

**Generic Elective-4 (GE-4)**  
**Intermediate Communicative Italian (2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Intermediate Communicative Italian (2)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Successfully completed GE-1, 2 &amp; 3</b>	<b>Successfully completed GE-1, 2 &amp; 3</b>

<b>Total No. Credits</b>				<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorial</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>				
<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>45</b>	<b>15</b>	<b>0</b>	<b>60</b>

**GE-4**  
**Intermediate Communicative Italian (2)**

**Learning Objectives:**

- To hone intermediate level listening, speaking, reading and writing skills in order to develop more confident language users.
- To Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly
- Provides learners with basic debating and presentation skills
- Impart skills to read and understand longer texts related to socio-cultural issues.
- Develop the capacity to answer questions in one's own words on texts related to socio-cultural issues.
- To equip students to write detailed descriptions based on an event or one's own experiences and impressions.

**Learning Outcomes:**

At the end of the semester, students will be able to:

- attain A2 Level of listening, speaking, reading and writing skills in the concerned language
- listen and to understand radio and TV programs.
- answer questions on programmes recorded across various audio-visual media.
- express one's opinion and give one's point of view in a structured manner.
- read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.
- write straightforward connected texts on a range of familiar subjects within ones field of interest, by linking a series of shorter discrete elements into a linear sequence.

**Syllabus:****UNIT I: Listening and Speaking Skills****12 Hours**

<p><b>Listening</b>          Understanding main points presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.          Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p><b>Speaking</b>          Giving detailed accounts of experiences, feelings and reactions, relating details of unpredictable occurrences, e.g., an accident/relating the plot of a book or film and describing his/her reactions/describing dreams, hopes, ambitions, events, real or imagined/ preparing, conducting and presenting results of opinion polls on various social issues/ preparing and presenting skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.</p>	
<p><b>UNIT II: Reading and Writing Skills</b></p>	<p><b>12 Hours</b></p>
<p><b>Reading:</b> Reading and scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task, identifying the main conclusions in clearly signalled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment          Reading, analysing and summarising texts/articles on different social issues or current affairs.</p> <p><b>Writing:</b> Writing detailed descriptions on a range of familiar subjects within one's field of interest, /writing accounts of experiences/describing feelings and reactions in simple connected text/Writing a description of an event, a recent trip - real or imagined.          Describing and comparing education systems/ writing an open letter to the authorities/ writing a petition/ describing and analysing cultural representations/ writing a short story/ writing blogs/writing short, simple essays on topics of interest, etc.</p>	
<p><b>UNIT III: Morphosyntactic and Phonological Competences</b></p>	<p><b>11 Hours</b></p>

<p>Developing repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilisation.</p> <p>Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.</p> <p>Developing sufficient understanding of phonological specificities and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.</p>	
<p><b>UNIT IV: Co-cultural Competence:</b></p>	<p><b>10 Hours</b></p>
<p>Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register.</p> <p>Awareness of the salient politeness conventions for acting and responding appropriately.</p>	
<p><b>Practical component (if any)</b></p>	
<p><b>References</b></p> <p>Any of the text books given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Bali, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi.</li> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori.</li> <li>• De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.</li> <li>• Frattegiani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni.</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>, Firenze: Alma Edizioni.</li> <li>• Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.</li> <li>• Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i>. Guerra edizione, Perugia.</li> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni.</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore.</li> </ul>	

Additional material may be provided by the Department.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**