

Unit Title: Italian Cinema and Society**Language:** Italian**Level:** University Undergraduates, Intermediate-mid ACTFL Proficiency**Authors:** Cristina Cocchi, Carlotta Dradi Bower, Anna Olivero-Agney**Theme: Italian Cinema and Society**

This IPA was designed to be used in the second year/fourth semester of Italian (Italian 1004) for undergraduate level students at the University of Minnesota.

It occurs at the end of a unit on Italian Cinema and Society, as a summative assessment and is the final unit of the semester. The unit will last approximately four weeks. The IPA will take two of the four weeks.

CONTEXT of the UNIT:

Before the IPA, students became familiar with different genres of Italian cinema with historical references over the last 50 years. They analyzed a series of readings on Italian movie genres from an Italian website

(www.italiadonna.it/cultura/cinema/il_cinema_italiano_indice.htm), and discussed each genre in its historical context. For each genre, they watched movie clips to elicit the various social aspects, using tasks similar to the one required in the IPA.

Previously, over the semester, topics discussed in class included immigration, Italian art, work, and economy.

Desired results (for the Unit and the IPA)

- Students will understand that:
 - Italian historical and societal events influence Italian cinema production (Unit + IPA)
 - Italian cinema has mirrored and continues to mirror changes in Italian society (Unit + IPA)
 - People use humor to overcome challenges (for example: interpersonal relations, work, economy) (IPA)

After considering what students will need to understand the theme, the following “essential questions” will provide a wider context for the unit (Wiggins & McTighe, 2005).

- What is the impact of history on cinema?
- How do movies reflect society?
- How can comedy be used as a coping mechanism?

Content and language goals

Content goals:

- Students will be able to demonstrate comprehension on how comedy changed over the last 50 years (ACTFL Standard 1.2)
- Students will be able to identify the characteristics of Italian Comedy (Standard 2.1)
- Students will be able to apply their new knowledge about Italian Comedy to create an original story (Standard 2.1)
- Students will demonstrate the ability to support opinions and critique ideas (Standard 2.2)

Language goals:

- Students will use vocabulary related to cinema genres and societal issues to read about and discuss Italian comedy (ACTFL Standard 1.1)
- Students will be able to use basic forms of the subjunctive mood (present and past) to express opinions and points of view, make suggestions and critique (Standard 1.1)
- Students will use present and/or past tenses to narrate the plot of their original movie, as well as conditional tense to make suggestions to their peers (Standard 1.3)
- Students will use question forms to ask for clarification and explanations (Standard 1.1)

Overview of the tasks

(Since students will receive the overview in Italian, we provided both versions)

Hai deciso di partecipare ad un concorso indetto dal famoso studio cinematografico romano di CINECITTÀ. Il concorso è intitolato: “La nuova commedia nella società italiana del 21° secolo”. I concorrenti devono creare un video di massimo 2 minuti dove presentano un’idea originale per un nuovo film del genere della commedia italiana per il 21° secolo, e spiegano le ragioni dietro alla loro scelta. L’idea migliore sarà presa in considerazione per un film. I concorrenti possono lavorare in gruppi da 3 a massimo 5 persone. Se il video è apprezzato dalla commissione di CINECITTÀ, i candidati saranno chiamati a confrontarsi con un altro concorrente, per discutere più in dettaglio del proprio video, criticare il video del concorrente e rispondere alle possibili critiche.

Per prima cosa, migliorerai la tua conoscenza sulla commedia italiana, leggendo e analizzando un’intervista a due famosi registi italiani. Poi guarderai cinque trailers di famose commedie italiane per analizzare più in dettaglio le caratteristiche del genere. Successivamente creerai, in gruppo, un breve video in cui presenterete un’idea originale per una commedia italiana che rispecchi le caratteristiche della società italiana del ventunesimo secolo. Infine discuterai con un altro concorrente dei rispettivi video, criticando e rispondendo alle possibili critiche.

(Translation)

You have decided to participate in a competition promoted by the famous Italian movie studios of CINECITTÀ. The competition theme is “The new comedy in 21st century Italian society”. Contestants are asked to create a short video (maximum length: 3 minutes), in which they present and support an original idea for a new Italian comedy movie for the 21st century. The best idea will be taken into consideration for the making of a movie sponsored by CINECITTÀ!

