Italian Curriculum Units
with examples of teaching activities
Form 1

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Malta 2012
Italian Curriculum
ITALIAN CURRICULUM UNITS – FORM 1

ITA 7.1 Start!
ITA 7.2 Myself and Others
ITA 7.3 On the Road
ITA 7.4 In the City
ITA 7.5 What do you do?
ITA 7.6 My Identity
ITA 7.7 The Family
ITA 7.8 Whose is it?
ITA 7.9 My Home
ITA 7.10 The colours of life
ITA 7.11 Daily Routine
ITA 7.12 Winding up
Subject: Italian

Unit code and title: ITA 7.1 START! – PARTENZA!

Strand: Listening, Speaking, Reading & Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES
The teacher will teach students:

1. those sounds that distinguish Italian from the two languages with which the students are already familiar, namely, Maltese and English and help them identify and express common Italian words which have a similarity with Maltese, both in their meaning as well as in the way they sound. (Listening, Speaking, Writing)
2. 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. (Listening/Speaking)
3. to identify and express verbally and in writing the letters of the alphabet in simple basic words. (Listening/Speaking/ Writing)
4. 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.
5. 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. (Writing)
6. 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.

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.

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. The use of the mother language is inevitable at this initial phase. However, classroom instructions and vocabulary related to the classroom set and objects up will be practised immediately in Italian. Students’ knowledge and personal experience of Italy and its culture should be part of the teaching and learning process. The reality of languages having common elements, as well as cultures that intertwine should be set immediately for the students to identify. Students’ efforts should be praised and where the students find difficulty in grasping some basic vocabulary, etc. the help of their peers should always be used. The teacher can use charts, power points, flashcards, posters, realia as well as the textbook to carry out activities that encourage vocabulary building. Pair work and group work generate a sense of collaboration. Students match the words to pictures or draw their classroom and label the objects in it in Italian. A copybook where students can start building up their own Italian dictionary is recommended.

Resources

- Reti! Junior A, guida insegnante, Reti video; Lo Stivale charts; posters; games; handouts; ICT resources, video clips.
- http://www.initalia.rai.it/esercizi.asp?contId=1&exId=8
- Culture: Italy http://www.eduweb.vic.gov.au/languagesonline/italian/sect01/no_1/no_1.htm
- http://www.italianoinfamiglia.it/corso.asp
### Teaching objectives

**Listening, Speaking and Writing (2 lessons)**

The teacher will:
1. teach students basic sounds that distinguish Italian from Maltese and English and help them identify and express common Italian words which have a similarity with Maltese, both in their meaning as well as in the way they sound.

### Examples of teaching experiences and activities

Listening is a constructive process which implies that listening is active and conscious: a person must know why s/he is listening (has a reason), what s/he is listening (selects the relevant information) and how s/he is listening (chooses the appropriate strategies). From this early start, students understand the big importance of gleaning information from images, etc. to predict and, eventually, understand what is being said. All students should be taught at this early point that reading a text which is being hear, annuls the effect of the exercise of hearing. Therefore, the teacher should see to it that when students are hearing a text, they should cover the written text and train as much as possible in hearing for understanding.

Students listen to a recording of people speaking different languages and pick up Italian. Students may pick up some of the words and repeat them in class. The teacher can reinforce these words for all so that the students can start grasping the sounds of Italian. Students are encouraged to watch an Italian TV programme regularly to come in contact with Italian outside the classroom. Students listen to some words and phrases and in pairs or in groups identify the most frequently heard sounds. Depending on their ability, students will grasp such sounds. They can be further encouraged to group the words according to sound patterns, e.g., words which finish with the vowel ‘o’ – *gatto, libro, quadro* etc.

The teacher gives simple instructions in Italian and students, working in groups, carry out the instructions.

### Indicators of learning outcomes

Students will:
- identify the Italian language and its sounds (Level 4 listening)
- identify the sounds of the letters of the alphabet. (Level 4 listening)
- identify write the most frequently used Italian sounds, e.g. many words finish in ‘o’, e.g. *libro; quadro* while others finish in ‘a’, e.g. *gomma; pizza* (Level 4 listening)
- express some basic words in Italian which are similar to Maltese (Level 4 speaking)
- write the most frequently used Italian sounds, e.g. many words finish in ‘o’, e.g. *libro; quadro* while others finish in ‘a’, e.g. *gomma; pizza* (Level 4 writing)
- write the sounds of the letters of the alphabet. (Level 4 writing)
- identify those words that are similar in Italian and Maltese and write them (Level 4 writing)

The teacher will:
2. teach students 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

All language students start by learning simple conversational greetings. The teacher uses these introductory lessons to engage students and to introduce them to learning of Italian. Short presentations/situations are presented, where the final word the student has to say is *grazie; arrivederci*, etc. Mimic and gestures are used where possible. The teacher assembles photo flashcards of famous people such as well known Italian actors, singers, cartoon characters or well-known politicians. Students greet each famous person (with varying

### Students will:

- understand basic classroom instructions, e.g. *sedetevi, aprite il libro* (Level 5 listening)
- follow simple oral instructions given one step at a time and in clear, audible speech, using common classroom vocabulary to complete an activity, e.g. *abbina, cerca,*
in Italian and Maltese. degrees of formality). This is also an effective way to introduce Signore/Signora/Signorina/etc. in Italian.

A simple game: students have to choose those words they hear in Italian from those that are in Maltese. In groups, the students list the words in two different columns according to the language identified (Maltese and Italian). The group that manages to list most words in the correct column wins. Even at this early stage of language learning, students are elicited to note similarities in pronunciation such as that most words in Italian end with a vowel.

In groups, students can have a ready made description of an object used in the classroom. The other groups have to guess what the object is. Or else, a group member is sent out of the class and an object typically used in the classroom is hidden. Once the student is allowed to enter again in class, s/he has to ask questions to the group and try to guess what the object is. A variation of the activity: A student is sent out of the class. An object which is typically used in the classroom is hidden. The student is then called in and has to find it. The other students call ‘Fuoco’ or ‘Acqua’ accordingly. Once the object is found the student has to say the word in Italian.

A Maltese/English-Italian dictionary is created by the students and they jot down those words that are similar in Italian and Maltese. Group work is essential at this very early stage in learning.

Teaching speaking is a very important part of foreign language learning. The ability to communicate in Italian clearly and efficiently contributes to the success of the learner in school and success later in life. It is essential that the teacher pays great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities (see Unit 7.3 ON THE ROAD) can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

The instructions could be mimed and the students have to say what the one miming is trying to say. Flashcards with these basic instructions could be prepared by the teacher. One of the students chooses a flashcard and mimes the instruction. The other students have to say the instruction. Students could alternate the parts according to ability.

| colora, completa, disegna, elimina, leggi, riordina, rispondi, sottolinea (Level 5 listening) |
| respond (non-) verbally to one-word requests in Italian (apri/chiudi il libro, guarda, senti/ascolta, scrivi, lavora con un/a compagno/a aspetta, alzati/siediti, vieni, esci, Bravo/a!, etc.) by, e.g., nodding, sitting down, walking out, standing up, etc (Level 4 speaking) |
| express some basic classroom instructions (Level 4 speaking) |
| express ‘greetings’ in Italian (Level 4 speaking) |
| understand some basic classroom instructions (Level 4 listening) |
### Speaking, Writing
**1 lesson**
The teacher will:

3. teach students to identify and express verbally and in writing the letters of the alphabet in simple basic words.

With the use of flashcards, charts, online activities, students are introduced to the Italian alphabet. A useful online activity is **L’alfabetiere**. Associating the letter to the sound and spelling out the names of their friends in class are activities that could be carried out. Pictures of objects that start with different letters of the alphabet could also be presented and the students are asked to group them according to the letter they hear. A listening excerpt on the alphabet and the cities is available [here](#). Picture-word associations can be carried out in class. The teacher can present the words and omit some letters from them. Students have to guess the word and read it out. PC games like *Abc menu* and *La scuola degli gnomi* are helpful. They are downloadable from [here](#).

Students will:

- Identify and express verbally the letters of the alphabet in simple basic words. (Level 4 speaking)
- Express in writing the letters of the alphabet in simple basic words. (Level 4 writing)

### Reading
**2 lessons**
The teacher will:

4. teach students 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.

When the teacher recognizes that each reader brings to the reading process a unique set of past experiences, emotional and mental processes, Level of cognitive development, and interest Level in the topic, s/he also recognizes that not all teaching strategies will be effective for all students. When isolating the most effective teaching strategies to use with a group of students, the teacher must consider the following reader strategies: **using titles and illustrations to understand a passage**, **skimming**, **scanning**, **summarizing**, **guessing word meanings**, **becoming aware of the reading process**, and **taking risks**.

A game of word tombola could be carried out in class. The words are said in Maltese/English and they have to match them with the Italian version on their tombola. Thanks to the books, exercises and videos students start learning what the typical rubrics mean. Their frequent use helps beginners to grasp meaning more easily.

Students can view the video of the song **Sabato sera** to learn the days of the week. Students listen and fill in the days of the week. Creating a class chart with days of the week and months of the year is useful for students to learn through fun activities. Daily, students then refer to the chart to read, write and say the days of the weeks and months. Reference to similarity between Maltese, English and Italian can be made especially when learning the months of the year.

Working in groups, students associate words to images and write the correct word to match the picture. Students can also complete very simple phrases or sentences, using memorised vocabulary pertaining to the theme “class”, e.g.

Students will:

