just a small phrase of encouragement or perhaps to share a commonality or to ask a follow-up question. I look forward to the day we return to the post-pandemic classroom where I could continue to implement these aforementioned tools and others to engage students and enhance their learning experience.

Virtual "Club Italiano"

Natalie DelPercio, Prospect High School, Mt. Prospect, IL

Two students organized a virtual cooking class. They researched and presented the dish "pasta alla norma". They created a step-by-step instruction guide so that other students could purchase the ingredients and follow along. It was really engaging and fun! It was so awesome to see the students prepare dinner for their families. Some of them even had their parents and siblings join. This was one of our best Italian club meetings yet. The students of various Italian classes also made Carnevale Masks as a service project for SADIA's, a local Italian American Organization, holiday tree at the Brookfield Zoo.

Online Instruction Success Story: Listen to and be there for your students, Lecturer, Italian BLP

Dott.ssa Maria Iusco, University of Illinois at Chicago

Maria Iusco offers virtual espresso to students.

"From the time we started with emergency remote teaching/learning till now Spring 2021, one thing I always did in my Italian Courses was to make myself available for students at all hours of the day. I repeatedly told them I was just an email away and we could talk about anything they wanted to. I met with many students that were worried about their families being sick, about online language, and just about everything. We all helped each other in these unprecedented times. I constantly send my students recipes, Italian songs, Italian facts and videos to listen to constantly so they feel like our Department is truly their Italian Family. Many have reached out and done likewise or have sent notes of appreciation. I believe these small moments of my constant presence reassured them we would get through these unique moments together. "This was published by UIC. The activity went something like this...

- Vuoi prendere un espresso con me?
- sì volentieri/ no, non mi piace l'espresso/ preferisco un bicchiere di acqua/una coca/ un cappuccino/ un gelato
- I showed them the moka coffee maker in my own kitchen.

It brought the target language to life and we all had a very pleasant first encounter. When students see language through culture it brings so much more meaning to everything. The driving force that will get students over to Italy one day will be the culture and I love incorporating mini role plays into everything I do and so do the students because they come back and tell me what they enjoyed about my classes all the time.

Implementing new digital resources in the Elementary and Middle School, 8th grade

Stephanie Kist, La Salle Language Academy, Chicago, IL

I've been implementing Flipgrid into my virtual classroom. Something I had always heard about and wanted to use (even in a regular classroom environment), but never did until now. The students really enjoy playing with all of the effects and making it fun, while also using their speaking skills. It has been great for sharing presentations since there is a screen share feature in Flipgrid. Definitely a positive to come out of remote learning!

Vestito da Sogno alla Bitmoji, 8th Grade

Lauren Krause, Indian Trail Junior High School, Addison, IL

Recently, the 8th Grade Students learned about "La Moda". One of their favorite projects was to create their Dream Outfit-Un Vestito da Sogno. They were required to have at least 5 clothing items labeled in Italiano. They included the definite article and in addition practiced adjective noun agreement using colors. Students LOVED creating their dream outfits and some even used their very own Bitmoji to do this

"Un giorno nella vita" Italian 1, 2

Francesco Paonessa, York Community High School, Elmhurst, IL

Level one students prepared a video project titled "Un giorno nella vita." The video portrayed a day in the life as a student during this pandemic. Using the target language both in speaking and captions, they showed themselves getting up in the morning, making breakfast, logging into their classes, taking breaks (ie exercise or a walk outside, playing video games etc). They did exceptionally well and I was so impressed

Il Cibo e una vita sana, 7th grade

Lisa Sasso, South Middle School, Arlington Heights, IL

In 7th grade we are learning about food and healthy lifestyles. In order to put all the vocabulary together we decided to draw pictures of the different foods and describe each item according to where it falls using the food pyramid. My students love to draw so I allowed them the option to draw the food and ECCO - sono carini!!! In the end we will use them to study for the summative exam.

"Porta il tuo animale domestico e il tuo pupazzo preferito in classe!

Club Bandite....Virtual Italian Club

Lyn Scolaro, Resurrection College Prep High School, Chicago, IL

One thing you can't do is to ACTUALLY bring your pet to class but we did. The student brought their pet or favorite stuffed animal to class. It was engaging, entertaining, and extremely interactive. It was one of the most "calm" classes of the year and each pet loved taking center stage. Club Bandite di Res, Club Italiano, has been busy as well. Students made fleece blankets at Christmastime for the local animal shelter, we had a virtual focaccia lesson where the students made focaccia with our guest chef, and for Easter we will have a virtual "salame al cioccolato" session.



Dr. Tatjana Babic Williams, Senior Lecturer of Italian at Purdue University, has made available on the [HubICL](https://hubicl.org) the intercultural activities developed in collaboration with Dr. Annalisa Mosca and experts from Purdue's CILMAR (Center for Intercultural Learning, Mentorship, Assessment, and Research). The intercultural activities and reflection assignments used in novice and in advanced Italian at Purdue can be accessed by following this link: <https://hubicl.org/toolbox/tools/755/downloads> or by typing "Italian" as a search term. The [Intercultural Learning Hub](https://hubicl.org), or HubICL (/hʊːbɪkl/) for short, is a [science gateway](https://hubicl.org) for interculturalists

to network, find and share resources, and publish scholarship. By [registering for a free HubCL account](#), all the resources are immediately available to users. In the [Digital Toolbox](#), you will find over 600 experiential activities, assessment instruments, media and texts, debriefing and reflection tools, and courses/training programs that support intercultural learning. These materials are not just listed; they are indexed and curated. You can search them by [AAC&U VALUE rubric](#) learning outcomes, by orientation on the [Intercultural Development Continuum](#), and by contextual constraints such as how long they take, whether they require movement, and whether or not they cost money. Many have links or downloads for open access (cost-free) materials such as handouts or lesson plans. We hope that AATI members interested in intercultural learning will find this free resource useful and easy to use.



Master students Odra Dorante and David Brubeck conducted the discussions of the first FAU Italian American Film Festival, on December 2-4 2020 (in collaboration with NIAF, ISDA and the Russo Brothers Film Forum). This is the opening night with filmmaker Anton Evangelista, and some of the many participants. This is the flier:

The Florida Atlantic University Italian Program
with the National Italian American Foundation and Italian Sons and Daughters of America
present the first

FAU ITALIAN AMERICAN FILM FESTIVAL 2020

Dec 2-4th, 2020 | Via Zoom | Dorothy F. Schmidt College of Arts and Letters
All films produced thanks to The Russo Brothers Italian American Film Forum Grant

Wednesday, December 2, 7 PM
Il Signor Jackson (2018) | Anton Evangelista, 40'

Welcome address by Dr. Iaria Serra
Opening remarks by Gabriella Mileti, Director of Special Programs at National Italian American Foundation (NIAF).



Filmmaker Anton Evangelista travels from the Bronx to Perugia, Italy, to present *IL SIGNOR JACKSON*. Edward Jackson, born in Harlem and raised in a predominantly Italian-American neighborhood in the Bronx of the 1950's, fulfills his dream of becoming an educator and a prominent cultural figure of Italian biculturalism and bilingualism. Winner as **best film** in the Film Forum grant program sponsored by Hollywood directors Joe and Anthony Russo (*Avengers Endgame*).

Q & A with filmmaker | Presented by Odra V. Dorante

Thursday, December 3, 7 PM
Where Are We Now? The Italian American Today | Richard Vetere, 25'

Opening remarks by Anthony J. Tamburri, Dean of the John D. Calandra Italian American Institute of Queens College.

Richard Vetere's film contemplates whether Italian American influence in American culture is coming to an end as its population becomes assimilated, or, whether that influence has become more relevant now than ever before.

Cannoli, Traditions Around the Table | Andrea Cordaro, 18'

Andrea Cordaro is the daughter of a pastry chef. Her film focuses on food as a connector between us and our ancestors, specifically through the history, spiritual significance, and evolution of the cannoli.




Q & A with filmmakers | Presented by Odra V. Dorante and David Brubeck

Friday, December 4, 7 PM
In The Mood in Our Own Way | Luca Martera, 1h44'

Opening remarks: Basil M. Russo, National President of the Order Italian Sons and Daughters of America (ISDA).

Luca Martera's film "In the Mood in Our Own Way" explores the history and influence that Italians and Italian Americans have had on music in the U.S. for the past 200 years. Filled with rhythm this movie offers an enjoyable evening.



