

SPRING 2021
EXTENSIVE ELEMENTARY II
ITAL-UA9002.F01- SP21
M, W, F – 75'/Day
5:00pm-6:15pm CET
Instructor: Grazia Giannelli
SYLLABUS

Spring 2021

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support, policies and procedures.

Please contact florence.academicssupport@nyu.edu if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be instructed to choose your seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Class Description

- ITAL-UA9002.F02-SP21
- Extensive Elementary Italian II
- Prerequisites: Extensive Elementary Italian I
- ZOOM Meeting Days and Times: M, W, F – 75'/Day; 5:00pm-6:15pm CET (Europe/Berlin time zone)

Instructor Details

- Name: Grazia Giannelli
- NYU Global Home Email Address: grazia.giannelli@nyu.edu
- Office Hours: by appointment
- Appointments available via Zoom: by appointment
- [Zoom Personal Meeting Room](#)

Course Overview

Prerequisites: Extensive Elementary I

Comprehension: students will gain understanding of oral and written communication on a variety of topics, ranging from personal routine, taste and hobbies to include family, fashion and food.

They will be able to acquire key information from listening and reading brief, simple, authentic material, and have a fair understanding of the meaning of standard Italian conversations on a variety of familiar topics, including present and past events, presented in a clearly audible speech.

Production and interaction: students will be able to engage in conversations on a variety of real-life situations regarding familiar subjects, to respond to open-ended questions and to initiate communication on these topics, despite not having the skills to continue the conversation in an autonomous way. They will be able to give and follow directions, instructions and commands. Stronger emphasis will be on communicative situations involving first and second person, while skills in mono-directional oral presentation will begin to emerge. Writing activities will include narration of present and past events, personal experiences, school and work situations, as well as brief messages to family and friends.

Linguistic structures: subject and object pronouns, articles, adjectives, present indicative and imperative, the two main past tenses in use in contemporary Italian: “passato prossimo” and “imperfetto”.

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Florence, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

NYU Florence embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively



learn, work and communicate. We will continually strive to work together to nurture a culture of inclusivity, compassion and mutual respect.

There are both on-campus and NYU Global resources available to students and staff wishing to share their experiences with us or offer suggestions for improvement. On-campus, students, faculty and staff can contact any one of our three local [IDBE Liaisons](#), [Mary Barbera](#), [Lisa Cesarani](#) and [Angelica Pesarini](#). Students can also contact the [Office of Academic Support](#) or the [Office of Student Life](#) to talk to a member of staff. Students are invited to join the NYU Florence IDBE Student Committee and take on an active role in planning encouraging dialogues on issues around diversity and inclusion.

The Global NYU community can access the [Office of Global Inclusion, Diversity and Strategic Innovation](#) who works closely with students, faculty, administrators, and staff, regardless of where you may be located, to help make every aspect of NYU more equitable. You can contact them at globalinclusion@nyu.edu for more information and resources.

Bias Response Line

NYU's [Bias Response Line \(BRL\)](#) provides an open forum to members of our community and helps to ensure that our community is equitable and inclusive. It is a centralized way to share or report experiences and concerns regarding bias, discrimination, or harassing behavior that may occur within our local or global NYU community. To contact the BRL, please email or call: 212-998-2277.

Desired Outcomes

On completion of this Course, students should:

- use only the target language to communicate and interact in class;
- display command of basic communicative functions: description of daily routine, expressions of wants and needs, likes and dislikes, simple plans, descriptive and factual recollection of past events and routine;
- demonstrate knowledge of basic grammar structures in periodic written tests and exams;
- gain knowledge of Italian verb forms in some tenses of indicative and imperative modes;
- acquire vocabulary on several topics, including but not limited to: family, food and leisure time;
- design an oral presentation and perform it in front of the class to demonstrate emerging skills in mono-directional communication;
- compile short textual assignments involving basic and manageable prose production.

Note: Expected Learning Outcomes for each unit are indicated in the detailed weekly syllabus

Course Requirements

Students will be graded based on the following criteria: the completion of tasks, projects and presentation; quizzes; class participation and homework; oral and written exams.

