**INTRODUCTION**

*Oggi in Italia*, Seventh Edition, is an introductory level course in Italian used widely at four- and two-year colleges and universities as well as in high schools. The primary aim of *Oggi in Italia* is to provide students with a sound basis for learning to communicate effectively and accurately in Italian as it is spoken and written today. Practice is given in all four basic skills, with many opportunities for student interaction and self-expression in realistic situations. A second important aim of *Oggi in Italia* is to introduce students to contemporary Italian life and culture. The dialogues, readings, and cultural notes have been written to depict what life is like in Italy today. By the end of the course, students should be able to use with confidence the basic structures of the language and an active vocabulary of approximately 1,200 words, and to recognize many more words in speech and writing. They should have mastered the basic features of the sound system and be able to communicate orally and in writing on everyday topics. Students should also have gained an appreciation for varied aspects of Italian culture and the people of Italy.

*Oggi in Italia*, Seventh Edition, features a range of fully integrated ancillary components. Although all instructors recognize the value of a wide variety of ancillary materials, they may be at a loss as to how to use them in conjunction with the text itself, especially when time is limited, as it nearly always is. The purpose of this guide is to help you make full use of the resources available to you through the *Oggi in Italia* program, and offer suggestions for managing what can seem to be a daunting selection of traditional and high-tech materials. These suggestions, paired with your own intuition and experience, can keep students excited about learning the target language and culture.

Incorporating Technology into Your Curriculum [link to this section]
Components of the *Oggi in Italia* Program [link to this section]
Integrating Specific Components in the Course [link to this section]
Tips and Sample Lesson Plan for Integrating Components in a Variety of Course Configurations [link to this section]

**INCORPORATING TECHNOLOGY INTO YOUR CURRICULUM**

Educators increasingly recognize that technology not only enhances learning but also allows us to reach more learning styles than previously possible. Because of time constraints, many instructors use technological resources sporadically, sometimes as a novelty or as a way to break up the normal routine. But the key to using technology is a thoroughly planned integration with other course materials. The following sections will
help guide you to achieve your course goals by using technological components efficiently.

**Using technology can save you and your students time**

Use technology to save time in class. The integration of web and CD-ROM allows students to do more listening, reading, and grammar practice outside class than previously possible. This will free up class time for more oral practice and creative communicative expression which can only happen in the classroom. If students receive thorough practice of definite articles, for example, time usually spent in class practicing these forms is freed up for more interesting activities.

Technology makes more efficient use of work outside class. Technological components are particularly valuable for addressing individual student needs outside class. The *Oggi in Italia* Multimedia CD-ROM 1.0 exercises and web ACE practice tests allow students to go at their own rate and concentrate on those aspects of the language that cause them the most trouble. Frustration caused by a seemingly endless string of exercises is avoided as students are able to monitor and perceive their own individual progress. Better preparation outside of class leads to a stronger ability to use the material being covered in class.

Technology can save on correction time. The *Oggi in Italia* Multimedia CD-ROM and ACE practice tests provide ample practice of chapter topics with the advantage that students receive instant feedback. This allows you to focus your correction time on those assignments that stress creative expression.

**Other considerations in planning technology integration**

Technology should be integrated as a new way for students to learn old concepts. It should not be considered an additional component added to an already full semester, nor should it replace all your activities. Rather, it can add variety to your course by replacing some exercises in areas where your previous activities did not work as well as you had anticipated.

Technology is not a methodology; you do not need to change how you teach. Yet by replacing some of your activities and assignments with technology-based ones, your students will respond to the variety of activities and you will more easily reach students of many learning styles.

Be familiar with the advantages of different technological resources and use those advantages appropriately. Web-based activities, for example, can provide an infinite wealth of current cultural information. Multimedia CD-ROM programs offer ease of use and immediate feedback to students. Audio programs provide a variety of aural models for oral imitation. Your ability to choose the appropriate resources will further enhance students’ skills in these areas.
Instead of using all the technological components offered, use those with which you are comfortable. Technology activities work best if you, the instructor, are comfortable with what you are asking students to do. Vary the tasks you choose and continue to use the traditional components. If, for instance, you question the value of assigning certain web-based activities, assign only those you prefer, or make them optional, suggested, or extra credit assignments.