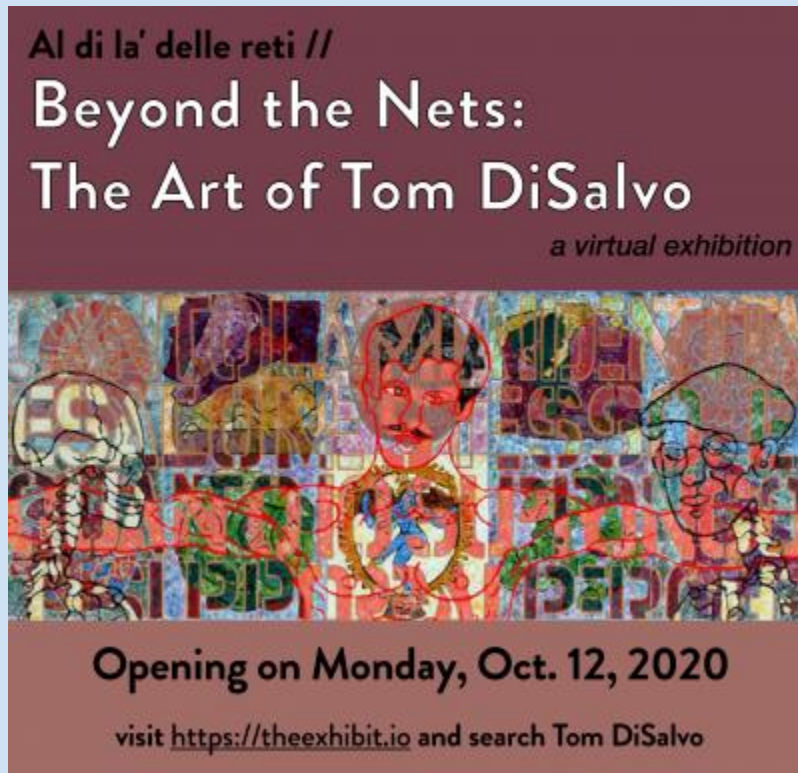
Q & A with filmmaker | Presented by David Brubeck

Coordinated by Odra V. Dorante and David Brubeck




Florida Atlantic University students published in the literary journal Formicaleone. Three poems by poet Viviana Viviani translated in Dr. Emanuele Pettener's Intermediate/Advanced Italian class have been published in the Italian LitMag Formicaleone. Students worked with passion and debated on each single comma. They are Giuliana Barile, Angela Benitez, Caterina Casadei, Hugo

De La Piedra, Alexandrina Dec, Rosie Kenna, Ryann Kretz, Richard Leon, Heidi Moura, Sasha Passadore, Mickela Pitter, Nicole Siedlarek, Dante Silvestri, Seth Stein. Click [here](#) to read them. The students interviewed Viviana Viviani from Milan, Italy, on November 17, 2020.



Domenica Diraviam, Ph.D. student in Comparative Studies, opened the virtual exhibition on the art of Sicilian-American painter Tom Di Salvo. His work and his personality are really "al di la' delle reti." It can be visited [here](#).





Louis Giannetti, renowned film critic and author of the classic textbook "Understanding Movies," met students (and ex-students) of Dr. Serra's "Italian American Cinema" class, on December 14, 2020. Giannetti is an Italian American scholar and a dedicated teacher who enjoyed the interaction with the students.



ITANJ article submitted by Anna Ranieri for AATI Spring 2021 Edition Newsletter

Through lockdowns, virtual learning, and corona virus precautions ITANJ has continued to be dedicated and relentless in trying to continue its mission to enrich student learning of Italian and foster a community of support and methodology enrichment to its members at large.

After a successful Virtual Primo Incontro and its first webinar of the school year with Roberta Pennasilico, (as reported in the AATI Fall newsletter), ITANJ launched a Sundays in Italy virtual travel series in partnership with AATI-LI.

Spotlight in Sicily in October and November which was hosted by Sicilian tour guide and presenter Gaetano Salemi, allowed us to travel to the wonderful island of Sicily, albeit virtually. The fascinating two-part "voyage" started from the Greek colonization of the island and examined the history, linguistic influences, and cultural changes that ensued. The second puntata looked at the

Norman Conquest through the Fascist period leading us to modern Sicily. The rich tapestry of this particular island's culture and beauty is the product of its multicultural and historical background.

Departing from the Mezzogiorno, ITANJ traveled north in another two part series, Exploring the Veneto Region, with Dario Penzo, archeologist and Italian teacher. Born and raised in Chioggia, Professor Penzo explored the region from the Dolomites to Palladio's beautiful villas on the Brenta River, to La Serenissima, which became known world wide as Queen of the Adriatic. The virtual program examined culture and history and like the previous series allowed viewers to watch in real time or obtain a recording to watch at leisure.

Besides providing a momentary return to Italian soil via these series ITANJ knows that teachers far and wide are still striving to teach and develop their students' study of the language facing daily new challenges. In November a Tavola Rotonda for AP Teachers facilitated by Italian teacher and member of the AP Development Committee, James Goetschius, was held offering educators PD hours and an aide in preparing students for the AP exams. Also part of a professional development opportunity was a February webinar *Lingua e` Cultura*, aimed at incorporating Italian culture into every lesson. The webinar was presented by Professor Suzanne Branciforte, Director of Study in Italy program in Italy.

Professor Branciforte, also a sommelier, will again join us in April along with Mary Ann Fusco, an Italian food writer. A Sunday in Italy "virtual" wine tasting will be held. The wine will not be virtual, only the location! Attendees will be able to pre-order the wine recommended and the wine tasting and edification will begin. What a fun way to relax and appreciate the nectar of the gods after a week of virtual education!

But let us not forget that ITANJ and AATI members are a part of their students' worlds. Unfortunately this year (as last year) does not permit holding a student Italian Language and Culture Day event for obvious reasons, but all is not lost. ITANJ and the Coccia Institute for the Italian Experience in America and with help from MSU are holding (yes, you guessed it) Virtually Italian, an Italian Language and Culture Competition. This year the two organizations have joined in awarding monetary prizes to the students and their schools. Recorded entries are due in March and winners will be announced in April. All levels of Italian in Middle School and High School may participate. This year's theme is a broad one to allow maximum creativity and enjoyment. We hope teachers encourage their students to participate following the guidelines for safety. ITANJ hopes that students can still have fun and make their Italian experience memorable. The top three Middle School and High School performances will be awarded the following:

1st prize \$400 and \$100 to the school's Italian program

2nd prize: \$250 and \$50 to the school's Italian program

3rd prize \$150 and \$50 to the school's Italian program

More information, due dates, and guidelines are available at itanj.org.

We thank everyone for his or her efforts in teaching la bella lingua. We encourage you to join our organization if you are not already a member and encourage you to become active in helping us broaden minds. More details are available online at itanj.org, twitter at #itanj14or Face book. Membership goes from July 1-June 30.

Grazie.

SAVE THE DATE

AMERICAN ASSOCIATION of TEACHERS of ITALIAN
Preserving • Advancing • Promoting ITALIAN LANGUAGE & CULTURE

IASA
Italian American Studies Association

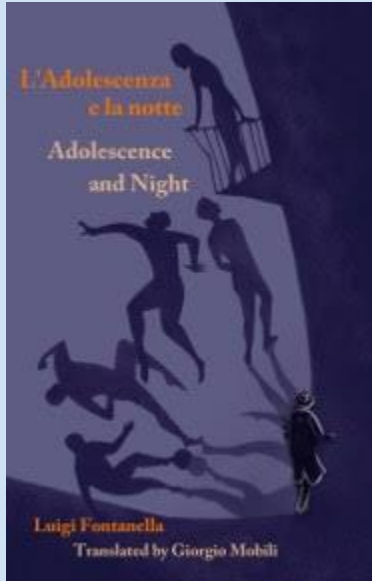
2022
AATI & IASA
INTERNATIONAL
JOINT CONFERENCE

MAY 25-29, 2022
LA FONDAZIONE CAMPUS
LUCCA, IT

SURVEY OF INTEREST
COMING SOON!

Send questions to aaticonferencecommittee@gmail.com

Annunci libri e pubblicazioni



L'Adolescenza e la notte / Adolescence and Night

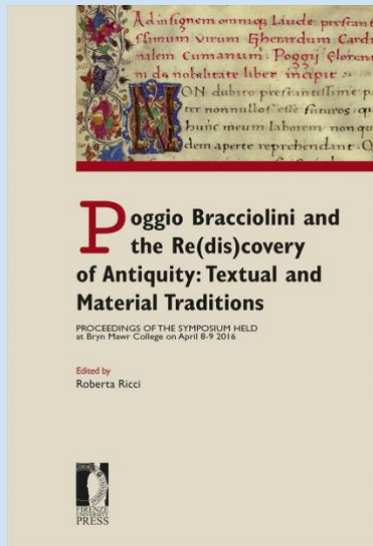
Originalmente pubblicato a Firenze: Passigli Editori, nel 2015, e ora a Burlington, Vermont: Formite Press, 2021; tr. in inglese di Giorgio Mobili, vincitore del Premio Pascoli e del Premio Viareggio-Gluria.

Giuseppe Baretta a trecento anni dalla sua nascita

Atti del Convegno Internazionale di Studi (Seravezza, 3-4 maggio 2019), a cura di Daniela Marchesini e Francesca Savoia, Pisa, Edizioni ETS, 2020.

Il convegno è stato organizzato dal Comitato Nazionale per le Celebrazioni del Tricentenario della Nascita di Giuseppe Baretta promosso e istituito da MiBACT con Decreto Ministeriale n. 26 del 30.01.2019.

