

# The FOREIGN LANGUAGE DEPT

## PARENT NEWSLETTER

DODEA: PREPARING OUR STUDENTS FOR A LIFETIME OF LEARNING

R. Pennasilico

Winter Edition



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## Visiting Naples with Italian students

by Manuel Garcia, AP Italian

Although yesterday felt like one of the coldest days that has come to Naples, it was a great study trip and I really enjoyed myself with all of my American and new Italian friends. After about a 20 minute bus trip to the Palazzo Reale, we unloaded off the bus and stood in front of this grand palace. We looked all around the palace and admired it's wonderful beauty; taking the time to appreciate all of the beautiful architecture and incredible size of the Piazza del Plebiscito. As we waited for our class of Italian friends to arrive from the San Giorgio a Cremano, we walked around the grounds of the Piazza and took an abundant supply of pictures to show our families and tell them about this amazing spectacle. Once the class of Italians came, we were greeted immediately with much hospitality and admiration from all of the students, instantly taking pictures together and we told all about the history of this very historical site in Naples. We were told of the infamous story about the four statues in front of the Palazzo, and also



been there before, once we stepped inside the view of the grand staircases leading up the Palazzo and the sheer size of the statues took your breath away. We walked the Palace and learned the historical information about the ballroom, theatre, and other significant rooms that were scattered throughout the Palace. We toured the Palazzo Reale for about an hour, and once we were educated about the reign of the kings and Bill Clinton's visit to this monument, we walked outside and started making our way to the Castel del'Ovo. The name Castel del'Ovo in Italian

means "Egg Castle" because of a famous story that is really quite interesting. Our tour guides told us that before the castle was constructed, the King ordered an egg to be placed under the foundation. It was believed that if the egg was broken before the castle was completed, then many years of bad luck and misfortune would come to the city of Naples; fortunately the egg was intact by the date of its completion. We all took a lot of pictures from the top

of the castle and practically kissed the sea air that was blowing just outside of the castle walls. The warm Neapolitan pizza for lunch was the best way to end the day and warmed us all up after a full day in the cold weather. This was a very memorable field that I found very interesting and refreshing. I made a lot of new friends and learned many things that I didn't know about this magnificent city. I hope to take my American family when they come visit me. I couldn't have asked for a better way to spend the day!

### ITALIAN CLUB

by Ashley Calabrò

The Italian Club at NMHS was very active recently. One of the most successful



fundraisers was the sale of calendars for 2014. We designed calendars with some regional recipes, and sold them at school and to our families and friends. They sold out very quickly and we received a lot of good comments from teachers and friends. We are very happy! With the approaching of Carnival times, we will sell Chiacchiere -the typical Neapolitan dessert for Mardi Gras- and we will also sell tickets for a basket full of typical Italian products. In March, we will celebrate Womens' Day on March 8. It is a very important holiday in Italy; on this day, you pay homage to the special women you know by giving them some mimosa flowers. On this day, you will see tons of mimosa flowers in the streets. We will sell candy grams with mimosa flowers. We love spreading the Italian culture!



The Royal staircase



Visiting the Egg Castle



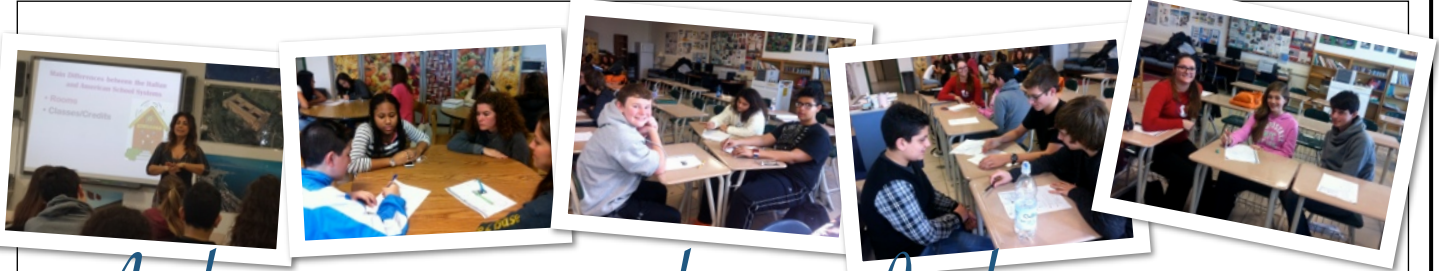
Listening to the Italian students' explanation



