

ITALIAN as a FOREIGN LANGUAGE

Introduction

The course is designed as an intensive course of 3 weeks/60 hours (20 hours per week), aiming at introducing students to the oral and written use of the Italian language in their basic domains.

A placement test will be the starting point for the teaching activity, but the course is designed in order to be accessible for absolute beginners.

The course adopts the **Common European Framework of Reference for Languages** (CEF or CEFR), an approach put together by the Council of Europe as a way of standardizing the levels of language exams and courses in Europe. The framework is organized in six levels: A1, A2, B1, B2, C1, C2.

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: <i>CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.</i>
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: <i>CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.</i>
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: <i>CAN show visitors around and give a detailed description of a place.</i>
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: <i>CAN ask to open an account at a bank, provided that the procedure is straightforward.</i>
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: <i>CAN take part in a routine conversation on simple predictable topics.</i>
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: <i>CAN ask simple questions about a menu and understand simple answers.</i>

Syllabus

This syllabus is designed for students who are learning Italian as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked

language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

Week 1 _ A1

At A1 level, the student can understand and use familiar everyday expressions aimed at the satisfaction of needs of a concrete type. (S)he can introduce him/herself and others and can ask and answer questions about personal details (where he/she lives, people he/she knows, possessions). (S)he can interact in a simple way, provided that the other person talks slowly and clearly and is prepared to help.

Week 2 _ from A1 to A2

At A2 level, the student communicates in simple and routine tasks requiring a simple and direct exchange of information on familiar matters. (S)he can describe in simple terms aspects of his/her life and immediate environment and express immediate needs.

Week 3 _ consolidating A2 and a first introduction to B1.

At B1 level, the student can understand the main points of familiar topics related to school, leisure, etc. (S)he can move about with ease in situations where he/she is not expected to do so. (S)he can deal with most situations likely to arise whilst travelling in the country of which the language is spoken. (S)he can produce simple connected text on topics which are familiar or of personal interest. (S)he can express experiences and events, dreams, hopes and ambitions and also briefly explain the reasons for opinions and plans.

A1 Grammar Syllabus

Phonology and writing:

- phonemes and graphemes of Italian (how to write vowels and consonants)

The noun:

- male and female nouns

Determinative articles:

- gender and number agreement with the noun

Indeterminative articles:

- when used,
- gender and number agreement with the noun

Qualifying adjectives:

Verbs:

- Present infinitive of regular verbs and pronominal/reflexive verbs
- Present indicative of regular verbs and pronominal/reflexive verbs
- Uses of the verb to be and to have, to be there
- Present indicative of some high-frequency irregular verbs (to go, to leave, to do, to say, to drink, to come, to climb, to finish, etc.)
- Uses and functions of the indicative imperfect (to describe the past, to talk about a period of life and habitual actions)
- Uses and functions of the imperative affirmative and negative of regular and irregular verbs with high frequency of use

Pronouns and adjectives

- Allocutive pronouns: you, she, you
- Personal pronouns subject
- Reflexive pronouns
- Direct pronouns
- Possessive adjectives and pronouns (use and omission of the definite article, generally pronominal position)

- Demonstrative adjectives and pronouns
- Interrogative adjectives and pronouns (who, what, how much, which)
- Cardinal and ordinal adjectives and pronouns

Simple and articulated prepositions

Adverbs

- of affirmation and negation, of manner, of time, of place, of quantity, of doubt (perhaps, almost, maybe),

Listening comprehension

A2 The student understands sentences and common vocabulary on topics of personal interest (basic personal and family information, shopping, place of residence, work). Can extract the main idea from short, clear, simple messages and announcements.

B1 The student can understand the main points of clear standard speech on topics regularly encountered in work, leisure, and school. Can understand clear factual reports on topics related to everyday life, grasping both the general meaning and the specific information; the main points of a discussion in his/her presence provided the topic is presented in clear language. Can follow explanations and lectures in a wide range of academic disciplines provided they are presented in clear, simple and direct language, supplemented by the presentation of non-linguistic input and accompanied by activities which provide guidance and support comprehension.

Reading comprehension

A2 The student can read very short, simple texts. Can find specific, predictable information in simple everyday writing such as advertisements, brochures, menus and timetables and short simple personal letters.

B1 Can find specific information and orientate him/herself within familiar everyday texts (announcements, announcements). Can understand standard texts of varying length and complexity. Can understand simple, straightforward texts describing events on topics related to everyday life and the feelings of the main characters. Comprehends narrative texts. Reads texts for the study of school subjects, grasping the contents and fundamental concepts.

Spoken production

A2 students can communicate in simple and routine tasks requiring a simple and direct exchange of information about everyday activities and matters. Can engage in very short social exchanges, although not usually understanding enough to keep the conversation going.

B1 The student can use a good range of language tools to deal with most situations in everyday, school and extracurricular life. Can describe mood and communicate physical feelings. Can participate coherently in conversations on topics which are familiar or of personal interest. Can sustain a discussion, briefly expressing and explaining personal opinions on the subject.

Writing

A2 The student can write a series of simple sentences linked by elementary connectives (and, then). Can write sentences related to everyday aspects of his/her environment; can write short, simple descriptive texts about people, animals, things and familiar environments; can write short captions for given images; can write short, simple narrative texts related to everyday life and routine situations.

B1 The student can write straightforward, cohesive texts, using connectives such as but, because on topics relevant to his/her field of interest. Can write an account of events and experiences, describing impressions and emotions. A simple story can be told in writing; personal plans and opinions can be expressed in writing.

Knowledge of grammar.

A2 VERB (present, present perfect, imperfect and future; participle and auxiliaries; impersonal form), possessive pronouns and adjectives; personal pronouns; direct and indirect pronouns; articles; simple and articulated prepositions.

B1 VERB (conditional, stare + gerund; stare for + infinitive; remote past; subjunctive; modal verbs, passive), combined pronouns; adjectives, interrogative pronouns and adverbs; relative pronouns; comparative and superlative.

Bibliography

Nuovissimo Progetto Italiano 1 e 2 Edilingua, 2019

Student's book, Exercise book