Contestants will be able to work in groups of 3 - 5 people. If the video is selected by the committee, each contestant will be asked to participate in a face-to-face discussion with another contestant.

First, you will learn more about the Italian comedy by reading an article about an interview with two famous Italian directors and by watching five trailers from famous Italian comedies, to further analyze the characteristics of this genre. Then, you will create a short

video to present an original idea for a new Italian comedy suited specifically for the 21st century. Lastly, you will meet another contestant for a face-to-face discussion.

You will be asked to further discuss your video, to criticize the other contestant's video, and to defend your ideas against possible criticism.

Rationale for Task Sequencing

This IPA will start with an **interpretive task** that will help students understand more about old and new Italian comedy. It will also elicit ideas for possible topics for their following project, therefore linking the interpretive task to the presentational task. Completion of this task will take one full session.

The **presentational task** includes both the creation of a new plot for an Italian comedy and the rationale behind the students' choices. The completion of the presentational task will take six full sessions. On two of the six days, class will not meet and students will work on their presentational task outside of class (on day 5 and 7).

By completing this task, students will demonstrate comprehension of the relation between Italian comedy and society as well as the ability to defend their choices. After showing their video projects to the class, students will be asked to criticize other groups' videos. Therefore, they will further practice vocabulary and structures needed for the interpersonal task. The presentational task was chosen to precede the interpersonal task, because students need to gain a better knowledge of the content of the topic necessary for the discussion that follows in the last IPA task (D. Tedick, L. Cammarata, 2007).

The **interpersonal task** concludes the IPA, asking students to both defend and criticize ideas. This task will take place on the last day of the IPA timeline.

Since this was a new unit never before piloted, and there are no examples from previous students' work, the teacher will initially provide modeling through recordings of discussions between two instructors on different genres of movies.

After completion of each task, feedback will be provided by the teacher. Feedback will link each task to the following one, as part of the "cyclical approach" to assessment (Glisan et al., 2003).

Timeline for Task Sequencing:

Day 1

Students read the article “Monicelli-Virzi, la commedia di ieri e oggi” and the comprehension guide in class (Appendix A and B).

Day 2

The teacher will give back the corrected and graded comprehension guide, and will give students feedback.

The teacher will then give students the instructions for the presentational task, as well as the rubric and assign students to one of five groups. The teacher will create groups taking into consideration each student’s proficiency level, then pairing students with classmates of the same or a slightly different proficiency level, to strive for an equal amount of participation.

Groups will be limited to a maximum of 5 students because, for this kind of task, a bigger group would affect the students’ interaction (Richards, C.J. & Lockart, C., 1996).

Day 3

Language laboratory: each group will be asked to watch a different trailer of an Italian comedy (one-two minutes long), as many times as they need. Each group will then be asked to fill out a chart (an adapted prediction tree graphic organizer) to infer the plot of the movies, the possible social aspects, and to identify an example of how the director used irony.

Three of the five groups will be asked to show the movie trailers they watched to the rest of the class and orally present the information contained in the chart (on a transparency).

The five movie trailers have been selected among some of the most famous Italian comedies of the last 50 years to provide students with facets of Italian society.

Day 4

The two remaining groups will show and present the trailers they watched. Each group will then brainstorm possible ideas for their presentational task and write down the outline of their ideas (to be shown to the teacher before the end of class).

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Day 5

Students will meet outside of class with the members of their group, to create a script for the presentational task. The group leaders must post the scripts on Moodle, on day 5 by midnight.

Day 6

Peer reviews of the script will be done in class, in Italian, after which, the teacher will give the students feedback.

Students will revise their scripts according to peer and instructor reviews.

Day 7

Students will work independently in groups to make their videos, which will be shown in class on day 8. The videos will need to be uploaded on Moodle (an online course management system) by one of the members of each group, by midnight of Day 7.

Day 8

Students' videos will be shown in class. For each video, students will also be asked to take notes regarding the social issues and comedy traits they recognize (in preparation for the interpersonal task). The teacher will summarize the results of the discussion.

The teacher will then give the instructions for interpersonal task as well as the rubric. The instructions will also include a list of expressions to help students during the debate. The teacher will also play recordings of a similar interpersonal task modeled by instructors.

