Torniamo a tavola! Volume 2

Torniamo a tavola! Volume 2

An intermediate Italian grammar manual

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Contents

Benvenut* a *Torniamo a tavola! Volume 2*. This book represents a continuation and expansion of what you studied in *Torniamo a tavola! Volume 1*. Like *Volume 1*, this book is meant to service as a grammatical reference and guide, rather than as a traditional textbook, as the primary goal of this course is to improve your speaking, listening, writing, reading and intercultural abilities and knowledge. There are four (4) units *(Unità),* comprised of different grammatical structures *(Strutture) and* vocabulary (*Vocabolario)* related to the theme of the unit. The vocabulary list in particular is intended as a starting off point – you are encouraged to keep and maintain your own vocabulary lists throughout the semester, using whatever platform you prefer (Quizlet, Anki, good old fashioned paper flashcards). Some of the grammatical structures will be a review of topics you have studied in the past, with attention to forms and usage not covered at the elementary level, while others will be new. At the end of the explanation of each structure, there is a practice exercise (*Una prova*) that is auto-graded, with multiple attempts possible, so you can check your work and gauge your progress.

This text is just one resource for your study of Italian this semester. Other materials, including grammar tutorials, are available on the Blackboard site for the course, and our class meetings will provide additional information, explanations, and, most importantly, conversation!

Bentornat a tavola – ora mangiamo!*

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Unità 5

Come sarebbe un mondo ideale?

At the end of this unit, students will be able to:

- express actions that would, could, or should happen under certain circumstances
- express actions that would have, could have, or should have happened under certain circumstances
- give commands, hints, directions, and suggestions
- identify and discuss issues of diversity and inclusion in Italy and their own cultures
- offer suggestions and possible solutions for social, cultural and political issues

Vocabolario: l'Italia inclusiva. L'inclusione, l'uguaglianza, e la diversità.

Here are some words that will help you participate in the conversations in this chapter. Of course, there are also many more! Creating your own course dictionary is a good way to keep track of new words.

italiano	English
inclusivo/a	inclusive
la larghezza	inclusiveness
accogliente	welcoming
accogliere	to welcome
l'orgoglio	pride
orgoglioso/a	proud
l'integrazione	inclusion, integration
l'emarginazione	exclusion, alienation
tutelare	to protect, to defend
difendere	to defend
la polemica	controversy
polemico/a	controversial, contentious
la globalizzazione	globalization
la diversità	diversity
manifestare	to protest
superare	to overcome
il conflitto di classe	class conflict
la comprensione	understanding
lottare	to fight
il maltrattamento	abuse
maltrattare	to abuse
il dialogo	dialogue
il campanilismo	parochialism (literally an attachment to the bell tower of your local church)

il patriottismo	patriotism
patriotico	patriotic
il partito politico	political party
la politica -di destra -di sinistra	politics -right-wing -left-wing
il genere / il sesso	gender / sex
il sessismo	sexism
l'identità sessuale	sexual identity / orientation
neutro	(gender) neutral
il binarismo di genere	gender binary
litigare	to argue

Struttura 5.1 Il condizionale

In contesto

Vorrei *studiare in Italia il prossimo anno.*

Mangerei *la pasta tutti i giorni.*

Dovremmo *trattare bene le persone e essere inclusivi.*

> *Potremmo avere il conto?*

The conditional, or **condizionale**, is a verb form that we use to talk about things we **would, could,** or **should** do in certain (wait for it...) conditions! Just like it is in English, it is also a more polite way to make requests or offers.

The first three examples above illustrate the former, with the conditions that can be understood through context.

Vorrei studiare in Italia il prossimo anno.

(I would like to study in Italy next year.) [*if possibile*]

Mangerei la pasta tutti i giorni.

(I would eat pasta every day.) [*if I could*]

Dovremmo trattare bene le persone e essere inclusivi.

(We should treat people well and be inclusive.) [*because we don't always*]

The final example illustrates a more polite way to make a request.

Potremmo avere il conto?

(Could we have the check?)

Come si forma?

I verbi regolari

Conjugating regular verbs in the **conditional** has a few things in common with verb conjugations in the **future** tense. Both conjugations share the same stem, which you can determine by dropping only the final -*e* from the infinitive form.

difender**e** **(infinitive)** → defender- **(stem)**

Also like the future, regular -*are* verbs undergo a spelling change, with the "a" becoming an "e" to complete the stem.

This means that -*are* and -*ere* verbs look identical in the conditional.

lott**a**re → lott**e**r

Once you have found the stem, the endings are the same for all three verbs forms:

(io) **-ei**	(noi) **-emmo**
(tu) **-esti**	(voi) **-este**
(lui/lei/Lei) **-ebbe**	(loro) **-ebbero**

Look at the table below. These are long conjugations! Because the stem is long in addition to the endings, these forms will always be a bit longer than what might seem natural to you. Try to have fun with it! *Preferirebbero* is a fun word to say!

Also note that the *noi* form looks somewhat similar to the **future**. The difference is the extra "m"! In the future, the ending is -*emo*, and in the conditional it is -*emmo*. Fun!

	lottare	**difendere**	**sentire**
io	lotterei	difenderei	sentirei
tu	lotteresti	difenderesti	sentiresti
lui/lei/Lei	lotterebbe	difenderebbe	sentirebbe
noi	lotteremmo	difenderemmo	sentiremmo
voi	lottereste	difendereste	sentireste
loro	lotterebbero	difenderebbero	sentirebbero

Also like the future, verbs ending in -*care* and -*gare* add an "h" after the "c" and "g" to preserve the hard "c" and "g" sounds:

	cercare	**litigare**
io	cercherei	litigherei
tu	cercheresti	litigheresti
lui/lei/Lei	cercherebbe	litigherebbe
noi	cercheremmo	litigheremmo
voi	cerchereste	litighereste
loro	cercherebbero	litigherebbero

Verbs ending in *-ciare* and *-giare* lose the "i" after the spelling change:

	cominciare	**mangiare**
io	comincerei	mangerei
tu	cominceresti	mangeresti
lui/lei/Lei	comincerebbe	mangerebbe
noi	cominceremmo	mangeremmo
voi	comincereste	mangereste
loro	comincerebbero	mangerebbero

I verbi irregolari

Irregular verbs in the **conditional** follow the same patterns as those of the **future** (which is to say, that the irregular stems are also the same between the two forms).

There are a couple very irregular verbs (like *essere*), but most either involve the elimination of a single vowel, the addition of *-rr* to the root, in substitution of the consonant immediately preceding the ending, or *-are* verbs that do not undergo the spelling change of *-a* to *-e*.

Essere

io sarei	noi saremmo
tu saresti	voi sareste
lui/lei/Lei sarebbe	loro sarebbero

Vowel elimination

	andare	**avere**	**dovere**	**potere**	**vedere**
io	andrei	avrei	dovrei	potrei	vedrei
tu	andresti	avresti	dovresti	potresti	vedresti
lui/ lei/ Lei	andrebbe	avrebbe	dovrebbe	potrebbe	vedrebbe
noi	andremmo	avremmo	dovremmo	potremmo	vedremmo
voi	andreste	avreste	dovreste	potreste	vedreste
loro	andrebbero	avrebbero	dovrebbero	potrebbero	vedrebbero

-RR

	volere	**tenere**	**rimanere**	**venire**
io	vorrei	terrei	rimarrei	verrei
tu	vorresti	terresti	rimarresti	verresti
lui/lei/Lei	vorrebbe	terrebbe	rimarrebbe	verrebbe
noi	vorremmo	terremmo	rimarremmo	verremmo
voi	vorreste	terreste	rimarreste	verreste
loro	vorrebbero	terrebbero	rimarrebbero	verrebbero

-are verbs without the spelling change

	fare	**stare**	**dare**
io	farei	starei	darei
tu	faresti	staresti	daresti
lui/lei/Lei	farebbe	starebbe	darebbe
noi	faremmo	staremmo	daremmo
voi	fareste	stareste	dareste
loro	farebbero	starebbero	darebbero

Quando si usa?

1. To describe what would, could, or should happen in certain situations or conditions.

> *Es. Con un milione di dollari, **comprerei** una villa in Toscana.*
>> (With a million dollars, I would buy a villa in Tuscany.)
> *Es. Ho molto lavoro da fare, quindi non **dovrei** andare al concerto stasera.*
>> (I have a lot of work to do, so I shouldn't go to the concert tonight.)
> *Es. **Sarebbe** bello fare un viaggio in Australia.*
>> (It would be nice to take a trip to Australia.)

> *Note that the **would, could, should** meaning is included in the conjugated form – there is no need to add anything extra like we do in English.

As a general rule, the verb *potere* in the conditional can mean "could", while *dovere* means "should."

2. To express polite requests and offers.

    *Es. **Potresti** passare il sale?*

        (Could you pass the salt?)

    *Es. Professoressa, **potrebbe** spiegare meglio il condizionale?*

        (Professor, could you explain the conditional better?)

3. In hypothetical statements.

You will learn these in **Unità 7**, but here is an example:

    *Es. Se fossi il Presidente di UMass, **abbasserei** le tasse universitarie.*

        (If I were the President of UMass, I would lower tuition.)

Una prova

An interactive or media element has been excluded from this version of the text. You can view it online here:
http://openbooks.library.umass.edu/torniamoatavolavol2/?p=21

Struttura 5.2 Il condizionale passato

In contesto

Senza Covid, **sarei andata** in Sicilia per una vacanza.

Michele ha accettato la proposta, ma io **avrei lottato** per alcune condizioni migliori.

If the **present conditional (condizionale)** refers to something you **would, could,** or **should** do in the present or future, then the **conditional past**, or the **condizionale passato**, is used to express something you **would have, could have**, or **should have** done in the past. Like the **condizionale**, there is an element of the impossible or improbable here, since changing the past is not exactly within the realm of possibility.

*Senza Covid, **sarei andata** in Sicilia per una vacanza l'anno scorso.*

> (If not for Covid, I would have gone to Sicily for a vacation last year.) [*but I didn't/couldn't*]

*Michele ha accettato la proposta, ma io **avrei lottato** per alcune condizioni migliori.*

> (Michele accepted the proposal, but I would have fought for some better conditions.) [*but I didn't / couldn't, because I'm not Michele*]

Come si forma?

As in English, the **condizionale passato** is a compound form, and it follows the same rules as the other compound forms you have studied thus far, like the **passato prossimo**, the **trapassato prossimo**, and the **futuro anteriore**.

It is formed with the **conditional** form of either *essere* or *avere*, and the past participle of the main verb.

Il condizionale passato con *avere*

As with other compound forms, verbs that take *avere* in the **conditional past** are **transitive** verbs (i.e. verbs that take a direct object and answer the questions "What" or "Who(m)"). If the verb takes *avere* in the **passato prossimo**, it takes it in the **condizionale passato**, too!

