ITALIAN CURRICULUM OBJECTIVES – FORM 3 1st Year

ITA 9.1 1, 2, 3, via! – 1, 2, 3, Go!
ITA 9.2 Tanti colori – So many colours
ITA 9.3 La mia città – My city
ITA 9.4 La famiglia – The family
ITA 9.5 Devo, posso, voglio – I must, I can, I want
ITA 9.6 A casa – At home
ITA 9.7 É ora di... – It’s time to...
ITA 9.8 Mangiare e bere – Eating and drinking
ITA 9.9 I Passatempi – Hobbies
ITA 9.10 I soldi – Money
ITA 9.11 Dare informazioni – Sharing information
ITA 9.12 Viaggiare – Travelling
Objectives
The teacher will teach the students:

1. to identify and express basic greetings and show understanding of instructions related to the classroom environment with particular focus on words which have a similarity in Italian and Maltese.
2. to identify and express verbally and in writing the letters of the alphabet in simple basic words.
3. to read with understanding basic words and instructions, while noting that certain words in Italian are similar to Maltese ones and thus more easily read and understood. The basic words include the days of the week, the twelve months and the four seasons.
4. to write some basic words and very short phrases which have a similarity with Maltese cognates and introducing basic dictation and focusing from the beginning of the foreign language learning process, on orthographical skills.
5. the position and size of Italy in the Mediterranean with relation to Malta and the basic geographical features of Italy, such as, the fact that it is a peninsula, the countries with which it has a boundary, the seas, the mountain chains, the main rivers and the main lakes.
6. to ask and say the name of a person in Italian and engage in a short dialogue where they present themselves and interact with peers.
7. to read more short sentences and dialogues in the present tense and start having a basic awareness of the main two registers (formal and informal).

Key Words
- Words associated with the classroom environment, e.g. *penna, lavagna, banco*, etc.; simple commands used in the classroom e.g. *alzatevi; apri il libro*.
- Words used for greetings e.g. *buongiorno; buonanotte*. Common words that are similar to Maltese, e.g. *lezione; caffè*.
- The days of the week, the twelve months and the seasons.

Suggested resources
- [http://italian.skola.edu.mt](http://italian.skola.edu.mt)
- [http://www.languagesonline.org.uk/](http://www.languagesonline.org.uk/)
- [http://www.pianetascuola.it/risorse/media/primaria/adozionali/su_giu_italia/home.htm](http://www.pianetascuola.it/risorse/media/primaria/adozionali/su_giu_italia/home.htm)
- [http://www.initalia.rai.it/esercizi.asp?contId=1&exId=8](http://www.initalia.rai.it/esercizi.asp?contId=1&exId=8)
Italy

- Italy as a peninsula,

The names of:
- the countries that border with Italy,
- the four seas surrounding Italy,
- the mountain chains (*Alpi, Appennini*),
- the volcanoes (*L’Etna, il Vesuvio*),
- rivers (*il Po, l’Arno e il Tevere*)
- and lakes (*Lago di Garda, Lago di Como e Lago Maggiore*).
Objectives
The teacher will teach the students:
1. to learn the basic colours in the Italian language
2. to distinguish between a noun, a verb and an adjective and write these in simple sentences in the correct order, and which would include writing a very short introduction of themselves stating name, surname, nationality, etc.
3. to get an awareness and learn the main cities of Italy, their position and their most famous landmarks
4. to obtain specific information from a dialogue which they can express verbally, ask about the nationality of a person and construct a short dialogue where name and other basic personal details are outlined using the first three subject pronouns.
5. to sequence more words into sentences and become aware of the gender in Italian nouns and adjectives of nationality and show awareness of the basic punctuation marks.
6. to conjugate the verbs essere and avere in the present tense together with the subject pronouns.
7. to write well constructed short sentences and use the negation non.
8. to learn the names of major Italian cities and regions.