Day 9

In the language laboratory, the teacher will provide written feedback on the students' final presentational tasks (video), and will spend a few minutes with each student to discuss his/her individual performance.

Students with similar proficiency levels, from two different groups, will then be paired and asked to perform the interpersonal task, using headphones and microphones. Their dialogue will be recorded in the lab.

Day 10

The teacher will provide feedback to each pair about the performance of the interpersonal task.

1. Interpretive task

Materials needed:

- Newspaper article with interview – Appendix A
- Comprehension guide – Appendix B

Instructions for the students:

You will learn more about Italian comedies by reading an interview with two famous Italian directors. Then, complete the accompanying “comprehension guide.”

Description of the task and rationale:

“**Monicelli-Virzi, la commedia ieri e oggi**” is an authentic interview that was released in May 2004 by the online version of the Italian newspaper “La Repubblica”. The journalist interviewed two famous Italian movie directors who specialized over the years in making Italian comedy movies. The directors give an overview of the reasons behind this genre over the last 50 years and comment on the lack of good Italian comedies today. They also mention ideas for possible topics, explaining or eliciting the characteristics that a true Italian comedy must have. This article is authentic and contains a few terms and sentences that are beyond the intermediate mid level. Because of this, we decided to provide a few synonyms for some of the words and guide students through the comprehension of the article. Since there are references to movies as well as to historical events, we also added a few notes in English to overcome the lack of background information.

Teachers will give students the article and the comprehension guide. Students will be allowed to keep the article as they fill out the guide. First, students will have to figure out the main ideas, selecting from a list of possible ideas given to them (in English). Second, students will select sentences from the article that support the main ideas, picking from five sentences directly taken from the article (including two sentences used as distracters).

Students will then explain the meaning of three words contained in the article and finally they will answer three questions, in English, to infer meaning from the article. The last questions will also be very helpful for students when they will have to create their presentational task.

Logistics:

On day 1 of the IPA, students will receive the instructions for the interpretive task and the rubric. The teacher will then give each student a paper copy of the article together with the comprehension guide (Appendix B) and will ask students to answer all the questions, in class. Students will be able to keep the article while answering the questions in the comprehension guide. The teacher will collect both the article and the comprehension guide at the end of the lesson. Since this IPA will be given as a summative evaluation of the last unit of the semester, the students' levels are expected to be between intermediate-mid and high for reading, according to the ACTFL guidelines. (ACTFL, 1986)

The teacher will give students 45 minutes to complete the task. Since the task is intended for intermediate-level students, the comprehension guide assigns more points to the questions related to the main ideas and supporting details (Tedick, D. & Cammarata, L., 2007).

On day 2, the teacher will provide feedback to students on the interpretive task comprehension guide. In particular, students will be expected to have more problems with sections 3 and 4. Therefore, the teacher will go over the main strategies that they used or could have used to complete this section. Since the content inferred through the open-ended questions is key for the presentational task, extra time will be devoted to the follow-up as a whole class activity. After reviewing the comprehension guide, the teacher will then give students the instructions for the presentational task, as well as the rubric and assign students to one of five groups. The teacher will create groups taking into consideration each student's proficiency level, then pairing students with classmates of the same or a slightly different proficiency level, to strive for an equal amount of participation.

Grading/scoring:

The comprehension guide will be graded in the following way: the teacher will give one and a half points for each correct answer in sections 1 and 2, one point per question in section 3, and 2 points per question in section 4.

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2. Presentational task

Materials needed:

- Five movie trailers for the warm-up phase:
 - *Santa Maradona* <http://www.youtube.com/watch?v=SElehi4oD3w>
 - *Pane e Tulipani* <http://www.youtube.com/watch?v=yeawkfJBvc8>
 - *Divorzio all'italiana* <http://www.youtube.com/watch?v=IWYNjCg8rRM&feature=related>
 - *Il mio miglior nemico* <http://www.youtube.com/watch?v=Y38kzSMVwr8>
 - *Basilicata coast to coast* <http://www.youtube.com/watch?v=NGwps7GQxG0>
- Access to a video camera (also available at the language lab at the UMN)
- Computer to show the original students' videos in class
- Rubric (for final product) – Appendix C
- Graphic organizer (for trailers) – Appendix D
- Guidelines for Peer Feedback – Appendix E

Instructions to the students (will be provided in Italian)

You have learned about Italian comedy and how the genre gets inspiration from every-day life and current events. One requirement for participating in the competition is creating a video which best illustrates an original idea for an Italian comedy suited for the 21st century. Based on the knowledge you have acquired, work with your group to create a three-minute video describing the plot of your film in sequential order and end it by explaining the rationale for your plot choice. Each group member is required to contribute equally in the creation of the task and speak in the video for an approximately equal amount of time. You will need to make it clear who has contributed to each part of the script. Do your best to convince the committee that you have the most original and well-developed ideas.

