

**COURSE DATA****DATA SUBJECT****Code:** 35675**Name:** Italian language 4**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	2	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	Modern language CO (Major in Italian)	ELECTIVES

COORDINATION

GARRIGOS LLORENS LAURA

SUMMARY

This subject, theoretical and practical, is the fourth of a series of six subjects that make up the Modern Language OB (Maior Italiano) course. 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.

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



Although there are no legal restrictions, students are expected to have passed Italian Language 1, 2 and 3.

COMPETENCES / LEARNING OUTCOMES

1008 - Degree in Modern Languages and Literatures

A capacity for teamwork and interpersonal relationship skills.

Basic competences in the translation of texts of different types from a foreign language to one's first language.

Familiarity with information and communication technologies, local or online computer tools and the ability to apply them.

Knowledge of the history and culture of the countries where the language studied is spoken and how this knowledge is applied to the study of the relevant language and literature.

Show ethical commitment in the field of language studies 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.

The ability to prepare different types of stylistically and grammatically correct texts in a foreign language.

The ability to produce and understand oral and written texts in a foreign language.

The ability to produce a scientific description in a foreign language applying grammatical knowledge.

The ability to work alone and learn on one's own and skills in planning and time management.

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, oggi, ormai, al giorno d'oggi, ai nostri giorni, da sempre, in tempo, un giorno, una volta, ad un tratto, tutt'ora, 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.

These contents will lead to the following learning outcomes:

1. Intermediate level theoretical and applied grammatical knowledge of the B language (italian).
3. Competence in the use of self-learning tools and verification of acquired skills in the B language (italian).

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	60,00
Preparation of lessons	10,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	90,00

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 sessions, the grammatical contents included in the course will be explained, students will be encouraged to intervene and activities will be proposed to practise what they have 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, Translation and Communication.

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.

This subject is part of the Educational Innovation Project SLATES, UV-SFPIE_PIEC-2736982.

This subject is particularly relevant to SDG 5, and specifically contributes to 'ending all forms of discrimination against all women and girls everywhere'.



EVALUATION

The evaluation shall consist of three parts:

- a) Individual written examination 50%
- b) Continuous assessment of the work done during the course: activities, attendance and active 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.

In order to pass the final written exam, it is necessary to achieve at least a pass mark (5) in each of its parts: grammar and vocabulary, written comprehension, oral comprehension and written expression.

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.

The evaluation activities will be recoverable in the second round, whenever possible.

The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on 30 May 2017. ACGUV 108/2017.

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.

Intellectual honesty is vital in academic communities and for the fair assessment of students' work. All work submitted for this course must be original. Work involving fraudulent collaboration will not be accepted, in accordance with the "Protocol for dealing with fraudulent practices at the University of Valencia, approved by the Governing Council on 14 July 2020. ACGIV 123/2020". The use of artificial intelligence tools must comply with the provisions of the "Guidelines for the Responsible Use of Artificial Intelligence (AI) in Teaching and Assessment Activities at the University of Valencia" or any regulations that may replace them.

REFERENCES

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



Handbook

GHEZZI, Chiara; PIANTONI, Monica; BOZZONE COSTA, Rosella (2017). Nuovo Contatto B2. Torino: Loescher.

Compulsory reading:

The teacher will communicate the titles at the beginning of the course.

Grammar Handbook

NOCCHI, Susanna; TARTAGLIONE, Roberto (2009). Grammatica avanzata della lingua italiana (con esercizi). Firenze: Alma.

Dictionaries

ZINGARELLI, Nicola (2014). Lo Zingarelli minore. Vocabolario della lingua italiana. Bologna: Zanichelli.

ARQUÉS I COROMINAS, Rosend i PADOAN, Adriana (2012): Grande dizionario Spagnolo-italiano. Bologna, Zanichelli.

CALVO RIGUAL, Cesáreo i GIORDANO GRAMEGNA, Anna (2011). Diccionario avanzado. Italiano-spagnolo, español-italiano. Barcelona: Herder.

ARQUÉS I COROMINAS, Rosend (1992-2002). Diccionari català-italià, italià-català, Barcelona: Enciclopèdia Catalana (2 vols.).

Aula virtual

i New materials added and made available online.