The past participle is formed in the same way as well, and the irregulars are also the same:

lott**are** → lott**ato**

vend**ere** → vend**uto*** (watch out for the -*ere* verbs, which are often irregular!)

dorm**ire** → dorm**ito**

io avrei lottato	noi avremmo lottato
tu avresti lottato	voi avreste lottato
lui/lei/Lei avrebbe lottato	loro avrebbero lottato

Il condizionale passato con essere

As you have already learned, verbs that take *essere* are **intransitive** (i.e. they do NOT take a direct object) and tend to refer to states of being or physical movement (or lack thereof!).

The past participle must agree in gender and number with the subject.

io sarei andato/a	noi saremmo andati/e
tu saresti andato/a	voi sareste andati/e
lui/lei/Lei sarebbe andato/a	loro sarebbero andati/e

Quando si usa?

1. To describe what would have, could have, or should have happened in the past

> Es. ***Avrei preferito*** *vedere l'altro film.*
>> (I would have preferred to see the other film.)
> Es. ***Avremmo dovuto*** *studiare di più per l'esame.*
>> (We should have studied more for the exam.)
> Es. ***Sarebbero potuti*** *arrivare un po' prima.*
>> (They could have arrived a bit earlier.)

> As with the **condizionale presente**, *dovere* in the **condizionale passato** translates to **should have**, while *potere* means **could have**.

2. In hypothetical statements, which will be covered in Unità 7.

> Es. *Se avessero potuto, gli studenti* ***sarebbero andati*** *in Italia lo scorso semestre.*
>> (If they could have, the students would have gone to Italy last semester.)

An interactive or media element has been excluded from this version of the text. You can view it online here:
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Struttura 5.3 L'imperativo informale

In contesto

Mangia le tue verdure!

Non arrivare a lezione in ritardo!

Divertiti alla festa!

The **conditional** is a way to politely make requests or give suggestions, but sometimes we want to just give more direct

orders (tone is important here so you don't seem TOO bossy ;)): this is where the **imperative**, or **imperativo**, comes in.

The **imperative** is typically used to address people directly and has both an informal and a formal register. The **informal imperative** is used in the *tu*, *noi* and *voi* forms (not *io* or *loro* because you're not giving orders in those contexts), and the **formal imperative** is used in the *Lei* form (not *lui/lei*).

Come si forma?

The good news is that the **imperative** is very similar to the regular **present indicative** tense. In fact, the conjugations are nearly identical, but with **three (3)** important modifications to remember.

1. -ere and -*ire* conjugations are the same as the present indicative:

	leggere	dormire
tu	Leggi!	Dormi!
noi	Leggiamo!	Dormiamo!
voi	Leggete!	Dormite!

2. -*are* verbs have one change in the *tu* form: the "i" changes to "a":

	mangiare
tu	Mangia!
noi	Mangiamo!
voi	Mangiate!

Just think of those stereotypical depictions of Italian mothers and grandmothers, saying "*Mangia, mangia*!" That's the **imperative**!

3. For negative commands in the *tu* form, use *non + infinitive*. The *noi* and *voi* forms maintain the same conjugation, with the *non* preceding it.

	mangiare
tu	Non **mangiare**!
noi	Non mangiamo!
voi	Non mangiate!

4. Any *direct, indirect, combined,* or *reflexive pronouns* combine with the imperative and attach to the end of the verb. This is different from their normal position before the conjugated verb.

With object pronouns

	prestare	leggere	finire
tu	Presta**glielo**!	Leggi**la**!	Finisci**li**!
noi	Prestiamoglielo!	Leggiamola!	Finiamoli!
voi	Prestateglielo!	Leggetela!	Finiteli!

With reflexive pronouns

	alzarsi	mettersi	divertirsi
tu	Alza**ti**!	Metti**ti**!	Diverti**ti**!
noi	Alziamoci!	Mettiamoci!	Divertiamoci!
voi	Alzatevi!	Mettetevi!	Divertitevi!

5. Some common verbs are a bit irregular in the imperative, mostly in the *tu* form:

andare	vai/va'
dire	di'
fare	fai/fa'
dare	dai/da'
stare	stai/sta'
essere	sii / siate
avere	abbi / abbiate
sapere	sappi /sappiate

You can see that some of these have two possibilities, one that is the same as the regular *tu* form and one that drops the final "i" and adds an apostrophe. Either form is correct, just be consistent–and if you choose the form with the apostrophe, don't forget to include it!

When these short, irregular commands are combined with pronouns, they drop the final "i" or "apostrophe" and double the first consonant of the pronoun:

*Es. Da' + mi = Da**mm**i!*
*Es. Di' + ci = Di**cc**i!*
*Es. Fa' + le = Fa**ll**e!*

This is true of all of the pronouns except *gli*:

*Es. Da' + glielo = Da**glielo**!*

Quando si usa?

1. The imperativo is used to give commands or suggestions.

    *Es. **Ordina** la specialità della casa!*
        (Order the house specialty!)
    *Es. **Prendi** un'aspirina e **chiamami** domani!*
        (Take an aspirin and call me tomorrow!)
    *Es. **Non urlare**!*
        (Don't shout!)

Es. **Dimmi** *la verità!*

(Tell me the truth!)

2. The *noi* **form of the imperative translates to "Let's" do something.**

Es. **Andiamo** *al mare!*

(Let's go to the beach!)

Es. **Vediamo** *quel film!*

(Let's see that film!)

Una prova

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Struttura 5.4 L'imperativo formale

In contesto

> *Prego, **si sieda**!*
>
> *Mi **dica**!*

The **informal imperative** is used when you're talking to your friends and family, but there might be situations in which you want to make commands or suggestions to someone you either don't know well or with whom you have a more formal relationship, like a professor or a client. The conjugations actually differ a bit in the **formal imperative,** or **imperativo formale**, and the rules of the **imperativo informale** do not apply. The good news is that these forms will come in handy in **Unità 6** when you learn the **subjunctive**! (Yay?)

Come si forma?

I verbi regolari

The conjugations in the **imperativo formale** differ a bit from the **present indicative**. In fact, they undergo small changes that seem to be a bit contrary to the normal conjugations.

	guardare	mettere	sentire
Lei	Guard**i**!	Mett**a**!	Sent**a**!

You should have noticed that *-are* verbs replace the "a" with an "i", and *-ere* and *-ire* verbs replace the "e" with an "a". So *-ere* and *-ire* verbs look a bit like *-are* verbs in the **formal imperative**.

Also notice that when we use the **formal imperative**, we are primarily dealing with the *Lei* form.

I verbi irregolari

There are also quite a few irregular verbs. However, if you know the **present indicative** conjugation of the verb, you can get to the irregular form in the **formal imperative** as well.

   If it is irregular in the present tense, it's irregular in the formal imperative, too. A good rule of thumb is to identify the *io* form of the verb in the present tense and drop the "o" and add "a".

	present indicative (*tu*)	formal imperative
andare	vado	vada
bere	bevo	beva
dire	dico	dica
potere	posso	possa
rimanere	rimango	rimanga
uscire	esco	esca
venire	vengo	venga

For verbs like *stare, dare,* and *fare*, the *noi* form is more helpful for this exercise.

	present indicative (*noi*)	formal imperative
dare	diamo	dia
fare	facciamo	faccia
stare	stiamo	stia

And of course, *essere* and *avere* are irregular, as is *sapere,* but the forms of all three are related to their irregular forms in the **imperativo informale.**

	informal imperative	formal imperative
avere	abbi	abbia
essere	sii	sia
sapere	sappi	sappia

Unlike the **imperativo informale**, there are no changes with negative forms, and pronouns remain before the conjugated verb.

> *Es. Non **si preoccupi***!
>> (Don't worry!)
> *Es. Mi **dica***!
>> (Tell me!)

Quando si usa?

The **imperativo formale** is used for the same reasons as the **imperativo informale**, but the context is a bit different. If you work in a store, for example, you would use this form with clients to offer suggestions and advice. A doctor might offer recommendations to a patient using this form. It is an alternative to the conditional for making polite requests.

If you're in a situation in which you are unsure as to whether or not to use the formal *(Lei)* or informal (*tu*) register, it is a good idea to err on the side of caution and start with the formal. Once you have established a rapport with someone, you can switch registers. You can offer this possibility in a couple of ways:

1. *Ci diamo del tu?* (Shall we use the *tu*?)
2. *Diamoci del tu!* (Let's use the *tu*!)
3. *Per favore, dammi del tu!* (Please, use the *tu*!)

Una prova

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Unità 6

Che opera meravigliosa!

At the end of this unit, students will be able to:

- describe a work of art
- identify, describe, and reflect on famous Italian works of art
- express their opinions on a variety of topics
- create more complex sentences
- use suffixes to enhance description

Here are some words that will help you participate in the conversations in this chapter. Of course, there are also many more! Creating your own course dictionary is a good way to keep track of new words.

italiano	English
l'acquerello	watercolor
l'autoritratto	self-portrait
le belle arti	fine arts
la cera	wax
chiaroscuro	chiaroscuro (a painting technique that plays with light/dark)
dipingere	to paint
il dipinto	painting
disegnare	to design / to draw
la natura morta	still life
il marmo	marble
il museo	museum
l'opera	work of art / opera
l'orchestra sinfonica	symphony orchestra
il pastello	pastel
i pastelli	pastels
il pennello	paintbrush
il pittore / la pittrice	painter

la pittura · a acquerello · a olio · a pastello	paint / painting · watercolor · oil · pastel
il quadro	painting / picture
scolpire	to sculpt
la scultura	sculpture
lo scultore / la scultrice	sculptor
il secolo	century
la statua	statue

Struttura 6.1 I pronomi relativi

In contesto

*Michelangelo fu un artista **che** visse durante il Rinascimento.*

> *Il Rinascimento fu un periodo **in cui** furono creati alcuni dei capolavori dell'arte occidentale.*

You are definitely at the point of your study of Italian in which it is time to work on creating more complex sentences. You can do this by expanding your vocabulary and by using more complex verb forms, but you can also do this by using **relative pronouns** to connect ideas. **Relative pronouns** are the small connecting words that can mean **that, who, whom, which,** or **whose** when used within a sentence. In Italian the most common relative pronouns are *che*, which you are surely familiar with at this point, and *cui*, which is usually preceded by a preposition.

Che

Within a sentence, *che* can mean **who, whom, that,** or **which**. It can be used as the direct object or subject of a relative clause.

Let's look at the first example above. Technically, there are two possible sentences there.

> *Michelangelo fu un artista.* (Michelangelo was an artist.)
>
> *Michelangelo visse durante il Rinascimento.* (Michelangelo lived during the Renaissance.)