In the Royal Apartments



Socializing at lunch



# A class activity with our Italian guests

"So today in class a few Italian students attended because high schoolers were sponsoring them for the day. In order to get to know them and interact with them in both English and Italian, Ms. P had us separate into groups, each containing one Italian student, and we all created a dialogue. In our dialogues we had to discuss a trip we would all be going on together, and include where we were going to stay, what we were going to do, etc. It was really fun getting to communicate with the Italians and being able to use both the languages we speak in. Attached is the dialogue my group created." (Amanda Ortega, gr. 11)

"Eduardo the Italian was a good cultural experience for me. He helped me get a better appreciation for what the Italian students my age are like. What we did in class was creating and present a travel agency skit in class. Eduardo was most definitely the coolest Italian there, his English was superb and he was shockingly better in Italian than me. All in all it was a good lesson learned in Italian." (Hunter Clark, gr. 10)

"On Wednesday we had an Italian students come into our class. The student I got to work with on our vacation project was amazing. His name was Eduardo and he supplied me with many different phrases that will help me get my meaning across more clearly in the Italian language. We wrote and added words that he quickly and efficiently edited to make sense. We were even able to add some Italian humor. I really enjoyed working with Eduardo." (Marshall Saunders, gr. 11)

"Giordana was a great person to work with because she knew Italian and English very well and she was a lot of help for me and Gabe to work on our presentation. She also was very well at working with us and helping us learn new words, we mainly just presented and did the presentation with her." (John Sullivan, gr. 9)

"Mercoledì sono venuti gli studenti italiani da un liceo linguistico, "Suor Orsola Benincasa." Il liceo si trova xv century Abbey. Io ho sponsorizzato un italiano che si chiamava Alessandro e aveva 15 anni. Mi sono divertita con lui abbiamo sia parlato inglese che italiano. Alessandro era molto simpatico e spero di vederlo dinuovo. E' venuto alla classe di italiano, a pranzo, e alla classe di musica con me. Gli e' piaciuta tanto la scuola. Nella classe di italiano abbiamo fatto un dialogo insieme e anche un paio di esercizi. Mi sono divertita tanto e non vedo lora di vedere la loro scuola a Febbraio o Marzo. E non vedo lora di vedere tutti gli italiani che sono venuti quell giorno." (Chennelle Athaern, gr. 7)

"On Wednesday, January 15, Italian students from Suor Orsola Benincasa visited our school. Their school is in Naples, a private school in XV Century Abbey. The Italian student I showed around was named Alma, which evidently the name of my grandmother, and she is in my grade which is 11<sup>th</sup> grade. I only had Alma for half of the day, so after we left Italian class, I took her to my 7<sup>th</sup> period, Health class. While in the class, I gave her a tour of the school, showing her all of my classes and places such as the library, gym and the lunch room. In the Italian class, we worked in a small group and created a dialogue about discussing a vacation with each other. Our group based it off of 4 friends talking on skype, discussing the trip to Rome we wanted to make. I very much enjoyed the experience of showing my Italian around, and I was very lucky that she was such a nice girl. Even if at times I was worried I wasn't a good host, Alma made sure to make me feel like I was doing perfectly fine. I really hope our school can make a trip to their school in either February or March." (Desirae Carpenter, gr. 11)



Brayan Rodriguez, Maura Patterson, Tyler Treat.