<https://www.comitatonazionalebaretta.it/>



Poggio Bracciolini and the Re(dis)covery of Antiquity: Textual and Material Traditions, edited by Roberta Ricci. Firenze University Press 2020.

This collection draws strength from its cross-disciplinarity, featuring contributions by scholars who investigate Bracciolini's contribution to many fields of knowledge in the Western tradition, spanning across politics and historiography, material and print culture, philology and manuscript studies, calligraphy and palaeography. The essays touch upon intertwined aspects of early Renaissance in its recovery of the classical tradition where the concept of *humanitas* extends to the manuscript itself. "This distinguished collection of essays adds a wealth of scholarly detail to our understanding of the myriad-minded Renaissance humanist

Poggio Bracciolini. And, in doing so, it also managed to capture much of the range and flavour of this extraordinary figure: his learning, his passionate interest in antiquity, his civic pride, and his brilliance in calligraphic design, as well as his ceaseless self-promotion, his enmities, his taste for obscenity, and his penchant for moralizing. Poggio's startling energy and the energy of the whole period course through these pages" (Stephen Greenblatt)

[https://fupress.com/catalogo/poggio-bracciolini-and-the-re\(dis\)covery-of-antiquity-textual-and-material-traditions/3978](https://fupress.com/catalogo/poggio-bracciolini-and-the-re(dis)covery-of-antiquity-textual-and-material-traditions/3978)

Roberta Ricci is Professor and Chair of Italian on the Andrew W. Mellon Foundation Chair in the Humanities at Bryn Mawr College. Her research concerns Philology, Paleography, History of the Manuscript, Medieval, Renaissance Studies, Comparative Literature. She is the author of *Scrittura, riscrittura, autoesegesi: voci autoriali intorno all'epica in volgare* by ETS, Pisa, 2011, and co-editor of two volumes: *Approaches to Teaching the Work of Primo Levi*, MLA Press, 2014; *The Renaissance Dialogue*, *NeMLA Italian Studies Special Issue*, 2016.



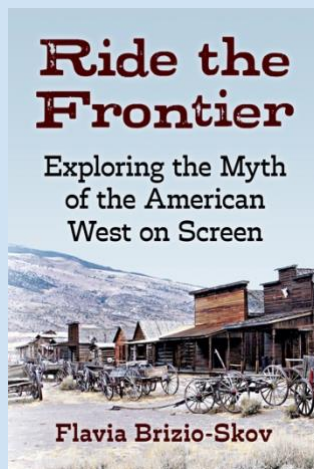
Italian Innovators is a YouTube show aimed at presenting figures of great contemporary Italians in the fields of design, music, architecture, business, technology, and fashion.

The channel includes

* [portraits](#) of innovators

- * [interviews](#) with leading figures in the business world or academics in Italian studies
 - * [video lessons](#) on Italian cultural history and [modernity](#) (observed from the combined views of the arts and entrepreneurship)
 - * [lectures](#) on the various themes of the show (literature & digital marketing, beauty & innovation, brand and logo design, humanities and technology, etc).

For more information about the project, please visit www.italianinnovators.com. To receive notification of new episodes, you can subscribe to the YouTube channel, join the mailing list on the webpage, or follow Italian Innovators on Instagram, Facebook, Twitter or LinkedIn. For inquiries, feedback, pedagogical applications of the show, or invitations please contact Dr. Luca Cottini at luca.cottini@villanova.edu.



“The topic, the theoretical framework, the analytical approach, the breadth of the sources consulted, the range of films discussed, and the critical angles applied in this monograph make it a valuable contribution to scholarship in western film studies.”—Flavia Laviosa, Wellesley College With fresh appraisals of popular Westerns, this book examines the history of the genre with a focus on definitional aspects of canon, adaptation and hybridity. The author covers a range of largely unexplored topics, including the role of “heroines” in a (supposedly) male-oriented system of film production, the function of the celluloid Indians, the transcultural and transnational history of the first spaghetti Western, the construction of femininity and masculinity in the hybrid Westerns of the 1950s, and the new paths of the Western in 21st

century.

Flavia Brizio-Skov is a professor in the department of modern foreign languages and literatures at the University of Tennessee, Knoxville. She has written several books and articles on contemporary writers, popular culture and cinema.



Introducing a new book, *Luminoso: Learning Italian with Cultural Stars* (2021), which teaches language through the arts and has all its profits assigned to the Italian medical relief organization EMERGENCY for the care of survivors of war and poverty. The arts-based language exercises in the book include a star-studded lineup of Italian artists through the ages: films by Marco Tullio Giordana, Ferzan Ozpetek, Nanni Moretti, and Fred Kuwornu; a recipe by Lidia Bastianich; songs by Elisa, Pacifico, and Gianmaria Testa; photography by Gianni Berengo Gardin, Silvia Amodio, and Samantha Cristoforetti; interviews with Letizia Battaglia and Edmonia Lewis; and an excerpt of Dacia Maraini's suspenseful giallo called *Voci*. In addition, the book includes visual arts in diverse media from great collections in Europe and the United States. The book teaches Italian language through arts-based exercises that

begin with using the verb *essere* and the colors to describe Renaissance fabrics, progress through the regular and irregular present tense verbs, and continue through the *passato prossimo*, *imperfetto*, *futuro* and *condizionale*. The book more than doubles the size of my previous volume for EMERGENCY, *Stellare: Learning Italian with Cultural Stars* (2015). For all who would like to add some art to your lessons and help fund EMERGENCY's awe-inspiring, life-saving work, the book can be found through online booksellers such as this one:

<https://www.amazon.com/gp/product/B08Y4T75F9>

Social Media Update

Rv: Sara Galli AATT Social Media Manager

Our group of followers keeps growing and we have almost 1000 followers on our official Facebook page, @AATlofficial, where you can find job postings, conference announcements, and events linked to the Association and to the world of Italian language and culture.

The social media profile that gets the most interaction, though, is our Instagram profile (we are sailing toward the 700th follower 😊), @teachers_of_italian. In it, we have recently launched many new initiatives like Mondaymeme, La mia Italia, Assistenti a quattro zampe e Idiomonday. Furthermore, every Wednesday there is a small cultural quiz in our stories in which everyone can participate to learn a little bit about the Italian culture.

Finally, we have our new profile on Twitter, @AATI_Italian; it is very new, and I invite you to follow it and even share its tweets because it doesn't always have the same contents that the other two profiles.

Help us in keeping our community growing 😊 like, share and re-tweet, participate in our stories' games and invite your students and friends to like us. And remember that you can message us on our official profiles to send us your material to be shared.

The more people we reach, the more attention we can attract to the Italian language world.

Follow us on Facebook: [@AATlofficial](#)

Follow us on Instagram: [@teachers_of_italian](#)

ITALICA

VOLUME 97 • NUMBER 3 • FALL 2020



JOURNAL
OF THE
AMERICAN ASSOCIATION
OF TEACHERS OF ITALIAN

Editor: *Michael Lettieri*

From the Editor

2020 was a very sad year for the Italian Studies community. We lost, among others, three very dear colleagues and friends: Franco Fido, Edoardo Lebano and Joseph Tusiani. Franco, Edoardo and Joseph touched many of us with their outstanding teaching, research, and service to our profession. They helped many of us become who we are now, and we are forever grateful to them. They will be sorely missed.

In this issue, Franco Fido is remembered by Stefania Buccini. Written reflections on Lebano and Tusiani will follow in subsequent numbers of the journal.

Vol. 97.3 brings you also the latest research, discussion and analysis on various topics, including literature, cinema, media, culture, language, and teaching and learning.

Buona lettura!

MICHAEL LETTIERI

Acknowledgements

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Fellini Today? Some Observations on
Fellini's Films and Commercials:
From Postwar to Postmodern and
A Companion to Federico Fellini

FRANCESCO RABISSI

Printed in Canada




Italica

The American Association of Teachers of Italian (AATI) is seeking a new Editor for *Italica* who will continue to advance the journal's scholarly mission and international reputation of excellence. To this end, the Search Committee, chaired by Professor Mark Pietralunga of Florida State University, will serve in an advisory role to the AATI Executive Council regarding appropriate candidates for the Editor of *Italica*. Candidates should have a record of distinguished scholarship and teaching; a demonstrated breadth of administrative/editorial experience; a commitment to equity, diversity and inclusion; a native fluency in written and spoken English and Italian; and a knowledge of media production and communications. *Italica's* future Editor must also be an active member of the AATI at the moment of nomination/appointment.

The search committee welcomes either applications or nominations for possible candidates. A nomination can be a brief note suggesting a suitable candidate, while a full application should consist of a curriculum vitae and a letter of intent indicating applicant's background, experience, and vision for *Italica*.

The position of Editor is a five-year commitment with the possibility of a second, five-year mandate upon consent of the Executive Committee. The Editor sits on AATI's Executive Committee as an ex officio, non-voting member.

Inquiries, nominations, and applications are requested by June 15, and should be directed to Prof. Pietralunga via email (mpietralunga@fsu.edu).