Target audience: CINECITTÀ movie studios committee (movie producers, reviewers, directors)

Logistics

Students will work on this task for a six-session period.

Day 3 and day 4 of this IPA will be spent in the language lab doing the warm-up phase: Students will watch movie trailers to elicit the plots, the possible societal issues, and the irony implied. They will receive a graphic organizer to be filled out while watching the trailers (Appendix D). Students will also brainstorm ideas for their script.

On day 5 and 7 students will work on their own, outside of the classroom, to create the script they will use to shoot the video and can begin shooting once the script is complete.

Day 6 will be spent in class to do a peer review of the scripts.

On Day 8 students will present their videos to the class, by playing them on the main screen. Students will comment on the videos, keeping in mind that the intended final audience will be the committee. After viewing the videos, there should still be enough class time to move on to the first step of Interpersonal Task.

Students will receive feedback on their script in guidelines from peers (Appendix E). They will also receive oral feedback from the teacher on content as well as form.

Students' video presentations will be evaluated according to a rubric (Appendix C).

3. Interpersonal task

Materials needed

- Rubric –Appendix C
- Language Laboratory: PC, headphones, microphones
- Audio files of instructors modeling the task

Instructions for the students

Your video has been selected by the committee. You are now asked to participate in a face-to-face discussion with another contestant to further discuss your video, to criticize the video of the other contestant and to defend yours against possible criticism.

You will be paired with another student and work in the Language Laboratory. You will watch the video that the other student and his group have presented. You will be able to play the video twice. When you and your partner have finished watching each other's video, you will start talking. Based on what you learned about the Italian comedy and on your own experience in creating the video, you will defend your video and point out the weaknesses of the other person's video. Your conversation will be recorded and evaluated according to the rubric you received. You will need to carry on the conversation for three minutes. An attachment contains a list of some expressions you may want to use while executing the task (Appendix F).

Description of the Task and Logistics

Day 8: After the video presentations, each group will reflect on the other groups' videos and critique them by following a list of questions and taking notes which will guide the class discussion. Subsequently, students will receive the instructions, the rubric, and the modeling for the interpersonal task they will carry out on the following day.

On Day 9 students will complete the interpersonal task in the language laboratory.

Each student will have access to a workstation provided with headphones, microphones and a computer. Students will be paired on the spot with a student sitting next to them, but they will not know who their partner will be until the moment the task starts. The pairing will be made according to their proficiency levels. In order to avoid that a student with a higher proficiency level becomes dominant in the conversation when interacting with a lower proficiency level student, learners with similar levels of proficiency will be paired (Yule and Macdonald, 1990).

Students will watch the video created by the other student's group. The task will be carried out without notes or a written script. The conversations will be audio recorded and students will need to interact for 5-8 minutes. The teacher will monitor the conversation, but will not intervene. She will also meet with the students individually to go over rubric and provide oral feedback.

Step 2. The Instructional and Formative Assessment Components of the Unit

The instructional and formative assessment components of this unit will come from the textbooks required for this course: *La Ragazza Di Bube* and *Prego* 7th Ed.

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Appendix A: Below

la Repubblica.it

<http://trovacinema.repubblica.it>

Monicelli-Virzì, la commedia ieri e oggi

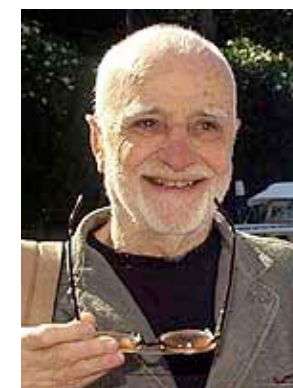
Alla Sala Trevi di Roma l'incontro tra i due registi

di Anna Zippel

Used with permission of the author. **N.B.** this article has been abbreviated for accessibility to students. To read the article in its entirety see: **Zippel, A. (2004, March). Monicelli-Virzì, la commedia ieri e oggi. La Repubblica**, -Retrieved from: <http://trovacinema.repubblica.it/news/dettaglio/monicelli-virzi-la-commedia-ieri-e-oggi/269644>

