



## Course Syllabus

<b>Course Code</b>	<b>Course Title</b>	<b>ECTS Credits</b>
ITAL-101	Italian Language and Culture I	6
<b>Prerequisites</b>	<b>Department</b>	<b>Semester</b>
None	Centre of Modern Languages	Fall/Spring
<b>Type of Course</b>	<b>Field</b>	<b>Language of Instruction</b>
Elective	Foreign languages	Italian/English
<b>Level of Course</b>	<b>Lecturer(s)</b>	<b>Year of Study</b>
1 <sup>st</sup> Cycle	Michalis Pojiatzis	1 <sup>st</sup> to 4 <sup>th</sup>
<b>Mode of Delivery</b>	<b>Work Placement</b>	<b>Corequisites</b>
Face-to-face	No	None

### Course Objectives:

The main objectives of the course are to:

- introduce (a basic level of) Italian language
- facilitate the development of speaking, listening, reading and writing skills in Italian
- familiarize students with cultural, geographical and historical aspects of Italian speaking populations.
- make students aware of cultural differences and similarities so that they demonstrate intercultural competence.

By the end of the course, students are expected to be close to functioning at the A1 (Breakthrough) level of the Common European Framework for Languages.

### Learning Outcomes:

After completion of the course students are expected to be able to:

#### Listening skills

Identify very basic information in very familiar situations provided the speakers talk slowly and

clearly and are willing to help:

- numbers
- presentation of people (name, age, address, profession, nationality),
- daily routines
- simple questions in the present

### **Speaking skills**

Interact in a very simple way in very familiar situations provided the other speaker is willing to repeat or rephrase and help them formulate what they are trying to say:

- establish social contact: greetings and farewells; introductions; giving thanks.
- introduce themselves and other people (first name, surname, age, profession, nationality);
- count
- ask simple questions in the present (who, what, where, when, how, how much)
- initiate and respond to simple statements in areas of immediate need or on very familiar topics (make an appointment (day + time), apologize for coming late, accept or refuse invitations, ask and answer simple questions on very familiar topics);
- state that they don't understand, ask for repetition, and ask someone to speak more slowly
- produce information about their immediate environment and their everyday life (place they live, describe their flat/house);
- describe their daily routine using simple vocabulary;

### **Reading skills**

Read very short, simple texts picking up familiar names, words, basic phrases and simple sentences and rereading as required;

- scan for information in simple text, such as a map, diagram, advertisement, chart, application form, ID card or calendar, bus schedule;
- identify information about people and places (place of residence, age, etc.) in simple text when reading very slowly;

### **Writing skills**

Produce very short simple texts related to very familiar topics such as personal details:

- fill in forms with personal details for example entering name, nationality and address, age,

date of birth, on a registration form;

- write short simple texts related to familiar topics in the present (e.g. short autobiographical text)

### Course Content:

Students are familiar with most of the following grammar structures:

- Alphabet and pronunciation
- Nouns and adjectives, noun and adjective agreement
- Adjectives in -e
- Irregular plurals
- The auxiliary verbs (essere, avere)
- Definite and indefinite article
- Personal subject pronouns
- The three verb conjugations (-are, -ere, -ire)
- The polite form (Lei)
- Regular verbs in the present tense (il presente indicativo)
- Modal verbs in the present tense (potere, volere and dovere)
- Simple prepositions

They can identify and use vocabulary about the following topics and situations:

- Introducing themselves and others, personal details, describing what someone looks like and his/her personality, countries and nationalities, the time, the numbers, the days and months, the greetings, the colours, the house.

They are familiar with some aspects of the target culture(s):

- some geography about Italy and its regions, getting around: means of public and private transport; tickets, ordinary daily Italian habits.

They have started exploring cultural differences and similarities.

### Learning Activities and Teaching Methods:

Interactive lectures, multi-media techniques (audio/video/information technology), discussion with class participation, group/pair work

**Assessment Methods:**

The grading policy includes: Quizzes; Mid-Term Exam; Final Exam; Class Participation; Writing Assignment

**Required Textbooks / Readings:**

<b>Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Nuovo Progetto Italiano 1 (A1/A2), Libro dello studente (with interactive cd-rom)	T. Marin, S. Magnelli	Edizioni Edilingua	2009	978-960-6632-24-5
Nuovo Progetto Italiano 1 (A1/A2), Quaderno degli esercizi	T. Marin, S. Magnelli	Edizioni Edilingua	2009	978-960-6632-25-9