Both of these are, of course, correct on their own. But just like we do with direct and indirect object pronouns, we use relative pronouns to avoid repetition and also to create more complex sentences. In this case, *Michelangelo* is the common element, and the second sentence adds further description to the type of artist he was.

Therefore, we take the **main clause** (*Michelangelo fu un*

artista), add the relative pronoun *che* as the glue that binds the two clauses together, and add the **dependent clause** (*visse durante il Rinascimento*).

> *Es. Michelangelo fu un artista **che** visse durante il Rinascimento.*
>> (Michelangelo was an artist who lived during the Renaissance.)

Tada! A more complex sentence.

Let's look at another example with *che*.

> *L'Accademia è un museo.* (The Accademia is a museum.)
> *Il museo si trova a Firenze.* (The museum is located in Florence.)

In this example, the common element is *museo*, which is what *che* will replace in the complex sentence.

> *Es. L'Accademia è un museo **che** si trova a Firenze.*
> (main clause) + che + (dependent clause)
>> (The Accademia is a museum [that is] located in Florence.)

From these two examples, you can observe **a couple important distinctions** between the usage of **relative pronouns** between English and Italian.

1. One is that *chi*, which we typically associate with *who*, is not a relative pronoun in Italian. *Chi* is used primarily as an interrogative or a subject pronoun. To express **who** or **whom** within a sentence, we use *che*, even when we are speaking about a person.
2. The other difference is that these pronouns are rarely, if ever, omitted. In English there are examples in which we can leave out the *che*. In Italian that is not the case–*che* should always be included.

> *Es. L'opera di Michelangelo **che** ho visto negli Uffizi e' meravigliosa.*

(The work by Michelangelo (that) I saw in the Uffizi is wonderful.)

Cui

Che is a very common relative pronoun, and you have already encountered it naturally throughout your studies of Italian. Another common relative pronoun that might be new to you is *cui*. *Cui* can also mean **whom, that,** or **which**, but the biggest difference is that it is often preceded by a preposition. Remember that all-important rule about English grammar that you should never end a sentence with a preposition? Well, that rule exists in Italian, too, and one of the primary ways that you can avoid this error is to use the relative pronoun *cui* with that pronoun you were about to (incorrectly) put at the end of the sentence.

Let's look at the second example from the beginning of this section.

Il Rinascimento fu un periodo. (The Renaissance was a time period.)

Nel Rinascimento furono creati alcuni dei capolavori dell'arte occidentale. (During the Renaissance some of the greatest masterpieces of Western art were created.)

If we combine the two sentences:

*Es. Il Rinascimento fu un periodo **in cui** furono creati alcuni dei capolavori dell'arte occidentale.*

(The Renaissance was a period in which some of the greatest masterpieces of Western art were created.)

In this example, we have the preposition *in* with the relative pronoun *cui*. *Cui* replaces the object of the preposition, which in this case is *Rinascimento*.

*When referring specifically to a place, *in cui* can be replaced with dove.

*Es. Gli Uffizi è un museo **in cui / dove** si può vedere La nascita di Venere di Botticelli.*

(The Uffizi is a museum in which / where one can see Botticelli's Birth of Venus.)

Cui can be accompanied by all of the other common prepositions as well: *a cui, di cui, da cui, su cui, per cui, con cui.* Here are some other examples:

*Es. Ho scritto **al** professore. Il professore non mi ha risposto.* → *Il professore **a cui** ho scritto non mi ha risposto.*

(The professor to whom I wrote did not respond to me.)

*Es. L'artista ha una mostra nel Museo delle Belle Arti. Parlavamo **dell'**artista l'altro giorno.* → *L'artista **di cui** parlavamo l'altro giorno ha una mostra nel Museo delle Belle Arti.*

(The artist about whom we were speaking the other day has a show at the Museum of Fine Arts.)

*Es. Il DNA è una molecola. Si può capire l'identità di una persona **dal** DNA.* → *Il DNA è una molecola **da cui** si può capire l'identità di una persona.*

(DNA is a molecule from which a person's identity can be understood.)

*Es. La lavagna è un oggetto nell'aula. La professoressa scrive gli esempi **sulla** lavagna.* → *La lavagna è un oggetto **su cui** la professoressa scrive.*

> (The blackboard is an object on which the professor writes.)

> *Es. Visitare i musei è un motivo. Le persone vanno a Firenze **per** visitare i musei. → Visitare i musei è un motivo **per cui** le persone vanno a Firenze.*

> > (Visiting museums is a reason [for which] people go to Florence.)

> *Es. Una guida lavora in un museo. Si può fare un tour di un museo **con** una guida. → Una guida è qualcuno **con cui** si può fare un tour di un museo.*

> > (A guide is someone with whom you can take a tour of a museum.)

Because prepositions can be difficult in both English and Italian, these forms can be deceptively difficult! Sometimes it helps to work backwards in order to find the correct preposition, and then create the sentence from there.

There is one other use of *cui* that differs a bit from those above. When it is preceded by a definite article (*il, lo, la, l', i, gli, le*), then it means **whose**. The article agrees with the noun it modifies, not with the subject.

> *Es. L'artista **le cui** opere si trovano in quel museo viene da Siena.*

> > (The artist whose works are found in that museum comes from Siena.)

> *Es. Gli artisti **il cui** stile è considerato moderno si esibiscono in musei come il MOMA a New York.*

> > (Artists whose style is considered modern have exhibits in museums like the MOMA in New York.)

Una prova

Il/la quale, i/le quali

If you really want to increase the sophistication of your writing, there is a third option. In most of the examples above, *che* and *cui* can be substituted with a form of *quale* with the **definite article**. The form and article agree in gender and number with the person, place, or thing to which they refer. The meaning remains the same, but the *quale* form makes gender and number explicit, while *che* and *cui* can be ambiguous in this regard.

Here are the examples from the *che* section with the *quale* form:

> *Es. Michelangelo fu un artista che visse durante il Rinascimento.* → *Michelangelo fu un artista **il quale** visse durante il Rinascimento.*
> (*Il quale* in this example agrees with *un artista*).
> *Es. Il Rinascimento fu un periodo in cui furono creati alcuni dei capolavori dell'arte occidentale.* → *Il Rinascimento fu un periodo **nel quale** furono creati alcuni dei capolavori dell'arte occidentale.*

(Note that the preposition (*in*) and definite article (*il*) combine here).

Here are the other examples. The word with which the form of *quale* agrees is in parentheses (in most cases, the word that precedes it).

> *Es. Il professore **a cui / al quale** ho scritto non mi ha risposto. (il professore)*

> *Es. L'artista **di cui / del(la) quale** parlavamo l'altro giorno ha una mostra nel Museo delle Belle Arti. (l'artista)*

> *Es. Il DNA è una molecola **da cui / dalla quale** si può capire l'identità di una persona. (la molecola)*

> *Es. La lavagna è un oggetto **su cui / sul quale** la professoressa scrive. (un oggetto)*

> *Es. Visitare i musei è un motivo **per cui / per il quale** le persone vanno a Firenze. (un motivo)*

> *Es. Una guida è qualcuno **con cui / con il quale** si può fare un tour di un museo. (qualcuno)*

Una prova

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http://openbooks.library.umass.edu/torniamoatavolavol2/?p=24

Struttura 6.2 Il congiuntivo presente

In contesto

 Penso che il David di Michelangelo **sia** la sua opera più straordinaria.

 Crediamo che Andrea Bocelli **canti** benissimo.

Che is a small but important word that we can use to connect two clauses and form a more complex sentence. It is also a key word when creating sentences in the **congiuntivo**, or the **subjunctive**.

So what is the **subjunctive**, you ask? You have already learned that verbs have different tenses, like the **past, present,** or **future**, but what you might not know is that they also have different "moods". Everything you have studied so far belongs to what is called the **indicative "mood,"** which is used to state **facts and certainties**.

Here's an example of a sentence in the **indicative mood**:

 Oggi nevica. (Today it is snowing)

Pretty straightforward and based on (visual) evidence, right?

The **subjunctive "mood,"** on the other hand, is used to express **opinions, doubts, advice, emotions, desires, and hopes** – anything that is subjective or impossible, rather than objective. It has all the same tenses as the **indicative mood**: **present, past, imperfect,** etc…, which means there are so many new conjugations still to learn! ☺ The subjunctive does exist in English, though it is not as common and looks a bit different. If

you have already studied another Romance language, though, this should all be familiar.

Here's an example of a sentence in the **subjunctive mood**:

Spero che oggi nevichi. (I hope it snows today)

This example expresses a hope rather than a fact, and you might notice that the conjugation of the verb *nevicare* differs from the conjugation in the indicative sentence above. This is what we're going to explore in this section.

You are probably thinking that you have already expressed opinions, hopes, emotions, etc... using the indicative mood, which you probably have. The big difference is that not only are you expressing opinions and feelings, but you are also constructing your sentences in a certain way and with certain key phrases. The **subjunctive** is usually used in **dependent clauses** introduced by the relative pronoun *che* and preceded by certain verbs or verb phrases in the **main clause** that explicitly express the above-mentioned attitudes and feelings, as in the example.

Come si forma?

I verbi regolari

The good news about the conjugations of the **present subjunctive** is that...you have already started studying them in **Unità 5**! The **imperativo formale** and the **congiuntivo presente** share the same general conjugations.

	guardare	mettere	sentire
Lei	Guardi!	Metta!	Senta!

Remember that -*are* verbs replace the "a" with an "i", and -*ere* and -*ire* verbs replace the "e" with an "a". So -*ere* and -*ire* verbs

look a bit like -*are* verbs in both the **formal imperative** AND the **present subjunctive**.

Let's look at the whole conjugation.

	guardare	**mettere**	**sentire**	**capire**
che io	guard**i**	mett**a**	sent**a**	capisc**a**
che tu	guardi	metta	senta	capisca
che lui/lei/Lei	guardi	metta	senta	capisca
che noi	guardiamo	mettiamo	sentiamo	capiamo
che voi	guardiate	mettiate	sentiate	capiate
che loro	guardino	mettano	sentano	capiscano

In addition to the vowel replacements noted above, you should also notice the following about these conjugations:

1. The *io, tu,* and *lui/lei/Lei* forms are all the same. To differentiate between the three subjects, it's useful to include the subject pronoun in your sentence (where you could normally omit it).
2. The *noi* form is the same as it is in the **indicative** and is constant across all verb categories.
3. The *voi* form is constant across all verb categories.
4. Verbs that include the -*isc* in their conjugations, like *capire* or *finire*, maintain the -*isc* in the **subjunctive** as well.

