

	<p>Department of Literature, Journalism, Writing & Languages</p> <p>Course Number and Name: Language 1002-1 SP25 - Elementary Italian 2</p> <p>Number of Units: 4</p>
<p>SPRING 2025</p>	
<p>Meeting days: MWF</p>	<p>Instructor: Professor Patrizia Lissoni</p>
<p>Meeting times: 8:30am -9:35am</p>	<p>Phone: n/a</p>
<p>Meeting location: Evans Hall 113</p>	<p>Email: plissoni@pointloma.edu</p>
<p>Final Exam: Friday, May 9th 7:30am -10:00am</p>	<p>Office location and hours: BAC 127 W /F 9:45 to 10:45 am or (on Zoom) by appointment</p>
<p>Additional info: All course instruction and information are also posted on Canvas</p>	<p>Additional info: Please, email me to schedule an appointment to meet on different days and times.</p>

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world’s diverse societies and culture.

Course Description

Italian 1002 is the continuation of ITAL 1001 and is designed for students who have had previous Italian language instruction. ITAL 1002 continues to build foundations in four skills: listening, speaking, reading, and writing.

Special emphasis is placed on oral communication, acquisition of new vocabulary, and mastery of basic grammatical structures. Also noted is the cultural and historical background of the areas where the language is spoken; real-life situations, readings, videos, songs, presentations, and

discussion of a variety of cultural and social themes will deepen students' understanding of contemporary Italian life and culture.

Participation and active use of the language is emphasized in the classroom. Although the class will be conducted primarily in Italian, it will include moments when students will be encouraged to draw on their unique linguistic resources to negotiate and produce meaning.

I am pleased that you have chosen to continue your study of Italian in the Department of Literature, Journalism, Writing & Languages.

The goal of the Italian Language Program at Point Loma Nazarene University is to guide students in the development of literacy skills in Italian through the communicative acts of reading, writing, and creating discourse around texts of all types. We want students to develop to the greatest possible extent a competency in understanding and producing both spoken and written Italian, as well as socio-cultural competency in communicating with people who speak it.

While the main focus of this class is on communication, you will develop the ability to think critically by analyzing linguistic structures and evaluating cross-cultural differences. Language is rooted in culture and each language reflects a different culture. Language structures our thought patterns. To learn a new language is also to learn how to think differently and to grow in your appreciation for other cultures.

Program and Course Learning Outcomes

By the end of Italian 1002, students will be able to:

1. Speak (*application*) at the mid to high novice level using (*application*) basic formulaic and memorized materials within the student's own experience. (PLO 3)
2. Recognize (*comprehension, knowledge*) basic connected discourse that uses (*application*) vocabulary and grammar within the student's own experience. (PLO 2,5)
3. Write (*application, knowledge*) discrete sentences as well as simple connected paragraphs using memorized vocabulary and grammar structures. (PLO 1,5)
4. Read (*application*) cultural texts that employ familiar vocabulary and cognates as well as learned grammatical structures. (PLO 4)
5. Demonstrate (*application, knowledge*) comprehension of basic cultural mores and patterns of living of the target culture(s) studied. (PLO 4,6)

General Education Learning Outcomes

GELO 2c: Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Students will respond to a writing prompt concerning GELO 2c upon the completion of Italian 1002.

The *signature assignment* that assesses your learning for the complex issues faced by Italians inside and outside the United States, is the cultural component of this class (3 assignments throughout the semester/ your culture portfolio). Students will be attending events, completing assignments, reflecting on their own cultural background and how they may compare or contrast to the situations and cultures studied. Deeper reflection is encouraged by allowing these responses to be recorded in English instead of in Italian. In all these assignments, students will be delving deeper into the human experience, as opposed to studying cultural production devoid of

its people (such as food, music, or sports). Throughout this semester, students will complete this work, worth 20% of their overall grade, and provide a culminating reflection at the end of Language1002, as part of their final exam.

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Texts: Dieci + by Ciro Massimo Naddeo & Euridice Orlandino - 1th Edition - Publisher: Alma edizioni

ISBN: 978-88-6182-807-0 (online access is **required** for homework assignments.)

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, you will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assessment and Grading

Students final grade is determined on the following basis:

- | | |
|---------------------------------|-----|
| 1. Attendance | 5% |
| 2. Participation | 5% |
| 3. Preparation & Homework | 10% |
| 4. Cultural Engagement ass. (3) | 15% |
| 5. Compositions (3) | 15% |
| 6. Exams (5) | 35% |
| 7. Final Oral Presentation | 5% |
| 8. Final Exam | 10% |

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Course Requirements and Policies:

1. Attendance Policy. Regular exposure to a language and the opportunity to speak are fundamental strategies to building language proficiency. Therefore, regular attendance and participation in class are two of the course requirements to be met.