Si parla di commedia, ieri e oggi, alla Sala Trevi di Roma, dove il maestro del genere si confronta con Paolo Virzì, classe 1964 (6 anni dopo 'I soliti ignoti'):
Il dopoguerra, il Boom, gli anni '70... Monicelli c'era e li ha potuti raccontare. Per il regista livornese, invece, gli anni '90 e l'Italia di oggi. La commedia è, soprattutto, questione di spunti. Cosa è cambiato?

Monicelli: "Dal '43 al Boom quella da raccontare era un'Italia povera ma piena di gioia e voglia di fare. Era la Ricostruzione, non solo economica ma anche culturale, sociale. Si pensava in termini di collettività. E il cinema rispecchiava questa Italia. Il Boom fu una sorta di spartiacque¹, il momento (raccontato benissimo nel 'Sorpasso') in cui si doveva imboccare² una direzione. Si scelse la via dell'individualismo e del mercato, lasciando da parte quella della collettività. E il cinema si impadronì di questo modello il modello dell'essere vincenti. Poi il '68, un tentativo - fallito - di rivoluzione, gli anni di piombo... E Un cinema fatto molto da "imitatori", un cinema un po' fine a se stesso. E arriviamo a oggi."



Mario Monicelli

Virzì: "E anche oggi gli spunti non mancano di certo! Anzi, qualsiasi osservatore che abbia un po' di ironia non può non trovare spunti nella società e nella

¹ Spartiacque = linea di separazione

² Imboccare = prendere

politica di adesso. Mi sembra che i politici di ora, ad esempio, offrano molta materia alla satira e all'ironia. Certo, ora è la televisione ad aver preso il posto del cinema e dei giornali di satira, per quanto possibile. Le commedie di oggi mi sembra che vertano in gran parte sulla mancanza di riconoscimento, di visibilità, sull'ansia dell'apparire, dell'essere 'famosi'."

Monicelli: "A me sembra che quasi tutto il cinema italiano recente rappresenti la realtà come se tutto andasse bene così com'è, senza grande critica. Non esistono più film come "Divorzio all'Italiana".ⁱ

Tragedia e parodia: 'La grande guerra' e 'Orizzonti di gloria'... Ieri e oggi, per entrambi i registi non esiste commedia senza tragedia: si può ridere solo partendo da spunti drammatici. Ma per Virzi il vero spirito della commedia di Monicelli è quello della parodia: la grandezza sta nel fatto che dietro a film come 'I soliti ignoti' o 'La grande guerra' ci fossero dei generi ben precisi che venivano 'parodiati' con la genialità degli autori dell'epoca. Dietro a 'I soliti ignoti' ho sempre visto quei film, spesso francesi, in cui davvero c'era una banda che sincronizzava gli orologi per il grande colpo, che in quel caso riusciva. Il maestro conferma, la parodia è sempre stata un ingrediente base dei suoi film. Ma oggi, su un dramma come quello del caso Parmalatⁱⁱ, ad esempio, sarebbe possibile fare una commedia? Ancora **Virzi:** "Penso di sì. Questa piccola 'Parma da bere', fatta di finanzieri senza scrupoli e piccola borghesia arricchita. Lo spunto c'è ed è interessante."

Monicelli: "Anche secondo me si potrebbe fare, anche perché questi mega-crack come Parmalat e Cirio sono proprio la diretta conseguenza di quell'Italia che negli anni del Boom decise di imboccare la via del liberismo e del successo individuale attraverso l'arricchimento economico. Ma ci sono anche altri spunti, come i trentenni che vivono ancora con i genitori: anche questo è un problema sul quale si può ironizzare e ridere."

