

### ACCF ITLN 202 Intermediate Italian II

<b>Department:</b>	Liberal Arts
<b>Prerequisites:</b>	B1 level course (Intermediate Italian I ) or equivalent
<b>Credits:</b>	4
<b>Course Objectives:</b>	<p>The objectives of this course are to help the students:</p> <ul style="list-style-type: none"> <li>• extend proficiency and expressive range in Italian in practical, everyday situations beyond the threshold level.</li> <li>• deepen grammatical competency; student will be able to construct correct sentences and dialogues across the grammatical spectrum (correct use of nouns and adjectives, pronouns and prepositions).</li> <li>• heighten reading skills in relation to standard and literary prose.</li> <li>• perfect listening skills at normal native conversational speed.</li> <li>• develop basic written compositional skills employing a wide lexical, temporal and structural range.</li> </ul>
<b>Course Description:</b>	<p>This course is dedicated to developing advanced skills in Italian grammar, spelling, phonetics, composition – conversation, listening, reading, and writing. The stress is on the ability to communicate well in simple conversations in a range of real-life situations. A working knowledge of the basic structure and grammar of Italian is strengthened with regard to the more elaborate syntactic structures, and the expressive and descriptive range (spoken and written) of the student’s vocabulary is enlarged. Through language, students underscore their wider comprehension of Italian culture, which at this level permits them to engage in Italian with such topics as social issues, current events, and regional differences.</p>

- The course meets 8 hours per week from Monday to Thursday (2 hours per day) for a total of 12 weeks per semester.
- Most classroom sessions are divided into two study units: The first study unit consists in the presentation of grammatical structures and exercises. The second study unit is dedicated to writing and conversation exercises that encourage the students to actively apply the grammatical rules learned previously to real-life settings.

The classroom sessions are not rigidly divided between grammar and conversation, but each unit reinforces the other in order that students begin to speak and think in Italian. In addition, one day per week is regularly devoted to conversation. Other teaching aids are regularly used: audio-visual materials, tapes, films, newspapers, magazines, etc. Extended-length teaching aids will be accompanied by handouts and assignments.

The course includes readings of Italian short stories; these will be analyzed in class in terms of language and content, and will be incorporated in further activities (reading aloud, dialogue, etc.)

Magazine and newspaper articles, other short stories in Italian or movies (in this case, a film is shown before the discussion session) will be assigned to increase students' range of vocabulary and to present contemporary Italian culture to the students. After each lesson students are assigned written homework which can be either short compositions, grammatical exercises, readings from literary texts, newspaper article or research on a topic suggested by the professor.

<b>Student Assessment:</b>	Grading follows the customary 10-point U.S. grade scale (90-92 A-, 93-100 A, etc.). The breakdown of the grade is as follows: Participation 15% Exercises and assignments 10% Quizzes 20% Mid-term exam 25% Final exam 30%
<b>Course Requirements:</b>	Consistent and engaged participation in class is a must. Therefore, attendance will be rigorously checked and excessive absences will incur sanctions. Students must be prepared and ready to respond actively in class, and they have to keep up with homework. The textbook and workbook assignments for each unit (indicated on the schedule) are an essential means of

reinforcing both grammar and spoken Italian. For the same purpose, occasional supplementary assignments, for instance a short story text, may be given. Students will regularly produce written compositions on themes related to the textbook and to class activities. The first third of the course consists of an extensive review of basic grammar and composition in order to bring all students up to the same level. Please note that the main part of the syllabus is in Italian.

Note on participation: All Italian language courses at AI are conducted in Italian, with only minimal English used and then only for clarification. By speaking, hearing, and writing only in Italian, each student learns to use the language with ever-increasing confidence and proficiency. For this reason, the textbook is also in Italian. Thus, success in the course calls for careful preparation of assignments and - no less - prompt, frequent and willing interaction in class. Students will be speaking in class and will be called upon in a friendly learning environment.

Tests and Exams: Every Thursday there is a test in class to verify the student's progress and comprehension. All tests emphasize the latest material covered but are inevitably cumulative in nature. The examinations will include some combination of the following: a variety of question types (multiple choice questions, fill-in-the-blank, "find the mistake", etc.), writing tasks (questions, brief written composition; brief dictation or transcription of audio material) and oral examination (student with instructor).

