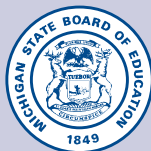




*Michigan*

TEST FOR TEACHER CERTIFICATION  
**STUDY GUIDE**

**29 Italian**



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## **PART 1: General Information About the MTTC Program and Test Preparation**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

## PART 2: Test Objectives and Sample Test Questions

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### INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

#### Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

#### Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

## TEST OBJECTIVES

<b>Subarea</b>	<b>Approximate Percentage of Questions on Test</b>
Reading and Vocabulary	20%
Syntax and Usage	51%
Cultural Understanding and Expression	16%
Language Instruction	13%

### READING AND VOCABULARY

#### **Apply literal comprehension skills in Italian.**

Includes paraphrasing content; interpreting information; and drawing conclusions from arguments presented in written Italian passages.

#### **Apply skills of inference in Italian.**

Includes drawing inferences from the context of a sentence or a passage; and recognizing implied steps and drawing implied conclusions from arguments.

#### **Apply interpretive comprehension skills in Italian.**

Includes comprehension of the author's point of view or purpose; cause-and-effect relationships; expository and persuasive techniques; and distinctions between fact and opinion in a written Italian passage.

#### **Understand everyday Italian prose (e.g., instructions, newspapers).**

Includes written instructions, newspaper and magazine articles, and popular technical language.

#### **Understand the use of language in Italian literature (prose and poetry).**

Includes narrative elements, figures of speech, the author's point of view or purpose, and compositional devices in a literary passage.

#### **Apply word-level vocabulary skills in Italian.**

Includes interpreting multiple-meaning and uncommon words by using context clues; recognizing false cognates; differentiating ranges of meaning for commonly equated English and Italian words; and distinguishing between Italian words and expressions commonly confused by native English speakers.

#### **Understand Italian idiomatic expressions.**

Includes Italian idiomatic expressions and their use in various contexts; the use of verbs that require prepositions in English but not in Italian, or vice versa; and the use of proverbs and proverbial expressions in various contexts.

#### **Demonstrate breadth of Italian vocabulary in given contexts.**

Includes extensions of vocabulary in various social, cultural, and functional contexts; and numerical expressions, quantities, decimals, fractions, dates, time, and ordinal numbers.

**SYNTAX AND USAGE**

**Use the present and future as appropriate for given contexts.**

Includes the present indicative and the future of regular and irregular verbs in various functional contexts.

**Use the imperfect, the *passato prossimo*, and the *passato remoto* as appropriate for given contexts.**

Includes the imperfect, the *passato prossimo*, and the *passato remoto* of regular and irregular verbs in various functional contexts; and the appropriate auxiliary verb (*essere, avere*) in all tenses.

**Use the future perfect, pluperfect, conditional, and conditional perfect as appropriate for given contexts.**

Includes the future perfect, the pluperfect, the conditional, and the conditional perfect of regular and irregular verbs in various functional contexts.

**Use the present, imperfect, present perfect, and pluperfect subjunctive in given functional contexts.**

Includes the present, imperfect, present perfect, and pluperfect subjunctive after certain verbs, conjunctions, and impersonal expressions; and the present and imperfect subjunctive after relative superlatives and indefinite antecedents.

**Use the imperfect and pluperfect subjunctive in hypothetical clauses.**

Includes the imperfect and the pluperfect subjunctive in hypothetical clauses.

**Express commands appropriately for given contexts.**

Includes direct commands with and without object pronouns using the imperative of regular and irregular verbs; substitutes for the imperative in polite and indirect commands, as appropriate for various contexts; and appropriate negative commands for various contexts.

**Use participles, gerunds, and infinitives as appropriate for given contexts.**

Includes participles, infinitives, and gerunds in various contexts.

**Express passive notions appropriately for given contexts.**

Includes the passive voice with *essere* and *venire*, the past participle, and substitutes for the passive voice in various functional contexts.

**Use constructions with *fare, lasciare*, and perception verbs as appropriate for given contexts.**

Includes the use of *fare* and *lasciare* with infinitives plus direct and indirect objects; and perception verbs with infinitives.

**Understand usage of nouns in Italian.**

Includes the appropriate use of singular and plural forms (regular and irregular) of nouns and irregular feminine forms of masculine nouns for various contexts.

