SYLLABUS SUMMER SESSION 2020

Fordham University; Department of Modern Languages and Literature
Summer Session I: Intermediate Italian I – ITAL 1501

Professor: Dr. Serafina De Gregorio
Class Meetings: Tuesday/Wednesday/Thursday: 9:00AM-12:00PM
Class Format: Online
Synchronous: 9:00-10:30
Asynchronous: 10:30-12
Office Hours: 3:00-4:00 Tuesday/Wednesday/Thursday

Through an intensive study of the language and consistent practice, at the end of this course:

A. You will have developed listening, reading, writing, and speaking skills at the B1 level according to the Common European Framework of Reference for Languages (CEFR). You will have developed your listening, writing and speaking skills at a low intermediate level. That is, you will be able to read and produce written texts related to your daily life or describing current events, and participate in conversations on selected personal and social situations. During the semester, emphasis will also be placed on strengthening correct pronunciation and on developing a solid knowledge of such grammatical topics as pronouns, comparatives and superlatives, reflexive verbs, using past tenses, and the conditional.

B. You will have gained familiarity with some aspects of everyday life in Italy such as shopping, TV, music, the school system, and traveling, and you will have had the opportunity to reflect on what these aspects reveal about Italian culture.

C. You will be able to apply strategies to comprehend and produce a foreign language.

Did you know?

THIS COURSE COUNTS TOWARD THE ITALIAN LANGUAGE & LITERATURE MAJOR, THE ITALIAN STUDIES MAJOR, AND THE ITALIAN MINOR. In fact, all courses numbered ITAL1501 and above do. If you wish to find out more, ask your instructor.

This class is an environment for learning and collaboration.
Diversity and individual differences in perspectives, behaviors and worldviews are understood, respected, appreciated, and recognized as a source of strength for all.

The values and pedagogies associated with the Fordham mission will set the tone in our classrooms. In the language of the university mission statement, such values include a “commitment to research and education that assist in the alleviation of poverty, the promotion of justice, the protection of human rights, and respect for the environment.” Members of this class can expect to continue an education that promotes “understanding of and reverence for ways of life other than their own,” and to continue their preparation “to live in and to contribute to an increasingly multicultural and multinational society.” As with all courses of study at Fordham, the aim of ours is to foster “life-long habits of careful observation, critical thinking, creativity, moral reflection, and articulate expression.”
Chosen name
Some members of the Fordham community are known by a name that is different from their legal name. Students who wish to be identified by a chosen name can contact their MLL faculty members via email and request their chosen name and pronoun be used.

Plagiarism and Academic Integrity
Students are reminded that all coursework must be done on their own without help from or consultation with other people. Use of online translators is unacceptable. No cheating or plagiarism will be tolerated. Students who violate Fordham’s policy on academic integrity will be reported to the Dean’s office. See the Fordham University Undergraduate Policy on Academic Integrity at http://www.fordham.edu/undergraduateacademicintegrity.

Special Accommodations for Students with Disabilities
Students with Disabilities: Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. If you are a student with a documented disability and require academic accommodations, please register with the Office of Disability Services for Students (ODS) in order to request academic accommodations for your courses. Please contact the main ODS number at 718-817-0655 to arrange services.

Mandatory Reporting
As a faculty member, I am a mandatory reporter and am required to contact and provide information to Public Safety, to the Dean of Students, and/or to the Title IX Coordinator if I learn you have been sexually harassed (verbally or physically), sexually assaulted /raped, stalked, had domestic violence or dating violence occur in a relationship, or been a victim / survivor of any behavior prohibited by the University's sexual misconduct policy: www.fordham.edu/sexualmisconduct. Once reported, the University will promptly seek to properly support any student and make efforts to stop the discrimination, prevent it from recurring, and remedy its effects. There are three confidential places on campus where you can seek support and it will not be "reported": Campus Ministry (pastoral counselors), University Health Services (medical providers) and Counseling and Psychological Services (mental health counselors). The Student CARE brochure can provide you with on and off-campus resources for support and more information: www.fordham.edu/care.

