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Course Outline for ITLN 1B

ELEMENTARY ITALIAN

Effective: Fall 2018

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:

Letter or P/NP

Discipline:

- Foreign Languages: Italian

	MIN
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

1. Identify basic parts of a sentence in Italian
2. Use nouns and accompanying articles and adjectives in correct form
3. Use regular and key irregular verbs in the present tense
4. Recognize passato prossimo with avere of regular and basic irregular verbs and write sentences using this tense
5. Replace nouns with correct disjunctive pronouns
6. Use possessive adjectives appropriately
7. Ask questions and speak in short sentences using simple vocabulary on topics such school, pastimes, weather, time, family, technology, clothing
8. Write short paragraphs about topics such school, pastimes, weather, time, family, technology, clothing
9. Recognize in a video the grammatical terms covered in class
10. Understand native speakers engaged in very simple conversations
11. Use knowledge of English to recognize Italian cognates as an aid to comprehension
12. Discuss and compare several aspects of the culture and society of Italy

IV. MEASURABLE OBJECTIVES:

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

- A. Use regular and key irregular verbs in the:
 1. Passato prossimo with essere
 2. Imperfect tense
 3. Trapassato prossimo
 4. Future tense
- B. Recognize and understand the meaning of:
 1. Conditional, present tense
 2. Reflexive verbs
- C. Create commands in both formal and informal discourse
- D. Use correctly direct and indirect object pronouns
- E. Create comparative and superlative sentences
- F. Use the pronouns ci and ne in simple sentences
- G. Engage in simple discussion about food, home, housework, parts of the body, health, means of transport, vacations, using appropriate vocabulary
- H. Recombine learned structures and vocabulary to create simple paragraphs using correct word order
 - I. Draw and express conclusions about content and story line after viewing videos with native speakers talking at near normal pace

- J. Understand native speakers engaged in very simple conversations related to the cultural topics covered in class
- K. Use knowledge of English to recognize Italian cognates as an aid to comprehension
- L. Discover, discuss and compare aspects of the culture and society of Italy

V. CONTENT:

- A. Passato prossimo with essere
- B. Imperfect tense, contrast of passato prossimo and imperfect tenses
- C. Trapassato prossimo
- D. Future tense
- E. Conditional, present tense
- F. Present and passato prossimo of reflexive verbs
- G. Formal and informal imperative
- H. Direct and indirect object pronouns
- I. Comparatives and superlatives
- J. Pronouns ci and ne
- K. Basic vocabulary
 - 1. Food
 - 2. Home
 - 3. Housework
 - 4. Parts of the body
 - 5. Health
 - 6. Means of transport
 - 7. Vacations
- L. Continued emphasis on using cognates and context for clues to meaning
- M. Practice creating written and oral sentences describing facts and opinions
- N. Increased class discussion, in Italian, of readings and videos
- O. Acquisition of a more comprehensive knowledge of Italian culture, history and society through:
 - 1. Readings
 - 2. Videos
 - 3. Internet
 - 4. Daily life
 - 5. Tourist attractions
 - 6. Geography
 - 7. Social and political structure

VI. METHODS OF INSTRUCTION:

- A. Interviewing another student
- B. Creating sentences and dialogues in pairs or groups
- C. Viewing videos in Italian or occasionally in English to introduce cultural materials or stories which promote discussion
- D. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Italian
- E. Playing games in Italian (such as guessing games)
- F. Responding in complete Italian sentences to questions posed by instructor or other students using the structures and vocabulary under study

VII. TYPICAL ASSIGNMENTS:

- A. In class activities:
 - 1. Students practice the new vocabulary and grammar points completing exercises.
 - a. Completing sentences with the correct form (masculine, feminine, singular, plural) of direct and indirect object pronouns and adjectives in the comparative and superlative form.
 - b. Conjugating the future and past tenses of regular and irregular verbs in sentences with different subjects.
 - c. Writing sentences and short paragraphs involving comprehension and use of new structures: (description of everyday activities using regular and irregular verbs in the future and in the past; comparison of people and things using comparatives and superlatives).
 - d. Asking and answering question to each other about future, past and probable activities.
 - e. The students also read passages and watch videos, about the lesson's cultural theme (food, health, vacation) that, while improving their reading and understanding skills, call for comprehension and comparison of cultures.
- B. Out of class activities:
 - 1. The students study the vocabulary and grammar topics covered in class.
 - 2. The students practice using the online interactive Student Activities Manual that comes with the textbook.
 - a. They complete written exercises such as:
 - 1. Recognition tasks, matching, true/ false, fill-in-the-blank.
 - 2. Description of pictures or situations involving comprehension and use of new structures.
 - b. They listen to recordings (related to vocabulary or grammar structures) that improve their listening skills and require a written or oral (recorded) answer.
 - c. They read content about Italy and then answer questions that check their comprehension and analysis of the reading.
 - d. They write short paragraphs, related to the lesson's cultural theme, applying the lesson's grammar structures.

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Oral Presentation
- 4. Class Participation
- 5. Class Work
- 6. Home Work

B. **Frequency**

- 1. Eight exams
- 2. One final exam
- 3. Four to six quizzes
- 4. One oral presentation
- 5. Daily class participation and work
- 6. Daily home work

IX. TYPICAL TEXTS:

- 1. Cozzarelli, Julia. *Sentieri*. 2nd ed., Vista Higher Learning, 2016.
- 2. Branciforte, Suzanne, and Elvira Di Fabio. *Parliamo Italiano!*. 5th ed., Wiley, 2016.

X. OTHER MATERIALS REQUIRED OF STUDENTS: