Fordham University – Department of Modern Languages and Literature

Introduction to Italian I – ITAL 1001
May 29, 2018 - June 28, 2018
M-Th 12:00 - 04:00 p.m.

Instructor: Dr. Alessia Valfredini
valfredini@fordham.edu

Objectives
Students of this course will embark on intensive study of Italian. We will take advantage of the rich and diverse resources that surround us in New York City to shape our understanding of contemporary Italian language and culture.

By the end of the five weeks study, students will:
- develop tools for accurate pronunciation and listening in the target language
- acquire knowledge of grammatical structures such as agreements in gender and number, verb tenses in the indicative (present, past and future), and select pronouns
- be able to read and produce simple written texts, and understand simple, practical conversations in a number of personal and social situations (A2:CEFR/Novice High: ACTFL for listening, reading, writing; A1:CEFR/Novice Mid:ACTFL for speaking)
- be familiar with aspects of Italian culture and some of its outlets in New York City

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.”

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.

Required Texts

<table>
<thead>
<tr>
<th>ISBN</th>
<th>Title -- Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>978-88-984-3300-1</td>
<td>The Italian Project 1a - Student’s book &amp; Workbook Revised edition (+ DVD) -- Edilingua</td>
</tr>
<tr>
<td>978-96-066-3291-4</td>
<td>Dieci Racconti -- Edilingua</td>
</tr>
<tr>
<td>978-960-693-099-7</td>
<td>Centro! 1 - Libro + CD AUDIO -- Edilingua</td>
</tr>
</tbody>
</table>

Also available as ebook on the publisher’s platform [www.i-d-e-e.it](http://www.i-d-e-e.it); volume 1 covers ITAL1001 and ITAL1501 (1a+1b); volume 2 covers ITAL1502 and ITAL2001 (2a + 2b)

Additional course materials in the [ITAL1001 GoogleDrive folder](#).
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).

Homework
- Daily homework is listed in this google document in the calendar section
- Long term projects are announced a week in advance

Attendance
Attendance is required for all classes. As per departmental policy, failure to attend class will affect your final grade. Each unexcused absence past the first one will result in the penalty of one third of a letter grade for the course (A->B+, C->C, etc.) and will also be reported to the Dean. You are responsible for any work that you miss. Missing class is no excuse for turning in a late assignment. Being three times late counts as an absence.

Exams and Other Forms of Assessment
There will be: unit tests; a common 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. Make-ups will be subjected to grade penalties.

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 the 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.

Grade Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation and preparedness (participation, homework, attendance of cultural events)</td>
<td>15 %</td>
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<tr>
<td>Unit tests</td>
<td>15 %</td>
</tr>
<tr>
<td>Written final exam</td>
<td>30 %</td>
</tr>
<tr>
<td>Oral evaluations (3)</td>
<td>12%</td>
</tr>
<tr>
<td>Riflessioni scritte (completion of 5)</td>
<td>5 %</td>
</tr>
<tr>
<td>Esercizio scritto (graded)</td>
<td>5 %</td>
</tr>
</tbody>
</table>

REMINDER: No make-up quizzes or exams will be given unless under exceptional, documented circumstances. Make-ups will be subjected to grade penalties.

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.

POLICIES

Use of Technology in Class
Tablets and laptops are welcome in the classroom if they serve as tools to enrich your learning experience. They must be used solely for that purpose, and should not disrupt your attention or the work of your classmates. Any inappropriate use of technology, including texting, will negatively impact your class participation grade. No electronic device is allowed during quizzes and exams.

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 disabling condition 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. (Rose Hill - O'Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207, x6282). Accommodations are not retroactive, so you need to register with ODS prior to receiving your accommodations. Please see me after class or during office hours if you have questions or would like to submit your academic accommodation letter to me if you have previously registered for accommodations.

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 two confidential places on campus where you can seek support and it will not be "reported": counselors in Psychological & Counseling Services and Campus Ministries. The Student CARE brochure can provide you with on and off-campus resources for support and more information: www.fordham.edu/care.

Weekly Program – Programma Settimanale

Tues 05/29

[Unità introduttiva] Benvenuti!

Dialogo informale – Esempio: “Come ti chiami?” “Mi chiamo…”

Wed 05/30

[Unità introduttiva] Benvenuti! (continua)

Gli esercizi indicati per vostra comodità in questo riquadro e nei seguenti si riferiscono ad una nuova adozione, Centro!, e indicano la corrispondenza tra argomenti in New Italian Project e questo nuovo testo. Lo scopo è dare possibilità di rinforzo tali che le strutture diventino molto solide nei ragazzi. Questi esercizi sono da fare in classe e a casa, a discrezione dell’insegnante.

CENTRO!

Genere e numero di sostantivi

→ Es. 1-6 p. 9-12; es. 32-33, p. 26

Essere

→ Es. 1-5, p. 27-28

Aggettivi di nazionalità’ (gen e num)

Art determinativo
Avere

→ Es. 6, p. 29; essere vs. avere es. 8-11, p. 30; es. 31-32, p. 43

[Unità 1 – The Italian Project 1a] Un nuovo inizio: Per cominciare & A. E dove lavori adesso? (pp. 16-18)

Lettura (Dopo la sezione A1) - Dieci Racconti: Il posto libero (p. 5)

Thur 05/31

[1] B. Un giorno importante! (pp. 19-20)
   Canzone: Bella (Jovanotti)

[1] D. Ciao Maria! (pp. 22-24)
   Dialogo informale (scelta dell’insegnante): p. 22 #4, p. 26 #5

Mon 06/04

[1] C. Di dove sei? (pp. 21-22)
   Lettura (Dopo la sezione C1) - Dieci Racconti: Caro diario (p. 12)

[1] E. Lei, di dov’è? (pp. 24)

[1] F. Com’è? (pp. 25-26)

Riflessione scritta: p. 26 #6
   Dialogo valutato #1: Presentazioni (si può usare p. 24 #3 come punto di partenza)

CENTRO!

accordo sostantivo-aggettivo
   → Es. 14-15, p. 34; es. 19-24, p. 37-39; es. 7-17, p.49-55; es. 19, p. 56; es. 36-37, p. 63-64

Presente indicativo regolari
   → es. 1-2, p. 67; pronomi soggetto es. 1-2, p. 156-157

Art indet
   → Es. 1-4, p. 44-47

Parti del corpo e articolo det.
   → es. 12-14 p. 16-17

Tues 06/05

[Unità 2] Come passi il tempo libero?
   Per cominciare & A. Un’intervista (pp. 30-32)

Canzone: Tanto x3 (Jovanotti)
[2] B. Vieni con noi? (pp. 33-34) & C. Scusi, posso entrare? (pp. 34-35)

Wed. 06/06

[2] D. Dove abiti? (pp. 36-38) & E. Vado in Italia (pp. 37-38)
[2] F. Che giorno è? (p. 38) & G. Che ora è?/Che ore sono? (p. 39)

Riflessione scritta: p. 36 #3

Dialogo informale: p. 34 #3

CENTRO!
Presente dei verbi irregolari
→ Es. 3-6, p. 69-70; es. 11-13, p. 75-76
Modali
→ Es. 14-17, p. 77-78
Tutti i verbi:
→ es. 27-28, p. 84-85; es. 30-32, p. 87-89; es. 36, p. 91; ascolto es. 43, p. 93; orale es. 46, p. 95
Numeri fino a migliaia e ordinali
→ es. 25-26, p. 23
Preposizioni semplici
→ Es. 1, p. 96
L’ora
→ es. 30, p. 42
Casa
→ es. 17 p. 18; es. 31, p. 25

Thurs. 06/07

[Unità 3] Scrivere e telefonare
Per cominciare & A. Perché non scrivi un’e-mail? (pp. 44-47)
[3] B. A che ora? (pp. 47-48), C. (pp. 48-50) & D. (p. 50)]
F (p. 52) {NO p. 54-55}

Mon -6/11

Lettura - Dieci Racconti: Il detective privato (p. 9)
ESAME 2: Unità preliminare, 1, 2 e 3
Dialogo valutato #2 (scelta dell’insegnante): p. 38 #2, p. 47 #2, p. 50 #3
Riflessione scritta (Scelta dell’insegnante): p. 53 #5 oppure Scrivere un breve messaggio di e-mail o una lettera alla tua prof d’italiano presentandoti. Ricordati di usare le forme indicate a pp. 54-55.
**Tues - 6/12**

[Unità 4] *Al bar*

Per cominciare & A. Come hai passato il fine settimana? (pp. 58-60)

[4] B. Cosa ha fatto ieri? (pp. 61-63) & C. Ha già lavorato...? (pp. 64-66)

**Wed 6/13**

[4] D. Cosa prendiamo? (pp. 66-68) ECCETTO es. 5

E. Abilità (p. 68)

Lettura e canzone: *La compagnia* OPPURE Qualcosa di grande, Cesare Cremonini OPPURE scelta dell’insegnante ma con strutture adeguate

Dialogo informale: p. 61#1, p. 64 #2, p. 67 #4

Espressioni idiomatiches con avere (Centro! Es. 13 p. 35)

Riflessione scritta: cosa prendi quando vai al bar? Cosa prendono i tuoi amici?

