Curriculum for Italian
ITALIAN CURRICULUM UNITS – FORM 2

ITA 8.1  Tick, Tock! – Tic! Toc!
ITA 8.2  Enjoy your meal – Buon appetito!
ITA 8.3  How much does it cost? – Quanto costa?
ITA 8.4  Communication – Comunicare
ITA 8.5  Leisure! – Il tempo libero
ITA 8.6  Yesterday – Cosa hai fatto ieri?
ITA 8.7  At school – A scuola
ITA 8.8  I like it – Mi piace
ITA 8.9  A touch of class – Un tocco di classe
ITA 8.10 Holidays – Le vacanze
ITA 8.11 Me too! – Anche a me
ITA 8.12 Winding up 2 – Facciamo il punto 2
**Subject:** ITALIAN  
**Unit code and title:** ITA 8.01 Tick, Tock! – Tic! Toc!  
**Strand:** Listening, Speaking, Reading, Writing  
**Unit Duration:** 9 sessions of 40 minutes (6 hours)

**Objectives**
The teacher will teach the students:

1. to ask and answer questions about time and the difference between *Che ora è*? and *Che ore sono*? (Listening, Speaking, Reading)
2. how to use the twenty four hour clock. (Listening, Speaking, Reading)
3. to ask and answer questions related to the time in which different activities of a typical day are carried out. (Listening, Speaking)
4. how to arrive to the meaning of a read or written text by formulating hypothesis based on visual cues. (Listening, Reading)
5. to write about their personal weekly activities and their school timetable. (Writing)
6. to consolidate the main lexical areas already covered in form 1. (Reading, Writing)

**Key Words**

<table>
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<td>The students start understanding more that learning Italian involves coming to terms with words and expressions that are constantly needed in everyday life. What is learnt in the classroom acquires more communicative validity. The students get more fulfillment from the learning process when the language skills in the target language are further developed. When dealing with the topic ‘time’, the teacher can make use of the students’ already acquired knowledge from Maltese and English, and then move on to how Italians express ‘time’. Students can notice similarities and differences, not only in how ‘time’ is expressed, but also in the activities which are carried out in specific moments of the day. Students are made aware of the opening and closing times of shops/schools in Italy; at what time Italians take their breakfast, dinner, etc. Students get more insight as to how to deal with textual information, whether they listen to a text or read it. The importance of the paratesto, in the form of title or pictures, is further reinforced so that the students can learn to anticipate what the text they are going to listen to or read, is about, and arrive to its global meaning. Activities should involve the students’ participation according to different abilities so that every student’s potential is maximised. The use of ICT resources and the IWB is strongly recommended.</td>
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| Words associated with ‘time’, the different parts of the day and the days of the week: *ora, orario, orologio, mattina, pomeriggio, sera, lunedì* etc. What time is it? *Che ora è? Che ore sono? È mezzogiorno, È mezzanotte.* Expressions that refer to ‘time’: *Sono le due, Sono le due e mezza, Sono le due e trenta, Sono le due e un quarto, etc.* Verbs that refer to typical routine actions: *svegliarsi, lavarsi, fare colazione,* etc. School subjects that feature in the students’ timetable: *maltese, inglese, italiano,* etc. | **Rete! Junior A – textbook and Guida insegnante**  
**Rete! Video**  
Powerpoint presentations, charts, games, handouts.  
**ELI flip posters Base**  
**ELI Immagini e Parole**  
**ELI Il dominio delle ore**  
Clock model/s  
**Lo Stivale** magazine  
**Lo Stivale** online: [http://schoolnet.gov.mt/lostivale](http://schoolnet.gov.mt/lostivale)  
Canzone: [http://www.youtube.com/watch?v=0oyNL58VP00&NR=1](http://www.youtube.com/watch?v=0oyNL58VP00&NR=1)  
[http://www.youtube.com/watch?v=60BD3CX6y6g](http://www.youtube.com/watch?v=60BD3CX6y6g) (with lyrics)  
**Verbi italiani** |
<table>
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<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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<tr>
<td><strong>Listening, Speaking and Reading (2 lessons)</strong> The teacher will: 1. teach the students to ask and answer questions about time and the difference between <em>Che ora è?</em> and <em>Che ore sono?</em></td>
<td>After listening to a dialogue where asking the time is the main focus, the students, in pairs, and with the help of visual cues, like showing a traditional or digital clock, will ask <em>Che ora è?</em> / <em>Che ore sono?</em> The students can take turns, so that the student who asks the question will then give the answer in the second round. This can start off as a simple activity of questioning and answering. To make the situation more realistic, the teacher can propose to the different pairs of students, different situations, such as, at what time one wakes up, one takes breakfast, one does one’s homework, etc. The students start noticing that in Italian one says <em>È mezzogiorno</em> but <em>Sono le dodici</em>. To further elaborate on this difference, the students may be given different flashcards bearing different ‘time’ words and expressions. They will help each other establish whether the ‘time’ words/expressions would be suitable answers to the questions <em>Che ora è?</em> / <em>Che ore sono?</em> Students can create their own clocks with any material they may choose. Flashcards denoting the time in figures may be distributed to some students. These, show their flashcard to a friend in class, who has then to indicate the denoted time on his/her clock and state the time in Italian. Another activity could be carried out, where cards are shuffled and one student chooses a card and says the time. The other students who are members of another group have to find the card that corresponds to this ‘time’. During such an activity, a build up is created where students get the opportunity to practise expressions such as: <em>Sono le tre e mezza</em>; <em>Sono le tre e trenta</em>; <em>Sono le tre e un quarto</em>; <em>Sono le tre e quindici</em>; <em>Sono le tre meno un quarto</em>; <em>Sono le tre meno quindici</em>; <em>Sono le due e quarantacinque</em> etc.</td>
<td>Students will: listen with understanding to a dialogue which refers to a variety of ‘time’ words/expressions. (Level 6 listening) express ‘time’ using a variety of expressions. (Level 6 speaking) read a variety of words/expressions related to ‘time’. (Level 6 reading) listen to words/expressions that refer to the half hour and the quarter hour in a familiar context. (Level 5 listening) express the hour, using only half hour and the quarter hour. (Level 5 speaking) read words/expressions related to the hour, half hour and quarter hour. (Level 5 reading) listen with understanding to words/expressions which refer to the hour and to the questions <em>Che ora è?</em> / <em>Che ore sono?</em> (Level 4 listening) express ‘time’ in its most basic formats and use the two questions to ask the time, namely, <em>Che ora è?</em> / <em>Che ore sono?</em> (Level 4 speaking) read the most basic words/expressions related to ‘time’. (Level 4 reading)</td>
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<tr>
<td><strong>Listening, Speaking and Reading (1 lesson)</strong></td>
<td>Students listen to an announcer who is giving a summary of the programmes, to be aired on a radio/television channel. The students may listen to it for more than once. The teacher then, tries to elicit some information from the students, by asking for instance, <em>A che ora è il</em>...</td>
<td>Students will listen with understanding to the most frequent uses of the twenty four hour clock, such us in schedules for...</td>
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### The teacher will:

2. teach the students how to use the twenty four hour clock.

*telegiornale?* etc. Visual cues may be used to facilitate understanding. The students may be grouped and as a group they will answer to a set of multiple choice questions. The answers will bear the twenty four hour clock. Alternatively, the students may be presented with magazines where the time schedule of programmes is indicated. They are asked to find specific information with regards to the time in which different programmes are aired. Otherwise, they may be presented with the time schedule of aeroplane flights, train departures and arrivals, or the opening and closing hours of various restaurants, cafeterias, pizzerias, etc. In this way, they get more familiar with the twenty four hour clock and see where and how it is mostly used in everyday life.

Role plays and dialogues may take place in class, where students use the twenty four hour clock. One student may ask for instance, at what time a particular shop closes and another student answers, making use of the twenty four hour clock.

Students may also read authentic texts bearing schedules of programmes, flights or train departures and arrivals. Working in groups they may be asked to fill in missing information in a grid. Sequencing may also be practised. All these activities can be graded and varied so as to elicit participation on the students’ part.

### Listening and Speaking

**2 lessons**

The teacher will:

3. teach the students to ask and answer questions related to the time in which different activities of a typical day are carried out.

In these two lessons, the students practise the words and expressions related to ‘time’ with which by now they should be quite familiar. The focus here is to use them with every day routine actions. These actions are to include: *svegliarsi, alzarsi, lavarsi, fare colazione, prendere l’autobus, andare a scuola, fare le lezioni, ritornare a casa, fare i compiti, studiare, giocare, uscire con gli amici, guardare la televisione, dormire*, etc. The students may listen to different people relating what they usually do in a typical day and then they fill in a grid or make picture association. Sequencing activities may be carried out during a typical day. (Level 7 listening)

Students will:

- listen with understanding to a dialogue or interview outlining the different activities carried out during a typical day. (Level 7 listening)
- express ‘time’ with relation to daily routine in a dialogue, interview or role play. (Level 7 speaking)

*Programmes, flights, etc.* (Level 6 listening)
*express the twenty four hour clock confidently in familiar contexts.* (Level 6 speaking)
*read the twenty four hour clock in familiar contexts outside the classroom environment.* (Level 6 reading)
*show a more basic understanding of the twenty four hour clock which is limited to the hour and half hour.* (Level 5 listening)
*express the twenty four hour clock in a defined context and limited to the hour and half hour.* (Level 5 speaking)
*read the twenty four hour clock in a familiar, defined context.* (Level 5 reading)
*show a very basic understanding of the twenty four hour clock thanks to visual cues.* (Level 4 listening)
*express the most basic format of the twenty four hour clock with the help of visual cues.* (Level 4 speaking)
*read the twenty four hour clock in its simplest format.* (Level 4 reading)
Role plays, where one student asks the other how he/she passes the weekend, what time schedule he/she has at school, etc., may be carried out in class. The students may also take up the identities of famous actors, singers or sports champions and simulate an interview where the typical daily routines are outlined. They may also relate the typical day of a friend or family member. A guessing game may take place where a student refers to a typical day of a class companion and the other students have to guess who this student is. The teacher may choose short video/cartoon excerpts where the reflexive verbs and daily actions are used.

### Listening and Reading

**Listening and Reading (2 lessons)**

The teacher will:

4. teach the students how to arrive to the meaning of a read or written text by formulating hypothesis based on visual cues.

The *preascolto* and *prelettura* phases are given particular importance here. The students are geared towards making use of pictures in order to arrive to the subject of the listened to or read text. Students may be divided in groups and a set of pictures is presented to each group. They listen to the titles of several articles and then match the titles to the correct set of pictures. On a more demanding level, the pictures are linked to a short, read out text. The teacher may also present the students some titles of various articles and they have to match the title with the correct article. In the case of texts which are read, the teacher may divide the class in groups and present each group with some articles which they have to read and match with a corresponding picture and/or title. The students have to state why they have made their choice.

Students will:

- understand a text globally by associating the title to the correct corresponding text/picture. (Level 7 listening)
- understand a text which is read out and associate a suitable title to it. (Level 7 reading)
- listen with understanding to a short text and match it to the appropriate picture from a set of given pictures. (Level 6 listening)
- to read a text and associate it to a picture or to a set of pictures from a choice of visual cues (Level 5 reading)
- express ‘time’ with relation to daily routine with the help of visual cues in short, simple, guided sentences. (Level 4 speaking)
Alternatively, some groups in class may be given pictures and some groups, texts. The students move around the class and attempt to match the pictures to the appropriate texts. Alternative pictures may also be presented for the same text to render the activity more challenging. The students, in groups, will have to establish which picture is most suitable and give again, a reason for their choice. The students may also be given a set of titles and they have to draw a situation that befits such titles. They then show the drawn pictures to their friends and see if these can associate the pictures to the appropriate title. Even here, the activity may be carried out with short texts instead of titles to make it more demanding.

### Writing

<table>
<thead>
<tr>
<th>(1 lesson)</th>
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<tr>
<td><strong>The teacher will:</strong></td>
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<tr>
<td>5. teach the students to write about their personal weekly activities and their school timetable.</td>
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In groups the students fill in a grid with their weekly school timetable. They may even present it on a chart which may be displayed in class. Some groups may be asked to complete the grid, while others have to compile it themselves. The students may be divided in groups and thanks to visual cues and a brainstorming activity outlining words and expressions related to their everyday activities, they jot down what they usually do. The main actions carried out are outlined. Such an activity will surely include verbs such as: svegliarsi, lavarsi; fare colazione; aspettare l’autobus; andare a scuola; fare le lezioni, scrivere; leggere; fare i compiti, ritornare a casa; pranzare; giocare; guardare la televisione; cenare; dormire etc. This may be reinforced as a homework activity where the students will write to a friend about their typical daily activities.

### Reading and Writing

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<tr>
<th>(1 lesson)</th>
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<tr>
<td><strong>The teacher will:</strong></td>
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<td>6. teach the students to</td>
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The aim of this lesson is to carry out activities to revise the main lexical areas with which the students are already familiar. These include: *I numeri, i giorni della settimana, i mesi dell’anno, le stagioni, gli opposti, i membri della famiglia, i colori,i mestieri, la casa, etc.*

Various activities can be carried out, such as, adding another word to the given pictures. (Level 6 reading) understand globally a short text by making hypothesis on a particular title or picture associated to it. (Level 5 listening) understand globally understanding a short text by making hypothesis on a particular title or picture associated to it. (Level 5 reading) listen to a short and simple title and match it to a corresponding picture. (Level 4 listening) match a short and simple title to a corresponding picture. (Level 4 reading)
Consolidate the main lexical areas already covered in form 1. group of words. The IWB could be a great help here because one can use activities with the techniques hide and reveal and drag and drop. The students themselves will take an important role in these activities. Visual cues can help to facilitate the activities.

Another activity which the students really like is the ‘odd man out’. On a more demanding level, *Il gioco degli insiemi*, where they themselves, will find common elements and form groups of words, is another interesting activity which can be carried out in groups.

Alternatively, they may be given a title, such as *I membri della famiglia*, and they have to find words which belong to this group. This may be presented in a set of jumbled up words, or else, to make it more demanding, they themselves have to procure the words and write them down. All these activities have a ‘game’ like structure and may be tried out in class as challenges or quizzes.

<table>
<thead>
<tr>
<th>Specific Group</th>
<th>Level 7 Writing</th>
</tr>
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<tbody>
<tr>
<td>Read and group words according to their specific meaning.</td>
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<table>
<thead>
<tr>
<th>Specific Group</th>
<th>Level 6 Reading</th>
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<tbody>
<tr>
<td>Write correctly words belonging to a specific group from a choice of varied words belonging to different semantic groups.</td>
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<thead>
<tr>
<th>Specific Group</th>
<th>Level 5 Reading</th>
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<tbody>
<tr>
<td>Read the words which belong to a specific group and identify the word which does not fit in.</td>
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<table>
<thead>
<tr>
<th>Specific Group</th>
<th>Level 5 Writing</th>
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<tbody>
<tr>
<td>Write basic words which belong to the same group of words from a given list.</td>
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<tr>
<th>Specific Group</th>
<th>Level 4 Reading</th>
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<tbody>
<tr>
<td>Read basic words belonging to a group, thanks to visual cues and parts of words.</td>
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<tr>
<th>Specific Group</th>
<th>Level 4 Writing</th>
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</thead>
<tbody>
<tr>
<td>Write basic words belonging to a group, thanks to visual cues and parts of words.</td>
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</table>
Subject: ITALIAN
Unit code and title: 8.02 Enjoy your meal! – Buon appetito!
Strand: Listening, Speaking, Reading, Writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach the students:

1. vocabulary related to basic food and drink and the quantities and containers related to them. (Listening, Speaking, Reading)
2. the ordinal numbers. (Speaking, Reading)
3. the use of ‘vorrei’ when they need to make a request in association with a typical menu. (Speaking)
4. some irregular nouns and their plurals and reinforce the definite article with them. (Reading, Writing)
5. the partitive article (del, dell’, della, dello, etc.) (Speaking, Writing)
6. an awareness of the Italian cuisine, a typical menu and eating habits, highlighting similarities between the Italian and the Maltese cuisine.

