



Course Aims

This course, designed for complete beginners, is an unrestricted elective (UE) for any undergraduate student with an interest in the Italian language and the key aspects of the Italian life and culture. LI9001 will teach you basic Italian to the level of A1.1 according to the Common European Framework of Reference for Languages (CEFR). This course will enable you to develop the four fundamental language skills - reading, writing, listening, and speaking - to communicate effectively and naturally in Italian. Through a student-centred learning approach, you will be exposed to several types of learning materials, audios and videos; you will be engaged in a broad range of meaningful classroom activities to achieve individual and collective goals, using the language in different scenarios and real-life situations. This course, besides being beneficial for you to travel, study and work in Italy or in an Italian company, will broaden your horizons on the diverse facets of the “Bel Paese” (the Beautiful Country), famous worldwide for its rich historical heritage, its gastronomic variety and its natural beauty.

Intended Learning Outcomes (ILO)

After completing this course, you (as a student) will be able to:

1. Identify information provided in simple Italian written texts and audio files.
2. Participate in simple conversations, asking and answering basic questions about yourself, your family, food, living, daily activities and hobbies with a proper pronunciation and intonation.
3. Apply learnt Italian grammatical structures and vocabulary to simple sentences.
4. Write short essays in Italian, using learned grammar and vocabulary about a familiar topic.
5. Create and act a short role-play in Italian.

Course Content

Through a wide range of learning materials, such as textbook, videos, readings, group and paired work and class activities, you will be able to: exchange personal information, describe things and people and locate them, talk about hobbies and preferred activities of free time, express likes and dislikes, as well as express habitual actions and its frequency. Furthermore, you will become more acquainted to the Italian culture. Lessons are conducted mainly in Italian, with very little English.

List of Topics Covered:

- Alphabet
- Numbers
- Greetings
- Subject personal pronouns
- Singular and Plural of Nouns
- Countries and Nationalities
- Sentence structure: statements and questions
- W/H-questions: question words
- Y/N-question structure
- Affirmative and negative sentences
- Interrogative pronouns and interrogative adverbs
- Expressing feelings and needs with verb “avere”

- Verb conjugations: -are/ -ere / -ire
- Present tense
- Form of address: formal versus informal
- Introducing and asking for information
- Articles: indefinite article, definite articles
- Singular and Plural of Adjectives
- Possessive adjectives
- Expressing preference
- Making polite requests using “vorrei”
- Times of the day, days of the week
- Daily routine and schedule
- Describing people, places, objects
- Demonstrative adjective “questo”
- Identifying family relationships, talking about the family
- Sentence structure with time indicators
- Recreational activities
- Simple prepositions
- City life, culture and traditions

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment rubrics
1. Continuous Assessment 1 (CA 1): Quiz on Vocabulary and grammar	ILO 3	Competence, Civic-mindedness (Global Citizenry), Communication, Character	10%	Individual	N.A.
2. Continuous Assessment 2 (CA 2): Written Test 1 on vocabulary, grammar, listening comprehension and writing composition	ILO 1,3 and 4	Competence, Civic-mindedness (Global Citizenry), Communication, Character	20%	Individual	Appendix 1
3. Continuous Assessment 3 (CA 3): Written Test 2 on vocabulary, grammar, reading comprehension, listening comprehension, writing composition	ILO 1,3 and 4	Competence, Civic-mindedness (Global Citizenry), Communication, Character	35%	Individual	Appendix 1
4. Continuous Assessment 4 (CA	ILO 2, 3,5	Competence, Civic-mindedness	25%	Team and individual	Appendix 2

4): Oral Test (Role-play)		(Global Citizenry), Communication, Character			
5. Continuous Assessment 5 (CA 5): Participation	all	Competence, Civic- mindedness (Global Citizenry), Communication, Character	10%	Individual	Appendix 3
Total			100%		

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both you and teachers. All assessments in the course, even formal testing like CAs, must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