Have you ever wondered what happens in a Naples Spanish class? Ever wonder where all the food and music comes from? Well, let's take an inside look into the world of Sr. Lord's Spanish class to answer those questions. Sr. Lord's class isn't a regular Spanish class; it's so much more. We don't only look at the language we experience the culture with celebrating holidays and making food from Spanish speaking countries. We have discussions on other countries cultures and ideas about their ways of life, and how we can improve our Spanish speaking. Every other week or so students are assigned a project to complete that helps with enhancing the students views of Spain and its history, as well as educate other students about said countries. We also take trips to see plays in Spanish and converse with the actors about their experiences. Just two weeks ago the students went on a field trip to see *Don Quixote de la*

# SPANISH CLASSES

Tremaine Sorge, Spanish III

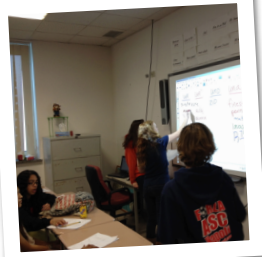
Having you ever been in a class that you enjoyed a lot? Well Spanish 3 is a class that is just that and more. Spanish 3 is a great class where we do many fun and interesting things. We have to do many creative and interesting projects in the class. These projects have many benefits and give us a chance to learn about our classmates. The project I am looking forward to the most is going to be our project on what we did over the winter break. This project will give me a chance to learn what all my classmates did. It will also give me a chance to share what I did over Christmas break to my classmates. The Spanish project allows everyone to get to know each other better. The project allows students to find common interests with other students. Potentially allow people to make a new friend. This project also has several benefits. One of the major benefits is getting on chance to work on our presentation skills. Another benefit is working on speaking a foreign language instead of just reading and writing the foreign language. A final benefit is having a day or two without having to do textbook work. This project not only allows us to increase our foreign language skills but also allows us to improve our presentation skills. We have done many projects this year. My favorite project was the project where we talked about our summer. It was a great project to start off the beginning of the school year. Another one of the projects we have done in the past was we were assigned an artist and we had to do a presentation on the artist. The other project we did was writing a campfire story. After we wrote our campfire story, everyone shared the story and we all had a good time listening to the stories. There are many great projects that we have done so far and probably many more to come. Spanish 3 is one of the

*Mancha*. The students experienced the play in Old Spanish (It's like Old English). After the play the student were able to interact and ask questions about the actors and the play. Other than experiencing the language the students interact with the culture. One way they do this is by dancing. Students in period one follow along to their "dance instructor" Ashley Calabro to different Spanish dancing styles and popular Spanish music. So come on down and experience it for yourself.

best classes in the school. The class allows students to get to know each other better. It also allows students to have a good time and learn more about themselves from the projects they do. The class isn't like the other Spanish class; it's more laid back and allows you to learn at a more moderate pace. It also allows students to focus on being able to read, write and speak a foreign language well. Any student looking for an easy foreign language to learn should take Spanish.



# Mr. Sherokee's Italian classes



Jake Salvitti talks about getting ready for the final while class gets ready to move to board to complete practice sets on -are verbs.

Students in Italian I review for their first semester exam. We've been doing a lot of board work this nine weeks. As the year progresses children are called to be more dynamic in class and think for themselves. Here some students are completing an exercise on indefinite articles after a group work activity.

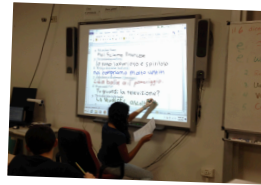
Students go to board to complete responses to everyday questions in Italian. The key to this second quarter has been consistency in getting our students to be immersed in the Italian language everyday. I've tried to always start each lesson (aside from our usual warm-ups) with some conversational questions: Come stai? Cosa fai oggi? Come va? Cosa mangi per pranzo? and so on. Doing this on a daily basis keeps them motivated and reminds them that what they are learning has application in the real world.

Dante Stabile, Jake Salvitti and Santos Figueroa pose for their picture while completing the last five minutes of their lesson for homework check and project on the Italian regions before the end of the day. Students chose one of the twenty Italian regions for a project of their choosing that will be presented later on next nine weeks. Jake Salvitti chose the region of Lombardy since he is a big A.C. Milan fan. *Dai Prof.! A.C. Milan per sempre!*

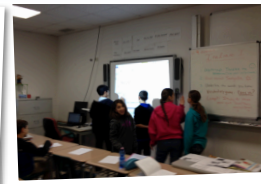
Isabelle Rosi and Hannah Bair talk about the practice lesson on in class expressions while Marcelin Marzelik smiles for the camera. Sorriso!-)

