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# CHARTER FOR ITALIAN

**Duration of classes: 2 hours per week per semester; 24 hours per semester.**

“...language and culture are closely linked, the language reflects the culture of a given society, and culture - as a system - is a fundamental component of language.”

Samira Boubakour, “L’enseignement des langues-cultures: dimensions et perspectives”, Algérie n°9, 2010, page 21.

## LEVEL A1 (LEVEL TARGETED)

**NB: Level A1 of the CEFR.**

**Elementary user: introductory or discovery level.**

**Level A1 is reserved for complete beginners. Students enrolling must not have previously studied Italian.**

**Below are the skills to be attained by the end of level A1:**

### The four skills

#### Listening comprehension

- Understand the teaching instructions given in class.
- Understand questions related to your personality and everyday environment: name, age, studies, profession, family, friends, city and country of origin, nationality, preferences, hobbies and interests.
- Follow a very simple conversation that relates to everyday life.

#### Spoken production (continuous and interaction)

- Present yourself, talk about yourself.
- Ask questions about the other person (name, age, studies, profession, family, friends, city and country of origin, preferences, hobbies and interests).
- Respond and ask questions about practical needs or feelings (the time, the weather, directions, hunger/thirst, being tired).
- Express possession.
- Express incomprehension and ask for an explanation.
- Respond to hearing a short text or an unfamiliar dialogue.
- Participate with other students in dialogues from real-life situations (covering topics studied in class and related to everyday life).

#### Reading comprehension

- Understand a very simple text relating to daily life.

### Written expression

- Write a dialogue, short text and email.

## Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

### Grammar

#### Articles

- Definite and indefinite articles, singular and plural.
- Partitive articles.

#### Nouns

- Gender markers, formation of the feminine and plural.
- Nouns with irregular endings.
- Invariant nouns.

#### Adjectives

- The two types of qualifying adjectives.
- Invariable adjectives.
- Agreement of adjectives and nouns.

#### Demonstratives

- Questo/quello; the use of demonstratives with qui/qua/li/la.

#### Possessives

- The use of the article before the possessive.

#### Pronouns

- Subjective personal pronouns.
- Direct object personal pronouns (lo, la, li, le).
- Reflexive personal pronouns.

#### Adverbs

- Adverbs of place and time.

#### Numbers

- Form and agreement of the cardinal and ordinal numbers.

#### Prepositions

- The use of simple prepositions (I).
- Contracted prepositions.

#### Interrogatives

- Adjectives and pronouns of frequent use (chi, che, quando, quanto, dove, perché, quale).

#### Verbs

- The three conjugations.
- The auxiliaries essere and avere.
- The helping verbs (dovere, volere, potere).
- The present indicative: regular and irregular verbs.

- The imperfect indicative: regular and irregular verbs.
- The past tense: the past participle of regular and irregular verbs.
- Stare + gerundio.
- Pronominal verbs.
- Sentence formation in Italian: the affirmative, negative and interrogative form.

### Vocabulary

Learning vocabulary will take place in real-life situations. Particular importance will be attached to the following areas:

- Nationalities.
- Colours.
- The days, the months.
- Weights and measures.
- Family.
- Professions.
- The city.

### Phonetics and spelling

- The Italian alphabet.
- The pronunciation of vowels and consonants (s and z voiced and unvoiced etc.).
- Particularities: double consonants, diphthongs, c and g + vowel, etc.
- Tonic accents.
- Apostrophes, elision, apocopes.
- Intonation.

## Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible.

In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time.** Class participation and attendance are also taken into consideration. There is therefore no final examination.

Moreover, the practice of the language is based on **cultural content**. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events in Italy, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

### Listening comprehension

Listening comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### **Spoken expression**

Oral expression is evaluated through various in-class activities according to the specific grading criteria. These various components lead to a final score out of 20.

### **Reading comprehension**

Reading comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### **Written expression**

In addition to the written exercise in the placement test, the teacher gives students **three other written assignments, including at least one in-class**. These assignments are spread out over the whole semester and combine for an average grade out of 20.

