Welcome to Italian 102, the second of the 3-course cycle of Italian courses at UNC. In this course, you will expand your grammatical knowledge and enrich your vocabulary. You will learn several new verb tenses, new pronouns, and adverbs. You will learn how to make comparisons, how to give commands, and how to express quantity. You will continue to broaden your idiomatic vocabulary. You will also learn a lot about Italian culture, including food and markets, health, housing, and travel. You will complete Chapters 5-8 of the textbook *Sentieri*, which you will continue to use in Ital 203.

In addition to your classroom experience, you will have many opportunities to participate in extracurricular cultural events, including:

**Italian Film Series**: a series of Italian Films shown in the UG Library each semester. All films have English subtitles. A screening schedule will be posted by the second week of classes.

**Tavola italiana**: an Italian conversation hour for beginning and intermediate levels. This weekly meeting revolves around cultural themes such as sports, politics, travel, etc.

**CIAO conversation hour**: a weekly conversation hour for advanced students, hosted by the Italian Club. Subscribe to the Italian Club listserv to get updates about meetings at either IP3 Pizzeria or Carribou Coffee House.

**Italian Club**: a UNC student organization devoted to promoting interest in Italian language and culture. To join, please subscribe to the (open) list and come to the first meeting.

**Italian Literary Contest**: an annual literary contest with recognition at the Spring awards ceremony and cash prizes. Ask your instructor for more information or visit: [http://roml.unc.edu/ilc/](http://roml.unc.edu/ilc/)

**Italian Honor Society**: if you perform well in your language class, you may be invited to join this national honor society; you will be honored at our awards ceremony and the merit will be noted on your transcript.

You will be enrolled in a special Sakai site entitled *Italian for Fun*, where you can discover additional opportunities to practice your Italian or to learn about study, work, and travel opportunities in Italy.

Read on to learn about the structure, expectations and policies of this course and to see the daily schedule of readings, themes, tests, and assignments.
ITAL 102 Course Policies: Please read carefully, initial each blank and sign at the bottom, confirming your willingness to respect these policies and be held accountable to them. Hand this page in by the 3rd day of class.

Attendance
Each absence after the first three will take 1 point away from your participation grade. (3 tardies or leaving class early = 1 absence). The only excused absences are those involving a sporting event (if you are a member of a team) or a written note from a doctor explaining why you are physically unable to attend class (not simply a note confirming a visit to Student Health).

Participation
Your participation grade will be evaluated by several criteria: coming to class prepared (having read the assigned pages before class); speaking only Italian in the classroom, regardless of accuracy and appropriate to your level; volunteering often; working well in groups. The more you are absent, the less you will be able to meet these goals.

Homework
All homework should be written legibly or typed. We do not accept late assignments. If you miss class the day your instructor collects an assignment, you may hand it in the first day you return to class. Your homework assignments will be related to the grammatical and lexical content of the chapters and will include online exercises and handouts, journal-writing or Twitter-posts, & attendance of at least one Italian cultural event including a write-up.

Orali & Temi
Your orali consist of:
- 1˚ ORALE: a recording of a passage read directly from a text and then uploaded
- 2˚ ORALE: a role-play developed and recorded with one or two other classmates
- 3˚ ORALE: an interview with your instructor

Your temi are four in-class essays written on the same day you take your chapter quizzes.

Ackland Museum Project
This will be a series of 3 HW assignments plus an oral interview at the Ackland Art Museum. The project provides students with an authentic experience of original Italian and Roman artwork right here in Chapel Hill. The project will begin with 3 different writing assignments that will prepare students to have a conversation about Italian art right in the galleries of the Ackland Museum. Your instructor will discuss this more with you midway through the semester. See pages 14-16 of syllabus for the guidelines and rubric.

Quizzes, Midterm and Final
6 quizzes, a midterm, and a final are scheduled this semester. Note the dates. No make-ups are allowed. Your instructor may also give small vocabulary and grammar quizzes, which will count as homework grades.

Professionalism
Students should come to class with a positive attitude. Cell phones and smart phones should be turned off. There should be no use of electronic devices for any purpose other than meeting the lesson's objectives. Each failure to respect this policy will result in an automatic point deduction from the participation grade. When you communicate with your instructor, please follow the guidelines they give you. With correspondence this means using a salutation and language appropriate for a professional relationship.

Honor Code
All students should respect the rules of the UNC-Chapel Hill Honor Code (see: http://instrument.unc.edu/instrument.text.html#appendices). This means that when doing all homework, you should work alone. You may not get help from friends, classmates, tutors, or online translators. Such violations are easy to detect. If you do not respect this policy, your instructor will carry out one of the sanctions outlined above. You will sign a pledge on your quizzes, exams, and grading rubrics, confirming your adherence to this policy.