Students learn by using technology if the stage is properly set for them. It is important to provide students with expectations of their performance, specific tasks to be accomplished, and a timeline for completing the tasks. Unlike a workbook assignment, technology offers great flexibility for students to choose their own path. Without clear guidelines, students often spend a tremendous amount of time on the activity but do not complete the task required. Whenever a new component is introduced, it’s always a good idea to spend some time in class discussing or, even better, demonstrating to the class, the processes for completing the assignment successfully. Written tips or e-mails to students during the course or comments on work passed back can also help keep students on track.

**COMPONENTS OF THE OGGI IN ITALIA PROGRAM**

*Oggi in Italia*, Seventh Edition, offers a complete array of components. Please consult the links below for a description of each component and suggestions for its use.

For the Student
- Student text
- Workbook/Lab Manual/Video Manual [link to Integrating Specific Components… Workbook/Lab Manual/Video Manual section below]
- Audio Program (Audiocassettes or CDs)
- *Parliamo italiano!* Video [link to Integrating Specific Components… Video section below]
- Student Web Site [link to Integrating Specific Components… Student Web Site section below]
- *Oggi in Italia* Multimedia CD-ROM 1.0 [link to Integrating Specific Components… Multimedia CD-ROM section below]

For the Instructor/Institution
- Instructor’s Annotated Edition (IAE)
- Instructor’s Resource Manual (IRM)
- Audio Program
- *Parliamo italiano!* Video [link to Integrating Specific Components… Video section below]
- *Oggi in Italia* Multimedia CD-ROM 1.0 [link to Integrating Specific Components… Multimedia CD-ROM section below]
- Instructor Web Site
- Overhead Transparencies [link to Integrating Specific Components… Overhead Transparencies section below]
- Situation Cards Kit
INTEGRATING SPECIFIC COMPONENTS IN THE COURSE

Tips for integrating the Workbook/Lab Manual/Video Manual and Audio Program

*Workbook*

The workbook exercises are designed to be assigned as homework assignments that complement and review class activities. Each workbook chapter is divided into two sections: *Pratica del vocabolario e della struttura* and *Pratica della comunicazione*. The first section practices specific chapter topics and can be assigned daily as these topics are covered, or assigned as review when the chapter is completed. The second section is more global in nature. It functions as a review of the entire chapter and should be assigned after completing the chapter.

- Don’t feel the need to assign all exercises in the Workbook. If you feel that a certain exercise needlessly repeats material covered in other ways, don’t hold students responsible.
- Feedback in class is always helpful. Ask the class if there was any particular exercise or item that gave them trouble and go over it with the class. Select exercises you feel are particularly valuable to review with the class. Use the more creative writing exercises as a springboard for conversations in class.
- Though the Workbook for *Oggi in Italia* does not contain an answer key, you may want to provide a key for selected or all workbook exercises. The answer key for the Workbook can be found in the Instructor’s Resource Manual. When students are made responsible for their own correction, learning is enhanced and the instructor has more time to devote to correction of and feedback to the more creative writing exercises.

*Lab Manual*

The exercises contained in the Lab Manual are designed to be completed outside class while listening to the audio program for *Oggi in Italia*. Although they are most easily assigned as review when nearing completion of a chapter, the recorded dialogue, its accompanying exercises, and the pronunciation practice for each chapter can be assigned before or immediately after beginning a particular chapter.

*Video Manual*

The *Parliamo italiano!* Video and the accompanying Video Manual provide students with additional guided listening and pronunciation practice for each lesson. The video offers short clips shot on location throughout Italy and a simple story that holds the students’ interest throughout the course. The Video Manual offers pre-, during, and post-
Tips for integrating the Overhead Transparencies

The Italian Overhead Transparencies offer numerous opportunities for language practice in context. They are especially useful for keeping the students' focus away from the textbook in class and on an image that can be referred to or manipulated by the students or the instructor. Transparencies are also available on the Instructor’s Web Site, [link to Instructor’s web site, Italian Language Resource Center] where you can download additional art.