**CENTRO!**

Pass prossimo

→ es. 1-11, p. 131-137; es. 15-41, p. 139-152; es. 45-46, p. 155

Date con preposizioni

ancora/appena/gia’/anche

Ausiliari con modali + inf (p. 68)

→ es. 12-14, p. 138-139

Al bar/pasti

→ es. 18-21 p. 18-19; es. 18, p. 55-56; es. 42, p. 66

**Thurs 6/14**

[Unità 5] Feste e viaggi [NO futuro composto: sezione C, pp. 80-81]

Per cominciare & A. Faremo un viaggio (pp. 74-77)

Canzoni. Ascolto indipendente di queste canzoni (futura): Per dimenticare (Zero Assoluto) • Se ci sarai (Cesare Cremonini);

Per dimenticare (Zero Assoluto); L’Anno che verrà’ (Lucio Dalla); Maracana (Emis Killa); Ricomincio da qui (Malika Ayane); La vasca (Alex Britti); Un giorno mi dirai (Stadio)
Mon 6/18

Lettura *(Dopo la sezione A1) - Dieci Racconti: I vicini di casa* (p. 15)
Dialogo informale: p. 79 #6, In biglietteria

Tues 6/19

[5] B. In treno (pp. 78-79)
Dialogo informale (scelta dell’insegnante): p. 82 #4, Viaggio da un’amica o un amico [Blackboard]
Oppure Canzoni: *Presentazioni a gruppi informali non valutate di una delle canzoni ascoltate la settimana scorsa.*

[5] D. Che tempo farà domani? (pp. 81-82)
**Riflessione scritta:** Rifletti sul paragrafo E. #1 a p. 83. Qual è la festa più importante nella tua tradizione? Come la festeggia?

CENTRO!
Futuro
Il tempo
Viaggi
→ viaggi, es. 10 p. 15; ripasso via conversazione orale es. 18 p. 36; es. 21-23, p. 110-111; con pass prossimi es. 42-43, p. 153-154

RIPASSO FINALE E APPROFONDIMENTI
→ ortografia speciale di plurali e accordo, es. 25-29, p. 59-61; es. 41, p. 65; es. 43, p. 66; orale es. 44, p. 66

Wed 6/20

VOL 1B  [Unità 8] *Fare la spesa*
Per cominciare & A. Per me due etti di Parmigiano (pp. 36-38)

*Dopo la sezione A1 - Dieci Racconti: Invidia? No, grazie* (p. 26)

Thurs 6/21

[8] C. Quanto ne vuole? (pp. 40-41), F. Vocabolario (pp. 45-46), G. Ce l’hai o no? (pp. 46-47)
**Esercizio scritto:** parla di te, usa le strutture e il vocabolario che hai imparato.

Mon 6/25

[8] B. Che bello! (pp. 39-40), D. Dove li hai comprati? (pp. 41-43) & E. Ti posso aiutare? (pp. 43-45)

**Valutazione orale: dialogo sui vari temi del semestre**
CENTRO!
Pronomi diretti e ne
→ Es. 6 p. 161; es. 8-9, p. 162-163; accordo del participio passato es. 11-12, p. 165; es. 14-24, p. 167-172 (ultimi es. su fare la spesa)

Tues 6/26

Ripasso

Wed 6/27

Ripasso

Thurs 6/28

ESAME FINALE COMUNE
# Rubrics for Instructor’s Evaluation and Student’s Self-Assessment

