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LANGUAGE AND CULTURE
ITALIAN 1 & 2



Chiarissimo Uno



Chiarissimo Due

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Chiarissimo Uno and Due

Italian 1, 2 Language and Culture

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John Giovanelli

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Chiarissimo offers a unique student-centered approach for novice low to intermediate low Italian learners. *Chiarissimo* is designed to boost cultural competency while enhancing proficiency in all three modes: Interpersonal, Interpretive, and Presentational.

Created by teachers who have directed AATI and College Board examination processes, *Chiarissimo* lays a foundation for the AATI National Italian Exam, AP® Italian Language and Culture, and SAT II in Italian while presenting authentic and current context in an engaging fashion.

COMPONENTS OF THE PROGRAM

Made to fit your needs

Student Edition

- **FlexText®:** Located in the Learning Site, FlexText® is the digital version of the textbook. Highlight and take notes from any device!
- **Explorer®:** Seamlessly integrated with the *Chiarissimo* FlexText® in the Learning Site, Explorer® hosts authentic resources, hours of Communicative exercises, and more.
- **Print textbook:** Available in durable hardcover format, with stunning full-color imagery and infographics, appendices and glossaries, and more!

Teacher Edition

- **FlexText®:** Teachers receive the digital versions of both the Teacher Edition and Student Edition textbook in the Learning Site.
- **Explorer®:** Integrated with the FlexText® inside the Learning Site, Explorer® hosts your resources, activities, assigning and grading tools, a classroom forum, and more.
- **Print textbook:** Available in softcover. Includes teaching strategies, audio and video scripts.

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Explore the Learning Site

The *Chiarissimo* Learning Site includes FlexText® and Explorer®, developed in tandem by a team of teachers and techies. The result? A seamless, single-point experience for you and your learners.

- Exercises and resources designed and collected to truly engage students
- Comparative recorder lets students play and record audio and video
- Easy-to-implement blended learning at school or at home
- Integrates with most learning management systems, including Clever, Google Classroom, and Canvas!

Clever



canvas

Why Choose Wayside?

Language learning is a lifetime endeavor—for you, your students, and us. At Wayside, we craft modern, standards-based learning programs that draw on a wide variety of engaging, relevant, and authentic resources. Together, we can help your students build the tools necessary for lifetime learning: courage, humility, and an insatiable desire to explore the world around them.



Happy Teaching!

The Wayside Publishing Team



BIENVENUTI IN ITALIA!

In both *Chiarissimo Uno* and *Chiarissimo Due*, the structure is the same, providing a groundwork of consistency and routine upon which learners can build linguistic proficiency, take risks, and make cultural connections.

A **Sito Preliminare** at the start of each level sets up learners for success.

Sitos 1-11 in *Chiarissimo Uno*, and **Sitos 1-8** in *Chiarissimo Due* introduce topics, grammar, and vocabulary in a sequence that enables learners to make intercultural connections while acquiring language. An extensive selection of images and audio/video resources from regions of Italy are integrated into the material, motivating active classroom discussions that can be facilitated in physical classrooms or online using the Explorer® Classroom Forum.

Each of these Sitos include:

- Exploration of one Italian region – its traditions, culture, people, geography, and more
- Introductory discussion with essential questions
- Objectives for the Sito
- Italian/English proverb – a philosophical discussion feature tied to each sito
- Student-friendly grammar and vocabulary presentation and practice
- An abundance of listening, reading, writing, speaking and cultural exercises
- Formative and summative assessments
- Vocabulary lists that provide locations in the sito and indice, supporting location of thematic vocabulary during instruction
- **Cinque Abilita** - units conclude with practice of each of the five essential communication skills: listening, speaking, reading, writing, and cultural connections.



Chiarissimo provides everything you need to get novices learning, through clearly organized sitos that deliver communicative results.

A **summative Sito** (Sito Dodici in *Chiarissimo Uno* and Sito Nove in *Chiarissimo Due*) offers students additional practice in listening and reading, additional exercises that recycle vocabulary and grammar from the prior year, an extensive review for final assessments, and preparation for the next level of Italian studies.

The 5 C's - As learners journey from Sito to Sito and explore the regions, cultures, and languages of Italy, their experience will integrate the *World-Readiness Standards for Learning Languages* Five C's: Communication, Cultures, Connections, Comparisons, Communities.