The same rules for verbs ending in -*ciare* and -*giare* (drop one "i") and those ending in -*care* and -*gare* (add an "h" before the "i") apply in the **subjunctive** as well:

	mangiare	cominciare	cercare	pagare
che io	mangi	cominci	cerchi	paghi
che tu	mangi	cominci	cerchi	paghi
che lui/lei/Lei	mangi	cominci	cerchi	paghi
che noi	mangiamo	cominciamo	cerchiamo	paghiamo
che voi	mangiate	cominciate	cerchiate	paghiate
che loro	mangino	comincino	cerchino	paghino

I verbi irregolari

Most of the verbs that are irregular in the **indicative** are also irregular in the **subjunctive**, though many of them share the same stem. So if you know how to conjugate the irregular verb in the indicative, all you have to do in the subjunctive is change the ending!

andare	**vad**a, vada, vada, andiamo, andiate, vadano
avere	abbia, abbia, abbia, abbiamo, abbiate, abbiano
bere	**bev**a, beva, beva, beviamo, beviate, bevano
dare	dia, dia, dia, diamo, diate, diano
dire	**dic**a, dica, dica, diciamo, diciate, dicano
dovere	debba, debba, debba, dobbiamo, dobbiate, debbano
essere	sia, sia, sia, siamo, siate, siano
fare	faccia, faccia, faccia, facciamo, facciate, facciano
potere	**poss**a, possa, possa, possiamo, possiate, possano
rimanere	**rimang**a, rimanga, rimanga, rimaniamo, rimaniate, rimangano
sapere	sappia, sappia, sappia, sappiamo, sappiate, sappiano
stare	stia, stia, stia, stiamo, stiate, stiano
uscire	**esc**a, esca, esca, usciamo, usciate, escano
venire	**veng**a, venga, venga, veniamo, veniate, vengano
volere	**vogli**a, voglia, voglia, vogliamo, vogliate, vogliano

Quando si usa?

Now let's look at when we use the forms above. As already noted, if the main clause of the sentence expresses opinion, desire, feelings, judgment, need, or doubt, then the subjunctive form is used in the dependent clause. This is the case only when the subjects of the two clauses are different (more on that at the end of this section). Here are some examples:

  -desire, will

       *Es. **Desidero che** i miei studenti **prendano** una "A" nel corso.*

            (I want my students to get an "A" in the course.)

  -opinion

       *Es. **Credo che** loro **siano** bravi studenti.*

(I believe they are good students.)

-emotions / feelings

Es. ***Sono contenta che*** *loro **frequentino** il mio corso.*

(I'm happy they're taking my class.)

-doubt / uncertainty

Es. ***Dubito che*** *loro **parlino** italiano durante le vacanze.*

(I doubt they speak Italian during vacation.)

-impersonal expressions that indicate necessity, importance, possibility

Es. ***È necessario che*** *loro **studino** per l'esame finale.*

(It's necessary that they study for the final exam.)

Es. ***È importante che*** *loro **continuino** a parlare italiano dopo il corso.*

(It's important that they keep speaking Italian after the course (is over).)

opinion	desire / will	feelings / emotions	impersonal expressions	necessity	doubt / uncertainty
(non) pensare (non) credere	desiderare volere sperare preferire insistere suggerire	essere contento, felice, sorpreso, ecc... (non) avere paura (non) temere (dis)piacere	è importante che è meglio che è interessante che è (im)possibile che è (im)probabile che è opportuno che è bene / male che è difficile che	è necessario che avere bisogno che	dubitare non sapere non essere sicuro/a (non) sembrare (non) parere

Note the final column about **doubt / uncertainty**. If you are not

sure or don't know information, you can express this by using the **subjunctive** in the dependent clause:

> Es. ***Non so se*** *La scuola di Atene **sia** di Raffaello.*

> Es. ***Non sono sicura che*** *La scuola di Atene **sia** di Raffaello.*

On the other hand, if you ARE sure about something, you would use the **indicative** in the dependent clause:

> Es. ***So che*** *La Scuola di Atene **è** di Raffaello.*

> Es. ***Sono sicura che*** *La Scuola di Atene **è** di Raffaello.*

Just because you have the *che* in the middle doesn't mean you always use the subjunctive. The verb or verb phrase in the main clause is key for determining this. *È vero che* is another example of a phrase that uses the indicative, rather than the subjunctive, because it indicates fact or certainty.

In all of the above examples, you will notice that the subjects of the verbs of the two clauses are different (*Non so –* ***io***; *La scuola di Atene –* ***lui/lei***). So what happens if there is no difference in subject? In this case, it is not necessary to use **che** or the **subjunctive** form. Just the **infinitive** of the verb and sometimes the preposition *di* will complete the idea.

different subjects	same subject
(io) *Spero che **tu** visiti il Bargello a Firenze.*	***(io)*** *Spero **di visitare** il Bargello a Firenze.*
(I hope you visit the Bargello in Florence.)	(I hope to visit the Bargello in Florence.)

Di **+ infinitive**

> Es. ***Penso di*** *essere un bravo studente.*
> (I think I'm a good student.)
> Es. ***Spero di*** *prendere una "A" nel corso.*
> (I hope to get an "A" in the course.)
> Es. ***Sono felice di*** *studiare l'italiano.*
> (I'm happy to study Italian.)

Infinitive only

*Es. Gli studenti **desiderano prendere** una "A" nel corso.*
        (The student want to get an "A" in the course.)
  *Es. **Voglio studiare** la storia dell'arte nel futuro.*
        (I want to study art history in the future.)
  *Es. **Preferiamo vedere** l'opera di Aida all'Arena di Verona.*
        (We prefer to see the opera *Aida* at the Arena in
        Verona.)
  *Es. **È importante studiare** molto per prendere una "A".*
        (It's important to study a lot in order to get an "A".)

Una prova

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Struttura 6.3 Il congiuntivo passato

In contesto

   *Dubito che Alessio **abbia comprato** i biglietti in tempo.*

   *Spero che gli studenti **abbiano apprezzato** la lezione sull'arte.*

What happens when the verb or phrase in the main clause is in the present and indicates desire, opinion, feeling, etc...but the action in the dependent clause takes place in the past? You use the **past subjunctive,** or the **congiuntivo passato**! Just like the present subjunctive is a mirror of the present indicative, the **past subjunctive** is a mirror of the **passato prossimo**. This means that it is a compound tense with the auxiliary verbs *essere* and *avere*. All the same rules apply for which one to use, and the past participle is the same as it is with all other compound tenses.

Come si forma?

The only difference between the **passato prossimo (indicative)** and the **congiuntivo passato (past subjunctive)** is the form of the auxiliary verbs *essere* and *avere*.

Il congiuntivo passato con *avere*

	disegnare	vendere	scolpire
che io	abbia disegnato	abbia venduto	abbia scolpito
che tu	abbia disegnato	abbia venduto	abbia scolpito
che lui/ lei	abbia disegnato	abbia venduto	abbia scolpito
che noi	abbiamo disegnato	abbiamo venduto	abbiamo scolpito
che voi	abbiate disegnato	abbiate venduto	abbiate scolpito
che loro	abbiano disegnato	abbiano venduto	abbiano scolpito

Note that, just like in the **present subjunctive**, the forms are the same for the *io, tu,* and *lui/lei* subjects.

Il congiuntivo passato con essere

	andare	cadere	uscire
che io	sia andato/a	sia caduto/a	sia uscito/a
che tu	sia andato/a	sia caduto/a	sia uscito/a
che lui/lei	sia andato/a	sia caduto/a	sia uscito/a
che noi	siamo andati/e	siamo caduti/e	siamo usciti/e
che voi	siate andati/e	siate caduti/e	siate usciti/e
che loro	siano andati/e	siano caduti/e	siano usciti/e

Note that the forms are the same for the *io, tu,* and *lui/lei* subjects, and that the past participle still agrees in gender and number with the subject when the auxiliary verb is *essere*.

As with other compound forms, **reflexive** and **reciprocal verbs** always take the auxiliary *essere*.

	mettersi
che io	mi sia messo/a
che tu	ti sia messo/a
che lui/lei	si sia messo/a
che noi	ci siamo messi/e
che voi	vi siate messi/e
che loro	si siano messi/e

Irregular past participles (*fatto, letto, scritto, preso*, etc…) are all irregular in the past subjunctive as well. For a complete list, visit the following link: http://openbooks.library.umass.edu/ tutt-a-tavola-vol-2/back-matter/appendix-c-irregular-past-participles/

Quando si usa?

To express **doubt, uncertainty, opinion, feeling, dreams,** or **desires** about an action that took place in the past.

To create this kind of sentence, the **main clause** should be in the **present indicative tense**, and the **dependent clause** (after **che**) should be in the **past subjunctive**.

> *Es. **Non sono sicura che** Gemma e Gaia **abbiano visitato** il Bargello durante il loro viaggio a Firenze.*
>> (I'm not sure if Gemma and Gaia visited the Bargello during their trip to Florence.)
>
> *Es. Gli studenti **sperano che** la professoressa **abbia preparato** un esame facile.*
>> (The students hope the professor prepared an easy exam.)
>
> *Es. Dov'è Beatrice? **Credo che sia uscita** con Davide.*
>> (Where's Beatrice? I believe she went out with Davide.)

Struttura 6.4 I suffissi

In contesto

*Che monello! Lui è proprio un **ragazzaccio**!*

*Quella borsetta è **bellina**!*

Okay, you have studied some new and difficult grammar in this unit. Let's end on a lighter note!

In Italian, as in English, you can describe people, places, and things using **adjectives** (a "bad boy", a "cute outfit"). But there's

another option! In Italian there are also certain **suffixes, or suffissi** – letters added to the end of the word – that can be added to nouns, adjectives, or adverbs to emphasize things like size, or quality, or simply to express affection. These are fun! Let's look at some examples.

1. Diminutives. These can be used to express the "smallness" of something, or simply as a term of endearment. They are formed by dropping the final letter of the word and adding the appropriate suffix. If the word is a noun or adjective, it should agree in gender and number. Adverbs are solely in the masculine singular.

-ino/a/i/e	un gatt**o**	un gatt**ino**	a little cat, kitten
-etto/a/i/e	una bors**a**	una bors**etta**	a small purse
-ello/a/i/e	una fontan**a**	una fontan**ella**	a little fountain (cute)
-uccio/a/i/e	cald**o**	cald**uccio**	warmth, coziness

2. Augmentatives. These can be used to express the physical or figurative "largeness" of someone's person or presence.

-one/a/i/e	un'amic**a**	un'amic**ona**	a great (female) friend
	un libro	un librone	a big book
	simpatico	un simpaticone	a super nice guy
	pigro	pigrone	super lazy
	dorme molto	una dormigliona	sleepyhead!
	*la minestra	il minestrone	a big, hearty soup

*You might notice that in the case of *minestra* and *minestrone*, the gender of the word changes when the suffix is added. This is not uncommon, as the noun changes meaning. In this case, *minestra* means "broth" and *minestrone* is a hearty soup–two different things. Another example is *finestra* and *finestrino* – the former is a "window", whereas the latter is specifically a "car/train/plane window".