From Mr. Sherokee

*This past Winter the Italian I classes have been quite busy learning new culture points and several things about Italy's twenty regions. I've been excited to introduce some of them for the first time to Italian culture and some of it's unique aspects that make Italy such a special place to visit. Along with our new culture lessons we have learned many new aspects of the language. Present tense and basic writing skills have been our focus this past few weeks. The students have learned everything from telling how they are to what a person is doing in a photo. Basic expressions and commands in the class have also been part of our lessons. Each day has special and my kids are always filled with questions about our lessons or even about their experiences with locals off-base and the visits that we receive from the local Italian schools to the classroom. Next quarter we plan to learn a little bit more about Italian holidays such as Carnevale and some of local festivals here in the Campania region. In addition, students will begin their first written projects that I hope to put on display rather soon. It's been a good quarter and we see nothing but better for the next semester. Cari saluti, Prof. Sherokee*



Litzie Figueroa writes fills out her sentence on -are verbs during a warm-up. Students have an assignment as soon as they walk through the door in Italian class. This helps them to get back into the mode of speaking and writing immediatly when they walk back into classroom.



Kaitlyn Katz smiles as she waits in line for her turn to write her sentence on "piacere."



Hard at work studying for the Christmas in Italy quiz before leaving for the holiday break. Che concentrazione!



**Students enjoying their slice of Italian Panettone to celebrate the holidays in the Italian style!**



Italian Professor visiting our school helps us cut our Panettone after students have taken their quizzes on Christmas in Italy.



This Christmas in Italian class we children had a great experience about Christmas in Italy. We learned how Italians celebrated Christmas, and we also learned about the food and their diet. Italians don't eat meat they eat fish like shrimp and other seafood. Another thing we have learned is they eat this special cake slash pastry it is called panettone. It is a cake with nuts and sometimes you can ask for the cake to have chocolate. My experience was amazing because I never really had that cake before it was tasty and yummy the cake is great anyone who wants to try it you will love it.

Santos Figueroa, 7<sup>th</sup> grade

We've learned a lot in class over the past three months. How to express what we like, describe people and places and say what we do everyday in and outside of school. Italian is really becoming a useful class. Next nine weeks we learn about food. I've been waiting for that part!

Christopher Greene 8<sup>th</sup> grade



Italian has been interesting this winter. We have learned a lot of things about adjectives and how people here in Italy talk about themselves and others. We just learned about saying what you like and don't like in class and we are starting to actually write in Italian! I never thought I could do it. It's easier than everybody thought. I'm waiting to see what we'll learn next. We are supposed to learn about more Italian holidays. I hope there is food!

Katilyn Katz 7<sup>th</sup> grade

Italian class is getting more interesting everyday. The language we are learning is very practical and I am finding out that I can use it anywhere here in Naples. I'm actually starting to talk to some Italian friends and understand a lot! We've learned that the Italian Christmas season lasts all during the month of December. Italians get presents both on Christmas and at the end of the month. They call it "La Befana" or a time when the Christmas witch comes to stuff childrens stockings with candy. I wonder if we could do that again next year? Buon Natale a tutti!

Joshua Steiner 10<sup>th</sup> grade

# CULTURAL EXCHANGES

HIGH SCHOOL  
"PETRONIO", POZZUOLI

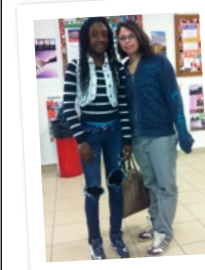
HIGH SCHOOL  
"MARISTI", GIUGLIANO

HIGH SCHOOL "SUOR  
ORSOLA BENINCASA"  
NAPLES



At NMHS we host Italian students on a regular basis. The Italian students love visiting our school, and our students love making new friends and practicing their Italian. Sometimes the cultural exchange involves other class subjects. In Dec, for example, we hosted a class of Culinary Arts from a high school in Pozzuoli. They attended Ms. Pennartz's class and cooked some food with their American peers. The students from the Journalism class at High School "Benincasa", instead, attended Ms. Spatt's class and learned a lot of things about our course.

In general, Italian students are paired off with our students and follow them to their regular classes. At the beginning of their visit, Ms. P gives a presentation about the main differences between the American and Italian school systems. These cultural experiences are always very successful with both groups of students. In Feb and March we should be visiting two High Schools.