## **Mid-term assessment, placement test and final evaluation**

**The mid-term assessment results** are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them.

**An end-of-semester 90-minute test will be organised in each class during week 10.** The three skills of listening comprehension, reading comprehension and writing have equal weighting. This is not a final exam but rather an evaluation of attainment. The grade in this placement test is taken into account in the final grade for the semester. **The test is returned to the teacher after correction for archiving in the Language Department.**

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Level A1 is normally scheduled to last one semester.** This means that a student is expected to move on to level A2 after one semester. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to re-register in level A1. In fact, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides about any changes of level, this is non-negotiable.**

At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

### One-to-one Italian tutoring: learning and support

One hour of tutoring per week is offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. In some cases, this one-to-one support is an effective way to alleviate difficulties that could jeopardise the attainment of credits or advancing to the next language level. Students should therefore not hesitate to take advantage of this time slot. This tutoring - either recommended by the teacher or requested by the student - takes place at **language laboratory 306 located at 56 rue des Saints-Pères**. The timetable is provided at the beginning of the semester.

### Pedagogical materials

Language textbook: ZIGLIO Luciana, RIZZO Giovanna, *Nuovo Espresso 1, Libro dello Studente ed esercizi*, Alma Edizioni, 2014.

#### Grammar books and websites

- ERCOLINO Elettra, PELLEGRINO T. Anna, *L'utile e il dilettevole, Esercizi e regole per comunicare, 1* (livelli A1-B1), Torino, Loescher Editore, 2011.
- GATTI Fabia, PEYRONEL Stella, *Grammatica in contesto*, Torino, Loescher Editore, 2006.
- MANELLA Claudio, *Ecco! Grammatica italiana*, Firenze, Progetto Lingua Edizioni, 1998.
- ULYSSE Odette and Georges, *Précis de grammaire italienne*, Paris, Hachette, 1988.
- <http://grammaticaitaliana.net/corso-grammatica-italiana-per-stranieri/>
- <http://italianoperstranieri.loescher.it/archivio-di-grammatica.n445>
- All the small books on the grammatical and verbal system published by Alma (*I verbi italiani; I pronomi italiani; Le preposizioni italiane*, etc.).

#### Online Press

- [www.addiopizzo.org](http://www.addiopizzo.org)
- [www.ilfattoquotidiano.it](http://www.ilfattoquotidiano.it)
- [http://www.ilsole24ore.com/cultura/domenica.shtml?refresh\\_ce=1](http://www.ilsole24ore.com/cultura/domenica.shtml?refresh_ce=1)
- <http://www.micromega.net>
- <http://www.pagina99.it>
- [www.repubblica.it](http://www.repubblica.it)

Other documents recommended by the teacher (see bibliography and webography specific to each class).

#### Reference document

- The Common European Framework of Reference for Languages (CEFR), Council of Europe, 2001. The Sciences Po level A1 is based on the CEFR level A1.

### LEVEL A2 (LEVEL TARGETED)

**NB: Level A2 of the CEFR.**

**Elementary user: intermediate or common level.**

**Below are the skills to be attained by the end of level A2:**

### The four skills

#### Listening comprehension

- Have an overall understanding of audio and video recordings with multiple speakers.
- Identify the key words of a simple dialogue, so that the main idea can be reproduced.
- Become accustomed to a certain rate of language flow.

#### Spoken production (continuous and interaction)

- Talk about an event that happened in the past.
- Describe an object or image.
- Ask for or explain directions to someone.
- Conduct a simple discussion and give your opinion.

#### Reading comprehension

- Read short texts.
- Understand a simple text, without understanding all of the words.
- Extract the main ideas from a text in order to use them in spoken or written expression.

#### Written expression

- Write a postcard, short informal letter or email.
- Give an opinion on a topic encountered in class using the skills acquired.
- Write a dialogue or a short text.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been briefly encountered at the previous level will be examined in more detail.

#### Grammar

##### Adjectives

- Specific forms (bello, grande, buono).

##### Comparatives

- Forming comparatives.
- Some irregular forms of comparatives.

### **Superlatives**

- Forming superlatives.
- Relative and absolute superlatives.

### **Pronouns**

- Direct object personal pronouns.
- Indirect object personal pronouns.
- Strong and weak forms of personal pronouns.
- Grouped pronouns.

### **Adverbs**

- The pronominal adverbs "ci" and "ne".
- Adverbs of time and place (II).
- Adverbs of quantity.