Counseling & Psychological Services (CPS)
Students who are experiencing personal difficulties or mental health distress are encouraged to seek free and confidential assistance at Counseling & Psychological Services (CPS). Info: www.fordham.edu/counseling. To make an appointment, please call 718-817-3725 (RH) or 212-636-6225 (LC). CRISIS TEXT LINE: Text HOME to 741741 (US)

Required Texts

<table>
<thead>
<tr>
<th>ISBN</th>
<th>Title -- Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>978-88-9843-301-8</td>
<td>The Italian Project 1b - Student’s book &amp; Workbook Rev. ed. (+ DVD) -- Edilingua</td>
</tr>
<tr>
<td>978-88-9843-302-5</td>
<td>UNIT 1 and 3 of The Italian Project 2a - Student’s book &amp; Workbook Rev. ed. (+ DVD) -- Edilingua</td>
</tr>
<tr>
<td>978-960-693-099-7</td>
<td>Centrol 1 - Libro + CD AUDIO -- Edilingua [to be used mainly in class]</td>
</tr>
</tbody>
</table>

Also available as ebook on the publisher’s platform www.i-d-e-e.it

Films are accessible remotely at https://languagelab.itac.fordham.edu/site

- Dizionario bilingue e monolingue: www.zanichelli.it/dizionari/; http://www.treccani.it/vocabolario/
- Edilingua
- http://www.fordham.edu/care

NB: while Google translate may have a role when traveling to countries where you don’t speak the language, it is NOT an acceptable tool to employ for your writing assignments. Google-translating full sentences does not support your language development and is an instance of violation of academic integrity.
COURSE REQUIREMENTS

Active class participation
In-class activities are an irreplaceable opportunity to learn: don’t be afraid of making mistakes and seize all the opportunities you can to practice the language. ALL IN ITALIAN! (See rubrics below for assessment criteria).

Asynchronous Activities and Assignments

There will be 90 minutes of asynchronous work that must be completed during the course time that is allowed for these activities. All homework assignments must be completed on time. Each student will have an individual Google Drive folder where all hand-in graded homework assignments will be put. Late homework will not be accepted.

Attendance
Attendance is required for all classes. As per departmental policy, failure to attend class without an excused absence will affect your final grade. Remember that in the summer one class normally covers one week of work in a normal academic semester.

Exams and Other Forms of Assessment

There will be: quizzes; exams; a written final exam; compositions or “temi”; “riflessioni scritte”; oral evaluations; and group projects. No make-up quizzes or exams will be given unless under exceptional, documented circumstances.

Evaluation and Grading

Daily practice is the only way to succeed when learning a language. Being able to simply recite a rule is not relevant. You need to show that you can “use” the language effectively and creatively when you speak and write. This is a skill that you can only build day by day, in and out of our online classroom. Doing your assignments with consistency and full engagement, exposing yourself to Italian as much as possible, actively seeking opportunities to practice, and taking risks – even if you make mistakes – are necessary conditions for learning.

Honor Code

You cannot consult other people, outside sources and online sources during quizzes and tests. You cannot share information on tests with others. You cannot use online translators to complete your assignments. Quizzes, tests and assignments must be solely the result of your own work.

Grade Breakdown

Synchronous class participation and being prepared for class (includes homework) 10 %

Quizzes and Unit tests 30%
Exam 15 %
Written final exam 20 %
Projects and oral work 15 %
Temi e riflessioni scritte 10 %

A 93-100  A- 90-92  B+ 87-89  B 83-86  B- 80-82  C+ 77-79  C  73-76  C- 70-72
D 60-69  F 0-59

Please refer to the RUBRICS for detailed information about the criteria according to which your performance in the class will be evaluated.
MODULE I

Settimana I: 26-28 maggio

Martedì 26 maggio:
Introduzione al corso; syllabus
ripasso: aggettivi, pronomi di oggetto diretto, ci, ne, verbi (presente, passato prossimo, futuro)
Google Slides: aggettivi
Google Slides: pronomi di oggetto diretto
Google Slides: verbi
Worksheets sugli argomenti grammaticali
Lettura: Gianni Rodari; L’acca in fuga con vocabolario, studio di grammatica e domande di comprensione del testo
Introduzione a Unità 6

Mercoledì 27 maggio:
Progetto italiano 1b: Unità 6: pp. 5-7; p. 5 discussione vari ristoranti; p. 6 dialogo; audio #32, p. 7 domande di comprensione
Grammatica: l’aggettivo possessive: vari usi
Google Slides: spiegazione dell’aggettivo possessivo con vari esempi; l’aggettivo possessivo usati con membri di una famiglia (parentela stretta)
Lettura: Recensioni di ristoranti
Centro: p. 114 es. 1; p. 115 es. 2, 3; p. 116 es. 4, 5; p. 117 es. 6; p. 117 es. 8 hand-in graded assignment (Scrivete una frase originale per ogni aggettivo possessivo)
Compiti: Progetto italiano 1b: pp. 105, 106, 107 tutti gli esercizi; p. 108 es. 7; p. 110 es.11