Achieving Your Goals
Because language learning is cumulative, it is essential for your success in this class, that you review old material (grammatical and lexical content) as you learn the new. You will be held accountable for it.

Grade Distribution
<table>
<thead>
<tr>
<th>Participation 15%</th>
<th>Homework 20%</th>
<th>Special Projects (Orali, Temi, Ackland Museum Activity) 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 20%</td>
<td>Midterm 15%</td>
<td>Final 20%</td>
</tr>
</tbody>
</table>

Grade Scale
- 91.50-100 A
- 89.50-91.49 A-
- 87.50-89.49 B+
- 81.50-87.49 B
- 79.50-81.49 B-
- 77.50-79.49 C+
- 71.50-77.49 C
- 69.50-71.49 C-
- 67.50-69.49 D+
- 59.50-67.49 D
- Below 59.50 F

I have read the course policies, understand them, and agree to respect them: ____________________________
How to do well in this class:

- Attend class and speak Italian all the time. (Even if it's just to say “Ho una domanda.”)

- If you are having trouble with Italian grammar, buy a copy of *English Grammar for Students of Italian* or consult this book in the Reserves Collection of the UG Library.

- Do not miss homework, quiz or exam deadlines. No make-ups: zero 😞

- Avoid online translators like Google! Use a dictionary or oxford reference from library website lib.unc.edu -> search “oxford reference online”

- If you need extra help outside of class, visit any Italian instructor during his/her office hours and/or check the Resources folder of your Sakai page for information about getting help from a tutor: free peer tutoring or a paid tutor.

- Use flashcards for learning new vocabulary and grammar points as soon as they are introduced.

- Review material from previous chapters constantly as you learn the new. Use the Sakai Supersite as a resource for self-review, and let your instructor know if you need extra exercises.

- Keep your textbook after the course ends. You will use it again in ITAL 203.

- Explore in depth an aspect of Italian culture that you can be passionate about such as music, film, art, calcio, politics, food, opera, literature, proverbs, etc. and have fun!

Resources for ITAL 102:

- Sentieri Supersite: [http://vhlcentral.com](http://vhlcentral.com) (for completing the workbook and laboratory activities for your course and for accessing extra activities for self-study.)

- Sakai ITAL 101 course page: [http://sakai.unc.edu](http://sakai.unc.edu) (tells you everything you need to know for your Italian course: homework, test dates, grades, calendar of cultural events, information about tutoring and review sessions, etc.)

- Sakai Italian For Fun site: [http://sakai.unc.edu](http://sakai.unc.edu) (for signing up for Italian cultural events at UNC, and for accessing internet resources for learning more about Italian language and culture and for exploring study, travel, and work opportunities in Italy.)

- Your instructors (who can help you find ways to enhance your study of Italian; and Amy Chambless, Italian Undergraduate Adviser ([achamble@email.unc.edu](mailto:achamble@email.unc.edu))) who can answer your questions about course placement, study-abroad opportunities, and the Italian major and minor.