<b>Course Outline:</b>	<b>Week</b>	<b>Topic</b>
	<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Conoscenza classe.</li> <li>• Ripasso generale.</li> </ul>
	<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Verbi: passato remoto dei verbi regolari, irregolari ad alta frequenza, pronominali.</li> <li>• Differenza nell'uso tra passato remoto e passato prossimo</li> <li>• Fonologia e scrittura: uso dell'apostrofo (<i>un po', a mo' di .....</i>)</li> <li>• Nome: nomi femminili in <i>-cìa - già, e -cìa - gia</i> e formazione del plurale.</li> <li>• Articoli: omissione dell'articolo in molte locuzioni avverbiali (<i>di corsa, a torto, a piedi</i>).</li> </ul>

		<ul style="list-style-type: none"> <li>• Aggettivi con preposizioni (<i>adatto a, capace di, fedele a</i>).</li> <li>• Pronomi personali soggetto, usi di: <i>egli, ella, essi, esse</i>, in relazione a lui lei, loro.</li> <li>• Lessico: lettura e ascolto (per es. Canzone).</li> <li>• Quiz</li> </ul> <p>Studiare e fare i compiti: <i>Espresso 3: Libro dello studente ed esercizi</i>, unità 1</p>
	<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Verbi: modo congiuntivo, forme composte del passato e del trapassato (<i>Magari, Almeno, Volesse il cielo.....</i>)<i>Piovesse almeno!</i></li> <li>• Pronomi reciproci , <i>ci, vi, si, l'un l'altro</i> (<i>Noi ci odiamo/ Maria e Francesco si amano</i>).</li> <li>• Usi del parlato con doppio pronome personale: <i>a me mi piace/ a noi ci dispiace molto</i>.</li> <li>• Lessico: ricapitolazione sui significati ricorrenti delle parole derivate: nomi di agente (<i>giornalista, cantante, vincitore</i>) di strumenti (<i>lavatrice</i>) di azione concreta e astratta (<i>circolazione, passeggiata</i>).</li> <li>• Area tematica: polisemia e sinonimia (<i>atto, piano, collo, male</i>), (<i>raffreddore, rinite</i>).</li> </ul> <p>Studiare e fare i compiti: <i>Espresso 3: Libro dello studente ed esercizi</i>, unità 2-3</p>
	<b>Week 4</b>	<ul style="list-style-type: none"> <li>• Fonologia e scrittura: esercitazione scritta focalizzando l'attenzione su punteggiatura accenti usi particolari delle maiuscole.</li> <li>• Nomi con diverso significato al maschile e al femminile (<i>il banco - la banca, il porto - la porta</i>).</li> <li>• Aggettivi: posizione postnominale degli aggettivi inalterati (<i>un ragazzo stupidino</i>).</li> <li>• Verbi: ricapitolazione dell'uso dei tempi del congiuntivo nelle subordinate contemporaneità- anteriorità – posteriorità.</li> </ul>

		<ul style="list-style-type: none"> <li>• Preposizioni: ripasso e uso.</li> <li>• Lessico: Le false derivazioni (<i>burrone, mattone, canotto, geloso</i>) e nomi composti (<i>capostazione, camposanto, sordomuto</i>).</li> <li>• Visione film.</li> <li>• Quiz.</li> </ul> <p>Studiare e fare i compiti: <i>Espresso 3: Libro dello studente ed esercizi</i>, unità 4</p>
	<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Nomi che reggono particolari preposizioni (<i>fiducia di.....in, alleanza di.....con</i>)</li> <li>• Aggettivi: usi e funzioni degli aggettivi usati come nomi (<i>i vecchi, gli Italiani/italiani</i>)</li> <li>• Verbi condizionale passato o composto per esprimere un evento futuro rispetto ad un altro evento passato.</li> <li>• Pronomi usi particolari del pronome possessivo (<i>i miei, vuoi sapere la mia?</i>)</li> <li>• Avverbi e congiunzioni: usi e posizioni di <i>mica, ma, o, oppure.....</i></li> <li>• Lessico: fra base e derivato (<i>imbiancare – imbianchino, città - cittadino</i>)</li> <li>• Lettura di alcuni brani dal libro da cui è stato tratto il film, produzione scritta.</li> </ul> <p>Studiare e fare i compiti: <i>Espresso 3: Libro dello studente ed esercizi</i>, unità 5</p>
	<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Verbi: i tre tipi del periodo ipotetico.</li> <li>• Preposizioni.</li> <li>• Frasi complesse (<i>che sia lui, fosse qui!</i>)</li> <li>• Area tematica: esporre i contenuti di un testo scritto orale ascoltato recitato</li> <li>• Produzione scritta.</li> </ul> <p>Studiare e fare i compiti: <i>Espresso 3: Libro dello studente ed esercizi</i>, unità 6</p>
	<b>Week 7</b>	<ul style="list-style-type: none"> <li>• Ripasso delle strutture linguistiche e comunicative studiate.</li> <li>• Esame "Mid term".</li> </ul>
	<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Verbi: modi infiniti, gerundio, infinito, participio.</li> <li>• Frasi semplici e complesse: frasi coordinate avversative con <i>però, tuttavia, anzi, invece, eppure</i>. Frasi</li> </ul>