### **Indefinites**

- The expression of indefinite quantities (qualche, poco, molto, troppo, alcuni, tanto, etc.).

### **Prepositions**

- The use of prepositions (II).
- The "preposizioni improprie" (contro, dietro, sopra, eccetto, verso, etc.).

### **Verbs**

- The future indicative: regular and irregular verbs.
- The imperative. Tu/Lei (polite imperative form).
- Developing the expression of the past to the indicative (difference between the imperfect / present perfect).
- The position of supplementary and reflexive pronouns (weak form): the enclitic position of pronouns with the infinitive, gerunds and helping verbs.
- The position of adverbs of time, place and quantity.
- Grouped pronouns and agreement of the past participle.

### **Vocabulary**

Learning vocabulary will take place in real-life situations. Particular importance will be attached to the following areas:

- On the telephone.
- Daily life.
- The home.
- Clothing.
- Food, meals.
- The human body.
- The city.

### **Phonetics and spelling**

- Tonic accents.
- Intonation.
- Double consonants.

## Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible.

In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **Students must ensure that work is delivered on time**. Class participation and attendance are also taken into consideration. There is therefore no final examination.

Moreover, the practice of the language is based on **cultural content**. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events in Italy, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

### Listening comprehension

Listening comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### Spoken expression

Oral expression is evaluated through various in-class activities according to the specific grading criteria. These various components lead to a final score out of 20.

### Reading comprehension

Reading comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### Written expression

In addition to the written exercise in the placement test, the teacher gives students **three other written assignments, including at least one in-class**. These assignments are spread out over the whole semester and combine for an average grade out of 20.

## Mid-term assessment, placement test and final evaluation

**The mid-term assessment results** are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them.

**An end-of-semester 90-minute test will be organised in each class during week 10**. The three skills of listening comprehension, reading comprehension and writing have equal weighting. This is not a final exam but rather an evaluation of attainment. The grade in this placement test is taken into account in the final grade for the semester. **The test is returned to the teacher after correction** for archiving in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. In fact, **the acquisition of all A2 skills often requires more than one semester of learning.**

During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides about any changes of level, this is non-negotiable.**

At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

### One-to-one Italian tutoring: learning and support

One hour of tutoring per week is offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. In some cases, this one-to-one support is an effective way to alleviate difficulties that could jeopardise the attainment of credits or advancing to the next language level. Students should therefore not hesitate to take advantage of this time slot. This tutoring - either recommended by the teacher or requested by the student - takes place at **language laboratory 306 located at 56 rue des Saints-Pères**. The timetable is provided at the beginning of the semester.

### Pedagogical materials

Language textbook: BALÌ Maria, RIZZO Giovanna, *Nuovo Espresso 2, Libro dello Studente ed esercizi*, Alma Edizioni, 2014.

#### Grammar books and websites

- ERCOLINO Elettra, PELLEGRINO T. Anna, *L'utile e il dilettevole, Esercizi e regole per comunicare, 1 (livelli A1-B1)*, Torino, Loescher Editore, 2011.
- GATTI Fabia, PEYRONEL Stella, *Grammatica in contesto*, Torino, Loescher Editore, 2006.
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#### Online Press

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- <http://www.pagina99.it>
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Other documents recommended by the teacher (see bibliography and webography specific to each class).

### **Reference document**

- The Common European Framework of Reference for Languages (CEFR), Council of Europe, 2001.  
The Sciences Po level A2 is based on the CEFR level A2.

### LEVEL B1 (LEVEL TARGETED)

**NB: Level B1 of the CEFR.**

**Independent user: threshold level.**

**Below are the skills to be attained by the end of level B1:**

#### The four skills

##### Listening comprehension

- Understand the teaching instructions given in class.
- Understand a dialogue (in real or recorded situations) between at least two people, using relatively elaborate morphosyntactic structures and using a political, social or cultural vocabulary.
- Understand the narrative of an anecdote, the summary and commentary of a newspaper article (easy language, medium length), television news (a newsflash, a weather report, an advertising message).