- Read simple sentences with understanding (Level 5 reading)
- Read basic words in Italian after these have been duly exposed and repeated to them (Level 4 reading)
- Imitate the teacher’s phrasing, intonation and pronunciation correctly when reading texts on familiar topics (aloud) (Level 4 reading)
- Read and recognise single words such as **cane**, **gatto**, **penna**, easy cognates like **lettera**, **televisione**, **salotto**, and short phrases set in a familiar context (Level 4 reading)
- Follow written or spoken classroom commands to complete an activity (Level 4 listening, reading)
- Match and associate words to pictures (Level 4 reading)
- Read and write the days of the week and the twelve months in a simple context (Level 4 reading, writing)
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<tr>
<th>Writing (2 lessons)</th>
<th>L’insegnante è vicino alla _____ (finestra/porta/etc.), etc.</th>
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<td>The teacher will:</td>
<td>Spelling activities can help the students write correctly. They carry out interactive activities where they are asked to write a word correctly and, in pairs, they can correct their own mistakes, because after a number of attempts, they are given the correct answer. Emphasis must be laid on the double letters, e.g. cc – <em>piccolo</em>, ff – <em>caffè</em>, gg – <em>messaggio</em>, ll – <em>giallo</em>, mm – <em>mamma</em>, nn – <em>nonna</em>, rr – <em>arrivederci</em>, tt – <em>lettera</em>, zz – <em>pizza</em>. Dictation is carried out in class. The teacher may prefer to present a short text with omitted words for the students to fill in instead of presenting single, isolated words. Some of the omitted words will have some of the letters included already, so all the students can attempt these more successfully. Double-lettered words are included in the dictation exercise.</td>
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<td>5. teach students to write some basic words and very short phrases which have a similarity with Maltese cognates and start the practice of dictation and the importance of orthographical skills from the beginning of the foreign language teaching and learning process.</td>
<td>Students will: write to dictation and start practice their orthographical skills (Level 5 writing) complete very simple phrases or sentences (Level 5 writing) use knowledge of the alphabet and letter sounds to spell words correctly (Level 4 writing) label items and choose the proper words to complete short phrases or sentences (Level 4 writing) copy single words and check copied writing for accuracy (Level 4 writing)</td>
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<th>Incorporating 4 strands: (2 lessons)</th>
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<td>The teacher will:</td>
<td>The teacher introduces the term <em>Stivale</em> as another name of the Italian peninsula. S/he explains why it is referred to in this way. The teacher then passes on to explain where Italy is, how big it is, compare and contrast it and its properties with other countries including Malta. The intercultural aspect could be outlined thanks to a map, and thanks to pictures, power point presentations and, especially, short videos and games. The students themselves bring photos or objects that remind them of Italy or which they associate with Italy. Pictures that show things which the students associate Italy with could also be a good start and they can be displayed in an appropriate corner of the class. A map is used to show 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. Students become more aware of where Italy is and with which countries its territory has a border. They realise that this is a different reality from Malta. The students are made aware that Italians can travel to other European countries even by car. Drawing the map of Italy, the border countries and the seas that surround Italy helps students focus on this reality. It is very important that students also understand the position of Malta in the drawn maps. Apart from the fact that Italy is a peninsula, it is important to mention the names of:</td>
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<td>6. teach students the position and size of Italy in the word and in the Mediterranean with relation to Malta and the basic geographical features of Italy. These will include 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.</td>
<td>Students will: understand the word <em>Stivale</em> and why it refers to the Italian peninsula learn that Italy is a peninsula because it is attached to other countries on the northern side only identify a map of Italy and the Italian peninsula, its position in the Mediterranean and in the world compare Italy’s size to Malta’s size. identify Italy’s position in the Mediterranean, Malta’s position, the countries which form a border with the Italian territory, the seas which surround Italy as well as the two mountain ranges, the volcanoes, and the main rivers and lakes.</td>
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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).

**Digital Technology Enhanced Learning – Italian eLearning Entitlement**

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Sound recognition:**

Students explore the sounds of the Italian language utilising the recording and playback capabilities of Easi-speak\(^5\).

Students upload recordings on computer and with the use of the programme Audacity\(^1\) they analyse the recordings and edit audio clips to insert in application programs like PowerPoint\(^1\), Microsoft PhotoStory \(^3\), Microsoft Photosynth\(^2\) [http://photosynth.net](http://photosynth.net) or Cartoon Story Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm](http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm).


**Learning diary:**

Students use Simple Diary\(^4\) [http://www.webbedfeetuk.com/a-simple-diary.php](http://www.webbedfeetuk.com/a-simple-diary.php) to generate a vocabulary file and other ad hoc specific files to requirements which can easily be accessed.

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1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: Italian  
Form 1

Unit code and title: **ITA 7.2 MYSELF AND OTHERS – IO E GLI ALTRI**

Strand: Listening, Speaking, Reading & Writing  
Unit Duration: 9 sessions of 40 minutes; Total 6 hours

### OBJECTIVES

The teacher will teach students to:

1. identify the intonation of a simple statement, question and command and the intonation and simple stress patterns in single words or phrases, as well as understand the gist of a very simple dialogue (Listening)
2. ask and say the name of a person in Italian and engage in a short dialogue where they present themselves and interact with peers. (Listening and Speaking)
3. read more short sentences and dialogues in the present tense and start having a basic awareness of the main two registers (formal and informal) (Reading)
4. learn the basic colours in the Italian language (Reading)
5. 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. (Writing)
6. get an awareness and learn the main cities of Italy, their position and their most famous landmarks

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<td>Basic vocabulary, structures and techniques which relate to describing oneself and others.</td>
<td>Students start attempting to express their own identity and identify that of others in Italian. The basic notions of name, surname and nationality are dealt with. Students’ exposure to the spoken language is most important at this stage. The teacher should be aware of this and only revert to the mother language when strictly necessary for understanding, e.g. when explaining rubrics. The fact that they shall be listening to native speakers, using a normal rhythm of speech, will require patience and repetition. However, the students will also be getting a more authentic picture of what the language really entails. Simplicity and variety are two key words at this beginning stage of language learning. The more the basic skills are reinforced through various activities covering different Levels, the more long term language learning will be achieved. Vocabulary is the knowledge of words and word meanings. It is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. (<a href="http://www.readingrockets.org/article/9943">http://www.readingrockets.org/article/9943</a>).</td>
<td><em>Rete! Junior A</em> textbook, <em>guida insegnante</em> and <em>videocorso</em>, with reference to <em>Percorso Uno – In Viaggio; L’italiano per noi; Lo Stivale;</em> charts; posters; games; handouts; ICT resources, ppts, etc. <em>Civiltàpuntoit</em>.</td>
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<td>Names of persons; words related to nationality, e.g. <em>italiano; maltese</em>. Certain basic interrogatives, e.g. <em>come?; di dove?</em> Salutations, e.g. <em>arrivederci; ciao.</em> The basic colours: <em>bianco, nero, verde, rosso, blu, giallo, rosa, viola</em></td>
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Websites:
- http://www.eduweb.victoria.gov.au/languagesonline/italian/sect02/no_1/no_1.htm
- http://www.italica.rai.it/lingua/corso.htm

Comprensione audiovisiva:
- http://www.intitalia.rai.it/esercizi.asp?contId=3&exId=28
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<th><strong>Teaching objectives</strong></th>
<th><strong>Examples of teaching experiences and activities</strong></th>
<th><strong>Indicators of learning outcomes</strong></th>
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| **Listening and Speaking**  
(1 lesson)  
The teacher will:  
1. identify the intonation of a simple statement, question and command and the intonation and simple stress patterns in single words or phrases, as well as understand the gist of a very simple dialogue  | Students are encouraged to use various strategies in listening. They should *plan* (before listening, e.g. ask themselves questions about possible content), *monitor* (during listening, e.g. keep in mind what was not understood) and *auto-evaluate* (at the end, evaluate if their scope was reached or not, what problems they have met and what strategies they have met). The teacher should absolutely avoid translating word for word into the mother language, (wrongly) thinking that in this manner s/he will be helping her/his students in understanding. Students should be taught that, at this point, it is not important to understand each word heard but be exposed to the Italian idiom through hearing. Moreover students should be made to understand the importance of working in pairs or in small groups as a technique in order to utilise to the maximum the (short) time dedicated to the development of their communicative skills.  
Students can listen to various statements and they have to decide if the sentence for instance is a question or a command. These should be tackled one at a time. Students act out simple straightforward statements, questions and commands, and their classroom companions guess which one is being acted out. Variety and consistency are recommended for such activities so that all students can start engaging themselves and feel confident in their response. Students follow a short dialogue spoken by native speakers. Repetition of the dialogue is carried out so that the students can grasp what is being said. Understanding the gist of the dialogue is important at this stage. Various methods are set out to check that students have understood, e.g. answering questions, completing a grid, matching text to images or substituting words in the heard story.  | Students will: identify intonation and simple stress patterns in words and phrases as well as distinguish simple statements, questions and commands (Level 4 listening) produce differences in intonation, e.g. difference between question, answer and command intonation (Level 4 speaking) |
| **Speaking**  
(2 lessons)  
The teacher will:  
2. teach students to ask and  | The teacher provides maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks and shared knowledge. S/he tries to involve each student in every speaking activity; for this aim, s/he practises different ways of  | Students will: understand the importance of listening for key words to assist understanding (Level 5 listening) |
say the name of a person in Italian and engage in a short dialogue where they present themselves and interact with peers.

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<td>student participation. The aim is to have less teacher speaking time in class while increasing student speaking time.</td>
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<td>Pair/group work activities: students ask each other their names. The roles are subsequently inverted – the one who asks the question would then give the answer. Students act out, presenting themselves first and then a friend to another friend, e.g. Ciao, io sono Maria. Ho 12 anni. E tu, come ti chiami? Mi chiamo Carla, piacere. Ho 11 anni. Questo è il mio amico, Filippo, etc.</td>
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<td>Role playing is ideal. A pattern is presented and the students follow it and change the names. It is important that the students have a model which they can consult so that they feel confident in expressing themselves. However, more independent engagement on the part of the students in a dialogue, should always be encouraged.</td>
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<td>Reading (2 lessons)</td>
<td>Thanks to exercises, videos and other material, students start learning what the typical rubrics mean. The rubrics could be written on a chart for all the students to see and read with understanding. The teacher asks students to act out a short dialogue by reading it out in class. This is to be carried out after the students have</td>
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<td>Students will:</td>
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<td>follow a short dialogue in Italian (Level 5 listening)</td>
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<td>demonstrate comprehension of simple, factual information by answering questions, completing a grid, matching text to images or substituting words in a story (Level 5 listening)</td>
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<td>construct a short dialogue, e.g. they present themselves (Level 5 speaking)</td>
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<td>communicate about relationships between people (Chi è? È mio cugino, è il mio amico, etc (Level 5 speaking)</td>
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<td>respond to simple questions about themselves and participate in social exchanges with teacher and peers, e.g. Ciao. Buongiorno. Permissso? Posso andare...?, Posso avere...., per favore? Presente. Non so, imitating, if necessary, particular words or phrases (Level 5 speaking)</td>
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<td>follow and understand a simple conversation with the help of visual cues (Level 4 listening)</td>
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<td>ask the name of a person in Italian and respond to it (Level 4 speaking)</td>
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<td>say the name of another person in Italian (Level 4 speaking)</td>
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<td>introduce themselves, expressing personal details e.g. nationality, sex, age, date of birth, etc (Level 4 speaking)</td>
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<td>Students will:</td>
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<td>read with understanding some more simple rubrics (Level 5 reading)</td>
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<td>3. teach students to read more rubrics, short sentences and dialogues in the present tense and start having a basic awareness of the main two registers (formal and informal)</td>
<td>been given the opportunity to listen to the dialogue for several times, according to the necessity. Besides a dialogue, the students start reading with understanding simple sentences. This gives them the opportunity to contextualize words which, at a previous stage, had been presented on their own. For instance, short descriptions of young people presenting themselves are read out. Thanks to the reading of dialogues, students can become aware of formal and informal address in Italian. Students can start identifying some differences especially by noting the difference in verbs with which they are becoming familiar with, e.g. <em>Come ti chiami/Come si chiama?</em> Students will meet more occasions where the informal registers are used. This is particularly intriguing for our students. Some students may grasp this more easily and ask questions to inquire more. At this initial part, it would be best to encourage those students who are ready to attempt to use the registers. In class the students may be asked to write down a short presentation of themselves or simple sentences about familiar pictures; at home they may be asked to write a presentation of one of their friends. Students may be presented with already familiar sentences in which the words are jumbled up. They have to place them in the correct order and therefore start identifying where the subject and the verb of a sentence usually are. Group work here helps all students get more practice and they can attempt to construct simple sentences.</td>
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<td>The teacher will: 4. teach students the basic colours in Italian.</td>
<td>The basic colours, namely, <em>bianco, nero, rosso, blu, verde, giallo, rosa, viola</em> are presented to the students. It is always suggested that such words are taught within a context. Many activities could take place which would involve the four major language skills. Activities such as listening and drawing, matching the colour to the word etc. The use of the interactive whiteboard and online activities is also recommended here since different colours could be easily shown in class.</td>
</tr>
</tbody>
</table>
### Writing  
**(2 lessons)**
The teacher will:

5. teach students to distinguish between a noun, a verb and an adjective and write these in simple sentences in the correct order such as when writing a very short introduction of themselves stating name, surname, nationality, etc.