3. Pejoratives. These are used to express the negative quality of something.

-accio/a/i/e	una parol**a**	una parol**accia**	a (bad) swear word
	un tempo	un tempaccio	bad weather
	un carattere	un caratteraccio	a difficult personality
-astro/a/i/e	dolc**e**	dolc**iastro**	cloyingly sweet

These are just a few examples! Not all words will work with a suffix, and sometimes the words themselves will change (*il cane* [dog] becomes *il cagnolino* [doggie], for example), but it's fun to try and start incorporating some of these words and expressions into your vocabulary. It makes you sound like more of a native speaker!

Una prova

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Unità 7

Se potessi recitare in un programma televisivo...

At the end of this unit, students will be able to:

- describe and discuss products and practices related to media, technology, and culture
- formulate hypothetical statements
- talk about Italian television and film
- compare and contrast the media landscape in Italy with that of their own countries

Vocabolario: l'Italia multimediale. I media, la tecnologia e la cultura.

Here are some words that will help you participate in the conversations in this chapter. Add these, and any other new words you find, to your course dictionary.

italiano	English
l'abbonamento	subscription
l'adattamento	adaptation
l'attualità	current events
l'ascoltatore / l'ascoltatrice	listener
i cartoni animati	cartoons
la casa editrice	publishing house
la colonna sonora	soundtrack
il comunicato stampa	press release
la conferenza stampa	press conference
la cronaca -locale -nera -sportiva -rosa per la cronaca	news section -local -crime -sports -gossip for the record
il/la cronista	reporter
il documentario	documentary
il doppiaggio	dubbing
l'editore / l'editrice	publisher
essere informato/a o aggiornato/a	to be informed / up-to-date
gli effetti speciali	special effects
filmare / girare	to film
il fumetto / i fumetti	comic strip / comics
il giornale	newspaper
il/la giornalista	journalist

il (grande) schermo	the (big) screen
(im)parziale	(im)partial / (un)biased
in diretta	live
informarsi	to get / stay informed
l'inviato/a	correspondent
la libertà di stampa	freedom of the press
i media sociali / i social media / i social	social media
la notizia	news story
le notizie	news
il personaggio	character
il programma (televisivo)	(television) show
la pubblicità	commercial / advertisement
la puntata	episode
recitare	to act / to recite
il redattore / la redattrice	(copy) editor
registrare	to record
la rete (senza fili)	Wi-Fi
scaricare	to download
la stampa	press
i sottotitoli	subtitles
il telegiornale	tv news
il (tele)spettatore / la (tele)spettatrice	(television) viewer / spectator
la trama	plot
trasmettere	to broadcast

la trasmissione	broadcast

Struttura 7.1 Il congiuntivo con le congiunzioni

In contesto

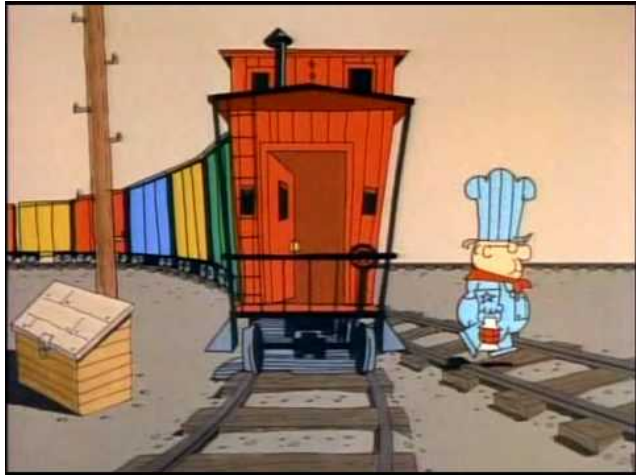**Nonostante** *abbia i miei dubbi sui media sociali, continuo ad usarli.*

Non ascolto la radio **a meno che** *io non sia in macchina.*

In **Unità 6**, you learned that we use the **subjunctive**, or the **congiuntivo**, in sentences that begin with a verb or verb phrase that expresses an opinion (*Penso che, credo che*), a feeling or emotion (*Sono felice che, ho paura che*), a desire (*Desidero che, voglio che*), a necessity (*È necessario che*), or a doubt or uncertainty (*Dubito che, non sono sicuro che*). If the **main, or independent, clause** contains one of these key phrases, then we use some form of the subjunctive in the **dependent, or subordinate, clause** (past, present, etc...) if the two clauses have different subjects. If the subject of both clauses is the same, then this is null and void! Depending on the verb in the main

clause, you can either use just the infinitive (like with *preferire, desiderare,* and *volere*) or the preposition *di* + infinitive.

different subjects	same subject
*(io) Spero che **tu** guardi quel nuovo programma su Netflix.* (I hope you watch that new show on Netflix.)	*(io) Spero di guardare quel nuovo programma su Netflix.* (I hope to watch that new show on Netflix.)

Well, in addition to the key verb phrases you learned about in that unit, there are also certain **conjunctions** that require the use of the subjunctive after them. What's a conjunction, you might ask? Remember that song from *Schoolhouse Rock* (or was this was before your time)?

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Quando si usa?

A **conjunction,** or **congiunzione**, is used to connect two clauses or sentences. You use a lot of them all the time, like *e* (and), *o* (or), *ma* (but), *però* (but, however), *quindi* (therefore). Those conjunctions don't require the use of the subjunctive, but there are others – particularly ones that express limitations or conditions or subjectivity – that do.

Congiunzioni che richiedono il congiuntivo

a condizione che, a patto che, purché	provided that
benché, nonostante, sebbene, malgrado	although
a meno che, salvo che	unless
affinché, perché	so that
nel caso che, nel caso in cui	in the case that
prima che	before
senza che	without

As you can see, there can be several conjunctions that express the same thing and can be interchangeable within the sentence. Here are some examples, and other possible options.

> *Es. Facciamo l'esame lunedì **a meno che / salvo che*** l'amministrazione non decida di chiudere l'università.*
>> (We'll take the exam Monday unless the administration decides to close the university.)

> *Es. Il tutor aiuta Annamaria **affinché / perché**** lei possa prendere buoni voti.*
>> (The tutor helps Annamaria so (that) she can get good grades.)

*Es. **Sebbene / benché / nonostante / malgrado** l'italiano sia una bella lingua, la grammatica a volte è molto difficile.*

> (Even though Italian is a beautiful language, the grammar is difficult at times.)

*Es. **Prima che** gli studenti siano andati via, il professore gli ha dato i compiti per la prossima volta.*

> (Before the students left, the professor gave them homework for next time.)

*Es. La professoressa non dà l'esame agli studenti **a patto che / a condizione che / purché /** loro facciano compiti in più.*

> (The professor won't give the exam to the students provided that they do extra homework.)

*Es. Proviamo ad entrare in casa **senza che** la mamma ci senta.*

> (Let's try to enter the house without Mom hearing us.)

---

*A meno che** and **salvo che** belong to those peculiar examples of double negatives in Italian and tend to be followed by **non** before the subjunctive form of the verb.

This is not the **perché that you know and love! When used in this capacity, it does not mean "because" but rather "so that" and therefore precedes the subjunctive form of the verb. When it is used as "because" this is not the case.

Note again that all of the above examples feature different subjects between the main clause and the dependent clause.

If the two subjects are the same, there are some differences, most notably with *prima che, senza che,* and *affinché/perché.*

- *prima che* becomes *prima di* + infinitive
- *senza che* becomes *senza* + infinitive
- *affinché/perché* becomes *per* + infinitive.

> *Es.* **Prima che** *gli studenti siano andati via, il professore gli ha dato i compiti per la prossima volta.*
>> (Before the students left, the professor gave them homework for next time.)
>
> *Es.* **Prima di andare** *via, il professore ha salutato gli studenti.*
>> (Before leaving, the professor said goodbye to the students.)
>
> *Es. Proviamo ad entrare in casa* **senza che** *la mamma ci senta.*
>> (Let's try to enter the house without Mom hearing us.)
>
> *Es. Proviamo ad entrare in casa* **senza fare** *rumore.*
>> (Let's try to enter the house without making noise.)
>
> *Es. Il tutor aiuta Annamaria* **perché** *lei possa prendere buoni voti.*
>> (The tutor helps Annamaria so (that) she can get good grades.)
>
> *Es. Annamaria studia* **per prendere** *buoni voti.*
>> (Annamaria studies to get good grades.)

Una prova

Struttura 7.2 Il congiuntivo imperfetto e trapassato

In contesto

*Credevo che i media **dovessero** essere imparziali.*

*Vorrei che **veniste** al cinema con me.*

*Non sapevo che **aveste già visto** quel film.*

*Avrei voluto che la conferenza stampa **fosse stata** più breve.*

You have already seen examples of the **present** and **past subjunctive,** or **congiuntivo,** in **Unità 6**. Remember that the subjunctive "mood" is a sort of mirror of the indicative "mood"

– which means that if the tense exists in the indicative, it exists in the subjunctive as well. This means the present tense, the passato prossimo, and…the **imperfect (imperfetto)**!

If the verb in the main or independent clause is in a past tense (**passato prossimo, imperfetto,** or **trapassato prossimo**) that expresses opinion, feelings, doubt, etc…, then the verb in the dependent or subordinate clause must be in the **imperfect subjunctive (congiuntivo imperfetto)** or the **past perfect subjunctive (congiuntivo trapassato)**. The good news? This is one of the last "new" conjugations you have to learn in your study of Italian!

Il congiuntivo imperfetto

Come si forma?

Like the **imperfect indicative**, you'll see that there is consistency among the conjugations in the **imperfect subjunctive**.

I verbi regolari

	recitare	**trasmettere**	**uscire**
che io	recitassi	trasmettessi	uscissi
che tu	recitassi	trasmettessi	uscissi
che lui/lei	recitasse	trasmettesse	uscisse
che noi	recitassimo	trasmettessimo	uscissimo
che voi	recitaste	trasmetteste	usciste
che loro	recitassero	trasmettessero	uscissero

You can see that, after removing the final *-re* from each

infinitive, the endings are all the same for *-are, -ere,* and *-ire* verbs.

As in the **present subjunctive**, the conjugations for the *io* and *tu* forms are also the same. One difference, though, is that the conjugation for the *lui/lei* form is slightly different in the **imperfect subjunctive** (a final "e" rather than an "i").

I verbi irregolari

As in the imperfect indicative, there are also very few irregular verbs in the imperfect subjunctive.