## Two live productions downtown Naples



### GREASE

by Ashley Calabrò

Yesterday's experience at the theater and the park downtown Naples was one of the most fun ways to come in contact with Italian

culture and recreation. Italian classes and Drama students enjoyed the chance to be immersed in a day of activities dedicated to learning about Naples and acting. The drama class could see young artists perform at Teatro Diana in the morning, loving the play itself, "Grease" and singing along with the popular songs. Then, at the end of the performance, the actors answered some of the questions that the students in the audience had for them. Obviously, some of the students in our group had questions for them! Most of the questions were about their job and

the plot. The audience was composed of many Italian students from different high schools, and we did have the chance to chit chat and practice our Italian before the show. Later, everyone went to the XVIII century Floridiana park, where we could see and take pictures of the splendid landscape of the coast. After relaxing for a bit and chatting about how amazing the play had been, Miss P brought everyone to the Trattoria Vanvitelli. The characteristic and rustic style of the restaurant had everyone smiling and feeling very welcomed, just like Naples always does. After enjoying pasta, meat, mozzarella and tiramisu', the students were ready to board the



buses and brag about the amazing experience they had with their parents and kids who did not get that privilege.

were also a lot of Italian students there too. We did chat with some of them before the play.

Dorian Gray was actually a play in English. The play was about a man who was obviously named Dorian Gray and he had this friend named Basal who was in love with him ever since they met. Basal was a painter and he had painted Mr. Gray a painting of himself

for him. The painting was done and Dorian had seen it. He fell in love with the painting. Later on,

Dorian had made a wish that he didn't even believe could come true. He had wished that he would stay young forever and have his good looks while the painting would age and have all his feelings. Eventually that wish did come true. So the painting got so old and changed so much. Everything started to change Dorian. If you didn't get to watch the play with us, I suggest you go and watch the actual movie! I bet you'll love it!

### DORIAN GRAY

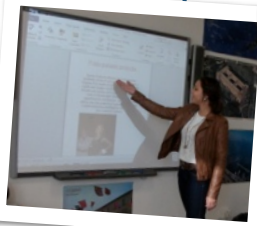
by Victoria Lopez

On Jan 21, some students from Drama, English and Italian classes went to a trip to go and watch a play on Dorian Gray. Before we got to the theatre we had ate lunch after the bus ride. When it was time to go to the theatre, there

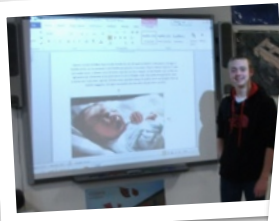




# Updates in Italian classes, Ms P



SKYLAR



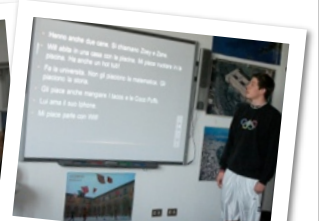
MCKENNA



RYAN



JULIA



JOSH

## ITALIAN II

DESCRIBING A FAVORITE RELATIVE, A JOB, EXPRESSING LIKES & DISLIKES, A REGION OF ITALY, A CHILDREN'S SONG.

One of the projects that Italian II students worked on recently was "My favorite relative". They needed to prepare a presentation on a family member that they like. Here's an example, by Skylar Evans:

### MIA ZIA

*Questa è mia zia Rhonda. Lei è la mia parente preferita. Lei ha 37 anni e abita in America, in Virginia. È la sorella di mio padre. È alta, bella, ha*

*capelli neri lunghi e occhi marroni grandi. Ha due fratelli e un sorella. Lei è il più giovane. Lei ha un cane, si chiama Spot. Rhonda abita in un appartamento con balcone. Lei lavora in un ufficio. Suo cibo preferito è la pizza e minestra. Lei è molto simpatica, intelligente e divertente.*



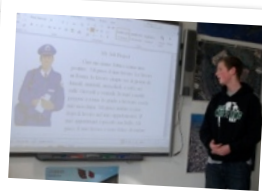
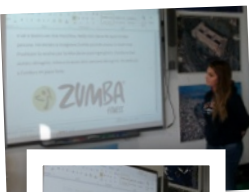
One more presentation: students studied vocabulary about jobs and daily routines, and then prepared a description of the job they'd like to do.