(31-03-2004)

ⁱ "Divorzio all'Italiana" is a famous Italian satirical movie from 1961

ⁱⁱ "Caso Parmalat" refers to one of the biggest corporate accounting scandals in history perpetrated by an Italian dairy and food company called "Parmalat"

Appendix B

Comprehension guide for Italian IPA "La commedia di ieri e oggi"

Name: _____

Date: _____

1. **Main Idea.** Using the information from the article, check the main idea(s) (7.5 points)

- | | | |
|---|---|---|
| 1. Italian comedy has changed over the years. | V | F |
| 2. Only today's comedy movies can reflect Italian reality. | V | F |
| 3. Comedy movies are inspired by current events. | V | F |
| 4. The basis of comedy movies, both present and past, is tragedy. | V | F |
| 5. Current events do not elicit the production of comedy movies. | V | F |

2. **Supporting details:** Read the following statements from the article. Circle the letters that correspond to the three statements that support the main ideas. (7.5 points)

- a. "A me sembra che quasi tutto il cinema italiano recente rappresenti la realtà come se tutto andasse bene così com'è, senza grande critica."
- b. "qualsiasi osservatore che abbia un po' di ironia non può non trovare spunti nella società e nella politica di adesso."
- c. "Era la Ricostruzione, non solo economica ma anche culturale, sociale. Si pensava in termini di collettività."
- d. "Dietro a 'I soliti ignoti' ho sempre visto quei film, spesso francesi, in cui davvero c'era una banda che sincronizzava gli orologi per il grande colpo, che in quel caso riusciva."
- e. "Il Boom fu una sorta di spartiacque, il momento (raccontato benissimo nel "Sorpasso") in cui si doveva imboccare una direzione."

3. **Meaning from context:** Based on the article, write what the underlined words probably mean in English: (3 points)

a. ...non può non trovare spunti nella società... (par.3, line 2)

b. Il cinema rispecchiava quest'Italia (par.2, line 3)

c. E il cinema si impadronì di questo modello, il modello dell'essere vincenti. (par.2 line 6)

4. **Inferences.** Answer the following questions by providing as many reasons as you can and using the information from the article to support your answers. (in English)

a. Do you agree with the opinion of the Italian directors regarding the making of comedy movies today? Use the article to support your answer. (2 points)

b. After reading the article, in your opinion, what could be a good topic for a new Italian comedy movie? Explain. (2 points)

APPENDIX C - Presentational Task Rubric -

Criteria	Superior (4 points)	Good (3 points)	Fair (2 points)	Needs Work (1 point)
Content	The video demonstrates full understanding of the Italian comedy genre of the 21 st century and there is a clear relation with an aspect of contemporary Italian society	The video demonstrates adequate understanding of the Italian comedy genre of the 21 st century and there is a clear relation with an aspect of contemporary Italian society	The video demonstrates a partial understanding of the Italian comedy genre of the 21 st century and is somewhat related to an aspect of contemporary Italian society but lacks clarity	The video demonstrates minimal or no understanding of the Italian comedy genre of the 21 st century and/or there is no relation with an aspect of contemporary Italian society
Impact and Vocabulary	The video fully engages the audience and maintains their attention Vocabulary is varied and always on topic	The video engages the audience and maintains their attention Vocabulary is sufficient to provide information and always on topic	The video partially engages the audience and/or partially maintains their attention Vocabulary is limited and/or not always on topic	The video does not engage the audience and/or does not maintain their attention Vocabulary is limited and/or not always on topic
Language control	Mostly accurate and consistent with connected discourse in present and/or past tenses. Always accurate with the use of subjunctive mood	Mostly accurate and consistent with connected discourse in present and/or past tenses. Usually accurate with the use of subjunctive mood	Somewhat accurate and consistent with connected discourse in present and/or past tenses. Some of the time accurate with the use of subjunctive mood	Often not accurate or not consistent with connected discourse in present and/or past tenses. Rarely or not at all accurate with the use of subjunctive mood
Comprehensibility	Generally understood by those unaccustomed to the speech of L2 learners.	Partially understood by those unaccustomed to the speech of L2 learners.	Generally understood by those accustomed to the speech of L2 learners.	Understood with occasional straining by those accustomed to the speech of L2 learners.