Key Words
Basic vocabulary, structures and techniques which relate to describing oneself and others.
Names of persons; words related to nationality, e.g. italiano; maltese.
Certain basic interrogatives, e.g. come?; di dove?
Salutations, e.g. arrivederci; ciao.
The basic colours: bianco, nero, verde, rosso, blu, giallo, rosa, viola
The verbs essere and avere

Suggested resources
http://www.impariamoitaliano.com/
http://www.italianoinfamiglia.it/corso.asp
http://www.junior.rai.it/dl/junior/junior.htm
Colours: http://www.initalia.rai.it/esercizi.asp?contId=4&exId=40
Online activities
C’è \ Ci sono: http://www.initalia.rai.it/esercizi.asp?contId=1&exId=7

Preposizioni articolate:
http://www.initalia.rai.it/esercizi.asp?contId=14&exId=137
http://www.initalia.rai.it/esercizi.asp?contId=14&exId=138
http://www.initalia.rai.it/esercizi.asp?contId=14&exId=141
http://www.initalia.rai.it/esercizi.asp?contId=14&exId=142
Italian cities and landmarks

The cities and landmarks/symbols:

Roma – il Colosseo;
Pisa – la Torre Pendente;
Venezia – la gondola e Piazza San Marco;
Milano – il Duomo;
Firenze – il Duomo di Firenze;
Torino – Fiat;
Napoli – la pizza;
Agrigento – la Valle dei Templi.

Italy’s regions
- Italy has 20 regions and that they are situated in the Northern, Central and Southern part of the peninsula, and the two major islands.
- The regions and their capoluogo which are dealt with are: Veneto; Piemonte; Lombardia; Toscana; Lazio; Campania; Sicilia; Sardegna.
Subject: ITALIAN  Form 3 1st year  Duration: 9 sessions of 40 minutes (6 hours)

**Code and title:** ITA 9.03 – La mia città – My city  Strand: Listening, Speaking, Reading, Writing

### Objectives
The teacher will teach the students:

1. to acquire vocabulary about the city, public amenities, facilities and services available.
2. to use the definite and indefinite article in the singular form.
3. to conjugate the verbs ending in –are, –ere and in the –ire in the present simple indicative
4. to identify and write numbers 0-20 and vocabulary related to personal information.
5. to use appropriate terms when posing questions, e.g. *chi?*, *perché?*, *cosa?*, *quando?*, *quant?*, *qual é?* Responding also with *c’è, ci sono.*
6. how to use the three regular conjugations (-are, -ere, -ire) and the irregular verbs *andare* and *fare* in the present tense.
7. to write a paragraph/short self-presentation using familiar vocabulary and language (4 or 5 sentences) and to complete a simple form with personal details.
8. to make the appropriate use of the prepositions *in, a* and *per (preposizione di durata)* in speaking and writing.

### Key Words

<table>
<thead>
<tr>
<th>Suggested resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Cardinal Numbers:</strong> 0-20.</td>
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<tr>
<td>Geography</td>
</tr>
<tr>
<td><strong>The definite and the indefinite article in the singular form:</strong> <em>un, uno, una, un’ il, lo, la, l’</em></td>
</tr>
<tr>
<td><strong>Question tags:</strong> <em>perché?, chi?, cosa?, quando?, qual é?, quant?...</em></td>
</tr>
<tr>
<td><strong>Present indicative tense of <em>avere, essere.</em></strong></td>
</tr>
<tr>
<td><strong>Present indicative of –are, –ere, –ire verbs</strong></td>
</tr>
<tr>
<td><em>Com’è bella la città – Giorgio Gaber</em></td>
</tr>
<tr>
<td><em>Su e giù per l’Italia</em></td>
</tr>
<tr>
<td><em><a href="http://www.italianoinfamilgia.it/corso.asp">http://www.italianoinfamilgia.it/corso.asp</a></em></td>
</tr>
<tr>
<td><em>Online exercises - verbs</em></td>
</tr>
<tr>
<td><em><a href="http://www.italianforyou.it/italian-language-course-online/en/advanced/drag.htm">http://www.italianforyou.it/italian-language-course-online/en/advanced/drag.htm</a></em></td>
</tr>
<tr>
<td><em><a href="http://www.italianforyou.it/italian-language-course-online/en/advanced/intruso.htm">http://www.italianforyou.it/italian-language-course-online/en/advanced/intruso.htm</a></em></td>
</tr>
<tr>
<td><em>Numbers 1-10</em></td>
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<tr>
<td><em>Numbers 11-20</em></td>
</tr>
</tbody>
</table>
Subject: ITALIAN  
Code and title: ITA 9.04 – La famiglia – My family  
Strand: Listening, Speaking, Reading, Writing  
Duration: 9 sessions of 40 minutes (6 hours)  