OBJECTIVES

Objectives for Chiarissimo Uno:

At the completion of *Chiarissimo Uno* students will ...

- speak with the correct pronunciation and intonation.
- greet people informally and formally.
- ask and answer questions using short phrases or sentences.
- understand basic information such as time, dates, days, months, seasons, numbers, and weather expressions.
- understand simple words, phrases, sentences, and paragraphs.
- describe people, places, and things.
- describe likes and dislikes.
- communicate with Italian speakers in a simplistic manner.
- share limited information.
- make short spontaneous presentations on familiar topics.
- present information about cultural topics in Italian and/or in English.
- read and summarize passages briefly.
- engage in conversations in the present and past tenses.
- discuss some Italian proverbs.
- be prepared to compete on the Level I, AATI National Italian Contest Examination.
- have an initial foundation and familiarization with the AP Italian Exam and SAT II in Italian.

Chiarissimo Uno has everything for the learner! It assists the student in meeting all of the objectives listed above and by doing so, it strengthens the student's confidence, enthusiasm and interest in the Italian language and culture. It encourages the student to continue to pursue the study of this valuable language and culture.

Chiarissimo Uno has everything for the instructor! The authors took into account the difficulties that students and instructors encounter in learning and teaching a second language. Teachers will no longer need to utilize multiple texts and develop material for their students. They can now focus on pedagogy and methodology because *Chiarissimo Uno* has everything prepared and organized for instructors.

Chiarissimo Uno meets all of the specifications of the Level I, AATI National Italian Contest Examination listed below.

1. Nouns	Gender and number, some irregular nouns (la città, lo sport, il bar, la mano, il cinema, la foto, l'uomo, il poeta, etc.)
2. Adjectives	Agreement/position, possessive, demonstrative, descriptive, quantity
3. Articles	Definite and indefinite
4. Prepositions	Simple and contracted
5. Verb tenses	Infinitive, present and present perfect of regular and irregular verbs (mi chiamo, ti chiami, si chiamano, mi piace/piacciono, ti piace/piacciono)
6. Irregular verbs/ present tense	to have; to do/to make; to be; to go; to be able; to go out; to give; to want; to have to; to know
7. Numbers	Cardinal, ordinal, time of day, dates
8. Weather	Expressions
9. Interrogatives	How, when, why, who, what, where, how long, how many, how much, which, etc.
10. Adverbs	Of time, place, quantity
11. Pronouns	Subject, direct object (recognition)
12. Negation	Word order
13. Idioms	With avere and fare
14. Culture	General questions on geography, history, art, music, food, and literature

Sitos integrate the themes and task types of the College Board's Italian Language and Culture Course, AATI Examination, and SAT II Italian Exam.

Objectives for Chiarissimo Due

At the completion of *Chiarissimo Due*, students will ...

- express themselves in Italian with the correct pronunciation and intonation.
- exchange information, opinions, and ideas, formally and informally, using a variety of time frames.
- demonstrate an understanding of a range of vocabulary, including idiomatic and cultural expressions.
- demonstrate an understanding of Italian cultural concepts including proverbs, history, geography, art, famous people, music, literature, and cuisine.
- ask and answer both simple and complex questions using phrases or sentences in a variety of time frames.
- write formally and informally about their opinions and ideas in a variety of time frames.
- demonstrate an understanding of content from written and print resources in Italian.
- demonstrate comprehension of content from audio, visual, and audiovisual resources.
- create a variety of writings in the Italian language.
- demonstrate their knowledge using a variety of topics.
- be prepared to compete on the Level II, AATI National Italian High School Contest Examination.
- continue to strengthen their foundation and familiarization with the AP® Italian Exam.

Chiarissimo Due meets the specifications of the Level II AATI National Italian High School Contest Examination listed below.