AATI Book Awards



Preserving • Advancing • Promoting
ITALIAN LANGUAGE & CULTURE

2021 AATI Book Award Announcement

The AATI Executive Committee is pleased to announce the inaugural AATI Book Awards in the following two categories:

The AATI Executive Committee is pleased to announce the inaugural AATI Book Awards in the following two categories:

- **Medieval-Early Modern**
- **1800 – Present, including Film, Media, and Cultural studies**

In order to participate in the competition, authors must be members of the AATI two years prior to entry. Eligible are single-authored monographs that focus on any theme related to Italian Studies in English or Italian. In order to qualify in the competition, the first edition/printing of the books must have occurred within two years prior to the contest year (i.e. the 2021 competition is for books published from 2019-2020). Multi-authored works, translations, textbooks, creative writings, and edited volumes will not be considered. The AATI Book Awards consist of a cash award of \$500 and a certificate.

To enter a book into the competition, authors or publishers should send four print copies (or bound photocopies if the publisher cannot spare additional copies) along with a letter identifying the work by May 9, 2021.

Print copies should be sent to

Ryan Calabretta-Sajder
2028 W. Lawon St.
Fayetteville, AR 72703

The awards will be presented to the winning authors at the AATI's annual meeting in November 2021.

Questions: Contact the committee chairperson, Mark Pietralunga: mpietralunga@fsu.edu.



LUDOLINGUISTICA

Giocando... s'impara!

a cura di **Anthony Mollica**



*Salviamo il congiuntivo!
Il congiuntivo regnava nel passato,
si usa poco nel presente, scomparirà nel futuro?*

La lingua italiana è in pericolo: a differenza dei modi finiti (*indicativo, condizionale, imperativo*) ed indefiniti (*infinito, participio, gerundio*) che godono di un'ottima salute, il congiuntivo è moribondo: soffre di una malattia quasi incurabile e – se non troviamo una cura immediata – è destinato a scomparire. Negli ultimi anni, la pigrizia linguistica degli italiani e degli apprendenti dell'italiano come lingua seconda e straniera lo ha trascurato. Ma il colpo di grazia glielo ha dato l'indifferenza massmediologica: giornali, televisione, cinema (ricordiamo la classica frase del compianto comico napoletano, Totò, “Ma mi facci il piacere!”) stanno contribuendo a portare questo nobile modo all'agonia e forse a scomparire dalla lingua. L'Italia non è il solo Paese colpevole di questo omicidio linguistico premeditato: accusiamo tutta l'Europa che, nella traduzione italiana del *Common European Framework Reference for Languages: Learning, Teaching, Assessment* del Consiglio d'Europa, retrocede il congiuntivo al secondo livello d'apprendimento, a partire dal B1.

Politici, giornalisti, annunciatori di programmi televisivi, burocrati e funzionari, inesorabilmente, hanno deciso di esiliare e bandire questo regale modo. “*Vili! Voi uccidete un modo morto!*”.

Ma questa assenza del congiuntivo nella lingua parlata, scritta, o cantata, ha effetti collaterali catastrofici. Mimì non si sarebbe mai fatta lasciare riscaldare la mano da Rodolfo (“Che gelida manina! Se la lasci riscaldar...!”), *senza il congiuntivo!*

Ma, *nihil desperandum!* Il congiuntivo ha molti amici e molti sostenitori: da tempo è già iniziata una rivoluzione spietata su Facebook, su Twitter, su Youtube per tutelare e difendere questo modo! Tra gli ammiratori e i difensori del congiuntivo anche Umberto Eco che lamentava l'uso scorretto del congiuntivo.

Noi proponiamo cinque titoletti e una serie di schede operative per salvare questo “nobile modo”.

Competenza grammaticale: indica il tema dell'attività.

Competenza / Abilità linguistica: indica (una o più competenze) ascoltare, parlare, leggere, scrivere.

Attività di apprendimento: presenta il tema con la regola

grammaticale ma anche una attività di ludolinguistica (cruciverba, crucipuzzle, ecc.)

Attività di (auto)valutazione: lo studente può completarla per esercitarsi [(auto)valutazione] o l'insegnante può usarla per verifica [valutazione].

Livello: All'insegnate il compito di decidere il livello del discente.

Istruzioni / Consegne: devono essere chiare, precise. Il verbo principale indica l'attività di ludolinguistica: *inserire* = cruciverba, *trovare* = crucipuzzle, ecc.

Le schede operative

Scheda 1 presenta le forme del congiuntivo al presente e la regola.

Le **Schede 2, 3, 4 e 5** possono essere utilizzate per esercitazioni o per verifica.

Scheda 6 presenta una attività di ludolinguistica (in questo caso il crucipuzzle) e identifica l'uso del congiuntivo con espressioni impersonali **essere + aggettivo**. Il crucipuzzle esercita un ruolo importante poiché presenta il lessico nelle esercitazioni successive.

Scheda 7: è un'attività di abbinamento. Si tratta di unire alla prima parte la frase che completa logicamente il significato.

Scheda 8: è la stessa attività di abbinamento ma lo studente deve *copiare* la frase. L'attività è utile per il discente cinestetico e per discenti di altri alfabeti (greco, arabo, cinese, ecc.).

Scheda 9: offre allo studente l'opportunità di creare delle frasi a suo piacimento.

Scheda 10: presenta, con una attività di ludolinguistica, verbi di *speranza, aspettativa, paura* che reggono il congiuntivo. Al docente il compito di creare le schede

Scheda 11: attività con verbi impersonali.

Scheda 12: la prima persona del presente del congiuntivo serve a escogitare l'infinito nel cruciverba.

Scheda 13: l'attività è il contrario della precedente.

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N.d.A: Le schede 7, 8 e 9 sono state create da PAOLA BEGOTTI, Università di Venezia, Ca' Foscari.



LUDOLINGUISTICA

Giocando... s'impara!

a cura di Anthony Mollica



- Competenza grammaticale:** presente del congiuntivo (formazione)
Competenza/Abilità linguistica: leggere, scrivere
Attività di apprendimento: formazione
Livello: A1 A2 B1 B2 C1 C2
Istruzioni/Consegne:

Il presente del congiuntivo dei verbi regolari che finiscono in -are, si forma togliendo la desinenza -are dell'infinito e si aggiunge -i, -i, -i, -iamo, -iate, -ino, rispettivamente per la prima, seconda, e terza persona del singolare e prima, seconda e terza persona del plurale. Osserva attentamente l'esempio seguente.

Il presente del congiuntivo dei verbi regolari che finiscono in -ere, si forma togliendo la desinenza -ere dell'infinito e si aggiunge -a, -a, -a, -iamo, -iate, -ano, rispettivamente per la prima, seconda, e terza persona del singolare e prima, seconda e terza persona del plurale. Osserva attentamente l'esempio seguente.

Il presente del congiuntivo dei verbi regolari che finiscono in -ire, si forma togliendo la desinenza -ire dell'infinito e si aggiunge -a, -a, -a, -iamo, -iate, -ano, rispettivamente per la prima, seconda, e terza persona del singolare e prima, seconda e terza persona del plurale. Osserva attentamente l'esempio seguente.

Il presente del congiuntivo di alcuni verbi regolari che finiscono in -ire, si forma togliendo la desinenza -ire dell'infinito e si aggiunge -isca, -isca, -isca, -iamo, -iate, -iscano, rispettivamente per la prima, seconda, e terza persona del singolare e prima, seconda e terza persona del plurale. Osserva attentamente l'esempio seguente.

| parlare | vendere | dormire | finire |
|---------------------|---------------------|---------------------|-----------------------|
| io parli | io venda | io dorma | io finisca |
| tu parli | tu venda | tu dorma | tu finisca |
| lui parli | lui venda | lui dorma | lui finisca |
| lei parli | lei venda | lei dorma | lei finisca |
| Lei parli | Lei venda | Lei dorma | Lei finisca |
| noi parliamo | noi vendiamo | noi dormiamo | noi finiamo |
| voi parliate | voi vendiate | voi dormiate | voi finiate |
| loro parlino | loro vendano | loro dormano | loro finiscano |
| loro parlino | loro vendano | loro dormano | loro finiscano |
| Loro parlino | Loro vendano | Loro dormano | Loro finiscano |