Adapted from ACTFL integrated performance assessment rubric for presentational task (appendix D) (ACTFL, 2003)

Non – negotiables:

- _____ The video is approximately three minutes long
- _____ All students speak for an approximately equal amount of time
- _____ The video is uploaded on Moodle by the deadline
- _____ Peer/instructor feedback is included in the final script

Total Points ___/16

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Interpersonal Task Rubric

Criteria	Superior (4 points)	Good (3 points)	Fair (2 points)	Needs Work (1 point)
Communication Strategies	Maintains conversation by asking and answering questions related to the topic. Uses a variety of strategies	Maintains conversation by asking and answering questions related to the topic. Uses at least one strategy	Maintains simple conversation by asking and answering some basic questions	Responds to questions from others. May ask a few formulaic questions.
Comprehensibility	Generally understood by those unaccustomed to interacting with language learners, with minimal confusion about the message	Generally understood by those accustomed to interacting with language learners.	Understood with occasional straining by those accustomed to interacting with language learners.	Understood with straining or not understood by those accustomed to interacting with language learners.
Language control, accuracy, form, appropriate vocabulary	Mostly accurate with connected discourse in present time and past time. Mostly accurate with the use of subjunctive mood Broad vocabulary related to Italian cinema and societal issues	Mostly accurate with connected sentence-level discourse in present and past time. Accuracy somewhat decreases with the use of subjunctive mood. Adequate vocabulary related to Italian cinema and societal issues	Most accurate with producing simple sentences in present and past tense. Accuracy decreases considerably with the use of subjunctive mood Limited vocabulary related to Italian cinema and societal issues	Mostly accurate with memorized language, including phrases Accuracy decreases when using subjunctive mood Very limited vocabulary related to Italian cinema and societal issues
Content	Students demonstrate knowledge of the characteristics of Italian comedy. Students demonstrate consistent ability to support and criticize opinions and ideas on the topic	Students demonstrate some knowledge of the characteristics of Italian comedy. Students demonstrate some ability to support and criticize opinions and ideas on the topic	Students demonstrate partial knowledge of the characteristics of Italian comedy. Students demonstrate only partial ability to support and criticize opinions and ideas on the topic	Students demonstrate very little or no knowledge of the characteristics of Italian comedy. Students demonstrate very little or no ability to support and criticize opinions and ideas on the topic

Adapted from ACTFL integrated performance assessment rubric for presentational task (appendix D) (ACTFL, 2003)

Non-negotiables:

- _____ Consistent use of the Italian language (English is not accepted!)
- _____ Talks for approximately three minutes.
- _____ Conversation is evenly distributed between the two students

Total Points ____/16

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Appendix D – Presentational Task warm-up (This will be in Italian for students)

Characters: Who are they? What do they do?
What kind of relationship do they have?

Setting: Where does the story take place? When?

Titolo:

Irony: Can you identify one example of the use of irony in this movie?

Issues: What societal and/or historical issues can you elicit from the trailer?

Plot: What do you think is going on in the movie? Why? Can you predict the end?

Appendix E

Presentational Task Guidelines for Peer Feedback of the First Draft (In Italian for students)

1. Quali aspetti storici o sociali riflette la trama della storia? (Does the plot show a societal/historical issue? Which one/s?)

2. Nella storia ci sono caratteristiche tipiche della commedia? Descrivile. (If yes, are there any comedy traits related to the issue/s? Give examples.)

3. Secondo te, le ragioni sulla scelta del tema date dai vostri compagni sono convincenti? Spiega perché. (Are your classmates' reasons behind their choice convincing? Explain.)

-
4. Quali parti della storia ti sono piaciute? Perché? (Which part/s of the plot did you like and find engaging for a potential audience? Why?)

5. Cosa cambieresti nella storia? Dai suggerimenti ai tuoi compagni. (What changes would you like to see in the script? Give your classmates some suggestions.)

Appendix F

Interpersonal Task

During the discussion with your partner you may use the following expressions:

(N.B.: English translation is not provided to students)

Che cosa intendi per.....?	What do you mean by....?
Perchè hai scelto.....?	Why did you choose...?
Penso che/ Mi sembra che	I think that/ it seems to me that...
Dovresti	You should.....
Che cosa pensi di.....?	What do you think of.....?
La ragione per cui	The reason why
Non sono d'accordo	I disagree
Qual è lo scopo di.....	What is the goal of.....?
Il video dovrebbe....	The video should
Non credo che...	I don't believe that.....
È un fatto che.....	It's a fact that....
Non c'è dubbio che....	There is no doubt that..
Sono sicuro/a che....	I am sure that...