- **Classroom tasks:** Oral or written feedback for the tasks performed in groups or individually during each class session is given to students/groups.
- **Complementary exercises:** Exercises comprising vocabulary, grammar and comprehension exercises are completed by students during the class. Oral feedback and corrections are given in class.
- **Written Assignment:** Individual written feedback/comments regarding vocabulary, grammar, structure and content are to be given to each student for each non-summative writing assessment.
- **Oral Test:** Individual /group oral feedback on the fluency, pronunciation, contents, structure, communication skills will be given to each student after the summative oral assessment.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Tutorial	Prior to the class, you will have to prepare the activity of the day using the course book and web links or materials posted on NTULearn. The lecturer will conduct tutorials to provide more information on the topics and will facilitate the in-class discussions. You answer questions about vocabulary and grammar, thus addressing the learning outcomes 1, 2, 3, 4 and 5.
Team learning	You will work in teams to discuss and attempt grammar questions and language use addressing outcomes 1, 2, 3, 4 and 5
Role Play Activities	You will acquire communication skills, confidence and creativity by using the language in an authentic way, addressing outcomes 1, 2, 3 and 5.

Reading and References

Maurizio Trifone, Andreina Sgaglione, *il Nuovo Affresco Italiano A1*, 2015, Le Monnier

Course Policies and Student Responsibilities

1. General

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

2. Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

You are required to submit all compulsory assignments on due dates. Please note that you will be awarded a zero grade if you do not attend any of your assessments.

In order to be eligible for a re-test you have to inform your tutor and the Italian language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

3. Online Assignments

You are required to complete e-learning activities that support the language lessons, they are assessed and they are considered a vital part of the course.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	Course LO	Readings/Activities
1	Unit 1 1. Introduction of LI9001 2. Personal pronouns subject "io, tu, lui, lei, noi, voi, loro" 3. Present tense of verb "essere" 4. Interrogative adverbs "come..?", 5. Interrogative pronouns "che cosa..?, chi...?"	1, 2, 3, 5 - Learn greetings, introducing oneself, asking for and giving personal details (name, city of origin, occupations) - Learn sentence structure: statements and questions,	- Video - Ice-breaker games - Oral and written exercises - Group and pair activities - Song

		W/H-questions, question words	
2	<p>1. The alphabet and spelling</p> <p>Unit 2</p> <p>2. Adjectives of nationality</p> <p>3. Interrogative adverb “dove..? di dove..?”</p> <p>4. Singular and plural of nouns of first group ending in “e”,</p> <p>5. Singular and plural of noun of second group, ending in “o” or “a”</p>	<p>1, 2, 3, 5</p> <p>- Learn to ask for the pronunciation and the meaning of a word</p> <p>- Learn affirmative and negative sentences, Y/N question structure</p> <p>- Vocabulary related to animals</p>	<p>- Video</p> <p>- Group games</p> <p>- Oral and written exercises</p> <p>- Group and pair activities</p> <p>- Song</p>
3	<p>CA 1: Quiz</p> <p>1. Present tense of verb “avere”</p> <p>2. Expressing feelings and needs with verb “avere”</p> <p>3. Interrogative adjective: quanto..?</p> <p>4. Numbers (0-20)</p> <p>5. Formal (Lei)</p>	<p>1, 2, 3, 4, 5</p> <p>- Assessing grammar and vocabulary</p> <p>- Learn form of address: formal (Lei) versus informal (tu)</p> <p>- Practice questions and answers in pairs.</p> <p>- Learn about Italian pronunciation basic rules</p>	<p>- Video</p> <p>- Group games</p> <p>Oral and written exercises</p> <p>- Reading comprehension</p> <p>- Group activities</p> <p>- Listening comprehension</p>
4	<p>1. Numbers (20-100)</p> <p>2. Numbers (100 -1000)</p> <p>Unit 3</p> <p>3. Use of c'è / ci sono</p> <p>4. Indefinite articles</p> <p>5. Definite articles</p>	<p>1, 2, 3, 4, 5</p> <p>- Learn to describe places and related objects</p> <p>- Interview classmates, asking for and giving personal details such as telephone number, email, age etc.</p>	<p>- Video</p> <p>- Oral and written exercises</p> <p>- Reading comprehension in groups</p> <p>- Pair work</p> <p>- Games on vocabulary</p>
5	<p>1. Introducing some prepositions (a, in, di, con)</p> <p>2. Present tense of regular verbs ending in “-are”</p> <p>3. Present tense of irregular verbs “fare, stare, dare, andare”</p>	<p>1, 2, 3, 5</p> <p>- Learn to express habitual actions in present tense</p> <p>- Practice asking for and replying questions on daily activities and places</p> <p>- Learn new vocabulary on actions</p>	<p>- Video</p> <p>- Group activities</p> <p>- Written work in groups</p> <p>- Oral exercises</p> <p>- Reading comprehension in groups</p> <p>- Games on vocabulary</p> <p>- Listening comprehension</p>
6	<p>1. Expressions with “fare”</p> <p>2. Days of the week</p> <p>3. Revision - reinforce grammar and vocabulary of Units 1, 2, 3</p>	<p>1, 2, 3, 4, 5</p> <p>- Learn to express likes, dislikes, daily activities.</p> <p>- Write postcards and emails.</p>	<p>- Written work</p> <p>- Role play</p> <p>- Listening activities</p> <p>- Games</p> <p>- Reading comprehension in pairs</p>

