

**COURSE DATA****Data Subject**

Code	35769
Name	Italian language 4
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	4	Second term
1001 - Degree in Catalan Studies	Faculty of Philology, Translation and Communication	4	Second term
1002 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	4	Second term
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Faculty of Philology, Translation and Communication	4	Second term
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	4	Second term
1009 - Degree in Translation and Interlinguistic Mediation (English)	Faculty of Philology, Translation and Communication	3	Second term
1010 - Degree in Translation and Interlinguistic Mediation (French)	Faculty of Philology, Translation and Communication	3	Second term
1011 - Degree in Translation and Interlinguistic Mediation: German	Faculty of Philology, Translation and Communication	3	Second term
1013 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	4	Second term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	21 - Minor in Italian language and literature	Optional
1001 - Degree in Catalan Studies	34 - Minor in Italian	Optional
1002 - Degree in Classical Philology	36 - Minor in Italian	Optional
1003 - Degree in Hispanic Studies,	33 - Minor in Italian	Optional

**Spanish Language and Literature**

1008 - Degree in Modern Languages and Literatures	23 - Minor in Italian language and literature	Optional
1009 - Degree in Translation and Interlinguistic Mediation (English)	20 - Training in language C (CO): Italian	Optional
1010 - Degree in Translation and Interlinguistic Mediation (French)	20 - Training in language C (CO): Italian	Optional
1011 - Degree in Translation and Interlinguistic Mediation: German	20 - Training in language C (CO): Italian	Optional
1013 - Degree in Classical Philology	36 - Minor en Lengua Italiana	Optional

Coordination**Name**

GARRIGOS LLORENS, LAURA

NAPPI ., PAOLINO

Department

160 - French and Italian

160 - French and Italian

SUMMARY

This subject completes the series of six that make up the Italian Language subject. It consolidates what has been achieved in the previous courses of Italian Language 1, 2 and 3, whose level of knowledge it presupposes. It is not possible, therefore, to take the subject without first having a minimum level of Italian language skills. The aim is to reach level B2 of the Common European Framework of Reference for Languages (CEFR).

Students are strongly advised to read this teaching guide with the utmost care.

PREVIOUS KNOWLEDGE**Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

The level of knowledge of the Italian language learnt in Italian Language 1, 2 and 3 (CEFR levels A1-B1) is taken into account.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)



1000 - Degree in English Studies

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Work and learn autonomously, and plan and manage ones workload.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in (a) foreign language(s).
- Interrelate different areas of humanistic studies.

1001 - Degree in Catalan Studies

- Skills in analysis and synthesis.
- The ability to handle information.
- The ability to assimilate knowledge in the field of linguistics and literary and cultural studies.
- The ability to gather and interpret relevant data.
- The ability to make decisions and solve problems.
- Familiarity with information and communication technologies.
- A capacity for teamwork and interpersonal relationship skills.
- The ability to work alone and learn on ones own and skills in planning and time management.
- Knowledge of grammar and communicative competences in a language other than the co-official ones.
- Knowledge of the literature of a second language.

1002 - Degree in Classical Philology

- The ability to gather and interpret relevant data by applying procedures of synthesis, analysis, criticism and self-criticism.
- The acquisition of knowledge in the area of linguistic, literary and cultural studies.
- The ability to make decisions and solve problems.
- Capacity for teamwork and skills in interpersonal relationships.



- The ability to work alone and learn on ones own and the ability to plan and manage time.
- Concern for the quality of work.
- Familiarity with information and communication technologies, local or online computer tools and the ability to apply them.
- Familiarity with the literature or literatures of a language other than the first foreign language and an understanding of their texts.
- The ability to prepare different types of stylistically and grammatically correct texts in a foreign language.
- asic competences in the translation of texts of different types from a foreign language to ones first language.
- The ability to find, handle and synthesise bibliographic information on different local or online supports in the area of modern languages and their literatures.
- The ability to interrelate different areas of philology studies and humanities.
- Conocimientos de gramática en lengua extranjera.
- Competencias comunicativas en lengua extranjera.
- Conocimiento de la historia y cultura de los países de la lengua o literatura estudiadas.

1003 - Degree in Hispanic Studies, Spanish Language and Literature

- The ability to gather and interpret relevant data by applying procedures of synthesis, analysis, criticism and self-criticism.
- The ability to assimilate knowledge in the field of linguistics and literary and cultural studies.
- The ability to make decisions and solve problems.
- A capacity for teamwork and interpersonal relationship skills.
- The ability to work alone and learn on ones own and skills in planning and time management.
- Concern for the quality of the work.
- Familiarity with information and communication technologies, local or online computer tools and the ability to apply them.
- Familiarity with the literature or literatures of a language other than the first foreign language and an understanding of their texts.
- The ability to prepare different types of stylistically and grammatically correct texts in a foreign language.
- asic competences in the translation of texts of different types from a foreign language to ones first language.
- The ability to find, handle and synthesise bibliographic information on different local or online supports in the area of modern languages and their literatures.