Giovedì 28 maggio:
Piacere p. 11
Vocabolario pp. 9-15
Dialogo p. 13 D con domande di comprensione
L’aggettivo dimostrativo e l’aggettivo bello p. 14
Google Slides: l’aggettivo dimostrativo e bello
Ripasso per il quiz di martedì 2 giugno
Centro: p. 22 es. 24; p. 130 es. 35; p. 130 es. 36 hand-in graded assignment
Visione del film di Ettore Scola: La famiglia con domande di comprensione e vocabolario
Compiti: Progetto Italiano 1bp. 110 es. 12, 13; p. 111 tutti gli esercizi; p. 112 es. 17; pp. 113-115 test finale incluso cruciverba (crossword puzzle)
Riflessione scritta: Il mio ristorante preferito

MODULE II

Settimana II: 2-4 giugno

Martedì 2 giugno:
Quiz: aggettivi possessivi e vocabolario Unità 6
Discussione: Film: La famiglia
Letture: pp. 16-18  
Unità 7: il cinema italiano pp. 20-22  
L’imperfetto: pp. 23-25  
Google Slides: Usi dell’imperfetto  

Lettura: *Vestivano alla marinara* di S. Agnelli  
Compito: Ascolto di una canzone italiana: Approfondimento: Canzoni. Ascolto indipendente di queste canzoni (imperfetto): *La Canzone del Sole* (Battisti); *L’imperfetto* (Francesco De Gregori); *L’uomo che amava le donne* (Nina Zilli); *Adesso e’ facile* (Mina); *Meraviglioso* (Domenico Modugno e Negramaro); *Quattro Amici* (Gino Paoli); *Volevo Te* (Giusy Ferreri)  
Riflessione scritta: parla della canzone che hai ascoltato.  

Compiti: Centro: p. 175 es. 1; p. 176 es. 2, 3; p. 177 es. 4, 6  

**Mercoledì 3 giugno:**  
L’infanzia  
Intervista (chiedere informazioni a un compagno/una compagna della classe)  
Ricordi chi risate pp. 24-27  
Dialogo informale: p. 24 #2; p. 30 #2  
Il trapassato: pp. 28-29  
Google Slides: il trapassato  
Ripasso: ne e pronomi di oggetto diretto  
Ripasso: quiz sull’imperfetto giovedì, 4 giugno  
Lettura: Estratto *Io non ho paura* di N. Ammaniti con vocabolario, grammatica e domande di comprensione  
Visione del film *Io non ho paura* (Riflessione: descrizione [un paragrafo di 15 frasi] di un personaggio nel film)  

**Giovedì 4 giugno:**  
Quiz: imperfetto  
Google Slides: *l’imperfetto, il passato prossimo, il trapassato*  
Worksheets: La concordanza dei tempi nel passato  
Lettura: L’avventura di due sposi da *Gli amori difficili* di Italo Calvino (Google doc con link a due video)  
Lettura: pp. 31-33  
Compiti: Progetto italiano: p. 124 es. 20; p. 125 es. 21  
Progetto: in copie (in twos): Guardate uno di questi film: *Cinema Paradiso; Il postino, La vita è bella, Lo sceicco bianco*. Preparate una presentazione per mercoledì il 10 giugno  

**MODULE III**  

**Settimana III: 9-11 giugno**  

**Martedì 9 giugno:**  
Ripasso: imperfetto, passato prossimo, trapassato e vocabolario di Unità per il quiz di giovedì 11 giugno  
Progetto italiano: Unità 9: pp. 51-53 In giro per i negozi: dialogo e audio #43 + domande di comprensione  
Verbi riflessivi/verbi reciproci: p. 54; tutti i tempi incluso tempi composti  
Google Slides: verbi riflessivi e reciproci; spiegazioni ed esempi  
Compiti: Progetto italiano: p. 147 es. 1, 2, 3; p. 148 es. 4, 5; p. 149 es. 7  
Centro: p. 81 es. 20; p. 158 es. 3
Mercoledì 10 giugno:
Presentazioni sul film
Dialogo: p. 56
Vocabolario: pp. 57-58
Comprensione: p. 6B #G1
Ascolto: Quaderno degli esercizi #46
Ripasso: Verbi riflessivi/reciproc per il quiz di giovedì 11 giugno
Esercizio scritto: riflessione p. 63
Letture: pp. 64-65: La moda italiana
Per giovedì 11 giugno: breve presentazione sui stilisti italiani con qualche foto o breve video. Lista dei vari nomi in Blackboard