- Look at the end of this syllabus for the descriptions and rubrics for the oral exams, *temi*, museum activity and participation grade. **Orals:** pp.10-12; **Temi:** p.13; **Ackland Museum Interview:** pp.14-16; **Participation:** p.17; **Film and Cultural Event Forms:** pp.18-19
<table>
<thead>
<tr>
<th>Dates</th>
<th>Lesson Material</th>
<th>Due Dates and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lezione 1</td>
<td>Introduzione al corso</td>
<td>*Please come to class having looked over the present forms of all the regular and irregular verbs that you do not fully remember: essere, avere, andare, dare, stare, fare, dire, uscire, venire, volere, dovere, potere, sapere, etc. Your instructor will have a review activity prepared for you.</td>
</tr>
<tr>
<td>7 gennaio</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>(mercoledì)</td>
<td>Regular and irregular verbs (avere, essere, dare, fare, stare, etc.) in the present</td>
<td></td>
</tr>
<tr>
<td>Lezione 2</td>
<td>Contesti: La spesa</td>
<td>*For today, review all the forms of the passato prossimo (including verbs with irregular past participles) + the choice of essere v. avere. See Lezione 4B and Lezione 5A. Your instructor will have a review activity prepared for you.</td>
</tr>
<tr>
<td>9 gennaio</td>
<td>Review</td>
<td>*Read over the new vocabulary on p. 152-153 before coming to class. You will use it today.</td>
</tr>
<tr>
<td>(venerdì)</td>
<td>-Vocabolario/Comunicazione/Pronuncia e ortografia (p. 152-155)</td>
<td></td>
</tr>
<tr>
<td>Lezione 3</td>
<td>Struttura</td>
<td>*You should hand in page 2 of your syllabus today, with initials and signature, confirming the fact that you have read and agreed to abide by the course policies.</td>
</tr>
<tr>
<td>12 gennaio</td>
<td>-5A.2 Direct object pronouns (p. 162-163)</td>
<td>*Now is a good time to review your subject pronouns (io, tu, lui, lei, Lei, noi, voi, loro), so that you do not confuse them with the new object pronouns. Please let your instructor know if you have difficulty understanding the difference between subjects and objects of verbs.</td>
</tr>
<tr>
<td>(lunedì)</td>
<td>-5A.3 Partitives and expressions of quantity (p. 164-165)</td>
<td></td>
</tr>
<tr>
<td>Lezione 4</td>
<td>Review</td>
<td>*In preparation for your study of the partitives, review prepositions and prepositional contractions (3A.2 p. 88). A prepositional contraction is the combination of a preposition (a, in, di, da, su) and a definite article (i, la, l', lo, i, gli, le). e.g. in + lo = nello</td>
</tr>
<tr>
<td>14 gennaio</td>
<td>-5A.2 Direct object pronouns</td>
<td></td>
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<tr>
<td>(mercoledì)</td>
<td>Struttura</td>
<td></td>
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<tr>
<td>Lezione 5</td>
<td>Review for Quiz 1 (Lezione 5A)</td>
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<tr>
<td>16 gennaio</td>
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<tr>
<td>(venerdì)</td>
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<tr>
<td>Data</td>
<td>Lezione</td>
<td>Accesso</td>
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<tr>
<td>19 gennaio (lunedì)</td>
<td>Festa: lezione sospesa (NO CLASS: MLK JR. Day)</td>
<td>NO CLASS: Monday, January 19th</td>
</tr>
<tr>
<td>Lezione 6</td>
<td>21 gennaio (mercoledì)</td>
<td>Quiz 1 &amp; Tema 1: Wednesday, January 21</td>
</tr>
<tr>
<td>Lezione 5B</td>
<td></td>
<td></td>
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<tr>
<td>Lezione 7</td>
<td>23 gennaio (venerdì)</td>
<td>*Please study the new vocabulary before you come to class today. This will allow you to get more out of the communicative activities you do in class.</td>
</tr>
<tr>
<td>Lezione 8</td>
<td>26 gennaio (lunedì)</td>
<td>*Remember to always read the assigned section in Sentieri by the day those pages appear on the syllabus. Do not worry if you do not understand everything. Your instructor will answer your questions in class. *For today, please review adjectives, as they will be important in forming the adverbs which you will learn on Wednesday. What are the two classes of adjectives in Italian and what determines their endings? Oral 1: Due Monday, January 26</td>
</tr>
<tr>
<td>Lezione 9</td>
<td>28 gennaio (mercoledì)</td>
<td>HW 4: Due Wednesday, January 28</td>
</tr>
<tr>
<td>Lezione 10</td>
<td>30 gennaio (venerdì)</td>
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<tr>
<td>Lezione 11</td>
<td>2 febbraio (lunedì)</td>
<td>Quiz 2 &amp; Tema 2: Monday, February 2</td>
</tr>
<tr>
<td>Lezione 6A</td>
<td></td>
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<tr>
<td>Lezione 12</td>
<td>4 febbraio (mercoledì)</td>
<td>*In preparation for class today, you can listen to all the new vocabulary on the v-text (Supersite) and then read the words aloud yourself. *Make sure you still remember all present-tense verbs (regular and irregular). This will help you use reflexive verbs correctly.</td>
</tr>
<tr>
<td>Lezione 13</td>
<td>6 febbraio (venerdì)</td>
<td>*This is a good time to review the passato prossimo again. All reflexive/reciprocal verbs take essere, so remember to show agreement of the past participle (incontrato/a/i/e, parlato/a/i/e, etc.) with the subject of the verb. You should also review those</td>
</tr>
<tr>
<td>Lezione 14</td>
<td>Review</td>
<td>*Do you remember the placement of the direct and indirect object pronouns with respect to the verb? <em>ci</em> and <em>ne</em> follow the same rules. Review your direct and indirect object pronouns, if necessary.</td>
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<tr>
<td>9 febbraio (lunedì)</td>
<td>-6A.2 Reciprocal reflexives and reflexives in the <em>passato prossimo</em></td>
<td>HW 5: Due Friday, February 6</td>
</tr>
<tr>
<td>Strutture</td>
<td>-6A.3 <em>ci</em> and <em>ne</em> (p. 202-203)</td>
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<tr>
<td>Lezione 15</td>
<td>Review for Quiz 3 (Lezione 6A)</td>
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<tr>
<td>11 febbraio (mercoledì)</td>
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<tr>
<td>Lezione 14</td>
<td>QUIZ 3 (Lezione 6A) &amp; Tema 3</td>
<td>Quiz 3 &amp; Tema 3: Friday, February 13</td>
</tr>
<tr>
<td>13 febbraio (venerdì)</td>
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<tr>
<td>Lezione 15</td>
<td><em>Study the new vocabulary in preparation for class today.</em></td>
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<tr>
<td>16 febbraio (lunedì)</td>
<td><em>This new past tense has just a few irregular forms. Learn the forms as quickly as possible, so you can tackle the bigger challenge, presented in the next lesson: understanding when to use the <em>imperfetto</em> (as opposed to the <em>passato prossimo</em>).</em></td>
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<tr>
<td>Lezione 6B</td>
<td></td>
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<tr>
<td>Lezione 16</td>
<td>Review</td>
<td><em>Make sure you schedule some time this week to visit your instructor (or another one) for extra help preparing for the midterm (if you need it).</em></td>
</tr>
<tr>
<td>18 febbraio (mercoledì)</td>
<td>-6B.1 The <em>imperfetto</em></td>
<td>HW 7: Due Wednesday, February 18</td>
</tr>
<tr>
<td>Strutture</td>
<td>-6B.2 <em>imperfetto vs. passato prossimo</em> (p. 216-217)</td>
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</tr>
<tr>
<td>Lezione 17</td>
<td>Review</td>
<td>HW 8: Due Friday, February 20</td>
</tr>
<tr>
<td>20 febbraio (venerdì)</td>
<td>6B.2 <em>imperfetto vs. passato prossimo</em></td>
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<tr>
<td>Lezione 18</td>
<td>Midterm Review: Lezione 6B</td>
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<tr>
<td>23 febbraio (lunedì)</td>
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<tr>
<td>Lezione 19</td>
<td>Midterm Review (Units 5 and 6)</td>
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<tr>
<td>25 febbraio (mercoledì)</td>
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<tr>
<td>Lezione 20</td>
<td>MIDTERM (Units 5 and 6, esp. Lezione 6B)</td>
<td>Midterm: Friday, February 27</td>
</tr>
<tr>
<td>27 febbraio (venerdì)</td>
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</table>