- The ability to interrelate different areas of philology studies and humanities.
- Conocimientos de gramática en lengua extranjera.
- Competencias comunicativas en lengua extranjera.
- Conocimiento de la historia y cultura de los países de la lengua o literatura estudiadas.

1008 - Degree in Modern Languages and Literatures

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Work and learn autonomously, and plan and manage ones workload.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in (a) foreign language(s).
- Interrelate different areas of humanistic studies.
- Apply information and communication technologies and computer tools to modern languages and literatures.
- Work as a team in the environment of modern languages and literatures.
- Apply currents and methodologies of literary theory and criticism to the field of literary studies in a foreign language.
- Know the history and culture of the countries whose language and literature are being studied and apply this knowledge to the study of their language and literature.
- Understand the texts of foreign literature in the native language.
- Locate, manage and synthesise bibliographic information on various media in the area of modern languages and literatures.

1009 - Degree in Translation and Interlinguistic Mediation (English)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.



- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Have and apply general knowledge in the field of translation and linguistic mediation.
- Have translation competence (direct and/or reverse) for general texts.
- Know the currents and methodologies of literary theory and criticism in the field of translation and linguistic mediation.

1010 - Degree in Translation and Interlinguistic Mediation (French)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Have and apply general knowledge in the field of translation and linguistic mediation.
- Have translation competence (direct and/or reverse) for general texts.
- Know the currents and methodologies of literary theory and criticism in the field of translation and linguistic mediation.



1011 - Degree in Translation and Interlinguistic Mediation: German

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Have and apply general knowledge in the field of translation and linguistic mediation.
- Have translation competence (direct and/or reverse) for general texts.
- Know the currents and methodologies of literary theory and criticism in the field of translation and linguistic mediation.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

As a continuation of the subject Italian Language 3 (CEFR B1 level), the aim is to improve and extend the four skills of language study.

Students will be able to understand the main ideas of complex texts dealing with both concrete and abstract topics, even if they are of a technical nature, provided they are within their field of specialisation. They will be able to read texts dealing with contemporary problems in which the authors adopt specific positions or points of view. Will be able to understand contemporary literary prose. Will be able to participate in conversation with a certain fluency and spontaneity, and make presentations on topics related to his/her field of specialisation. You will be able to produce clear, detailed texts on a variety of topics of interest to you, as well as defend a point of view on general topics, indicating the pros and cons of different options.

For more details on the skills to be acquired (CEFR B2 level) see
http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf, pp. 30-33.



DESCRIPTION OF CONTENTS

1. The noun

Nouns with double plural: il filo (I fili/le fila), il ciglio (I cigli/le ciglia), etc.

2. Pronouns

- Tonic reflexive pronouns.
- Indefinite pronouns (ciascuno, ognuno, uno, chiunque): revision.
- Relative pronouns: revision. Double relative pronouns: chi (= colui/ coloro che), quanto (= quello/quel/ciò che).
- Direct and indirect unstressed personal pronouns, clitics 'ci'/'vi' and 'ne': revision.
- Combination of clitics: revision.
- Unstressed pronouns in pronominal verbs: cavarsela, farcela, andarsene, mettercela, prendersela, etc.
- Impersonal si pronouns in pronominal verbs: ci si deve..., ci si sente..., ci si vergogna..., and compound tenses: si è mangiato, si è andati.
- Pronoun si in the passive construction.

3. Adjectives

- Possessive adjective 'proprio' and demonstrative adjective 'tale'.
- Indefinite adjectives: qualunque, parecchio, tale, certo, vario.

4. The verb: morphology (regular and irregular) and usage

- Indicative "passato remoto" (use in contrast to "passato prossimo" and the historical present).
- Present and imperfect subjunctive in subordinate clauses.
- Perfect and pluperfect subjunctive in subordinate clauses.
- All tenses of the subjunctive in sentences introduced by conjunctions indicating anteriority (prima che); by conditional conjunctions (purché, a patto/ condizione che); final (perché, affinché); concessive (benché, sebbene, nonostante, malgrado) and by the locutions come se; a meno che.
- Concordance of indicative and subjunctive tenses.
- Compound conditional with potential value; for the future in the past.
- Hypothetical period of possibility and unreality.
- Present gerund with temporal, modal and causal value.
- Compound gerund with causal and temporal value.
- Present infinitive in prepositional syntagms; with the verbs fare and lasciare.
- Compound infinitive in temporal subordinate clauses.
- Absolute participle.
- Passive construction with the auxiliaries essere and venire, andare.



