

## GROUP 2 – Italian Ab Initio

### NATURE OF THE SUBJECT

Italian Ab Initio is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The course uses a balance between approaches to learning that are teacher-centred (teacher-led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. The language Ab Initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills.

Source : IBO, OCC – Language Ab Initio guide

### AIMS

1. develop students' intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students' awareness of the role of language in relation to other areas of knowledge
5. develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Source : IBO, OCC – Language Ab Initio guide

### SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

#### Year 1

##### **Presentazioni**

Saluti, descrizioni e interazioni di base (verbo essere e avere, nomi e aggettivi)

##### **La città**

Indicazioni stradali, i mezzi di trasporto, i negozi, il centro e la periferia (articoli determinativi e indeterminativi, verbi al presente regolari e irregolari)

##### **La casa**

Stanze, arredamento, utensili, materiali (Pronomi personali diretti e indiretti)

##### **La salute**

Malattie, dal dottore, igiene e prevenzione (verbi riflessivi, verbi modali, avverbi)

##### **La famiglia**

I membri della famiglia, il lavoro, la scuola, il corpo (aggettivi possessivi, comparativo e superlativo)

##### **La cucina**

Cibi, menù, tradizioni culinarie e ricette (imperativo, forma impersonale del verbo)

##### **Il tempo libero**

<p>Musica, sport, shopping (passato prossimo, preposizioni semplici e articolate, nomi alterati)</p> <p><b>Viaggi</b></p> <p>Vacanze, gite, agenzia di viaggio, turismo, le città italiane (futuro semplice, condizionale presente, gerundio)</p>
Year 2
<p><b>I giovani</b></p> <p>Sentimenti, benessere, generazioni (pronomi combinati)</p> <p><b>Le nuove tecnologie</b></p> <p>Internet, blog, il telefono (pronomi relativi, futuro anteriore, trapassato prossimo)</p> <p><b>L'ambiente</b></p> <p>Inquinamento, cambiamenti climatici, sviluppo sostenibile, energie (condizionale passato, pronomi indefiniti)</p> <p><b>Il cinema italiano</b></p> <p>Storia del cinema, la recensione</p> <p><b>I mezzi di comunicazione</b></p> <p>La televisione, i quotidiani, le riviste, la radio, (concordanza dei tempi)</p> <p><b>La globalizzazione</b></p> <p>Aspetti positivi e negativi (periodo ipotetico, introduzione al congiuntivo)</p> <p><b>La lettura</b></p> <p>Libri, fumetti, il teatro (il passivo, discorso diretto e indiretto)</p>

ASSESSMENT – OUTLINE

Assessment component	Weighing
<b>External assessment</b>	75%
<p><b>Paper 1 (1 hour 30 minutes): Receptive skills</b></p> <p>Understanding of four written texts. (40 marks)</p> <p>Text-handling exercises.</p>	30%
<p><b>Paper 2 (1 hour): Productive skills</b> : Two compulsory writing exercises:</p> <p>Section A: One question to be answered from a choice of two.</p> <p>Section B: One question to be answered from a choice of three.</p>	25%
<p><b>Written assignment: Receptive and productive skills</b></p> <p>A piece of writing, 200–350 words, demonstrating intercultural understanding and written in the target language.</p>	20%
<b>Internal assessment</b>	25%
<p><b>Individual oral (10 minutes): Interactive skills</b></p> <p>Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.</p> <ul style="list-style-type: none"> <li>Part 1: Presentation of a visual stimulus (from a choice of two) by the student.</li> <li>Part 2: Follow-up questions on the visual stimulus.</li> <li>Part 3: General conversation including at least two questions on the written assignment</li> </ul>	25%