ITALIAN CURRICULUM OBJECTIVES – FORM 4 CORE CURRICULUM PROGRAMME (CCP)

ITA 10.1  Il meteo – The weather
ITA 10.2  Fare spese – Shopping
ITA 10.3  Viaggiare – Travelling
ITA 10.4  Mangiare e bere – Food and drink
ITA 10.5  In città – In the city
ITA 10.6  La mia camera – My room
ITA 10.7  I passatempi – Hobbies
ITA 10.8  Il corpo umano – The body
ITA 10.9  Arrivederci 2 – Goodbye 2
**Subject:** ITALIAN  
**Code and title:** ITA 10.01 – Il meteo – The weather  
**Strand:** Listening, Speaking, Reading, Writing  
**Duration:** 9 sessions of 40 minutes (6 hours)

## Objectives

The teacher will teach the students:

1. the four seasons in Italian
2. expressions related to weather
3. revise numbers 1-100
4. the ordinal numbers (1st to 10th)
5. revise colours

## Key Words

| **Stagioni:** primavera, estate, autunno, inverno  
Il meteo (Vocabulary)  
Sereno, sole, piave, pioggia, nuvole, nuvoloso, neve  
nevica, temporale, vento, arcobaleno.  
fa caldo, fa freddo, bel tempo, brutto tempo.  
Temperatura, gradi.  
Primo – decimo, ultimo |
|---|---|---|
| **Points to Note** | Students’ prior knowledge of Italian provides a background and stimulus for the lessons in a friendly atmosphere. The use of ICT resources, realia, charts, pictures, posters, etc. motivates students to learn as much vocabulary as possible.  
Hands on activities should continue throughout the scholastic year. Students can learn to interact with others using simple Italian phrases since communicating is essential. Listening and speaking skills are of high importance for the students following this course.  
The literacy skills, including letter recognition in reading and simple copying in writing should also be included. Students’ achievements need to be strengthened by positive reinforcement. Students must be aware of their capabilities and of their accomplishments. |
| **Suggested resources** | [http://italian.skola.edu.mt/](http://italian.skola.edu.mt/)  
[http://www.capitello.it/ilgiocoelegole/megazine/data/italianofacile.pdf](http://www.capitello.it/ilgiocoelegole/megazine/data/italianofacile.pdf)  
[http://celi.integrazioni.it/](http://celi.integrazioni.it/)  
Objectives
The teacher will teach the students:
1. vocabulary and verbs related to shopping
2. ask the cost of an object
3. identify the value of coins
4. reinforce basic reading skills
5. the use of more and less

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to Note</th>
<th>Suggested resources</th>
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<tbody>
<tr>
<td>fare la spesa, supermercato,</td>
<td>Flashcards and other picture-word association games and activities have to be promoted. It is possible that students themselves create the flashcards for their own learning.</td>
<td><a href="http://www.digitaldialects.com/Italian.htm">http://www.digitaldialects.com/Italian.htm</a></td>
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<tr>
<td>negozio</td>
<td></td>
<td>Giochi con l’euro</td>
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<td>banconote, carrello, carta di</td>
<td>Interdisciplinary approaches should be an integral part of the course. Basic numeracy skills are necessary for the students to improve their employability opportunities. Team teaching can also help to support the teacher and the students in a variety of tasks. It is highly recommended that teachers of Italian collaborate with teachers of other subjects for certain objectives in order for the outcomes to be achieved.</td>
<td><a href="http://digilander.libero.it/laboratorioeurope/giochi/giochi.htm">http://digilander.libero.it/laboratorioeurope/giochi/giochi.htm</a></td>
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<td>commesso/a, centro commerciale,</td>
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<td>resto, ricevuta/scontrino, sconto</td>
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<td>Quanto costa?</td>
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<td>Costa di più</td>
<td>Students have to play an active part in their learning process. The teacher can facilitate this by creating activities which are related to daily life situations which students can encounter both in their school life and in the world outside school. Role playing and role taking activities are the perfect medium to enhance this, especially when using a communicative approach.</td>
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<tr>
<td>Costa di meno</td>
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<td>Verbi all’infinito</td>
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<td>Comprare, pagare vendere</td>
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Duration: 9 sessions of 40 minutes (6 hours)
**Objectives**