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*1 We will not cover 6B.3, the *trapassato prossimo*. You may read about this tense if you like, but you will not be tested on it in this course.*
<table>
<thead>
<tr>
<th>Lezione 7A</th>
<th>Lezione 7B</th>
</tr>
</thead>
</table>
| **Lezione 21**  
2 marzo  
(lunedì) | **Contesti: A casa**  
-Vocabolario / Comunicazione / Pronuncia e ortografia (p. 230-233)  
**Strutture**  
-7A.1 The futuro semplice (p. 238-239)  
*In preparation for class today, please read over and start to learn the vocabulary on p. 230-233. Write a few practice sentences in which you describe your own house. You will talk about them in class today.* |
| **Lezione 22**  
4 marzo  
(mercoledì) | **Review**  
-7A.1 The futuro semplice  
**Strutture**  
-7A.2 Usage of the futuro semplice (p. 240-241)  
HW 9: Due Wednesday, March 4 |
| **Lezione 23**  
6 marzo  
(venerdì) | **Review**  
- Direct and indirect object pronouns and ne (INSTRUCTOR INPUT)  
HW 10: Due Friday, March 6 |
| 9-13 marzo | **Lezioni sospese (NO CLASSES: Spring Break)**  
SPRING BREAK |
| **Lezione 24**  
16 marzo  
(lunedì) | **Strutture**  
-7A.3 Double object pronouns (p. 242-243)  
Oral 2: Due Monday, March 16 |
| **Lezione 25**  
18 marzo  
(mercoledì) | **Review for Quiz 4 (Lezione 7A)**  
HW 11 (Museum Activity 1): Due Wednesday, March 18  
*By the end of this day you will sign up for an appointment with your instructor for Oral 3.* |
| **Lezione 26**  
20 marzo  
(venerdì) | **QUIZ 4 (Lezione 7A) & Tema 4**  
Quiz 4 & Tema 4: Friday, March 20 |
| **Lezione 27**  
23 marzo  
(lunedì) | **Contesti: Le faccende**  
-Vocabolario / Comunicazione / Pronuncia e ortografia (p. 246-249)  
**Strutture**  
-7B.1 The informal imperative (p. 254-255)  
*In preparation for class today, please read over and start to learn the vocabulary on p. 246-249.  
*There are a lot of details to keep in mind when studying the imperatives. Take the necessary time and use flashcards if it helps you learn them.* |
| **Lezione 28**  
25 marzo  
(mercoledì) | **Review**  
7B.1 The informal imperative  
**Strutture**  
7B.2 The formal imperative (p. 256-257)  
*What is the difference between the formal and informal imperatives? Make note not only of the different forms but also of the different placement of pronouns.*  
HW 12: Due Wednesday, March 25 |
| **Lezione 29**  
27 marzo  
(venerdì) | **Review**  
7B.2 The formal imperative  
HW 13 (Museum Activity 2): Due Friday, March 27 |
| Lezione 30 | Strutture  
7B.3 Time expressions (p. 258-259) |
<table>
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</thead>
<tbody>
<tr>
<td>30 marzo (lunedì)</td>
<td>Review for Quiz 5 (Lezione 7B)</td>
</tr>
</tbody>
</table>
| Lezione 31 | Lezione 30  
30 marzo (lunedì) |
| 1 aprile (mercoledì) | Quiz 5 (Lezione 7B) |
| Orale 3 (certain groups) | Quiz 5: Wednesday, April 1 |
| Lezione 32 | Lezione 31  
1 aprile (mercoledì) |
| 6 aprile (lunedì) | Contesti: Il trasporto  
-Vocabolario / Comunicazione / Pronuncia e ortografia (p. 270-273) |
| Strutture  
8A.1 Comparatives of equality (p. 278-279) | Orale 3 (certain groups) |
| Lezione 33 | Lezione 32  
6 aprile (lunedì) |
| 8 aprile (mercoledì) | Review  
8A.1 Comparatives of equality |
| Strutture  
8A.2 Comparatives of inequality (p. 280-281) | Orale 3 (certain groups) |
| Lezione 34 | Lezione 33  
8 aprile (mercoledì) |
| 10 aprile (venerdì) | Review  
8A.2 Comparatives of inequality |
| Strutture  
8A.3 Superlatives (p. 282-283) | HW 14 (Museum Activity 3): Due Wednesday, April 8 |
| Lezione 35 | Lezione 34  
10 aprile (venerdì) |
| 13 aprile (lunedì) | Review for Quiz 6 (Lezione 8A) |
| Lezione 36 | Lezione 35  
13 aprile (lunedì) |
| 15 aprile (mercoledì) | Quiz 6 (Lezione 8A) |
| Quiz 6: Wednesday, April 15 |Ackland Museum Interview (outside of class) |
| Lezione 37 | Lezione 36  
15 aprile (mercoledì) |
| 17 aprile (venerdì) | Contesti: In vacanza  
-Vocabolario / Comunicazione / Pronuncia e ortografia (p. 286-289) |
| Strutture  
-8B.1 The present conditional (p. 294-295) | *In preparation for class today, please read over and start to learn the vocabulary on p. 270-271. |
| Lezione 38 | Lezione 37  
17 aprile (venerdì) |
| 20 aprile (lunedì) | Review  
-8B.1 The present conditional |
| Ackland Museum Interview (outside of class) | HW 16: Due Friday, April 17 |