Students are given a set of sentences related to material which is very familiar to the students, e.g. *La classe è spaziosa, io ho un astuccio colorato.* In small groups they decide which are the nouns, the verbs and the adjectives and underline/colour/encircle them accordingly. Afterwards students are presented with similar sentences which have missing words. In groups the students choose from a set of flashcards which word to include in the right sentence. The missing words are now nouns, verbs and/or adjectives. Students are further encouraged to add nouns, verbs and adjectives themselves in order to complete the sentences.

Another motivating activity consists of giving the students very simple jumbled up sentences and, in small groups, they reorder them, e.g. *spaziosa, classe, è, la molto... La classe è molto spaziosa,* etc.

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

6. teach students an awareness of Italy’s main cities and their characteristic landmarks and symbols.

Students will:

Students will: understand and use rules that exist in Italian for word order and sentence construction, e.g. *(Il mio amico) Gianni mangia le patatine* (Level 6 writing) sequence sets of (known) words to make simple, correct sentences (Level 5 writing) write very simple sentences about familiar pictures or a sequence of pictures (Level 5 writing) write correctly very short phrases and sentences related to vocabulary that has been previously exposed to them (Level 5 writing) write short sentences and are able to identify word order, particularly the subject and the verb (Level 5 writing) copy or fill in sentences with single words (subject, noun, verb) (Level 4 writing)

Thanks to a variety of resources and activities the students start familiarising themselves with the names of Italy’s main cities and the landmarks, such as famous monuments, that characterize them. The students can be encouraged to look for pictures and even bring to class photos which they may have.

The cities are: *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.*

Teacher can show students a powerpoint presentation which highlights these locations or encourage students to create one themselves.

Students will: get an awareness of Italy’s main cities and the most famous monuments and symbols for which they are famous.
**Digital Technology Enhanced Learning – Italian eLearning Entitlement**

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Listening, Speaking:**


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1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: Italian  
Unit code and title: **ITA 7.3 ON THE ROAD – LA STRADA**  
Strand: Listening, Speaking, Reading & Writing  
Unit Duration: 9 sessions of 40 minutes; Total 6 hours

### OBJECTIVES
The teacher will teach students to:

1. 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. (Listening/Speaking)
2. understand more new words given a context and visual cues (textbook/s, charts, pictures, etc.). (Reading)
3. 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. (Reading/Writing)
4. conjugate the verb *essere* in the present tense together with the subject pronouns. (Writing)
5. write well constructed short sentences and use the negation *non*. (Writing)
6. learn the names of major Italian cities and regions.

### Key Words
- Words related to one’s name and surname, nationality, etc. Other classroom instructions and vocabulary related to the classroom e.g. *lavagna*, *cancellino*, etc., classroom commands, e.g. *trovate la pagina, chiudete la porta*, etc. and adjectives of nationality, e.g. *italiano*, *maltese*, etc. Further awareness of the formal register, e.g. *Lei, Signore, come si chiama?*
- Gender differences especially in adjectives of nationality, e.g. *russo, russa, italiano, italiana, maltese, francese*.
- The verb *essere* in the present tense.

### Points to note
- After a first introduction to the language the teacher has to continue reinforcing what has been taught in previous lessons and continue building up gradually by reinforcing through various activities the four major skills. Vocabulary input should be continuous. The teacher should also make use of different resources to enhance the language lesson and continue to motivate the students. Basic reading and watching a television programme daily in Italian are always suggested. The interactive whiteboard should be used in class to motivate students and be more aware of their learning process. The teacher’s rapport with the students and the gradual introduction and reinforcement of activities, both oral and written are strongly recommended.
- It is essential to understand that morphology, syntax, coherence and cohesion are the mainframe on which a language is built and finds its foundations. But if there are no humble stones or bricks of which any structure is made, there will not be any walls! And neither will there be the whole structure! This makes it clear that the teacher must put absolute emphasis on the teaching and learning of vocabulary. The teacher can use charts, power points, flashcards, posters, realia as well as the textbook to carry out activities that encourage further vocabulary building. The practice of building one’s own dictionary should be encouraged.

### Resources
- The textbook *Rete! Junior A – unit In Viaggi and guida insegnante. Rete! videocorso; l’Italiano per Noi! & other basic readers such as La collana verde e La collana rossa; power points; flashcards; video clips etc. Lo Stivale and Lo Stivale online*
- Websites:  
  - [http://telelinea.free.fr/italien/index.htm](http://telelinea.free.fr/italien/index.htm)
  - The formal register [http://www.initalia.rai.it/esercizi.asp](http://www.initalia.rai.it/esercizi.asp)
  - Culture: Regions, Cities and attractions [IWB online resources](http://www.initalia.rai.it/esercizi.asp)
<table>
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<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
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</table>
| **Listening and Speaking**  
(3 lessons)  
The teacher will:  
1. teach students to obtain specific information from a dialogue which they can express verbally and ask about the nationality of a person and construct a short dialogue where name and other personal details are outlined. | In order to activate differentiation, gradation should be applied to the input (e.g. variety and Level of interest of the arguments, lexical and textual complexity of the excerpt, one or more interlocutor, background sounds, etc.). Another method consists in grading the difficulty of the type of listening (e.g., global listening, to capture the general sense; selective listening, to identify particular elements; intensive listening, to gain all the meanings transmitted in the discourse).  
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 with visual cues. They can also listen to groups of words and short phrases and pick the odd one out. This can be a group activity where the group which identifies most letters in the shortest time, wins.  
Students listen to names and surnames of Maltese and Italian students and spell them out. The choice of such names should take into consideration the different student abilities.  
Students listen to a dialogue from the textbook CD or from Internet. They answer multiple choice and true/false questions, according to their skills. Questions are graded in difficulty so as to meet all Levels of ability.  
Students listen to a dialogue/short text. In groups, they identify what the situation is (e.g. at the bar; at the tourist office; in class, etc.) They match them with an already prepared title which might also be invented by themselves. They are given the dialogue/text with missing words which they have to fill in. Some of these words are unfamiliar to the students and the teacher guides them towards understanding these words through the use of the context. The linguistic content could also help meaning, e.g. “Is the word a noun, a verb or an adjective?” Alternatively, the dialogue/text could be presented with some mistaken words. After listening, these mistakes have to be identified and corrected. The ‘mistakes’ could change the text in a funny way, so that the students enjoy more ‘correcting’ them and show that they have understood. | Students will:  
understand meaning of some unknown vocabulary with the help of the context and visual cues (Level 6 listening)  
identify and understand the main ideas of a short text which is read out at a slow pace and which contains familiar language (Level 6 listening)  
identify specific information in a short dialogue in response to questions put to them (Level 5 listening)  
understand a limited range of short phrases and sentences consisting of very familiar words with the help of visual cues and repetition (Level 4 listening)  
listen to names and surnames and repeat them (Level 4 listening)  
identify the formal and informal registers through the reading of short dialogues (Level 6 speaking)  
construct a short dialogue where name and nationality feature prominently after being exposed to its pattern (Level |
<table>
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<th>Speaking activities need to be planned according to their grade of difficulty. Suggested activities to promote speaking are simple discussions, role plays, simulations, information. Students imitate in class the situations that are outlined in short video excerpts, gap filling, brainstorming, storytelling, interviews, story completion, reports, picture narrating/describing, finding differences, etc.</th>
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<tr>
<td>A pattern dialogue is exposed to the students with simple questions and answers. In this pair work activity, it is suggested that the teacher proceeds gradually by expecting single words or utterances, but the students can also be challenged to construct the dialogue according to pattern and further still to add something of their own to the dialogue. As a build up to unit 7.2, dialogues will contain more use of the formal register as used in Italian with dialogues containing sentences like “Lei, Signore, come si chiama?”</td>
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<td>Students imitate the questions and answers which feature in the first unit. The teacher can create further situations and encourage students to say their nationality and that of others with more fluency. In groups, students say to/ask each other how certain words are written. At this point, emphasis lies on the importance of conversing in Italian more than writing the dictated words correctly.</td>
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<td>Classroom commands and textbook rubrics are read with understanding. The process can be slow and gradual, so as to allow all students to grasp them. They can be written on a chart in class for all students to get used to. Students can act out some of the commands and their classmates have to identify them from a chart or a set of flashcards. Pictures could also facilitate the reading skill if the students match them to the correct command and read it out. The readers suggested in the Resources column can be introduced at this point. Students can take turns to read and act out the episodes outlined in the books. Previous brainstorming activities are essential to introduce a topic or vocabulary. It is up to the teacher to adapt the parts assigned to students of different reading ability. An important exercise at this stage is that the teacher gives a number of jumbled up words to the students who have to put them in order to form a complete sentence.</td>
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<td>Students will: sequence a group of words to form a complete sentence (Level 6 reading) follow further classroom instructions and textbook rubrics (Level 5 reading) identify further words, phrases and short sentences (Level 5 reading) read phrases and sentences with understanding and they start identifying gender and number in Italian while reading (Level 5 reading)</td>
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| Reading and writing | 3. teach students to sequence more words into longer sentences and become aware of the gender in Italian nouns and adjectives of nationality and show awareness of the basic punctuation marks. | The teacher will:  
For better reading with the proper intonation, flashcards can be used. In groups, the students choose some flashcards and they try to read the sentence, question or command. A group representative reads it out and the other groups decide whether the sentence is read out correctly with the right intonation. The teacher sees to it that emphasis is laid on learning the proper pronunciation of accents. Thanks to the textbook and to other texts/activities, students get familiar with the gender of nouns and adjectives. Punctuation and simple written conventions are given importance so that writing and reading skills are better developed. Attention is laid on the use of the full stop, the comma and the inverted commas. Through a dictation, students check upon their knowledge of accents. | Students will:  
identify simple written language conventions and basic punctuation marks and read with better intonation (Level 5 reading)  
write familiar words, phrases and sentences using the known conventions of written language such as accents and punctuation (Level 5 writing)  
recognize punctuation marks in a given context (Level 4 reading)  
fill in/write punctuation marks in a short passage (Level 4 writing) |
|---|---|---|---|
| Writing | 4. teach students to conjugate the verb essere in the present tense together with the subject pronouns. | The students would have already been informally exposed to this verb. Here, however, the students are being guided to focus on its construction and on how it varies according to the accompanying subject pronoun. Various activities could be included starting from recognition of the verbal forms to the writing of the verb, always within a context. Exercises and short sentences using previously learnt vocabulary can help students learn more the verb. E.g. *io sono uno studente / io sono una studentessa* ecc  
Students pretend they want a special friend. They write simple sentences where they give basic, personal information. Once they complete this, they choose randomly a piece of work and that student becomes the special friend for the day. They can also see what they have written and learn from each other. | Students will:  
write the verb essere in the present tense together with the corresponding subject pronouns (Level 5 writing)  
write short sentences which include name, nationality and other basic information about themselves (Level 5 writing)  
reorder a number of words to form a complete sentence (Level 5 writing)  
complete a simple form with personal details using single words (name, address, age, telephone number, e-mail, etc.) (Level 4 writing) |
The teacher will:

5. teach students to write well constructed short sentences using already acquired basic vocabulary and start using the negation *non*.