The teacher will teach the students:
1. vocabulary and some verbs related to transport
2. how to buy a ticket
3. learn to read the time (simple 24 hour clock digital format)
4. read and interpret a timetable
5. briefly about Sicily and some intercultural aspects with Malta

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<tr>
<td><em>Mezzi di trasporto</em> aeroplano, autobus, automobile/macchina, barca, bicicletta, catamarano, elicottero, motocicletta, nave, traghetto, treno, biglietto, andata, ritorno</td>
<td>When learning a new language, culture is an important part to discover new aspects of other people’s lives. The cultural component should not be tested but should be a means for the students to learn to compare and contrast different realities with one’s own. Italy is very close to Malta and students can be made aware not only of the geographical positions and distances, but also learn to appreciate Mediterranean and European contexts. The physical proximity of Sicily as our neighbouring island and the close ties between the two Mediterranean islands can be discussed, enhancing similarities and differences in food, history and economic/work collaboration. It is highly probable that students have already visited Sicily and in those cases students can talk about personal experience. Expressions learnt so far can be used for students to learn how to buy a ticket for the plane or catamaran.</td>
<td><a href="http://www.education.vic.gov.au/languagesonline/italian/italian.htm">http://www.education.vic.gov.au/languagesonline/italian/italian.htm</a> <a href="http://www.stranita.it/materiali/abilita-lingua">http://www.stranita.it/materiali/abilita-lingua</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> (Click on Italian)</td>
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<td><em>Sicilia</em> Catania, Taormina, Etna</td>
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<td><em>Viaggiare, prendere il treno</em></td>
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Subject: ITALIAN
Form 4 CCP
Code and title: ITA 10.04 – Mangiare e bere – Food and drink
Strand: Listening, Speaking, Reading, Writing
Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach the students:
1. the main meals of the day
2. how to read a menu at the restaurant
3. how to place/take an order at a restaurant (pizzeria, food outlet etc)
4. how to ask for the bill
5. revise topics already covered in 9.7

Key Words

Points to Note

Suggested resources

Colazione – pranzo – merenda – cena – spuntino

As we know, food plays an important part of our lives and it is also a means of getting together and socialising for the Mediterranean counties (Malta and Italy share that aspect when eating with family and friends).

Il conto, per favore
Il menu, per favore
Una pizza capricciosa, per favore
Che cos’è...?
ordinare, cucinare

Students can learn how to communicate with the waiters, chef, staff at a restaurant or any other food outlet. Students can be the chefs and then act as waiters and clients. Such situations instill in students the concept of learning by doing and collaborating with others in a real life situation.

Students can assess their progress by observing and noting down how they would deal with such a situation in a real life scenario. They can state that they are able to say simple phrases in Italian in a given context (like reading a menu or ordering food. Then they keep a record of their own assessment in the file.

Al ristorante
http://www.youtube.com/watch?v=yAv2j7-6oTQ

http://www.digitaliano.net/digitaliano_materiali_online/pasta/index.html
**Subject:** ITALIAN  
**Code and title:** ITA 10.05 – In città – In the city  
**Strand:** Listening, Speaking, Reading, Writing  
**Duration:** 9 sessions of 40 minutes (6 hours)

### Objectives

The teacher will teach the students:

1. vocabulary related to basic city amenities  
2. ask for directions  
3. understand simple instructions related to directions  
4. use/understand left and right  
5. about Italian cities