1. Adjectives	Regular and irregular comparatives and superlatives; shortened forms (<i>grande, santo, buono</i>); contracted forms that depend on definite articles (<i>bello</i>); and the partitive construction (<i>di + definite article</i>)
2. Omission of definite & indefinite articles	• Parlo italiano. • Parlo bene l'italiano. • Scrive sempre in italiano. • Io sono americano. • Che bella giornata!
3. Negative and affirmative words	<i>sempre/mai; tutto/niente; nessuno/qualcuno</i> ; etc.
4. Pronouns	Use and position; indirect, possessive, direct, demonstrative, reflexive, reciprocal, and disjunctive
5. Verb tenses and moods	Future, conditional, imperfect vs. present perfect, imperative, progressives
6. Verb + preposition + infinitive	(In)cominciare a, imparare a, insegnare a, finire di, suggerire di, decidere di, pensare di, entrare in, stare per
7. Adverbs	Regular formation, comparative/superlative forms (regular and irregular), <i>ci</i>
8. Exclamations	<i>Come! Che bello! Davvero! Peccato! Ma dai! Forza!</i> etc.
9. Vocabulary	reflexive verbs, furnishings and appliances, house chores, hobbies, professions
10. Culture	Geography, history, art, music, food, literature, general questions

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- Importance of the Italian language, culture, art, history and some famous Italian and Italian-American historical and contemporary figures
- Reading: L'Italia e l'italiano
- Culture: Some major geographical features of Italy
- Vocabulary

Sito 1

Il Veneto

- Proverb: «Se non ti piace, metti il sale!»/“If it bores you, spice it up!”
- Some common Italian names
- Italian greetings, questions and answers, everyday classroom expressions and directions, and titles
- Italian alphabet, pronunciation, and accents
- State “likes” and “dislikes”
- **Le Cinque Abilità:** Ascolto, Lettura, Scrittura, Comunicazione orale, Cultura (il Veneto)
- Vocabulary

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La Lombardia

- Proverb: «Dimmi con chi vai, ti dirò chi sei»/“Birds of a feather flock together”
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- **Le Cinque Abilità:** Ascolto, Lettura, Scrittura, Comunicazione orale, Cultura (la Lombardia)
- Vocabulary

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- **Le Cinque Abilità:** Ascolto, Lettura, Scrittura, Comunicazione orale, Cultura (il Lazio)
- Vocabulary



Sito 4

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- **Le Cinque Abilità:** Ascolto, Lettura, Scrittura, Comunicazione orale, Cultura (la Liguria)
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- **Le Cinque Abilità:** Ascolto, Lettura, Scrittura, Comunicazione orale, Cultura (la Calabria)
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- **Le Cinque Abilità:** Ascolto, Lettura, Scrittura, Comunicazione orale, Cultura (l'Umbria)
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- **Le Cinque Abilità:** Ascolto, Lettura, Scrittura, Comunicazione orale, Cultura (la Campania)
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- **Le Cinque Abilità:** Ascolto, Lettura, Scrittura, Comunicazione orale, Cultura (il Molise)
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Sito 8

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Chiarissimo blends a love of Italian culture and tradition with everyday experiences of Italian teens to which learners can relate.



Sito 4

La Puglia

VIBRANT IMAGERY

Relevant images throughout the book encourage students to learn the language and culture of each region.

LEARNING OBJECTIVES

Clearly articulated learning objectives provide students with an overview of each sito.

DISCUSSION TOPICS

Overarching questions address the topics and concepts in the sito to inspire students to communicate in the language from the start.

ITALIAN PROVERBS

Kick off a discussion on Italian culture, vocabulary, and grammar using the thematic proverb at the beginning of each sito.

REGIONS

Explore cultural aspects of a different region of Italy throughout each sito.



Objectives:

- Identify terms relating to technology.
- Utilize the verb “to like”; “to be pleasing” (*piacere*) in the present and present perfect tenses.
- Recognize and utilize indirect object pronouns.
- Form comparisons of equality.
- Form the comparative and superlative degrees.
- Locate and discuss characteristics of the region of Puglia.

Per chiacchierare:

- What would your life be like without social media?
- Who is the most important person in your life? Why?
- What is the characteristic shape of the Puglia region?

Discuss the proverb:

Nessuno ti dice lavati il viso per sembrare più bello di me.
Do your own thing well.

VOCABOLARIO

Explore Italian vocabulary and grammar through a variety of conjugation and structure activities, as well as communicative exercises that reinforce meaning and retention.

