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**
- 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.

**Points to Note**
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 fulfilment 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 *paratext*, 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.

**Resources**
- *Rete! Junior A – textbook and Guida insegnante*
- *Rete! Video*
- Powerpoint presentations, charts, games, handouts.
- *ELI flip posters Base*
- *ELI Immagini e Parole*
- *ELI Il domino delle ore*
- Clock model/s
- *Lo Stivale* magazine
- Canzone: [http://www.youtube.com/watch?v=OyNy58VPE0&NR=1](http://www.youtube.com/watch?v=OyNy58VPE0&NR=1)  
- [http://www.youtube.com/watch?v=60BD3CX6y6g](http://www.youtube.com/watch?v=60BD3CX6y6g) (with lyrics)
- *Verbi italiani*
**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

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

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.

- *Reti! Junior A* textbook, *guida insegnante*  
- *Reti! Video, Civiltàpuntoit*  
- *ELI Immagini e Parole*  
- Power point presentations, charts, posters, games, handouts, *Lo Stivale* magazine and *Lo Stivale online*:  
- La Cucina italiana: [www.lacucinaitaliana.it/](http://www.lacucinaitaliana.it/)
- Le ricette italiane: [www.adessocucina.com/](http://www.adessocucina.com/)  
[www.laprovvadelcuoco.rai.it/](http://www.laprovvadelcuoco.rai.it/)
- [http://enchantedlearning.com/themes/italian.shtml](http://enchantedlearning.com/themes/italian.shtml)
- [Su e giù per l’Italia](http://www.suegiusperlitalia.it/)

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4
Subject: Italian
Unit code and title: 8.3 – How much does it cost? – Quanto costa?
Strands: Listening, speaking, reading and writing

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

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
Points to Note
Resources

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

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.

Rete! Junior B book, Civiltàpuntoit 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
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
*Reti! 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*
*Rai*
*Mediaset*
*Gt Ragazzi*
*CachedSimilar*
**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, cosi, 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

<table>
<thead>
<tr>
<th>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.</th>
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<tr>
<td>Adjectives describing these hobbies. e.g. emozionante, interessante, facile, difficile, divertente, caro, pericoloso, etc. Simple conjunctions: <em>ma, dopo, o, poi, però, dove, perché, quando.</em></td>
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<th>Points to Note</th>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>The activities carried out have a student centred approach to allow autonomous learning. Web quests about hobbies can be used in group work.</td>
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**Resources**

- *Rete! Junior B, Rete! Video, Guida insegnante, CD, L’italiano per noi, Civiltà punto.it, powerpoints, pictures/flashcards, bilingual dictionary*
- *Lo Stivale online; Eli Vocabolario illustrato, CD interattivo;*
- *http://www.triptico.co.uk*
- *http://www.italianoinfamiglia.it*
- *Dizionario fraseologico*
## Subject: Italian

### Unit code and title: ITA 8.6 Yesterday – Cosa hai fatto ieri?

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

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

### 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)
5. Idioms in Italian (Incorporating all strands)

### Key Words

**Past Tense (Passato prossimo)** of regular and irregular verbs in

- *are, -ere* and *-ire.*

The past participle of the irregular verbs. E.g. **bevuto,** **chiesto,** **chiuse,** **corretto,** **corso,**

- **cotto,** **deciso,** **ditto,** **diviso,** **stato,**

- **fatto,** **letto,** **messo,** **nato,**

- **offerto,** **perso,** **piaciuto,** **pianto,**

- **proposto,** **presa,** **rimasto,**

- **risposto,** **scelto,** **scritto,**

- **successo,** **tradotto,** **visto,**

- **venuto,** **vinto,** **vissuto,** etc.

**Idioms:** *Avere a portata di mano, avere buone gambe, avere le mani bucate, avere un cuore grande come una casa, chiudersi in casa, di punto in bianco, essere al verde, fare bella figura, mettere i bastoni fra le ruote, salire al settimo cielo*

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

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

**Key Words**

**Points to Note**

At this stage students need to start feeling more at ease in the language. Learning Italian as a foreign language needs to be fun. Games and activities can be included where the demonstrative pronouns are used together with vocabulary with which they are already familiar. Questions such as *Che cos’è questo?/Che cos’è quello?* should help students be more confident in conversation and understanding basic Italian. Mini dialogues can also be included so that the conjunctions *anche/neanche* will be reinforced.

Students need to know basic words that can help them participate in the everyday classroom activities and understand instructions given by the teacher.