LUDOLINGUISTICA

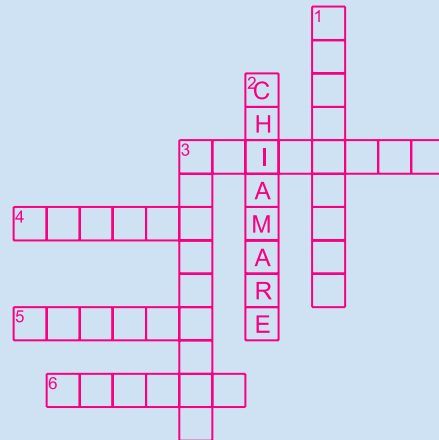
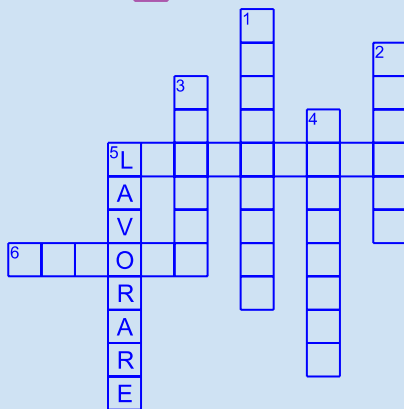
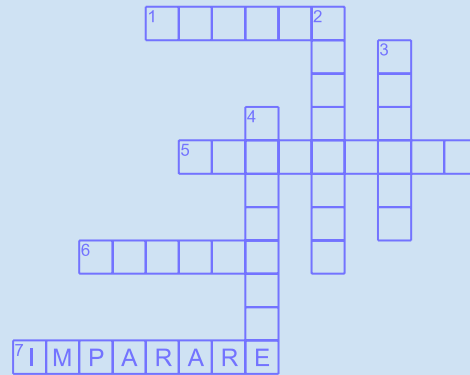
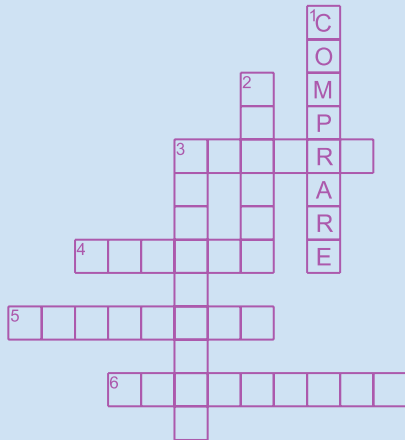
Giocando... s'impara!

a cura di **Anthony Mollica**



- Competenza grammaticale:** presente del congiuntivo
Competenza/Abilità linguistica: leggere, scrivere
Attività di (auto)valutazione: formazione
Livello: A1 A2 B1 B2 C1 C2

Istruzioni/Consegne: *Il presente del congiuntivo dei verbi regolari che finiscono in -are, si forma togliendo la desinenza -are dell'infinito e si aggiunge -i, -i, -i, -iamo, -iate, -ino, rispettivamente per la prima, seconda, e terza persona del singolare e prima, seconda e terza persona del plurale.* Completa i cruciverba con il presente del congiuntivo del verbo evidenziato.





LUDELINGUISTICA

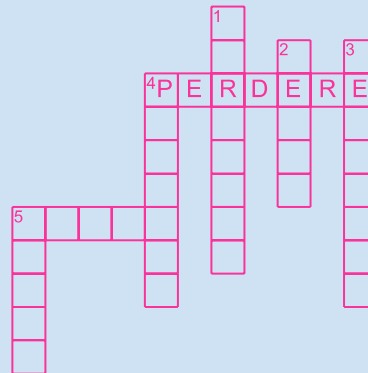
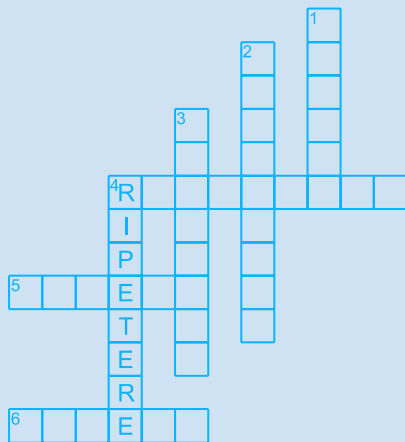
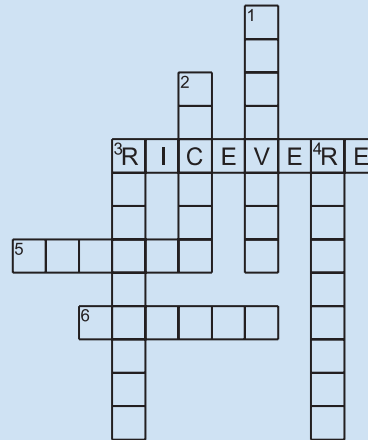
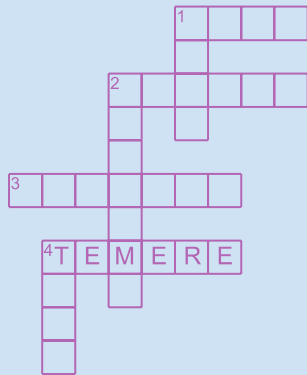
Giocando... s'impara!

a cura di **Anthony Mollica**



- Competenza grammaticale:** presente del congiuntivo
Competenza/Abilità linguistica: leggere, scrivere
Attività di (auto)valutazione: formazione
Livello: A1 A2 B1 B2 C1 C2

Istruzioni/Consegne: *Il presente del congiuntivo dei verbi regolari che finiscono in -ere, si forma togliendo la desinenza -ere dell'infinito e si aggiunge -a, -a, -a, -iamo, -iate, -ano, rispettivamente per la prima, seconda, e terza persona del singolare e prima, seconda e terza persona del plurale..* Completa i cruciverba con il presente del congiuntivo del verbo evidenziato.





LUDOLINGUISTICA

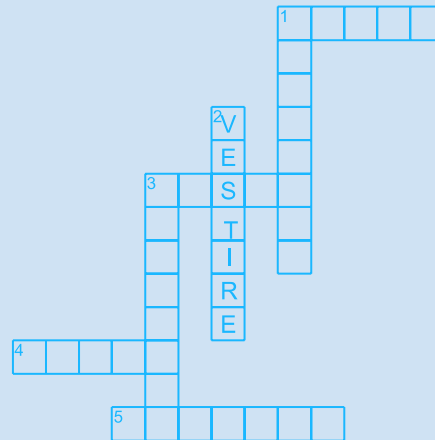
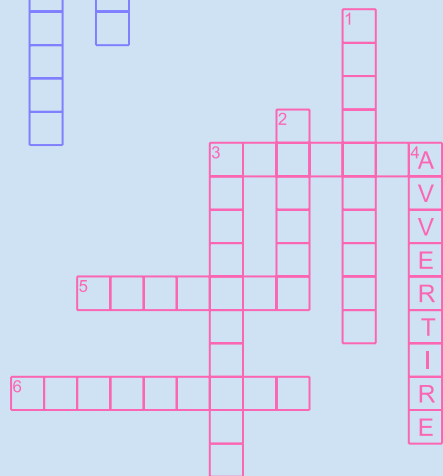
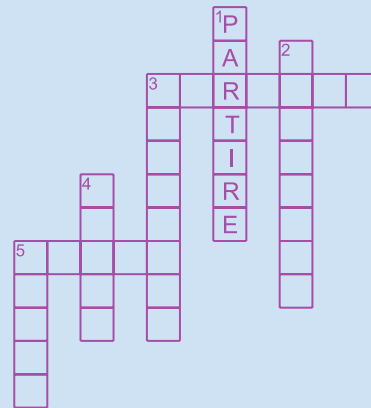
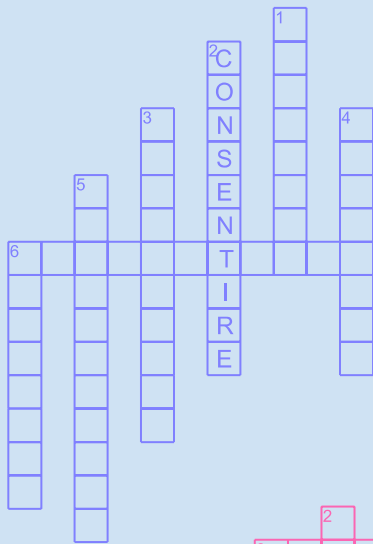
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a cura di Anthony Mollica



Competenza grammaticale: presente del congiuntivo
Competenza/Abilità linguistica: leggere, scrivere
Attività di (auto)valutazione: formazione
Livello: A1□ A2□ B1□ B2□ C1□ C2□

Istruzioni/Consegne: *Il presente del congiuntivo dei verbi regolari che finiscono in -ire, si forma togliendo la desinenza -ire dell'infinito e si aggiunge -a, -a, -a, -iamo, -iate, -ano, rispettivamente per la prima, seconda, e terza persona del singolare e prima, seconda e terza persona del plurale.* Completa i cruciverba con il presente del congiuntivo del verbo evidenziato.





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Giocando... s'impara!