Key Words

<table>
<thead>
<tr>
<th>Ordinal numbers: primo etc.</th>
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<tbody>
<tr>
<td>Words related to basic food: uova, sale, pepe, farina, etc.*</td>
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<tr>
<td>Fruits: pera, mela, arancia, pesca, etc.*</td>
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<tr>
<td>Vegetables: pomodoro, etc.*</td>
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<tr>
<td>Drinks: caffè, tè, latte, etc.*</td>
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<tr>
<td>Food quantities and containers: bottiglia, chilo, etc.*</td>
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<td>Words related to different meals: colazione, etc.*</td>
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<tr>
<td>Words related to the main Italian dishes: zuppa, risotto, spaghetti, lasagne, etc.*</td>
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*For a complete list please consult the ‘Examples of teaching experiences and activities column’.

Points to Note

This unit focuses primarily on meals and food in Italian. The main types of food, drinks, fruits and vegetables are outlined. Once the students grasp these words, they subsequently learn the quantities and containers associated to them, such as, un chilo di patate, un litro d’acqua, un etto di prosciutto, etc. The main components of an Italian menu are also outlined, particularly, l’antipasto, il primo, il secondo. With these, the main meals of the day are also brought to focus, namely, la colazione, lo spuntino, il pranzo, la merenda, la cena. Similarities and differences between food and drink in Italy and in Malta are brought to the attention of the students even thanks to simple recipes. The students become also familiar with the ordinal numbers in Italian. After learning the first ten ordinal numbers (primo – decimo) the students start realising that the suffix –esimo is required to formulate the rest of these numbers.

The verb ‘vorrei’ takes prominence when ordering food in a restaurant, for instance. Moreover, the partitive article, which denotes quantity is also emphasised, dello zucchero, del caffè, della carne, etc. The students learn new irregular nouns, particularly nouns which do not change in the plural, il re – i re etc. as well as nouns which change in their plural, l’uomo – gli uomini, etc.

Resources

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<tr>
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<tr>
<td>Power point presentations, charts, posters, games, handouts, Lo Stivale magazine and Lo Stivale online:</td>
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<tr>
<td>Impariamo l’italiano: <a href="http://webs.racocatala.cat/llengua/it/">http://webs.racocatala.cat/llengua/it/</a></td>
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<tr>
<td>La Cucina italiana: <a href="http://www.lacucinaitaliana.it/">www.lacucinaitaliana.it/</a></td>
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<td>Le ricette italiane: <a href="http://www.adessocucina.com/">www.adessocucina.com/</a></td>
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<td><a href="http://www.laprovadelcuoco.rai.it/">www.laprovadelcuoco.rai.it/</a></td>
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<td><a href="http://enchantedlearning.com/themes/italian.shtml">http://enchantedlearning.com/themes/italian.shtml</a></td>
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<p>| Rete! Video, Civiltà puntoit |
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| La Cucina italiana: <a href="http://www.lacucinaitaliana.it/">www.lacucinaitaliana.it/</a> |
| Le ricette italiane: <a href="http://www.adessocucina.com/">www.adessocucina.com/</a> |
| <a href="http://www.laprovadelcuoco.rai.it/">www.laprovadelcuoco.rai.it/</a> |
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| **Listening, Speaking and Reading**  
(2 lessons) | The teacher may introduce the lesson by asking the students what they prefer to eat, and whether they prefer to eat at home or at the restaurant. The students may also say what food they ate when they visited foreign countries, if this is the case. The brainstorming session may also include asking the students whether they know how to cook and which recipes they know how to prepare. Subsequently, a basket full of groceries may be shown in class and the students have to see what food and drink there is in it. This may be done in groups. The students may use a bilingual dictionary and start getting familiar with the different vocabulary used in Italian for these basic food and drink items. The teacher may ask the students which foodstuffs are necessary for a simple recipe and the students have to bring these forward from the basket of food.  
The **general food** items included are: sale, pepe, uova, farina, zucchero, olio, aceto, formaggio, prosciutto, salame, pane, burro, carne, pesce, pollo, riso, biscotto, marmellata, cioccolata, panino, tonno, torta, gelato, spaghetti, lasagne, cannelloni, tortellini, tagliatelle, maccheroni, pizza.  
The **drink** items included are: acqua, latte, caffè, cappuccino, espresso, tè, birra, vino, limonata, aranciata, succo di frutta, cioccolata.  
The **fruits** included are: arancia, banana, mela, pera, pesca, uva, fragola, limone, ciliegia, melone, anguria, cocomero, kiwi.  
The **vegetables** included are: cavolo, cavolfiore, lattuga, patata, pomodoro, peperone, carota, cipolla, aglio, funghi, zucca, melanzana, zucchina. Include also: prezzemolo, basilico.  
The IWB may be used by preparing a matching activity where the students have to match the picture to its correct name. Or the words may be hidden, the students have to establish what these represent and then the pictures are revealed and the students can check whether they have matched the right word with its corresponding picture. | Students will:  
list with understanding to a range of vocabulary related to food and drink and their containers. (Level 7 listening)  
express orally a range of vocabulary related to food and drink and their containers. (Level 7 speaking)  
read a short text and show an understanding of the vocabulary related to food and drink and their containers. (Level 7 reading)  
listen with understanding to a short dialogue or a recipe where the most common food and drink and their quantities and containers are outlined. (Level 6 listening)  
express the most common food and drink and their quantities and containers in a short dialogue or simple role play. (Level 6 speaking)  
read with understanding the most common food and drink and their quantities and containers in a short dialogue or role play. (Level 6 reading)  
listen with understanding to the most common food and drink and their quantities and containers in a short guided dialogue and/or role play. (Level 5 listening)  
express orally the most common food and drink and their quantities and containers. (Level 5 speaking) |
to quantities and containers, a recipe may be prepared and the students have to weigh and get ingredients which have different containers. The words and expressions which refer to quantities and containers to be included are: *un chilo/mezzo chilo di farina*, *un litro d'acqua*, *un pacco di farina*, *un etto di prosciutto*, *un barattolo di marmellata*, *una scatola di cioccolatini*, *una lattina di birra*, *un pacchetto di sigarette*, *un bicchiere di vino*, *una tazza di caffè*, *un sacchetto di patatine*, *una barretta di cioccolato*.

As a follow up they may be asked to bring their own recipes from home and they will share them with the rest of the class. In this manner, the vocabulary related to food and drink, as well as the containers and quantities used, will have a real life dimension and the students start appreciating more how language can be used in day to day activities. Videos of recipes or which deal in a simple way with food, even related to different feasts such as: *(Natale – panettone, pandoro; Pasqua – colomba)* may be shown and in groups the students will answer to graded questions about them, so that different abilities in class will be catered for.

**Listening and Speaking**

**(1 lesson)**

The students get an understanding of the ordinal numbers. The teacher may introduce the lesson by dividing the class in groups and carrying out a game. The winners are given a small token. The teacher declares who are the groups which placed first, second and third. In this way, the ordinal numbers are introduced. The students may then be presented with a hit parade list. They shall be asked to place the songs in ordinal number according to what they listen to or according to their own preference. This activity may be varied according to the students' abilities. Games and the IWB may be used. The students may also listen to a text and order chronologically the events that occur in it. Sequencing is practised and the students use the ordinal numbers in the process. Since the first ten ordinal numbers are particular and do not follow a standard pattern, the lesson ideally would focus more on them. However, the suffix –esimo for the rest of the ordinal numbers would also be introduced. It is suggested not to go beyond *centesimo*.

Students will:

- listen with understanding to the ordinal numbers in a variety of familiar contexts. (Level 7 listening)
- express orally the ordinal numbers in a variety of familiar contexts. (Level 7 speaking)
- listen with understanding to the ordinal numbers in a dialogue or role play. (Level 6 listening)
- express orally the ordinal numbers in a dialogue/role play. (Level 6 speaking)
The students may engage in short dialogues and role plays where ordinal numbers feature. For example, they may talk about the order of their daily timetable at school, or sequence, by mentioning the ordinal numbers, their typical daily routine. In this way, the lesson would provide a link with the previous unit (8.01 – Tick, Tock!)

The students may work in pairs and ask and answer questions with the help of pictures. For example, a picture of a block of flats with different people living in each flat is presented to the students. One describes the person and the other has to state in which floor that person lives. Points are gained.

The students may vote in class for say, their favourite television programme, or favourite singer/actor etc. The results are put in order and the ordinal numbers are expressed.

**Speaking**

<table>
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<th>(1 lesson)</th>
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<tr>
<td>The teacher will:</td>
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<tr>
<td>3. teach the students the use of ‘vorrei’ when they have to make a request in association with a typical menu.</td>
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The students may be divided in groups and each group is assigned a menu. They engage in short role plays where they are at a restaurant and want to order food and drink. Since the basic vocabulary relative to food and drink and the ordinal numbers would have been carried out in previous lessons, the students would find it easier to express themselves. The verb ‘vorrei’, when making a request in a restaurant is to be used without going into the conjugation of the whole verb volere in the conditional.

The students may also be presented with a set of menus and they choose the menu which they prefer and in a role play make requests from their chosen menu.

**Students will:**

- make a request with ‘vorrei’ confidently in a dialogue/roleplay. (Level 7 speaking)
- express themselves in a guided dialogue where ‘vorrei’ features in making a request. (Level 6 speaking)
- use ‘vorrei’ when ordering a type of food in a simple sentence or phrase. (Level 5 speaking)
- use ‘vorrei’ in a short and simple sentence using basic words. (Level 4 speaking)

**Reading and Writing**

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<th>(2 lessons)</th>
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<tbody>
<tr>
<td>The teacher will:</td>
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<tr>
<td>4. teach the students some irregular nouns and their plurals</td>
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During the first of these two lessons it is suggested to focus on irregular nouns which do not change in their plural form. The nouns to be included are: il re, la città, la virtù, il caffè, l’autobus, il bar, il computer, il film, lo sport, l’analisi, la crisi, la sintesi, le lasagne, la frutta, la gente.

It is suggested to make use of games, crossword puzzles, picture-word associations and the IWB to make the students more aware of these irregular nouns in various contexts as well as other nouns with a similar structure. (Level 7 reading)

**Students will:**

- read these irregular nouns together with their associated words. (Level 7 reading)
- write these irregular nouns together with their associated words. (Level 4 speaking)
and reinforce the definite article with them.

irregular nouns. The fact that their plural form is the same as the singular one, should make things easier for the students. It is suggested to use the words with their definite article in all activities. This would serve both as revision and would help the students be more aware of the fact that the word may be singular and plural, e.g. *il bar – i bar*. In the case of *le lasagne, la frutta, la gente*, it should be pointed out that this is the only version that exists.

The teacher may reinforce these irregular nouns through simple graded exercises which the students may work both in class and at home.

During the second lesson, nouns which change in their plural form are introduced. The nouns to be included are: *l'uomo – gli uomini, l'amico – gli amici, l'amica – le amiche, il medico – i medici, il meccanico – i meccanici, lo psicologo – gli psicologi, l'esempio – gli esempi, il macellaio – i macellai, il figlio – i figli, lo zio – gli zii*. Matching activities involving words and pictures are indicated. Word domino could be used to reinforce these words. The teacher may also decide to use dictation for these words. Graded activities could be organised both in class and at home. These may include, multiple choice, matching picture to word, matching singulars to plurals, crosswords, filling in exercises and even exercises where the students write themselves the singular or plural of these nouns accordingly.

| Speaking and Writing (1 lesson) | During this lesson the main objective is to teach the students to express orally and in writing the partitive article. Since by now the students should be already familiar with words related to food and drink, this should not be so complicated. Short dialogues and role plays could help the students make use of the partitive article. Even pictures could help them express orally this. E.g. A picture of a woman buying some apples. One student can ask: *Che cosa vuole comprare la signora?* Another student can answer: *delle mele*. The students can help each other here so that each student is actively involved in the lesson. The activities may be multiple choice questions and matching exercises with the use of pictures. Power point presentations can be used |
| Students will: | Students will: |
| express orally the partitive article in various familiar contexts. (Level 7 speaking) | express orally the partitive article in specific defined simple contexts. (Level 6 speaking) |
| write the partitive article in various familiar contexts. (Level 7 writing) | write the partitive article in various familiar contexts. (Level 7 writing) |
| express orally the partitive article in specific defined simple contexts. (Level 6 speaking) | |
Incorporating 4 strands:
(2 lessons)
The teacher will:
6. teach the students an awareness of the Italian cuisine, a typical menu and eating habits, highlighting similarities between the Italian and the Maltese cuisine.

Target words can be acquired through lists, e.g. recipes, ingredients and the final product can be proposed as an antipasto, primo, secondo, contorno, or dolce accordingly. The different meals, namely, colazione, spuntino, pranzo, merenda, cena, are also outlined. Students may prepare their own menu featuring Primi, Secondi, etc., and according to whether it is intended for colazione, pranzo, merenda, spuntino or cena. Students choose the items as a starter, main dish or dessert. To enjoy this more the students may prepare their own recipes. Lo Stivale back issues as well as many web sites can provide ample choice of varied regional recipes. This topic may be extended during the scholastic year according to the festivities celebrated like Natale, Pasqua, Carnevale, etc. Students are encouraged to view video clips and power point presentations related to Italian cuisine and the most prominent dishes that feature in it. Students may be also asked to prepare lists with typical Maltese dishes and typical Italian food to compare and contrast, e.g. timballo and ‘timpana’, etc. The main Italian dishes to be included are: zuppa, risotto, lasagne, spaghetti, tortellini, cannelloni, maccheroni, tagliatelle, pizza, pesce, carne, pollo, gelato, granita, cassata, cannoli,

Students will:
choose items from a menu.
identify target words related to Italian cuisine.
talk about a typical meal and its various components.
compare and contrast different Italian and Maltese dishes.
tiramisù. Other dishes may be mentioned and compared and contrasted with those prepared in the Maltese cuisine. Some main Italian wines and cheeses are included.

Wines: Barolo, Frascati, Chianti.
Cheeses: mozzarella, pecorino, parmigiano, grana padano, gorgonzola.
**Subject:** Italian  
**Unit code and title:** 8.3 – How much does it cost? – Quanto costa?  
**Strands:** Listening, speaking, reading and writing

**Objectives**
The teacher will teach students to:

1. identify the euro coins and banknotes in Italian, how to ask for the cost of something and to say what the price is (Listening, Speaking, Writing)
2. use adverbs of quantity (un po’ di, poco/pochi, molto/tanto, troppo/troppi); (Writing)
3. ask/answer questions about quantities (Quanto...?) Answer questions stating amounts needed; (Listening, Speaking)
4. use adverbs of frequency (sempre, quasi sempre, di solito, spesso, a volte, raramente, quasi mai, mai); (Writing)
5. use vocabulary related to shops with particular reference to supermarkets; (Speaking, Reading and Writing)
6. consolidate the knowledge of the preposition da with the article/pronouns/nouns e.g. dal macellaio, da te, da Laura ... (Speaking, Writing).

**Key Words**
Un centesimo, un euro, due euro, cinque euro, dieci euro... Un etto, due etti, mezzo chilo, un chilo, grammi, farmacia, cartolario, fruttivendolo, macellaio, salute, pasticceria, cartoleria, supermercato, prosciutto, formaggio, cassa, cassiera, spesa, il conto, informatico, grafico, manager, contrassegno, parrucchiere, un po’ di, poco/pochi, molto/tanto, troppo/troppi, sempre, quasi sempre, di solito, spesso, a volte, raramente, quasi mai, mai.

**Points to Note**
In this unit, teacher needs to make use of students’ everyday life experiences related to shopping and money and use the vocabulary already taught in unit 8.2. Teacher will be consolidating the knowledge of numbers covered in other units. Teacher makes use of visuals so students assimilate new ideas.

When it comes to audio texts, whenever necessary teacher is encouraged to make students listen to the text more than once. This will encourage students to participate. Teachers are to encourage students to make use of a bilingual dictionary. Teacher can make additional use of the resources listed in the resources column in order to motivate the students and to assign oral and written activities. Use of the interactive whiteboard (IWB) is recommended to engage all students in classroom activities. All activities should be student centered.