Course Important Dates

- Quizzes:
 - Quiz 1, Friday February 12
 - Quiz 2, Friday February 26
 - Quiz 3, Friday March 12
 - Quiz 4, Monday April 12
 - Quiz 5, Wednesday April 28
- Midterm exam:
 - Oral exam: Monday March 22 - Friday March 26, by appointment;
 - Written exam: Wednesday March 24
- Final exam:
 - Oral exam: Friday May 14, Monday May 17, by appointment;
 - Written exam: Wednesday May 12
- Tasks, Projects, Oral presentation as specified by your Language Instructor.
- Holidays: Friday March 19, Monday April 5, Monday April 19.

Assessment Components

- Academic Commitment 15% **
- Homework: 10%
- Quiz :10%
- Task, Project, Presentation: 15%
- Midterm: 25% (Oral 25%, written 75%)
- Final: 25% (Oral 25%, written 75%)

Failure to submit or fulfill any required course component results in failure of the class.

****NB: Commitment:** A student's commitment will be evaluated based on active participation, involvement and contribution in the course either remote or in-person. This may include, but is not limited to, presence at synchronous class sessions, timely submission of predetermined course assignments to the instructor, collaboration with peers in group course work both during class time or independently outside of class time, individual oral or written contributions to synchronous course time through the chat function, in person discussion, or in individual office hours with the instructor. In an asynchronous format this academic engagement may take the form of written contributions to course forums, adding comments to posted work on VoiceThread or Google Drive shared docs.

The grade for Academic Commitment could be in part based on the student's contributions (in the form of link shares, comments, blog posts etc.) on our new Italian Language Community Website.

Your instructor will let you know ways you can share and participate in this new virtual space and hope it will be a natural extension of your studies. We will ask students to complete a simple self-assessment about these online contributions at the end of the semester.

Assessment Expectations

Grade A

The Desired Outcomes are fully reached and supported by the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams), which demonstrate that the student has acquired excellent linguistic comprehension, production and interaction for the determined level of competence. The student has furthermore manifested by his/her active and constructive behavior in class and in homework a profound commitment to going beyond the objectives of the course.

Grade B

The Desired Outcomes are reached completely and the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has acquired a good linguistic comprehension, production and interaction for the determined competences. The student has furthermore manifested by his/her active participation in class and in homework a serious commitment to fully reaching the objectives of the course.

Grade C

The Desired Outcomes are reached in a satisfactory way and the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has acquired an acceptable level of linguistic comprehension, production and interaction for the determined competences. The student has furthermore manifested by his/her positive behavior in class and in homework a satisfactory commitment to reaching the objectives of the course.

Grade D

The Desired Outcomes are reached to a degree that is barely sufficient to pass the course; the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has acquired only a partial linguistic comprehension, production and interaction for the determined competences. The student has furthermore manifested by his/her behavior in class and in homework – only sporadically positive – a scarce commitment to reaching positive results.

Grade F

The Desired Outcomes are not reached in a sufficient way and the results of the various tests (Quiz, Task, Presentation, Portfolio, Written and/or Oral Exams) demonstrate that the student has not acquired the linguistic comprehension, production and interaction at a sufficient level for the determined competences. The student has furthermore failed to manifest by his/her behavior in class and in homework – inconsistent and often unfocused – a commitment to reaching the objectives of the course.

Grading Guidelines

A=94-100
A minus =90-93
B plus = 87-89
B = 84-86
B minus = 80-83
C plus = 77-79
C = 74-76
C minus = 70-73
D plus =67-69
D = 65-66
F = below 65

Grading Policy

Please refer to Assessment Expectations and the policy on late submission of work.

Academic Accommodations

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the [Moses Center](#) for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see [Study Away and Disability](#).

