



Course Aims

LI9002 is an unrestricted elective (UE) for any undergraduate student who already possess an introductory level of proficiency in the language equivalent to LI9001. You will gain a deeper knowledge and appreciation for the Italian language, culture and traditions through different types of learning experiences and materials, videos, extracts of Italian movies, class discussions, team-work and hands-on activities. In this course more verbs in the present tense are introduced along with verbs in the past tense, extensive vocabulary, grammar and expressions to the level of A1.2 (CEFR). Through a student-centric teaching approach, you will further develop the 4 skills of speaking, listening, reading and writing, acquiring more linguistic accuracy and proficiency, using the language in different scenarios and real-life situations. Upon successful completion of this course, you will be able to sit for the officially recognized A1 CELI-IMPATTO exam, the external examination for the Certification of Italian as a second Language.

Intended Learning Outcomes (ILO)

After completing LI9002, you (as a student) will be able to:

1. Read, interpret and comprehend simple Italian written content, identifying information.
2. Listen, interpret and comprehend simple Italian spoken content, identifying information.
3. Write short texts in Italian, using learned grammar and vocabulary about a familiar topic, in the present and past tense.
4. Participate in simple conversations in the present and past tense about yourself and others, travelling in Italy, schedules, ordering food at the restaurant, buying groceries, going shopping, daily activities, hobbies, work, study, likes and dislikes, with a proper pronunciation and intonation.
5. Create and act impromptu and pre-rehearsed role-plays.
6. Discuss the Italian culture, with a particular emphasis on gastronomy, music, geography, festivals and traditions.

Course Content

Through a wide range of teaching materials, such as books, videos, articles, group and paired work and class debates, you will further improve your reading, listening, writing and speaking skills. You will gain a deeper insight as well into the Italian life and culture, tradition and mentality of its people. The language of instruction will be Italian.

List of Topics Covered:

- Present tense of modal verbs
- Reflexive verbs
- Preposition of location
- Compound prepositions
- Past tense: *Passato prossimo*
- Regular and irregular past participles
- Recreational activities
- Verbs *sapere* and *conoscere*
- Verb *piacere*
- Object pronouns
- Imperative, regular verbs
- Colours

- House and related furniture
- Geography of Italy, cities and regions
- The weather and the seasons
- Telling the time
- Times of the day and months
- Shopping for clothes
- Prices, weights and quantifiers
- Italian food and traditions
- Ordering in a restaurant or café
- Travelling in Italy
- Booking a trip in a travel agency

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): Written Test 1 on vocabulary, grammar, listening comprehension and writing composition	ILO 2,3	Competence, Civic-mindedness (Global Citizenry), Communication, Character	25%	Individual	Appendix 1
1. Continuous Assessment 2 (CA 2): Oral Test 1 (Role-play)	ILO 4,5 and 6	Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character	15%	Individual/ Team	Appendix 2
2. Continuous Assessment 3 (CA 3): Written Test 2 on vocabulary, grammar, reading comprehension, listening comprehension, writing composition	ILO 1,2 and 3	Competence, Civic-mindedness (Global Citizenry), Communication, Character	30%	Individual	Appendix 1
3. Continuous Assessment 4 (CA 4): Oral Test 2 (Role-play)	ILO 4,5 and 6	Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character	20%	Individual/ Team	Appendix 3

4. Continuous Assessment 5 (CA 5): Participation	all	Competence, Civic-mindedness (Global Citizenry), Communication, Character	10%	Individual	Appendix 4
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.
- **Journals:** Written feedback/ comments are given for each non-summative writing assignment.

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, 5 and 6.
Team learning	You will work in teams to discuss and attempt grammar questions and language use addressing outcomes 1, 2, 3, 4, 5 and 6.
Role Play Activities	You will acquire communication skills, confidence and creativity by using the language in an authentic way, addressing outcomes 1, 2, 4, 5 and 6.

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 6 (partially) 1. Introduction of LI9002 2. Self-Introduction 3. Revision of most common words, grammar and habitual actions 4. The place where one lives 5. Prepositions of location 6. Demonstrative pronouns and adjectives	1, 2, 4, 5, 6 - Learn to express habitual actions at specific times of the day - Learn to describe the place where one lives	- Ice-breaker games - Oral and written exercises - Group and pair activities - Song
2	Unit 7 1. Introduction to modal verbs: <i>volere, potere, dovere</i> 2. Present tense of modal verbs	1, 2, 4, 5, 6	- Video - Group games - Oral and written exercises