Vocabolario sulla tecnologia/Technology vocabulary

ESERCIZIO A

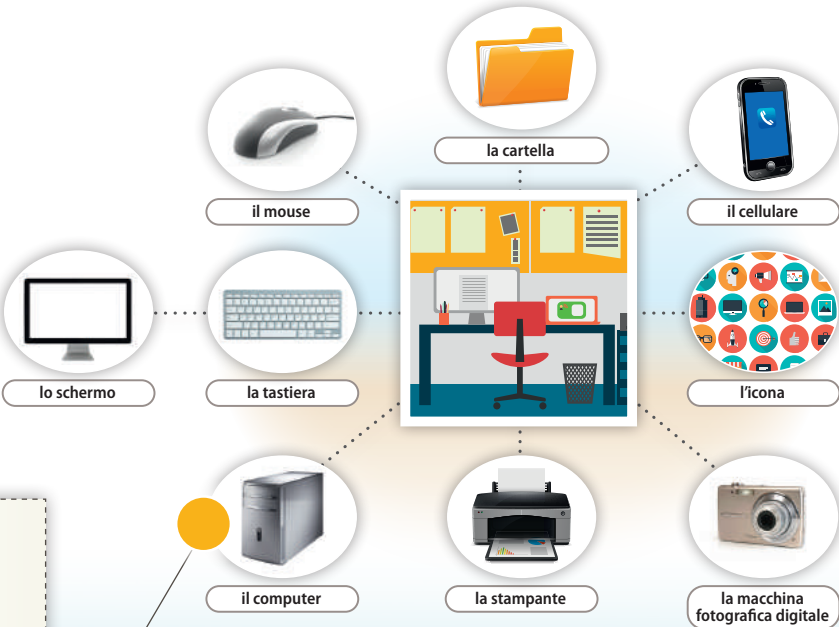
Lavorare con un compagno/una compagna. Leggere e imparare le seguenti parole utili sulla tecnologia. Infine, completare l'esercizio.
(Work with a classmate. Read and learn the following useful technology terms. Then, complete the exercise.)

UP-TO-DATE

Practical and relevant vocabulary allows students to communicate about their own lives.

PRACTICE IN PAIRS

Working on vocabulary in pairs through the interpersonal mode encourages interaction and communication in Italian.



ATTENZIONE!
The verb *spegnere is irregular in the io and loro forms.
spengo spegniamo
spegni spegnete
spegne **spengono**

nomi/sostantivi:	verbi:
la cartella - folder	accendere - to turn on; put
il cellulare - cell phone	cancellare - to delete; cancel
il computer - computer	chiudere - to sign out; close
l'icona - icon	clickare - to click
la linea - line	essere connesso - to be connected
la macchina fotografica digitale - digital camera	essere in linea - to be online
il messaggio - text	mandare un messaggio - to send a text
il mouse - mouse	messaggiare - to text
il navigatore - browser	navigare in rete - to surf the web
la password - password	riavviare - to restart
la rete - Internet	salvare - to save
lo schermo - screen	scaricare - to download
lo squillo - ring; sound	scattare/fare una foto - to take a picture/photo
la stampante - printer	scrivere a macchina - to type
la tastiera - keyboard	*spegnere - to turn off
	squillare - to ring
	stampare - to print

THEMATIC VOCABULARY

Additional vocabulary challenges students to explore the topic more deeply and improve circumlocution skills.

NEED MORE HELP?

Find English definitions for all the vocabulary in the glossary at the end of the book.

1. Come si dice «**printer**» in italiano?
A. lo schermo B. il messaggio C. la stampante D. la tastiera
2. Cosa vuol dire «**squillare**»?
A. to ring B. to download C. to text D. to save
3. Che significa «**il navigatore**» in inglese?
A. icon B. password C. screen D. browser
4. Come si dice «**to restart**»?
A. spegnere B. riavviare C. scattare D. chiudere
5. Come si dice «**to delete**»?
A. scaricare B. cancellare C. messaggiare D. stampare

PREFER PAPERLESS?

Many activities can be completed and scored on the Learning Site.

GRAMMATICA

INTRODUCTION OF GRAMMAR

Review of structures essential to achieving the *sito's* objectives.

ATTENZIONE!