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Competenza grammaticale:

presente del congiuntivo

Competenza/Abilità linguistica:

leggere, scrivere

Attività di (auto)valutazione:

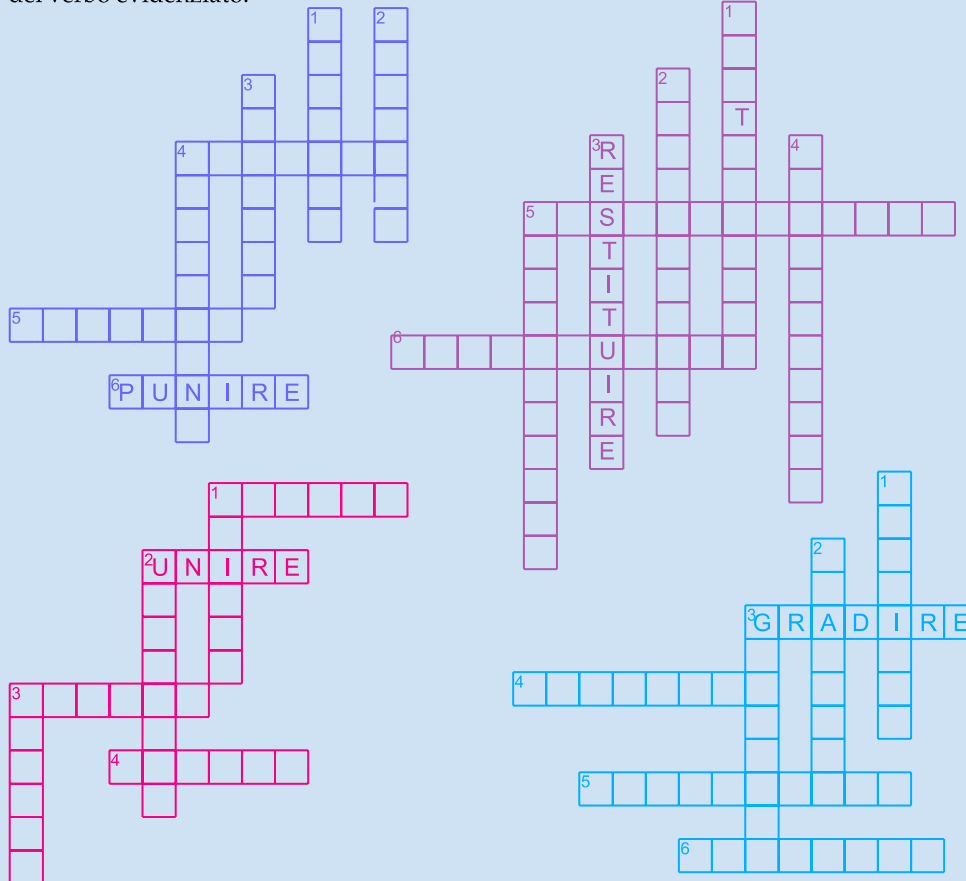
formazione

Livello:

A1 A2 B1 B2 C1 C2

Istruzioni/Consegne:

Il presente del congiuntivo di alcuni verbi regolari che finiscono in -ire, si forma togliendo la desinenza -ire dell'infinito e si aggiunge -isca, -isca, -isca, -iamo, -iate, -iscano, rispettivamente per la prima, seconda, e terza persona del singolare e prima, seconda e terza persona del plurale. Completa i cruciverba con il presente del congiuntivo del verbo evidenziato.





LUDOLINGUISTICA

Giocando... s'impara!

a cura di **Anthony Mollica**



Competenza grammaticale:

Competenza / Abilità linguistica:

Attività di apprendimento:

Livello:

Istruzioni / consegne:

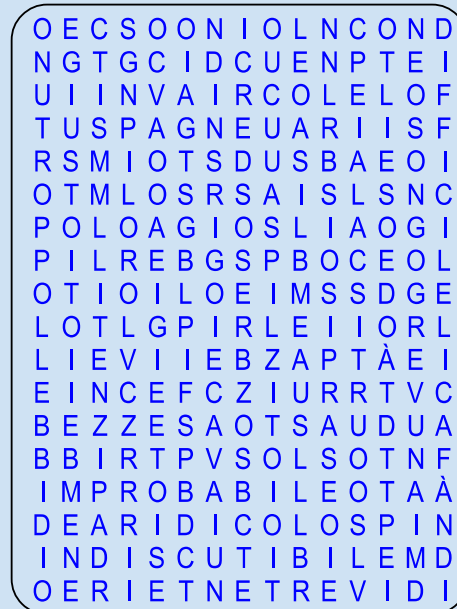
impersonali con essere + aggettivo. Trova nel crucipuzzle gli aggettivi in corsivo elencati a sinistra. Trasferisci nelle caselle le lettere che ti rimangono e avrai una regola.

il congiuntivo con espressioni impersonali
leggere, scrivere
crucipuzzle

A1 A2 B1 B2 C1 C2

Il congiuntivo si usa dopo espressioni

- | | |
|---|--|
| <input type="checkbox"/> è <i>assurdo</i> che | <input type="checkbox"/> è <i>probabile</i> che |
| <input type="checkbox"/> è <i>bello</i> che | <input type="checkbox"/> è <i>ridicolo</i> che |
| <input type="checkbox"/> è <i>difficile</i> che | <input type="checkbox"/> è <i>scandaloso</i> che |
| <input type="checkbox"/> è <i>divertente</i> che | <input type="checkbox"/> è <i>stupido</i> che |
| <input type="checkbox"/> è <i>facile</i> che | <input type="checkbox"/> è <i>vergognoso</i> che |
| <input type="checkbox"/> è <i>giusto</i> che | |
| <input type="checkbox"/> è <i>illogico</i> che | |
| <input type="checkbox"/> è <i>importante</i> che | |
| <input type="checkbox"/> è <i>impossibile</i> che | |
| <input type="checkbox"/> è <i>improbabile</i> che | |
| <input type="checkbox"/> è <i>indiscutibile</i> che | |
| <input type="checkbox"/> è <i>innaturale</i> che | |
| <input type="checkbox"/> è <i>logico</i> che | |
| <input type="checkbox"/> è <i>naturale</i> che | |
| <input type="checkbox"/> è <i>necessario</i> che | |
| <input type="checkbox"/> è <i>opportuno</i> che | |
| <input type="checkbox"/> è <i>pazzesco</i> che | |
| <input type="checkbox"/> è <i>plausibile</i> che | |
| <input type="checkbox"/> è <i>possibile</i> che | |
| <input type="checkbox"/> è <i>preferibile</i> che | |



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Competenza grammaticale:

Competenza / Abilità linguistica:

Abilità di (auto)valutazione

Livello:

Istruzioni / consegne:

impersonali con essere + aggettivo. Completa la frase della Colonna A con il testo della Colonna B.

il congiuntivo con espressioni impersonali

leggere / scrivere

abbinamento

A1 A2 B1 B2 C1 C2

Il congiuntivo si usa dopo espressioni

Colonna A

1. È impossibile che
2. Maria è molto debole. È opportuno che
3. È pazzesco che
4. È probabile che
5. È giusto che
6. Hai visto Nora? È strano che
7. Non puoi continuare a fare quello che vuoi. È ora che
8. È bello che
9. È indiscutibile che
10. Sono due mesi che abbiamo consegnato il lavoro. È uno scandalo che
11. Anche se tu e Andrea avete litigato, è ridicolo che
12. È importante che
13. C'è molto traffico. È probabile che
14. Prima di usare il nuovo cellulare, è preferibile che
15. Mi fai parlare? È stupido che

Colonna B

- a. abbiamo restituito il portafoglio trovato per strada.
- b. cambi vita!
- c. il nostro avvocato abbia ragione.
- d. Luana e Andrea siano così amici!
- e. mangi qualcosa.
- f. mi ascoltiate con attenzione.
- g. mio marito arrivi in ritardo.
- h. non ci paghino ancora
- i. non mi chiami.
- j. non vi parliate più.
- k. stiamo male perché abbiamo mangiato troppo.
- l. tu legga le istruzioni.
- m. tu non capisca le istruzioni.
- n. tu parli senza ascoltare.
- po. tu sia andato fino a Londra per vederla.

1. _____; 2. _____; 3. _____; 4. _____; 5. _____; 6. _____; 7. _____;
 8. _____; 9. _____; 10. _____; 11. _____; 12. _____; 13. _____; 14. _____;
 15. _____;



LUDOLINGUISTICA

Giocando... s'impara!

a cura di **Anthony Mollica**



Competenza grammaticale:

Competenza / Abilità linguistica:

Abilità di (auto)valutazione

Livello:

Istruzioni / consegne:

impersonali con essere + aggettivo. Completa le frasi seguenti scegliendo dai suggerimenti dati in fondo alla pagina.