You have 2 ‘*grace*’ absences to be used when you are ill, have job interviews, etc. It is good manners, wherever possible, to let your instructor know in advance of these absences. For each additional unexcused absence beyond the permitted two, 1 point per absence will be deducted

from your attendance and participation. Arriving 10+ minutes late to class or leaving early counts as one half of an absence and will count towards your 2 'grace' absences. Please note that if you are absent, it is your responsibility to be fully prepared upon your return to class. Student athletes must submit official documentation from their coach in advance for each and every anticipated class absence. If you participate in other university-sponsored activity or events, you should inform your instructor during the first week of class to discuss their impact on your attendance. Study the provisional course calendar carefully ASAP. Note the dates of all assessments in your own calendar. If an existing, immovable, commitment clashes with a date on which an assessment activity is scheduled, you must notify your professor **no later than Friday of week 1** to make alternative arrangements. Thereafter these course activities take priority over all subsequently arranged commitments.

2. Class participation and preparation. Preparation and participation are **key** to your success in any language class. Therefore, you are required to participate actively throughout each class. Class time will be devoted to activities that will allow you to practice your skills of understanding and producing Italian. Participation is assessed on the consistency of your effort to communicate in Italian, not on the number of perfect answers. *Sbagliando si impara*: you learn from your mistakes. Quality work is achieved through practice. Don't be shy to participate; just do your best. Arriving prepared means, you arrive in class with the necessary tools, and with the assigned material already studied and completed. It will be your responsibility to study grammar and vocabulary sections and complete the assigned activities and exercises before class time of the date indicated on the syllabus. Please keep in mind that learning a foreign language successfully requires **daily** study, practice, and exposure to the language.

NOTE: A one-on-one meeting with your professor is worth two (2) homework points **if** it takes place before the end of week five. Your professor holds office hours weekly and you are encouraged to make use of these hours so that your professor can help you individually throughout the semester. You are strongly encouraged to meet with your professor for an '*initial consultation*' as you start a new semester. This gives you the opportunity to discuss your goals for the course, and your interest in the study of Italian more generally. If you meet with your professor within the first five weeks of semester, in addition to the extra homework points, you will have the chance to get off to a stronger start.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

3. Exams: There will be an exam given after every unit during the semester. It will be essential to do a thorough review before the exam since the material is cumulative. There will also be a final exam. The final exam is comprehensive.

4. Workbook: Online workbook exercises will be assigned for each unit which must be completed by class time on the day they are due.

5. Compositions: You will write an 80/100-word composition in class on a topic chosen by your instructor covering vocabulary and grammar structures for each unit. These compositions will vary in voice and in structure over the course of the semester. Each composition will be corrected and graded for clarity, content, and accuracy.

6. Final oral presentation. At the end of the course, you will prepare a **short presentation** (3 minutes). Your professor will provide the broad topic within which you can choose a specific focus. More directions will be given later on in the semester.

7. Cultural Engagement Assignments: Due dates will be communicated.

Students will be required to complete **three** cultural engagement assignments during the semester. You can choose an approved cultural event (film, museum exhibition, or presentation, etc.) You must write a brief response paper (one page, in English) Your professor will provide information about cultural events in our area, including dates. **Not just any assignment or idea can fulfill this requirement; the activities need to be approved by the professor. Please ask first to get your idea approved!** It will be necessary to take a photo of yourself doing the activity, **no photo = no credit!** In other words, if you are watching a presentation, please snap a quick photo of yourself.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Italian 1002, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Italian, and I will support you throughout your learning in this course.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point

Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course.

Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is

automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions,

supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

**ITALIAN 1002-1 Dieci + ALMA Edizioni
CALENDARIO DEL CORSO - PRIMAVERA 2025**

This course syllabus is a general plan for the course; I reserve the right to make changes which will be announced in class and on Canvas.

Studiare (S) – new structures and vocabulary to be reviewed before class.

Fare (F) – homework to be completed before class.