**Resources**
Rete! Junior B book, Civiltà punto it book, Rete! Video, Arrivederci! 1, euro coins and banknotes, pictures, powerpoints, bilingual dictionary, Bubbleguppies cartoons, Dizionario Per Immagini, ICT resources/IWB activities

**Websites:**
http://schoolnet.gov.mt/lostivale  
<table>
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<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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| **Listening, Speaking and Writing**  
**2 lessons** | Teacher shows students pictures/ppt/plastic coins of the euro currency. Through eliciting students are encouraged to identify the coins. Having done this activity, in pairs students will do a written activity in which they will label the coins and banknotes by writing down in the provided blank spaces the value of the money. Students will listen to an audio text in which they will repeat on an individual basis the numbers heard. Students will then listen to another audio text about money and identify the correct price through a multiple choice exercise. In heterogenous groups students will listen to another audio text in which they will write down the prices mentioned in the text. Teacher may support students by giving flashcards or by making use of the IWB to give the prices. It is encouraged to give students the names of the following currencies: franchi svizzeri, dollari australiani, dollari americani and yen. Before listening to an audio text, the teacher invites students to say how centesimi is used to read a price. Students will listen to an audio text to check whether their prediction is right. In pairs students can ask/answer simple questions about prices. Teacher may supply a number of objects even from the classroom, label them with a price so that the students will be doing a hands on activity. In this activity students will start their questions by using the pattern of Quanto costa...? Students may also formulate other questions related to the price of objects. In heterogenous groups, students will write down questions and answers already formulated orally. | Students will:  
understand spoken language about money.  
(Level 7 listening)  
talk about money.  
(Level 7 speaking)  
write questions to given answers.  
(Level 7 writing)  
understand the importance of listening for key words.  
(Level 6 listening)  
respond with increasing appropriateness.  
(Level 6 speaking)  
write with increasing appropriateness.  
(Level 6 writing)  
express identify main idea(s) of short speech excerpts.  
(Level 5 listening)  
speak about main idea(s) of short speech excerpts.  
(Level 5 speaking)  
write simple sentences.  
(Level 5 writing)  
understand very familiar single words and/or short, simple questions.  
(Level 4 listening)  
ask very simple questions.  
(Level 4 speaking)  
copy correctly single, familiar words.  
Write prices.  
(Level 4 writing) |
**Writing (2 lessons)**

The teacher will:

2. teach students to use adverbs of quantity (*un po’ di*, *poco/pochi*, *molto/tanto*, *troppo/troppi*).

Using flashcards and/or the IWB, the teacher will present a series of pictures to explain the meaning of the adverbs of quantity *un po’ di*, *poco/pochi*, *molto/tanto*, *troppo/troppi*. Students will identify these words and then work out in writing a matching exercise. Students work out a matching exercise. In heterogenous groups, students can then write some sentences using the adverbs covered in the lesson. Students can also write individually a short paragraph and/or dialogue with (or without) the use of a bilingual dictionary using the adverbs.

**Listening and Speaking (2 lessons)**

The teacher will:

3. teach students to ask/answer questions about quantities (*Quanto...?*)

Answer questions stating amounts needed.

Teacher will give students the meaning of the following vocabulary: *un etto, due etti, mezzo chilo, un chilo* and *grammi*. They will then be shown a picture about a woman shopping *dal salumiere*. Students can be asked the following questions: *Che cosa compra la signora? Che cosa fa il salumiere?* Students will listen to an audio text about quantities and individually they read the text in silence. Teacher may also choose to carry out this task using another setting such as *dal fruttivendolo, dal macellaio e dal cartolaio*. After listening to the audio text, students will complete orally an exercise. Students may also use another shop setting to create their own conversation. This activity can be done in heterogenous group and at the end of the activity students can act out their work in groups for all the class. Teacher encourages students to use questions such as *Quanto costa?* and answer using the taught vocabulary about quantities.

Teacher may also choose to present a videoclip. After viewing the clip, students can complete a grid and the conversation orally.

Using a videoclip teacher can initiate a conversation about prices. Before viewing the clip, students are asked the following question: *Quanto costa la vita nel tuo paese?* Students will answer orally to the

Students will:

- start to show awareness of paragraphs. Can write simply about daily situations. (Level 7 writing)
- use a bilingual dictionary for writing. (Level 6 writing)
- write simple sentences in the present tense on familiar topics. (Level 5 writing)
- copy correctly single, familiar words or short phrases. (Level 4 writing)
question. Students can also formulate their own questions using the pattern provided by the teacher. Having done this, students will view the videoclip and in pairs answer orally a number of questions beginning with *Quanto costa...?* Students may also add more questions of their own about the videoclip.

| Writing (1 lesson) | Teachers will show students flashcards and/or use the IWB to teach the following adverbs of frequency: *sempre, quasi sempre, di solito, spesso, a volte, raramente, quasi mai* and *mai*. Students will be asked questions such as: *Quante volte vai al supermercato?*, *Quante volte vai al cinema?* etc. Students will write down their choice and in pairs compare their choices. Students will write down numbers 1 to 8 and put in order the adverbs of frequency. The first and last adverbs *sempre* and *mai* are to be given by the teacher. Teacher will then give the correct order of the adverbs of frequency. Students can also write simple sentences related to shopping using the adverbs of frequency. They can also write a short paragraph using the adverbs done in class. Students will:  
write simply about daily situations. (Level 7 writing)  
use memorised language to write sentences. (Level 6 writing)  
write simple sentences in the present tense about familiar topics with the help of cues. (Level 5 writing)  
copy correctly single, familiar words or phrases. (Level 4 writing) |
|---|---|
| Speaking, Reading and Writing (1 lesson) | Teacher shows students a number of pictures/ppt/interactive cd about shops with particular reference to *farmacia, salumeria, pasticceria, cartoleria* and *supermercato*. Using when necessary a bilingual dictionary, students will have to match the pictures to the words and read them out. To consolidate vocabulary, teacher will engage students in role play about shopping using pictures/objects. Students will be given a list of priced items and in pairs, they will role play a shopping situation. Student A will be the shopkeeper and student B will be the client. Teacher can do a similar activity in which individually students will have to compile a list of items that they need to buy for a birthday party. Students will then compare their work. Students may also write an email to a supermarket in which they order the items they need online. Students will:  
talk while adapting and substituting items of vocabulary. (Level 7 speaking)  
read and understand a variety of vocabulary (Level 7 reading)  
write about daily situations. (Level 7 writing)  
maintain face-to-face short conversations. (Level 6 speaking)  
make use of a bilingual dictionary. (Level 6 reading)  
write short messages by linking together sentences. (Level 6 writing)  
talk about written information. (Level 5 speaking) |
### Speaking and Writing  
**1 lesson**

The teacher will:

6. teach students to consolidate the knowledge of the preposition *da* with the article/pronouns/nouns (e.g. *dal macellaio, da te, da Laura* ...).

Teacher will use the teaching example of *dal macellaio/in macelleria*. Students will be shown a picture of a butcher and they will choose the correct word from the following: *dottore, salumiere, panettiere, tabaccaio and cartolaio*. When necessary, students are to use a bilingual dictionary. Teacher will then explain how to use *da + articolo + nome del lavoro and in + nome del luogo di lavoro*. Students will then work out various written exercises. Teacher may opt for example to give the answers of the exercises in jumbled form and students will match the given answer to the formulated question of the exercise. Students will formulate their own questions and give the answer in writing.

Students will:

- sustain more extended tasks. (Level 7 speaking)
- write about more extended communicate tasks. (Level 7 writing)
- maintain face-to-face short conversations. (Level 6 speaking)
- write about face-to-face short conversations. (Level 6 writing)
- talk about pictures. (Level 5 speaking)
- write about pictures. (Level 5 writing)
- respond using single words. (Level 4 speaking)
- copy using single words. (Level 4 writing)
Subject: Italian
Unit code and title: 8.4 – Communicate – Comunicare
Strands: Listening, speaking, reading and writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach students:
1. consolidation of the verbs *finire* and *dormire* in the present tense. The conjugations and the use of the irregular verbs *dare*, *conoscere*, and *preferire* in the present tense; (Reading, Writing)
2. the use of *stare + gerundio* in the present tense; (Reading, Writing)
3. vocabulary related to the writing of addresses; (Writing)
4. numbers from 100 to *un milione*; (Listening, Writing)
5. about mass media in Italy. (Incorporating all strands)

Key Words
*Finire*, *dormire*, *dare*, *conoscere*, *preferire*, *stare*, *macellaio*, *macelleria*, *indirizzo*, *mittente*, *codice postale*, *destinatario*, *città*, *paese*, *francobollo*, *busta*, *destinatario*, *assegno*, *postino*, numbers from 100 to *un milione*, *mass media*, *rivista*, *giornale/quotidiano*, *Il Corriere della Sera*, *La Repubblica*, *La Stampa*, *La Gazzetta dello Sport*, *MediaSet*, *Rai*.

Points to Note
Once again teachers are encouraged to make use of students’ everyday life experiences. Teachers are to encourage all students to participate during activities and heterogenous groups for the suggested activities are recommended to encourage differentiated learning. The use of visuals, powerpoints and the IWB will stimulate students with different abilities. When it comes to consolidation of the verbs *dormire* and *finire*, teacher taps into students’ known knowledge to develop the lesson.

Culture lessons should be an opportunity for the students to work in groups and to see the intercultural aspects. All activities should be student centered. Students learn about mass media and communication in Italy and discuss about differences between Malta and Italy.

Resources
*Rete! Junior B, Progetto Italiano 2, Arrivederci! 1, Arrivederci! 2*, envelopes, stamps, pictures of people doing actions such as shopping and reading

Websites:
- [Il ciuco cico](http://www.education.vic.gov.au/languagesonline/italian/italian.htm)
- [Rai](http://www.education.vic.gov.au/languagesonline/italian/italian.htm)
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| **Reading and Writing**  
(3 lessons) | Since the students already know how to conjugate the regular verb *dormire* and the verb *finire*, teacher encourages students to give the meaning of the two verbs. Students are to work in groups and formulate questions and/or sentences using the verbs *finire* and *dormire* in the present tense. Teacher gives students the conjugations of the two verbs and students will check their work for consolidation. When necessary, teacher shows students how to conjugate. Teacher may also give jumbled up words using the taught verbs in the present tense and students will put the words in order to formulate sentences. Students may also be given a paragraph with missing words using the taught verbs.  
Teacher shows students flashcards or makes use of the interactive whiteboard to show students the verbs *dare*, *conoscere*, and *preferire*. Students are asked to give the meaning of these verbs. Teacher gives the conjugations of the three irregular verbs in the present tense and students work out various exercises. Students may also write their own sentences using the three verbs.  
Teacher may give a text with the verbs *dare*, *conoscere* and *preferire* conjugated in the present tense. Students will have to identify the verbs by underlining them in the text. In pairs, students will then give the infinitive of the three verbs. Individually, students may also write their own paragraph about shopping using the three conjugated verbs. | Students will:  
sequence a group of sentences to form a complete paragraph. (Level 7 reading)  
show some control of the most common formats, e.g. use of the present tense of the taught irregular verbs. (Level 7 writing)  
be able to sequence a group of words to form a complete sentence, e.g. jumbled words activity. (Level 6 reading)  
show some control of basic syntactic patterns. (Level 6 writing)  
read and understand known language elements. (Level 5 reading)  
write simple sentences in the present tense. (Level 5 writing)  
point to specific known words in a text, e.g. sentences/paragraph. (Level 4 reading)  
copy correctly single, familiar words e.g. *finire*, *dormire*, *dare*, *conoscere*, *preferire*. (Level 4 writing) |
| **Reading and Writing**  
(2 lessons) | Teacher shows students a number of pictures of people doing various actions. It is advisable to use vocabulary already covered in the previous units. Teacher is to provide a model for the students to follow, e.g. *Cosa sta facendo?* *Sta pagando/ sta leggendo/ sta comprando/ sta sentendo.* In pairs, students are then asked to formulate in writing questions and give answers using *Cosa sta facendo?* Teacher may also give the answers and students will formulate in writing the questions. Having completed pair work teacher will show the students how to form the gerund for regular verbs. Students will identify the gerund and work out various exercises. Students may also write their own sentences using *stare + gerundio.* Students may also work out a fill in exercise with *stare + gerundio.*  
Teacher shows students a picture/ppt about Summer and students have to say which season it is. They will be given a handout with the lyrics of the song *L’estate sta finendo* of the Righeira duo. Prior to this teacher will ask the following question: *Di che cosa parlerà questa canzone?* After, students will listen to the song and in pairs will write down the missing words. At the end of the activity students will listen to the song again. | Students will:  
read simple, authentic material within a familiar context. (Level 7 reading)  
write questions to given answers. (Level 7 writing)  
show they can read independently. (Level 6 reading)  
show control of basic syntactic patterns. (Level 6 writing)  
understand written information related to familiar contexts. (Level 5 writing)  
write simple sentences in the present tense. (Level 5 writing)  
use visual cues and careful re-reading. (Level 4 reading)  
copy correctly single, familiar words. (Level 4 writing) |
| **Writing**  
(1 lesson) | Teacher asks students to bring two envelopes and two used stamps. The teacher will show students how to write an address in Italian. Students are also taught vocabulary pertaining to the writing of addresses e.g. *busta, mittente, indirizzo, codice postale, destinatario, città, francobollo, paese.* Students will be given a matching exercise in which they will have to match pictures to the right vocabulary pertaining to addresses. Students will then address another envelope to another classmate. This activity can be done in groups of two to make sure that by the end of the activity every student will get an envelope. Students may also write a letter about their hobbies and use the envelope to address it to their *amico / amico di penna.* As consolidation students can listen to the *Zecchino d’Oro* song *Il Ciucco Cico.* Teacher may also make use of the *languagesonline* site for supplementary activities. | Students will:  
write a short paragraph grounded in personal experience e.g. hobbies. (Level 7 writing)  
show good control of elementary vocabulary. (Level 6 writing)  
start using knowledge of mastered vocabulary, e.g. addressing a letter. (Level 5 writing)  
copy correctly single, familiar words and write addresses. (Level 4 writing) |
| (Listening and writing) (1 lesson) | Students will listen to an audio text about dates. Students will circle the dates they hear from the audio text. They will work out a matching exercise of numbers in figure form and in words. They may also write their daily activities using time and/or work out the daily plans of someone else. Another activity can be linked to the unit 8.3 where students have discussed banknotes and prices. This time the prices start from 100. Teacher can use the IWB to create an activity where students listen to the prices of objects students are familiar with such as *Una bicicletta costa 120 euro, Una macchina fotografica costa 200 euro, Un televisore costa 350 euro*, etc. Prices can go higher to buying a motorcycle, a car, a boat, a house. This can lead students to also simulate the writing of a cheque (*un assegno*). To revise vocabulary about food from unit 8.3, the teacher can provide a list of food and their calories. Students can match the calories and the food items and, in twos or small groups, students can form simple sentences such as *Una fetta di pizza ha 140 calorie, Una porzione di lasagne ha 400 calorie* etc. |
| The teacher will: | 4. teach students numbers from 100 to *un milione*. |
| Students will: | understand most conversations related to particular interests. (Level 7 listening) write simple sentences about familiar topics or daily activities. (Level 7 writing) start showing an increase of vocabulary range in their understanding. (Level 6 listening) use memorised language to express elementary needs, e.g. about daily activities. (Level 6 writing) sustain listening for increased periods of time. (Level 5 listening) use knowledge of mastered vocabulary. (Level 5 writing) understand very familiar single words, e.g. numbers. (Level 4 listening) copy correctly single, familiar words and write numbers. (Level 4 writing) |

| Incorporating all strands (2 lessons) | Teacher shows students a ppt and/or picture about computers. Students will be asked to make a list of means of communication that reach a lot of people. Students are asked to close their eyes and imagine how life would be without internet/facebook/television etc. Students will interview each other and ask questions such as *Leggi molti libri? Che giornali e riviste leggete a casa tua? Cosa guardi alla televisione?* Teachers shows students pictures/newspapers/ppt of the main newspapers published in Italy as mentioned in the key words column. PPT about newspapers is available here. Teacher may present video clips of telegiornale/telefilm/varietà. Reference to Rai channels and Mediaset is to be made. A survey about books and magazines they like to read could be used as an activity. |
| The teacher will: | 5. teach about mass media in Italy. |
| Students will: | identify the main types of mass media in Italy, e.g. television, computer/Internet/Facebook, main newspapers ( *Il Corriere della Sera, La Repubblica, La Gazzetta dello Sport*) talk about what they like to read |
Subject: ITALIAN
Unit code and title: ITA 8.5 Leisure – Il tempo libero
Strands: Listening, speaking, reading and writing
Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach students:
1. to identify specific vocabulary related to leisure and hobbies; (Listening)
2. to ask and answer information about own/others’ leisure time and hobbies; (Reading and Speaking)
3. to write about own and other persons’ hobbies/leisure time; (Writing and Speaking)
4. connect ideas by using conjunctions such as ma, così, anche, perché, poi, però, etc. (Writing)
5. about the importance of leisure time/keeping fit and how the Italians spend their free time.