		<p>avversative con <i>invece</i> esplicite ed implicite.</p> <ul style="list-style-type: none"> <li>• Lettura e commento di testi a scelta.</li> </ul> <p>Studiare e fare i compiti: <i>Espresso 3: Libro dello studente ed esercizi</i>, unità 7</p>
	<b>Week 9</b>	<ul style="list-style-type: none"> <li>• Verbi: forma passiva dei verbi transitivi.</li> <li>• Preposizioni.</li> <li>• Lessico: selezione di testi con lessico specialistico (moda, arte, pubblicità).</li> <li>• Quiz.</li> </ul> <p>Studiare e fare i compiti: <i>Espresso 3: Libro dello studente ed esercizi</i>, unità 8</p>
	<b>Week 10</b>	<ul style="list-style-type: none"> <li>• Verbi: discorso diretto e indiretto.</li> <li>• Pronomi: approfondimento dell'uso di <i>ci e ne</i>.</li> <li>• <i>Lessico: selezione di testi con lessico specialistico (medicina, sport, viaggi)</i>.</li> </ul> <p>Studiare e fare i compiti: <i>Espresso 3: Libro dello studente ed esercizi</i>, unità 9</p>
	<b>Week 11</b>	<ul style="list-style-type: none"> <li>• Verbi: ripasso generale.</li> <li>• Film e produzione orale e scritta.</li> <li>• Lettura di alcuni testi a scelta.</li> </ul> <p>Studiare e fare i compiti: <i>Espresso 3: Libro dello studente ed esercizi</i>, unità 10.</p>
	<b>Week 12</b>	<ul style="list-style-type: none"> <li>• Ripasso generale.</li> <li>• Final exam</li> </ul>
<b>Bibliography:</b>	<p>1) <i>Espresso 3 Libro dello studente ed esercizi</i>, M. Balì, L: Ziglio. (Alma Edizioni)</p> <p>2) <i>Racconti Italiani</i>. ed. by Manella.</p> <p>3) <i>Italian-English college dictionary</i>.</p> <p>Additional exercises and readings (including selections from Italian literature and popular culture) from sources beside the textbook, will be supplied. Readings, many of them selections from Italian literature, will be supplied. Students must also own an Italian dictionary adequate for this level (check with instructor). An elementary Italian-Italian dictionary is also a good learning tool. Instructors will offer advice about dictionaries and books on Italian grammar (several books on this subject are in Italian and include useful exercises). Students are strongly encouraged to own one of the many books about Italian verbs (conjugations, tenses, moods), which is also a good tool for building vocabulary, for example: <i>Webster's New World 575+ Italian verbs</i>, by Laura Soave, Hoboken: Wiley, 2006.</p>	

<b>Other Resources:</b>	Each week the class will practice speaking Italian in everyday situations at various venues in the city, such as cafes, markets, stores, newsstands, and museums. From one to three films in Italian, often with English subtitles, may be shown. A selection of Italian popular songs, current and “classic,” will be listened to and analyzed. Other media especially newspapers and popular magazines will be referred to.
<b>CFE Statement, Authorship:</b>	This syllabus was prepared to meet the Common European Framework of Reference for Language. The <i>sillabo</i> and <i>programma</i> or core syllabus and sequence of units were elaborated by the Accademia Italiana Italian Language Department in Florence (May 2007): Professors Alessandra Adriani, Laura Boschi, Simonetta Duretto, Francesca Marrazza, Monica Parigi, and Aldo Riboni, under the coordination of Giulia Federici. The present syllabus corresponds to the B1 level with elements of the A2 level.