5. Prepositions

- Study of the grammatical functions of monosyllabic prepositions (simple and compound), especially: di (quality, denomination, time in correlation with in; to introduce final sentences), da (causal and agentive), in (temporal), su (argumentative, distributive), per (temporal), tra/fra.
- Polysyllabic prepositions (nonostante, attraverso, contro, eccetto, entro).
- Prepositional expressions (per mezzo di, fin[o] da, in mezzo a, in base a, in relazione a, in cima a, in fondo a, all'interno di, rispetto a).

6. Adverbs and adverbial locutions

Use and functions of adverbs and adverbial locutions.

- modal: in fretta, per caso
- spatial: da vicino / lontano, presso (d)ovunque, oltre, laggiù, lassù
- temporal: allora (a quei tempi), finora, oggiigiorno, ormai, al giorno doggi, ai nostri giorni, da sempre, in tempo, un giorno, una volta, ad un tratto, tuttora, intanto, talvolta
- evaluative: appunto, nemmeno, esatto, senza dubbio
- quantitative: parecchio, nulla
- textual: in conclusione, in realtà, in fondo, di conseguenza, in breve, innanzitutto
- intensive: affatto, perfino

7. The compound sentence

- Explicit causal sentences with poiché and implicit causal sentences with gerund.
- Implied temporal sentences with simple and compound gerund (or only participle), and dopo + compound infinitive.
- Disjunctive coordinated sentences with altrimenti.
- Hypothetical period of possibility and unreality.
- Concessive sentences with sebbene, quantunque, benché, nonostante, malgrado.
- Hypothetical modal sentences with come se.
- Exceptive sentences with a meno che.

8. The construction of the sentence

- Left and right dislocation.
- Frase scissa with explicit subordinate clause.
- Appreciation of the semantic specificity of some adjectives (buono, bravo, bello, povero) according to their pre- or post-nominal placement.



WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	30,00	0
Readings supplementary material	30,00	0
Preparation of evaluation activities	20,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

This is a theoretical-practical subject and its development is structured around theory classes (with theoretical content and exercises on the same) and practical classes, dedicated to exercises of a communicative type following the proposed text. Whenever possible, grammatical content will be integrated into the corresponding units of the chosen text. The teacher will also provide the complementary support materials that he/she considers appropriate.

During the theory classes, the grammatical contents included in the course will be explained following the lecture method and encouraging the intervention of the students, and activities will be proposed to exercise what has been learnt.

In the practical classes, the active participation of students will be encouraged as the most important element of communication. In these classes, learning vocabulary and sentence structures, conversation, writing, listening to recordings of texts, watching videos, etc. will be fundamental. New technology elements will also be introduced, such as the use of the Internet as a self-learning technique.

The linguistic reflection of the students will be promoted through the continuous contrast between Italian, their own mother tongue, and the other languages studied in the Faculty of Philology.

Compulsory reading helps students in the acquisition of lexis and of the structures and modes of expression fundamental to the mastery of a language, and involves a deepening of knowledge of literary Italian.

The materials will be:

The bibliography cited in this syllabus and/or others provided during the course.

Other materials that will be provided throughout the course.



EVALUATION

The evaluation shall consist of three parts:

Type of evaluation	%
a) Individual written examination	50%
b) Continuous assessment of the work done during the course: activities, attendance and participation in class	30%
c) Oral examination	20%

In order to pass the course as a whole, it is necessary to achieve at least a pass mark (5) in both the written exam and the oral exam. Otherwise, the student will keep the continuous assessment activities until the second exam session.

The activities proposed for the continuous assessment (both face-to-face and non-face-to-face) must be carried out and/or handed in on time and in the correct form.

The written and oral exam will assess knowledge and the different skills: grammar and vocabulary, written comprehension, written expression, oral comprehension and oral expression.

The speaking test will consist of a conversation with the teacher based on the compulsory reading and the contents worked on in class; in any case it will be kept within the level expected at the end of the course (level B2 of the CEFR).

The details of the evaluation will be clarified at the beginning of the course.

Italian mother tongue students should contact the teacher to agree on the forms of assessment.

All activities, both written and oral, will be carried out in Italian and, for this purpose, the average level of the students will be taken into account, as well as the European reference framework in which the subject is included.