Attendance Policy

Study abroad at Global Academic Centers is an academically intensive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. In blended course format, students, based on need and circumstance may attend class sessions in-person or remote synchronously online. Both are acceptable and would be considered present in class. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the Global Sites is expected. Unexcused absences will affect students' semester participation grade.** Faculty will take attendance at the beginning of every class. For Go Local Students studying in Florence, **If you have scheduled a remote course immediately preceding/following an in-person**

class, you may want to discuss where at the Academic Center the remote course can be taken. Both in-person and remote students are responsible for making up any work missed due to absence. Repeated unexcused absences in a course may result in failure. Please be in contact with your professor via email to meet during office hours to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Excused Absences:

In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. **Absences should be reported to the [Office of Academic Support](#) via email and to your faculty member BEFORE your class meets for lesson.**

Categories of Excused Absences

Absence Due to Illness

- If you are a Go Local student present in Florence and feel sick, please contact the [Office of Student Life](#) for assistance.
- COVID-19 related family emergencies will be considered as an excused absence
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences

Due to Religious Observance

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicssupport@nyu.edu

Late Submission of Work

- All course work must be submitted on time, in class on the date specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

Plagiarism Policy

PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:

The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Writing Center:

The NYU Florence Writing Center offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for an online consultation at the [Writing Center's website](#) and submit your working draft or ideas at least six hours in advance to [NYU Florence Writing Center](#). Please also note that the Writing Center does not correct or "fix" your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

Course Materials

Required Textbooks & Materials

All course readings will be posted online in the NYU Classes course site. In the [Villa Ulivi Library](#) there are extra copies of textbooks available for consultation and semester long loans. Textbook loaners must be reserved by email to florence.library@nyu.edu. To request scans from books on reserve in the library, please use the [Ulivi Library Book Scan Form](#).

Textual Resources:

- Allora: Corso di Italiano. Livello Elementare. Department of Italian Studies, NYU Edition 2013 **[from now on AE]**. PDF free version in NYU classes or Printed version for loan from the Villa Ulivi Library (available on a first come, first served basis). Please note that the digital version is the most updated and preferred version.
- Parole per Oggi. Department of Italian Studies, NYU Edition 2013, **[from now on PO]**. PDF free version in NYU classes or Printed version for loan from the Villa Ulivi Library (available on a first come, first served basis).

Online Resources (all available within [NYU Classes](#)):

- Allora: Grammar Guide **[from now on G]**
- Allora: Glossario & Flashcards
- Allora: Grammar Videos
- Allora: Allora Videos

- [Allora](#): Audio files
- [Allora](#): Test&Quizzes (Assignments)
- [Allora](#): Come si pronuncia
- [Allora](#): La mia lezione

Additional assistance

Additional assistance for this class is available contacting your professor for individual help during Office Hours.

Suggested Co-Curricular Activities

Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.

NOTE: Instructors may vary the syllabus slightly to meet the needs of each individual class.

Your Instructor

Grazia Giannelli received her degree in Modern Languages and Literature from the University of Florence with a thesis on Acquisition of Syntax according to Noam Chomsky's theories on language. She has an extensive experience in the area of teaching Italian language to non-native speakers. She has taught Italian for the Arizona University study abroad program and she has worked at the "Centro di Cultura per Stranieri" of the University of Florence covering all courses levels. Since 2005, she is professor at NYU Florence teaching Italian language and culture including in the past "Service Learning: Community Service in Florence" in the graduate and undergraduate programs. She has published articles in the didactics of foreign languages. Her research interests include cross-cultural studies as well as the integration and incorporation of Italian life and culture into the process of language acquisition.

Important Italian Class Rules

- Coming prepared to class having done the assignments, making an effort to constantly speak Italian, asking questions, participating in all activities with a positive attitude, are all criteria in assessing your own class participation.
- Relying on used textbooks with marked answers is considered a matter of academic honesty and will be regarded by your instructor as cheating, negatively affecting your grade.
- All Quizzes and Exams will be taken as scheduled. Examinations may be anticipated or made up only with the permission of the Office of Academic Support, Villa Ulivi.
- Personal travel arrangements will never constitute a satisfactory excuse for requesting an early or make-up exam.