The students continue to build up on previous learnt formats so that they are introduced to the negative form *non*. Students are presented with sentences in the positive mood. They have to change them to the negative mood by using the word *non*. At a first stage they have only to fill in the word *non*. Then they are given words and they reorder them to form sentences with this negation. Thirdly, they change complete sentences.

Students will:
write/transform sentences using the negation *non* (Level 5 writing)
recognize the verb and write *non* in front of the verb (Level 4 writing)

| Incorporating 4 strands: (2 lessons) | Teachers are encouraged to take the initiative and involve their students in class projects in which the intercultural element of learning and contrasting a foreign and one’s own culture is given its due importance. Such activities will encourage students to recognise a context which refers to the Italian culture rather than their own and to start appreciating the importance of Italian cultural heritage in comparison to their own. Various activities and resources can be used here. The use of pictures, power points, websites and video clips is again highly recommended. The online activity Su e Giù per l’Italia is suitable as well. Students can carry out short researches individually or in groups, especially on the Internet; they bring photos in class or pictures and share them with their companions. Students can easily start observing the physical and political maps of Italy which feature in various books. The students here get to know that Italy has 20 regions and that they are situated in the Northern, Central and Southern part of the peninsula, together with two major islands. The regions and their *capoluogo* which are dealt with are: Veneto; Piemonte; Lombardia; Toscana; Lazio; Campania; Sicilia; Sardegna.
PC games such as geografia italiana are recommended. Game is downloadable from: http://www.iprase.tn.it/iprase/content?noderef=workspace://SpacesStore/27608f25-f123-4580-8fb5-cbb64c856122&type=documentazione&contentType=gioco&lan=IT | Working on a map of Italy, students will understand that Italy is divided into 20 regions. The students become familiar with the most important regions and their main cities. |
Digital Technology Enhanced Learning – Italian eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Listening, Speaking, Writing:**

The students explore and utilise the recording and playback capabilities of the Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their voice recordings for insertion in programs like Cartoon Story Maker\(^4\) or in Prezi\(^2\) http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm that match a particular situation of the lesson undertaken.

Teacher utilise the online program KeepVid http://www.keepvid.com to download videos from the Internet.

Teacher utilise the program Windows Movie Maker in the preparation for video clips used during lessons.

Students use Simple Diary\(^4\) http://www.webbedfeetuk.com/a-simple-diary.php to generate a journal of what they learned and update their vocabulary file.

Students utilise the online program TodaysMeet\(^2\) http://todaysmeet.com to share ideas with their peers and their teacher in real time.

Students create a Concept Map\(^3\) http://cmap.ihmc.us/download where they insert text, voice, pictures and video related to the lesson undertaken.

Students create a Prezi\(^2\) presentation http://prezi.com where they insert text, voice, pictures and video related to the lesson undertaken.

Students create their own presentations by use of video clips or pictures and music they record themselves to show their understanding of various situations during greetings by using the program Animoto\(^2\) http://animoto.com.


Students / teacher may utilise the Match Game Maker program from http://www.education.vic.gov.au/languagesonline/games/matching/index.htm to generate various matching games which may include text - text, text - voice or voice - voice.

Students / teacher may utilise the program Cartoon Story Maker\(^4\) http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm to provide basic information about major Italian cities and regions against famous backdrops by the insertion of text bubbles, titles and information boxes including audio to create a short story.

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1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
**Subject:** ITALIAN  
**Unit code and title:** ITA 7.4 IN THE CITY – IN CITTÀ  
**Unit Duration:** 9 sessions of 40 minutes; Total 6 hours

### OBJECTIVES

The teacher will teach students:

1. to acquire vocabulary and write about the city, public amenities, facilities and services available. (Listening, Speaking and Writing)
2. to use the definite and indefinite article in the singular form. (Listening, Reading, Speaking and Writing)
3. to conjugate the verbs ending in –are, –ere and in the –ire in the present simple indicative (Listening, Speaking and Writing)
4. to identify and write numbers and vocabulary related to personal information. (Listening, Speaking and Writing)
5. to use appropriate terms when posing questions, e.g. *chi?*, *perché?*, *cosa?*, *quando?*, *quanti?*, *qual è?* Responding also with *c’è*, *ci sono*. (Speaking, Reading and Writing)
6. to reinforce the use of the verb *essere* and to use the auxiliary verb *avere*. (Listening and Speaking)

### Key words

- **Cardinal Numbers:** 0-20.
- The definite and the indefinite article in the singular form: *un*, *uno*, *una*, *un’*  
  *il*, *lo*, *la*, *l’*
- Question tags: *perché?*, *chi?*, *cosa?*, *quando?*, *quanti?*, *qual è?*
- Present indicative tense of *avere*, *essere*.
- Present indicative of –are, –ere, –ire verbs

### Points to note

To achieve her/his teaching objective, the teacher taps into students’ knowledge of the theme in question. With the use of visuals students assimilate and conceptualize new ideas which are not available in the surrounding environment (such as trains and train stations). Culture is an asset for contextualizing foreign language learning. 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. Correction should not be restricted to verbal communication to avoid inhibiting students. Below is a list of teaching examples: the teacher should use them as a general outline and as an idea of what can be done. Professionally can make use of the text book and other material as s/he deems necessary.

### Resources

- **Rete! A, Rete Video, Civiltàpuntoit, L’Italiano per noi, Lo Stivale, La Lingua in Gioco (Caon & Rutka).**
- The use of websites and ICT in class is strongly recommended: *Raiclick, You Tube, watch and learn with professor Totò, ELI flipcharts, il sito di Civiltàpuntoit, webquests.*
- Com’è bella la città – Giorgio Gaber
- Il tappeto volante  
  [http://www.vbscuola.it/area/a-appli2009.htm#tappeto](http://www.vbscuola.it/area/a-appli2009.htm#tappeto)
- Geography  
  *Su e giù per l’Italia*  
  [http://www.italianoinfamiglia.it/corso.asp](http://www.italianoinfamiglia.it/corso.asp)
- Online exercises - verbs
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<tr>
<td><strong>Listening, Speaking and Writing (2 Lessons)</strong></td>
<td>The teacher needs to differentiate tasks like matching words to pictures, writing the target words in street sketches and writing sentences using the target words, e.g. <em>Il treno è in stazione</em>, <em>L’autobus è rosso</em>, etc. Students will hear different sounds (recorded by the teacher on the personal laptop or downloaded from <a href="http://www.hark.com">http://www.hark.com</a>) and try to identify what they are hearing: train, park, cup and saucer touching or sounds of cafeteria, school, etc. Students will write in a list what they are hearing in Italian. Written words have to be correct because this phase aims at checking that students know how to write the learned vocabulary correctly. Teacher provides a jumbled up text in the form of a dialogue and then divides the students in small groups. Students reorder the text or a similar one and then present it to the class by reading it out aloud and/or acting it in front of their peers. As a group students write a short paragraph or small sentences or phrases, the services offered in a street or create their own city with public services, designing streets, houses, services, squares, etc.</td>
<td>Students will: understand, with the help of visual cues and repetition, a range of short phrases and sentences consisting of vocabulary related to the services in a city or street (Level 4 listening) anticipate the themes or topics discussed by using learnt vocabulary (Level 5 speaking) identify which products can be acquired at the different shops with the help of visual clues (Level 5 speaking) convey the message of a song in simple comprehensible speech (Level 5 speaking) describe physical characteristics (Level 5 speaking) identify and name services within the city (Level 4 speaking) identify and name services within the city (Level 4 speaking) describe in short, simple phrases instances seen in a video clip (Level 4 speaking) write names of amenities and services offered in a city (Level 4 speaking) describe physical characteristics (Level 5 writing) write or draw details of amenities and services offered in a city (Level 4 writing)</td>
</tr>
<tr>
<td><strong>Listening, Reading, Speaking and Writing</strong></td>
<td>The teacher gives students a reading text centred on the theme of this unit. The usual pre-reading procedures are followed in order to stimulate the students and Students will: understand the clues of a text (Level 4 reading)</td>
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Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – Italian – 2012
The teacher will teach:

2. to use the definite and indefinite article in the singular form.

arrive at difficult vocabulary. Students work in small groups and can look up the new vocabulary acquired during previous lessons. They can create a list with nouns and adjectives if the text permits. Other students can work out a number of inferential questions. The teacher writes these nouns on the board and with pre-prepared flash cards asks students to try and stick the flashcards next to the words. This can help out identify words which are feminine and masculine and the students will start forming a pattern of when to use *un* and *una* or *una’*. The same can be repeated for the definite.

Here is a simple online game where students match pictures to the right words (ideal for use on the IWB or as home activity) containing the definite articles [http://www.italianforyou.it/italian-language-course-online/en/advanced/drag.htm](http://www.italianforyou.it/italian-language-course-online/en/advanced/drag.htm)

The teacher will prepare flashcards in different colours for different groups, with the vocabulary we can find in class. The flash cards in the group colour will then have to be coupled with another set of flashcards which are the article flashcards. Those who finish first and are correct will win. The game can proceed on a smaller set of flashcards for each student to label the personal belongings with the definite article e.g. *lo zaino, l’astuccio* and will have to label the teacher’s belongings by saying that the teacher has also: *un astuccio, una penna…*

*Il Bingo delle cose fuori posto.* With a handout of different images such as pg. 77-78 of *La Lingua in Gioco*, students will have to guess which picture is being described by the teacher or one of the students, e.g. *c’è un letto in giardino, la famiglia è a tavola in bagno.* Students tick the images until bingo is called.


After the first hearing the class will discuss the message behind the song. On a handout they will have the lyrics of the song with the missing indefinite article. The article can be filled in during a second hearing.

**Listening, Speaking and Writing**

Watching selected video excerpts, students acquire new vocabulary, which includes verbs. Students match pictures and words, including verbs, for actions listening) acquire information related to the content of a song/heard text (Level 4 listening)

use the definite or the indefinite article in a sentence (Level 5 speaking)

identify the nouns and the relative indefinite or definite article by labelling objects present the classroom (Level 4 speaking)

create short phrases by using the noun with the right article and verb (Level 4 writing)

identify the gender of the given vocabulary (Level 4 reading)

fill in a text with the missing article/word (Level 4 writing)

identify the nouns and their relative indefinite article (Level 4 writing)
### (2 Lessons)
The teacher will:

3. teach to conjugate the verbs ending in –are, –ere and in the –ire in the present simple indicative

**going on.** They say what they see in the picture and what actions are going on. Students are asked to guess the details such as the names and surnames of the characters. After which they follow the video and actually get to know the real name and surname. Through the fourth exercise they carry out a short listening comprehension and say what the two youths are doing. They fill in extra information such as their nationalities that they will listen throughout from the video.

Students will describe the activity on a picture of a Train Station. The teacher elicits such vocabulary from the students’ personal knowledge. Students, hearing their peers, will anticipate what the lesson will be about. The teacher writes the relevant vocabulary and the verbs essere, studiare, avere, prendere and restare on the board or prepares flashcards. Students might draw certain vocabulary while others might write the words – copying them or through memory. The teacher starts by using the verbs in the context of a city, etc., e.g. *io prendo l’autobus blu, Mario studia l’orario del treno, tu hai il biglietto per Roma*, etc.