		- Integrate listening and reading skills.	
7	CA 2: Written test 1 Unit 4 1. Use of polite “Vorrei” 2. Vocabulary on typical Italian shops 3. Expressing preferences in different contexts: food, lifestyle, work, free time activities 4. Personal items.	1, 2, 3, 4, 5 - Assessing grammar, vocabulary, listening and writing skills. - Learn to make polite requests in different kind of shops, in a café, etc. - Going shopping in Italy - Buying and selling items in a shop	- Video - Oral and written exercises - Reading comprehension in pair - Role-play - Listening comprehension
8	1. Singular and plural of adjectives ending in “o” and “a” 2. Singular and plural of adjectives ending in “e” 3. Present tense of regular verbs ending in “-ere” 4. Present tense of irregular verb “bere”	1, 2, 3, 5 - Learn to describe objects, personal items - Learn to describe people: physical appearance, personality and daily activities	- Video - Oral and written exercises - Reading comprehension - Listening comprehension - Groups and pair work
9	Unit 5 1. Comparing the family activities and traditions in different cultures 2. Possessive adjectives 3. Possessive adjectives with family members 4. Interrogative pronouns: “che cosa...? chi...? quale...? quanto...?” 5. Interrogative adverbs “dove...? perché...? quando...come...?”	1, 2, 3, 4, 5 - Learn vocabulary to describe family members and relationships, - Learn about Italian families and their traditions. - Learn words connected with weekly habitual activities	- Video - Oral and written exercises - Reading comprehension - Listening comprehension - Groups and pair work - Role play
10	1. Present tense of regular verbs ending in –ire 2. Present tense of regular verbs ending in –ire (isc type) 3. Present tense of irregular verbs ending in -ire “dire”	1, 2, 3, 4, 5 - Learn words connected with free time activities. - Consolidate vocabulary and grammar skills to prepare for written test.	- Video - Oral and written exercises - Reading comprehension - Listening comprehension - Groups and pair work - Role play
11	Unit 6 (covered partially) 1. Demonstrative adjective “questo” 2. Simple prepositions 3. Present tense of irregular verbs “venire, uscire” 4. Life in the city: a closer look to Siena and the medieval Palio race	1, 2, 3, 4, 5 - Learn vocabulary related to cities, actions, daily activities in the cities. - Expressing habitual actions at specific times of the days - Consolidate reading, listening, speaking and	- Video - Oral and written exercises - Reading comprehension - Listening comprehension - Groups and pair work

		writing skills to prepare for test.	- Role play
12	CA 3: Written test 2 CA 4: Oral Test	1, 2, 3, 4, 5 - Assessing grammar, vocabulary, reading, listening and writing skills. - Assessing oral skills.	- Writing, reading, listening activities. - Role-play