##### Spoken production (continuous and interaction)

- Talk about personal and professional projects.
- Express feelings, preferences, tastes, opinions.
- Express wish, regret, intention, fear, desire.
- Present a plan.
- Explain the course of an action.
- Present a written document (medium length text, newspaper articles).
- Give an opinion.
- Express agreement and disagreement.
- Establish a comparison.
- Express a hypothesis.

##### Reading comprehension

- Understand the essential elements of a text (press article, advertisement, fiction text or essay).

##### Written expression

- Write a message to someone, make a request for information, send an email.
- Write a letter, a curriculum vitae and a cover letter.
- Develop a simple comment from a given medium.

#### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been briefly encountered at the previous levels will be examined in more detail.

### Grammar

#### Adverbs

- The adverbs of manner (veramente, etc.): formation and use.

#### Pronouns

- The relative pronouns "che" and "cui".

#### Indefinites

- Distributive quantities (ogni, ognuno, ciascuno).

#### Prepositions

- The use of prepositions with verbs.

#### Verbs

- The imperative + grouped pronouns.
- The conditional: past and present.
- The subjunctive: present, past, imperfect and pluperfect.
- The impersonal construction.

#### First Overview

- Speech connectors (linking words).
- Adverbs, prepositions and subordinates expressing time: anteriority, posteriority, simultaneity.
- Grammatical structures, verbs, adverbs expressing purpose, cause, concession, consequence.

### Vocabulary

In situation in-class and with reference to the concepts covered in the various skills. Care will, however, be taken to broaden the range of vocabulary by also addressing more abstract notions than in previous levels.

### Phonetics and spelling

- Tonic accents.
- Intonation.

## Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible.

In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **Students must ensure that work is delivered on time**. Class participation and attendance are also taken into consideration. There is therefore no final examination.

Moreover, the practice of the language is based on **cultural content**. Therefore, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events in Italy, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

### Listening comprehension

Listening comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### Spoken expression

Oral expression is evaluated through various in-class activities according to the specific grading criteria. These various components lead to a final score out of 20.

### Reading comprehension

Reading comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### Written expression

In addition to the written exercise in the placement test, the teacher gives students **three other written assignments, including at least one in-class**. These assignments are spread out over the whole semester and combine for an average grade out of 20.

## Mid-term assessment, placement test and final evaluation

**The mid-term assessment results** are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them.

**An end-of-semester 90-minute test will be organised in each class during week 10.** The three skills of listening comprehension, reading comprehension and writing have equal weighting. This is not a final exam but rather an evaluation of attainment. The grade in this placement test is taken into account in the final grade for the semester. **The test is returned to the teacher after correction** for archiving in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. This has no impact on the attainment of credits. In fact, **the acquisition of all B1 skills often requires more than one semester of learning**.

During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides about any changes of level, this is non-negotiable**.

At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

## One-to-one Italian tutoring: learning and support

One hour of tutoring per week is offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. In some cases, this one-to-one support is an effective way to alleviate difficulties that could jeopardise the attainment of credits or advancing to the next language level. Students should therefore not hesitate to take advantage of this time slot. This tutoring - either recommended by the teacher or requested by the student - takes place at **language laboratory 306 located at 56 rue des Saints-Pères**. The timetable is provided at the beginning of the semester.

## Pedagogical materials

### Grammar books and websites

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- GATTI Fabia, PEYRONEL Stella, *Grammatica in contesto*, Torino, Loescher Editore, 2006.
- MANELLA Claudio, *Ecco! Grammatica italiana*, Firenze, Progetto Lingua Edizioni, 1998.
- ULYSSE Odette and Georges, *Précis de grammaire italienne*, Paris, Hachette, 1988.
- <http://grammaticaitaliana.net/corso-grammatica-italiana-per-stranieri/>
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- [http://www.ilsole24ore.com/cultura/domenica.shtml?refresh\\_ce=1](http://www.ilsole24ore.com/cultura/domenica.shtml?refresh_ce=1)
- <http://www.micromega.net>
- <http://www.pagina99.it>
- [www.repubblica.it](http://www.repubblica.it)

Other documents recommended by the teacher (see bibliography and webography specific to each class).

### Reference document

- The Common European Framework of Reference for Languages (CEFR), Council of Europe, 2001. The Sciences Po level B1 is based on the CEFR level B1.