After viewing pictures and flashcards of different amenities in a city, students describe them in simple sentences/phrases, according to their ability. In pairs or small groups, students ask questions and try to guess the shop or service. Students can also carry out a simple role play where, e.g. they create a dialogue in a station, needing to buy tickets, post a letter at the post office, order a cappuccino at the bar or ask for the lavatory. When they do not understand their interlocutor, students ask for a repetition or, better, express non-understanding, e.g. *Scusa, non capisco, puoi ripetere, per favore?* Students produce mini dialogues, e.g. *in biglietteria*, or to book a table at a restaurant – *siamo in quattro...* and repeat procedure when they do not understand.

From an image maybe using one of the resources listed, the children have to find the actions the characters are performing. The teacher writes these verbs in the infinitive on the board. The students should notice that all finish with either an –are, –ere or –ire. With a set of flashcards the teacher will ask students to put in order a mixed bunch of playing cards that display a conjugated form –are verbs. These will have the personal pronoun and the conjugated verb. The game starts to get harder when the teacher gives out a second set with the verb on one card and the personal pronoun on the other. A master copy can be stuck on the board.

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Comprehend a wider spectrum of vocabulary and situations</td>
</tr>
<tr>
<td>4</td>
<td>Produce longer and slightly complex sentences or phrases to describe scenarios</td>
</tr>
<tr>
<td>5</td>
<td>Signal non-understanding and ask for a repetition</td>
</tr>
<tr>
<td>5</td>
<td>Inform themselves about a particular locality</td>
</tr>
<tr>
<td>5</td>
<td>Describe scenarios in more complex utterances making use of verbs</td>
</tr>
<tr>
<td>4</td>
<td>Produce short utterances to describe situations</td>
</tr>
<tr>
<td>4</td>
<td>Anticipate vocabulary with the acquired notions</td>
</tr>
<tr>
<td>5</td>
<td>Write simple phrases/sentences based on given models according to their abilities</td>
</tr>
<tr>
<td>4</td>
<td>Identify the action and conjugate it according to the person carrying out the action</td>
</tr>
</tbody>
</table>
### Listening, Speaking and Writing (1 lesson)
The teacher will:

1. teach to identify and write numbers and vocabulary related to personal information.

   While listening to a conversation, students can be asked to identify the numbers mentioned. They practise simple conversation in pairs and give the needed information (name, age, telephone number, etc.) to each other. Students play the part of survey interviewers. They collect as much data from their classmates as possible. In small groups, students create their own questions and ask the name and surname, telephone number, age and nationality of their companion/s. Students give their own details to their peers. Points are assigned for information obtained.

   Online activities on numbers are available at the following links:
   - [Numbers 1-10](http://www.italianforyou.it/italian-language-course-online/en/advanced/intruso.htm)
   - [Numbers 11-20](http://www.italianforyou.it/italian-language-course-online/en/advanced/intruso.htm)

### Reading and Writing (1 Lesson)
The teacher will:

2. teach students to use appropriate terms when...  

   Roll out dice game: On a cardboard dice write the six words: *chi?*, *perché?*, *cosa?*, *quando?*, *quanti?*, *qual è?* Students are divided in pairs or in small groups and take turns to roll out the dice. They write a question with the word drawn, e.g. *Chi c’è a casa?*, *Perché studi l’italiano?*, etc. Alternatively the teacher finds various pictures of situations and puts them on the board. S/he will pick one and keep it to her/himself. With the drawn word students ask the teacher a question and try to answer it.

   Students will:
   - group target words according to semantic themes (Level 6 reading)
   - answer referential, simple questions and/or attempt to answer more difficult questions (Level 6 writing)

| A final set of cards can be given out with the personal pronoun and the stem on one card and the endings on another. These can be done as a group, in twos or on their own and they can also be done on flashcards or matching on a handout. The same can be repeated with other two endings. The teacher gives out a set of (graded) texts which contain verbs with the missing conjugated part (or use sites mentioned in the resources lists). Students have to fill in the missing ending. Other short passages might be also used to insert the missing articles.
| Here is a simple online game where students have to choose the verbs which have some similarity. The verb which is crossed out will be the intruder. This activity is ideal for use on the IWB or as home activity [http://www.italianforyou.it/italian-language-course-online/en/advanced/intruso.htm](http://www.italianforyou.it/italian-language-course-online/en/advanced/intruso.htm)
| Students will:
| copy the 8 different pronouns and their conjugations in the three different endings in the present indicative (Level 4 writing)
<table>
<thead>
<tr>
<th>Listening and Speaking (1 Lesson)</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>The teacher will:</td>
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<tr>
<td>6. reinforce the use of the verb essere and teach how to use the auxiliary verb avere</td>
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<tr>
<td>posing questions, e.g. <em>chi?</em>, <em>perché?</em>, <em>cosa?</em>, <em>quando?</em>, <em>quanti?</em>, <em>qual è?</em></td>
<td>to guess which picture was chosen.</td>
<td>write a set of interview questions following a model to obtain information (Level 5 writing)</td>
<td></td>
</tr>
<tr>
<td>Teacher can make use of visuals for <em>c'è</em>/<em>ci sono</em>.</td>
<td></td>
<td>identify the subject of the verb with more complex texts (Level 5 reading)</td>
<td></td>
</tr>
<tr>
<td>On the website <a href="http://schoolnet.gov.mt/lostivale">http://schoolnet.gov.mt/lostivale</a> there is a downloadable ppt presentation with pictures which can help students say and write the expression <em>c'è</em> for singular or <em>ci sono</em> for plural. Students can be divided in pairs or in groups and describe what images they see and if the objects are singular or plural.</td>
<td></td>
<td>identify the missing verbs or article in a text (Level 4 reading)</td>
<td></td>
</tr>
<tr>
<td>Students can be divided in pairs or in groups and describe what images they see and if the objects are singular or plural.</td>
<td></td>
<td>copy phrases with <em>c'è/ci sono</em> (Level 4 writing)</td>
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<tr>
<td>Catch the intruder. Students will be divided into groups, ideally in 4 groups or 6. Half of the groups will have a set of questions and the other half will have the answers. The questions will read something like: <em>è un animale feroce</em> or <em>ha quattro ruote</em>. The other half will have words like <em>leone</em> and <em>macchina</em>. The group that matches the words to the question first wins. This can be also done having the students in a big circle. The teacher chooses one student to be the catcher and reads out loud the question. The other students will have the words stuck to their uniform. The student who has the word stuck on it has to make a full round and touch a ‘safe zone’ like the teacher’s desk. The catcher needs to anticipate the student with the word and try to touch his back before he reaches the safe zone.</td>
<td>Students will understand clues and descriptions in longer utterances (Level 5 listening)</td>
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<tr>
<td>The teacher prepares a ‘Snakes and Ladders’ game with questions on the boxes. The students are divided in groups and each have to start from the PARTENZA box. The questions may be: <em>chiedi al tuo compagno di gioco quanti anni ha</em>; <em>io sono e noi.......?</em>; <em>chiedi al tuo migliore amico Di dove è?</em>; <em>leggete questo numero 09765543</em>; <em>Qual è la parola estranea- treno, stazione, autobus, mare</em>; <em>Dite quattro oggetti che ci sono nella classe</em>; <em>introduce un tuo compagno- nome e età</em>; <em>Come si dice- un momento o uno momento</em>; etc....</td>
<td>comprehend simple descriptions to identify the subject of the sentence (Level 4 listening)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>understand vocabulary related to numbers and personal information (Level 4 listening)</td>
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<tr>
<td></td>
<td>formulate more complex utterances with the use of the auxiliary verbs to describe something or someone (Level 5 speaking)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>answer to more complex grammatical notions (Level 5 speaking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>speak by using vocabulary related to numbers and personal information (Level 4 speaking)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>use the auxiliary verbs essere and avere to talk about oneself and the others (Level 4 speaking)</td>
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<td></td>
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<tr>
<td></td>
<td>be able to reply to simple questions even within a grammatical context (Level 4 speaking)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Digital Technology Enhanced Learning – Italian eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Listening, Speaking, Writing:**

The students explore and utilise the recording and playback capabilities of Easi-speak<sup>5</sup>. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity<sup>1</sup> to edit their voice recordings for insertion in other application programs.

Students learn to explore the principles of expressing quantities related to personal information through a Quandary<sup>4</sup> set at different levels of understanding, prepared by the teacher [http://www.halfbakedsoftware.com/quandary_tutorials_examples.php](http://www.halfbakedsoftware.com/quandary_tutorials_examples.php).

Students create a Concept Map<sup>3</sup> [http://cmap.ihmc.us/download](http://cmap.ihmc.us/download) where they insert voice, pictures and video in connection with learning about expressing quantities, related to personal information.

Students create a presentation utilising the online program Prezi<sup>2</sup> [http://prezi.com](http://prezi.com) where they insert voice, pictures and video in connection with learning about expressing quantities related to personal information.


Teacher together with students use TodaysMeet [http://todaysmeet.com](http://todaysmeet.com) to communicate between themselves in real time and where the teacher can gauge instantaneously the students’ level of understanding.


Teacher use Triptico<sup>4</sup> [http://www.triptico.co.uk/download-the-app](http://www.triptico.co.uk/download-the-app) on any interactive white board to generate various types of short quizzes to enhance learning and understanding.

Students create their own presentations by use of video clips or pictures, voice and music they record themselves to show their level of understanding of Italian by using the program Animoto<sup>2</sup> [http://animoto.com](http://animoto.com).