The teacher will not reply to e-mails requesting public information (either from the Teaching Guide or from the degree course).

The teacher will not reply to e-mails that arrive from e-mail addresses outside the UV (i.e. different from the extension "alumni.uv.es") and that are not correctly identified and signed.



REFERENCES

Basic

- La bibliografia citada en aquest programa i/o l'altra facilitada durant el curs. // La bibliografía citada en este programa y/u otra facilitada durante el curso. // The bibliography cited in this syllabus and/or others provided during the course.
- Promptuaris verbals // Prontuarios verbales // Verbs handbook:
 - URBANI, Stefano (1990). Le forme del verbo italiano. Roma: Bonacci.
 - FERDEGHINI, Marina NIGGI, Paola (1999): Los verbos italianos. Barcelona: Larousse.
 - GONZÁLEZ MIGUEL, J. Graciliano MORENO DE VEGA Y MONTALVO, Julia PORCIANI, Renza (1998). Los verbos italianos. Barcelona: Herder.
- Manual // Handbook:
 - GHEZZI, Chiara; PIANTONI, Monica; BOZZONE COSTA, Rosella (2017). Nuovo Contatto B2. Torino: Loescher.
- Lectura obligatoria / Lectura obligatòria / Compulsory reading:
 - El profesorado comunicará los títulos al inicio del curso.
 - El professorat comunicarà els títols a linici del curs.
- Gramàtica // Gramática // Grammar:
 - NOCCHI, Susanna; TARTAGLIONE, Roberto (2009). Grammatica avanzata della lingua italiana (con esercizi). Firenze: Alma.
- Diccionaris // Diccionarios // Dictionaries:
 - ZINGARELLI, Nicola (2014). Lo Zingarelli minore. Vocabolario della lingua italiana. Bologna: Zanichelli.
 - ARQUÉS I COROMINAS, Rossend PADOAN, Adriana (2012): Grande dizionario Spagnolo-italiano. Bologna, Zanichelli.
 - CALVO RIGUAL, Cesáreo GIORDANO GRAMEGNA, Anna (2011). Diccionario avanzado. Italiano-español, español-italiano. Barcelona: Herder.
 - ARQUÉS I COROMINAS, Rossend (1992-2002). Diccionari català-italià, italià-català, Barcelona: Enciclopèdia Catalana (2 vols.).
- Aula virtual
 - Nous materials afegits i facilitats en xarxa.
 - Nuevos materiales añadidos y facilitados en red.
 - New materials added and made available online.

Additional

- Manuals grammaticals // Manuales gramaticales // Grammar handbooks:
 - DARDANO, Maurizio TRIFONE, Pietro (1997). La nuova grammatica della lingua italiana. Bologna: Zanichelli.
 - LEPSCHY, Laura - LEPSCHY, Giulio (2002). La lingua italiana. Storia, varietà dell'uso, grammatica [1993]. Milano: Bompiani (Tascabili. Saggi. 19).
 - PATOTA, Giuseppe (2006). Grammatica di riferimento dell'italiano contemporaneo. Bologna: Il



Mulino.

SERIANNI, Luca - CASTELVECCHI, Alberto (2000). Italiano: grammatica, sintassi, dubbi. Milano: Garzanti.

TRIFONE, Pietro PALERMO, Massimo (2000). Grammatica italiana di base. Bologna: Zanichelli.

CARRERA DÍAZ, Manuel (2006). Manual de gramática italiana. Barcelona: Ariel.

- Dictionaris monolingües // Dicionarios monolingües // Monolingual dictionaries:
ISTITUTO TRECCANI: Vocabolario della lingua italiana <www.treccani.it/vocabolario/>
DE MAURO, Tullio. Il nuovo De Mauro. <<https://dizionario.internazionale.it>>.
SABATINI, Francesco-COLETTI, Vittorio (2007). Il Sabatini Coletti dizionario della lingua italiana 2008. Milano: Rizzoli-Larousse.
ZINGARELLI, Nicola (2020). Lo Zingarelli 2021. Vocabolario della lingua italiana. Bologna: Zanichelli.
- Altres dictionaris bilingües // Otros dicionarios bilingües // Other bilingual dictionaries:
SAÑÉ, Secundí - SCHEPISI, Giovanna (1997). Dizionario di false analogie e ambigue affinità fra spagnolo e italiano: falsos amigos al acecho. Bologna: Zanichelli.
TURULL CREIXELLS, Isabel (2001). Dictionari de paranys de traducció italià-català: falsi amici (edició bilingüe). Barcelona: Enciclopèdia Catalana.