- Vocabulary introduction or review is one of the primary uses for transparencies. Have students label the objects using colored pens, after asking classmates “Che cos’è?” or “Che cosa fa questa persona?”
- Grammar topics can be introduced or reviewed using the transparencies. For practicing possessive adjectives, for example, show “La famiglia.” Choose one of the people on the family tree and ask students questions about the other members of the family (“Chi è questa persona?”). Students can provide invented names for the people and then in small groups create a more developed description of the family (“Ecco la famiglia di Stefano. Suo nonno si chiama Pasquale ed è …” Use “Le stagioni” to practice present tense verbs: students describe what is happening and what the people are doing.
- Reuse transparencies for reentry and for different topics. “Espressioni con avere,” for example, can be used simply to introduce or review these expressions, but it can also be used later: have students create short conversations between the people depicted using informal commands (Lezione 7), or have students give a more detailed description of the scene using the imperfect (Lezione 9) and telling what they did then (Lezione 10).
- As often as possible have students get up and interact directly with the transparency by writing on it or pointing at it. Students can change details and add features: in short, have fun and be creative. Visual and tactile learners will excel with this type of active participation.

Tips for integrating the Parliamo italiano! Video

In addition to the numerous activities available through the Workbook/Lab Manual/Video Manual and the video-based ACE exercises on the web, The Parliamo italiano! Video offers numerous opportunities for additional practice.

In class
- Use the video to introduce chapter topics. Try showing brief scenes from the video without sound, asking students to describe what they see. This can work very well in scenes of Italian cities or scenery. The second episode, “Studiare,” for example, can be shown to introduce city vocabulary, to practice definite and indefinite articles, or to talk about university life in Italy. Have students write a list of everything they see...
that they can identify, and then have them compare their lists with that of other students.

- Have students predict what the characters might be saying to each other. Once again, show scenes with the sound off. After watching a conversational scene, paired students create a possible dialogue between the characters. Have 2 or 3 pairs act out their scenes, then play the scene with sound so that students can compare their own versions with the actual script. This becomes more fun as the students become more familiar with the characters in the video.

- Use the video as review. After having studied chapter topics, students will be able to talk more freely about the contents of the video, summarizing story lines or answering content questions in full sentences. Grammar topics that have been covered can be reviewed: ask students to describe six things a certain character did in one scene (Lezione 6) or describe a character or a place (Lezione 5).

Outside class

- Make the video available in a library or language resource center so that students can do the activities in the Workbook/Lab Manual/Video Manual on their own. If they are thoroughly familiar with the material and images of the video before coming to class, only a quick viewing, if that, will be necessary in class.

- Have students work together to view and discuss the video and then to create imagined conversations or descriptions of what happens next. Have students present their conversations in class.

- “The lost episode”: Have individual or paired students research Italian cities or regions not visited in the video and write a script for a five minute episode in that place.

Tips for integrating the Web Site

The newly expanded Student Web Site for Oggi in Italia contains a wide variety of activities designed to be fully integrated with the textbook. They provide exciting alternatives for further listening and reading practice as well as a wealth of related cultural information. Because the components of the web site are so individualized in nature, you might want to require or suggest specific amounts of time to be spent freely within the various activities available rather than give specific assignments. This can be confirmed by journal entries or printouts of the activities completed.

1. The web search activities expand upon the themes presented in the text. Each lesson offers one or two activities featuring task-based questions pertaining to authentic web sites. Although some of the material may appear to be beyond the students’ reading level, the questions focus on information that can be extracted at their level.

- Have students keep a journal of their use of the web site, in which they also include printouts of a required number of web search activities and comments on the sites they have visited and what they have learned. This journal can be turned in at the end of the course for grading purposes.