Class Assignments and Topics

Session 1 & 2

Venerdì 29 gennaio - Lunedì 1 febbraio - Mercoledì 3 febbraio – Venerdì 5 febbraio

Lunedì 8 febbraio - Mercoledì 10 febbraio – Venerdì 12 febbraio: **QUIZ 1**

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● E la tua giornata tipo? – Allora Livello Elementare (from now on AE): capitolo07 ● Lavoro e professioni – PO: Unità 6 ● Audio files: #7 ● Glossario: #7 <p>QUIZ 1</p> <p>TASK 1</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● talk about themselves; ● illustrate present and past routine activities; ● make hypotheses. 	<ul style="list-style-type: none"> ● Grammatica: Review Elementary 1 ● Grammatica: Presente e passato prossimo dei verbi riflessivi [G4.1; G4.1.1]; verbi reciproci [G4.1.2]; espansione della frase nucleare; nomi in –ista [G5.4.3], nomi maschili in –a [G5.4.3]; avverbi di tempo: presto, tardi [G7.2]; significati del verbo mettersi; congiunzioni coordinate e avversative: ma, però, e, o, oppure [G16.2.1]; subordinate condizionali all'indicativo presente introdotte da se [G3.6]. ● Come si pronuncia?Capitolo 07 ● Lessico: Azioni ricorrenti della vita 	<ul style="list-style-type: none"> ● NYU Classes / Assignments – La mia lezione, 07 ● NYU Classes / Grammar Guide Videos – Elementary Chapter 7 ● NYU Classes / Tests &Quizzes – allora-elem07.1 – allora-elem07.2 – allora-elem07.3 – allora-elem07.a



Sessions 3&4

Lunedì 15 febbraio - Mercoledì 17 febbraio – Venerdì 19 febbraio

Lunedì 22 febbraio - Mercoledì 24 febbraio – Venerdì 26 febbraio: **QUIZ 2**

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
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Sample Syllabus



<ul style="list-style-type: none"> ● Ragazzi, a tavola! <ul style="list-style-type: none"> – AE: capitolo 08 ● Mangiare e bere <ul style="list-style-type: none"> – PO: Unità 7 ● Audio files: #8 ● Glossario: #3 ● Video #8Beppe <p>QUIZ 2</p> <p>TASK 2</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● learn how to shop; ● express tastes and likings; ● give and understand instructions ; ● learn how to order. 	<ul style="list-style-type: none"> ● Grammatica: Comparativo di uguaglianza [G8.1]; imperativo formale, informale, negativo [G3.1]; imperativi irregolari: sii, abbi, sappi, di', da', sta', va', dica, dia, faccia, stia, vada [G3.1]; imperativi irregolari con pronomi diretti: dillo, dallo, fallo, vacci; superlativi assoluti regolari di uso frequente [G8.2.2]; posizione post-verbale dei pronomi atoni con imperativo e con infinito; espressioni con vorrei / posso avere; formazioni plurali particolari: uova, uomini. ● Lessico: Pasti, menù e bevande, generi alimentari, servizio da tavola, luoghi di ristoro.] ● Come si pronuncia? Capitolo 08. 	<ul style="list-style-type: none"> ● NYU Classes / Assignments <ul style="list-style-type: none"> – La mialezione, 08 ● NYU Classes / Grammar Guide Videos <ul style="list-style-type: none"> – Elementary Chapter 8 ● NYU Classes / Tests & Quizzes <ul style="list-style-type: none"> – allora-elem08.1 – allora-elem08.2 – allora-elem08.3 – allora-elem08.a – allora-elem08.b – allora-elem08.c
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Sessions 5&6