### LEVEL B2 (LEVEL TARGETED)

**NB: Level B2 of the CEFR.**

**Independent user: advanced or independent level.**

**Below are the skills to be attained by the end of level B2:**

#### The four skills

##### Listening comprehension

- To understand with relative ease a statement that is explanatory, descriptive, argumentative or injunctive in nature.
- Understand a wide range of recordings in standard language and recognise the different points of view exchanged and differentiate the speakers' attitudes.
- Follow a lengthy discussion on complex and even abstract subjects.

##### Spoken production (continuous and interaction)

- Communicate confidently on familiar topics.
- Discuss in an understandable manner and develop arguments with a number of interlocutors.
- Deliver a clear and well-structured presentation developing points of view and reformulate to be more specific.
- Spontaneously and appropriately engage in discussions and debates whilst linking comments to those of other speakers.

##### Reading comprehension

- Independently read a variety of medium-length texts of descriptive, explanatory, argumentative and interpretative nature (all registers).
- Identify the important components of a long text with a relatively complex logical order.
- Accurately reproduce the structure of a long text in order to provide a summary.

##### Written expression

- Write clear and detailed texts on a wide range of topics in a variety of styles.
- Develop all ways of writing an argument (editorial, correspondence).
- Produce a personal, organised and argued response to a specific topic in the form of a report, essay or summary.

#### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have been briefly encountered at the previous levels will be studied in greater depth.

### Grammar

#### Noun groups

- Indefinites: qualunque, qualsiasi, chiunque, dovunque, etc.
- Numerals: centuries (it Quattrocento, quattrocentesco, etc.).
- The alteration of nouns (formation and use).
- Determination (presence or absence of the definite article).
- Comparison (relations of inferiority/equality/superiority).

#### Verb groups

- The passato remoto.
- Reminder of the differences between the tenses expressing the past: imperfetto, passato prossimo, passato remoto e trapassato.
- Situating an action in time (time and aspect, adverbs, etc.).
- The agreement of the modes and tenses.
- The passive voice.
- Uses of the gerund: gerund in expressions of value (Volendo, potrei), etc.

#### Modality in speech

- How to express an opinion, agreement, disagreement, a value judgment, etc.
- Modality: ability, permission, probability, eventuality, possibility, duty, obligation, etc.

#### Syntax

- The position of the words in a statement (adverbs, complements, etc.).
- Logical links, connectors (però, così, etc.).
- Hypothetical sentences (se + subjunctive/conditional).
- Circumstantial subordinates.
- The causatives structures (per + past infinitive, da + noun, etc.).
- End constructions (per + infinitive, affinché + subjunctive, etc.).
- Concessive constructions (sebbene + subjunctive, etc.).

### Vocabulary

- Politics and society.
- Economics and business.
- The media, press, communications.
- Intellectual life.
- Higher education and research.
- The world of business.
- Idiomatic expressions.

### Phonetics

Consolidation of previous learning acquired and in particular: tonic accents, sentence intonation (assertive, exclamatory, imperative, interrogative).

## Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible.

In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **Students must ensure that work is delivered on time**. Class participation and attendance are also taken into consideration. There is therefore no final examination.

Moreover, the practice of the language is based on **cultural content**. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events in Italy, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

### Listening comprehension

Listening comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### Spoken expression

Oral expression is evaluated through various in-class activities according to the specific grading criteria. These various components lead to a final score out of 20.

### Reading comprehension

Reading comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### Written expression

In addition to the written exercise in the placement test, **the teacher gives students three other written assignments, including at least one in-class**. These assignments are spread out over the whole semester and combine for an average grade out of 20.

## Mid-term assessment, placement test and final evaluation

**The mid-term assessment results** are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them.

**An end-of-semester 90-minute test will be organised in each class during week 10**. The three skills of listening comprehension, reading comprehension and writing have equal weighting. This is not a final exam but rather an evaluation of attainment. The grade in this placement test is taken into account in the final grade for the semester. **The test is returned to the teacher after correction** for archiving in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. This has no impact on the attainment of credits. In fact, **the acquisition of all B2 skills often requires more than one semester of learning.**

During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides about any changes of level, this is non-negotiable.**

At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

## One-to-one Italian tutoring: learning and support

One hour of tutoring per week is offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. In some cases, this one-to-one support is an effective way to alleviate difficulties that could jeopardise the attainment of credits or advancing to the next language level. Students should therefore not hesitate to take advantage of this time slot. This tutoring - either recommended by the teacher or requested by the student - takes place at **language laboratory 306 located at 56 rue des Saints-Pères**. The timetable is provided at the beginning of the semester.