Objectives
The teacher will teach the students:
1. to develop their intercultural awareness through the Italian idioms and outline their meanings in a context.
2. to identify persons in a telephone call, formulate questions, answer to a number of personal questions about the speakers, using expressions commonly used in a telephone conversation.
3. to identify and make use of the interrogatives Chi?, Che cosa?, Dove?, Che tipo di?, Cosa vuol dire?
4. the legend of the foundation of Rome and about Rome as the capital of the Roman Empire. Its famous monuments: (Colosseo, Fontana di Trevi, Vatican dome etc.) and its squares: Piazza Navona, Piazza di Spagna and Trinità dei Monti.
5. to understand and write words related to family ties, acquaintances and relations and to participate in conversations to describe the relation between different members of the family.
6. to reinforce the use of the definite and the indefinite article in the singular form and practise their use.
7. to use the plural forms of the definite articles i, gli, le with the right noun.
8. to use the plural forms of the indefinite articles dei, degli, delle with the right noun.

Key Words

Personal questions and related vocabulary: nome, cognome, età, nazionalità, indirizzo, numero di telefono/cellulare, lingua straniera, lavoro, titolo di studio, patente, stato civile, sposato, età, data di nascita, etc.


Nouns related to family members and relatives, e.g. Padre (papà), madre (mamma), marito, moglie, fratello, sorella, cugino, cugina, zio, zia, nonno, nonna etc.

The definite articles in the plural: i, gli, le.

Suggested resources
http://www.italianoinfamiglia.it
http://www.baby-flash.com/italiano.html
http://www.initalia.rai.it/docufiction.asp?contId=1
(SCENE 1-4)
http://www.initalia.rai.it/cartoline.asp?contId=220
http://www.vatican.va/various/cappelle/sistina_vr/index.html
http://www.wordreference.com
http://www.italianoinfamiglia.it/corso.asp

Definite articles:
http://www.initalia.rai.it/esercizi.asp?contId=5
The indefinite articles in the plural: *dei, degli, degli, delle.*

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<th>Idioms</th>
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<tr>
<td>Acqua in bocca</td>
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<td>Amici per la pelle</td>
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<tr>
<td>Andare d’accordo</td>
</tr>
<tr>
<td>Avere la testa fra le nuvole</td>
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<tr>
<td>Avere la testa sulle spalle</td>
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<tr>
<td>Chiudere/Non chiudere un occhio</td>
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<tr>
<td>Essere in gamba</td>
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<tr>
<td>Parlare a quattr’occhi</td>
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<tr>
<td>Passare una notte in bianco</td>
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<tr>
<td>Versare lacrime di coccodrillo</td>
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<tr>
<td>Avere a portata di mano</td>
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<tr>
<td>Avere buone gambe</td>
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<tr>
<td>Avere le mani bucate</td>
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<tr>
<td>Avere un cuore grande come una casa</td>
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<tr>
<td>Chiudersi in casa</td>
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<tr>
<td>Di punto in bianco</td>
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<tr>
<td>Essere al verde</td>
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<tr>
<td>Fare bella figura</td>
</tr>
<tr>
<td>Mettere i bastoni fra le ruote</td>
</tr>
<tr>
<td>Salire al settimo cielo</td>
</tr>
</tbody>
</table>

http://www.initalia.rai.it/esercizi.asp?contId=5&exId=46

Nouns related to family members and relatives:
http://www.initalia.rai.it/esercizi.asp?contId=15&exId=155

**Ecco la mia famiglia**
**Ecco la mia famiglia (writing)**

**Online exercises - articles**
**Objectives**

The teacher will teach the students:

1. to use the demonstrative adjectives *questo/a* (singular) and *questi/e* (plural);
2. to identify specific vocabulary related to possession and adjectives used for physical description.
3. to introduce another person and accept/decline an invitation.
4. to express possession and ask who the owner is and associate the targeted vocabulary to a reading text and/or pictures/images. to recognize cardinal numbers from 21 to 99, and associate them to a reading text and/or pictures and write them correctly.
5. to write phrases/sentences using adjectives related to physical description and use possessive adjectives in the singular to express possession.
6. to conjugate correctly the present tense of the verbs verbs *dovere*, *potere*, *volere* and create their own sentences and complete simple cloze activities with contextual support.
7. to write a set of interview questions to obtain information.