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1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: ITALIAN  
Unit code and title: ITA 7.5 WHAT DO YOU DO? – COSA FAI?  
Strand: Listening, Speaking, Reading & Writing  
Unit duration: 9 sessions of 40 minutes; Total 6 hours

### OBJECTIVES

The teacher will teach students:
1. to identify the speaker/s in a listened extract, and give the required information about the speaker/s. (Listening and Speaking)
2. to read and understand a text containing familiar language, using strategies such as context and/or images to interpret the text and answer questions on it. (Reading)
3. how to use the three regular conjugations (-are, -ere, -ire) and the irregular verbs *andare* and *fare* in the present tense. (Writing)
4. 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. (Writing)
5. to make the appropriate use of the prepositions *in, a* and *per (preposizione di durata)* in speaking and writing. (Speaking and Writing)
6. develop their intercultural awareness through the 8 Italian proverbs and 8 idioms and outline their meanings in a context.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Tense of regular verbs in –<em>are, -ere</em> and –<em>ire</em>. Irregular verbs <em>andare</em> and <em>fare</em>. Personal questions and related vocabulary: e.g. <em>mestieri, professioni</em>. Prepositions <em>in, a</em> and <em>per</em>. Personal details written in a form e.g. <em>nome, cognome, età, indirizzo, numero di telefono</em></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 <em>mestieri</em>, something which is definitely within the students’ interests. Students are to be encouraged to find pictures related to jobs so they become active participants in lesson planning too. 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. The teacher makes use of the intercultural aspect when it comes to speaking about jobs, e.g. the changing role of the woman vis-à-vis the traditional aspect of the woman as a typical <em>casalinga</em> in Malta and in Italy. Apart from the vocabulary related to jobs this unit is linked directly with the previous one where the teaching and learning of verbs in the present tense take place. A communicative approach should be adopted alongside the introduction of verb writing.</td>
<td>Textbooks – <em>Rete! Junior A, guida insegnante</em>, CD and <em>Rete! Video, Unità 3 Il Lavoro, Civiltapuntoit, L’Italiano per noi, Lo Stivale</em>. Reading texts in Italian, ppts, images/flashcards, bilingual dictionary, <em>Lo Stivale</em>. Websites: vocabulary, e.g. <em>mestieri</em>. <a href="http://www.italica.rai.it/lingua/corso.htm">http://www.italica.rai.it/lingua/corso.htm</a> (choose: <em>italiano</em>, then choose <em>il percorso per situazioni</em>, choose <em>situazione: con Amici</em> and section: <em>Parliamo di Lavoro</em>). Online dictionary <a href="http://www.wordeference.com">http://www.wordeference.com</a> Regular verbs present tense + <em>essere</em> and <em>avere</em>: <a href="http://www.testonline.com.br/ita26.htm">http://www.testonline.com.br/ita26.htm</a></td>
</tr>
<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
<td>Indicators of learning outcomes</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| **Listening and Speaking** *(2 lessons)*  
The teacher will:  
1. teach students to identify the speaker/s in a listened extract, and give the required information about the speaker/s. | 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 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 and objects, 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. Working in groups students will use a text with pictures to match questions about one’s job according to pictures. Working in pairs students will ask simple questions about jobs, e.g. *Che lavoro fa Angelo? (Angelo) fa il poliziotto.* Students engage themselves in a dialogue in pairs, and carry out an interview through simulation. Students talk of an imaginary job they have or would like to have. They are encouraged to ask for clarification and/or repetition to each other when they do not understand something. | Students will: identify the speakers engaged in a conversation (Level 5 listening) identify main ideas of short speech excerpts consisting of familiar language, spoken slowly and clearly (Level 5 listening) understand longer phrases, simple commands which are spoken (Level 5 listening) respond to what is said or asked by using single words or short phrases (Level 4 listening) identify the speaker in a conversation and say what s/he is saying (Level 4 listening) express short, simple responses and ask elementary questions in everyday situation by using visual cues (Level 5 speaking) take part in brief prepared speech tasks using visual or other cues (Level 5 speaking) ask questions or make statements with reasonable accuracy only with memorized utterances (Level 4 speaking) |
| **Reading** *(1 lesson)*  
The teacher will:  
2. teach students to read and understand a text containing familiar language, using strategies such as context | Working in groups, students will make use of a dictionary to search the meaning of a particular word. 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. The teacher presents (a) text/s, written mostly in familiar language and students read it in small groups. It might be an email/letter/message or an article for *Lo Stivale*, etc. written by someone about his/her job or the job s/he | Students will: understand the main contents of a simple passage by noting title and other visual cues (Level 6 reading) read short written phrases and match simple sentences to related images (Level 5 reading) |
and/or images to interpret the text and answer questions on it. Would like to have, etc. and, e.g. sent to a friend. 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 are asked to explain what the text they have is about. They may revert to the mother language if necessary, however, they should be elicited 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.

Students make use of a bilingual dictionary in class and look up the meaning of words either individually or, better, in groups. Newly learnt words can be identified in a sentence context. Some students will write simple sentences with the words whose meaning has been found while others might draw the word they have just learnt. A good follow-up exercise would be to give the words and meanings in two separate columns and students match the word to its meaning. Students match a number of words related to jobs with pictures. The teacher encourages students to ask for help either from him/her or, better, from their own peers.

**Writing (4 lessons)**

**The teacher will:**

3. teach students how to use the three regular conjugations (-are, -ere, -ire) and the verbs *andare* and *fare*. Flashcards represent simple actions related to verbs which are to be taught, e.g. *la ragazza cammina, i ragazzi leggono un libro, Gianni fa il cuoco, Io vado a scuola* etc. (See Unit 7.4) A group will be given sets of flashcards to match the verb with the job, e.g. *faccio il cuoco / cucino, faccio l’insegnante / insegno*, etc. Another group will

**Students will:**

- use memorized language to express elementary needs and write short messages/paragraphs (Level 6 writing)
- write simple sentences (using the three
-ere, -ire) and the irregular verbs **andare** and **fare** in the present tense.  

Students conjugal the newly learnt verbs after going through the conjugation together and/or with the help of the teacher. Ulterior and more enjoyable help can be found on accessing the site: [http://www.scuolaelettrica.it/quiz/media/classe2/italiano/conjugatore.shtml](http://www.scuolaelettrica.it/quiz/media/classe2/italiano/conjugatore.shtml) and other similar sites.

A simple text where the verbs in question are put in context will help students understand the meaning and the conjugation of the verbs in question much better.

The teacher presents other flashcards with different jobs and students are asked to use the rightly conjugated verb/s to construct a sentence, e.g. **Mario e Gianni lavorano come cuochi; Paolo fa il muratore**, etc.

Students fill in a paragraph by choosing the correct verb in the indicative present. Others can fill in a paragraph by guessing the right verb conjugated in the indicative present. Students can write a paragraph using learnt verbs in the indicative present.

<table>
<thead>
<tr>
<th>Writing (1 lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will:</td>
</tr>
<tr>
<td>4. teach students to write a short self-presentation using familiar vocabulary and language (4 or 5 sentences) and to complete a simple form with personal details.</td>
</tr>
<tr>
<td>The teacher helps students work out grammar exercises. Other graded grammar exercises, intended for the various abilities, should be used. Individually students are given a simple form to complete with personal details (name, address, age, telephone number, e-mail, parents’ names, etc). The teacher coaches students throughout this activity and when necessary additional vocabulary is given to the students, e.g. <strong>moltese, gozitano, anni/età, studente, indirizzo</strong>, etc.</td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>write personal details in simple, short sentences (Level 4 writing)</td>
</tr>
<tr>
<td>write personal details by filling in basic forms (Level 4 writing)</td>
</tr>
</tbody>
</table>
### Speaking and Writing (1 lesson)
The teacher will:
5. teach students to make the appropriate use of the prepositions *in*, *a* and *per* (*preposizione di durata*) in speaking and writing.

At this stage students are given models where the prepositions *in*, *a* and *per* (specifically used to explain a duration period) are used, e.g. *Abito in Via San Carlo; Studio l’italiano per cinque anni; Oggi non vado a scuola*, etc. They memorize them and, in small groups, create their own similar situational sentences. They speak them out after they finish the exercise. Peers decide whether what is said is correct or not. These three prepositions are very important but as much important is the fact that peers correct each other’s work.

Students will:
- say short phrases like *vado a scuola* (Level 4 speaking)
- use knowledge of mastered vocabulary and word order in writing simple sentences using the prepositions *in*, *a* and *per* (Level 5 writing)
- understand the use of the prepositions *in* and *a* as location prepositions, e.g. *a Roma, in Italia* (Level 5 writing)

### Incorporating 4 strands: (1 lesson)
The teacher will:
6. make students aware of and develop their intercultural competences by teaching them the 8 Italian proverbs and 8 idioms and outline their meanings in a context.

For a complete list of proverbs and idioms see appendix in Teacher’s Handbook.

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. The teacher should take initiative and involve students in a class discussion highlighting the idioms and proverbs and similarities to the Maltese idioms or proverbs. Students can match the idioms and proverbs to the corresponding picture. Students can find pictures of the mentioned idioms and proverbs. Others could do a power point and present it to the rest of the class.

Students will:
- indicate/highlight pictures of idioms and proverbs and find similarities to idioms and proverbs in their mother tongue.
- identify the meaning of the idioms and proverbs in a context.
**Digital Technology Enhanced Learning – Italian eLearning Entitlement**

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Listening, Speaking, Reading, Writing:**

The students explore and utilise the recording and playback capabilities of Easi-speak5. Students capture short audio segments for planning, representing knowledge or for reflection. Students use Audacity1 to edit their voice recordings for insertion in other application programs. Students learn to listen and sift the required information from video clips in relation with this area of learning by accessing a Web Quest created by the teacher utilising the program Zunal2 [http://www.zunal.com](http://www.zunal.com).

Students create a Concept Map3 [http://cmap.ihmc.us/download](http://cmap.ihmc.us/download) where they insert voice, pictures and video in connection with this learning area.

Students make use of the online program TodaysMeet [http://todaysmeet.com](http://todaysmeet.com) to collaborate through text with each other in real time. Students use Simple Diary4 [http://www.webbedfeetuk.com/a-simple-diary.php](http://www.webbedfeetuk.com/a-simple-diary.php) to generate a journal of what they learn and to update their vocabulary file.

Teacher use Triptico4 [http://www.triptico.co.uk/download-the-app](http://www.triptico.co.uk/download-the-app) on any interactive white board to generate various types of short quizzes to reinforce learning and understanding.


Teacher/students may utilise short video clips to insert Italian subtitles or translate Italian in another language by inserting subtitles through the program dotSUB2 [http://dottsub.com](http://dottsub.com).

Students create their own presentations by use of video clips or pictures, voice and music they record themselves to demonstrate their level of understanding utilising the program Animoto5 [http://animoto.com](http://animoto.com).

Students create a presentation utilising the online program Prezi2 [http://prezi.com](http://prezi.com) where they insert voice, pictures and video to demonstrate their level of understanding.

1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: ITALIAN
Unit code and title: ITA 7.6 MY IDENTITY – LA MIA IDENTITÀ

Strand: Listening, Speaking, Reading & Writing
Unit Duration: 9 sessions of 40 minutes - Total 6 hours

OBJECTIVES:
The teacher will teach students
1. to identify persons in a telephone call, formulate questions and write the answers to a number of personal questions about the speakers. (Listening, Reading and Writing)
2. to reinforce the use of the definite and the indefinite article in the singular form and practise their use. (Reading, Writing)
3. to identify and make use of the interrogatives Chi?, Che cosa?, Dove?, Che tipo di?, Cosa vuol dire? (Speaking, Writing)
4. how to use the irregular verb verb sapere in the present tense. (Writing)
5. 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.