## Pedagogical materials

### Grammar books and websites

- ERCOLINO Elettra, PELLEGRINO T. Anna, *L'utile e il dilettevole, Esercizi e regole per comunicare, 2 (livelli B2-C2)*, Torino, Loescher Editore, 2011.
- GATTI Fabia, PEYRONEL Stella, *Grammatica in contesto*, Torino, Loescher Editore, 2006.
- MANELLA Claudio, *Ecco! Grammatica italiana*, Firenze, Progetto Lingua Edizioni, 1998.
- ULYSSE Odette and Georges, *Précis de grammaire italienne*, Paris, Hachette, 1988.
- <http://grammaticaitaliana.net/corso-grammatica-italiana-per-stranieri/>
- <http://italianoperstranieri.loescher.it/archivio-di-grammatica.n445>
- All the small books on the grammatical and verbal system published by Alma (*I verbi italiani; I pronomi italiani; Le preposizioni italiane*, etc.).

### Reference websites and books

- *Enciclopedia Treccani* ([www.treccani.it](http://www.treccani.it)).
- CRAINZ, Guido, *Il paese mancato. Dal miracolo economico agli anni ottanta*, Roma, Donzelli, 2003.
- CRAINZ, Guido, *Autobiografia di una Repubblica. Le radici dell'Italia attuale*, Roma, Donzelli, 2009.

- GINSBORG, Paul, *L'Italia del tempo presente. Famiglia, società civile, Stato. 1980-1996*, Torino, Einaudi, 1998.
- GINSBORG, Paul, *Storia d'Italia (1943-1996). Famiglia, società, Stato*, Torino, Einaudi, 1998.

### Online Press

- [www.addiopizzo.org](http://www.addiopizzo.org)
- [www.ilfattoquotidiano.it](http://www.ilfattoquotidiano.it)
- [http://www.ilsole24ore.com/cultura/domenica.shtml?refresh\\_ce=1](http://www.ilsole24ore.com/cultura/domenica.shtml?refresh_ce=1)
- <http://www.micromega.net>
- <http://www.pagina99.it>
- [www.repubblica.it](http://www.repubblica.it)

Other documents recommended by the teacher (see bibliography and webography specific to each class).

- DE CATALDO, *Romanzo criminale*, Einaudi Tascabili; LEVI, Carlo, *Cristo si è fermato ad Eboli*, Einaudi Edizioni. [Class by Mme De Vita le Nouveau.]

### Reference document

- The Common European Framework of Reference for Languages (CEFR), Council of Europe, 2001. The Sciences Po level B2 is based on the CEFR level B2.

### LEVEL C1 (LEVEL TARGETED)

**NB: Level C1 of the CEFR.**

**Experienced user: independent level.**

**Below are the skills to be attained by the end of level C1:**

#### The four skills

##### Listening comprehension

- Easily follow all types of descriptive, explanatory, argumentative or injunctive speech.
- Follow a long speech even if it is not clearly structured and the relationships between the ideas are implicit (a lecture, specialist presentation, discussion, or debate).
- Understand undertones, humour, cultural allusions (colloquial skills).
- Understand unusual ways of speaking, such as accents or non-standard language (sociolinguistic skill).

##### Spoken production (continuous and interaction)

- Communicate with great flexibility on all sorts of subjects using a wide range of vocabulary and using registers appropriate to the other speakers.
- Speak clearly and fluidly through the use of chosen linking phrases.
- Can present a complex and well constructed argument using varied and sophisticated language and able to easily respond to questions and objections raised.
- Spontaneously intervene in discussions and debates using strategies to enable taking or keeping the subject (vocal effects such as intonation and highlighting points through the use of accentuation).