- Have students choose a topic they find particularly interesting among those addressed in the web search activities and explore additional links of sites provided in the
Resource Center section of the web site. They can present their findings orally in class or write brief summaries of what they found out.

- If time is limited, assign the web search activities as extra credit or optional activities. Or assign different students to different lessons. These students could share their activities in class so that the whole class benefits.

2. The ACE practice tests consist of one vocabulary and two grammar sections for each chapter of Oggi in Italia. After having completed each test, students select “Submit,” and see a corrected test including score. All responses are followed by comments explaining the answer. These self-tests are particularly valuable as reviews before exams and are to be recommended to students at the end of each chapter. These practice tests also allow students to e-mail or print their answers for your viewing if desired.

3. Video-based ACE exercises are based on short clips taken from the Parliamo italiano! Video. These exercises offer students directed listening comprehension and language practice, which can be used as pre- or post-viewing activities. You may choose to use these instead of or in addition to the exercises in the Workbook/Lab Manual/Video Manual. The ACE video questions are graded for automatic feedback and students can print out or e-mail their responses to you.

4. An interactive Flashcard tool is available for download from the web site. Instructions for use and links to necessary plug-ins can be found there as well. These flashcards offer students an opportunity to practice vocabulary and grammar at their own pace. Students can customize the flashcards in a number of ways:
   1. practice only those items they do not know
   2. shuffle cards to change order
   3. mark learned cards
   4. view all or some of the cards
   5. review of all cards rapidly
   6. link to an ACE practice test on that subject.

Students learn vocabulary and structures best by studying a few minutes every day. These interactive flashcards give them a fun way to practice and to keep track of where they left off last time by separating the cards they remember and those they still need to learn.

Tips for integrating the Multimedia CD-ROM

The Oggi in Italia Multimedia CD-ROM 1.0 consists of three sections: video-based skill development, language practice, and a reference section. It provides reinforcement of previously learned materials but in a new manner. You can assign it outside of class as students are working through the text lesson, or as a review at the end of a lesson. Because of the interactive and individualized nature of the CD-ROM program, you may find that it works well as suggested, or as optional extra work, or as a part of a time-based media lab assignment, especially when time is limited.
1. The **CD-ROM video exercises** are based on the already familiar *Parliamo italiano!* Video and offer an additional way for students to work with the clips presented in or out of class. The video-based skill development section provides previewing activities that can be assigned before showing in class. These exercises focus on a variety of ways to build vocabulary needed for understanding the clips. Exercises incorporate a combination of video as stills, audio only, or full-motion video in activities that include discrete point items and student-recorded audio. Cultural information is available in a pop-up window, and links to the World Wide Web are given for related resources.

2. The **language practice** section offers exercises with audio support that integrate the grammar points presented in the text lesson. These language exercises provide customized feedback and, in some exercises, require students to record their answers. This interactive practice with feedback reinforces in-class oral and aural practice in a way that traditional workbook or lab manual exercises do not. The more traditional exercises presented here also offer feedback and immediate access to grammar explanations so that students can monitor their progress while working at their own pace. You may want to assign the language practice exercises as optional work or as an alternative to selected workbook exercises if time is limited.

3. The **reference** section includes a grammar reference, bilingual glossaries, and a cultural reference. These features are accessible at all times and provide an important tool for students to understand and review the concepts they are practicing.

**TIPS AND SAMPLE LESSON PLANS FOR INTEGRATING COMPONENTS IN A VARIETY OF COURSE CONFIGURATIONS**

This section suggests uses of ancillary technology components for *Oggi in Italia*, Seventh Edition, as they fit into a variety of contact-hour arrangements. You may select and combine the various components according to your language program needs and course objectives. The sample lesson plans are meant to complement the sample plan found in the IAE and the Instructor's Guide section of this web site [link to lesson plan section of Instructor's Guide in new window] by highlighting technology use in the first two weeks of class. You may choose to do all or a few of these suggestions in place of activities found in the daily plan in the Instructor's Guide of the IAE. Click to the link below that best characterizes your program.