The past participles of the verb "to like"/"to be pleasing" (*piaciuto, piaciuta, piaciuti, piaciute*) must agree with the noun or nouns liked and not with the indirect object!

ATTENTION!

Tips throughout the textbook help students avoid pitfalls and master more challenging Italian grammar structures and vocabulary.



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Passato prossimo di «piacere»/

Present perfect tense of "to like"; "to be pleasing"

In the present perfect tense (*passato prossimo*), the third person singular of the verb "to like"; "to be pleasing" (*piacere*) is **è piaciuto/è piaciuta** and the third person plural is **sono piaciuti/sono piaciute**.

- **È piaciuto** is used when the noun liked is masculine singular or an infinitive.
- **È piaciuta** is used when the noun liked is feminine singular.
- **Sono piaciuti** is used when the nouns liked are masculine plural or a combination masculine and feminine.
- **Sono piaciute** is used when the nouns liked are feminine plural.

Esempi:

The verb "to like" used with masculine or feminine singular nouns or infinitives.

The verb "to like" used with masculine or feminine plural nouns.

Mi è piaciuta l'acqua minerale.
I liked the mineral water.
(mineral water is a feminine singular noun)

Mi sono piaciuti gli spaghetti.
I liked the spaghetti.
(spaghetti is a masculine plural noun)

Ti è piaciuta la maglia grigia?
(informale singolare)
Did you like the gray sweater?

Ti sono piaciuti quei guanti marroni. (informale singolare)
You liked those brown gloves.

Gli è piaciuta l'uva verde?
Did he like the green grapes?

Non **gli sono piaciute** le fragole.
He did not like the strawberries.
(strawberries is a feminine plural noun)

Non **le è piaciuta** la classe d'inglese.
She did not like the English class.

Le sono piaciuti i film.
She liked the movies/films.

Le è piaciuto portare il cappello blu. (formale singolare)
You liked to wear the blue hat.
(to wear is an infinitive)

Le sono piaciuti gli stivali alti. (formale singolare)
You liked the high boots.

Non **ci è piaciuto** cantare quella canzone.
We did not like to sing that song.

Ci sono piaciute le foto della Puglia.
We liked the pictures of Puglia.

Vi è piaciuto l'impermeabile giallo? (informale plurale)
Did you like the yellow raincoat?
(raincoat is a masculine singular noun)

Vi sono piaciute le cravatte rosse? (informale plurale)
Did you like the red ties?

Gli è piaciuto il pesce.
They liked the fish.

Non **gli sono piaciute** le vongole.
They did not like the clams.

Grammatical structures are incorporated into all exercises, speaking and listening activities, writing assignments, and online material.

EXAMPLES

Clear examples of new structures in the language help students communicate effectively.

- When the verb *piacere* is used with a proper name, the preposition "a" and the person's name is used. The indirect object pronoun is omitted.

Esempi: **A Francesca** sono piaciute le pere gialle.
Francesca liked the yellow pears.

A Mauro e a Lino è piaciuto correre.
Mauro and Lino liked/enjoyed running.

- When the verb *piacere* is used with a noun, the preposition "a" is contracted with the definite article and is placed before the noun. The indirect object pronoun is omitted.

Esempi: **Alla sua amica** sono piaciute le mele. (a + la)
Her friend liked the apples.

Ai nostri nonni è piaciuto fare molte foto. (a + i)
Our grandparents liked/enjoyed taking many pictures.

- In a negative sentence, **NON** precedes the indirect object pronoun.

Esempi: **Non** ci è piaciuto fare la valigia.
We did not like to pack.

Perché **non** vi sono piaciute le foto?
Why did you not like the pictures?

- In a negative sentence with a proper name or a noun, **NON** precedes **è piaciuto/è piaciuta** or **sono piaciuti/sono piaciute**.

Esempi: **Ad Angelo non** sono piaciuti gli spinaci.
Angelo did not like the spinach.

Allo studente non è piaciuta la sua password. (a + lo)
The student did not like his password.



ESERCIZIO A

Scegliere la forma corretta del verbo «piacere» e poi, tradurre le frasi in inglese.

Select the correct form of the verb "to like" and then, translate the sentences into

Esercizio A (p. 123)
Number of questions: 2
Passing grade: 80
Time limit: 0

Question 1
Scegliere la forma corretta del verbo «piacere» e poi, tradurre le frasi in inglese.
(Select the correct form of the verb "to like" and then, translate the sentences into English.)