In prepartion for class today, please read over and start to learn the vocabulary on p. 270-271. Practice reading these words aloud and then get them on flashcards to learn them quickly.

HW 14 (Museum Activity 3): Due Wednesday, April 8

HW 15: Due Friday, April 10

HW 16: Due Friday, April 17
<table>
<thead>
<tr>
<th>Date</th>
<th>Lezione</th>
<th>Review/Strutture</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 aprile (mercoledì)</td>
<td><strong>Strutture</strong></td>
<td>- 8B.2 The past conditional (p. 296-297)</td>
</tr>
<tr>
<td></td>
<td><strong>Review</strong></td>
<td>- 8B.1 The past conditional</td>
</tr>
<tr>
<td></td>
<td><strong>Strutture</strong></td>
<td>- 8B.3 <em>Dovere, potere, and volere</em> in the conditional (present tense only) (p. 298-299)</td>
</tr>
<tr>
<td>24 aprile (venerdì)</td>
<td><strong>Review for Final Exam (Units 5-8, esp. Unit 8B)</strong></td>
<td><em>(By this day, you should have completed one cultural event and submitted a brief write-up.)</em></td>
</tr>
<tr>
<td>30 aprile (giovedì)</td>
<td><strong>Esame finale 8.00</strong></td>
<td><strong>FINAL EXAM: Thursday, April 30 at 8am</strong> Location TBD</td>
</tr>
</tbody>
</table>
Ital 102  Orale 1  [Vowels, consonants, stress + fluency]  Nome ________________________________