**Key Words**

| The demonstrative adjectives, singular and plural, e.g. *questo*, *questa*, *questi*, *queste*, etc. |
| Cardinal numbers from 21 to 99. Adjectives used for physical description, e.g. *giovane*, *vecchio*, *carino*, *alto*, *basso*, *grasso*, etc. Possessive pronouns in the singular form, e.g. *mio*, *tuo*, *suo*, *nostro*, etc. |
| Present tense of *dovere*, *potere*, *volere*, e.g. *Puoi venire con me?* |

**Suggested resources**

- Adjectives to describe a city: [http://www.italica.rai.it/lingua/corso.htm](http://www.italica.rai.it/lingua/corso.htm)
  - [http://www.initalia.rai.it/esercizi.asp?contId=4&exId=39](http://www.initalia.rai.it/esercizi.asp?contId=4&exId=39)
  - [http://www.initalia.rai.it/esercizi.asp?contId=4&exId=38](http://www.initalia.rai.it/esercizi.asp?contId=4&exId=38)
  - [http://www.initalia.rai.it/esercizi.asp?contId=4&exId=37](http://www.initalia.rai.it/esercizi.asp?contId=4&exId=37)
- Adjectives:
  - [Il lungo, il corto, il pacioccone](http://www.youtube.com/watch?v=Ht2JUSs7Jbo&feature=related)
  - [http://www.youtube.com/watch?v=Ht2JUSs7Jbo&feature=related](http://www.youtube.com/watch?v=Ht2JUSs7Jbo&feature=related)
**Subject:** ITALIAN  
**Code and title:** ITA 9.06 – A casa – At home  
**Strand:** Listening, Speaking, Reading, Writing  
**Form 3 1st year**  
**Duration:** 9 sessions of 40 minutes (6 hours)

| **Objectives** |  
| --- | --- |
| The teacher will teach the students: |  
| 1. to talk about the house students live in, using basic vocabulary related to rooms and furniture and express basic greetings. |  
| 2. to describe the furniture of the main rooms of a house and to talk about the position of certain objects in the rooms of a house. |  
| 3. to describe a picture of a house or own room – use of adjectives and the use of prepositions to indicate position in relation to objects. |  
| 4. to revise the use of the months of the year, learn the seasons and the dates/birthdays and to answer questions to a listened text. |  
| 5. to ask and give answers about one’s birthday /that of others and to reinforce in writing the colours. |  
| 6. to use the irregular verbs *venire*, *dire* and *uscire* in the present tense. |  
| 7. to identify and use the *preposizioni articolate*. |  

| **Key Words** |  
| --- | --- |
| Rooms, parts of the house, e.g. *soggiorno*, *cucina*, *parete*, *soffitto*. |  
| Furniture and home accessories, e.g. *divano*, *lampadario*, *lavatrice*, *telesivore*, *forno*. |  
| Prepositions to indicate position, e.g. *vicino*, *davanti*, *di fronte* |  
| Months, e.g. *mese/i*, *gennaio*, *febbraio*, etc. |  
| Seasons, e.g. *stagione/i*, *primavera*, *inverno*, etc. |  
| Colours, e.g. *colore/i*, *rosso*, *marrone*, etc. |  
| *Preposizioni articolate*, e.g. *dell’, sugli*, *al*, etc. |  

| **Suggested resources** |  
| --- | --- |
| Gioco La Casa  
*Abc Menu* |  
| [http://www.italianoinfamiglia.it/corso.asp](http://www.italianoinfamiglia.it/corso.asp) |  
| [La casa (stanze)](http://www.playlearnitalian.com/Home-(La-Casa).php) Online activities |  
| - il gioco dell’impiccato  
[http://www.vieniallavilla.it/lastruttura.html](http://www.vieniallavilla.it/lastruttura.html) |  
| Seasons: [http://www.initalia.rai.it/esercizi.asp?contId=16&exId=162](http://www.initalia.rai.it/esercizi.asp?contId=16&exId=162) |
Objectives
The teacher will teach the students:

1. the use and conjugation of reflexive verbs related to daily routine actions, e.g. *alzarsi, svegliarsi*.
2. to ask and answer questions about possessives and the use demonstrative adjectives in a sentence.
3. the use of the expression *andare in/a* in a sentence.
4. to describe events/actions which happen on a daily/weekly basis.
5. to recognize vocabulary related to the animal kingdom
6. to ask and answer questions about time and the difference between *Che ora è?* and *Che ore sono?*
7. how to use the twenty four hour clock.