Giovedì 11 giugno:
Quiz: verbi riflessivi/reciproc
Presentazioni: stilisti italiani
Progetto italiano 1b: Unità 10: pp. 67-69 La televisione; audio #47
Vocabolario: pp. 74-75
Domande di comprensione
Passato prossimo di piacere: p. 71
Google Slides: Il pronomi di oggetto indiretto
Ripasso per esame su Unità 6, 7, 9
Worksheets: Pronomi di oggetto indiretto
Compiti: Quaderno degli esercizi: pp. 159, 160 tutti gli esercizi; p. 161 es. 7

MODULE IV

Settimana IV: 16-18 giugno

Martedì 16 giugno:
Esame Unità 6, 7, 9 (60 mins.)
Preparazioni per la presentazione sulla pubblicità italiana giovedì il 18 giugno; linee guide in Blackboard
Letura sulla storia della TV in Italia in Carosello in Google folder
Letture: pp. 84-85
Centro: esercizi sui pronomi di oggetto indiretto: p. 191 es. 1; p. 192 es. 2; p. 193 es. 3, 4
Vocabolario per Unità 10

Mercoledì 17 giugno:
Unità 11: pp. 87-89 dialogo e vocabolario; audio # 52
Google Slides: Il condizionale regolare e irregolare
Usi del condizionale: pp. 91-93
Vocabolario sulla musica: p. 98
Discussione: Che musica ascolti?
Compiti: Progetto italiano p. 171 tutti gli esercizi; p. 172: es. 4, 6; p. 173 es. 9
Letura: Poesia di Gianni Rodari: Il modo condizionale
Giovedì 18 giugno:
Presentazioni sulla pubblicità italiana
Ripasso per quiz sul condizionale e il pronomi di oggetto indiretto martedì 23 giugno
Progetto italiano 2: Unità 1: pp. 9-11 dialogo
I pronomi combinati p. 12
Google Slides: I pronomi combinati incluso ne e i tempi composti
Compiti: Quaderno degli esercizi 2a: p. 91 es. 1, 2; p. 92: es. 3, 4, 5
Worksheets sui pronomi combinati
Spiegazione sul contenuto di Unità 3: Le città italiane
Linee guide per il progetto sulle città (progetto individuale: farà parte dell’esame finale e sarà presentato il 25 giugno prima dell’esame finale)

MODULE V

Settimana V: 23-25 giugno

Martedì 23 giugno:
Quiz condizionale e pronomi di oggetto indiretto
Ripasso dei pronomi combinati
Progetto italiano 2a
Dialogo: pp. 39-41
Il comparativo dell’aggettivo: pp. 42-46 completate gli esercizi
Google Slides: Il comparativo
Ascolto: # 12, 13; completate gli esercizi
Esercizi e worksheets: p. 115 es. 2; p. 116 es. 3 4; p. 117 es. 5, 6; p. 118 es. 7, 8; p. 119 es. 9, 10
Quiz sui pronomi combinati fatto durante il periodo asincrono

Mercoledì 24 giugno:
Ripasso tutti gli esercizi sul comparativo
Il superlativo: p. 47
Google Slides: Superlativo regolare
Ripasso: preposizioni p. 48 es. 5
Esercizi superlativo: p. 121 es. 12, 13; p. 122 es. 14
Worksheet sul superlativo
Ripasso per l’esame finale

Giovedì 25 giugno:
Presentazioni sulle città
Esame finale
Rubrics for Instructor’s Evaluation and Student’s Self-Assessment