il congiuntivo con espressioni impersonali

leggere / scrivere

abbinamento, completamento

A1 A2 B1 B2 C1 C2

Il congiuntivo si usa dopo espressioni

1. È impossibile che _____
 2. Maria è molto debole. È opportuno che _____
 3. È pazzesco che _____
 4. È probabile che _____
 5. È giusto che _____
 6. Hai visto Nora? È strano che _____
 7. Non puoi continuare a fare quello che vuoi. È ora che _____
 8. È bello che _____
 9. È indiscutibile che _____
 10. Sono due mesi che abbiamo consegnato il lavoro. È uno scandalo che _____
 11. Anche se tu e Andrea avete litigato, è ridicolo che _____
 12. È importante che _____
 13. C'è molto traffico. È probabile che _____
 14. Prima di usare il nuovo cellulare, è preferibile che _____
 15. Mi fai parlare? È stupido che _____
-
- | | |
|---|---|
| <input type="checkbox"/> a. abbiamo restituito il portafoglio trovato per strada. | <input type="checkbox"/> i. non mi chiami. |
| <input type="checkbox"/> b. cambi vita! | <input type="checkbox"/> j. non vi parliate più. |
| <input type="checkbox"/> c. il nostro avvocato abbia ragione. | <input type="checkbox"/> k. stiamo male perché abbiamo mangiato troppo. |
| <input type="checkbox"/> d. Luana e Andrea siano così amici! | <input type="checkbox"/> l. tu legga le istruzioni. |
| <input type="checkbox"/> e. mangi qualcosa. | <input type="checkbox"/> m. tu non capisca una cosa così semplice. |
| <input type="checkbox"/> f. mi ascoltiate con attenzione. | <input type="checkbox"/> n. tu parli senza ascoltare. |
| <input type="checkbox"/> g. mio marito arrivi in ritardo. | <input type="checkbox"/> o. tu sia andato fino a Londra per vederla. |
| <input type="checkbox"/> h. non ci paghino ancora. | |



LUOLINGUISTICA

Giocando... s'impara!
a cura di **Anthony Mollica** ✓



Competenza grammaticale:

Competenza / Abilità linguistica:

Abilità di (auto)valutazione

Livello:

Istruzioni / consegne:

impersonali con essere + aggettivo. Completa a piacere le frasi seguenti.

il congiuntivo con espressioni impersonali

leggere / scrivere

completamento

A1 A2 B1 B2 C1 C2

Il congiuntivo si usa dopo espressioni

1. È impossibile che _____
2. Maria è molto debole. È opportuno che _____
3. È pazzesco che _____
4. È probabile che _____
5. È giusto che _____
6. Hai visto Nora? È strano che _____
7. Non puoi continuare a fare quello che vuoi. È ora che _____

8. È bello che _____
9. È indiscutibile che _____
10. Sono due mesi che abbiamo consegnato il lavoro. È unio scandalo che _____

11. Anche se tu e Andrea avete litigato, è ridicolo che _____
12. È importante che _____
13. C'è molto traffico. È probabile che _____
14. Prima di usare il nuovo cellulare, è preferibile che _____
15. Mi fai parlare? È stupido che _____



LUDOLINGUISTICA

Giocando... s'impara!

a cura di **Anthony Mollica**



Competenza grammaticale:

Competenza / Abilità linguistica:

Abilità di (auto)valutazione

Livello:

Istruzioni / consegne:

impersonali con essere + aggettivo. Inserisci nelle caselle di sotto le lettere che corrispondono al detto del grande e indimenticabile comico napoletano, Totò, e avrai una lista di verbi che richiedono il congiuntivo. A lettera uguale corrisponde numero uguale.

il congiuntivo il congiuntivo dopo verbi di
speranza, aspettativa, paura
 leggere, scrivere
 trasferimento
 A1 A2 B1 B2 C1 C2

Il congiuntivo si usa dopo espressioni

| | | | | | | | | | | | | |
|----|----|----|----|---|----|----|---|----|---|----|----|---|
| I | L | C | O | R | A | G | G | I | O | | | |
| 6 | 13 | 1 | 2 | 3 | 4 | 5 | 6 | 8 | 2 | | | |
| C | E | L' | H | O | È | L | A | P | A | U | R | A |
| 7 | 8 | 9 | 10 | 2 | 24 | 13 | 4 | 15 | 4 | 16 | 17 | 4 |
| C | H | E | M | I | F | R | E | G | A | | | |
| | | | | | 3 | 12 | 5 | 3 | | | | |
| T | O | T | Ò | | | | | | | | | |
| 22 | 2 | 22 | 23 | | | | | | | | | |

1.

| | | | | | | | | |
|---|----|----|----|----|---|---|----|--|
| | S | | | | | | S | |
| 4 | 15 | 12 | 22 | 22 | 4 | 3 | 20 | |

che
2.

| | | | | | | | | |
|---|----|---|----|---|---|---|----|--|
| | | | | | | | S | |
| 4 | 16 | 5 | 16 | 3 | 4 | 3 | 20 | |

che
3.

| | | | | | | | | | | | |
|---|---|---|---|--|----|----|----|---|----|---|--|
| V | | | | | | | D | | | | |
| 4 | 8 | 3 | 6 | | 21 | 20 | 16 | 7 | 20 | 4 | |

che
4.

| | | | | | | | | | |
|---|---|---|---|--|----|---|----|----|---|
| V | | | | | | | | | |
| 4 | 8 | 3 | 6 | | 15 | 4 | 16 | 17 | 4 |

che
5.

| | | | | | | | | | | |
|---|---|---|---|--|----|----|----|---|---|--|
| V | | | | | | | | | | |
| 4 | 8 | 3 | 6 | | 22 | 20 | 19 | 2 | 3 | |

che
6.

| | | | | | | | | |
|---|---|----|----|--|---|---|---|--|
| | | N | | | D | | | |
| 1 | 2 | 21 | 20 | | 4 | 3 | 6 | |

che
7.

| | | | | | | |
|---|---|----|---|----|---|--|
| | | N | | | | |
| 1 | 2 | 22 | 4 | 17 | 8 | |

che
8.

| | | | | | | | | |
|----|----|----|----|---|---|---|----|--|
| | | | | D | | | | |
| 20 | 13 | 13 | 16 | | 8 | 3 | 20 | |

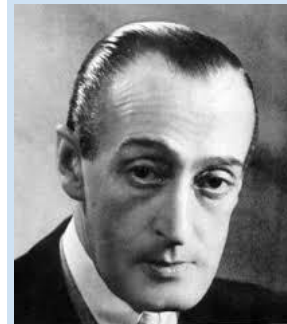
che
9.

| | | | | | | |
|----|---|----|---|---|---|--|
| S | | | | | | |
| 15 | 8 | 17 | 4 | 3 | 6 | |

che
10.

| | | | | | | |
|----|---|----|----|---|----|--|
| | | | | | | |
| 22 | 8 | 19 | 12 | 3 | 12 | |

che



Antonio De Curtis ("Totò" in arte)
Principe della risata



LUDELINGUISTICA

Giocando... s'impara!

a cura di **Anthony Mollica**



Competenza grammaticale:
Competenza / Abilità linguistica:
Attività di (auto) valutazione:
Livello:

il congiuntivo con espressioni impersonali
 leggere / scrivere
 inserimento
 A1 A2 B1 B2 C1 C2

Istruzioni / consegne:
Ecco delle locuzioni ed espressioni impersonali (verbi impersonali, essere + avverbio, essere + sostantivo) che esprimono necessità, dubbio, desiderio, possibilità, emozioni, ecc. Inserisci *dieci* di queste nelle caselle a destra. Trasferisci la lettera numerata nelle caselle in fondo alla pagina e avrai una famosa massima di Papa Francesco. A lettera uguale corrisponde numero uguale.

Verbi impersonali

- basta che
- bisogna che
- dicono che
- occorre che
- pare che
- può darsi che
- può essere che
- sembra che
- si dice che
- si narra che
- si racconta che
- vale la pena che

essere + avverbio

- È bene che
- È male che
- È meglio che

| | | | | | | | | | |
|-----|--------------------------------|--------------------------------|--------------------------------|--------------------------------|----------------------|--------------------------------|--------------------------------|----------------------|------------|
| 1. | <input type="text" value="S"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="S"/> | <input type="text"/> | <i>che</i> |
| | 4 | 15 | 12 | 22 | 22 | 4 | 3 | 20 | |
| 2. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="S"/> | <input type="text"/> | <i>che</i> |
| | 4 | 16 | 5 | 16 | 3 | 4 | 3 | 20 | |
| 3. | <input type="text" value="V"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="D"/> | <input type="text"/> | <input type="text"/> | <i>che</i> |
| | 4 | 8 | 3 | 6 | 21 | 20 | 16 | 7 | 20 |
| 4. | <input type="text" value="V"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <i>che</i> |
| | 4 | 8 | 3 | 6 | 15 | 4 | 16 | 17 | 4 |
| 5. | <input type="text" value="V"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <i>che</i> |
| | 4 | 8 | 3 | 6 | 22 | 20 | 19 | 2 | 3 |
| 6. | <input type="text"/> | <input type="text" value="N"/> | <input type="text"/> | <input type="text" value="D"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <i>che</i> |
| | 1 | 2 | 21 | 20 | 4 | 3 | 6 | | |
| 7. | <input type="text"/> | <input type="text" value="N"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <i>che</i> |
| | 1 | 2 | 22 | 4 | 17 | 8 | | | |
| 8. | <input type="text"/> | <input type="text"/> | <input type="text" value="D"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <i>che</i> |
| | 20 | 13 | 13 | 16 | 8 | 3 | 20 | | |
| 9. | <input type="text" value="S"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <i>che</i> |
| | 15 | 8 | 17 | 4 | 3 | 6 | | | |
| 10. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <i>che</i> |
| | 22 | 6 | 19 | 12 | 3 | 12 | | | |

| | | | | | | | | | |
|--------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text" value="È"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | 1 | 2 | 3 | 4 | 5 | 4 | 9 | 5 | 13 |
| <input type="text" value="H"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | 10 | 2 | 11 | 2 | 7 | 5 | 9 | 9 | 2 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | 4 | 2 | 5 | 7 | 13 | 4 | 9 | 12 | 9 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | 8 | 2 | 9 | 5 | 7 | 2 | 13 | 11 | 12 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | 6 | 5 | 8 | 12 | 9 | 12 | | | |