5 days, 2 semesters or 3 quarters (140-150 contact hours) [link to appropriate section]
4 days, 2 semesters or 3 quarters (112-120 contact hours); 3 days, 3 semesters (126 contact hours) [link to appropriate section]
3 days, 2 semesters or 3 quarters (80-90 contact hours) [link to appropriate section]

5 days, 2 semesters or 3 quarters (140-150 contact hours)

- Use class time to view video segments and have students work in groups to complete pre- and post-viewing activities in the Video Manual.
- Use the audio program in class, especially as a model for pronunciation.
- Assign **video-based web** and **CD-ROM** exercises as homework to reinforce clips students saw during class time.
- Have students work with the **ACE** web exercises as they complete the pertinent themes within the text.
- Assign **CD-ROM language** practice activities along with regular homework.
- Have students do **web search** exercises for homework and provide time in class the next day for follow-up discussion and correction in groups.

*Sample lesson plan for 140-150 contact hours*

<table>
<thead>
<tr>
<th>Day</th>
<th>In-class work</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lezione preliminare</td>
<td><em>dialogues; i nomi italiani</em> -use <strong>audio program</strong> as model for dialogues</td>
<td>-listening practice with the <strong>audio program; lab manual</strong> activities 1-4</td>
</tr>
<tr>
<td>2 Lezione preliminare</td>
<td><em>l'alfabeto italiano; i numeri 0-20</em> -use <strong>audio program</strong> as review of dialogues</td>
<td>-begin using <strong>flashcards</strong> on the student web site. Students should continue to practice with these 15 minutes each day.</td>
</tr>
<tr>
<td>3 Lezione preliminare</td>
<td><em>l'Italia nell'Europa</em> -use <strong>transparency maps</strong> #1 (L'Italia nell'Europa) #2 (Carta fisica d'Italia) and #3 (Carta politica d'Italia)</td>
<td>-web site <strong>ACE practice tests</strong> for vocabulary and grammar -<strong>flashcard</strong> practice -complete exercises in <strong>lab manual</strong></td>
</tr>
<tr>
<td>4 Lezione 1</td>
<td><em>monologues; la scuola in Italia</em> -use <strong>audio program</strong> as model for monologues</td>
<td>-listening practice of monologues; activities 1-5 of <strong>lab manual</strong> -<strong>web search</strong> activity -<strong>flashcard</strong> practice</td>
</tr>
<tr>
<td>5 Lezione 1</td>
<td><em>i numeri 21-100; cose utili</em> -use <strong>transparency</strong> #5 (Cose utili) -provide time for discussion of <strong>web search activity</strong></td>
<td>- web site <strong>ACE practice tests</strong>, vocabulary section -<strong>flashcard</strong> practice</td>
</tr>
<tr>
<td>6 Lezione 1</td>
<td><em>pronomi personali; essere</em></td>
<td>-<strong>multimedia CD-ROM video-based activities</strong> -<strong>flashcard</strong> practice</td>
</tr>
<tr>
<td>7 Lezione 1</td>
<td><em>avere; articolo indeterminativo</em> -show <strong>video</strong> Unità 1 in class; have students complete exercises in <strong>video manual</strong></td>
<td>-<strong>video-based ACE</strong> activities on web site -<strong>flashcard</strong> practice</td>
</tr>
</tbody>
</table>
Lezione 1

- show video again as review and for discussion of themes and images
- ACE practice tests grammar sections
- recommend practice with multimedia CD-ROM language practice to review for test as well as further flashcard practice
- complete lab manual

4 days, 2 semesters or 3 quarters (112-120 contact hours); 3 days, 3 semesters (126 contact hours)

- Alternate using class time and out of class time to view video segments. Have students complete the previewing exercises before class and have them complete, in groups, the post-viewing activities in the Video Manual when showing the video in class.
- Use the audio program as homework.
- Alternate between video-based web and CD-ROM exercises in each lesson.
- Have students work with the ACE web exercises as they complete the pertinent themes within the text or at the end of a lesson as practice prior to a quiz. These may replace workbook activities.
- Assign CD-ROM language practice activities as optional or suggested.
- Have alternating halves of the class do web-search exercises for homework. Allow time in class for reporting findings to the rest of the class.