SETTIMANA 1	
lunedì 13 gennaio	Introduzione del corso Ripasso delle strutture e vocabolario Italian 1001 S: Review month of the year on page 104, Vocabolario on pages 140-141, and Grammatica: The locative meaning of CI on page 136
mercoledì 15	Lezione 7: Italia da scoprire 7A – Partire: Parlare, Leggere, Grammatica, vocabolario S: Review vocabolario pages 140-141, Grammatica: the locative meaning of CI, and expressions of time and the passato prossimo on pages 136 -37 F: Complete all activities in the workbook
venerdì 17	7B – Un racconto di viaggio: Leggere, grammatica S: Grammatica: expressions of time, the passato prossimo, and irregular past participles pages 136-137 F: Complete all activities in the workbook
SETTIMANA 2	
lunedì 20 gennaio	MARTIN LUTHER KING JR. DAY - VACANZA - NO CLASS
mercoledì 22	7B – Un racconto di viaggio: grammatica, parlare 7C – Una vacanza speciale: parlare, ascoltare 2a S: Grammatica: irregular past participles on page 137, Days and dates on page 137, Review vocabolario pages 140-141 F: Complete all activities in the workbook
venerdì 24	7C – Una vacanza speciale: ascoltare 2b, 2c, grammatica S: Grammatica: expressions of time, the passato prossimo, and irregular past participles pages 136-137, Days and dates on page 137, Review vocabolario pages 140-141 F: Complete all activities in the workbook

SETTIMANA 3	
lunedì 27 gennaio	7D – Tanti saluti e baci: Parlare e vocabolario, leggere S: Review passato prossimo, and irregular past participles pages 136-137, Review vocabolario pages 140-141 F: La grammatica dal barbiere (video lezione 7) and complete all activities, Watch Videocorso Com'è andata la festa? in class we'll do all activities, Complete all activities in the workbook
mercoledì 29	Videocorso Com'è andata la festa? Attività and review of Lezione 7 S: review lezione 7 in preparation for the exam F: complete all activities in the workbook
venerdì 31	ESAME Lezione 7 (40 min) Lezione 8: Tradizioni e famiglia 8A- Facciamo festa: leggere S: review lezione 7 in preparation for the exam F: Complete all activities in the workbook
SETTIMANA 4	
lunedì 3 febbraio	8A- Facciamo festa: leggere, vocabolario e grammatica, parlare S: Vocabolario on pages 158-159, Grammatica: expressing calendar years, prima and dopo on page 154. F: Complete all activities in the workbook
mercoledì 5	8B- Feste popolari: Ascoltare, Grammatica, Parlare S: vocabolario on pages 158-159, Grammatica: Possessive adjectives on page 154 F: Complete all activities in the workbook
venerdì 7	8C- La famiglia: Ascoltare e vocabolario, Grammatica, S: vocabolario on pages 158-159, Possessive adjectives with family members on page 155 F: Complete all activities in the workbook
SETTIMANA 5	
lunedì 10 febbraio	Composizione 1 (35 min) S: Review Vocabolario on pages 158-159, Grammatica: Possessive adjectives, and adjectives with family members on page 154-155 F: Complete all activities in the workbook
mercoledì 12	8D- Tanti auguri: Leggere, ascoltare e vocabolario, parlare e scrivere S: Review Vocabolario on pages 158-159, Grammatica: Possessive adjectives, and adjectives with family members on page 154-155 F: La grammatica del barbiere, Complete all activities in the workbook
venerdì 14	8B e 8D: Parlare, parlare e scrivere S: Review Vocabolario on pages 158-159, Grammatica: Possessive adjectives, and adjectives with family members on page 154-155 F: Videocorso Auguri! in class we'll do all activities, Complete all activities in the workbook
SETTIMANA 6	
lunedì 17 febbraio	ESAME Lezione 8 (40 min) Lezione 9: Negozi 9A- Shopping online: Leggere, Vocabolario S: review lezione 8 in preparation for the exam F: Complete all activities in the workbook
mercoledì 19	9A- Shopping online: vocabolario, grammatica, scrivere S: Vocabolario on pages 176-177, Grammatica: direct object pronouns on page 172 F: Complete all activities in the workbook
venerdì 21	9B- Fare la spesa: Vocabolario, ascoltare