Key Words
Points to Note
Resources
Vocabulary connected with hobbies and leisure. e.g. fotografare, andare a pesca, andare a caccia, dipingere, fare teatro, suonare uno strumento, andare in bicicletta, giocare a calcio/playstation, fare trekking, cucinare, raccogliere monete, cantare, etc.
The use of role play where the teacher makes use of students’ experiences is of fundamental importance in this Unit which treats hobbies and leisure. The teacher is encouraged to start the lessons by utilizing students’ prior knowledge to achieve his/her teaching objective/s. Students talk and interact when they do not feel inhibited to attempt speaking in class. Thus speaking in pairs or small groups should encourage students to take control of the language and express themselves freely. This unit gives ample space for teachers to make use of students’ everyday life experiences as it deals with hobbies/leisure.

Adjectives describing these hobbies. e.g. emozionante, interessante, facile, difficile, divertente, caro, pericoloso, etc.
Simple conjunctions: ma, dopo, o, poi, però, dove, perché, quando.
This unit introduces students to conjunctions and the concept for some students will be difficult to understand. For this reason the teacher should make reference to the similarities with the mother language and make use of differentiated teaching techniques.

The activities carried out have a student centred approach to allow autonomous learning. Web quests about hobbies can be used in group work.

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<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>The teacher should encourage the students to activate their expectancy grammar through a series of activities carried out as pre-listening exercises in order to be in a position to anticipate what they are going to listen to. Questioning will help students arrive at the theme. Anticipating methodology will depend upon the resources which the teacher will be using. Students will view a video clip or listen to a CD/conversation between two friends (ideally by native speakers) and in pairs with the help of the teacher they interact with each other to identify vocabulary belonging to leisure and hobbies e.g. sciare, fotografare, andare in bicicletta, cucinare, etc. and adjectives describing these activities e.g. difficile, noioso, creativo, caro, divertente, etc. The excerpt/s should be heard more than once. Individually students are given the script of the heard conversation and asked to work on graded exercises. Some students fill in the missing information (a word or a phrase missing in a sentence, etc.) and some others underline the correct word/phrase. Flashcards/pictures might be needed to facilitate teaching and learning. Individually or in groups, students can be given the script of the heard conversation which has words/phrases that denote specific facts which are missing. Ideally the script will be edited and recombined for simplicity. Some students fill in the missing information. Some others fill in information from a given list of words/phrases. Others underline the correct word/phrases.</td>
<td>Students will: identify some specific information and sequence of events. (Level 7 listening) understand a range of short phrases and sentences consisting of vocabulary related to leisure/hobbies with the help of visual cues and repetition. (Level 6 listening) learn to follow and understand a simple conversation with the help of visual cues. (Level 5 listening) understand what they listen through repetition and visual cues. (Level 4 listening)</td>
</tr>
<tr>
<td><strong>Reading and Speaking</strong></td>
<td>Students will read a conversation between two friends (which can be the same used for the previous lesson) in which one is describing his/her hobbies. The teacher will pinpoint the specific vocabulary related to leisure time/hobbies and write it on the whiteboard. Students in pairs or small groups actively role play scenes like that/those heard/read, where they describe to their friends their hobbies and how they pass their free time. During role play students are encouraged to create their own situations and participate actively in simulations.</td>
<td>Students will: sustain more extensive communicative tasks in the present, exploring and communicating ideas. (Level 7 speaking) read simple, authentic written material on subjects within a familiar context (hobbies) with sufficient comprehension.</td>
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</table>

<table>
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<tr>
<th>Teaching Objective</th>
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</thead>
<tbody>
<tr>
<td><strong>(2 lessons)</strong></td>
<td>The teacher will: 1. teach students to identify specific vocabulary related to leisure and hobbies.</td>
<td></td>
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<tr>
<td></td>
<td>2. teach students to ask and answer information about own/others’ leisure time.</td>
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Working in groups students will use different texts with pictures which talk about hobbies/leisure time. Students read these words/phrases/short texts and match the pictures of the protagonists to what has been read. A number of graded questions are set on the text. Students answer to teacher’s questions orally.

Emphasis should be made on explaining the importance of the context to arrive at comprehension. Students will check the answers within the groups. The teacher is encouraged to use heterogeneous grouping to promote peer assessment.

**Writing and Speaking (2 lessons)**

The teacher will:

3. teach students to write about own and other persons’ hobbies/leisure time.

Students are involved in a brainstorming discussion about their own hobbies and how they pass their free time, before writing simple sentences on the subject. Students are encouraged to express orally and in writing simple or slightly more complex sentences using target words they have learnt in previous lessons (through reading and listening texts). The teacher gives a model of how to write a short text such as an email/letter/postcard using the target vocabulary. The content should not exceed 4-5 sentences. Examples of work could be: *Scrivi una mail al tuo nuovo amico e descrivi come passi il tuo tempo libero.* Students try their own by following the model offered and pass their work to their peers so that they can help each other.

Students will:

write a paragraph to describe own/others hobbies using the present tense. (Level 7 writing)

describe own/others hobbies orally using the present tense. (Level 7 speaking)

use memorized language to describe hobbies (Level 4 speaking)
Students are encouraged to practise cloze exercises. These may take various forms... word filling in simple phrases, in simple sentences or in a paragraph. Importance is given to learning the use of the context to arrive at the requested word/s. Such exercise will obviously contain the target words in particular contexts.

Students are divided in heterogeneous groups and given a written conversation. There can be different tasks with this script, like: filling in with the target words, true/false statements and matching between questions and answers. Answers can be given by fill in the blanks, filling grids, etc. The emphasis here is to help the students to start mastering the skill of identifying specific information.

VARIOUSLY GRADED SENTENCES/PARAGRAPHS ARE GIVEN TO THE STUDENTS (DEPENDING ON THEIR ABILITY) WITH MISSING WORDS TO FILL IN. STUDENTS ARE ENCOURAGED TO WRITE LONGER SENTENCES ABOUT A SELECTED THEME RELATED TO THEIR CHARACTER AND THEIR HOBBIES. OTHER STUDENTS CAN WRITE A SET OF INTERVIEW QUESTIONS TO OBTAIN INFORMATION ABOUT SOMEONE ELSE’S HOBBIES.

**Writing (2 lessons)**

<table>
<thead>
<tr>
<th>Students will:</th>
<th>own/others hobbies. (Level 6 writing)</th>
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</thead>
<tbody>
<tr>
<td>write a short paragraph on a given topic through the use of simple conjunctions. (Level 7 writing)</td>
<td>Use memorized language to describe own/other hobbies orally. (Level 6 speaking)</td>
</tr>
<tr>
<td>write short messages/phrases using conjunctions. (Level 6 writing)</td>
<td>write simple sentences in the present tense on familiar topics (hobbies/leisure). (Level 5 writing)</td>
</tr>
<tr>
<td>use a model to connect simple phrases using conjunctions. (Level 5 writing)</td>
<td>speak about familiar topics using simple sentences in the present tense. (Level 5 speaking)</td>
</tr>
<tr>
<td>recognize conjunctions and be able to use them in matching exercises. (Level 4 writing)</td>
<td>write simple short sentences and fill in basic forms. (Level 4 writing)</td>
</tr>
<tr>
<td>speak about familiar topics using single words. (Level 4 speaking)</td>
<td>speak about familiar topics using simple sentences in the present tense. (Level 5 writing)</td>
</tr>
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</table>

**Writing**

<table>
<thead>
<tr>
<th>The teacher will:</th>
<th>Students are presented with texts, which contain the use of the conjunctions so that the students can start identifying these in a context and understand them better.</th>
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<tbody>
<tr>
<td>4. teach students to connect ideas by using conjunctions such as <em>ma, così, anche, perché, poi, però</em>, etc.</td>
<td>At this stage students are given models where the conjunctions: <em>così, anche, perché, poi, però</em>, etc. (specifically used to connect ideas) are used. They discuss them with the teacher and, in small groups, create their own similar sentences. They speak them out after they finish the exercise. Peers guided by the teacher decide whether what is said is correct or not.</td>
</tr>
<tr>
<td>The teacher presents various phrases on flashcards or IWB and students are asked to use the right conjunction to connect them. A simple text where the conjunctions in question are put in context will help students understand their meaning much better.</td>
<td>Students will:</td>
</tr>
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<td></td>
<td>Students will:</td>
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<tr>
<td></td>
<td>write a short paragraph on a given topic through the use of simple conjunctions. (Level 7 writing)</td>
</tr>
<tr>
<td></td>
<td>write short messages/phrases using conjunctions. (Level 6 writing)</td>
</tr>
<tr>
<td></td>
<td>use a model to connect simple phrases using conjunctions. (Level 5 writing)</td>
</tr>
<tr>
<td></td>
<td>recognize conjunctions and be able to use them in matching exercises. (Level 4 writing)</td>
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</tbody>
</table>
In groups students help each other to work out exercises related to conjunctions. Various graded grammar exercises, intended for the various abilities, should be made use of. Students can support each other during the explanation and for this reason it is important they work in small groups. Some students identify verbally the conjunctions and work out some or parts of the exercises put in a context. Others write sentences using the conjunctions while at the end all students can be given supplementary exercises on the topic in question.

Incorporating the four strands (2 lessons)

The teacher will:
5. teach students about the importance of leisure time/keeping fit and how the Italians spend their free time.

It should be emphasized that the teaching of Culture shall be based on intercultural competence and through hands-on experience. Students should be exposed to video clips and power point presentations as much as possible.

The topic in question was already discussed in the previous lessons of this unit so the teacher has to build up on it and reinforce it. The teacher will take the opportunity to integrate vocabulary done during previous lessons with the new vocabulary related to hobbies and leisure time in Italy. Students must be encouraged to compare their hobbies with those of their Italian counterparts. It must be emphasized that throughout the years hobbies have changed in many ways. The teacher should expose the students to video clips and power point presentations on this particular Cultural topic. After the teacher’s explanation and through the use of audio-visual aids, students can be engaged in a class project highlighting the major differences between leisure time in Italy and in Malta and highlight their particular characteristics. Students can work in small groups in order to assist and assess each other’s work. While some of them can find pictures, others can work on a power point and present it to the rest of the class.

Students will:
identify similarities and differences between Italian and Maltese leisure time/hobbies.
highlight the importance of keeping fit/leisure time in every day’s life.
describe or give a short explanation about their research on this topic (with the aid of audio visual resources).
Subject: Italian  
Unit code and title: ITA 8.6 Yesterday – Cosa hai fatto ieri?  
Unit Duration: 9 sessions of 40 minutes (6 hours)  

**Strands:** Listening, speaking, reading and writing

### Objectives
The teacher will teach students:

1. Understand and distinguish between an action in the present and an action in the past; (Listening and Speaking)
2. Conjugate the past tense (*passato prossimo*): the 3 conjugations of the regular and irregular verbs and agreement of the past participle; (Writing)
3. Read and understand text/s of several linked sentences in the past tense; (Reading)
4. Write short sentences/paragraph about present and past events. (Writing)

### Key Words

<table>
<thead>
<tr>
<th>Past Tense (<em>Passato prossimo</em>) of regular and irregular verbs in –are, -ere and –ire.</th>
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<tbody>
<tr>
<td>The past participle of the irregular verbs. E.g. bevuto, chiesto, chiuso, corretto, deciso, dito, donato, fatto, letto, messo, nato, offerto, perso, piacuto, pianto, proposto, preso, rimasto, risposto, scelto, scritto, successo, tradotto, visto, venuto, vinto, vissuto, etc.</td>
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### Points to Note

The teacher is encouraged to tap into students’ knowledge of the theme in question. S/he starts the lesson by utilizing students’ prior knowledge to achieve his/her teaching objective/s. Since the unit marks a more difficult level than the previous units, the teacher should encourage the students through positive reinforcement whenever a good effort from their part is shown. Most probably the teacher will need to repeat certain concepts throughout every lesson of this Unit in order to make sure the topic in hand is being properly understood and assimilated by the students.

The teacher makes use of group work or pair work as often as possible also to encourage differentiated learning. Correction should not be restricted to verbal communication to avoid inhibiting students.

All the activities carried out should have a student centred approach to enable autonomous learning. The use of IWB is strongly recommended.

### Resources

- **Rete! Junior B, Rete! Video, Guida insegnante, CD, L’italiano per noi, Civiltàpunto.it, powerpoints, pictures/flashcards; charts; posters; games; bilingual dictionary.
- **Lo Stivale online**
- **Languages online – Il passato prossimo**
- **Italiano in famiglia**
  - Percorso 1
  - Percorso 2
- **Il domino del passato**
<table>
<thead>
<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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</table>
| **Listening and Speaking**  
(2 lessons) | The teacher will:  
1. teach students understand and distinguish between an action in the present and an action in the past. | Students will:  
identify specific information (past and present) and sequence of events in longer speech extracts. (Level 7 listening)  
initiate, sustain and close more communicative tasks in the present and in the past. (Level 7 speaking)  
understand the difference between present and past events when listening to a text. (Level 6 listening)  
can express their own opinion in the present and in the past in a short and aided conversation. (Level 6 speaking)  
understand the difference between past and present through frequent repetitions. (Level 5 listening)  
take part in brief prepared speech tasks using visual and other clues. (Level 5 speaking)  
understand the difference between past and present through repetition and visual cues. (Level 4 listening)  
make statements with reasonable accuracy using memorize utterances. (Level 4 speaking) |
| **Examples of teaching experiences and activities** | Students listen to a short dialogue/text in the present tense. Repetition of the dialogue is carried out so that the students can grasp what is being said. Teacher tells students to pay attention especially to the actions (in the present) mentioned in the dialogue/text. At the end of the second listening the teacher writes down/shows on the IWB the various actions (in the present) mentioned above. The students now listen to another recording with the same content but this time with the actions in the past tense (*passato prossimo*). After listening to it for the second time, teachers ask students if they have noticed any difference between the first and the second text. Teacher explains the difference between the 2 groups of actions and underlines that the actions in the past are called *Passato Prossimo*, a topic which will be covered in the following lessons. A quick revision of the auxiliary verbs *essere* and *avere* may be done at this time.  
At this point students can listen to various other recorded statements and they have to decide if the action is in the past or in the present. E.g. *Oggi parlo con Paolo; ieri ho mangiato un panino*. Students may pick up some of the words denoting actions in the present/past and repeat them orally in class. The teacher can reinforce these words so that the students can start distinguishing between the different tenses.  
Students listen to some phrases expressing actions in the present and in the past and in pairs or in groups identify the tense. Depending on their ability, students will grasp the difference between the two types of tenses. They can be further encouraged to group the phrases according to sound patterns. | |
| **Writing** | In the previous two lessons of this unit students have already been exposed to the past tense, so they will already have an idea of what the teacher will | Students will: |
### (4 lessons)

**The teacher will:**

2. teach students to conjugate the past tense (*passato prossimo*): the 3 conjugations of the regular and irregular verbs and agreement of the past participle.