### Il mio lavoro, Julian Hermanson.

Ciao, mi chiamo Isabel e sono un istruttore di zumba. Zumba è un allenamento con la danza. Insegno classe di zumba ogni Lunedì e Giovedì. La sera, lavoro dalle 5:30, alle 7:00. La mattina, lavoro dalle 8:00, alle 10:00. La mattina, vado al bar per colazione, bevo un espresso e vai a lavoro con mia macchina. Nella mia classe ho quasi trenta persone. Ho iniziato a insegnare Zumba quando vivevo in Stati Uniti. Practicare la routine per la mia classe quasi ogni giorni. Zumba mi hai aiutato dimagrire. Adesso lo aiuto altre persone dimagrire. Ho dedicato a Zumba e mi piace farlo.

### My Job, Lauren O'Brien.

Sono un biologa. Lavoro dal lunedì dal venerdì. Io lavoro alle 9 dalle 5. Io lavoro sulle cellule. Adoro la mia sedia. Lavoro con una squadra di biologi. Lavoriamo sulle The Human Genome progetto. Lavoro in una laboratorio. E' grande con molti elementi chimici. Il mio capo non e' spiritoso, lui e' cattivo. Nel mio tempo libera, mi piace leggere un libro, guardare un film, e dormire. Non mi piace visitare la mia famiglia e pulire. E' molto difficile. Il lunedì e il venerdì, vado in palestra. Non mi piace perche sono svogliata. Mi piace lo mio lavoro.



Julian would like to be a Zumba instructor, John a mailman and Grace a journalist.

## Research on an Italian region:



### A children's song.

Italian II students learned the most popular Italian children's song, "Il cocodrillo come fa?" They learned the vocabulary related to animals, the verb "fare", read the lyrics to the song, and sang it along in the karaoke version. They also learned about the Zecchino d'Oro, a popular children song contest that takes place every year in Italy.



Dylan & Alex on Tuscany.

### Turon & Isabel on Apulia.



Skylar & Jenni on Lazio.



pd 6 learning about the Italian "mammoni" and the typical Italian families.



Willie and Isabella presenting a family picture.



Note: for more information on students' work in Italian classes, visit [www.missp-classes.weebly.com](http://www.missp-classes.weebly.com)

## ITALIAN III

MAKING PLANS, FORESEEING FUTURE EVENTS, PLANNING A VACATION, DESCRIBING A HOLIDAY RESORT AND A PICTURE TAKEN WITH THE FAMILY ON VACATION.

## ITALIAN IV

Describing what life used to be in the past, reporting a theft, writing a newspaper article, talking about memories from childhood, “Non ci resta che piangere” movie + Italian cinema

Italian IV/V/AP students watched the masterpiece “Non ci resta che piangere” and did several activities on it. Then, they talked about famous Italian movies in history, and selected a scene from a famous movie and presented it to the class. Below: Roman giving his presentation.



Matteo giving his presentation on “What life used to be”. In this picture, he is explaining the different role of the woman with the passing of time.



Frank presenting a scene from a famous movie with Totò, the most popular Italian comedian. Frank was explaining why his movies are still very popular.

One more presentation for Italian IV students: they needed to bring a picture from their childhood and describe it to their classmates. Here’s Giorgio Latour’s picture and comment.

### LA MIA FOTO DA QUANDO ERO PICCOLO

Questa foto è di solamente io e i miei giocattoli. Penso che avevo tra 2 e 4 anni. Era quando abitavo a Monteruscello. Non so proprio che stavo facendo ma penso che volevo fare un “photoshoot” con i caratteri di Sesamo Apriù! che mi piaceva tantissimo. Io penso che non ho cambiato molto da quando ero piccolo. Sembro lo stesso però con le caratteristiche più cresciute. I miei genitori mi dicono che assomiglio mio padre. Quando stavo cercando una foto da usare, questo mi ha fatto ridere più, perché ho scelto questa foto per condividere.