Appendix 1

Assessment Rubrics for Writing Composition (CA 2 and 3: Writing Composition)

Band score	Language	Content and Structure
9-10	Simple structures used without errors . More complex structures without or almost without errors . Orthography and correct agreement. 1 or 2 isolated errors.	All the requested information is included in a very elaborated manner. Frequent and correct use of connectors.
7-8	Simple structures used with very few errors . Complex structures with errors throughout the composition. Orthography and agreement with very few errors.	Most of the requested information is included in a partially elaborated manner. Moderate but correct use of connectors.
5-6	Simple structures used with few errors . Complex structures with some errors throughout the composition. Orthography and agreement with some errors.	Much of the requested information is included in a partially elaborated manner. Moderate but correct use of connectors.
3-4	Simple structures used with quite many errors . Complex structures with quite many errors throughout the composition. Orthography and agreement with quite many errors.	Part of the requested information is included in an occasionally elaborated manner. Use of some connectors but not necessarily correctly.
1-2	Simple structures used with many errors . Complex structures with many errors throughout the composition. Orthography and agreement with many errors.	Very little of the requested information is included and in a not elaborated manner. Connectors are missing .
0	It does not fulfil any of the requisites.	It does not fulfil any of the requisites.

Appendix 2

Assessment Rubrics for Oral Test (Role Play) (CA 4: Oral Test)

25 points: 20 points (individual) + 5 points (group)

Level	Band Score	Clarity of Content	Pronunciation	Grammar	Vocabulary	Fluency
Adept	16-20	Presents information clearly and logically	Pronunciation is very clear and easy to understand	Able to express their ideas and responses with ease in proper sentence structure	Uses a variety of vocabulary and expressions, which are appropriate to the context	Speaks with ease
Competent	12-15	Communicates most required information clearly	Pronunciation is good and does not interfere with communication	Able to express their ideas and responses with minimal inconsistencies in their sentence structure	Uses a variety of vocabulary and expressions, but makes some errors in word choice	Speaks fluently, flexibly and with a degree of ease
Competent but limited	8-11	Communicates information adequately but with noticeable effort	Slightly unclear with pronunciation at times, but generally is fair	Uses a variety of sentence structures, but makes some errors	Uses limited vocabulary and expressions	Speaks with some fluency but without flexibility
Limited	4-7	Manages to communicate some information	Often unclear with pronunciation	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors	Uses only basic vocabulary and expressions	Speaks with some difficulty, hesitations or false starts
Very limited	1-3	Manages to communicate some information very poorly	Mispronounce many words	Difficult to understand and has a hard time to communicating their ideas and responses because of grammar mistakes	Uses only very basic vocabulary and expressions	speaks with great difficulty and many long pauses

Creativity (Group)

Excellent	good	satisfactory	adequate	inadequate	insufficient
5	4	3	2	1	0

Appendix 3

Assessment Rubrics for Class Participation (CA 5: Class Participation)

The marks (10) are calculated based on two components:

1. e-Worksheets
2. Classroom participation

1. e-Worksheets (5 points):

Students need to complete all e-Worksheets.

- Full marks if all e-Worksheets were attempted and submitted with 80% or higher.
- 1 point deduction for each e-Worksheet that was not attempted or submitted with less than 80%.

2. Classroom participation (5 points)

Students ought to participate actively in all classroom activities.

Active participation:

5 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.

4-3 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.

2-1 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Sometimes unprepared and might not have completed the assigned homework.

0 point for students who show no active participation, who do not participate in group discussions, are not prepared, and generally do not complete the assigned homework.