**Understand usage of adjectives in Italian.**

Includes the appropriate use of descriptive adjectives (including adjectives of nationality); and possessive adjectives (including agreement and position), demonstrative adjectives, and interrogative and indefinite adjectives in various contexts.

**Understand usage of personal and possessive pronouns in Italian.**

Includes the appropriate use of personal pronouns as subjects or objects; and prepositional, disjunctive, and possessive pronouns in various contexts.

**Understand usage of interrogative, demonstrative, relative, and indefinite pronouns in Italian.**

Includes the use of interrogative, demonstrative, relative, and indefinite pronouns in various contexts.

**Understand usage of prepositions in Italian.**

Includes the use of prepositions with verbs to govern infinitives or nouns; prepositions with nouns and pronouns; prepositions with geographical terms; and idiomatic prepositions with nouns.

**Understand usage of articles in Italian.**

Includes the appropriate use of definite and indefinite articles; the partitive; and the omission or inclusion of articles in various contexts.

**Understand usage of adverbs, conjunctions, and interjections in Italian.**

Includes the appropriate use of adverbs (including adverbs of quantity), conjunctions, and interjections in various contexts; and the formation of adverbs from adjectives.

**Use conventions of spelling, capitalization, punctuation, and format as appropriate for given contexts.**

Includes the correct spelling of words (including diacritical marks and contractions); and appropriate capitalization, punctuation, and format conventions for various contexts.

**Construct sentences from specified elements in Italian (e.g., phrases, clauses).**

Includes the formation of sentences by combining words, phrases, and clauses; and the formation of complex sentences by subordinating one of two independent clauses.

**Transform sentences or passages in Italian according to given instructions.**

Includes the transformation of sentences and passages from active to passive voice (and vice versa) and from direct to indirect discourse (and vice versa); and the transformation of the mood, tense, and number of sentences and passages.

**Use interrogative and negative constructions in Italian.**

Includes the appropriate use of interrogative constructions and negative constructions for various functional contexts.



**Use reflexive constructions in Italian.**

Includes reflexive constructions in simple and compound tenses; and reflexive verbs with parts of the body and clothing.

**Use comparative and superlative constructions in Italian.**

Includes regular and irregular comparative and superlative adjectives and adverbs for various contexts.

**CULTURAL UNDERSTANDING AND EXPRESSION**

**Understand historical and geographical features of the culture of Italy.**

Includes geographical features of Italy; achievements of the society of Italy and their cultural significance; and historical events and figures in Italy, their cultural significance, and their relationship to other events and figures in the world.

**Understand political, social, and economic features of modern-day Italy.**

Includes political features, social features and institutions, and economic features of modern-day Italy; and the role of Italy in international affairs.

**Understand the arts and sciences as features of the culture of Italy.**

Includes the works and cultural significance of artists, architects, musicians, composers, scientists, and inventors of Italy; and the artistic and scientific contributions of Italy to world culture.

**Understand literary features of the culture of Italy.**

Includes Italian writers and their works; and literary achievements of Italy and their cultural significance.

**Understand aspects of daily life and leisure activities in Italy.**

Includes the cultural significance of aspects of family life in Italy; sports and leisure activities prevalent in Italy; and features of daily life in Italy.

**Understand influences of Italian culture on the United States.**

Includes the origins of features of U.S. culture in the culture of Italy; and the cultural contributions of persons, events, and immigrants from Italy.

**Use language in an Italian cultural context.**

Includes language appropriate for travel situations and for socializing in various environments.

**LANGUAGE INSTRUCTION**

**Understand theories and principles of foreign language instruction.**

Includes methodologies, techniques, materials, and equipment used for foreign language instruction; and appropriate methods and approaches of foreign language instruction for various learning situations.

**Understand classroom techniques and activities appropriate for the development of grammar and reading skills.**

Includes teacher and student activities and their appropriate sequence; and appropriate student goals for the development of grammar and reading skills.

**Understand classroom techniques and activities appropriate for the development of writing and communicative skills.**

Includes teacher and student activities and their appropriate sequence; and appropriate student goals for the development of writing and communicative skills.

**Understand techniques for foreign language assessment and evaluation.**

Includes appropriate evaluative techniques for assessing students' grammar, reading, writing, and communicative skills.

**Use language appropriate for classroom management in Italian.**

Includes appropriate language for adjusting climate and controlling learning processes in the classroom; and appropriate terminology for organizing and structuring classes.

