



### Course Aims

This course is an unrestricted elective (UE) for any undergraduate student who already possess a level of proficiency in the language equivalent to LI9002. Through a student-centred teaching approach and several types of authentic audio-visual and written materials, you will develop further your Italian language ability in the four fundamental language skills: reading, writing, listening, and speaking. You will learn more verb tenses in the past, along with the future tense, extensive vocabulary, grammar and expressions, to the level of A2 (CEFR). During this course, you will be exposed to different facets of the Italian culture, discovering the wonderful uniqueness of each Italian region, enhancing your knowledge on Italian customs and traditions. LI9003 focuses on communication and Italian will be the main language of instruction in the classroom: role-plays, teamwork and project works will engage you in meaningful and authentic communicative activities. Upon successful completion of this course, you will be able to sit for the officially recognised CELI A2 exam, the external examination for the Certification of Italian as a second Language.

### Intended Learning Outcomes (ILO)

After completing LI9003, you (as a student) will be able to:

1. Read, interpret and comprehend authentic Italian written content, identifying information related to these.
2. Listen, interpret and comprehend authentic Italian spoken content, identifying information.
3. Write simple letters, short stories and essays on a variety of familiar topics using a range of learnt grammatical concepts.
4. Create and act role-plays, discuss a project.
5. Express yourself accurately and naturally using more complex structures in the present, past and future tenses, discussing about your daily life, travelling, locations, directions, festivals, preferences, advertisement, clothing, food, shopping.

### Course Content

Italian Language level 3 (LI9003) is designed to advance your proficiency of the Italian Language. It is theme-based and includes communicative activities which help you develop your skills in speaking, listening, writing and reading, focusing on supporting you with your functional needs. More advanced sentence structures, grammatical rules will be introduced, and the Italian culture will also be enriched through the context of language teaching. Lessons are conducted in Italian language.

List of topics covered:

- Nouns: singular and plurals (exceptions)
- Invariable nouns
- Direct and Indirect Object pronouns
- Verb using Indirect object pronouns
- Present continuous
- Imperfect past tense
- Verb *piacere*
- Indefinite adjectives and pronouns
- Imperative: regular and irregular / informal and formal

- Degree of comparison
- Simple future tense: regular and irregular
- Classifieds and advertisements
- Daily actions
- Describing habitual actions in the past
- Italian products and handicrafts
- Italian fashion
- Organising a trip
- Types of entertainments
- Festivals 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):  <b>Written Test 1</b> on vocabulary, grammar, listening comprehension and writing composition	ILO 2,3	Competence, Civic-mindedness (Global Citizenry), Communication, Character	25%	Individual	Appendix 1
2. Continuous Assessment 2 (CA 2):  <b>Oral Test 1</b> (Role-play)	ILO 4 and 5	Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character	15%	Individual/ Team	Appendix 2
3. Continuous Assessment 3 (CA 3):  <b>Written Test 2</b> 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
4. Continuous Assessment 4 (CA 4):  <b>Oral Test 2</b> Presentation	ILO 4 and 5	Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character	20%	Individual	Appendix 3
5. Continuous Assessment 5 (CA 5):	all	Competence, Civic-mindedness (Global Citizenry),	10%	Individual	Appendix 4

Participation		Communication, Character			
<b>Total</b>			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 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, 4 and 5.

### Reading and References

Maurizio Trifone, Andreina Sgaglione, *il Nuovo Affresco Italiano A2*, 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 review the digital materials circulated in class.

#### 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	1. Introduction of LI9003 2. Revisions and reinforcement of previous grammar structures: - Articles - Simple prepositions - Present tense of 3 conjugations, - Nouns: singular and plurals 3. Invariable nouns 4. Nouns ending in: <i>co/go/ca/ga/cia/gia</i> 5. Professions 6. Classified	1, 2, 5  - Reinforce your skills in talking about your daily actions and asking for or giving personal information - Learn new vocabulary on professions - Looking for a job	- Ice-breaker games - Oral and written exercises - Group and pair activities
2	1. Reflexive and reciprocal verbs (reinforcement) and Possessive adjectives (reinforcement) 2. Articulated prepositions 3. Object pronouns 4. Practice past tense " <i>passato prossimo</i> " with " <i>essere</i> and <i>avere</i> "	1, 2, 3, 4, 5  - Learn to describe Italian products and handicrafts, expressing likes and dislikes	- Video - Group games - Oral and written exercises - Group and pair activities - Role-play