For this oral test, you will record the paragraph below on the *Sentieri Supersite* voiceboard, where your instructor will listen to and evaluate it.

**Guidelines:**

- Practice reading aloud the paragraph below in advance of the due date for the recording. Ask your instructor if you have any questions about the pronunciation of these words.

- Visit the *Sentieri Supersite* at vhlcentral.com; click the link “Voice Board,” and then the title of the current Voice Board (“Orale 1”). Follow the instructions provided. Remember that you must hit the “post” button in order to submit the recording to your instructor. Once you hit that button, you cannot go back and re-do it.

- Every student should print out this page and turn it into your instructor once you have submitted the recording.

**Text and Evaluation:**

<table>
<thead>
<tr>
<th>Che tipo in gamba! p. 197  <em>Sentieri:</em></th>
<th>Correzioni:</th>
</tr>
</thead>
<tbody>
<tr>
<td>L’italiano è una lingua ricca di espressioni idiomatiche: molte di queste contengono parti del corpo. Un tipo in gamba, ad esempio, è una persona davvero simpatica, intelligente e in generale con buone capacità; una persona alla mano è molto disponibile e informale. Se una cosa è molto costosa, si dice che costa un occhio della testa, ma se vuoi comprarla lo stesso allora sei una persona con le mani bucate, cioè una che spende molto e non riesce a risparmiare.</td>
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</tr>
</tbody>
</table>

Target sounds _____ / 30  Pace and fluency _____/ 20  Total: _____ / 50 × 2 = ______/ 100
For this oral test, you will create a dialogue with a classmate concerning the themes of the chapter on health. You will record this dialogue on the Sentieri Supersite voiceboard, where your instructor will listen to and evaluate it.

**Guidelines:**

- Read the prompt below carefully and ask your instructor if you have any questions about the assignment.
- Construct a dialogue including all of the components listed below. Pay special attention to both grammatical accuracy and proper word choice. This will typically require multiple drafts. Ask your instructor if you have any doubts about the words or constructions you have chosen.
- Visit the Sentieri Supersite at vhlcentral.com; click the link “Voice Board,” and then the title of the current Voice Board (“Orale 2”). Follow the instructions provided. Remember that you must hit the “post” button in order to submit the recording to your instructor. Once you hit that button, you cannot go back and re-do it.
- Every student should print out this page and turn it into your instructor once you have recorded the dialogue.

**Topic for Orale 2:**

**Problema di salute:** Uno studente ha un problema di salute. Parla di questo problema con l’amico e cerca consigli. L’amico chiede i sintomi e fa altre domande per capire la causa di questo problema. Poi prova a aiutare. I due amici cercano di decidere se lo studente con il problema deve andare subito dal dottore o se ci sono soluzioni alternative da provare prima.

Dovete includere nel vostro dialogo:
- saluti
- almeno (at least) quattro verbi diversi
- almeno due espressioni idiomatiche
- il vocabolario di questa lezione

**Evaluation for Orale 2** [General Pronunciation + Fluency]

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>target sounds: vowels, consonant</td>
<td>/15</td>
</tr>
<tr>
<td>combinations; stress</td>
<td></td>
</tr>
<tr>
<td>oral fluency</td>
<td>/15</td>
</tr>
<tr>
<td>grammatical accuracy</td>
<td>/10</td>
</tr>
<tr>
<td>good use of vocabulary</td>
<td>/10</td>
</tr>
<tr>
<td>+ completeness of assignment</td>
<td></td>
</tr>
</tbody>
</table>

Total: ___/50 x 2 = _____/100
For this oral test, you will have a conversation with your instructor, in which you will ask and answer questions related to the social and cultural themes of this course.

**Guidelines:**

- Choose your groups and schedule a time for the interview. Your instructor will tell you how s/he will handle the scheduling. You may meet with him/her alone, or together with 1-2 other students.

