

Las Positas College
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Course Outline for ITLN 1B

ELEMENTARY ITALIAN

Effective: Fall 2003

I. CATALOG DESCRIPTION:

ITLN 1B — ELEMENTARY ITALIAN — 5.00 units

This is the second semester of the introductory level course and will enable students to continue learning to speak, read and write elementary level Italian as well as to understand the spoken language. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

5.00 Units Lecture

Prerequisite

ITLN 1A - Beginning Italian
with a minimum grade of C

Grading Methods:

Discipline:

	<u>MIN</u>
Lecture Hours:	90.00
Total Hours:	90.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ITLN1A

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. use regular, key irregular verbs in the:
 - 1. passato prossimo
 - 2. imperfect tense
 - 3. present subjunctive mood
 - 4. recent past;
- B. recognize and understand the meaning of the:
 - 1. future tense
 - 2. conditional tense;
- C. create commands in both formal and informal discourse;
- D. use correct direct, indirect and reflexive pronouns with comfort;
- E. create a variety of types of negative sentences;
- F. use idioms with avere to describe people's feelings;
- G. create comparative and superlative sentences;
- H. use the pronouns ci and ne in simple sentences;
- I. engage in simple discussion of time, days, dates, weather, travel, quantities, clothing, food, parts of the body, etc., using appropriate vocabulary;
- J. recombine learned structures and vocabulary to create simple paragraphs using correct word order;
- K. draw and express conclusions about content and story line after viewing videos with native speakers talking at near normal rate;
- L. use cognates and context to understand reading passages;
- M. recognize errors in Italian caused by direct, word-for-word translation from English.

V. CONTENT:

- A. Imperfect tense, contrast of passato prossimo and imperfect tenses
- B. Contrast of reflexive verbs (using essere) and other verbs (using avere) in the passato prossimo
- C. Future tense
- D. Conditional tense; present subjunctive mood
- E. Negation
- F. Comparative and superlative
- G. Commands - formal and informal
- H. Idioms with avere, pronouns ci and ne
 - I. Parts of the body, additional vocabulary on food, time, weather, clothing, quantities - to enable simple discussion

- J. Practice creating written and oral sentences describing facts or opinions based on videos and cultural and historical readings
- K. Continued emphasis on using cognates and context for clues to meaning
- L. Continued emphasis on creating Italian by word groups or meaning rather than by word-for-word translation
- M. Increased class discussion in Italian of readings and videos, including comparison of student opinions and conclusions

VI. METHODS OF INSTRUCTION:

- A. Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and making any other necessary changes in the sentence
- B. Creating sentences and dialogues in pairs or groups
- C. Responding in complete Italian sentences to questions posed by instructor or other students using the structures and vocabulary under study
- D. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Italian
- E. Debating an issue
- F. Playing games in Italian (such as guessing games)
- G. Interviewing another student and reporting information to the class
- H. Summarizing the content of a video episode or cultural reading
 - I. Comparing regions in Italy in terms of pronunciation, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
- J. Viewing video tapes in Italian or occasionally in English to introduce cultural materials or stories which promote discussion

VII. TYPICAL ASSIGNMENTS:

The goal is communication in Italian; students work extensively outside of class. Students study assigned pages with cassette tapes to learn and practice new vocabulary and grammar. Then they complete exercises such as: A. recognition tasks, matching, true/false, fill-in-the-blank; B. changing the subject of a sentence and making any other necessary changes; C. changing the tense of a sentence; D. reacting about pictures or situations involving comprehension and use of new structures; E. creating personal responses using new vocabulary and structures; F. creating who, what, where, why, when questions; G. reading comprehension questions which call for evaluation, comparison, contrast; H. instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension; I. taking self-tests in preparation for classroom tests.

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**

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IX. TYPICAL TEXTS:

1. Lazzarino, Aski and Dini *Prego! An Invitation to Italian (with Listening Comprehension Audio CD and Workbook)*. 5th ed., McGraw-Hill, 2000.
2. Federici and Riga *Ciao (with Audio CD)*. 5th ed., Heinle and Heinle, 2003.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. 90-minute blank audio cassette