### Key Words

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<thead>
<tr>
<th>Directions</th>
<th>Points to Note</th>
<th>Suggested resources</th>
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<tr>
<td>davanti – dietro, destra – sinistra, diritto</td>
<td>Students start to build up on previous knowledge. As the vocabulary baggage increases, students should learn how to use it in the right situation. Making reference to Maltese and English words will also help students see the differences and similarities.</td>
<td><a href="http://italian.skola.edu.mt">http://italian.skola.edu.mt</a></td>
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</tbody>
</table>
| **Dov’è la farmacia, per favore?**  
**Dov’è la banca, per favore ecc** | Students can prepare a mini project where they take photos of the city amenities which they have in their neighbourhood and create a labelled photo album using vocabulary learnt. | [http://www.linguascope.com/preview/beginner/topic.php?language=italian](http://www.linguascope.com/preview/beginner/topic.php?language=italian) |
| City amenities       | The use of videos and presentations which outline the main cities in Italy can be preented in class. Some students might have a personal experience and they can talk about their travels in class. They can also be guided to find pictures of the main landmarks of these cities and/or typical recipes or objects associated with them. |                                                                                                                                       |
| bagni pubblici, banca, chiesa, clinica, farmacia, fermata dell’autobus, giardino/parco pubblico, ospedale, piazza, ufficio postale |                                                                                                                                                                                                 |                                                                                                                                 |
| Roma – Milano – Venezia |                                                                                                                                                                                                               |                                                                                                                                 |

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Note: The content includes Italian and Maltese words and phrases, indicating a bilingual approach to teaching Italian in the context of Maltese.
**Subject:** ITALIAN  
**Code and title:** ITA 10.06 – La mia camera – My room  
**Strand:** Listening, Speaking, Reading, Writing  
**Duration:** 9 sessions of 40 minutes (6 hours)

### Objectives

The teacher will teach the students:
1. vocabulary and some verbs related to the bedroom
2. brief description of a bedroom
3. make/understand simple sentences
4. locate the objects in a room
5. revise adjectives covered in 9.6
6. revise possessive adjectives covered in 9.4

### Key Words

<table>
<thead>
<tr>
<th>Camera/Stanza da letto</th>
<th>Points to Note</th>
<th>Suggested resources</th>
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<tbody>
<tr>
<td>Armadio/guardaroba, cassetto, comodino, finestra lampada, letto, porta, scaffale, scrivania, tappeto</td>
<td>Thanks to pictures and powerpoint presentations, students gradually familiarise themselves with the basic vocabulary related to all that one finds in a room. Subsequently, they are guided to describe their room and express preferences with regards to style and colour scheme. They can be guided to indicate the position of main furniture objects. Revision of Form 3 units help in consolidating vocabulary.</td>
<td><a href="http://www.languageguide.org/italian/vocabulary/bedroom/">http://www.languageguide.org/italian/vocabulary/bedroom/</a></td>
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<tr>
<td>Ordinata – disordinata</td>
<td>Short listening and reading texts (usually limited to a few short, simple, straightforward phrases) can also be included here so that these skills can be reinforced. Multiple choice and True or False questions would be ideal. The students can also improve their speaking skills by describing briefly orally their room. Taking it to the next level students can even attempt to write short sentences.</td>
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<td>Riordinare, fare il letto, pulire</td>
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**Form 4 CCP**
Subject: ITALIAN
Code and title: ITA 10.07 – I passatempi – Hobbies
Strand: Listening, Speaking, Reading, Writing
Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach the students:
1. vocabulary and verbs related to hobbies
2. to talk and answer questions about hobbies
3. to use short phrases to express likes and dislikes (revision 9.7)
4. about sport in Italy

Key Words
Hobbies (and verbs)
Andare in bicicletta, ballare, cantare, chattare, correre, dipingere, giocare a calcio, nuotare, pescare, suonare ecc

Sport
Calcio, ciclismo, Formula 1, motociclismo, nuoto, pallacanestro, pallanuoto, tennis

Qual è il tuo passatempo preferito?
Il mio passatempo preferito è...

Mi piace/Non mi piace

Points to Note
A brainstorming activity is ideal to see what are the students’ hobbies and what they do in their free time. Videos, presentations, posters and handouts can be used in class to introduce hobbies in Italian.

The students can talk in class about their hobbies; they can bring in class (where possible) some material which they have created during their free time or pictures of them while doing their favourite hobby.