Key Words

<table>
<thead>
<tr>
<th>Reflexive verbs: alzarsi, svegliarsi, lavarsi, chiamarsi.</th>
<th>Suggested resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrative adjectives: Quello/quella quelli quelle.</td>
<td><em>Italiano in famiglia</em>, episode 1 (video only)</td>
</tr>
<tr>
<td>Questo/questa questi/questa</td>
<td></td>
</tr>
<tr>
<td>Questions:</td>
<td>Online <em>Preposizioni</em>: (appunti+esercizio)</td>
</tr>
<tr>
<td><em>Di chi è questo libro?</em></td>
<td></td>
</tr>
<tr>
<td><em>Che ora è?</em></td>
<td></td>
</tr>
<tr>
<td><em>Che ore sono?</em></td>
<td></td>
</tr>
<tr>
<td><em>Animali della fattoria</em> – cavallo, mucca, asino, capra, pecora, gallina/gallo, maiale, topo*</td>
<td><em>Esercizio a scelta multipla</em></td>
</tr>
<tr>
<td><em>Animali domestici</em> – cane, gatto, pesce, uccellino tartaruga, coniglio*</td>
<td><em>Aggettivi dimostrativi</em> (reading/matching)</td>
</tr>
<tr>
<td><em>Animali selvatici</em> – elefante, zebra, rinoceronte, volpe, lupo, serpente, orso, coccodrillo, scimmia, giraffa, ippopotamo, tigre, leone*</td>
<td><em>Verbi riflessivi</em> (writing)</td>
</tr>
<tr>
<td><em>Insetti</em> – formica, ragno, farfalla*</td>
<td><em>Animali</em> for IWB</td>
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<tr>
<td></td>
<td><em>Il pulcino Pio</em></td>
</tr>
</tbody>
</table>
Subject: ITALIAN
Code and title: ITA 9.08 – Mangiare e bere – Eating and drinking
Strand: Listening, Speaking, Reading, Writing
Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach the students:
1. to ask and answer questions related to the time in which different activities of a typical day are carried out.
2. to write about their personal weekly activities and their school timetable.
3. the ordinal numbers.
4. the use of 'vorrei' when they need to make a request in association with a typical menu.
5. some irregular nouns and their plurals and reinforce the definite article with them.
6. the partitive article (del, dell', della, dello, etc.)
7. vocabulary related to basic food and drink and the quantities and containers related to them.
8. an awareness of the Italian cuisine, a typical menu and eating habits, highlighting similarities between the Italian and the Maltese cuisine.

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.
Ordinal numbers: primo, secondo, terzo etc.
Words related to basic food, vegetables, meals

Suggested resources
Canzone Sabato Sera
http://www.youtube.com/watch?v=60BD3CX6y6g (with lyrics)
Verbi italiani
La Cucina italiana:
www.lacucinaitaliana.it/
www.adessocucina.com/
www.laprovadelcuoco.rai.it/
http://enchantedlearning.com/themes/italian.shtml
http://www.giallozafferano.it/
Sito ufficiale Rai
Arturo e Kiwi (disponibile anche su Youtube)
Su e giù per l’Italia
Vocabulary

General food: sale, pepe, uova, farina, zucchero, olio, aceto, formaggio, prosciutto, salame, pane, burro, carne, pesce, pollo, riso, biscotto, marmellata, cioccolato, panino, tonno, torta, gelato, spaghetti, lasagne, cannelloni, tortellini, tagliatelle, maccheroni, pizza.

Drinks: acqua, latte, caffè, cappuccino, espresso, tè, birra, vino, limonata, aranciata, succo di frutta, cioccolata.

Fruit: arancia, banana, mela, pera, pesca, uva, fragola, limone, ciliegia, melone, anguria, cocomero, kiwi.

Vegetables: cavolo, cavolfiore, lattuga, patata, pomodoro, peperone, carota, cipolla, aglio, funghi, zucca, melanzana, zucchina. Include also: prezzemolo, basilico.

Quantities and containers: 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.

Meals: antipasto, primo, secondo, contorno, dolce, colazione, spuntino, pranzo, merenda, cena,
Some irregular nouns: 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.

Italian food

The main Italian dishes: zuppa, risotto, lasagne, spaghetti, tortellini, cannelloni, maccheroni, tagliatelle, pizza, pesce, carne, pollo, gelato, granita, cassata, cannoli, tiramisù. Other dishes may be mentioned and compared and contrasted with those prepared in the Maltese cuisine.