Giorgio presented a scene from Vittorio de Sica’s “Ladri di biciclette”.



Angie presenting her scene from a famous movie.

## ITALIAN V/AP

Latin expressions in Italian, interview an old person in the family, the role of the woman in the Italian society, Italians and technology, “Non ci resta che piangere” movie, present a scene from a famous movie.

Jordan selected another Italian masterpiece, “Nuovo cinema Paradiso” by Giovanni Tornatore.



Isabella chose a scene from academy award winning movie “Life is beautiful”, by Roberto Benigni.

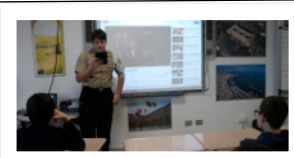


For his project, Ivan chose an Italian masterpiece, “La dolce vita” and the famous scene with the Trevi fountain.



Davide interviewed his grandmother and told the class about some stories she tells.

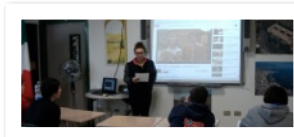
Manuel decided to speak about Neapolitan humor and some skits from “La Smorfia”, with Massimo Troisi.



Tristan speaking about Italian stereotypes.



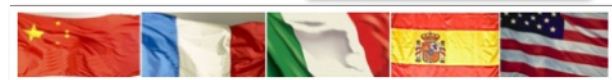
Benedetta telling her classmates about her grandfather peculiar job: a deep-sea diver. She interviewed him and reported his memories to the class.



Ryan describing a scene from Totò’s “I due colonnelli”.

Here’s Benedetta’s interview with her grandfather:

Nonno, quando hai incominciato a fare il palombaro? -Eh, tanto tempo fa, quando ero ancora ragazzo. Come mai hai incominciato a fare questo lavoro? Be’, perché innanzitutto, lo faceva mio padre, e anche mio fratello più grande. Eh sì, me lo raccontò spesso. Ma guadagnavi molto? Sì sì, guadagnavo molto. All’ora quando io ero ragazzo, non c’erano molti lavori che venivano pagati bene. Fortunatamente facendo il palombaro si guadagnava abbastanza bene, ma però, come molti lavori pagati bene, c’è sempre un lato negativo. Il palombaro può attraversare molti pericoli, e se non si sa bene come funziona il lavoro, può essere molto pericoloso. Ma non avevi paura di stare sott’acqua per tanto tempo? -Vabbe’, ovviamente ci voleva coraggio...mi piaceva il mare, come tutt’ora, però la tuta del palombaro era molto pesante, questo sì. E poi, c’era sempre qualcun’altro con me, non restavo mai da solo. Uno poi si abitua anche, non è sempre come la prima volta... uno diventa più esperto col passare del tempo. Ma cosa facevate di preciso, cioè, cosa fa il palombaro? Costruisce sott’acqua, dipende da cosa ti chiedono di fare, ad esempio, le banchine ai porti. Infatti, io e il bisnonno abbiamo costruito in tanti posti, come il nuovo porto di Taranto (Porto Stellato), prolungamenti banchine al porto di Castellammare di Stabia e anche al Porto di Napoli. E dov’è la tua tuta adesso? Eehh, l’ho buttata via, quando non si usa per troppo tempo poi diventa appiccicosa perché è fatta di gomma. Però se vai al Museo del Mare, a Bagnoli, ci sono tutte le foto di me e degli altri vestiti da palombari, tute imbottite, e lo scafandro del bisnonno. Quale ricordo in particolare ti è rimasto dentro da questa tua esperienza? Bhe’ io ho fatto il palombaro per molti anni, tanto tempo fa quando ero ancora giovincello! Mi ricordo di tanti episodi di quando andavo giù in fondo al mare, me ne sono capitate di tutti i colori... però devo dire che questi giorni mi ricordano di quando lavoravo affianco al bisnonno. È stato lui a trasmettermi questa passione per il mare, e io ne sono molto grato, perché se non era per lui non avrei mai fatto la vita che ho fatto. Ho viaggiato in molti posti in tutta Italia, con lui e mio fratello, ed è merito di questo lavoro che ho potuto vedere e conoscere molte cose.



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