- You may choose 3 topics that interest you (family, food, health, housing, vacations, etc.). You do not have to tell your instructor in advance what topics you have chosen, but if you are working in a group, you should decide collectively on those topics. These will determine what vocabulary you review and what type of questions your instructor asks you. You should be prepared to ask questions yourself during this interview, in addition to answering them.

- It is a good idea to practice (rehearse) with others in advance. You will not be allowed to use notecards during the interview.

- Please show up at your scheduled time. A failure to show up will result in a grade of zero.

- Every student should print out this page and turn it into your instructor when you arrive at the interview.

**Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
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</tr>
</thead>
<tbody>
<tr>
<td>target sounds: vowels, consonant combinations; stress</td>
<td>______/10</td>
</tr>
<tr>
<td>comprehension</td>
<td>______/10</td>
</tr>
<tr>
<td>fluency of responses</td>
<td>______/10</td>
</tr>
<tr>
<td>grammatical accuracy</td>
<td>______/10</td>
</tr>
<tr>
<td>good use of vocabulary</td>
<td>______/5</td>
</tr>
<tr>
<td>ability to ask questions</td>
<td>______/5</td>
</tr>
</tbody>
</table>

Total: ____/50 × 2 = ____/100
The tema is an opportunity to develop fluency in communicating ideas in Italian. It will be graded on the basis of content, organization and clarity, variety and accuracy of vocabulary, and accurate use of the grammatical concepts you have learned so far. Be thoughtful as you write, and use simple sentence structures to convey your ideas. Leave time to proofread before submitting! The following are categories used for assigning numerical grades.

<table>
<thead>
<tr>
<th>Category</th>
<th>Range (Punti)</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| MOLTO BENE (90 - 100 punti) | You will achieve a grade in this range if the following criteria apply to your essay: | - Follows instructions  
- Adequate content (meets minimum word count) and minimal repetition  
- Good organization of ideas including logical transitions  
- Uses vocabulary appropriate to topic and level  
- Clear and comprehensible  
- Accurate use of grammar for this level, i.e. 10 errors or fewer relating to grammatical topics already covered |
| BENE (80 - 89 punti) | You will achieve a grade in this range if most of the following criteria apply to your essay: | - Follows instructions  
- Adequate content (meets or is just short of minimum word count) and minimal repetition  
- Some small but persistent problems with vocabulary usage, comprehensibility, and/or organization of ideas  
- Inconsistent attention to grammar i.e. 15 errors or fewer relating to grammatical topics already covered |
| SUFFICIENTE (70 - 79 punti) | You will achieve a grade in this range if several of the following criteria apply to your essay: | - Does not follow all instructions  
- Inadequate content (falls too far below minimum word count) and/or excessive repetition  
- Some problems with organization (the flow is disjointed and choice of statements seems arbitrary)  
- Too many problems with inappropriate word usage and inaccurate grammar (over 15 errors)  
- The problems outlined above are interfering with comprehensibility |
| INACCETTABILE (0 - 69 punti) | You will achieve a grade in this range if the following criteria apply to your essay: | - Does not follow instructions  
- Inadequate content (falls far below minimum word count)  
- Too many mistakes in grammar and vocabulary (over 25 errors)  
- Poorly organized and/or incomprehensible |
This semester you will complete 3 different graded HW assignments that will help prepare for a graded oral interview about Italian artworks at the Ackland Museum of Art. In it’s entirety the project will provide opportunities to learn new vocabulary and culture, and to allow for individual expression. Below are the instructions for the Oral interview.

1. SIGN UP FOR THE INTERVIEWS
   a. Choose a partner.
   b. Sign up for the interview either on Wednesday April 15th or Friday April 17th (Your instructor will provide sign-up sheets for you and your partner).
   c. Interviews are at the Ackland Museum of Art.
   d. If you sign-up for Monday you do not have class on Wednesday and vice-versa.
   e. Arrive 5 minutes before your interview time.

2. WHERE IS THE MUSEUM?
   The Ackland Art Museum is located at 101 S. Columbia Street, near the SE corner of Franklin Street, in downtown Chapel Hill. It is adjacent to the Hanes Art Center on the UNC-Chapel Hill campus.

3. ACKLAND ART MUSEUM ORAL INTERVIEW
   a. A few days before the interview at the Ackland Art Museum, you will need to sign-up for a time.
   b. Your partner and you will prepare a 7 minute conversation. However, you will sign-up for a 10 minute slot.
   c. On the day of the interview you will arrive at the Ackland 5 minutes before you scheduled time.
   d. The interviews are at the Ackland.
   e. HINT: Practice the interview at the Ackland. This will allow you to rehearse the interview and practice pointing at the work of art.
   f. Examples for interview:
      - Interview each other about your individual paintings/works of art/sculptures, etc.
      - Pretend to be art critics talking about the paintings/works of art/ sculptures, etc.
      - Pretend to be Client-Sales person, etc.
      - Be imaginative.