- be talking about and explaining in more detail. The teacher makes use of the IWB or, better, a context/video for different group works to highlight past tense of the three conjugations (-*are*, -*ere*, -*ire*).
- A group will be given two sets of flashcards to match, e.g. *ho lavato la macchina* with *lavare*, *siamo andati/e al mare* with *andare*, etc.. Flashcards with images related to the verbs shown might also be used to challenge more the students’ abilities. Students conjugate the newly learnt verbs after going through the conjugation together and/or with the help of the teacher. The teacher first has to explain the conjugation of the regular verbs and successively pass to the irregular verbs. The teacher can prepare a matching game on the IWB where the students will be asked to match the irregular forms of the past participle with the same verb in the infinitive form, e.g. *bevuto/bere, scrivere/scritto, vivere/vissuto*. Online activities related to the *passato prossimo* can be found by accessing the site: [http://www.education.vic.gov.au/languagesonline/italian/sect36/index.htm](http://www.education.vic.gov.au/languagesonline/italian/sect36/index.htm)

- A simple text where the tense in question is put in context will help students understand the meaning and the conjugation of the verbs much better. The teacher presents other flashcards/ images on the IWB with different actions and students are asked to use the rightly conjugated verb/s to construct a sentence, e.g. *Maria e Clara hanno giocato a playstation; Pietro è arrivato in ritardo a scuola*, etc. At this stage students need to be given models to follow. In small groups, students can create their sentences using actions in the *Passato Prossimo*. They speak them out after they finish the exercise. Peers decide whether what is said is correct or not. It is important that peers correct each other’s work. The teacher is thus not a “judge” any more but a facilitator, a helper as s/he should be throughout all the teaching and learning process.

- The teacher helps students work out grammar exercises. Other graded grammar exercises, intended for the various abilities, should be made use of.

<table>
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<th>Reading</th>
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<tr>
<td>Students are presented with reading texts written mostly in familiar language and which contain the use of the <em>passato prossimo</em> so that the</td>
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<th>Students will:</th>
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<tr>
<td>understand short stories and factual texts</td>
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### Reading (2 lessons)

| The teacher will: | students can start identifying this in a context and understand it better. It might be an email, letter or message, etc. It is important that various texts are used and that these are also graded according to the students’ ability in reading. After reading the text, students (in groups) are asked to say what the main idea of the text (and of each paragraph) is – the teacher explains that this is skimming and explains carefully the importance of this skill in reading. Students are asked to explain what the text they have is about. They may revert to the mother language if necessary; however, they should be encouraged to use the Italian language as much as possible. They then match sentences to pictures, answer (graded) questions, *Vero* or *falso* questions, multiple choice, open ended questions and other types of questions that outline the global meaning of a text. Most questions will be referential, although, some attempts towards inference may be carried out depending on the pace with which the students proceed. | which include past events. (Level 7 reading) 
read independently and recognise main points in texts which include past events. (Level 6 reading) 
read short written phrases in the past and match simple words/sentences to related images. (Level 5 reading) 
read and recognise single words and short phrases set in a familiar context. (Level 4 reading) |
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<td><strong>(2 lessons)</strong></td>
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<tr>
<td>The teacher will:</td>
<td>3. teach students how to read and understand text/s of several linked sentences in the past tense.</td>
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</tbody>
</table>
| **Reading** | Students read independently and recognise main points in texts which include past events. (Level 7 reading) 
read short written phrases in the past and match simple words/sentences to related images. (Level 5 reading) 
read and recognise single words and short phrases set in a familiar context. (Level 4 reading) |  |
| **(1 lesson)** | Writing |  |
| The teacher will: | 4. teach students to write short sentences/paragraph about present and past events. | Students will: |
| **Writing** | Students are encouraged to write simple or slightly more complex sentences using the Past Tense they have learnt in previous lessons (through reading and listening texts). The teacher gives a model of how to write a short text such as an email/letter/postcard using the target vocabulary and grammar content. The content should not exceed 4-5 sentences. Students try their own by following the model offered and pass their work to their peers so that they can help each other in correcting their own work. Students can write a short description of things/actions they have done on a weekday and/or what they have done during the weekend. Some students might draw the actions they are referring to, others might just mention them and with the help of their peers (in a small group) write the correct verb and others write whole sentences to explain what they want to say. The teacher carefully guides the students to arrive at the indicated verbs and explains the conjugation of the past tense in a proper context. This can be done through a text which has been appropriately prepared to put the verbs in a simple, understandable context. | write sentences/a short paragraph using the past tense. (Level 7 writing) 
write very simple phrases/sentences in the past tense. (Level 6 writing) 
write very simple phrases/sentences through the use of a model. (Level 5 writing) 
be aware of the use of past tense through the use of audio visual aids. (Level 4 writing) |
**Subject:** Italian  
**Unit code and title:** 8.7 At school – A scuola  
**Strand:** Listening, Speaking, Writing and Reading  
**Unit Duration:** 9 sessions of 40 minutes (6 hours)

### Objectives

The teacher will teach students:

1. the vocabulary pertaining to the classroom environment and the routine classroom needs. (Listening and Speaking)
2. the use of the demonstrative pronouns in the singular and plural forms. (Speaking)
3. to express the length of a process or an activity (*esprimere la durata*). (Listening, Speaking, Reading and Writing)
4. to fill in a detailed application form. (Listening, Speaking, Reading and Writing)
5. the use of the conjunction for agreement and/or for disagreement with *anche* and *neanche*. (Listening, Speaking and Writing)

### Key Words

- **Vocabulary pertaining to the classroom** for example: *spiegare, scrivere, banco, quaderno, zaino, astuccio, lavagna, pennarello, lavagna interattiva, laboratorio d'informatica, materia/e, libro, matita...*

- **Demonstrative Pronouns:** *questo, quello, questi and quelle...*  
  *fino a (Locuzione Prepositiva)*

- **Conjunction for agreement and disagreement** - *anche* and *neanche*

### Resources

- Rete 2!, Rete 2!Libro di Casa, Rete Video, Civiltàpuntoit, ELI Vocabolario illustrato, Dizionario per immagini, Canta che ti passa, La Lingua in Gioco, [Lo Stivale online](http://www.triptico.co.uk)
- La torta di pere e cioccolato  
- La mia bidella Candida  
- www.goanimate.com  
- www.triptico.co.uk

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At this stage students need to start feeling more at ease in the language. Learning Italian as a foreign language needs to be fun. We will be looking at the things around them in the classroom and those that they get from home in their school bag. The immediate environment and immediate needs have to be addressed with the right vocabulary and the right expressions. Students should be more comfortable to ask simple questions in Italian: like asking for permission to leave the classroom, ask the teacher to repeat or attempt to answer to questions in Italian. At this stage students need to know basic words that can help them participate in the everyday classroom activities and understand instructions given by the teacher. Teachers can stick different flash cards on the objects in the class to remind students from time to time what they are called in Italian as well as large bubbles with the questions that the teachers usually poses and that students usually ask. Like that students are encouraged to make use of them as often as possible.
<table>
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<tbody>
<tr>
<td><strong>Listening and Speaking (2 lessons)</strong></td>
<td>The teacher will create a bubble corner with an image and a question that the student can use often in class. This bubble corner may include questions like: “Posso andare al bagno”, “Quale pagina?”, “Posso prendere il libro”, or instructions that the teacher usually uses. The teacher can also make a game by labeling all the items in the classroom. The lesson may start off by projecting an image of a classroom (as suggested in the resources list) without the vocabulary and slowly reveal the vocabulary. Then the students will pick which items they can label in class with the vocabulary learnt on the day. These labels can be kept there and from time to time the teacher might take them off and ask two students to put them back. On the IWB the teacher projects a picture of an empty pocket with school items and the students need to say what is missing in the pocket, and the same can be done for pictures of a classroom, library and school bag. The students put six items which the teacher indicates on the desk. In the way we play ‘Do this, do that’ they lift the item as the teacher says its name, the game needs to get faster and those who lift the wrong item are out. In this way teacher drills in the words in Italian. Next the teacher can use a pillow case filled up with various items, stationary and stuff used in class and put also some things which can serve as distractors. The teacher can keep scores on the IWB through the use of the online resource Triptico. The students can be divided in pairs or groups. The students need to feel the items and make a list of them. The group that guesses the most items wins. Students will listen to the song <em>La mia bidella candida</em> suggested in the resources. This video is a very good visual aid to go over some things in the schooling life which might have been missed mentioning in the previous activities. The teacher can create activities to the level of the class. One can opt to give a sheet with the words or pictures and the students need to tick the words which are mentioned. The lyrics of the song can be also given.</td>
<td>Students will understand the content of a song (listened excerpt) without the need to refer to visual cues. (Level 7 Listening) talk about school and class items school in a structured and complex sentence. (Level 7 Speaking) understand the message conveyed by a song (listened excerpt), by referring back to vocabulary. (Level 6 Listening) make use of vocabulary learnt in class, posing questions taking ideas from examples. (Level 6 Speaking) understand a listened passage and the message it conveys with the visual aid and the written text. (Level 5 Listening) repeat the questions and refer to the items mentioned in class, by following models in simple sentences or brief utterances. (Level 5 Speaking) get a general idea of the content of a listened extract with the help of visual aids, cues and revised or suggested vocabulary. (Level 4 Listening) ask simple basic questions or refer to objects in very brief utterances following given vocabulary and following an</td>
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</table>
leaving some nouns blank and the students have to fill them in. For a more receptive class (or also for homework) the teacher might give a set of true or false questions which the students can fill in regarding the story of this song.

**Speaking (2 lessons)**  
The teacher will:

2. teach the use of the demonstrative pronouns in the singular and plural forms

The teacher makes a short description of how we use *questo* and *quello* by putting up a flash card or image on the IWB of a goaler holding a ball *questo* and with one where the ball is the net *quello*. The teacher next passes to describe an image where s/he makes use of the demonstrative as much as possible. Next it is the students’ turn. With a picture or an item they bring from home they describe what it is and for what it is used for. *Questo è la mia famiglia. Questo è mio nonno e quello è il suo cane...* etc. Students are encouraged to ask questions to those who are making the presentations.

*Indovina Chi/ Indovina Cosa.* A student from each group will be given a word. The students will have different images on the IWB or else on a handout per group. The group needs to identify the item by asking questions like: *questa cosa è viva? questo animale ha quattro zampe? Questi uccelli vivono in casa?* The images need to be varied but also have similarities so that the students will then need to identify which object is being referred to.

**Listening, Speaking, Reading and Writing (1 lesson)**  
The teacher will:

3. teach students to express the length of a process or an activity (*esprimere la durata*).

This activity would be perfect to make use of the Triptico site. This is a very good tool which aids the teachers to divide the students in groups and also keep scores from one game to another.

The teacher can show a series of opening hours of various shops on the IWB. The images can be downloaded previously or the teacher can make use of the Eli dictionary suggested in the resources column. Part of this lesson will also serve as a consolidation process since it will also deal with the time. The students can say the *orario di apertura* and at the same time mention that that shop opens from – to. The same can be done with a dialogue of different people saying their working hours. Students can have a handout
with the hours and match the images on their sheets. The cultural aspect will be also tackled by mentioning that the opening days and time might vary from one region to another, with shops having a *mezza giornata* once a week.

Then in different groups divided according to their ability, students will be presented with different activities. Groups will be asked to develop a dialogue on the same lines, or have a jumbled up dialogue and they have to reorder it in sequence or try and match short utterances to pictures and match the kind of shop with the opening.

On the IWB the class the teacher will present in images a typical day of a student. At first the class will see the sequence of the student in his chores in the morning, afternoon and till the evening. Then the teacher will ask if someone can narrate the story in his own words. The student will spend hours at school *dalla otto alle due è a scuola, dalle tre alle cinque fa i compiti, dalle sei alle sette ha gli allenamenti* etc…. Then the students will have to draw a similar timetable for themselves and write down under each drawing (even matchstick drawings) what is their typical day.

<table>
<thead>
<tr>
<th><strong>Listening, Speaking, Reading and Writing</strong>  (1 lesson)</th>
<th>Students will ask and reply correctly to pertinent questions. (Level 7 Listening and Speaking)</th>
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</thead>
<tbody>
<tr>
<td>The teacher will teach: 4. how to fill in a detailed</td>
<td>reply or ask for details required to fill in a</td>
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</tbody>
</table>
application form

others and act out the part by remembering personal details of others or to formulate questions to acquire personal information from others.

_Caccia al ladro_ – the teacher will choose two students to play the thieves. These will be given 5 minutes to memorize their information, _nome_, _età_, _luogo di nascita_, _figli_, _passatempi_ etc. Four students will be the investigating police officers. They will interrogate them in front of the class. The police who will crack the thief and make him mix up his details wins. If the thieves manage to remember all the details correctly they win. The details may be projected on the IWB for all the class to see and the thieves may be placed in front of it so that they cannot peek.

The teacher shows an application form to the students and together they go over the details that it requires. The students will work in pairs and interview their peers to fill in the application form with their class mates’ details and reply to give their personal details to fill in the application form.

The students will proceed to the completion of an application form by reading a text or listening to a recording of someone speaking about himself and giving out the details. The students will fill in the application form with the acquired information.

**Listening, Speaking and Writing**

(2 lessons)

The teacher will teach:

5. the use of the conjunction for agreement and/or for disagreement

It is suggested that for this lesson exemplar the teacher makes use of the quiz buzzers provided with IWB. This can make the games suggested more interesting and intriguing with a twist for the students to engage further in guessing their friends’ preferences.

The teacher will use the online resource _Triptico_. This will divide the students on roll and keep scores for the following game:

The students will play the game _Le materie_. Students in groups of four will understand a dialogue about likes and dislikes without difficulty. (Level 7 Listening)

Students will explain personal likes and dislikes and those of their class mates making proper use of _anche_ and _neanche_ with possible inclusion of _verb piacere_. (Level 7
| with *anche* and *neanche*.  
(first approaches and usage of the verb *piacere*). | fill in the list of subjects they like and dislike by putting a smiley face next to the subject they like and a sad face next to the ones they dislike. Then a spokesman for each group needs to say what they filled in: “Io non amo la matematica e *neanche* Paul. Ma a Simon e Luke *piace*.” At this stage the students will need guidance by the teacher to find common subjects and use *anche* or *neanche*.  
The teacher can give a handout with a short photostory of a couple on furniture shopping – *Gli indecisi*. The students can have a first approach with the vocabulary they will be needing, by projecting the image of the inside of the house. There will be a short brainstorming session and the students will uncover the vocabulary related to the items within the house. Next the students will meet the *indecisi*. The couple will go round shops and comment on various items which they both like and/or dislike, but there will be items which only one of them might like and the other dislike. The students can then make a role play, taking up the role of the *indecisi* themselves. For homework the students can follow on the handout of the photostory and try to recreate a short dialogue themselves for the *indecisi* couple.  
The dialogue can be prepared from home or as a class activity the students will animate their dialogue. This will require the use of the computer lab if done at school or a pen drive if done at home. The students will access the GO ANIMATE suggested in the resources and will bring to live their dialogues by simply inserting the dialogues they produced, discuss them with their mate/s if done in pair work or group work and present the finalised work. Whilst some students can create a dialogue entirely from scratch personalizing the likes and dislikes, other groups may opt to follow a given model and rearranging the dialogue to fit their needs or personalizing the dialogue by changing pronouns, putting in the affirmative by using *anche* instead of *neanche* and vice versa, or even include pre discussed vocabulary.  
**Speaking**  
take up roles and write about their likes and dislikes, making use of *anche* and *neanche* with the verb *piacere*. (Level 7 Writing)  
understand the preferences of people involved in a discourse. (Level 6 Listening)  
talk and make use of *anche* and *neanche* as a conjunction for agreement and disagreement in familiar contexts. (Level 6 Speaking)  
formulate adequate sentences with the used of *anche* and *neanche* and the verb *piacere*. (Level 6 Writing)  
after repetition understand a dialogue. (Level 5 Listening)  
use *anche* and *neanche* with the verb *piacere* following a model answer. (Level 5 Speaking)  
create short phrases to convey their likes and dislikes. (Level 5 Writing)  
understand a dialogue with the use of aids and/or visual cues (Level 4 Listening)  
speak about their preferences in brief utterances. (Level 4 Speaking)  
rewrite a dialogue by following a given example and changing it to personal likes and dislikes. (Level 4 Writing) |
Subject: Italian  
Unit code and title: 8.8 I like it! – Mi piace!  
Strand: Listening, Speaking, Reading and Writing  
Unit Duration: 9 sessions of 40 minutes (6 hours)

### Objectives
The teacher will teach students:
1. to express personal likes and dislikes and ask about those of others by using the conjugation of the verb *piacere in the present* (Listening and Speaking)  
2. the direct object personal pronouns: *io, la, li, le* (in relation to verb *piacere*) (Writing, Reading, Speaking and Listening)  
3. the use of indirect object personal pronouns in a context: *mi, ti, gli, le, vi, gli (non l’analisi grammaticale)* (Writing, Speaking and Listening)  
4. the skills of prelettura. (Reading and Speaking)  
5. about living in Italy.