Three are only slightly irregular, using the same stems as the imperfect indicative:

	bere	fare	dire
che io	bevessi	facessi	dicessi
che tu	bevessi	facessi	dicessi
che lui/lei	bevesse	facesse	dicesse
che noi	bevessimo	facessimo	dicessimo
che voi	beveste	faceste	diceste
che loro	bevessero	facessero	dicessero

Similarly, verbs ending in *-rre* use the same stems as well, along with the *-ere* endings:

	porre	tradurre	trarre
che io	ponessi	traducessi	traessi
che tu	ponessi	traducessi	traessi
che lui/lei	ponesse	traducesse	traesse
che noi	ponessimo	traducessimo	traessimo
che voi	poneste	traduceste	traeste
che loro	ponessero	traducessero	traessero

Essere (surprise, surprise!), *dare*, and *stare* are completely irregular:

	essere	**dare**	**stare**
che io	fossi	dessi	stessi
che tu	fossi	dessi	stessi
che lui/lei	fosse	desse	stesse
che noi	fossimo	dessimo	stessimo
che voi	foste	deste	steste
che loro	fossero	dessero	stessero

Quando si usa?

We use the **imperfect subjunctive** when the verb in the main or independent clause is in the **passato prossimo,** the **imperfect**, the **trapassato prossimo**, or (don't be alarmed!) the **conditional** and expresses a subjunctive condition.

> Es. **Credevo che** i media **dovessero** essere imparziali.
> > (I used to believe that the media was supposed to be impartial.)
> Es. **Speravamo che** il film **fosse** una commedia.
> > (We were hoping that the film was a comedy.)
> Es. Giuseppe **desiderava che** noi **leggessimo** il suo articolo.
> > (Giuseppe wanted us to read his article.)

All of these examples follow a formula that probably makes sense to you. The **independent clause** is in the **imperfect (indicative)** and the **dependent clause** is also in the **imperfect (subjunctive)**. There's a certain balance there, and it makes sense in terms of time (past going with past). It's true – imperfects like to stick together.

Another tense that enjoys the companionship of the **imperfect subjunctive** is the **conditional (present and past)**.

That seems strange because it asks us to use the past tense to talk about the present. Try to get past this conceptually and just get used to the idea that the two go together. If you see the **conditional** in the **independent clause**, it requires the **imperfect subjunctive** in the **dependent clause**.

> Es. ***Vorrei che*** *voi* ***veniste*** *al cinema con me.*
>> (I would like you to come to the cinema with me.)

> Es. ***Mi piacerebbe che*** *i media* ***fossero*** *imparziali.*
>> (I wish the media were impartial.)

Il congiuntivo trapassato

You have now seen the **present, past,** and **imperfect subjunctive** forms. The last one is the **past perfect subjunctive**, or the **congiuntivo trapassato**. Just like the **trapassato prossimo**, it is a compound form and is used to express actions that took place before other actions in the past. The biggest thing to consider for the conjugation is the imperfect subjunctive form of the two auxiliary verbs, *essere* and *avere*.

Come si forma?

	recitare	uscire	mettersi
che io	**avessi** recitato	**fossi** uscito/a	**mi fossi** messo/a
che tu	avessi recitato	fossi uscito/a	ti fossi messo/a
che lui/lei	avesse recitato	fosse uscito/a	si fosse messo/a
che noi	avessimo recitato	fossimo usciti/e	ci fossimo messi/e
che voi	aveste recitato	foste usciti/e	vi foste messi/e
che loro	avessero recitato	fossero usciti/e	si fossero messi/e

Quando si usa?

We use the **congiuntivo trapassato** when the verb in the main clause is in a past tense (**passato prossimo, imperfect** or **trapassato prossimo**) or the **conditional** and expresses a subjunctive condition, and the action in the dependent clause occurs before the action in the main clause.

> *Es. **Non sapevo che** voi **aveste già visto** quel film.*
>> (I didn't know you had already seen that film.)
> *Es. La prof **sperava che** gli studenti **avessero già fatto** la lettura prima della lezione.*
>> (The professor hoped the students had already done the reading before class.)
> *Es. **Avrei voluto che** la conferenza stampa **fosse finita** un po' prima.*
>> (I would have liked the press conference to finish a bit earlier.)

Remember that words like *già* (already), *non...più* (not anymore), and *non...ancora* (not yet) are common with the **trapassato** forms, and they are usually placed between the auxiliary verb and the past participle.

Una prova

An interactive or media element has been excluded from this version of the

Struttura 7.3 Il periodo ipotetico

In contesto

Se **piove** domani, **rimango** a casa.

Se **andremo** al cinema, **prenderemo** il popcorn.

Se **vincessi** la lotteria, **comprerei** una Ferrari!

Se **fossi** un giornalista, **lavorerei** per la Gazzetta dello Sport.

You've probably expressed hypotheticals in English plenty of times. They are those sentences that express what will or might or would occur if certain other things happen. Sometimes these hypotheticals are realistic and sometimes they're pure imagination. The one thing they have in common is the big "if",

or *se* in Italian, which expresses the condition that leads to a desired or predicted result.

Come si forma?

Similarly to English, hypotheticals in Italian have three general formulas, according to the plausibility of the condition.

hypothetical	formula	example
a probable or real condition	*Se* + **indicative** (past, present, future), **indicative**	*Se domani piove, rimango a casa.* (If it rains tomorrow, I'll stay home.)
an unlikely but possible condition	*Se* + **imperfect subjunctive**, **conditional/ conditional past**	*Se avessi più tempo, leggerei il giornale tutti i giorni.* (If I had more time, I would read the newspaper everyday.)
an impossible condition	*Se* + **past perfect subjunctive**, **conditional/ conditional past**	*Se mi fossi svegliato prima, sarei arrivato in orario.* (If I had woken up earlier, I would have arrived on time.)

Quando si usa?

Let's look at these three hypothetical conditions in a different way.

1. reality! Things that are likely to happen if a realistic condition occurs. These hypotheticals use the **indicative mood**, because they belong to the realm of the objective and the real. The biggest difference between this hypothetical in Italian and the same idea in English is the tenses. In English, we use

the present indicative in the "if" clause and the future in the independent clause (If it rains tomorrow, I WILL stay home). In Italian, you can use the present or the future, but you must be consistent and use the same tense in both clauses.

*Es. Se domani **piove**, **rimango** a casa.*

*Es. Se domani **pioverà**, **rimarrò** a casa.*

In these hypotheticals, it is also possible to use *quando* instead of *se*.

Es. Quando arrivo a casa, guardo il film.

(When I get home, I'll watch a movie.)

2. improbability! "If I had a million dollars, I'd be rich!" This hypothetical expresses an unlikely condition and its possible result. In this case, the formula is similar in Italian to what it is in English. *Se* + **imperfect subjunctive** in the "if" clause and the **conditional present or past** in the independent clause.

*Es. Se **avessi** un milione di dollari, **sarei** ricco.*

(If I had a million dollars, I'd be rich.)

*Es. Se **fossi** il Presidente degli Stati Uniti, **cambierei** molte cose.*

(If I were the President of the United States, I would change a lot of things.)

3. impossibility! This is the form you use when that ship was sailed, or when it was never going to sail to begin with. The formula is also similar to English: *se* + **past perfect subjunctive** in the "if" clause and the **conditional present or past** in the independent clause.

*Es. Se **mi fossi svegliato** prima, **sarei arrivato** in orario.*

(If I had woken up earlier, I would have arrived on time.)

*Es. Se **avessi potuto studiare** l'italiano alla scuola superiore, **avrei cominciato** prima!*

(If I could have studied Italian in high school, I would have started earlier!)

Struttura 7.4 La concordanza dei tempi

In contesto

Credo che i media **abbiano** un ruolo importante nella società.

Crederò che i media **abbiano** un ruolo importante nella società.

> *Credi che* i media *abbiano* un ruolo importante nella società!
>
> *Credevo che* i media *avessero* un ruolo importante nella società.
>
> *Ho creduto che* i media *avessero* un ruolo importante nella società.
>
> *Crederei che* i media *avessero* un ruolo importante nella società.
>
> *Avrei creduto che* i media *avessero avuto* un ruolo importante nella società.

You have probably noticed in your study of the **subjunctive** thus far that there is a certain order and balance in the way these types of sentences are constructed. This is not by chance! There are specific rules that dictate which tenses are used in which situations. Some of these rules are logical – the present tense in the main clause requires the present tense in the subordinate clause, for example – and some require a bit more reflection and practice. This is called **tense sequencing**, or the **concordanza dei tempi**, and while it's a pretty advanced grammatical topic, you're ready for it!

Come si forma e quando si usa?

The good news about **tense sequencing** is that there's nothing new to learn – you've already been formulating sentences like this in the subjunctive. You're just reinforcing WHY you've been doing it and making sure you understand the method behind the madness. There are two general sequences we will

consider, which are dictated by the tense used in the independent, or main, clause.

1. Present, future, imperative

If the verb in the main clause is in the **present, future,** or **imperative**, the dependent clause is in either the **present subjunctive** or the **past subjunctive**.

Independent (main) clause	Dependent (subordinate) clause
Present	Present subjunctive (congiuntivo presente)
Future Imperative	Past subjunctive (congiuntivo passato)

Es. **Penso che** *i social* **abbiano** *lati sia positivi che negativi.*

(I think social media has both positive and negative sides.)

present   indicative   +   present subjunctive

Es. **Penso che** *tu non* **abbia capito** *il mio punto di vista.*

(I don't think you understood my point of view.)

present indicative + past subjunctive

Es. Quando le persone guarderanno le tue foto su Instagram, **penseranno che** *la tua vita* **sia** *perfetta.*

(When people look at your photos on Instagram, they'll think your life is perfect.)

future + present subjunctive

Es. Le persone **penseranno che** *tu* **abbia vinto** *la lotteria!*

(People will think you won the lottery!)

future + past subjunctive

Es. **Non pensare che** *le persone che vedi su Instagram* **siano** *felici!*

(Don't think that the people you see on Instagram are happy!)

imperative + present subjunctive

Es. **Non pensare che** *gli altri* **abbiano letto** *tutto l'articolo!*

(Don't think that the others read the whole article!)

imperative + past subjunctive

The action in the dependent clause can take place either before, after, or at the same time as the action in the independent clause. If it takes place after, the past subjunctive (**congiuntivo passato**) is the option (not the imperfect).

2. Past, conditional

If the verb in the main clause is in the past (**passato prossimo, imperfect, passato remoto,** or **trapassato prossimo**), the dependent clause is in either the **imperfect subjunctive** (imperfetto del congiuntivo) or **past perfect subjunctive** (congiuntivo trapassato).