1. gli è piaciuta la neve.
 he liked the snow. / they liked the snow. / he liked snow. / they liked snow.

2. mi è piaciuta la famiglia di Angelina.
 I liked angelina's family.

3. ci sono piaciuti i piselli.
 we liked peas.

4. Non ti è piaciuta la partita di calcio?
 didn't you like the soccer game?

ONLINE ACTIVITY OPTIONS

In the Learning Site, activities can be completed online! Settings for educators include number of attempts, auto-grading, and more.

Available on Explorer®

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LA CINQUE ABILITÀ

Questions and activities in the *Cinque Abilità* draw on vocabulary, grammar, and culture covered in the current *sito* and previous *siti*.

Le Cinque Abilità

Ascolto, Lettura, Scrittura, Comunicazione, Cultura

CULMINATION OF SITO

Activities enhance proficiency in listening, reading, writing, speaking, and cultural awareness.



Ascolto 1/Interpretive Mode

Ascoltare attentamente la conversazione due volte. Poi, rispondere alle 4 domande.
(Listen carefully to the conversation repeated twice. Then, answer the 4 questions.)

1. Perché Giovanni scrive una mail a Rosa?
A. Il suo telefonino ha molti messaggi. C. Il suo cellulare è rotto.
B. Lei non accende mai il telefonino. D. Lei non risponde al telefono.
2. Perché Rosa non sente lo squillo del telefonino?
A. Non ha il suo cellulare. C. Il telefonino è piccolo.
B. Il volume è in basso. D. Non ha molti messaggi.
3. Il telefonino di Rosa è sempre . . .
A. a casa C. acceso
B. perso D. in borsa
4. Di chi è il telefonino che ha Rosa?
A. di Giovanni C. di sua sorella
B. di un parente D. di lei

Ascolto 2/Interpretive Mode

Ascoltare attentamente ogni frase due volte. Poi, scrivere la lettera dell'immagine che corrisponde a ciascuna frase sulla linea.
(Listen carefully to each sentence repeated twice. Then, write the letter of the picture that corresponds to each sentence on the line.)



3. _____ 4. _____ 5. _____

REAL ITALIAN FOR LISTENING TASKS

Learners can connect from their FlexText® page directly to the listening task and activity!

Available on Explorer®

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Lettura/Interpretive Mode

Leggere attentamente il brano e poi, rispondere alle domande.
(Read the passage carefully and then, answer the 3 questions.)



La tecnologia

Tutti dicono che i giovani di oggi non possono vivere senza la tecnologia. Hanno bisogno della tivù, di Facebook, dei cellulari, dei portatili, degli iPad, eccetera. Questo non è vero. Io ho quindici anni e sono quasi quattro settimane che seguo un corso estivo d'italiano all'Università di Roger Williams, nello stato del Rhode Island. Il programma è molto intenso e tutti dobbiamo parlare sempre in italiano. Quindi, non guardo la televisione, non leggo il giornale, non ho né un telefonino né un computer, niente inglese e nessuna tecnologia. Passo molto tempo con altri ragazzi che studiano qui con me e facciamo molte attività divertenti insieme. Adesso so che la tecnologia assorbe molto del mio tempo libero. Quando tornerò a casa, sono sicuro che passerò meno tempo chiuso in casa davanti a un computer e più tempo con gli amici.

1. Da quanto tempo non usa la tecnologia lo studente?
A. da quindici anni C. da un mese
B. da quattro giorni D. da una settimana
2. Senza la tecnologia, come passa il tempo libero lo studente?
A. Si arrabbia con i professori. C. Si addormenta presto.
B. Si mette a piangere. D. Si diverte con gli amici.
3. Che cosa impara lo studente da questo programma?
A. La vita sociale è importantissima. C. Nessuno può vivere senza la tecnologia.
B. È meglio rimanere chiuso in casa. D. Non deve parlare con altre persone.

ASSESSMENTS

The *Cinque Abilità* can be used as formative or summative assessments.