Linking the theme of hobbies to sport, even the main sport activities are outlined in Italian (usually using verbs in the infinitive). On a cultural level, it is also useful to explain sport in Italy (not only related to football)

Students will need to learn the structure Mi piace and Non mi piace to express likes and dislikes. This can start by describing hobbies and or sport but can then be transferred in other contexts.

Suggested resources
Calcio fantastico
http://www.linguascope.com/preview/football/index.htm

http://www.sparklebox.co.uk/topic/italian.html#U4MVD9KSwjR
**Subject:** ITALIAN  
**Code and title:** ITA 10.08 – Il corpo umano – The body  
**Strand:** Listening, Speaking, Reading, Writing  
**Form 4 CCP**  
**Duration:** 9 sessions of 40 minutes (6 hours)

### Objectives
The teacher will teach the students:
1. vocabulary and verbs related to body parts  
2. to express common ailments  
3. describe oneself/others using simple phrases  
4. revise opposites in 9.6 (physical traits)

### Key Words
- **Il corpo umano**  
- **Testa**  
- **Bocca, capelli, denti, labbra, naso, occhi, orecchie**  
- **Corpo**  
- **Braccio, dito, ginocchio, mano, pancia, petto, piede, schiena, spalla, stomaco**  
- **Stai male?**  
- **Ho mal di...**  
- **Andare dal dottore, in clinica, all’ospedale**  
- **Dottore, medico, infermiera, dentista**

### Points to Note
- Early identification of the students’ interests and aptitudes can gear the teaching and learning process and promote motivation which is a fundamental factor. Once the students can relate to their everyday needs and interests, the language acquisition process is facilitated.

- The vocabulary related to the parts of the body and the common ailments can lead to role play activities – at the doctor’s, at the dentist, at the hospital etc.

- The students are led to understand how useful the language can be should they need the assistance of a nurse or a doctor when abroad, for instance. It is fundamental to ensure that the language used and taught is a medium which helps them in everyday life.

### Suggested resources
- Testa, spalla  
  [http://www.youtube.com/watch?v=84lJW5ET8Xo](http://www.youtube.com/watch?v=84lJW5ET8Xo)
- http://www.teachingideas.co.uk/foreignlanguages/contents.htm
- Abc menu  
  [http://try.iprase.tn.it/attivit%C3%A0/perimentazione/imparo_giocando/stranieri/Abc.asp](http://try.iprase.tn.it/attivit%C3%A0/perimentazione/imparo_giocando/stranieri/Abc.asp)
- [http://www.primaryresources.co.uk/mfl/mfl_italian.htm](http://www.primaryresources.co.uk/mfl/mfl_italian.htm)
Subject: ITALIAN  
Code and title: ITA 10.09 – Arrivederci 2 – Goodbye 2  
Strand: Listening, Speaking, Reading, Writing  
Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach the students:
1. to consolidate the use of listening and speaking skills already learnt
2. to understand more new words given a context and visual cues
3. to practise simple fill in the blanks exercises
4. to match pictures to images

Key Words
Continuous review of previous vocabulary covered – to enhance the skills learnt in the topics covered.  

Points to Note
Lessons must be connected – gradually moving from the known concepts to the unknown, keeping in mind the students’ learning styles. Aural, visual and kinesthetic abilities should be enhanced with matching activities. Reading is used for basic recognition, especially in relation to vocabulary and writing is at a minimum – basic copying and filling in of personal information.

Students and teacher should go through their portfolio/file/project book regularly. It is useful to give continuous feedback and to discuss progress, difficulties and abilities. Students should be able to say what they have learnt and what they need to improve.

It is highly suggested, to promote well being in the classroom, that good practice is celebrated. Positive reinforcement is part and parcel of the teaching and learning process and it gives the students more self confidence.

The clear evidence of the progress achieved can be done by dis/agreeing with “can do” statements.

Suggested resources
http://italian.skola.edu.mt
http://web.uvic.ca/hispanital/italian/italian100/vocab/index.htm