Independent (main) clause	Dependent (subordinate) clause
Past	Imperfect subjunctive (congiuntivo imperfetto)
Conditional	Past perfect subjunctive (congiuntivo trapassato)

Es. **Ho pensato che fosse** *una bella puntata.*

(I thought it was a good episode.)

passato prossimo + imperfect subjunctive

Es. **Pensavo che** *la nuova puntata* **uscisse** *sabato.*

(I thought the new episode was coming out on Saturday.)

imperfect indicative + imperfect subjunctive

Es. ***Vorrei che*** *noi* ***guardassimo*** *la nuova puntata insieme.*

(I would like for us to watch the new episode together.)

conditional present + imperfect subjunctive

Es. ***Avrei voluto che*** *tu mi* ***avessi aspettato*** *per guardare la nuova puntata insieme.*

(I would have liked for you to wait for me to watch the new episode together.)

conditional past + past perfect subjunctive

As with the first type of sequence, the actions in the dependent clause can occur before, after, or at the same time as the actions in the independent clause.

*There are some other instances in which we also use the **imperfect subjunctive**. We use it with the expression *come se* ("as if"): *Mi parla come se non sapessi niente dell'attualità* ("He talks to me as if I know nothing of current events"), as well as to express habitual events in the past, even if the main clause is in the present tense: *Credo che i miei nonni leggessero il giornale tutti i giorni* ("I believe my grandparents read the newspaper every day").

Una prova

An interactive or media element has been excluded from this version of the text. You can view it online here:

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Unità 8

Cosa posso fare con il mio italiano?

At the end of this unit, students will be able to:

- talk about their past, present, and future work opportunities and experiences
- identify and experiment with the typical steps and materials related to the job application process
- relate secondhand information
- describe and discuss cultural products and practices in their own and other countries

Vocabolario: l'Italia professionale. L'italiano nel mondo del lavoro.

Here are some words that will help you participate in the conversations in this chapter. Add these, and any other new words you find, to your course dictionary.

italiano	English
andare in pensione	to retire
l'assicurazione sanitaria	health insurance
assumere	to hire
il bando (di concorso)	announcement (of public exam or job search)
i benefit	benefits (seriously!)
il capo	boss
la carriera	career
la carta di credito	credit card
il/la collega	colleague
il colloquio di lavoro	job interview
il concorso	public exam or job search (typical in Italy)
il/la consulente	consultant
il/la contabile	accountant
il conto corrente	checking account
il curriculum (vitae)	resume / CV
dare le dimissioni	to quit
il datore del lavoro	employer

il direttore / la direttrice	manager
il/la dirigente	executive
la ditta / l'azienda	company / firm
fare domanda (per un lavoro)	to apply for a job
fare lo straordinario	to work overtime
le ferie	vacation / holidays
le finanze	finances
finanziario/a	financial
la formazione	education / training
guadagnare	to earn
impiegare	to employ
l'impiegato/a	employee
l'intervistatore / l'intervistatrice	interviewer
investire	to invest
il lavoro -a tempo pieno -a tempo parziale (part time)	work / job -full-time -part-time
la lettera di motivazione / presentazione / accompagnamento	cover letter

la lettera di referenze	letter of recommendation
licenziare	to fire
licenziarsi	to quit / to resign
la maternità	maternity leave
il mestiere	occupation / trade
l'offerta di lavoro	job offer
l'orario di lavoro	work hours / schedule
il padrone / la padrona	owner
la posizione	job / position
il posto (di lavoro)	job / position
il prestito	loan
la professione	profession
la promozione	promotion
il proprietario / la proprietaria	owner / proprietor
le qualifiche	qualifications
il risparmio	savings
risparmiare	to save (money)
il salario	salary
il segretario / la segretaria	secretary

lo sciopero	strike
il sindacato	labor union
lo stage	internship
lo/la stagista	intern
lo stipendio	wage / salary
la tassa	tax
le tasse universitarie	tuition
il/la tirocinante	apprentice / intern
il tirocinio	apprenticeship / internship
l'ufficio	office

Struttura 8.1 Il passivo

In contesto

L'impiegato **è stato assunto** dall'azienda.

> *Le tasse universitarie **sono pagate** dagli studenti e i loro genitori.*
>
> *Il colloquio di lavoro **sarà svolto** nell'ufficio del dirigente dopodomani.*

It is highly likely that in the course of your studies you have received feedback from a teacher or professor on your writing. And perhaps this feedback reminded you to use the **active**, rather than the **passive**, voice. This is definitely good advice, but there is a time and a place for the **passive voice** as well – and this is really your time to demonstrate all you know about Italian verbs!

Quando si usa?

Active voice

First of all, let's make sure we understand the difference between the active and the passive voice. In an active sentence, the subject performs the action of the verb (*Carlo mangia il panino*). In this sentence, *Carlo* is the **subject** and *mangia* is the **verb**, the action that Carlo directly carries out. *Il panino* is the **direct object**, which receives the action of the verb.

Almost everything we have studied up to now is in the active voice and follows the general formula of ***subject + verb + direct object*** (+indirect object, possibly).

> *Es. Carlo mangia il panino.* (Carlo eats the sandwich.)
> **subject + verb + direct object**

Passive voice

So what if we switched this sentence around and the direct object became the subject? The *panino* is clearly not going to eat *Carlo* (unless this is a horror film?), so it is not an active subject. Instead, the action is done to the subject, and the person or thing performing the action is much less important. This is what that looks like:

> *Es. Il panino è mangiato (da Carlo).* (The sandwich is eaten by Carlo).

In this case, the formula becomes **subject + verb + agent** (preceded by the preposition *da*).

We use this form to emphasize the direct object from the active voice and place lesser importance on the person or thing carrying out the action.

Come si forma?

If we look at the example above, we should notice a couple things about how the passive voice is formed.

> *Es. Il panino **è mangiato** (da Carlo).*

To form the verb in the passive voice, we use *essere* + the **past participle** of the main verb. Because we're dealing with *essere* (even though this is not the **passato prossimo**–try not to confuse the two!), the past participle must also agree in gender and number with the subject.

> *Es. Carlo mangia la pasta.* (Carlo eats pasta.) [active]
> > **subject + verb + direct object**
> *Es. La pasta **è mangiata** da Carlo.* (The pasta is eaten by Carlo.) [passive]
> > **subject + verb + agent** (preceded by the preposition *da*).

As you can see in the second example, we use the past

participle *mangiata* to reflect the feminine, singular subject of *la pasta*.

The example above is an example of the passive voice in the present tense (yes, even though the past participle is used!). But the passive voice can exist in any tense (**present, past, future,** etc…) and any mood (**indicative or subjunctive**). This might sound like a lot, but in reality the only thing you need to know to form the passive in all tenses and moods is the conjugation of the verb *essere*! That's it! Here are some examples:

presente	*L'italiano è parlato in Italia e Svizzera.* (Italian is spoken in Italy and Switzerland.)
passato prossimo	*La domanda è stata fatta dallo stagista.* (The job application was done by the intern.)
imperfetto	*Le tasse universitarie erano aumentate ogni anno.* (College tuition was raised every year.)
futuro	*Gli esami saranno corretti dalla professoressa.* (The exams were corrected by the professor.)
condizionale	*Il salario sarebbe fissato dal capo.* (The salary should be set by the boss.)
congiuntivo presente	*Penso che la posizione sia creata per te.* (I think the position was created for you.)
congiuntivo imperfetto	*Ho pensato che il colloquio fosse fissato per le 3.* (I thought that the interview was scheduled for 3.)

Passive voice with andare/venire

Most of the time, the **passive voice** is formed with the verb

essere. However, there are times when the verbs *andare* and *venire* are used instead, though these verbs can only be used in the simple tenses (not *passato prossimo* or other compound tenses).

Andare is used primarily to express obligation.

> *Es. La domanda **è fatta** dallo stagista.* → *La domanda **va fatta** dallo stagista.* (The application is done / must be done by the intern.)

> *Es. Il salario **sarebbe fissato** dal capo.* → *Il salario **andrebbe fissato** dal capo.* (The salary should be / must be set by the boss.)

Venire, on the other hand, is more similar to the use of *essere*, though a bit more colloquial. It also helps to distinguish between the past participle as an adjective or a part of the verb. For example, *La porta viene aperta* (The door is opened) is clearly a passive sentence, whereas *La porta è aperta* can either mean "the door is opened" or "the door is open".

> *Es. L'italiano **è parlato** in Italia e in Svizzera.* → *L'italiano **viene parlato** in Italia e in Svizzera.* (Italian is spoken in Italy and Switzerland.)

> *Es. Le tasse universitarie **erano aumentate** ogni anno.* → *Le tasse universitarie **venivano aumentate** ogni anno.* (University tuition is raised every year.)

It is enough to start to understand the forms with *essere*, but if you hear these forms with *andare* or *venire*, you know what they mean!

Una prova

Struttura 8.2 Il *si* impersonale e passivante

*Nelle università italiane **si fanno** esami sia orali e che scritti.*

*Per protestare le condizioni di lavoro, **si fa** uno sciopero.*

*In Italia **si partecipa** ai concorsi di lavoro.*

There is also another, quite common, way to express the passive voice in Italian. Essentially, it is the equivalent of saying "one does this" or "one does that" and is also used when the

person or thing doing the action is unimportant or unspecific. It is very common in Italian! Depending on whether or not the sentence has a direct object, this form is either known as the **si impersonale** or the **si passivante**. These two forms have a lot in common, with one key difference.

Come si forma?

Si passivante

The **si passivante** is a form of the passive voice that can be used specifically in sentences that contain a direct object. Much like the **passivo**, the agent of the action is de-emphasized and the object of the action of the verb becomes the focus/new subject. Let's look at the difference between an active sentence, a passive sentence, and a sentence in the **si passivante**.

active	passive	si passivante
Gli studenti italiani **fanno** *esami sia orali che scritti.*	*Gli esami sia orali che scritti* **sono fatti** *dagli studenti italiani.*	*Nelle università italiane* **si fanno** *esami sia orali e che scritti.*
(Italian students take both oral and written exams.)	(Both oral and written exams are taken by Italian students.)	(In Italian universities, one takes both oral and written exams.)

You can see in the **si passivante** example that the subject *gli studenti italiani* disappears completely. The verb is formed with the pronoun *si* and the third person form of the verb. In the example above, the *loro* form is used because the subject (*gli esami*) is plural.

If the object is singular, the *lui/lei* form is used:

> *Per protestare le condizioni di lavoro,* **si fa** *uno sciopero.*

(To protest working conditions, people go on strike).

Let's look at a few more examples of the **si passivante** in the present tense.

Es. Negli Stati Uniti si pagano le tasse universitarie molto alte.