##### Reading comprehension

- Independently read a variety of extended texts of descriptive, explanatory and interpretative nature (all registers).
- Identify the underlying subtleties (attitudes, explicit or implicit opinions) of a text.
- Identify the important elements and argumentative nuances of a long text, accurately reconstruct its structure in order to produce a summary.

##### Written expression

- Develop a range of writing styles resulting from an understanding and command of the different registers.
- Construct a logical, complete and balanced line of argument using an extensive range of logical markers.
- Summarise information from a range of sources to form arguments with ease and consistency.

#### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been encountered at the previous level will be studied in greater depth.

### Grammar

#### Indirect speech

- The concordance of tenses in indirect speech (e.g. Sto bene → Ha detto che stava bene).
- Changes to the non-verbal elements (e.g. Vieni da me → Ha detto di andare da lui).
- Indirect questions (e.g. Hai fame? → Chiede se hai fame).

#### Furthering the concepts of:

##### Cause

- Poiché, giacché, dal momento che, dato che, etc.
- Construction with the gerund (e.g. Essendo l'una, prese un taxi).
- Verbs and nouns indicating cause: provenire, derivare, ragione, motivo, etc.

##### Consequence

- In modo tale che + subjunctive, cosicché, etc.
- The preposition da + infinitive (Si stancò tanto da ammalarsi), a + infinitive.
- Complex constructions (with che + the conditional).
- Verbs and nouns indicating consequence: comportare, risultato, etc.

##### Purpose

- Nell'intento di, con lo scopo di, etc.
- Relatives with che, etc.
- Verbs and nouns indicating purpose: fine, tentare di, scopo, etc.

##### Time

- Non appena, fino a che, fintanto che, finché non.
- Construction with the indicative (real) / subjunctive (possible).

(E.g. non usciremo fino a quando non abbia smesso/fino a quando non ha smesso di nevicare).

##### Opposition / concession

- Pur(e) + gerund; per + adjective + che + subjunctive.
- Locutions concesso che, posto che, etc.

##### Hypothetical sentences

#### The concordance of tenses in hypothetical sentences

- Special cases (Se + imperfect subjunctive + past conditional) (e.g. Se non facesse così freddo, mi sarei trasferito a Milano).

##### Argumentation

- The construction of written discourse.

### Vocabulary

- Politics and society.
- Economics and business.
- The media, press, communications.
- Cultural, intellectual and artistic life.
- Higher education and research.

- False friends.

### Phonetics

- Consolidation of previous learning acquired and in particular: tonic accents, intonation (assertive, exclamatory, imperative and interrogative sentences).
- Registers of language, styles and regional variants of Italian.

## Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible.

In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **Students must ensure that work is delivered on time**. Class participation and attendance are also taken into consideration. There is therefore no final examination.

Moreover, the practice of the language is based on **cultural content**. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events in Italy, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

### Listening comprehension

Listening comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### Spoken expression

Oral expression is evaluated through various in-class activities according to the specific grading criteria. These various components lead to a final score out of 20.

### Reading comprehension

Reading comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### Written expression

The teacher gives students **three other written assignments, including at least one in-class**. These assignments are spread out over the whole semester and combine for an average grade out of 20.

## Mid-term assessment and final evaluation

**The mid-term assessment results** are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. This has no impact on the attainment of credits. In fact, **the acquisition of all C1 skills often requires more than one semester of learning.**

During the last class of the semester, teachers inform students of their final grade, about obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides about any changes of level, this is non-negotiable.**

At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

## One-to-one Italian tutoring: learning and support

One hour of tutoring per week is offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. In some cases, this one-to-one support is an effective way to alleviate difficulties that could jeopardise the attainment of credits or advancing to the next language level. Students should therefore not hesitate to take advantage of this time slot. This tutoring - either recommended by the teacher or requested by the student - takes place at **language laboratory 306 located at 56 rue des Saints-Pères**. The timetable is provided at the beginning of the semester.

## Pedagogical materials

### Grammar books and websites

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- GATTI Fabia, PEYRONEL Stella, *Grammatica in contesto*, Torino, Loescher Editore, 2006.
- MANELLA Claudio, *Ecco! Grammatica italiana*, Firenze, Progetto Lingua Edizioni, 1998.
- ULYSSE Odette and Georges, *Précis de grammaire italienne*, Paris, Hachette, 1988.
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- <http://italianoperstranieri.loescher.it/archivio-di-grammatica.n445>
- All the small books on the grammatical and verbal system published by Alma (*I verbi italiani; I pronomi italiani; Le preposizioni italiane*, etc.).