### Key Words
The verb *piacere* in the *Presente Indicativo* and the *Passato Prossimo*.  
Direct object personal pronouns-*mi, ti, gli, le, ci, vi, gli*  
and the indirect object personal pronouns-*lo, la, li, le*.  
The typical Italian home;  
- *monolocale, condominio, appartamento, palazzo*;  
The typical Italian family;  
- Terms: *IVA / VAT; reddito mensile/medio; sconto; scontrino; il carovita*;  
- Open markets (*Porta Portese*) and the discount stores in Italy and in Malta.

### Points to Note
The acquisition of the verb *piacere* will not be dealt directly through an objective, but it will permeate throughout the objectives of this unit.  
This unit includes a very important grammatical content which will definitely be a challenge not only at this stage but also in the next years - the pronouns. Teachers have to make sure that the students grasp well the concepts. We will also ask students to express their likes and dislikes and also enquire and comment on those of others. Reading will also be an important objective within this unit. Reading is not only a strand but it needs to be a valuable tool which students rely on for the acquisition of Italian.  
If we empower students with the right techniques and show them that reading can be a pleasurable thing to do beyond the classroom, we can see an improvement in the student’s ability to speak and write, but also understand Italian.  
Italian is a foreign language and as such it needs to be acquired from a grammatical aspect but also as a cultural heritage. Culture needs to be taught as a fun thing which enriches our knowledge. It does not only give us new concepts but can make us compare and contrast with our own

### Resources
- *Rete 2!*, *Rete 2!Libro di Casa, Rete Video*, *Civiltàpuntoit, ELI Vocabolario illustrato, Dizionario per immagini, Canta che ti passa, La Lingua in Gioco, Lo Stivale*  
  - [www.eclipsecrossword.com](http://www.eclipsecrossword.com)  
  - *Il Tortellino*  
  - *Non lo faccio più*  
  - *Mi piace – L.Barsotti*  
  - *Mi piaci – Alex Britti*  
  - *Porta Portese – Claudio Baglioni*  
### Teaching Objective

<table>
<thead>
<tr>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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<tbody>
<tr>
<td><strong>Listening and Speaking (1 lesson)</strong></td>
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</tr>
<tr>
<td>The teacher will:</td>
<td>Students will:</td>
</tr>
<tr>
<td>1. teach students to express personal likes and dislikes and ask about those of others by using the conjugation of the verb <em>piacere.</em></td>
<td>comprehend sentences which express likes and dislikes of others. (Level 7 Listening)</td>
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<td>express their likes and dislikes in long phrases and utterances (Level 7 Speaking)</td>
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<td>understand the comments of others about their likes and dislikes through repetition (Level 6 Listening)</td>
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<td></td>
<td>pose questions and comment on their own likes and dislikes in short utterances. (Level 6 Speaking)</td>
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<td></td>
<td>express their likes and dislikes and understand those of others when referring to covered vocabulary and in familiar contexts in very simple and short phrases (Level 5 Listening and Speaking)</td>
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<td>formulate simple questions and express their likes and dislikes by following a simple model sentence and memorised words. (Level 4 Speaking)</td>
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<td></td>
<td>understand in very familiar contexts and through repetition the preferences of interlocutors or actors in an aural excerpt. (Level 4 Listening)</td>
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</table>

### Reading, Writing, Speaking and Listening

| Pairs or groups of students in different situations. One group has to choose from their handouts what they wear in the various seasons or for different | Students will: |
|                                                                              | understand the cues given by the teacher |
### (3 lessons)

**The teacher will:**

1. **teach students** the direct object personal pronouns: *lo, la, li, le*

The teacher will:

2. teach students the direct object personal pronouns: *lo, la, li, le*

   occasions like the beach, a wedding or for school. Another group can be asked to pick the tv programmes s/he likes and what does his family like, one member at a time.

   The students will be divided in groups. Each group will have a flyer of a supermarket. It has to be the same flyer per group. In this case one can use real flyers downloaded from websites of Italian Supermarkets in particular periods like *Carnevale, Pasqua or Natale*. (This can help incorporate cultural aspects too.) The students will have to make a shopping list making sure not to spend more than €20 for a dinner for two. The other groups have to guess what drinks and food have been bought by asking for descriptions making use of only the pronouns.

   As an activity of *preascolto* the teacher gives short cues to students to guess the secret word: *Il tempo*. For example: *non sta mai fermo, quando passa cambia tutto, quando non c’è devi andare più veloce, guarisce tutte le ferite...* On the IWB the students will watch the video of Angelo Branduardi and the song *Domenica e lunedì* suggested in the resources.

   The students are given the text where the pronouns are in bold. At the sides of the sheet the teacher will put the things the pronouns are referring to. The students need to identify to what they are referring to and match them. (Alternatively you can make use of other songs suggested in the resources such as *Non lo faccio più*)

   Students will be divided in groups or pairs. The teacher will show a set of pictures two at a time. The students need to find the missing object from one picture to the other. It is a kind of ‘Find the Odd One Out’ game. The groups will have to find the differences from one picture to the other. Then the students will tell the teacher what was missing or different from each picture. *In questa immagine l'uomo ha l'ombrello. Nella prima non ce l'ha.* The teacher can vary the game by showing one picture on the board and giving the edited picture per group and they react as the pictures change on the IWB.

   *Il Cruciverba*. (kindly refer to the resources column for the site to generate the crosswords). In groups or in pairs, the teacher will ask students to and try to give an intelligent guess throughout the activity of the *preascolto*. The text can be understood without any visual cues. (Level 7 Listening)

   convey their ideas through structured sentences and the use of a more varied vocabulary. (Level 7 Speaking and Writing)

   understand the use of acquired vocabulary in specific contexts and references made through the use of direct pronouns (Level 7 Reading)

   comprehend the hints given by the teacher and attempt to reply to the quests. Comprehension might require some visual cues. (Level 6 Listening)

   comment on their likes and dislikes in a lesser complex way making use of basic vocabulary. (Level 6 Speaking and Writing)

   refer to the acquired vocabulary and comprehend by the use of the pronouns. (Level 6 Reading)

   understand the content of a text with visual cues. (Level 5 Listening)

   make use of basic vocabulary and use simple sentences or brief phrases to convey their message. (Level 5 Speaking and Writing)

   understand the meaning of a word through hints/prompting. (Level 5 Reading)

   understand the main ideas of a written
create their own crossword puzzle. The students will set questions/clues such as: *Lo usa l’insegnante per la lavagna – il pennarello, Ce li danno per casa – I compiti*. The students will have to guess the answers of the other group. The ones that guess them first will win. They can also be done for homework. The teacher can also prepare simplified questions to help students that might find it a bit challenging.

<table>
<thead>
<tr>
<th>Writing, Speaking and Listening (3 lessons)</th>
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<tbody>
<tr>
<td>The teacher will:</td>
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<tr>
<td>3. teach students the indirect object personal pronouns: <em>mi, ti, gli, le, ci, vi, gli.</em></td>
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Through a brainstorming session the students make a list of *cosa mi pace* and *cosa non mi piace*. Next they listen to the song *Mi piace* suggested in the resources column. The text will have the pronouns missing and the students will fill them up. The text is all in the first and second person singular. The students in pairs, according to the teacher's discretion will have to change the text in the third person singular, others in the first person plural and so on. As a task for home or also as a class activity the students have to write a stanza or two to sing as karaoke of this song or any other tune, but always with the *Mi Piace* theme.

The class will be divided in pairs or group of not more than four. The task will be to propose various options to organise an activity for a night out with the teacher. Every group will come up with its' idea which they will then present to the teacher. As a first step the students have to prepare a set of questions to get to know what are the likes and the dislikes of the teacher. With the information they are able to obtain, they have to prepare their proposal for a night out. The teacher can set variables for example a budget or maybe a time frame, although these might be left out. The students will present their ideas to the whole class in an aural manner or else can also be asked to do a chart or drawing, a ppt or write a small paragraph. The teacher will have the final say on what was the most interesting idea and thus pick the winning couple/group.

Listen to a dialogue where students will need to identify and fill in the text with visual cues and repeated vocabulary. (Level 4 Listening )

make use of brief and simple sentences or phrases to explain their choices following given models (Level 4 Speaking and Writing)

understand the words with the help of visual cues referring to memorised and covered vocabulary (Level 4 Reading)

Students will comprehend any aural extract and identify the interlocutors through the indirect personal pronouns (Level 7 Listening)

write and say what they like and/or dislike unaided making use of their personal baggage. (Level 7 Speaking and Writing )

understand a dialogue or an aural extract through the comprehension of the indirect personal pronouns (Level 6 Listening)

rely on previously acquired vocabulary and communicate their likes and dislikes even about unfamiliar contexts. (Level 6 Speaking and Writing )

distinguish between interlocutors and persons mentioned in an aural extract through the identification of indirect objects personal pronouns in basic and familiar contexts (Level 5 Listening)

speak and write about what they like and
pronouns. Through this first approach the students will try to associate the use of the pronouns as a tool to avoid repetition. The first part of the lesson will be dedicated to filling in the missing pronouns. Then with another activity the teacher can divide the students in groups according to their abilities to grade the difficulty and competence. A group might be asked to write a dialogue by themselves making use as much as possible of the pronouns to avoid repeating the nouns. Another group can edit a dialogue which has no pronouns and thus is childish and repetitive. Another group can match up a dialogue with pictures. The students will try to reorder it with the help of the pronouns which highlight to what item they are referring to.

<table>
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<tr>
<th>Reading and Speaking (1 lesson)</th>
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<tr>
<td>The teacher will:</td>
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<tr>
<td>4. teach the skill of prelettura</td>
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</table>

Find a text which can give a visual and a written cue. This can be an advert or an article from a newspaper which can also be projected on the IWB. Through a brainstorming activity the students are encouraged to comment on what the title suggests to their imagination – they will try to predict the content of the text. Another group of students will look at the picture and do the same with the visual cues. Their ideas are then compared and the teacher may try to merge ideas and direct their hypothesis. Next the students will read the text and verify their suspicions. The whole class will then proceed to work out the comprehension on the text. The same exercise can be done for reading books. A first approach will be by judging the book by its’ cover. Teachers will start off by giving a copy of the book to each student and the students may start brainstorming on the title, commenting on the content of the book judging first by the title and next by the picture on the cover. The teacher will write all the words which the students will suggest on the board. The students will proceed to read the summary on the back of the book. Thus the students will be asked if they confirm their hypothesis or if they would like to change, erase or add any more ideas or vocabulary.

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<tr>
<th>Students will:</th>
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<tr>
<td>anticipate the theme or topics discussed and delve into related topics. (Level 7 Speaking and Reading).</td>
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<tr>
<td>anticipate the topics to be discussed and expand on them. (Level 6 Reading and Speaking)</td>
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<tr>
<td>anticipate content by referring to vocabulary learnt. (Level 5 Reading and Speaking)</td>
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<tr>
<td>anticipate the content of the text with substantial help from peers. (Level 4 Reading and Speaking)</td>
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<tr>
<th>Incorporating all strands (1 lesson)</th>
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Students are encouraged to acquire as many notions possible about living in Italy. This can be done by performing researches themselves and expand together with the teacher in class, emulate what was done by the teacher.

<table>
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<tr>
<th>Students will:</th>
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<tr>
<td>identify the general ideas of how Italians</td>
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dislike relating to their immediate environment and in familiar contexts. (Level 5 Speaking and Writing)
understand to whom the dialogue is referring by matching the pronoun to the interlocutor in very familiar contexts and basic vocabulary (Level 4 Listening)
show their approval or disapproval by using short phrases and very basic vocabulary. (Level 4 Speaking and Writing)
The teacher will:

5. teach students about living in Italy

or even create their own scenarios and situations with their own personal touch. The basic vocabulary should be acquired by all and the final production will depend on the child’s level and competence, artistic capabilities and creativity.

Create a power point with all the different information about a character who decides to move out of his parent’s house. He has finally found a job in another city and so he says bye to his typical family (insert picture of a family). He mentions what kind of houses there are (insert pictures of different houses) and which can be good for him. With his reddito mensile of €1,200, he needs to pay the mutuo or the affitto. He always retains his scontrini to check on his expenses. He is very aware of the carovita thus he does his shopping at open markets like Porta Portese. As a homework activity the students can make a chart or even a power point themselves with them as the main character on the same footsteps of your character. The lesson can end with the video of the song by Claudio Baglioni suggested in the resources column. The teacher can also ask multiple choice questions on the text of the song or true or false questions.

live in Italy, e.g. il lavoro, la casa, la spesa
talk about what they know about living in Italy e.g. if they visited someone’s house, a market or a supermarket.
talk about the difference in living in the Meridione/Sud and the Settentrione/Nord, and also choosing to live in città, in campagna.

indicate/highlight pictures of different people of different age groups and match them to their stages in life e.g., studente, giovane, mezza età, pensionato.
talk about a typical meal and its various components.
compare and contrast the Italian lifestyle with the Maltese one.
present by describing or giving a short speech about their research done on this topic (with the aid of audio visual resources and the IWB).
Subject: ITALIAN
Unit code and title: ITA 8.9 A touch of class – Un tocco di classe
Strands: Listening, speaking, reading and writing

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach students:
1. the description of a person’s clothing including vocabulary related to clothes, styles, colours and sizes (Listening, Speaking)
2. to express opinions using the expression secondo me and express opinions about personal likes and dislikes. (Speaking)
3. to identify the targeted vocabulary in a reading text and match pictures to sentences (Reading)
4. to write and sequence sets of simple paragraphs / dialogue in order to form a simple, continuous text / dialogue (Reading, Writing)
5. about main public transport in Italy

Key Words
Vocabulary connected with clothing, styles and sizes.
Foreign vocabulary used by Italians. e.g. boutique, t-shirt, pullover...
Adjectives attributed to clothing. e.g. i colori, lungo, corto, nuovo...
Verbs: portare, indossare and mettersi
Expression: Secondo me

Points to Note
The teacher makes use of students’ own experiences through frequent use of role plays. Use of visuals is very important especially in a Unit like this which treats I vestiti and which is definitely within the students’ interests. Students are to be encouraged to find pictures related to clothes so they become active participants in lesson planning too.
Speaking in pairs or small groups is a valuable tool to encourage students to take control of the language. The teacher makes use of group work or pair work as often as possible also to encourage differentiated learning.
The use of charts, posters, games and Interactive White Board activities (IWB) can also provide a means by which students can rapidly increase their existing vocabulary base.
The activities carried out have a student centred approach, where the students take a leading and active role during the lessons.

