**Descriptions of Target Student Abilities: Second-Year Italian**  
**Italian Language Objectives, Revised 2011**

### Interpersonal Abilities

**ITALLANG 21**  
During the first quarter of second-year language study, students will be able to discuss concrete information related to contemporary Italian socio-cultural issues with their peers in oral debates, written reports and formal academic presentations.

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

- carry out all the communicative tasks of the first year with greater confidence and ease
- make detailed comparisons of more abstract and general topics
- narrate and describe events in the past
- narrate and describe events in the distant past
- give instructions, directions, and commands
- formulate the proper questions necessary to conduct a formal interview
- begin professional correspondence
- listen for tone and react appropriately

**ITALLANG 22**  
During the second quarter of second-year language study, students will begin to discuss more abstract information related to contemporary Italian socio-cultural issues.

Students will exhibit growing confidence in carrying out face-to-face interactions and academic discussions.

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

- carry out all the communicative tasks of the previous quarter with greater sophistication and complexity of expression
- express their opinions (views, hopes, fears, doubts, beliefs, feelings and emotions) and discuss them
- begin to engage in interactive argumentation
- clarify and restate information
- make polite requests
- make hypotheses and discuss future events
- avoid redundancy
- address other speakers formally or informally with growing appropriateness according to their age or social status

**ITALLANG 23**  
During the third quarter of second-year language study, students will expand their written and oral information exchange to more abstract and formal contexts.

Students will converse and interact, both formally and informally, negotiating meaning on a variety of both concrete and abstract topics related to the Italian culture, using all the major time frames.

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

- carry out all the communicative tasks of the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness
- support their opinions
- get and give permission for something to take place (causative forms)
- fully engage in interactive argumentation
- anticipate and contrast an argument
- vary language register according to the relative formality or informality of their interlocutor

### Interpretive Abilities

**ITALLANG 21**  
During the first quarter of second-year language study, students will grow in ability to comprehend and interpret a variety of written and oral texts and will use almost exclusively Italian to manifest their understanding of both oral and written texts.

**ITALLANG 22**  
During the second quarter of second-year language study, students will continue to grow in ability to comprehend and interpret a variety of written and oral texts and will be able to use Italian to manifest their understanding of both oral and written texts.

**ITALLANG 23**  
During the third quarter of second-year language study, students will continue to grow in ability to comprehend and interpret a variety of written and oral texts and will use exclusively Italian to manifest their understanding of both oral and written texts.

Students will comprehend authentic materials.
### Descriptions of Target Student Abilities: Second-Year Italian
#### Italian Language Objectives, Revised 2011

<table>
<thead>
<tr>
<th>written texts in the Italian speaking world.</th>
<th>At the end of the quarter, students will be able to:</th>
<th>of academic relevance and listen to and understand fluent formal interactions, academic lectures and professional presentations.</th>
<th>At the end of the quarter, students will be able to:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• carry out all the communicative tasks of the first year with greater depth and complexity</td>
<td>• carry out all the communicative tasks of the previous quarter with greater depth and complexity</td>
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<tr>
<td></td>
<td>• begin to develop a more culturally authentic frame of reference</td>
<td>• continue to develop a more culturally authentic frame of reference</td>
<td>• continue to develop a more culturally authentic frame of reference</td>
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<tr>
<td></td>
<td>• draw comparisons</td>
<td>• analyze an argument</td>
<td>• analyze and make predictions</td>
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<td></td>
<td>• read factual articles in Italian newspapers</td>
<td>• learn to read editorials in Italian newspapers</td>
<td>• evaluate and take notes on language (register, tone, syntax) and content extended texts such as academic lectures, short novels and feature films</td>
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<td></td>
<td>• learn how to read a short novel</td>
<td>• restate topics of a conversation</td>
<td>• report conversations using indirect speech</td>
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<td></td>
<td>• listen to TV news and radio broadcast</td>
<td>• analyze and reflect upon the content of extended texts such as academic lectures, short novels and feature films</td>
<td>• become increasingly aware of syntactical constructions and collocations typical of formal language use</td>
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<tr>
<td></td>
<td>• summarize news events</td>
<td>• identify syntactical constructions and collocations typical of formal language use</td>
<td>• answer most analytical reading comprehension questions</td>
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<td></td>
<td>• get meaning from context</td>
<td>• answer most analytical reading comprehension questions</td>
<td>• recognize the tone of socio-cultural, political or professional orientation</td>
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<td></td>
<td>• take notes on content</td>
<td>• identify the tone typical of formal and academic writing</td>
<td>• answer all analytical reading comprehension questions</td>
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<td></td>
<td>• summarize the main ideas, significant details and supporting data</td>
<td>• distinguish rhetorical devices such as metaphor, simile, analogy, allegory, irony, etc.</td>
<td>• recognize the tone typical of formal and academic writing</td>
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<tr>
<td></td>
<td>• recognize different regional varieties and social registers of Italian</td>
<td>• answer all analytical reading comprehension questions</td>
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<td></td>
<td>• answer some analytical reading comprehension questions</td>
<td>• synthesize information</td>
<td>• recognize the tone of socio-cultural, political or professional orientation</td>
</tr>
<tr>
<td></td>
<td>• read to gain information</td>
<td>• identify the tone typical of formal and academic writing</td>
<td>• recognize the tone of socio-cultural, political or professional orientation</td>
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<tr>
<td></td>
<td>• paraphrase what they have read or heard</td>
<td>• distinguish rhetorical devices such as metaphor, simile, analogy, allegory, irony, etc.</td>
<td>• recognize the tone of socio-cultural, political or professional orientation</td>
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</table>
## Presentational Abilities