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- *Enciclopedia Treccani* ([www.treccani.it](http://www.treccani.it)).
- CRAINZ, Guido, *Il paese mancato. Dal miracolo economico agli anni ottanta*, Roma, Donzelli, 2003.
- CRAINZ, Guido, *Autobiografia di una Repubblica. Le radici dell'Italia attuale*, Roma, Donzelli, 2009.
- GINSBORG, Paul, *L'Italia del tempo presente. Famiglia, società civile, Stato. 1980-1996*, Torino, Einaudi, 1998.
- GINSBORG, Paul, *Storia d'Italia (1943-1996). Famiglia, società, Stato*, Torino, Einaudi, 1998.

Other documents recommended by the teacher (see bibliography and webography specific to each class).

- CALVINO, Italo, *Le città invisibili*, Einaudi Edizioni. [Class by Mme De Vita le Nouveau.]

### Reference document

- The Common European Framework of Reference for Languages (CEFR), Council of Europe, 2001. The Sciences Po level C1 is based on the CEFR level C1.

### LEVEL C2 (LEVEL TARGETED)

**NB: Level C2 of the CEFR.**

**Experienced user: perfect command level.**

**Below are the skills to be attained by the end of level C2:**

#### The four skills

##### Listening comprehension

- Can understand any kind of spoken language, whether in real life circumstances or in broadcast media, even when delivered at fast native speed, provided there is some time to become familiar with the accent.

##### Spoken expression

###### Interaction

- Can take part effortlessly in any conversation or discussion and has a good familiarity with idiomatic expressions and colloquialisms. Can express him or herself fluently and convey finer shades of meaning precisely. If her or she does have a problem s/he can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

###### Continuous

- Can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

##### Reading comprehension

- Can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

##### Written expression

- Can write clear, smoothly-flowing text in an appropriate style. Can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. Can write summaries and reviews of professional or literary works.

#### Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible.

In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **Students must**

**ensure that the work is delivered on time.** Class participation and attendance are also taken into consideration. There is therefore no final examination.

Moreover, the practice of the language is based on **cultural content**. Thus, the assessment of the four skills takes into account the knowledge conveyed in class (social-cultural codes, civilization, current events in Italy, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

### **Listening comprehension**

Listening comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### **Spoken expression**

Oral expression is evaluated through various in-class activities according to the specific grading criteria. These various components lead to a final score out of 20.

### **Reading comprehension**

Reading comprehension is assessed through a variety of in-class exercises, all contributing to a final grade out of 20.

### **Written expression**

The teacher gives students **three other written assignments, including at least one in-class**. These assignments are spread out over the whole semester and combine for an average grade out of 20.

## **Mid-term assessment and final evaluation**

**The mid-term assessment results** are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

During the last class of the semester, teachers inform students of their final grade and about obtaining their credits.

At the end of the semester, teachers submit their final grades and qualitative assessments online and validate the obtaining of level C2 or not.

## **One-to-one Italian tutoring: learning and support**

One hour of tutoring per week is offered to allow students who wish to clarify a specific language point or to further a particular skill to do so. This tutoring - either recommended by the teacher or requested by the student - takes place at **language laboratory 306 located at 56 rue des Saints-Pères**. The timetable is provided at the beginning of the semester.

## Pedagogical materials

**Documents recommended by the teacher (see bibliography and webography specific to each class).**

### Online Press

- [www.addiopizzo.org](http://www.addiopizzo.org)
- [www.ilfattoquotidiano.it](http://www.ilfattoquotidiano.it)
- [http://www.ilsole24ore.com/cultura/domenica.shtml?refresh\\_ce=1](http://www.ilsole24ore.com/cultura/domenica.shtml?refresh_ce=1)
- <http://www.micromega.net>
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- [www.repubblica.it](http://www.repubblica.it)

### Reference document

- The Common European Framework of Reference for Languages (CEFR), Council of Europe, 2001.  
The Sciences Po level C2 is based on the CEFR level C2.