<table>
<thead>
<tr>
<th>Key Words</th>
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</thead>
</table>
| Personal questions and related vocabulary: nome, cognome, età, nazionalità, indirizzo, numero di telefono/cellulare, lingua straniera, lavoro, titolo di studio, patente, stato civile, sposato, etc. Fondazione di Roma, Romolo e Remo, la lupa, Impero Romano, Foro Romano, la cupola della Basilica di San Pietro, Piazza San Pietro, Colosseo, Fontana di Trevi, Pantheon, Piazza di Spagna, Trinità dei Monti, Piazza Navona | The use of contextual clues can be one of the best ways to improve students' reading skills. Unfortunately, students often insist on understanding each word when reading. Realizing that a text can be understood in a general sense by using contextual clues can go a long way towards helping students cope with increasingly difficult texts. At the same time, the use of contextual clues can also provide a means by which students can rapidly increase their existing vocabulary base. Before the start of the session, students should be asked what they do when they do not understand a word in a text. From their answers the teacher will know how to move on and present the success criteria for reading comprehension. | Textbooks – Rete! Junior A, Rete! Video – Unità 3, guida insegnante, CD, L’italiano per noi, Civiltàpunto.it, powerpoints, pictures/flashcards, bilingual dictionary
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening, Reading and Writing</strong>&lt;br&gt;(1 lesson)&lt;br&gt;The teacher will:</td>
<td>Students listen to a telephone call and in groups they are asked to fill in the personal details of one of the speakers, e.g. on an identity card, a form and/or poster that explains in better detail who the person in question is. Other students will write longer information about speakers. The teacher can then gap-fill the target language and students listen and write down what they hear, or, having replaced certain words and phrases with ones of the teacher’s own, the students have to write in the correct word or phrase as they listen to the excerpt. The teacher can cut up a dialogue so that the students have to order the lines of dialogue they hear, either by simply numbering the jumbled text or moving individual cut-up sentences into chronological order. They can also formulate questions about the telephone call.</td>
<td>Students will:&lt;br&gt;&lt;br&gt;identify the speakers in a telephone call and recall further details from a telephone call (Level 4 listening)&lt;br&gt;reorder sentences of a dialogue which reproduces a telephone call (Level 4 reading)&lt;br&gt;write down the speakers in a telephone call and recall further details from a telephone call (Level 4 writing)&lt;br&gt;fill in some details about personal information (Level 4 writing)</td>
</tr>
<tr>
<td><strong>Reading, Writing</strong>&lt;br&gt;(2 lessons)&lt;br&gt;The teacher will:</td>
<td>One must remember that, by now, students have heard and read the use of the definite article for quite some time (refer to Unit 7.4). The teacher starts off by presenting various contexts in which the definite article is used. Attention is given to gender when using the definite article. 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 definite article and work out some or parts of the exercises put in a context. Others write sentences using the definite article while at the end all students can be given supplementary exercises on the definite article. Textbook and other exercises will serve this purpose. Students read and work out graded definite article exercises from the textbook/handouts with the coaching of the teacher. Clips from the Internet help students put the articles in a proper context. A suggested activity can be found <a href="#">here</a>.</td>
<td>Students will:&lt;br&gt;&lt;br&gt;read sentences which contain the indefinite and definite article (Level 5 reading)&lt;br&gt;identify the indefinite and definite article (Level 4 reading)&lt;br&gt;write simple sentences and/or paragraph using both articles in the present tense on familiar topics (Level 6 writing)&lt;br&gt;Write simple sentences in which they utilize the definite article in its singular form with the present tense on familiar topics (Level 5 writing)&lt;br&gt;fill in sentences with the definite or indefinite article (Level 4 writing)</td>
</tr>
</tbody>
</table>
**Speaking and Writing**  
*(2 lessons)*

The teacher will:

3. teach how to identify and make use of the interrogatives *Chi?*, *Che cosa?*, *Dove?*, *Che tipo di?*, *Cosa vuol dire?* in the particular context of the pictures. Students brainstorm to arrive at what people are asking/saying. The aim is to arrive at understanding which interrogative goes where.

Students work out in groups exercise from the textbook related to the interrogatives.

Students formulate in writing questions using the interrogatives in groups. Members within the groups will write simple responses to the questions. Students will be encouraged to make use of vocabulary which they are familiar with.

Students will:

- formulate answers verbally and in writing using the right intonation to questions which include the interrogatives *Chi...?*, *Che...?*/*Che cosa...?*, *Dove...?*, *Che tipo di...?*, *Cosa vuol dire...?* (Level 6 speaking, writing)
- ask elementary questions in everyday situations using the interrogatives, e.g. *Dove abiti?* and express short, simple responses to such questions on familiar topics (Level 5 speaking, writing)
- formulate elementary questions in everyday situations using the interrogatives, e.g. *Dove abiti?* and express short, simple responses to such questions on familiar topics (Level 5 writing)
- develop and explain their ideas and use vocabulary concerning their immediate interest (Level 5, speaking and writing)
- understand and make simple use orally and in writing of the interrogatives *Chi?*, *Che?*/*Che cosa?*, *Dove?*, *Che tipo di?*, *Cosa vuol dire?* (Level 4 speaking, writing)

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**Writing**  
*(2 lessons)*

The teacher will:

4. teach how to use the irregular verb verb *sapere* in the present tense. Teacher makes use of flashcards/ board to show students the verb *sapere* in the present tense. Students are asked to read the verbs and formulate simple sentences such as *io so l'inglese, tu sai il tedesco, lui sa il francese etc*. Students will write simple sentences using the verb *sapere* in the present tense in groups.

Students will:

- write simple sentences/paragraph using the verb *sapere* in the present tense on familiar topics (Level 6 writing)
- use knowledge of mastered vocabulary and word order in writing simple sentences (Level 5 writing)
- identify the verb *sapere* conjugated in the present tense (Level 4 writing)

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**Incorporating the four strands**  
*(2 lessons)*

The teacher will:

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 teacher should take initiative and involve students in class.

Students will:

- identify important monuments in Rome and the Vatican

---
5. teach 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.*

<table>
<thead>
<tr>
<th>Project Highlighting the Famous Monuments of the Capital City Rome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can actively participate by providing/drawing pictures. Students match the names to the pictures of monuments and squares. 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 visited Rome.</td>
</tr>
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<td>The use of short <a href="#">video</a> excerpts depicting Rome is useful for students who have not visited the capital city and students can talk about what they see in the clip.</td>
</tr>
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<td>Rome as the capital of the Roman Empire and the seat of the Vatican will be discussed in class through various activities. Brainstorming is of the utmost importance so that students can retrieve knowledge they already have. Such an activity is a booster for students who usually remain quiet and give the impression that they do not cooperate in class. Students could be asked to carry out short research work which could take the form of a chart, project work, power point presentation, etc.</td>
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<th>Identify the Famous Squares in Rome.</th>
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<th>Talk/Write in Simple Italian about Rome and Some of Its History and Through Further Practice.</th>
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**Digital Technology Enhanced Learning – Italian eLearning Entitlement**

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Listening, Speaking, Reading, Writing:**

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection. Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs. Students use Simple Diary\(^4\) [http://www.webbedfeetuk.com/a-simple-diary.php](http://www.webbedfeetuk.com/a-simple-diary.php) to generate a journal of what they learn and to update their vocabulary file.

Teacher/students use TodaysMeet\(^2\) [http://todaysmeet.com](http://todaysmeet.com) to exchange text between themselves in real time. Teacher use Triptico\(^4\) [http://www.triptico.co.uk/download-the-app](http://www.triptico.co.uk/download-the-app) on any interactive white board to generate various types of short quizzes to reinforce learning and understanding.

Teacher creates various levels of comprehensions utilising the application program Comprehension Task Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm](http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm) for students to identify the various interrogatives applied and their context.


Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/memory/index.htm](http://www.education.vic.gov.au/languagesonline/games/memory/index.htm) for students to work out and measure their level of understanding of the topic under study.


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1. Licence is available from CMELD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: ITALIAN

Unit code and title: ITA 7.7 THE FAMILY – LA FAMIGLIA

Strand: Listening, Speaking, Reading & Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES:
The teacher will teach students
1. 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; (Listening, Speaking and Writing)
2. to identify the expressions commonly used in a telephone conversation and repeat some greetings and intonation patterns as well as understand their meaning when read; (Listening, Speaking and Reading)
3. to use the plural forms of the definite articles i, gli, gli, le with the right noun; (Reading and Writing)
4. to use the plural forms of the indefinite articles dei, degli, degli, delle with the right noun; (Reading and Writing)
5. to use the demonstrative adjectives questo/a (singular) and questi/e (plural); (Reading and Writing)
6. to practise simple fill in the blanks exercises and create awareness of expectancy grammar. (Reading and Writing)

Key Words

Points to note

Resources

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

In this unit features basic vocabulary which refers to classroom objects and to family members. The teacher is encouraged to make use of realia – and technology – as much as possible given that this motivates students. Besides s/he should continue to highlight the similarity of the target words in Maltese and Italian especially when discussing family members. The teacher is advised to prepare a set of flashcards to stick onto real classroom objects, while, for the other vocabulary and grammar topics, wall charts will help the students memorize the topics being studied. Family ties are discussed in this unit and students should be made aware of and accept different types of families through images or videos.

Rete! Junior A+CD; ReTE! Video; Lo Stivale (online); L’italiano per noi. La lingua in gioco (Caon & Rutka);
http://www.italianoinfamiglia.it/corso.asp

Definite articles:
http://www.initalia.rai.it/esercizi.asp?contId=5
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
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
</tr>
</thead>
</table>
| **Listening, Speaking and Writing**<br>(3 lessons) | Students will listen to recordings containing the target words – related to family ties, acquaintances and relations. Various tasks are carried out: filling in a family tree with the help of pictures, filling in of dialogues with given words/flashcards, filling in of grids with the necessary information.  
Students are exposed to listening clips where interlocutors describe the relation between members of their family and then they are paired and assigned roles. They describe orally the relation between different members of a family tree according to the listened model. Some students will need the help of flashcards with printed words and pictures. Students pass on to adding some more information to their description like using an adjective that describes the family member physically. Some students carry out a conversation about their real family members. They ask information from their peers and inform them reciprocally.  
Students write the target nouns (relationship nouns, e.g. zio, zii, cugino, etc.) when prompted by pictures. They describe in writing the relation between two persons on the pictures (e.g. of a family tree) and finally they attempt to write down the sentences they produced in the previous oral activity. Attention should here be given to orthographic skills. | Students will:  
identify specific information in speech extracts (Level 6 listening)  
match the target sounds to pictures and to printed words (Level 4 listening)  
listen and understand words or simple phrases that describe the relation between different members of the family (Level 4 listening)  
recognize and produce differences in intonation (question-answer) (Level 5 listening, speaking)  
take part in brief prepared speech tasks using written cues (Level 5 speaking)  
make simple questions and give answers, make simple statements and participate in simple face-to-face conversations (Level 5 speaking)  
give some spoken information (a physical attribute) about members of their family (Level 5 speaking)  
repeat right words in order to describe the relation between different members of the family (speaking)  
use learned basic vocabulary to form simple sentences (Level 5 writing)  
copy correctly the target words (Level 4 writing) |
| **Listening, Speaking and Reading**<br>(2 lessons) | Students view/listen to short video clips of telephone conversations. An interesting activity involves students in identifying inaccurate words which do not make part of the conversation. Students listen to the teacher saying statements about the conversation. | Students will:  
listen to longer speech extracts, and identify specific information and sequence of events |
### The teacher will:

2. teach students to identify the expressions commonly used in a telephone conversation and repeat some greetings and intonation patterns as well as understand their meaning when read.

Students are paired and assigned roles. Different information gap exercises are designed and students “phone” each other and work out the information gap.

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

### Reading and Writing

**Reading and Writing (4 lessons)

The teacher will:

3. teach students how to use the plural forms of the definite articles *i, gli, gli, le* with the right noun;

Students are presented with reading texts, which contain the use of the definite / indefinite articles both in the singular and in the plural form so that the students can start identifying these in a context and understand them better.

Guided by the teacher, students will complete a grammatical grid with the definite / indefinite articles according to gender and number on *La mia grammatica* copybook. This should be linked with objective 2 of Unit 7.6.