## Class Participation

<table>
<thead>
<tr>
<th>Active Participation</th>
<th>Exceeds expectations (100)</th>
<th>Meets expectations (80)</th>
<th>Meets minimal expectations (60)</th>
<th>Unsatisfactory (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extent of language use 50 %</strong></td>
<td>Exceeds expectations - 50</td>
<td>Meets expectations - 40</td>
<td>Meets minimal expectations - 30</td>
<td>Unsatisfactory - 20</td>
</tr>
<tr>
<td></td>
<td>Student consistently makes an effort to communicate in the target language and seeks spontaneously opportunities to practice.</td>
<td>Student makes an effort to communicate in the target language.</td>
<td>Student makes an effort to communicate in the target language only when encouraged.</td>
<td>Student systematically communicates in a language other than the target language and resists opportunities to practice.</td>
</tr>
<tr>
<td><strong>Active collaboration 20 %</strong></td>
<td>Exceeds expectations - 20</td>
<td>Meets expectations - 16</td>
<td>Meets minimal expectations - 12</td>
<td>Unsatisfactory - 8</td>
</tr>
<tr>
<td></td>
<td>Student consistently and spontaneously contributes to class and group work with relevant ideas and questions.</td>
<td>Student generally contributes to class and group work with relevant ideas and asks questions when needed.</td>
<td>Student generally contributes to class and group work with relevant ideas only when encouraged by the instructor. Student rarely asks questions.</td>
<td>Student rarely participates in class and group activities and only if prompted by the instructor.</td>
</tr>
<tr>
<td><strong>Preparedness 20 %</strong></td>
<td>Exceeds expectations - 20</td>
<td>Meets expectations - 16</td>
<td>Meets minimal expectations - 12</td>
<td>Unsatisfactory - 8</td>
</tr>
<tr>
<td></td>
<td>Student is always prepared for class. Assignments are submitted in a timely fashion. Student is eager to seek extra material.</td>
<td>Student is generally prepared for class with assigned readings and written assignments. Assignment s are occasionally submitted late.</td>
<td>Student is rarely prepared for class. Assignments are submitted late.</td>
<td>Student is not prepared for class. Assignments are submitted late.</td>
</tr>
<tr>
<td><strong>Attentiveness 10 %</strong></td>
<td>Exceeds expectations - 10</td>
<td>Meets expectations - 8</td>
<td>Meets minimal expectations - 6</td>
<td>Unsatisfactory - 4</td>
</tr>
<tr>
<td></td>
<td>Student is consistently focused and always actively engaged in class.</td>
<td>Student is consistently focused and generally engaged in class.</td>
<td>Student is occasionally distracted and not engaged in class.</td>
<td>Student is frequently distracted and not engaged in class.</td>
</tr>
</tbody>
</table>
## Oral Conversation