Sito 4 | La Puglia

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Chiarissimo Due

BEYOND THE SITOS

In each sito, students review and practice all modes of communication through thematic cultural discussion forums. Students explore the lesson’s numerous authentic resources on the Learning Site before uploading images, recording themselves speaking, or responding.



Student Supports

Chiarissimo arms your students with tools and tips they can apply to real-world language experimentation and test-taking preparation.

Checklist

Offers learners the opportunity to reflect on both the concepts taught and what they’ve learned, and to assess themselves on each concept! *Chiarissimo Uno* pages 260-261, *Chiarissimo Due* pages 276-278.

Glossary

Glossaries are provided in both English to Italian and Italian to English. *Chiarissimo Uno* pages 279-298, *Chiarissimo Due* pages 262-276.

Vocabulary Indice

Vocabulary topics grouped by themes covered in units then sorted alphabetically, with language-level appropriate definitions. *Chiarissimo Uno* pages 299-307, *Chiarissimo Due* pages. 277-281.

Verb Indice

A comprehensive list of all verbs used throughout the Sitos. *Chiarissimo Uno* pages 308-309, *Chiarissimo Due* pages 282-283. *Chiarissimo Due* also includes verb conjugations pgs 284-285.

Index

A complete list of grammar and vocabulary topics. *Chiarissimo Uno* page 310, *Chiarissimo Due* page 286.

Chiarissimo Explorer® Resources

Review and discover language structures through a plethora of authentic, culturally rich materials and contextualized activities in Explorer®, on the Learning Site. Every time students log in, they will be preparing for the AATI exam with activities designed in the same style as AP®, SAT II and AATI tasks.

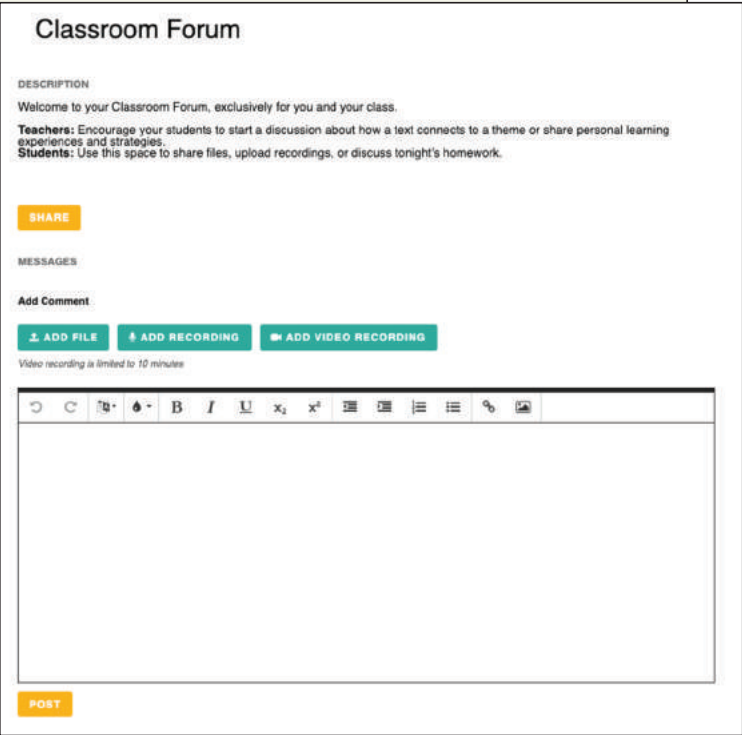
After creating your account through the web browser, download the Learning Site iOS App to enjoy the full functionality of the Learning Site on the go – including audio and video recording!

For Students

- Auto-graded activities give immediate feedback
- Flashcard activities for every chapter
- Record oral presentations and interpersonal speaking tasks
- Submit written presentations and interpersonal writing tasks
- Stream audios and videos
- A Classroom Forum allows you to exchange video, audio, continue conversations, and more!

For Teachers

- Rubrics
- Audio scripts
- Answer keys
- User-friendly gradebook



GROW WITH WAYSIDE PUBLISHING!

Since *Chiarissimo* took Italian classrooms by storm, Spanish and French lines have followed in its footsteps and incorporated the latest best practices and technology along the way. *EntreCulturas* and *EntreCultures* offer learners the only truly proficiency-driven approach to language acquisition.

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