Lunedì 1 marzo - Mercoledì 3 marzo – Venerdì 5 marzo

 Lunedì 8 marzo - Mercoledì 10 marzo – Venerdì 12 marzo: **QUIZ 3**

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Come ti vesti? – AE: capitolo 09 ● La moda – PO: Unità 8 (pp. 88-89) ● Glossario: #9 ● Audio files: #9 ● Video: #9Giulia <p>QUIZ 3</p> <p>TASK 3</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● describe actions and situations at the present and past; ● describe the color, size, and fabric of clothing and of other common objects; ● describe wardrobe and useful objects; ● discuss materials and colors; ● indicate objects here and there; ● learn how to shop for clothes; ● compare Italian and American fashion. 	<ul style="list-style-type: none"> ● Grammatica: Ripasso del passato prossimo; avverbi di quantità: un po', poco, molto, troppo [G9.5]; differenze tra avverbi e aggettivi; uso e forme di aggettivi e pronomi dimostrativi: questo, quello [G9.1; G9.2; G9.3]; accordo del participio passato con lo, la, li, le nei tempi composti [G10.2.1]; uso di niente e nessuno con doppia negazione; aggettivi di colore a uscita invariabile: blu, rosa [G5.5]. ● Lessico: Capi di abbigliamento, colori, materiali, monete e prezzi. ● Come si pronuncia? Capitolo 09 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: – La mia lezione, 09 ● NYU Classes / Grammar Guide Videos, – Elementary Chapter 09 ● NYU classes Tests & Quizzes – allora-elem09.1 – allora-elem09.2 – allora-elem09.3 – allora-elem09.a – allora-elem09.b – allora-elem09.c – allora-elem09.d – allora-elem09.e

Sessions 7

Lunedì 15 marzo - Mercoledì 17 marzo – Venerdì 19 marzo (**NYU FLORENCE HOLIDAY – NO CLASSES**) – Lunedì 22 marzo

[Consultazione di metà semestre]

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Come eravamo – AE: capitolo10 ● La natura e il mondo intorno a noi. – PO: Unità9 ● Glossario: #10 ● Audio files: #10 	<p>Students will:</p> <ul style="list-style-type: none"> ● review how to describe and talk about past actions and situations. 	<ul style="list-style-type: none"> ● Grammatica: Imperfetto, coniugazione regolare e irregolare; uso dell'imperfetto: descrizione, azioni abitudinarie, azioni parallele nel passato [G1.3; G1.3.1; G1.3.2]; costruzioni con <i>mentre</i>, con imperfetto e interrotto da passato prossimo; verbi zerovalenti: <i>neveca, piove</i>; subordinate implicite rette da preposizioni semplici e infinito: <i>vado a, imparo a</i>, etc.; espressione di cortesia <i>volevo</i>. ● Lessico: Ambienti e tempo atmosferico, campagna e città, luoghi della natura, aggettivi relativi alla natura. ● Come si pronuncia? Capitolo10 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: – La mia lezione10 ● NYU Classes/Grammar Guide Videos, – Elementary Chapter 10 ● NYU Classes /Tests&Quizzes: – allora-elem10.1 – allora-elem10.2 – allora-elem10.3 – allora-elem10.a – allora-elem10.b – allora-elem10.c – allora-elem10.d – allora-elem10.e



Session 8

MIDTERM EXAM

Lunedì 22 marzo, venerdì 26 marzo: esame orale

Mercoledì 24 marzo: esame scritto

Detailed Oral Exam Calendar provided by your professor. Written Exam: same schedule as your class.

Sessions 9&10

Lunedì 29 marzo: Mercoledì 31 marzo – Venerdì 2 aprile

Lunedì 5 aprile (**HOLIDAY- NO CLASSES**) - Mercoledì 7 aprile – Venerdì 9 aprile – Lunedì 12 aprile: **QUIZ 4**

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
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Sample Syllabus

<ul style="list-style-type: none"> ● Si, viaggiare! <ul style="list-style-type: none"> – AE: capitolo11 ● Viaggi e turismo <ul style="list-style-type: none"> – PO: Unità10 ● Audio files: #11 ● Glossario: #11 <p>QUIZ 4</p> <p>TASK 4</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● focus on use of tenses to express past actions and situations; ● express purposes (imperfetto) opposing to actions (passatoprossimo). 	<ul style="list-style-type: none"> ● Grammatica: Contrasto tra passato prossimo e imperfetto, contrasto tra azioni precise e azioni continue [G1.3.3]; verbi con e senza preposizione: riuscire a, accorgersi di, etc.; frasi subordinate con perché, quando, anche se; uso modale dell'imperfetto: differenza di significato tra volevo, potevo, dovevo e ho voluto, ho potuto, ho dovuto [G1.1.2]. ● Lessico: Luoghi di vacanza, espressioni connesse al viaggio, trasporti, espressioni gergali di uso comune. ● Come si pronuncia? Capitolo11. 	<ul style="list-style-type: none"> ● NYU Classes / Assignments: <ul style="list-style-type: none"> – La mia lezione, 11 ● NYU Classes / Grammar Guide Videos, <ul style="list-style-type: none"> – Elementary Chapter 11 ● NYU Classes / Tests&Quizzes <ul style="list-style-type: none"> – allora-elem11.1 – allora-elem11.2 – allora-elem11.3 – allora-elem11.a – allora-elem11.b – allora-elem11.c
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Session 11& 12