**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**
- [La torta di pere e cioccolato](http://www.goanimate.com)
- [La mia bidella Candida](http://www.triptico.co.uk)
- [www.goanimate.com](http://www.goanimate.com)
- [www.triptico.co.uk](http://www.triptico.co.uk)
## 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: *lo, la, li, le* (Writing, Reading, Speaking and Listening)
3. the use of indirect object personal pronouns in a context: *mi, ti, gli, le, ci, vi, gli* (in relation to verb *piacere*) (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 - *lo, la, li, le* and the indirect object personal pronouns - *mi, ti, gli, le, ci, vi, gli*.  
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 heritage.

## Resources

- Rete 2! , Rete 2!Libro di Casa, Rete Video , Civiltà puntoit, ELI Vocabolario illustrato, Dizionario per immagini, Canta che ti passa, La Lingua in Gioco, Lo Stivale  
  www.eclipsecrossword.com  
  Il Tortellino  
  Non lo faccio più  
  Mi piace – L.Barsotti  
  Mi piaci – Alex Britti  
  Porta Portese – Claudio Baglioni  
  http://webs.racocatala.cat/llengua/it/
Subject: ITALIAN
Unit code and title: ITA 8.9 A touch of class – Un tocco di classe
Strands: Listening, speaking, reading and writing

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

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<tr>
<td>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</td>
<td>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.</td>
<td>Rete! Junior B textbook, guida insegnante and videocorso, Civiltà puntoit, Lo Stivale; charts; posters; games; handouts; ICT resources/ IWB activities: ABC Menu I vestiti, ppts, etc. Websites: Lo stivale online <a href="http://www.education.vic.gov.au/lanuagesonline/italian/italian.htm">http://www.education.vic.gov.au/lanuagesonline/italian/italian.htm</a> <a href="http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/resources/curriculum/index.htm">http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/resources/curriculum/index.htm</a></td>
</tr>
<tr>
<td>*Public transport in the city, travelling by car, train, air, connection with the major islands.</td>
<td>* Please refer to the detailed list in the examples of teaching experiences and activities column.</td>
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</table>
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

Key Words
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.

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.

Points to Note
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.

Resources
Rete! Junior B textbook, guida insegnante and videocorso, Lo Stivale; charts; posters; games; handouts; ICT resources, ppts, etc. Civiltàpuntoit.

Websites:
http://www.youtube.com/watch?v=QFEoMy-I44o
http://www.youtube.com/watch?v=ChiPguz2n_OY

Tiggi Gulp
Subject: ITALIAN
Unit code and title: ITA 8.11 Me too! – Anche a me!
Strands: Listening, speaking, reading and writing

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

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| 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.  | Rete! Junior B Edizione maltese,  
Rete! Junior B Guida insegnante  
Rete!video, Lo Stivale (la rivista)  
Civiltà.it, Edizione maltese  
http://schoolnet.gov.mt/lostivale  
La Sicilia - documentario  
Immagini di Sicilia  
Ciuri Ciuri |

<table>
<thead>
<tr>
<th>Key Words</th>
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| anche a me, neanche a me, a me no, a me sì  
La Sicilia: La Trinacria (use images) Marsala, Limoncello, arancini, cassata, cannoli, pasta/e di mandorla.  
Palermo, Catania, Siracusa, Taormina, Messina.  
L’Etna (vulcano)  
L’isola più grande del Mediterraneo/La regione più grande d’Italia  | The students are exposed to texts with questions to answer which are both referential and inferential. Exercises both oral ans written outlining the direct and indirect object pronouns are practiced (Reinforce Unit 8.7)  
Emphasis should be done to reinforce the use of the present and the past tense in the four language skills (activities can include: mini dialogues, conversations, copying, fill in the blanks, continue a sentence, reordering etc)  
With the use of audiovisual resources (powerpoints, pictures, videos, etc ) introduce the main outlined cultural aspects of Sicily and its distance to Malta – promote the intercultural aspect (similarities and differences)  |
**Objectives**

The teacher will teach students:

1. to revise and practice the listening abilities acquired till now (listening);
2. to practice 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, i mass media, Posti di Vacanza in Italia, Trasporto urbano e internazionale, il Tempo Libero, Vivere in Italia, la Sicilia*

Vocabulary related to *cibo, bevande e loro contenitori, vestiti, negozi e soldi, hobby, colori, in vacanza in Italia.*

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.

**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.
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- 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*
- *Rete!video, Lo Stivale (la rivista)*
- *Civitait, 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*