Resources
Reti! Junior B textbook, guida insegnante and videocorso, Civiltà punto it, Lo Stivale; charts; posters; games; handouts; ICT resources/ IWB activities: ABC Menu I vestiti, ppts, etc..
Websites: Lo stivale online
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<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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<tr>
<td><strong>Listening &amp; Speaking (2 lessons)</strong></td>
<td>The teacher concentrates on teaching students how to listen for specific information. There should be various conversations with different levels of difficulty. All chosen excerpts will be heard more than once. Students watch a video clip or listen to a downloaded conversation (audio clips) in a boutique shop and in groups they are asked to identify the speakers and to write the correct answer underneath the corresponding picture/s of the persons. Students write down, e.g. the names of clothes, which are mentioned/shown in video clip. Students will mark true or false statements according to what they have seen and heard. Students will explain what methods they have used to identify the specific information asked of them. Students might also work out fill in exercises (words in a sentence or in a grid) to insert the necessary information asked of them about the clip they have seen/heard. In groups, students will match sentences according to pictures. To help build vocabulary students can play the pc game on Vestiti from ABC menu (Click on link to download game) In pairs, students will describe what a person is wearing, e.g. <em>Questa persona indossa/porta... mi metto / si mette</em> by looking at pictures the teacher distributes. They are encouraged to ask for clarification and/or repetition when they do not understand something. Students can then formulate simple sentences in a particular context using these words. This work is done in small groups and students are encouraged to help each other.</td>
<td>Students will: express personal likes and dislikes about clothes, colours and styles. (Level 7 speaking) comprehend the importance of listening for key words to assist understanding. (Level 7 listening) talk about and describe (someone’s) clothes, styles and sizes using visual cues. (Level 6 speaking) demonstrate comprehension of simple factual information by answering questions. (Level 6 listening) formulate and answer simple questions about clothes. (Level 5 speaking) learn to follow and understand a simple conversation with the help of visual cue. (Level 5 listening) respond to questions with short memorised utterances and maintain oral interaction if the interlocutor uses repetition and gestures. (Level 4 speaking) demonstrate comprehension by matching text/sentences to images. (Level 4 listening)</td>
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<tr>
<td>Speaking (1 lesson)</td>
<td>In groups students are given a set of cut out pictures of styles of clothes from a magazine. They will discuss in groups what they like and do not like about the style of clothes in the pictures. Each group will choose the best style of clothes from the pictures they have and present the description to the rest of the class. Visuals help students understand more the concept. The game <em>L’abbigliamento</em> of Elikit could be the perfect game which gives students an opportunity to learn new vocabulary as regards to Clothing. Certain activities give ample space to participation in activities within the same game such as: <em>Vado al negozio e comporo</em>… where students take roles and make belief they are in a shop to buy clothes they like and which style and colour in their opinion suite them best. Students are encouraged to understand the skill of role-taking activities, e.g. <em>in un negozio di abbigliamento</em> and ask simple questions about likes and opinions, e.g. <em>Ti piace il rosso? Quale abito preferisci? Che taglia porta?</em> The use of the verb <em>piacere</em> can be used as a revision from Unit 8.8. As an added activity or as homework students will then write sentences about their favourite clothes, styles and colours.</td>
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<tr>
<td><strong>Students will:</strong></td>
<td>express likes and dislikes and also give personal opinions. (Level 7 speaking) express likes and dislikes and give opinion with the help of visual cues. (Level 6 speaking, writing) ask simple questions about likes and dislikes and talk about opinions with the help of visual cues. (Level 5 speaking) maintain simple oral interaction about likes and dislikes using repetition and gestures. (Level 4 speaking)</td>
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<tr>
<th>Reading (1 lesson)</th>
<th>The teacher presents text/s, written mostly in familiar language and students read in small groups. It might be an email/letter/message or an article for <em>Lo Stivale</em>, etc. about fashion or in a clothes’ shop etc. It is important that various texts are used and that these are also graded according to the students’ ability in reading. Having read the text assigned to them, students are asked to say what the main idea of the text (and of each paragraph) is – the teacher explains that this is skimming and explains carefully the importance of this skill in reading. Students may revert to the mother language, if necessary, however,</th>
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<tr>
<td><strong>Students will:</strong></td>
<td>guess the meaning of unknown words and phrases by utilising information drawn from the context. (Level 7 reading) understand the main contents of a simple passage by noting title and other visual cues, get some main ideas from familiar texts and can identify general subject matter in some texts. (Level 6 reading)</td>
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</table>
they should be elicited to use the Italian language as much as possible. They match sentences to pictures, answer (graded) questions, *Vero* or *falso* questions, multiple choice, open ended questions and other types of questions that outline the global meaning of a text. Teacher uses strategies such as context and/or images to interpret the text and students answer questions on it.

Most questions will be referential, although, some attempts towards inference may be carried out depending on the pace with which the students proceed.

decide whether a written statement is true or false after reading a (very) familiar text. (Level 5 reading)

understand short phrases and match simple sentences to related images. (Level 4 reading)

<table>
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<tr>
<th>Writing (3 lessons)</th>
<th>Students will:</th>
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4. teach students to write and sequence sets of simple paragraphs / dialogues in order to form a simple, continuous text / dialogue.

Students will write a dialogue held in a clothes shop between a client and a salesperson by following instructions given by the teacher. Some students will fill in a dialogue between a client and a salesgirl with the appropriate sentence or word. Others put the sentences of the dialogue between a client and a salesgirl in chronological order.

As an activity the teacher can present texts that may vary from paragraphs to very simple sentences and students in groups or in pairs can reorder them and understand logical sequence.

The teacher makes use of a set of flashcards or a video for different group works to highlight vocabulary and adjectives about Clothing. Students will write sentences describing the pictures. Some students will match the description to the picture. Others will draw the colour of the clothes by following instructions.

The teacher helps students work out different grammar exercises, intended for the various abilities.

In groups students fill in new vocabulary about Clothing in simple texts/dialogues. Others may write a simple description of a person (clothes, sizes, styles, colours).


Students will:

write a paragraph to describe an image using the present tense and the past tense. (Level 7 writing)

use memorized language to describe someone’s clothes. (Level 6 writing)

use knowledge of mastered vocabulary and word order in writing simple sentences. (Level 5 writing)

label items and choose the proper words to complete short phrases or sentences. (Level 4 writing)
### Incorporating the four strands (2 lessons)

#### The teacher will:

1. **teach students terms used for main public transport in Italy.**
2. **teach students terms of modern telephony.**

#### Students will:

- identify the major train stations and airports with the help of audio visual aids and indicate their position on the map.
- indicate/highlight pictures of different public transport and match them to the right/relevant word.
- indicate/highlight emergency and utility numbers in Italy and in Malta.
- describe or give a short speech about their research done on this topic (with the aid of audio visual resources).

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| Incorporating the four strands (2 lessons) | It should be emphasized that the teaching of Culture shall be based on intercultural competence and through hands-on experience. Students should be exposed to video clips and presentations as much as possible. Students can actively participate by providing/drawing pictures of moving about in Italy. Students match the names to the pictures of public transport and modern telephony. On this site it is possible useful for general information. *Travelling by car: autostrade, by train: Stazione Termini, by air: Alitalia, Fiumicino, Malpensa Terms: andata e ritorno, area di servizio, binario, capolinea, casello autostradale, coincidenza, conducente, convalidare, cuccetta, Eurostar, fermata, Intercity, prenotare, Rapido, rete stradale, supplemento, Trenitalia.*
| | One has to highlight also the importance of the use of the students’ own experience as it is quite likely that some of them have personally used them while abroad.
| | Students can find pictures of the mentioned public transport and modern telephony. Others could do a power point and present it to the rest of the class. Others can speak to the rest of the class about their experience abroad and moving about in Italy.
| | For mezzi di trasporto an IWB activity is available for download http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/resources/curriculum/index.htm (Click on Italian then Modes of transport) |
Subject: ITALIAN
Unit code and title: ITA 8.10 Holidays – Le Vacanze
Strands: Listening, speaking, reading and writing
Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach students:
1. vocabulary related with holiday locations and residences (Listening, Speaking)
2. to talk and write about personal experiences/holidays in the past (Speaking, Writing)
3. to consolidate the use of the Past Tense (Reading)
4. to conjugate the reflexive verbs in the Past Tense - *Passato Prossimo* (Writing)
5. about favourite Italian holiday locations and some cultural aspects of these locations

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| The complete conjugation of the reflexive verbs in the Past Tense - *Passato Prossimo*; e.g. *mi sono alzato, ti sei lavato, vi siete seduti* etc. | The teacher makes use of students’ own experiences through frequent use of role plays. Use of audio visuals is very important especially in a unit like this. Students are to be encouraged to find pictures of holiday resorts and locations in Italy so they become active participants in lesson planning too. Speaking in pairs or small groups is a valuable tool to encourage students to take control of the language. The teacher makes use of group work or pair work as often as possible so as to encourage differentiated learning. The use of charts, posters, games, power points and Interactive White Board activities (IWB) can also provide a means by which students can rapidly increase their existing vocabulary base. It is important for teachers to consolidate the acquired knowledge of the Past Tense (see Unit 8.6) before introducing the reflexive verbs in the Past Tense. The activities carried out have a student centred approach, where the students take a leading and active role during the lessons. | *Rete! Junior B* textbook, *guida insegnante and videocorso, Lo Stivale*; charts; posters; games; handouts; ICT resources, ppts, etc. *Civilitàpuntoit.* Websites:  
[http://www.youtube.com/watch?v=QFEoMy-I44o](http://www.youtube.com/watch?v=QFEoMy-I44o)  
[http://www.youtube.com/watch?v=ChiPgU2n_OY](http://www.youtube.com/watch?v=ChiPgU2n_OY)  
[http://www.gtragazzi.rai.it/](http://www.gtragazzi.rai.it/) |
| Vocabulary associated with holiday locations and residences: *tenda da campeggio, pensione, hotel, bungalow, camper, roulette, seconda casa, appartamenti.* | |
| Italian holiday locations: *città, montagna, collina, deserto, laghi, campagna, agriturismo, mare, coste, città d’arte.* | |
### Teaching Objective

#### Listening and Speaking (2 lessons)

The teacher will:

1. teach students vocabulary related with holiday locations and residences.

#### Examples of teaching experiences and activities

The teacher should encourage the students to activate their expectancy grammar through a series of activities carried out as pre-listening exercises in order to be in a position to anticipate what they are going to listen to. Questioning techniques will guide the students towards a better understanding of the topic.

Students will describe a picture of holiday locations. The teacher elicits such vocabulary from the students’ personal knowledge. The teacher writes the relevant vocabulary on the board or prepared flashcards. Students might draw certain vocabulary while others might write the words – copying them or through memory.

Students will view a video clip or listen to a CD/conversation between two friends about a particular holiday they had. They answer to graded multiple choice and true/false questions. Students listen to a dialogue/short text. In groups, they identify what the situation is and in which holiday resort it takes place. They match them with an already prepared title, e.g. montagna, mare, lago, campagna etc. (refer to the keywords)

They are given the dialogue/text with missing words which they have to fill in. Some of these words may be unfamiliar to the students and the teacher guides them towards understanding them through the use of the context. The teacher can distribute to each group an already cut up and jumbled up dialogue. The students help each other and put the dialogue into chronological order.

Students listen to words and phrases and match them to pictures. They jot down a letter or two to complete the words; they can also be given a set of pictures with the words printed below them to facilitate their listening skills.

#### Indicators of Learning outcomes

Students will:
- demonstrate comprehension of unknown vocabulary with the help of the context. (Level 7 listening)
- talk about past actions and while on holiday. (Level 7 speaking)
- demonstrate comprehension of information in the past by answering question or completing a grid. (Level 6 listening)
- show the ability to use vocabulary and phrases which express past actions. (Level 6 speaking)
- understand the difference between actions in the present and actions in the past. (Level 5 listening)
- ask and talk about actions in the past using guidelines. (Level 5 speaking)
- demonstrate comprehension of simple, factual information. (Level 4 listening)
- ask and talk about daily routine actions using guidelines. (Level 4 speaking)

### Speaking and Writing (1 lesson)

A model dialogue is shown to the students with simple questions and

Students will:
The teacher will:

2. teach students to talk and write about personal experiences/holidays in the past.

<table>
<thead>
<tr>
<th>The teacher will:</th>
<th>Students are presented with reading texts, which contain the use of the Past Tense so that the students can start identifying the tense in a context and understand it better. Text/s also feature/s reflexive verbs of routine in the Past Tense.</th>
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<td></td>
<td>Importance is given to pre-reading exercises in order to motivate students to read with pleasure and understanding. Special attention is given to the title, subtitle and the pictures, which help the students anticipate what the text will be about. Brainstorming helps students arrive at the gist of the story and at vocabulary which might present difficulties, as long as those words are really important for the understanding of the text. The teacher then reads the text carefully first and then lets the students read it for a first</td>
</tr>
<tr>
<td>Reading (1 lesson)</td>
<td>Students will:</td>
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<tr>
<td></td>
<td>talk about past actions. (Level 7 speaking)</td>
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<td></td>
<td>write about past actions. (Level 7 writing)</td>
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<td></td>
<td>show the ability to use words/vocabulary and phrases which express past actions. (Level 6 speaking, writing)</td>
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<tr>
<td></td>
<td>talk about actions in the past using guidelines. (Level 5 speaking)</td>
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<tr>
<td></td>
<td>write about actions in the past using guidelines. (Level 5 writing)</td>
</tr>
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<td></td>
<td>talk about daily routine actions in the present tense using guidelines. (Level 4 speaking)</td>
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<tr>
<td></td>
<td>write about daily routine actions in the present tense using guidelines. (Level 4 writing)</td>
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</tbody>
</table>

Students will:

3. consolidate the use of the Past Tense-Passato Prossimo.

<table>
<thead>
<tr>
<th>The teacher will:</th>
<th>Students will:</th>
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<tbody>
<tr>
<td></td>
<td>talk about past actions. (Level 7 speaking)</td>
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<td></td>
<td>write about past actions. (Level 7 writing)</td>
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<td></td>
<td>show the ability to use words/vocabulary and phrases which express past actions. (Level 6 speaking, writing)</td>
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<td></td>
<td>talk about actions in the past using guidelines. (Level 5 speaking)</td>
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<td></td>
<td>write about actions in the past using guidelines. (Level 5 writing)</td>
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<td></td>
<td>talk about daily routine actions in the present tense using guidelines. (Level 4 speaking)</td>
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<tr>
<td></td>
<td>write about daily routine actions in the present tense using guidelines. (Level 4 writing)</td>
</tr>
<tr>
<td>Time individually. The students However, may attempt to read the text immediately on their own. Later on, in pairs, students will read the text again and scan it to answer more detailed questions which the teacher will set on it. Students answer simple questions, fill in grids, choose true/false, associate image to question set, set on the text to confirm comprehension. As a consolidation exercise, students can also underline in different colours the auxiliary verbs used in the <em>Passato Prossimo: avere</em> and <em>essere</em>. This can be carried out with the reflexive verbs in the <em>Passato Prossimo</em>.</td>
<td>read simple language containing structural patterns and vocabulary which meet their immediate needs. (Level 4 reading)</td>
</tr>
<tr>
<td>Writing: (3 lessons) The teacher will: 4. teach students to conjugate the reflexive verbs in the Past Tense - <em>Passato Prossimo</em>. To help continuity from the Unit 8.6, teacher will start revising the concept of the Past Tense and consolidate the use of the auxiliary verbs <em>avere</em> and <em>essere</em>. Teacher helps students work out varied graded grammar exercises. The theme here is introducing the use of reflexive verbs in the Past Tense, e.g. <em>mi sono alzato, ci siamo seduti</em>. Students fill in sentences with the appropriate verbs. Visuals help students understand more the concept. <em>Il Grande Gioco dei Verbi</em> could be a suggested game that substitutes the traditional drills and gives students an opportunity to practise the <em>Passato Prossimo</em>. Students can choose a card from the pack and conjugate the verb correctly in the <em>Passato Prossimo</em>. Others can choose a card from the pack and mime the illustrated action while others guess the verb being mimed. The first person to guess the verb, with the help of the students in the group, must then conjugate it accordingly. Students write a short description of actions they did during the weekend. Some students might draw the actions they are referring to, others might just mention them and with the help of their peers (in a small group) write the correct verb while others still may write whole sentences or short paragraphs. The teacher carefully guides the students to recognise the indicated verbs and explains the conjugation in a proper context. This can be done through an appropriate text. Students understand better the difference between verbs in <em>–are</em> and in <em>–arsi</em>.</td>
<td>Students will: write a short paragraph or a description (of an action, an event, a holiday) in the past. (Level 7 writing) write simple sentences on past experiences utilising knowledge of mastered vocabulary. (Level 6 writing) fill in sentences with the correct conjugated verb in the past. (Level 5 writing) label images of actions to the correct conjugated verbs in the past. (Level 4 writing)</td>
</tr>
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</table>
| Incorporating 4 strands: (2 lessons) | The teaching of Culture shall be based on intercultural competences and hands-on experiences. The teacher should expose the students to video clips and power point presentations on this particular Cultural topic. After the teacher’s explanation with the aid of the above mentioned audio-visual aids, students can match the names to pictures depicting these holiday locations and their cultural aspects. The use of a large recent map is of utmost importance for the success of this lesson. Teacher can make use of the game: Viaggio in Italia, in which students enrich their vocabulary as well as get acquainted with Italian culture.