(In the USA, people pay high tuition.)

plural subject – *le tasse universitarie*

*Es. Per comprare una casa, **si paga** il mutuo ogni mese.*

(To buy a house, one pays the mortgage every month.)

singular subject – *il mutuo*

What happens if the **si passivante** is in the past (or other) tenses?

In compound tenses like the **passato prossimo**, the **trapassato prossimo**, the **futuro anteriore**, the **condizionale passato**, etc… the verb *essere* is used, and the past participle should agree in gender and number with the subject.

*Es. **Si è aperta** la posizione la settimana scorsa.*

(The position was opened last week).

*Es. **Si sono messi** da parte i risparmi.*

(Savings were put aside).

If you want to use **direct or indirect object pronouns** with these sentences, the form changes a bit. You would use the singular form of the verb no matter what, and put the direct object pronoun before the *si*.

*Es. Si mettono da parte **i risparmi**.* → *Tipicamente **li** si mette in banca.*

(People put aside their savings. → Typically they are put in the bank.)

*Es. Si pagano **le tasse universitarie** ogni semestre.* → ***Le si paga** prima che inizino i corsi.*

(We pay tuition every semester. → We pay it before classes begin.)

Il *si* impersonale

All of the examples we looked at above have one big thing in common: they all have direct objects in the active voice (i.e. they are **transitive verbs**!). But what if we just want to express a general action, transitive or intransitive? In this case, we use the *si* **impersonale**, which is essentially identical in form to the *si* **passivante**, with the exception that the form is consistent: the pronoun *si* + the third person singular form of the verb (the *lui/lei* form).

> *Es. Alle università italiane, **si studia** in modo indipendente.*
>
>> (At Italian universities, one studies independently.)
>
> *Es. Il sabato sera, **si esce** con gli amici.*
>
>> (One goes out with one's friends on Saturday night / We go out with our friends on Saturday night.)
>
> *Es. Nelle mense di UMass, **si mangia** bene.*
>
>> (You eat well in the dining halls of UMass.)

If the verb in question is *essere* or *diventare* (verbs that express a state of being), the form is a bit particular: it uses the **third person singular** form of the **verb** but the **masculine plural** form of the **adjective or noun** that follows it. This is strange! You're basically creating a sentence that is both singular and plural and it's actually grammatically correct (the antithesis of every other rule of agreement you've ever learned):

> *Es. Al lavoro **si è cordiali** con i colleghi.*
>
>> (At work one is cordial with one's colleagues / At work we are cordial with our colleagues.)
>
> *Es. Dopo la scuola di medicina, **si diventa** dottori.*
>
>> (After medical school, you become doctors.)

So what happens when you have a **reflexive or reciprocal verb** that already has the *si* pronoun? How do we make that

impersonal or passive? Well, we don't want to have two *si*-s in a row, so in order to avoid that, we replaced one with *ci*.

> Es. **Ci si sveglia** *tardi la domenica.*
>> (On Sundays one sleeps late. / On Sundays we sleep late.)
>
> Es. **Ci si diverte** *molto durante le lezioni d'italiano.*
>> (One has fun during Italian class. / We have fun during Italian class.)

Quando si usa?

Whether it's the ***si* impersonale** or **passivante**, these passive forms are really common in Italian. They are used in conversation and also on signs, advertisements, and announcements. It is not uncommon to see signs that read "*Vendesi*" or "*Affittasi*" for apartments, cars, etc...like this one:

You can also see from all of the previous examples that this impersonal form can translate differently: it can mean **you, we, one, they,** etc...whatever you would use to indicate a general, rather than specific, subject.

Even among friends, it is quite common to use the ***si* impersonale** to talk about **plans**:

*Es. Che **si fa** stasera?*

(What are we doing tonight?)

*Es. A che ora **ci si vede**?*

(What time are we meeting?)

It can also be used to give **information, instructions, or permission**.

*Es. **Si deve** aspettare il bando prima di fare domanda per il lavoro.*

(You have to wait for the announcement before you apply for the job.)

*Es. Non **si lavora** nei giorni festivi.*

(We don't work on holidays.)

*Es. **Si può** chiedere un aumento di stipendio una volta all'anno.*

(You can ask for a raise once a year.)

Una prova

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Struttura 8.3 Il discorso indiretto

In contesto

    *Il dirigente **dice che** gli impiegati devono fare lo straordinario durante il weekend.*

    *Gli impiegati **hanno risposto che** avrebbero dato le dimissioni.*

"*Il fine giustifica i mezzi*" – you've probably encountered this quote from Machiavelli's *Il principe* in your studies of Italian, or political science. We can attribute this quote to Machiavelli by saying something like *Machiavelli scrisse: "Il fine giustifica i mezzi"* (Il Principe, pg x). This citation is an example of **direct discourse**, which means that we relay verbatim the words that were said, usually using quotation marks. You're familiar with this, right?

Well, what happens if we want to relay the gist of the idea but not necessarily the direct quote? Changing from direct discourse to **indirect discourse** can require a shift in certain elements of the sentence (this will be reminiscent of **tense sequencing** – sorry!).

In the example above, we can change the sentence from **direct to indirect discourse** in the following way:

        *Es. Machiavelli **scrisse che** il fine **giustificava** i mezzi.*
           (Machiavelli wrote that the ends justified the means.)

Because the verb in the first part of the sentence is in the **past**, then the verb after che has to shift as well. Sometimes the

shift from direct to indirect discourse involves nothing more than that *che*, and other times the sentence has to undergo a greater transformation.

Come si forma?

Let's start with the combinations that undergo the fewest changes.

1. When the verbs that introduce the **indirect discourse** (like *dire, chiedere, rispondere*) and the verbs in the quotation are similar in tense (like **present, future, imperfect** or **trapassato**), there is no change in tense (just in conjugation).

present	*Michele dice: "Faccio domanda per quel lavoro." (diretto)* *Michele dice che **fa** domanda per quel lavoro. (indiretto)* (Michele says he's going to apply for that job.)
future	*Michele chiede: "Quando ci sarà il colloquio?" (diretto)* *Michele chiede quando **ci sarà** il colloquio. (indiretto)* (Michele asks when the interview will be.)
imperfect	*Michele ha detto: "Sembrava una bella posizione di lavoro. (diretto)* *Michele ha detto che **sembrava** una bella posizione di lavoro. (indiretto)* (Michele said that it seemed like a good job.)
trapassato	*Michele ha domandato: "Avevate ricevuto il mio CV?" (diretto)* *Michele ha domandato se **avevamo ricevuto** il suo CV. (indiretto)* (Michele asked if we had received his CV.)

Note in the last example that even when the verb tense remains consistent, there are still changes to be made, such as the conjugation (from the *voi* to the *noi* form) and to the

possessive, from *il mio* to *il suo*, since we're talking about Michele in the third person.

2. When the verb tenses in the direct discourse differ, then the shift is greater. The Machiavelli quote is a good example. The introductory verb is in the **passato remoto**, but the verb tense in the quotation is in the **present**. That's a pretty big discrepancy. To balance everything out in the indirect discourse, the verb tense in the quotation has to change to the past as well – specifically, the **imperfect**. *Machiavelli scrisse che il fine **giustificava** i mezzi.*

	discorso diretto	discorso indiretto
present → imperfect	*Martina ha chiesto: "Dove andiamo a cena?"*	*Martina ha chiesto dove andavamo a cena.* (Martina asked where we were going for dinner.)
future → conditional past	*Martina ha chiesto: "Dove andremo a cena?"*	*Martina ha chiesto dove saremmo andati a cena.* (Martina asked where we were going for dinner.)
passato prossimo → trapassato	*Martina ha chiesto: "Dove siete andati a cena?"*	*Martina ha chiesto dove eravamo andati a cena.* (Martina asked where we went / had gone for dinner.)
imperativo → congiuntivo imperfetto	*Martina ha detto: "Dimmi il nome del ristorante!"*	*Martina ha detto che le dicessi il nome del ristorante.* (Martina told me to tell her the name of the restaurant.)
imperativo → di + infinitive	*Martina ha detto: "Dimmi il nome del ristorante!"*	*Martina ha detto di dirle il nome del ristorante.* (Martina told me to tell her the name of the restaurant.)

These might seem a little strange, particularly the shift from the future to the conditional past in the second example. It will definitely take practice before these become second nature, but just like **tense sequencing**, they do follow a formula. In the final example of the **imperative**, either option (the **congiuntivo imperfetto** or *di + infinitive*) is acceptable.

3. Finally, hypothetical phrases (which you studied in **Unità 7**), all shift to the same tenses in the indirect discourse: **congiuntivo trapassato** (past perfect subjunctive) in the "if" clause and **condizionale passato** (past conditional) in the main clause.

discorso diretto	discorso indiretto
Martina ha detto: "Se andremo in pizzeria, prenderò una margherita."	*Martina ha detto che se **fossimo andati** in pizzeria, **avrebbe preso** una margherita.* (Martina said that if we had gone to the pizzeria, she would have gotten a margherita pizza.)
Martina ha detto: "Se andassimo in pizzeria, prenderei una margherita."	*Martina ha detto che se **fossimo andati** in pizzeria, **avrebbe preso** una margherita.* (Martina said that if we had gone to the pizzeria, she would have gotten a margherita pizza.)
Martina ha detto: "Se fossimo andati in pizzeria, avrei preso una margherita."	*Martina ha detto che se **fossimo andati** in pizzeria, **avrebbe preso** una margherita.* (Martina said that if we had gone to the pizzeria, she would have gotten a margherita pizza.)

Quando si usa?

There are lots of situations that require **indirect discourse**. We don't go around directly quoting people all day long! It is common to relay information in this way. Common verbs that

introduce this discourse are *dire, chiedere, domandare, rispondere,* and *ripetere.*

> *Es. Marcello ha detto: "Arriverò alle 8!"* → *Marcello ha detto che **sarebbe arrivato** alle 8.*
>
> > (Marcello said he'd be here at 8.)
>
> *Es. Flavio ha chiesto: "Potete aiutarmi ora?"* → *Flavio ha chiesto se **potevamo aiutarlo** <u>allora</u>.*
>
> > (Flavio asked if we could help him then.)
>
> *Es. Io ho risposto: "Ti possiamo aiutare adesso."* → *Io ho risposto che **lo potevamo aiutare** <u>in quel momento</u>.*
>
> > (I responded that we could help him in that moment.)

Note all of the other changes that need to happen to the sentence, from verb tenses to pronouns (*ti* → *lo*) to time expressions (*ora* → *allora*). You can do this! You have all the tools to adjust all of these elements of the sentence – it's a great way to remind you of all you have learned about Italian up to now.

Una prova

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> http://openbooks.library.umass.edu/torniamoatavolavol2/?p=28

This is where you can add appendices or other back matter.