<table>
<thead>
<tr>
<th>Oral Conversations</th>
<th>Unsatisfactory (0)</th>
<th>Meets minimal expectations (60)</th>
<th>Meets expectations (80)</th>
<th>Exceeds expectations (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicative effectiveness 25%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 15</td>
<td>Meets expectations - 20</td>
<td>Exceeds expect. - 25</td>
</tr>
<tr>
<td>Communication failed</td>
<td>The student can get and convey the gist but some relevant information does not go through</td>
<td>The student was able to receive and communicate most of the contents</td>
<td>Very effective communication</td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation 15%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 9</td>
<td>Meets expectations - 12</td>
<td>Exceeds expect. - 15</td>
</tr>
<tr>
<td>The production is very fragmented</td>
<td>Even though the production can be fragmented at times, its overall fluency is acceptable</td>
<td>The overall fluency is adequate; some pauses and false starts</td>
<td>The overall fluency is very good; natural pauses.</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency 15%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 9</td>
<td>Meets expectations - 12</td>
<td>Exceeds expect. - 15</td>
</tr>
<tr>
<td>The production is very fragmented</td>
<td>Even though the production can be fragmented at times, its overall fluency is acceptable</td>
<td>The overall fluency is adequate; some pauses and false starts</td>
<td>The overall fluency is very good; natural pauses.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar structures 25%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 15</td>
<td>Meets expectations - 20</td>
<td>Exceeds expect. - 25</td>
</tr>
<tr>
<td>The student does not demonstrate examples of the structures. Errors may impede meaning or convey unintended meaning.</td>
<td>The student shows somehow an understanding of structures, with several formal errors that however do not impede meaning.</td>
<td>Most of the conversation shows appropriate use of structures, with some formal errors that do not impede meaning.</td>
<td>The conversation includes appropriate use of structures, with occasional errors in form that do not impede meaning.</td>
<td></td>
</tr>
<tr>
<td><strong>Lexicon 20%</strong></td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 12</td>
<td>Meets expectations - 16</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td>Many words are not in the target language.</td>
<td>The lexical choices convey meaning. Some false cognates might be present and/or some words might not be in the target language.</td>
<td>The lexical choices are appropriate and convey meaning. There are occasional mistakes on word choice.</td>
<td>The lexical choices are consistently appropriate and accurate.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Unsatisfactory (0)</td>
<td>Meets minimal expectations (60)</td>
<td>Meets expectations (80)</td>
<td>Exceeds expectations (100)</td>
</tr>
<tr>
<td>---------</td>
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<td>---------------------------------</td>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Content 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 10</td>
<td>Meets expectations - 15</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td></td>
<td>The text is off topic or on topic only partially.</td>
<td>The text is on topic but covers only superficially the topic or the register is inappropriate.</td>
<td>The topic is developed. The register is appropriate.</td>
<td>The topic is covered extensively and fully developed in a text that follows common conventions of writing.</td>
</tr>
<tr>
<td>Targeted grammar structures 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 12</td>
<td>Meets expectations - 16</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td></td>
<td>The text does not demonstrate a concern for the targeted structure. Errors may impede meaning or convey unintended meaning.</td>
<td>The text includes use of target structures, with some formal errors that do not impede meaning.</td>
<td>The text includes for the most part appropriate use of target structures, with occasional formal errors that do not impede meaning.</td>
<td>The text includes appropriate use target structures, with very occasional errors in form that do not impede meaning.</td>
</tr>
<tr>
<td>Mechanics (agreement, spelling, overall accuracy) 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 12</td>
<td>Meets expectations - 16</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td></td>
<td>The text includes pervasive errors that may impede meaning or convey unintended meaning.</td>
<td>The text includes several formal errors that do not impede meaning.</td>
<td>The text includes for the most part appropriate use of grammar, with some errors that do not impede meaning.</td>
<td>The text includes appropriate command of grammar, with occasional errors in form.</td>
</tr>
<tr>
<td>Lexicon 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 13</td>
<td>Meets expectations - 18</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td></td>
<td>Many words are not in the target language.</td>
<td>The lexical choices convey meaning. Some false cognates might be present and/or some words might not be in the target language.</td>
<td>The lexical choices are appropriate and convey meaning. There are occasional mistakes on word choice.</td>
<td>The lexical choices are consistently appropriate and accurate.</td>
</tr>
<tr>
<td>Syntax 10%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 6</td>
<td>Meets expectations - 8</td>
<td>Exceeds expect. - 10</td>
</tr>
<tr>
<td></td>
<td>The word order does not reflect an understanding of the target language basic syntax.</td>
<td>The word order reflects the target language syntax with several inconsistencies and interferences from English.</td>
<td>The word order reflects the target language syntax with minor or occasional inconsistencies or interferences from English.</td>
<td>The word order reflects consistently the target language syntax (errors might be present in idioms or linguistic idiosyncrasies).</td>
</tr>
<tr>
<td>Structure 10%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 6</td>
<td>Meets expectations - 8</td>
<td>Exceeds expect. - 10</td>
</tr>
<tr>
<td></td>
<td>The structure is not clear.</td>
<td>The structure is clear.</td>
<td>The structure is clearly organized.</td>
<td>The structure is clearly organized for rhetorical effectiveness.</td>
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**SELF-ASSESSMENT (European Language Passport)**

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<th>A1</th>
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<tr>
<td><strong>Listening</strong></td>
<td>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings, when people speak slowly and clearly.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</td>
<td>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</td>
<td>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.</td>
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<tr>
<td><strong>Reading</strong></td>
<td>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</td>
<td>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</td>
<td>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</td>
<td>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</td>
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<td><strong>Spoken Interaction</strong></td>
<td>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</td>
<td>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</td>
<td>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</td>
<td>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</td>
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<tr>
<td><strong>Spoken Production</strong></td>
<td>I can use simple phrases and sentences to describe where I live and people I know.</td>
<td>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</td>
<td>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</td>
<td>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
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<td>Writing</td>
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<tr>
<td>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</td>
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<td>I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.</td>
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<td>I can write simple connected text on topics, which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</td>
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<tr>
<td>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</td>
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