Mercoledì 14 aprile – Venerdì 16 aprile - Lunedì 19 aprile (HOLIDAY) – Mercoledì 21 aprile
 Venerdì 23 aprile - Lunedì 26 aprile – Mercoledì 28 aprile: **QUIZ 5**

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
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<ul style="list-style-type: none"> • Ma cosa sta facendo! – AE: capitolo 12 • Audio files: #12 • Glossario: #12 • Video: #10-11-12 Elia <p>QUIZ 5</p> <p>TASK 5</p> <p>PRESENTAZIONI</p>	<p>Students will:</p> <ul style="list-style-type: none"> • interact in formal settings; • ask for explanations; • ask to accomplish something; • fill forms; • talk on the phone; • tell what they are/were doing. 	<ul style="list-style-type: none"> • Grammatica: Presente progressivo [G2.1]; uso e posizione del relativo invariabile che [G10.4]; avverbi di tempo [G7.2]; differenza tra sapere e conoscere [G1.1; G1.1.2]; espressioni con sapere e subordinata oggettiva introdotta da che; avverbi di luogo: qui, qua, lì, là [G7.3]; espressioni introdotte dalla preposizione per e l'infinito; numeri ordinali 20-100 [G12.2]. • Lessico: Servizi pubblici e istituzionali: banca, posta, taxi, telefono, mezzi di trasporto. • Come si pronuncia? Capitolo 12. 	<ul style="list-style-type: none"> • NYU Classes / Assignments: – La mialezione, 12 • NYU Classes / Grammar Guide Videos, – Elementary Chapter 12 • NYU Classes / Tests&Quizzes – allora-elem12.1 – allora-elem12.2 – allora-elem12.3 – allora-elem12.a – allora-elem12.b – allora-elem12.c
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Session 13 & 14

Venerdì 30 aprile - Lunedì 3 maggio – Mercoledì 5 maggio

Giovedì 6 maggio **MAKE-UP DAY** - Venerdì 7 maggio - Lunedì 10 maggio

Textual Resources	Expected Learning Outcomes	Structure and Lexicon	Homework
<ul style="list-style-type: none"> ● Ma cosa stai facendo? – AE: capitolo 12 	<p>Students will:</p> <ul style="list-style-type: none"> ● ask for explanations; ● ask to accomplish something; ● fill forms; 	<ul style="list-style-type: none"> ● Grammatica: uso e posizione del relativo invariabile che [G10.4]; avverbi di tempo [G7.2]; differenza tra sapere e conoscere [G1.1; G1.1.2]; espressione con sapere e subordinata oggettiva introdotta da che; avverbi di luogo: qui, qua, lì, là [G7.3]; espressioni introdotte dalla preposizione per e l'infinito; numeri ordinali 20-100 [G12.2]. ● Come si pronuncia? Capitolo 12 	<ul style="list-style-type: none"> ● NYU Classes / Assignments – La mia lezione, 12 ● NYU Classes / Tests&Quizzes ● allora-elem12.1 ● allora-elem12.2 ● allora-elem12.3 ● allora-elem12.a ● allora-elem12.b

Session 15

FINAL EXAM

Mercoledì 12 maggio: esame scritto

Venerdì 14 maggio, lunedì 17 maggio: esame orale

Detailed Oral Exam Calendar provided by your professor. Written Exam: same schedule as your class.

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the Office of Academic Support florence.academicssupport@nyu.edu as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.