Students will be able to present information, concepts and ideas to an audience of listeners or readers on a variety of topics of social and cultural interest.

### ITALLANG 21

During the first quarter of second-year language study, students will exhibit greater confidence in presenting information, mainly relating to their interest in the Italian socio-cultural world.

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

- carry out all the communicative tasks of the first year with greater confidence and ease
- prepare oral and written presentations using authentic materials
- orally summarize the main points of news events and other authentic materials
- write short reports on the above mentioned materials
- begin to employ the appropriate rhetorical devices typical of more formal oral and written presentational language
- write a 600-700 word paper in expository prose, organized in paragraphs, on cultural topics of personal interest
- give a highly rehearsed report, of approximately 15 minutes, on concrete topics such as Italo-American customs, current events, popular culture, etc. using audiovisual computer software (such as PowerPoint)
- answer extemporaneously the questions that follow the presentation
- begin to self-edit their work for high-frequency errors

### ITALLANG 22

During the second quarter of second-year language study, students will increase in sophistication in presenting information about topics relating to their academic interest in the Italian-speaking world.

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

- carry out all the communicative tasks of the previous quarter with greater confidence and ease
- construct more complex sentences using connectors
- avoid redundancy using pronouns
- summarize extemporaneously
- write reports in response to oral and written texts
- present oral analyses of authentic texts and class discussions
- write a 800-900 word persuasive or comparative paper, organized in paragraphs, on topics of academic interest, employing appropriate rhetorical devices
- give a rehearsed report of 15-20 minutes, on topics of socio-cultural importance in the Italian-speaking world (e.g. culinary tradition, immigration, technology)
- answer extemporaneously the questions that follow the presentation
- continue to edit their work for high frequency errors
- begin to edit their work for style, register and syntax appropriate to academic and formal language
- begin to employ rhetorical devices such as metaphor, simile, analogy, allegory, irony, etc.

### ITALLANG 23

During the second quarter of second-year language study, students will continue to increase in sophistication in presenting information about topics relating to the Italian-speaking world.

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

- carry out all the communicative tasks of the previous quarter with greater confidence and ease
- express different points of view
- use the passive and impersonal voice
- write persuasive and rhetorical texts such as commercial advertisements
- write a persuasive paper of approximately 1000 words on topics of academic interest, in which they state and support their opinion (using logical reasoning, comparison and contrast, hypothesis and conclusions, and the appropriate rhetorical devices)
- give a less-rehearsed presentation of 20 minutes in length, on more abstract themes and issues in the Italian-speaking world, e.g. stereotypes and roles, family structure, historical legacies, etc.
- answer extemporaneously the questions that follow the presentation
- continue to edit their work for style, register and syntax appropriate to a more formal language
- employ rhetorical devices with greater confidence and ease