	3. Present tense of reflexive verbs 4. The time	- Learn to talk about daily activities, daily routines and schedule - Learn to ask for an appointment - Learn to ask for and to tell the time	- Group and pair activities - Role-play
3	1. Leisure activities 2. Professions 3. Reciprocal verbs 4. Expressing preferences 5. Compound prepositions 6. Young Italian artists	1, 2, 3, 4, 5, 6 - Learn to describe leisure activities and your preferences - Learn about jobs and professions, expressing your preferences - Learn about Italian artists	- Video - Group games - Oral and written exercises - Reading comprehension - Group activities - Listening comprehension
4	Unità 8 1. Travelling 2. Planning a trip 3. Asking for information in a travel Agency and at the airport 4. Past tense: <i>Passato prossimo</i> 5. Regular past participles	1, 2, 3, 4, 5, 6 - Learn to describe holiday places - Learn to describe actions in the past - Learn to plan a trip in Italy, interacting with an Italian agency - Learn to ask information at the airport	- Video - Oral and written exercises - Reading comprehension in groups - Pair work - Games on vocabulary
5	CA 1: Written test 1 1. The difference between auxiliary verbs <i>essere</i> and <i>avere</i> in the past tense 2. Some irregular past participles: <i>aprire-aperto, bere-bevuto, ecc.</i> 3. Present tense of the verb <i>piacere</i> : <i>Mi piace, mi piacciono</i> 4. The hotel	1, 2, 3, 4, 5, 6 - Assessing grammar, vocabulary, listening and writing skills. - Learn to describe vacations and trips in the past, with related places and activities - Learn to ask information for the hotel room	- Group activities - Written work in groups - Oral exercises - Reading comprehension in groups - Listening comprehension
6	Unità 9 1. Some Irregular past participles: <i>chiedere-chiesto, decidere-deciso</i> 2. Adjective: <i>buono</i> 3. Adverbs: <i>molto, poco</i> 4. Italian food and specialties: Italian menu and traditions in different	1, 2, 4, 5, 6 - Learn to express and justify your preferences - Learn to relate more events in the past - Learn about the most popular Italian dishes and	- Written work - Role play - Listening activities - Games - Reading comprehension in pairs

	regions	cooking traditions	
7	CA 2: Oral Test 1 1. Simple Italian recipes 2. Ordering in a café and in a restaurant 3. Asking for the check 4. Making polite requests using <i>volevo</i> 5. Prices, weights and quantifiers	1, 2, 4, 5, 6 - Assessing oral skills. - Learn to read the menu and to order food in an Italian restaurant - Learn to go for grocery shopping in a typical Italian delicatessen shop - Learn to describe the difference between Italian meals and your meals	- Video - Oral and written exercises - Reading comprehension - Role-play - Listening comprehension
8	Unità 10 1. Expressions for shopping 2. Colours 3. Object pronouns: <i>mi, ti, lo, la etc.</i> 4. Indefinite adjectives: <i>alcuni, qualche</i> 5. Adjective: <i>bello</i> 6. <i>Demonstrative adjective: quello</i>	1, 2, 3, 4, 5, 6 - Learn to describe clothes - Shopping for clothes, asking information about the price, materials, trying on etc.	- Oral and written exercises - Reading comprehension - Listening comprehension - Groups and pair work
9	1. Past tense <i>Passato prossimo</i> of modal verbs Unità 11 2. Talking about the weather 3. Seasons and months 4. Italian famous monuments	1, 2, 3, 4, 5, 6 - Learn to talk about past actions, using modal verbs - Learn to ask for and giving information about your country or other countries	- Video - Oral and written exercises - Reading comprehension - Listening comprehension - Groups and pair work - Role play
10	1. Introducing past tense <i>Passato prossimo</i> with object pronouns 2. Geography of Italy: 3. Verbs <i>sapere</i> and <i>conoscere</i>	1, 2, 3, 4, 5, 6 - Learn words connected with the geography of Italy. - Learn to localize regions and cities - 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	Unità 12 1. Describing a house and related furniture, places and objects 2. Imperative, regular verbs 3. Imperative negative 4. Using polite expressions: <i>per favore, per cortesia etc.</i>	1, 2, 3, 4, 5, 6 - Learn vocabulary related to different types of accommodations and furniture - Learn to ask for and give information about a	- Video - Oral and written exercises - Reading comprehension - Listening comprehension

		house to a property agent - Learn to give commands - Consolidate reading, listening, speaking and writing skills to prepare for test.	- Groups and pair work - Role play
12	CA 3: Written test 2 CA 4: Oral Test 2	1, 2, 3, 4, 5, 6 - 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 1 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 1 (Role Play) (CA 2: Oral Test 1)

15 points: 10 points (individual) + 5 points (group)

Level	Band Score	Clarity of Content	Pronunciation	Grammar	Vocabulary	Fluency
Adept	9-10	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	7-8	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	5-6	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	3-4	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	1-2	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 Oral Test 2 (Role Play) (CA 4: Oral Test 2)

20 points: 15 points (individual) + 5 points (group)

Level	Band Score	Clarity of Content	Pronunciation	Grammar	Vocabulary	Fluency
Adept	13-15	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	10-12	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	7-9	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	4-6	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	4	2	1	0

Appendix 4

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.