The teacher should also take the initiative and involve students in a class project highlighting the position of these locations and their particular characteristics.

It is strongly suggested that the teacher makes efficient use of online interactive activities, video clips as well as excerpts from Rai’s tv programme Gt ragazzi which can be used for this feature. They can be used for videocomprensioni or improve the listening and cultural aspects.

Students, working in small groups to assist and assess each other’s work, can find pictures of the mentioned holiday locations and their cultural aspects and others could do a power point and present it to the rest of the class as well as bring own photos, brochures and souvenirs to put up a show and tell activity. | Students will:

describe or give a short speech about their research done on this topic (with the aid of audio visual resources).

highlight pictures of different holiday locations and match the right sentence about the cultural aspects of each location.

identify the major holiday locations with the help of audio visual aids and indicate their position on the map.

indicate/highlight pictures of different holiday locations and match them to the right/relevant word. |

5. teach students about favourite Italian holiday locations and some cultural aspects of these locations. |
Subject: ITALIAN
Unit code and title: ITA 8.11 Me too! – Anche a me!
Strands: Listening, speaking, reading and writing

Objectives
The teacher will teach students:
1. to demonstrate understanding of a text through answering referential and simple inferential questions
2. to fill in exercises (cloze or similar) to enhance the skill of expectancy grammar
3. to carry out a conversation about familiar situations using the present and or past tense
4. how to express approval and disapproval by using the expressions: anche a me, neanche a me, a me no, a me sì (Reading, writing)
5. to understand to who / what the direct and indirect object pronouns in a text refer to (Reading)
6. about the main cultural aspects of Sicily.

Key Words Points to Note Resources
anche a me, neanche a me, a me no, a me sì

As the title denotes, the students are expected to learn how to describe the weather, a topic which is so very pertinent to our lives. Prior informal exposure to words and expressions related to this topic would be beneficial. In this unit students will also be expected to improve their geographical knowledge together with their linguistic skills. Students work with a map of Italy and this will help them improve their knowledge of the location of some regions and main cities. Teachers should strive hard to make students aware of how much the Italian weather forecast is relevant to our native islands. Obviously teachers have to select the right weather forecast from all those available, keeping in mind that it should not be too difficult or too fast, so as to facilitate the students’ understanding. The weather forecast is important also because it is in this context that the first three sets of key words in the left column, become meaningful and relevant.
<table>
<thead>
<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
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<tr>
<td><strong>Reading, writing</strong>&lt;br&gt;(1 lesson)</td>
<td>The teacher will:&lt;br&gt;4. how to express approval and disapproval by using the expressions: <em>anche a me, neanche a me, a me no, a me sì.</em></td>
<td>Students will&lt;br&gt;get a sound understanding of the sentences presented. (Level 7 reading) write the required answers with little guidance, while still making common errors in spelling and punctuation. (Level 7 writing) read independently and recognise main points, but re-reading is needed. (Level 6 reading) write the words/expressions solicited with some guidance. They show good control of elementary vocabulary. (Level 6 writing) understand the main ideas of these sentences, although re-reading is required and given the situations presented are not new. (Level 5 reading) write very simple answers given guidance and help. (Level 5 writing) read and recognise some target words. Might still need visual cues and careful re-reading. (Level 4 reading) write personal details in simple, short sentences. (Level 4 writing)</td>
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<tr>
<td><strong>Reading</strong></td>
<td>For this lesson, the teacher could start with a game (like a <em>caccia all’intruso</em>) involving the direct and indirect pronouns (or some of them). In this</td>
<td>Students will</td>
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For this objective, one might refresh what was done before in unit 8.7. By now students should also be more familiar with the verb *piacere* and its functions.

With the help of a ppt (or other interactive resources) the teacher could expose the correct use of the expressions *anche a me* and *neanche a me,* and this time add the other two expressions: *a me no* and *a me sì.* To explain better, the teacher could do a cartoonish presentation and use the smiley / sad face on each slide according to whether the approval was in the affirmative or in the negative form.

Then one could present a slide where someone expresses his/her preference, for example, in sport activities. The next slide could be either a smiley or a sad face, and the student is expected to write down whether s/he approves according to the face just shown.

The first few slides should serve as warmers and answers should be discussed so as to make everyone familiar with the structure being presented. Sentences should be kept simple (not exceeding 10 words) and words appertaining to the different semantic areas presented in previous units together with the verb *piacere* could easily be used. Pair work would be ideal for such an activity.

A similar kind of exercise could be assigned for homework.
### (1 lesson)
The teacher will:

5. teach students to understand to who / what the direct and indirect object pronouns in a text refers to.

manner the teacher helps the students revise the grammar explanations about the direct and indirect pronouns covered in previous units.

Then these pronouns will be presented in a context. For this part students could be grouped in homogeneous groups and given an exercise to work out. One group could have sentences with a fill-in / underlining exercise. The exercise will involve direct and/or indirect pronouns and there will be an option from given pronouns. The same pronouns could also be inserted in a crossword so that students will assess their work. Another group could have the same sentences but no given pronouns. Another group could have a short passage with a fill-in (with the correct pronoun) with some given pronouns. Like this exercises are graded according to student ability.

get a sound understanding of the sentences presented. (Level 7 reading)
read independently and recognise main points, but re-reading is needed. (Level 6 reading)
understand the main ideas of these sentences, although re-reading is required and given the situations presented are not new. (Level 5 reading)
read and recognise some target words. Might still need visual cues and careful re-reading. (Level 4 reading)

### Incorporating the 4 strands (2 lessons)
The teacher will:

6. teach students about the main cultural aspects of Sicily.

Teaching a foreign language cannot be successful without developing the learner’s cultural awareness, and a way of achieving this is by working on the intercultural aspect of this process. It is with this frame of mind that a topic like *La Sicilia* must be tackled in class.

For this reason the teacher must start with highlighting the socio-cultural, geographical and linguistic aspects which are similar to both Maltese and Sicilians: mainly that, being Mediterranean islands, they have similar geographical features (except that in Sicily there are mountains, as is Etna), are very close (Sicily is the closest foreign island to Malta), have similar coastal features, have similar climates (except that it snows in certain parts of Sicily), have a similar historical past (first men to reach Malta came from Sicily, Phoenicians, Romans, Arabs, Feudal lords), have similar words, have similar economic trends. Amongst other elements to be tackled in this topic are Sicily’s symbols (the three-legged figure), its original name *La Trinacria*, some gastronomic specialities, like Marsala wine, Limoncello, *arancini*, *cassata*, *cannoli*, *pasta di mandorla*, as well as its main cities, that are Palermo, Catania, Siracusa, Messina and Taormina. The teacher should plan his/her content, keep it simple and adapt according to the class level. All this could be tackled while viewing some extracts from the videos being shown.

Students will appreciate the intercultural aspects in the study of cultural issues;
understand and compare the interrelating aspects between Sicily and Malta and their respective climate, geography, history and social aspects;
understand the main cultural characteristics of Sicily.
The teacher could also prepare handouts with the most important information to keep and to have for further studies. Then the teacher could divide the students in groups and assign each group a chart to prepare. For example: *Le maggiori città siciliane / I posti più belli da visitare in Sicilia, Bere e mangiare in Sicilia, La geografia e il clima della Sicilia, L'economia della Sicilia (pesca, agricoltura + prodotti, turismo) ecc*

These charts would then be exposed in class.
Subject: ITALIAN
Unit code and title: 8.12 Winding up 2 – Facciamo il punto 2
Strand 1: Listening, Speaking, Reading, Writing
Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach students:
1. to revise and practise the listening abilities acquired till now (listening);
2. to practise speaking skills and prepare for the oral component of the exam (speaking);
3. to demonstrate understanding of a text through answering referential and simple inferential questions (reading);
4. to consolidate the writing skills acquired so far in order to write simple creative tasks (writing);
5. how to tackle an examination paper and most of its rubrics (reading);
6. to revise cultural topics in preparation for end of year exams.

Key Words
Vocabulary related to l’Ora, la Cucina in Italia, Telefonia in Italia, I mass media, Posti di Vacanza in Italia, Trasporto urbano e internazionale, il Tempo Libero, Vivere in Italia, la Sicilia

Points to Note
This unit is meant to help students revise the topics tackled during the year and brush up their study skills in preparation for the end of year exams. The activities of this unit will help the students revise not just the grammatical, lexical and cultural content dealt with during the year, but also reflect about and discuss the study skills needed to tackle an examination paper. Therefore the teacher will not just give an overview of the cosmetic set-up of the examination paper, but should go deeper into the strategies students are expected to have learnt in order to deal with the questions set. Students should also be shown the marking scheme that accompanies every exam paper and give special attention to the composition marking scheme. Students should also be given time to discuss with their mates and the teacher, the studying methods they feel are best for them. Together with this the teacher could prepare a study list / plan to give to students so as to help them with their studies at home. This student-centred approach should help the student achieve better and develop the skills required to become, eventually, an autonomous learner.

Resources
Rete! Junior B Edizione maltese,
Rete! Junior B Guida insegnante
Retelvideo, Lo Stivale (la rivista)
Civilta.it, Edizione maltese
Lo Stivale online
Annual examination papers
http://www.triptico.co.uk
Prove d’esame PLIDA
Flip Posters (ELI)
La lingua in gioco (Guerra), Caon/Rutka
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| Listening          | The teacher will tackle different types of listening exercises while exposing the students both to recordings of native Italian speakers as well as to the voice of the teacher. The exercises could be taken from past examination papers and it is important that various types of exercises are revised. These could be simple, adapted dialogues, announcements, grids, pictures, balloon filling, matching texts to images etc. During this session, different listening techniques could be revised. Students have to demonstrate comprehension by showing that they:  
- follow simple conversations,  
- can understand the key words,  
- understand that actions are in the present or in the past,  
- understand the importance of certain connectors,  
- start attempting to get the gist of less familiar phrases and sentences.  
Students should be encouraged to express their difficulties as well as to read well the rubrics typical of the examination papers. | Students will understand all the target words when heard in a topic related conversation. (Level 7 listening)  
identify the main idea with more ease and less repetition, yet might not identify all the target words. (Level 6 listening)  
identify the main idea, yet might need repetition. Not all target words are identified. (Level 5 listening)  
understand very familiar single words and/or short, simple, clearly audible commands and questions spoken face-to-face. Repetition and visual cues needed. (Level 4 listening) |
| Speaking           | In this lesson the teacher has to motivate the students to speak Italian. The teacher could present real life and/or familiar situations to the students on the IWB or with the use of flip posters. Then the teacher tries to elicit from the students the description of things they see, the situation, the emotions exhibited etc. Ideally the students are presented with familiar situations where they could practise the vocabulary and the grammatical structures learnt during the year. The teacher could do this in groups or else this could be carried out as a whole class activity. If so, the teacher should take care to see that each and every student puts enough effort to be able to say more than single word utterances in Italian. | Students will initiate, sustain and close topic related spoken tasks. They can adapt and substitute items of vocabulary to vary their discourse easily. (Level 7 speaking)  
initiate and maintain predictable face-to-face short and simple conversation. (Level 6 speaking)  
take part in brief prepared speech tasks using visual or other cues. (Level 5 speaking) |
### Reading (2 lessons)

The teacher will teach students:

3. to demonstrate understanding of a text through answering referential and simple inferential questions

As was said for the Listening exercises, even here the teacher should make the students aware of the different text types that could be found in the comprehension section of the exam papers, like, for example a letter or a magazine article. Therefore, different text types should be found and a set of graded questions prepared. The students will be set in heterogeneous groups and each group will tackle the text and the questions set on it.

Whilst doing this activity each group will be given a check list. On this check list there should be listed some of the main strategies and/or skills that the student must have acquired in order to achieve effective reading, mainly those of:

- Making reference to title and/or subtitle and any visual cues to make hypothesis about content of the text,
- skimming through the text to get the main gist of the it,
- recognising the main characters,
- recognising key words,
- anticipating what could come next,
- recognising whether the story is in the present or in the past,
- using cognates to infer meaning of unfamiliar vocabulary,
- understanding new words and phrases through the context in which they are presented,
- scanning for specific information,
- recalling from previous lessons,
- understanding (start to) the function of cohesive devices,
- understanding grammatical structures covered in class,

Students will get a sound understanding of the sentences presented. (Level 7 reading) read independently and recognise main points, but re-reading is needed. (Level 6 reading) understand the main ideas of these sentences, although re-reading is required and given the situations presented are not new. (Level 5 reading) read and recognise some target words. Might still need visual cues and careful re-reading. (Level 4 reading)
- becoming more aware of text sequencing.

(Obviously these points will be adapted on the check list so that they will be understood by the students).

Students should be encouraged to share any difficulties they might have including difficulties with understanding rubrics in this section.

During the second lesson the groups will exchange the text and comprehension exercise so that all students tackle different text types. Work not finished in class should be assigned for homework.

| Writing  
| (2 lessons) |
| The teacher will teach students: |
| 4. to consolidate the writing skills acquired so far in order to write simple creative tasks |

The teacher presents different written text types, like a short note, an sms, a letter or a school magazine article, which are adequate for the students’ level. For each one the students must find strengths (the what-makes-it-good factor) and the teacher will highlight this characteristic on the IWB. At the same time the students should also have a copy of the marking scheme for this section of the exam paper and they will be asked to use it in order to give a grade to the models shown.

Eventually these written texts and their strengths will serve as models for the next step, which will see the students separating into homogenous groups and each group will be assigned a composition title to work out in class in the following lesson.

There could be whole class brainstorming activities. It is expected that students discuss their main concerns for this part of the exam.

| Students will |
| write simply about familiar situations with little guidance, while still making common errors in spelling and punctuation. (Level 7 writing) |
| use the targeted words/structures with guidance to describe daily situations. they show good control of elementary vocabulary. (Level 6 writing) |
| write very simple sentences about a familiar situation given guidance and help in the present tense. (Level 5 writing) |
| write personal details in simple, short sentences. (Level 4 writing) |

| Reading  
| (1 lesson) |
| The teacher will |
| 5. teach students how to tackle an examination paper and most |

By using the IWB, the teacher could set a number of activities in order to help students get acquainted with the end-of-year examination paper and the different sections in it.

The teacher could hide the name of the different sections and then reveal it when the students guess it. Or else there could be different exercises on the IWB and the student will guess to which section the exercises belong. By

| Students will |
| get a global understanding of authentic material. (Level 7 reading) |
| show they can read independently and recognise main points, but re-reading is |
of its rubrics. 

| Incorporating the four strands (1 lesson) 
| The teacher will 
| 6. teach students to revise cultural topics in preparation for end of year exams. |

Students are told from some days before to revise the culture topics covered throughout the year in preparation for a class exercise. Students are set in heterogeneous groups and are given a sheet. On this sheet are four columns of words that were all tackled, in a topic or another, during the culture lessons. Students have to form groups of three words that have a connection. Teacher could also give a time frame, thus making the exercise more competitive and challenging. Each group leader will then tell the groups of words formed and the reason behind the formation of that particular group of words. If there is time enough the teacher could also show small video clips related to the cultural topic tackled. As homework the teacher could give culture exercises from previous examination papers.

Students will revise the various cultural topics in preparation for the end of year exams.

highlighting the teacher could also draw attention to some notes or important rubrics which are usually present in the paper, like, for example, that in the composition section, if the students choose to write a letter, they should not write the address.

The time factor should also be addressed in order to help students tackle the paper in the correct time frame.

By so doing the student will get more acquainted with the paper and will eventually see it as student-friendly. This activity will also help the students with the content of their studies. Hopefully this activity will help the students feel more confident during the examination.

It is expected that during this lesson, students take down notes about these strategies.

not excluded. (Level 6 reading) 
get some main ideas from familiar texts, although re-reading is required. (Level 5 reading) 
read and recognise some target words. Might still need visual cues and careful re-reading. (Level 4 reading)