Sample lesson plan for 112-126 contact hours

<table>
<thead>
<tr>
<th>Day</th>
<th>In-class work</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>dialogues; i nomi italiani</td>
<td>-listening practice with the audio program; lab manual activities 1-4 -begin using flashcards</td>
</tr>
<tr>
<td></td>
<td>-use audio program as model for dialogues</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>l'alfabeto italiano; i numeri 0-20; l'Italia nell'Europa</td>
<td>-web site ACE practice tests for vocabulary and grammar -flashcard practice -complete exercises in lab manual</td>
</tr>
<tr>
<td></td>
<td>-use transparency maps #1 (L'Italia nell'Europa) #2 (Carta fisica d'Italia) and #3 (Carta politica d'Italia)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>review of l'Italia nell'Europa from lezione preliminare;</td>
<td>-listening practice of monologues; lab manual</td>
</tr>
<tr>
<td>Day</td>
<td>Lezione 1</td>
<td>In-class work</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td>1</td>
<td>preliminare; Lezione 1</td>
<td><em>monologues and la scuola in Italia</em> from <em>lezione 1</em> -use <em>audio program</em> as model for monologues</td>
</tr>
<tr>
<td>4</td>
<td>Lezione 1</td>
<td><em>i numeri</em> 21-100; <em>cose utili</em> -use <em>transparency</em> #5 (<em>Cose utili</em>) -provide time for discussion of <em>web search</em> activity</td>
</tr>
<tr>
<td>5</td>
<td>Lezione 1</td>
<td><em>pronomi personali; essere</em> -use <em>transparency</em> #5 (<em>Cose utili</em>)</td>
</tr>
<tr>
<td>6</td>
<td>Lezione 1</td>
<td><em>avere; articolo indeterminativo; in giro per l'Italia</em> -show <em>video</em> Unità 1 in class; have students complete post-viewing exercises in <em>video manual</em></td>
</tr>
<tr>
<td>7</td>
<td>Lezione 1</td>
<td><em>review; quiz</em></td>
</tr>
</tbody>
</table>

### Sample lesson plan for 80-90 contact hours

- Have students view *video* segments and complete *video manual* exercises outside class.
- Use the *audio program* as homework.
- Alternate between *video-based web* and *CD-ROM* exercises in each lesson as time permits or instead of workbook and lab manual exercises.
- Have students work with the *ACE* web exercises as review prior to a quiz. These may replace workbook activities.
- Assign *CD-ROM language* practice activities as optional or suggested.
- Allow students to do *web search* activities for extra credit or practice.

### 3 days, 2 semesters or 3 quarters (80-90 contact hours)
| 2 | Lezione preliminare |  
|---|-------------------|---|
| dialogues | *i numeri 0-20; l'Italia nell'Europa*  
-use transparency maps #1 (L'Italia nell'Europa) #2 (Carta fisica d'Italia) and #3 (Carta politica d'Italia) | -begin using **flashcards**  
 -web site **ACE practice tests** for vocabulary and grammar  
-**flashcard** practice  
-**lab manual** |

| 3 | Lezione 1 |  
|---|-------------------|---|
| monologues; *i numeri 21-100; cose utili*  
-use audio program as model for monologues  
-use transparency #5 (Cose utili) | -**flashcard** practice  
 -**web search** activity optional |

| 4 | Lezione 1 |  
|---|-------------------|---|
| pronomi personali; essere  
-show video Unità 1 in class as review of forms and vocabulary | -web site **ACE practice tests** for vocabulary and grammar |

| 5 | Lezione 1 |  
|---|-------------------|---|
| avere; articolo indeterminativo; in giro per l'Italia | -**flashcard** practice  
 -**video manual** or **web site video** activities  
-**lab manual** |