## Class Participation

<table>
<thead>
<tr>
<th>Active Participation</th>
<th>Exemplary (100)</th>
<th>Satisfactory (80)</th>
<th>Needs improvement (60)</th>
<th>Unacceptable (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximization of language use 50%</strong></td>
<td>Exemplary - 50</td>
<td>Satisfactory - 40</td>
<td>Needs improvement - 30</td>
<td>Unacceptable - 20</td>
</tr>
<tr>
<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 attempts to avoid communicating in the target language and resists opportunities to practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Active collaboration 20%</strong></td>
<td>Exemplary - 20</td>
<td>Satisfactory - 16</td>
<td>Needs improvement - 12</td>
<td>Unacceptable - 8</td>
</tr>
<tr>
<td>Student consistently and spontaneously contributes to class work with relevant ideas and questions. Student is very supportive of group work and actively engaged.</td>
<td>Student generally contributes to class work with relevant ideas. Student asks questions when needed. Student contributes responsibly to group work.</td>
<td>Student generally contributes to class work with relevant ideas only when pushed by the instructor. Student avoids asking questions. Student tends to be passive in group work.</td>
<td>Student rarely participates in class, struggles with pair/group work.</td>
<td></td>
</tr>
<tr>
<td><strong>Preparedness 20%</strong></td>
<td>Exemplary - 20</td>
<td>Satisfactory - 16</td>
<td>Needs improvement - 12</td>
<td>Unacceptable - 8</td>
</tr>
<tr>
<td>Student is always prepared for class with assigned readings and written assignments punctually. Student is eager to seek extra material.</td>
<td>Student generally is prepared for class with assigned readings and written assignments. If not prepared (one or two instances) student informs the instructor timely, provides valid explanation, and arranges for make-up.</td>
<td>Student is not always prepared for class with assigned readings and/or written assignments. Student attempts to submit some materials late.</td>
<td>Student is sometimes unprepared for class with assigned readings and/or written assignments. Student attempts to submit some materials late.</td>
<td></td>
</tr>
<tr>
<td><strong>Attentiveness 10%</strong></td>
<td>Exemplary - 10</td>
<td>Satisfactory - 8</td>
<td>Needs improvement - 6</td>
<td>Unacceptable - 4</td>
</tr>
<tr>
<td>Student is consistently actively engaged in listening and observing.</td>
<td>Student is engaged in listening and observing. Student is focused on class materials.</td>
<td>Student is occasionally not engaged in class and distracted from class materials.</td>
<td>Student is frequently not engaged in class and distracted from class materials.</td>
<td></td>
</tr>
<tr>
<td>Oral Conversations</td>
<td>Unsatisfactory (0)</td>
<td>Meets minimal expectations (60)</td>
<td>Meets expectations (80)</td>
<td>Exceeds expectations (100)</td>
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<tr>
<td>Communicative effectiveness 30%</td>
<td>Unsatisfactory - 0 Communication failed</td>
<td>Meets minimal expect. - 18 The student can get and convey the gist but some relevant information does not go through</td>
<td>Meets expectations - 24 The student was able to receive and communicate most of the contents</td>
<td>Exceeds expect. - 30 Very effective communication</td>
</tr>
<tr>
<td>Fluency 20%</td>
<td>Unsatisfactory - 0 The production is very fragmented</td>
<td>Meets minimal expect. - 12 Even though the production can be fragmented at times, its overall fluency is acceptable</td>
<td>Meets expectations - 16 The overall fluency is adequate; some pauses and false starts</td>
<td>Exceeds expect. - 20 The overall fluency is very good; natural pauses.</td>
</tr>
<tr>
<td>Targeted structures 30%</td>
<td>Unsatisfactory - 0 The student does not demonstrate examples of the structures. Errors may impede meaning or convey unintended meaning.</td>
<td>Meets minimal expect. - 18 The student shows somehow an understanding of the target structures, with several formal errors that however do not impede meaning.</td>
<td>Meets expectations - 24 Most of the conversation shows appropriate use of target structures, with some formal errors that do not impede meaning.</td>
<td>Exceeds expect. - 30 The conversation includes appropriate use of target structures, with occasional errors in form that do not impede meaning.</td>
</tr>
<tr>
<td>Lexicon 20%</td>
<td>Unsatisfactory - 0 Many words are not in the target language.</td>
<td>Meets minimal expect. - 12 The lexical choices convey meaning. Some false cognates might be present and/or some words might not be in the target language.</td>
<td>Meets expectations - 16 The lexical choices are appropriate and convey meaning. There are occasional mistakes on word choice.</td>
<td>Exceeds expect. - 20 The lexical choices are consistently appropriate and accurate.</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>
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</tr>
<tr>
<td>Contents 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>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>
<td></td>
</tr>
<tr>
<td>Targeted grammar structures 40%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 25</td>
<td>Meets expectations - 30</td>
<td>Exceeds expect. - 40</td>
</tr>
<tr>
<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>
<td></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>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>Syntax and structure 20%</td>
<td>Unsatisfactory - 0</td>
<td>Meets minimal expect. - 12</td>
<td>Meets expectations - 17</td>
<td>Exceeds expect. - 20</td>
</tr>
<tr>
<td>Word order does not reflect an understanding of the target language basic syntax. The structure is not clear.</td>
<td>The word order does somehow reflect the target language syntax, even though it is not consistently applied and some English structures may be applied to the target language. The structure is clear.</td>
<td>The word order does mainly reflect the target language syntax, with minor or occasional inconsistencies/interferences from English. The structure is clearly organized.</td>
<td>The word order does reflect consistently the target language syntax (errors might be present in idioms or linguistic idiosyncrasies). The structure is clearly organized.</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td><strong>A1</strong></td>
<td><strong>A2</strong></td>
<td><strong>B1</strong></td>
<td><strong>B2</strong></td>
</tr>
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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>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Writing</td>
<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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<tr>
<td>Writing</td>
<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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<tr>
<td>Writing</td>
<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>Writing</td>
<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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