	5. Italian regions and geography 6. Discovering Italian products	- Learn to describe places of interest and Italian regions - Learn to book hotels - Practice describing past experiences	
3	1. Past tense " <i>passato prossimo</i> " with reflexive verbs 2. Past tense " <i>passato prossimo</i> " with modal verbs " <i>potere, volere, dovere</i> ". 3. Adverb of place " <i>Ci</i> " 4. Living in a city: important places and cultural meaning 5. The house	1, 2, 3, 4, 5  - Learn to describe habits - Learn to give directions - Improve your vocabulary related to the house and furniture - Learn to ask information about different types of houses	- Video - Oral and written exercises - Reading comprehension - Group activities - Listening comprehension
4	1. Indirect Object pronouns 2. Verb " <i>piacere</i> " 3. Verbs with indirect object pronouns ( <i>bastare, mancare, interessare</i> ) 4. Present continuous 5. Types of entertainments: theatre, cinema, music, sport.	1, 2, 4, 5  1. Learn to express yours and others personal preferences 2. Describe some free time activities 3. Learn to accept and refuse invitations	- Video - Oral and written exercises - Reading comprehension in groups - Pair work - Games on vocabulary
5	CA 1: Written test 1  1. Imperfect past tense ( <i>imperfetto</i> ) 2. Usage of Imperfect tense 3. Italian food 4. Famous Italian pastry chefs and pastry shops	1, 2, 3, 4, 5  - Assessing grammar, vocabulary, listening and writing skills. - Learn to describe habitual actions, feelings, weather and eating habits in the past - Learn vocabulary related to different types of eating places	- Group activities - Written work - Oral exercises - Reading comprehension in groups - Listening comprehension
6	1. Recipes 2. Discovering famous Italian people: artists, musicians, engineers, historians etc. 3. The difference between " <i>Passato prossimo and Imperfect</i> "	1, 2, 4, 5  - Learn vocabulary related to cooking. - Learn to follow and write a recipe - Learn to talk about past events using more than one past tense	- Written work - Role play - Listening activities - Games - Reading comprehension in pairs
7	CA 2: Oral Test 1  1. Italian festivals and traditions: food, customs and places of celebrations 2. Indefinite adjectives	1, 2, 4, 5  - Assessing oral skills	- Video - Oral and written exercises - Reading comprehension

	3. Indefinite pronouns 4. Deepening the understanding of the difference between “ <i>Passato prossimo</i> and <i>Imperfect</i> ”	- Learn to describe other countries traditions and your own traditions	- Role-play
8	1. Imperative: regular and irregular 2. Imperative: informal and formal 3. Negative Imperative 4. Courtesy words: <i>Scusi, Scusa, per favore</i> etc	1, 2, 3, 4, 5  - Learn vocabulary related to commercials and advertisements - Learn to give advises and suggestions - Learn to describe products and daily life items	- Oral and written exercises - Reading comprehension - Listening comprehension - Groups and pair work - Video
9	1. Degree of comparison 2. Positive, comparative and superlative 3. Regular and irregular comparative Adjectives 4. Italian fashion and fashion designers: what represent fashion for the Italians	1, 2, 4, 5  - Learn to describe clothes expressing comparisons - Learn to go shopping for clothes and accessories	- Video - Oral and written exercises - Reading comprehension - Listening comprehension - Groups and pair work - Role play
10	1. Revision 2. Simple future tense of “ <i>avere</i> and <i>essere</i> ” 3. Future tense of regular verbs	1, 2, 3, 4, 5  - Learn to describe actions in the future - Learn to talk about typical activities on holiday  - 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	1. Activities related to travelling and transportations 2. Future tense of some irregular verbs like “ <i>andare, dare, bere</i> , etc 3. Italians on holiday, preferences, habits, customs etc.	1, 2, 3, 4, 5  - Learn to make future plans, organising an event and a trip to Italy. - Consolidate reading, listening, speaking and writing skills to prepare for test.	- Oral and written exercises - Reading comprehension - Listening comprehension - Groups and pair work - Role play
12	CA 3: Written test 2  CA 4: Oral Test 2	1, 2, 3, 4, 5  - Assessing grammar, vocabulary, reading, listening and writing skills.	- Writing, reading, listening activities.  - Role-play

		- Assessing oral skills.	
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## Appendix 1

### Assessment Rubrics for Writing Composition (CA 1 and 3: Writing Composition)

Band score	Language	Content and Structure
9-10	Simple structures used <b>without errors</b> . More complex structures <b>without or almost without errors</b> . Orthography and correct agreement. 1 or 2 isolated errors.	<b>All</b> the requested information is included in a <b>very elaborated</b> manner.  <b>Frequent</b> and <b>correct</b> use of connectors.
7-8	Simple structures used <b>with very few errors</b> . Complex structures <b>with errors</b> throughout the composition. Orthography and agreement <b>with very few errors</b> .	<b>Most of</b> the requested information is included in a <b>partially elaborated</b> manner.  <b>Moderate</b> but <b>correct</b> use of connectors.
5-6	Simple structures used <b>with few errors</b> . Complex structures <b>with some errors</b> throughout the composition. Orthography and agreement <b>with some errors</b> .	<b>Much of</b> the requested information is included in a <b>partially elaborated</b> manner.  <b>Moderate</b> but <b>correct</b> use of connectors.
3-4	Simple structures used <b>with quite many errors</b> . Complex structures <b>with quite many errors</b> throughout the composition. Orthography and agreement <b>with quite many errors</b> .	<b>Part of</b> the requested information is included in an <b>occasionally elaborated</b> manner.  Use of <b>some</b> connectors but not necessarily correctly.
1-2	Simple structures used <b>with many errors</b> . Complex structures <b>with many errors</b> throughout the composition. Orthography and agreement <b>with many errors</b> .	<b>Very little of</b> the requested information is included and in a <b>not elaborated</b> manner.  Connectors are <b>missing</b> .
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
<b>Adept</b>	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
<b>Competent</b>	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
<b>Competent but limited</b>	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
<b>Limited</b>	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
<b>Very limited</b>	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 (Presentation) (CA 4: Oral Test 2)

Level	Band Score	Clarity of Content	Pronunciation	Grammar	Vocabulary	Fluency
<b>Adept</b>	17-20	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
<b>Competent</b>	13-16	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
<b>Competent but limited</b>	9-12	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
<b>Limited</b>	5-8	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
<b>Very limited</b>	1-4	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

## **Appendix 4**

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

#### **Classroom participation (10 points)**

Students ought to participate actively in all classroom activities.

Active participation:

- 10-8 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 7-5 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 4-2 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.
- 1-0 points 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.