Wines: Barolo, Frascati, Chianti.
Cheeses: mozzarella, pecorino, parmigiano, grana padano, gorgonzola.
Objectives

The teacher will teach the students:

1. to identify specific vocabulary related to leisure and hobbies;
2. about own and other persons’ hobbies/leisure time;
3. about the importance of leisure time/keeping fit and how the Italians spend their free time
4. connect ideas by using conjunctions such as *ma, così, anche, perché, poi, però*, etc.
5. to understand and distinguish between an action in the present and an action in the past
6. to conjugate the past tense (*passato prossimo*): the 3 conjugations of the regular and irregular verbs and agreement of the past participle

Key Words

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.

Adjectives describing these hobbies. e.g. *emozionante, interessante, facile, difficile, divertente, caro, pericoloso*, etc.

Simple conjunctions: *ma, dopo, o, poi, però, dove, perché, quando.*

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, chiuso, corretto, corso, cotto, deciso, ditto, diviso, stato, fatto, letto, messo, nato, offerto, perso, piaciuto, pianto, proposto, preso, rimasto, risposto, scelto, scritto, successo, tradotto, visto, venuto, vinto, vissuto*, etc.

Suggested resources

- [http://www.triptico.co.uk](http://www.triptico.co.uk)
- **Dizionario fraseologico**
- **Languages online – Il passato prossimo**
- Italiano in famiglia
  - Percorso 1
  - Percorso 2
- **Il domino del passato**
### Objectives

The teacher will teach the students:

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

### Key Words

- Euro coins and prices: Un centesimo, un euro, due euro, cinque euro, dieci euro...
- Weights: Un etto, due etti, mezzo chilo, un chilo, grammi,
- Shopping: farmacia, cartolaio, fruttivendolo, macellaio, salumeria, pasticceria, cartoleria, supermercato, prosciutto, formaggio, cassa, cassiera, spesa, il conto, informatico, grafico, manager, controllore, parrucchiere.
- Verbs: dare, conoscere, preferire, finire, dormire
- Stare + gerundio

### Suggested resources

  Italian Euro coins
  Giocare con l’Euro
- [http://digilander.libero.it/laboratorioeuropa/giochi/giochi.htm](http://digilander.libero.it/laboratorioeuropa/giochi/giochi.htm)
Objectives

The teacher will teach the students:

1. vocabulary related to the writing of addresses and filling information in an application form.
2. numbers from 100 to un milione.
3. about mass media in Italy.
4. the use of the demonstrative pronouns in the singular and plural forms.
5. to express the length of a process or an activity (esprimere la durata).
6. The description of a person’s clothing including vocabulary related to clothes, styles, colours and sizes.
7. the use of the conjunction for agreement and/or for disagreement with anche and neanche.
8. to express personal likes and dislikes and ask about those of others by using the conjugation of the verb piacere.

Key Words

Addresses: indirizzo, mittente, codice postale, destinatario, città, paese, francobollo, busta, destinatario, assegno, postino,
numbers from 100 to un milione,
Mass Media mass media, rivista, giornale/quotidiano, Il Corriere della Sera, La Repubblica, La Stampa, La Gazzetta dello Sport, Mediaset, Rai.
questo/i questa/e quello/i, quel, quell’, quegli, quei quella/quelle quell’
Clothing
Pantaloni, gonna, camicia, maglione, giacca, cappotto,
vestito da uomo, cravatta, calze, scarpe, stivali, maglietta, impermeabile, jeans, cappello, costume da bagno, scarpe da ginnastica, guanti, cintura, borsa, sciarpa, orologio, berretto, gioielli, taglia, numero, misura.

Suggested resources

http://italian.skola.edu.mt
Il ciuco cico
Rai
Mediaset
Gt Ragazzi
http://giornali.it/
Subject: ITALIAN
Code and title: ITA 9.12 – Viaggiare – Travelling
Strand: Listening, Speaking, Reading, Writing

Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will teach the students:

1. the direct object personal pronouns: io, la, li, le.
2. about main public transport in Italy
3. vocabulary related with holiday locations and residences
4. to talk and write about personal experiences/holidays in the past
5. to conjugate the reflexive verbs in the Past Tense - Passato Prossimo
6. about favourite Italian holiday locations and some cultural aspects of these locations

Key Words
lo, la, li, le
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, cucetta, Eurostar, fermata, Intercity, prenotare, Rapido, rete stradale, supplemento, Trenitalia/ Ferrovie dello Stato.

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.

Suggested resources

http://italian.skola.edu.mt
Tutti al mare (Bruno Bozzetto)
http://www.youtube.com/watch?v=ChiPgu2n_OY

Vacanze italiane
http://www.youtube.com/watch?v=AMc7FEcS6wU