5. MUSEUM HOURS
   WEDNESDAY-SATURDAY: 10-5
   SUNDAYS: 1-5
   MUSEUM IS NOT OPEN ON MONDAYS OR TUESDAYS

6. ON THE DAY OF THE INTERVIEW:
   1. Do not bring a backpack, if so you will need to put it in the checkroom.
   2. During the interview you can cover things like:
      § Describe the work of art: theme, colors, shapes, materials, etc.
      § Make reference about the artist, his/her work, and their influence in art
      § Something about the artist, where did he live, where did he work, historical period, etc. You can find this information on the plaques.
      § Explain why you selected this work, why do you like it, what does it suggest to you, etc.
   • NO CARDS/NOTES/FLASHCARDS ALLOWED DURING THE INTERVIEW

   • KEY WORDS WHEN DESCRIBING ART:
   1. quadro = painting
   2. tela = canvas
3. olio = oil paint
4. paesaggio = landscape
5. primo piano = foreground
6. secondo piano = middle ground
7. sfondo = background
8. litografia = lithograph
9. carboncino = charcoal
10. pittore = painter
11. scultore = sculpture
12. statua = statue
13. artista = artist
14. stile = style
15. natura morta = still life
16. rilievo = relief
17. cornice = frame
18. ceramica = ceramic
19. porcellana = porcelain
20. legno = wood
21. marmo = marble
22. inchiostro = ink
23. seta = silk
You will be graded on three components of the project: (1) content (2) linguistic form (3) pronunciation & comprehensibility. Please hand in this form to your instructor, so that s/he may evaluate you.

<table>
<thead>
<tr>
<th>COMPONENTS</th>
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<tbody>
<tr>
<td><strong>Content:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● reflects knowledge of the artwork: research, general information of artwork or artist, period, and style.</td>
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<tr>
<td>● develops ideas in a clear and logical manner</td>
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<tr>
<td>● makes it clear to audience why topic is interesting or important</td>
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<td></td>
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<tr>
<td>● avoids repetition</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>_____ / 40</td>
<td></td>
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<tr>
<td><strong>Form:</strong></td>
<td></td>
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<tr>
<td>● demonstrates grammatical accuracy (e.g. correct verb form; agreement btw. adjectives and nouns and btw. nouns and verbs; correct word order, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● uses vocabulary appropriate to level, including art terms</td>
<td></td>
<td></td>
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<tr>
<td>● is easily understood</td>
<td></td>
<td></td>
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<tr>
<td>● shows clear evidence of having consulted a dictionary</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>_____ / 40</td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation &amp; comprehensibility:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Pronunciation: vowels, consonants, combination sounds.</td>
<td></td>
<td></td>
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<tr>
<td>● Fluency and pace</td>
<td></td>
<td></td>
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<td>_____ / 20</td>
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Total Points: _____ / 100
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<td></td>
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<td><strong>Use Of Italian:</strong></td>
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<td></td>
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<td>• Speaks regularly in Italian when asking questions and performing activities in pair – or group work</td>
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<tr>
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<tr>
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<tr>
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Total Point Value : _____ / 50 = _____/100

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CULTURAL EVENT – FILM __________

Nome_____________ Pledge___________ Voto _______/50

A) ANALISI DEL FILM (in 5 frasi) __________/5

1. Qual è il titolo (title) del film?
   __________________________________________________________________________

2. Chi è il regista (director)?
   __________________________________________________________________________

3. Dove è ambientato il film? (Where is the movie set?) __________________________
   __________________________________________________________________________

4. In quale periodo è ambientato il film? (In what period is the movie set?)
   __________________________________________________________________________

5. Come si chiama il personaggio principale (the main character)? ____________
   __________________________________________________________________________

B) Scrivi tre frasi per descrivere la storia del film (the movie plot). __________/25

C) Ti è piaciuto il film? Perché o perché no? (Did you like the movie? Why or why not?)
   _______________/20
TAVOLA ITALIANA (or another event) (in 5 frasi)

1. Qual è l'argomento (topic) del giorno della Tavola Italiana? ________/10

2. Scrivi tre frasi per riassumere (to recap) la discussione. ________/25

3. La Tavola Italiana è stata interessante? Perché o perché no? ________/15