Papa Francesco



LUDOLINGUISTICA

Giocando... s'impara!

a cura di **Anthony Mollica**



Competenza grammaticale:

Competenza / Abilità linguistica:

Abilità di (auto)valutazione

Livello:

Istruzioni / consegne:

congiuntivo. Inserisci nelle caselle del cruciverba l'infinito che corrisponde alla prima persona del presente del congiuntivo.

il congiuntivo di verbi irregolari al presente

leggere, scrivere

trasferimento

A1 A2 B1 B2 C1 C2

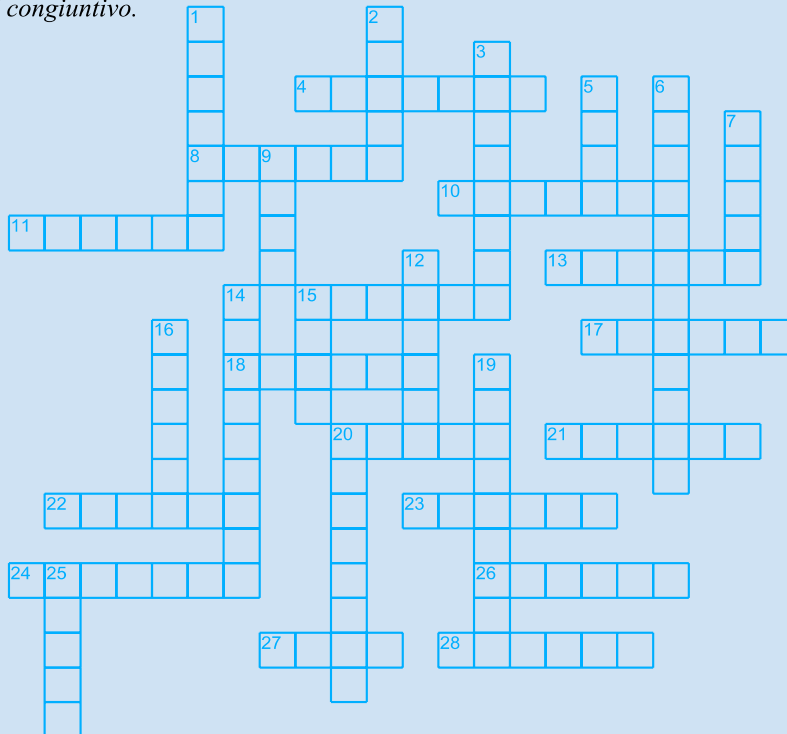
Alcuni verbi sono irregolari al presente del

congiuntivo.

Orizzontali

Che io...

- 4. piaccia
- 8. vada
- 10. cuocia
- 11. taccia
- 13. possa
- 15. debba
- 17. tragga
- 18. muoia
- 21. venga
- 22. valga
- 23. salga
- 24. nuoccia
- 26. sia
- 27. beva
- 28. tenga



Verticali

Che io...

- | | | | |
|--------------|-----------|-------------|------------|
| 1. disfaccia | 5. faccia | 12. sieda | 19. scelga |
| 2. stia | 6. sappia | 14. rimanga | 20. appaia |
| 3. traduca | 7. ponga | 15. dia | 25. oda |
| | 9. dica | 16. esca | |



LUOLINGUISTICA

Giocando... s'impara!

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Competenza grammaticale:
Competenza / Abilità linguistica:
Abilità di (auto)valutazione
Livello:

il congiuntivo di verbi irregolari al presente
leggere, scrivere
trasferimento

A1 A2 B1 B2 C1 C2

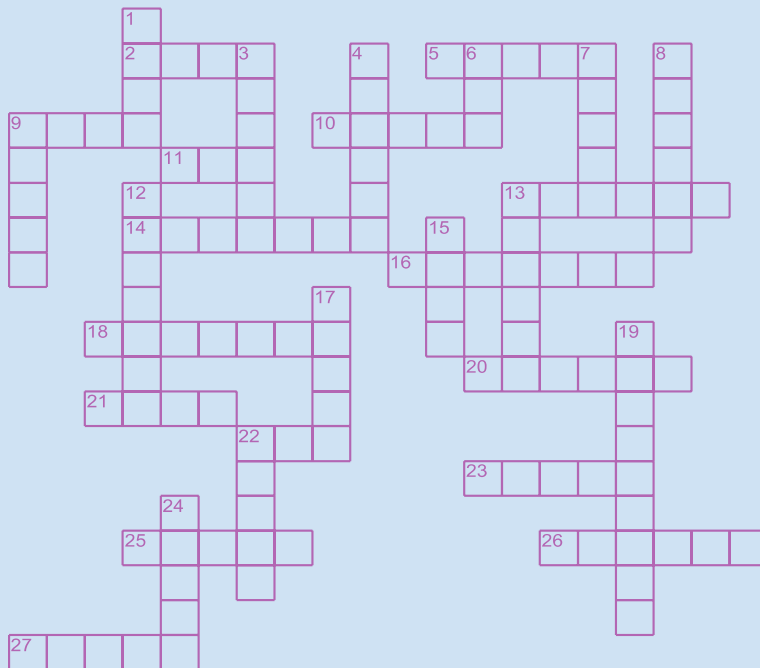
Istruzioni / consegne:

Alcuni verbi sono irregolari al presente del

congiuntivo. Inserisci nelle caselle del cruciverba la prima persona singolare al presente del congiuntivo dei verbi irregolari elencati.

Orizzontali

- 2. uscire
- 5. potere
- 9. stare
- 10. porre
- 11. dare
- 13. trarre
- 14. rimanere
- 16. piacere
- 18. nuocere
- 20. sapere
- 21. andare
- 22. essere
- 23. venire
- 25. tenere
- 27. morire



Verticali

- | | | | |
|-------------|--------------|--------------|-------------|
| 1. bere | 9. udire | 12. tradurre | 19. disfare |
| 3. apparire | 7. avere | 13. tacere | 22. salire |
| 4. cuocere | 8. scegliere | 15. dire | 24. dovere |
| | 9. sedere | 17. valere | |

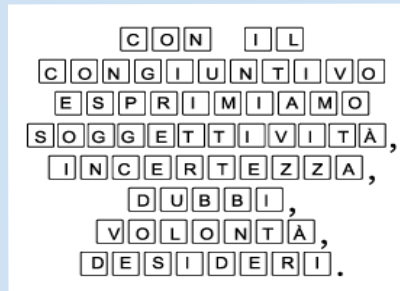
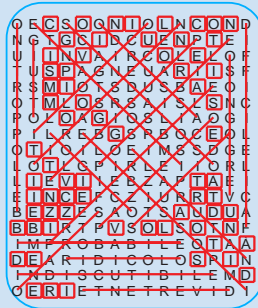


LUDOLINGUISTICA

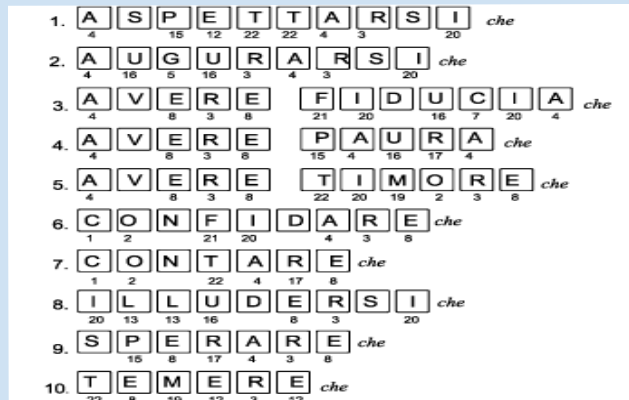
Giocando... s'impara!
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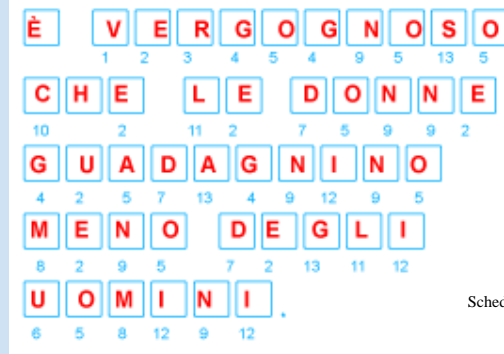
Soluzioni



Scheda 3



Scheda 11



Scheda 12

Scheda 15