**Use technical language appropriate for foreign language instruction in Italian.**

Includes the appropriate use of grammatical terminology and terminology for teaching equipment and materials.

## SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Use the passage below, adapted from *La coscienza di Zeno* by Italo Svevo, to answer the question that follows.

Il desiderio di novità che c'era nel mio animo veniva soddisfatto da Giovanni Malfenti, che era tanto diverso da me e da tutte le persone di cui io fino ad allora avevo ricercato la compagnia e l'amicizia. Io ero abbastanza colto, essendo passato attraverso due facoltà universitarie, e poi anche per la mia lunga inerzia, che io credo molto istruttiva. Lui, invece, era un grande negoziante, ignorante ed attivo. Ma dalla sua ignoranza gli risultava forza e serenità, ed io m'incantavo a guardarlo, invidiandolo.

Chi era Giovanni Malfenti?

- A. un uomo molto istruito con due lauree
- B. un amico d'infanzia del narratore
- C. un commerciante stimato e operoso
- D. un ignorante che il narratore disprezza

For the six questions that follow, select the word or phrase that best fits each blank.

- 2. Domani Luigi e Anna verranno a cena da me. Ora devo fare \_\_\_\_\_ .
  - A. la spesa
  - B. una domanda
  - C. sciopero
  - D. un sogno
  
- 3. Ho comprato questo libro ieri e domani lo \_\_\_\_\_.
  - A. leggerò
  - B. leggo
  - C. leggerei
  - D. legga
  
- 4. Stasera voglio che tu \_\_\_\_\_ una lettera a tua zia.
  - A. scriva
  - B. scrivi
  - C. avessi scritto
  - D. scrivessi

5. Cameriere, scusi, \_\_\_\_\_ un bicchiere d'acqua?
- A. mi porteresti
  - B. vuoi portarmi
  - C. potesse portarmi
  - D. mi porterebbe
6. Domenica scorsa, mia sorella \_\_\_\_\_ ha fatto \_\_\_\_\_ presto per accompagnarla alla stazione.
- A. me . . . alzare
  - B. mi . . . alzare
  - C. me . . . alzato
  - D. mi . . . alzato
7. Sembra che \_\_\_\_\_ americani studino raramente \_\_\_\_\_.
- A. gli studenti . . . le lingue
  - B. studenti . . . lingue
  - C. gli studenti . . . lingue
  - D. studenti . . . le lingue
8. Qual è stata l'importanza fondamentale di Francesco Petrarca nella tradizione poetica occidentale?
- A. l'introduzione del tema amoroso nella poesia lirica
  - B. la ripresa dell'epica classica in lingua italiana
  - C. la reintroduzione in poesia di temi personali dopo il formalismo medioevale
  - D. l'invenzione della forma poetica chiamata "sonetto"
9. Il Giro d'Italia, la popolare manifestazione sportiva che si tiene ogni anno in Italia, riguarda quale dei seguenti sport?
- A. le corse di cavalli
  - B. il ciclismo
  - C. la corsa automobilistica
  - D. la corsa podistica

- 
10. Which of the following is the most appropriate way to introduce the use of the *imperfetto* to American students in an elementary Italian class?
- A. Have students practice changing various verb forms from the infinitive to the *imperfetto* until the process becomes automatic.
  - B. Explain to the students the concept of repeated action in the past and the idea of physical and mental states.
  - C. Have students commit to memory the forms of the *imperfetto* by copying them several times and then repeating them aloud.
  - D. Speak to the students in Italian, using the *imperfetto* tense in examples and situations with which the students are familiar.

**ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS**

<b>Item Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>C</b>	Apply literal comprehension skills in Italian.
2.	<b>A</b>	Understand everyday Italian prose (e.g., instructions, newspapers).
3.	<b>A</b>	Use the present and future as appropriate for given contexts.
4.	<b>A</b>	Use the present, imperfect, present perfect, and pluperfect subjunctive in given functional contexts.
5.	<b>D</b>	Express commands appropriately for given contexts.
6.	<b>B</b>	Use constructions with <i>fare</i> , <i>lasciare</i> , and perception verbs as appropriate for given contexts.
7.	<b>A</b>	Understand usage of articles in Italian.
8.	<b>C</b>	Understand literary features of the culture of Italy.
9.	<b>B</b>	Understand aspects of daily life and leisure activities in Italy.
10.	<b>D</b>	Understand classroom techniques and activities appropriate for the development of grammar and reading skills.