	<p>S: Vocabolario on pages 176-177, Grammatica: colors, direct object pronouns on page 172 F: Complete all activities in the workbook</p>
SETTIMANA 7	
lunedì 24 febbraio	<p>9B- Fare la spesa: Grammatica, parlare S: Grammatica: a polite request, the demonstrative adjective on pages 172-173 F: Complete all activities in the workbook</p>
mercoledì 26	<p>9C- Al mercato: leggere, parlare, ascoltare e scrivere S: Vocabolario on pages 176-177, grammatica: direct object pronouns on page 172 F: Complete all activities in the workbook</p>
venerdì 28	<p>9D- Serviamo il numero 45: ascoltare, leggere, scrivere S: Grammatica: the question word quale on page 173 F: Complete all activities in the workbook</p>
SETTIMANA 8	
lunedì 3 marzo	<p>9B and 9C- scrivere, dieci, Videocorso S: Review lezione 9 in preparation for the exam F: la grammatica del barbiere, watch Videocorso Tutti al supermercato! in class we'll do all activities, Complete all activities in the workbook.</p>
mercoledì 5	<p>ESAME Lezione 9 (40 min) Lezione 10: Il giusto equilibrio 10A- Lavori pro e contro: ascoltare S: Review lezione 9 in preparation for the exam F: Complete all activities in the workbook.</p>
venerdì 7	<p>Lezione 10: Il giusto equilibrio 10A- Lavori pro e contro: ascoltare, grammatica S: Vocabolario on pages 194-195, Grammatica: professions, imperfetto of Essere on page F: Complete all activities in the workbook.</p>
VACANZE DI SPRING BREAK - DAL 10 AL 14 MARZO	
SETTIMANA 9	
lunedì 17 marzo	<p>10B- Malesseri e rimedi: leggere, vocabolario S: Vocabolario on pages 194-195, Grammatica: professions, imperfetto of Essere on page 190 F: Complete all activities in the workbook</p>
mercoledì 19	<p>10C- Rallentare: Vocabolario, leggere e parlare, grammatica S: Vocabolario on pages 194-195, Grammatica: irregular plural, the informal imperative on pages 190-191 F: Complete all activities in the workbook</p>
venerdì 21	<p>10C- Rallentare: ascoltare S: Grammatica: irregular plural, the informal imperative on pages 190-191 F: Complete all activities in the workbook</p>
SETTIMANA 10	
lunedì 24 marzo	<p>10D- Ho bisogno di qualcosa di forte: Scrivere, ascoltare S: Grammatica: prepositions on page 191, F: Complete all activities in the workbook, la grammatica del barbiere</p>
mercoledì 26	<p>10D- Ho bisogno di qualcosa di forte: parlare Composizione 2 (40 min) S: Review Grammatica and Vocabolario lezione 10 in preparation for the exam,</p>

	F: Complete all activities in the workbook, Videocorso: Ti senti bene? In class we'll complete all activities
venerdì 28	ESAME Lezione 10 (40 min) Lezione 11: Imparare 11A- Le lingue del cuore: leggere S: Review Grammatica and Vocabolario lezione 10 in preparation for the exam F: Complete all activities in the workbook,
SETTIMANA 11	
lunedì 31 marzo	11A- Le lingue del cuore: vocabolario, grammatica, scrivere S: Vocabolario on pages 212-213, Grammatica: The superlative on page 208 F: Complete all activities in the workbook
mercoledì 2 aprile	11B- Il bel canto: ascoltare, Grammatica, parlare S: Vocabolario on pages 212-213, grammatica: prepositions, passato prossimo: special cases page 208 F: Complete all activities in the workbook
venerdì 4	11C- Che cosa so fare: leggere e parlare, vocabolario, grammatica S: Review vocabolario on pages 212-213, grammatica: passato prossimo: special cases page 208 F: Complete all activities in the workbook, La grammatica del barbiere.
SETTIMANA 12	
lunedì 7 aprile	11D- Titolo di studio? Ascoltare, vocabolario, parlare S: Review vocabolario on pages 212-213, review grammatica: passato prossimo: special cases page 208 F: Complete all activities in the workbook;
mercoledì 9	ESAME Lezione 11 (40 min) S: Review Grammatica and Vocabolario lezione 11 in preparation for the exam F: Videocorso: Non ho studiato matematica, In class we'll complete all activities
venerdì 11	Lezione 12: Come eravamo 12A- Un'infanzia: leggere, grammatica, parlare S: vocabolario page 230, grammatica: the imperfetto page 226 F: Complete all activities in the workbook
SETTIMANA 13	
lunedì 14 aprile	12B- Aspetto e personalità: ascoltare, vocabolario, parlare S: vocabolario page 230, grammatica: the imperfetto, making comparison page 226 F: Complete all activities in the workbook
mercoledì 16	12C- Una vita avventurosa: Giacomo Casanova, grammatica S: Vocabolario page 230, grammatica: the historical present tense F: Complete all activities in the workbook
VACANZE DI PASQUA - DAL 17 APRILE AL 21 APRILE	
SETTIMANA 14	
mercoledì 23 aprile	12A-B Ripasso imperfetto e vocabolario (aspetto e carattere) S: Work on your oral presentation, review for composizione 3. F: La grammatica del barbiere, Complete all activities in the workbook
venerdì 25	Composizione 3 (45 min) S: Work on your oral presentation, review for composizione 3. F: Complete all activities in the workbook, Videocorso: quando ero bambino ero timido, In class we'll complete all activities
SETTIMANA 15	
lunedì 28 aprile	ORAL PRESENTATIONS ripasso (in class)

mercoledì 30	ORAL PRESENTATIONS ripasso (in class)
venerdì 2 maggio	ORAL PRESENTATIONS ripasso generale (in class)
<i>ESAME FINALE: FRIDAY, MAY 9TH 7:30am – 10:00am</i>	