After students work out a series of exercises. They could:
- match the correct article to the given noun;
- fill in sentences with the correct article;
- group nouns according to gender and write the correct article;
- write the opposite form in gender and number and the correct article;
- say out a noun (from a flashcard) and other students say the correct article;
- choose the correct article from three alternatives;
- do ‘odd one out’ exercises with nouns;
- use interactive activities in a computer lab or by using the IWB in class. (In the case of online material, the teacher could guide the students in order to motivate them to continue such activities at home).

Such activities would best be accompanied by images of the nouns mentioned in

### Students will:

- Read and recognize nouns and the matching articles in a context (Level 5 reading)
- identify simple written language conventions (Level 4 reading)
- write sentences which contain definite and indefinite articles according to gender and number (Level 5 writing)

**Writing**

- put to practice their increased understanding of grammar rules (Level 5 writing)
- write the nouns in the plural form (Level 4 writing)
- write/fill in the definite and the indefinite
the exercises or else should be planned technologically in order to be presented on the IWB.

<table>
<thead>
<tr>
<th>Writing (1 lesson)</th>
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<tbody>
<tr>
<td>The teacher will:</td>
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<tr>
<td>5. teach students how to use the demonstrative adjectives <em>questo/a</em> (singular) and <em>questi/e</em> (plural);</td>
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<tr>
<td>Teachers could present this topic by using the same procedure as in objectives 3 and 4 as well as adapting some of the exercises proposed before.</td>
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<tr>
<td>Students could also be asked to sequence a set of words, which include the demonstrative adjectives, to form simple, correct sentences. Students can also be organised in groups to produce charts by sticking pictures on charts and writing simple sentences using the correct demonstrative adjective, the correct definite/indefinite article and the correct noun to describe the picture: e.g. <em>Questa è una classe. / Questo è il libro di scuola. / Queste sono delle ricette italiane.</em></td>
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</table>

| Students will: |
| write the singular and the plural forms of demonstrative adjectives (Level 5 writing) |
| understand and use rules that exist in Italian for word order and sentence construction (Level 4 writing) |
| sequence a set of words (4-7 words) in order to form a sentence (Level 4 writing) |

<table>
<thead>
<tr>
<th>Reading and Writing (1 lesson)</th>
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<tr>
<td>The teacher will:</td>
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<tr>
<td>6. teach students how to practise simple fill in the blanks exercises and create awareness of expectancy grammar.</td>
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<tr>
<td>This part of the syllabus lays emphasis on the need to help students hone their expectancy grammar through very simple cloze practice. It is not an easy exercise because students will have to understand the context well before deciding which word to include in a particular space. So students work on appositely prepared texts which might vary from simple sentences to short paragraphs.</td>
</tr>
<tr>
<td>As a starter, the teacher will give the required vocabulary so that the student is guided towards the required vocabulary. Other texts might lack the list of words needed for the fill in exercise. Ideally these are extracted from an adequate reader which has been covered in class so that the students are already familiar with the context.</td>
</tr>
<tr>
<td>The use of the IWB for gap filling is useful to motivate the students to be active learners.</td>
</tr>
</tbody>
</table>

| Students will: |
| practise simple fill in exercises to create awareness of expectancy grammar (Level 5 writing) |
| insert the missing words to complete a simple sentence (Level 4 writing) |
| work out very simple cloze activities with heavy contextual support (Level 4 writing) |
| understand and use rules that exist in Italian for word order and sentence construction (Level 4 writing) |
| read with understanding longer sentences or a text formed of several linked sentences (Level 5 reading) |
| identify main ideas from simple written text of a familiar context (Level 4 reading) |
Digital Technology Enhanced Learning – Italian eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Listening, Speaking, Reading, Writing:**

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection. Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs.


Teacher / students communicate with each other exchanging text in real time utilising the program TodaysMeet\(^2\) [http://todaysmeet.com](http://todaysmeet.com).

Students utilise the online resources to acquaint themselves with listening various words related to family ties, expressions used out during telephone conversations and greetings in Italian: [http://www.education.vic.gov.au/languagesonline/italian/italian.htm](http://www.education.vic.gov.au/languagesonline/italian/italian.htm)

Teacher creates various comprehensions utilising the application program Comprehension Task Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm](http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm) for students to identify the various plural forms of the definite articles studied in this unit.


Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/memory/index.htm](http://www.education.vic.gov.au/languagesonline/games/memory/index.htm) for students to work out and measure their level of understanding of the topic under study.


1. Licence is available from CMelD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: Italian
Unit code and title: ITA 7.8 WHOSE IS IT? – DI CHI È?
Form 1

Strand: Listening, Speaking, Reading & Writing
Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES
The teacher will teach students to:
1. identify specific vocabulary related to possession and adjectives used for physical description. (Listening and Speaking)
2. introduce another person and accept/decline an invitation. (Speaking)
3. express possession and ask who the owner is and associate the targeted vocabulary to a reading text and/or pictures/images. (Reading, Speaking and Writing)
4. recognize cardinal numbers from 21 to 9 and associate them to a reading text and/or pictures and write them correctly. (Reading and Writing)
5. write phrases/sentences using adjectives related to physical description and use possessive adjectives in the singular to express possession. (Speaking and Writing)
6. conjugate correctly the present tense of the verbs dovere, potere, volere and create their own sentences and complete simple cloze activities with contextual support. (Writing)

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>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?</td>
<td>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. Students talk and interact when they do not feel inhibited to attempt speaking in class. Correction should not restrict verbal communication to avoid inhibiting students. Teaching Italian encompasses a variety of methodologies aimed at increasing the students’ confidence and enthusiasm. Various competencies are rooted in the Italian learning outcomes framework with the aim of improving students’ learning and the continuing development of effective thinking skills. A student centred differentiated approach will help the students become autonomous learners.</td>
<td>Rete! Junior A Video Percorso 4 – La Famiglia; Civiltàpuntoit; Lo Stivale; Lo Stivale Online, L’italiano per noi; pictures; cd; flipcharts; handouts; Websites: Possession: <a href="http://webs.racocatala.cat/llengua/it/">http://webs.racocatala.cat/llengua/it/</a> Adjectives to describe a city: <a href="http://www.italica.rai.it/lingua/corso.htm">http://www.italica.rai.it/lingua/corso.htm</a> <a href="http://www.initalia.rai.it/esercizi.asp?contId=4&amp;exId=39">http://www.initalia.rai.it/esercizi.asp?contId=4&amp;exId=39</a> <a href="http://www.initalia.rai.it/esercizi.asp?contId=4&amp;exId=38">http://www.initalia.rai.it/esercizi.asp?contId=4&amp;exId=38</a> <a href="http://www.initalia.rai.it/esercizi.asp?contId=4&amp;exId=37">http://www.initalia.rai.it/esercizi.asp?contId=4&amp;exId=37</a> Adjectives: Il lungo, il corto, il pacioccone</td>
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</table>
| **Listening and Speaking**  
(2 lessons)  
The teacher will:  
1. teach students to identify specific vocabulary related to possession and adjectives used for physical description. | 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 possession and adjectives for physical description e.g. *mio*, *tuo*, *nostro*, etc. and *vecchio*, *alto*, *basso*, 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. | Students will:  
activate their expectancy grammar through pre-listening activities (Level 6 listening)  
identify specific information in speech extracts (Level 6 listening)  
understand a range of phrases and sentences consisting of vocabulary related to possession and physical description (Level 5 listening)  
understand the main ideas of a listening text which contains vocabulary related to possession and physical description (Level 4 listening)  
describe the physical characteristics and/or identify possession using more than one simple sentence (Level 6 speaking)  
talk about physical descriptions using model sentences (Level 5 speaking)  
identify verbally and in pictures vocabulary related to physical description and possession (Level 4 speaking) |
| **Speaking**  
(1 lesson)  
The teacher will:  
2. teach students to introduce another person and accept/decline an invitation. | Students will listen to a conversation between two friends (which can be the same used for the previous lesson) in which one is inviting the other to go to a party with him/her. The teacher will pinpoint the specific vocabulary related to accepting/declining the invitation and write it on the whiteboard. Students in pairs or small groups actively role play scenes like that/those heard, where they invite their friend to do some activity with them, e.g. *Vuoi venire alla mia festa di compleanno? Sì, grazie/Mi dispiace non posso*, etc. Their invitation can be accepted or declined according to the instructions given by the teacher. During role play students are encouraged to create their own situations and participate actively in simulations. | Students will:  
ask elementary questions in everyday situations and give information (Level 6 speaking)  
participate in simulations and role play using modelled language (Level 5 speaking)  
introduce another person and give information about him/her (Level 5 speaking)  
make predictions about the conversations (Level 5 speaking)  
participate in role playing and practise how they can accept and decline an invitation (Level 4 speaking) |
| **Reading, Speaking and Writing**  
(3 lessons) | The IWB can be used as a motivating introduction to the lesson. As a pre-reading activity the teacher shows a picture and asks the | Students will:  
skim through a simple text on familiar topics in order |
The teacher will:

3. teach students to express possession and ask who the owner is and associate the targeted vocabulary to a reading text and/or pictures/images.

Students are then given a short text containing possessive adjectives and after reading it, they are asked to identify the main points of the text and taught why skimming skill is very important in reading. After reading the text, students are given a set of pictures depicting objects together with the names of their owners and in pairs they will ask each other to who it belongs, e.g. *Di chi è questa matita? La matita è di Marco. La matita è sua.*

Afterwards, students are asked to identify the targeted vocabulary (possessive adjectives) from the text they already read and reproduce it on their copybook. Students can also be asked to group various target words according to semantic areas, depending on the nature of the text they are given.

Revision of previously acquired notions coupled with new information through the use of short comprehension passages is also suggested.

### Listening and Writing

**(1 lesson)**

4. teach students how to recognize numbers from 21 to 99, and associate them to a reading text and/or pictures and write them correctly.

Students are involved in a brainstorming discussion where the teacher evaluates their knowledge of numbers in Italian. Afterwards, students listen to/read numbers from 21 to 99 (in letters, obviously) in Italian and then match flashcards with the correct numbers. A tombola game could suit the learning situation. Pictures of numbers are shown and students are asked to identify them and pronounce them correctly. Students can be shown a list of buses going to different destinations and having different numbers. The teacher will tell the students the different destinations and for each destination they have to pinpoint and write correctly the right number/s. This same activity can be repeated with football players and their shirt numbers. The teacher can use audio visual aids, internet clips etc. containing numbers from 21 to 99. The teacher can also ask students to tell/write their age, their date of birth and telephone numbers (in

Students will:

- recognize numbers from 21 to 99 (Level 5 listening)
- after repetition recognize numbers from 21 to 99 (Level 4 listening)
- identify and pronounce correctly numbers from 21 to 99 with the help of audio visual aids and repetition (Level 5 speaking)
- repeat the numbers from 21 to 99 (Level 4 speaking)
- use numbers from 21 to 99 in phrases/sentences they can write on their own or in groups (Level 5 writing)
- convey meaning through writing the words correctly (Level 4 writing)
- copy numbers from 21 to 99 correctly (Level 4
### Writing (3 lessons)

**The teacher will:**

5. teach students to write phrases/sentences using adjectives related to physical description and use possessive adjectives in the singular to express possession.

Students are encouraged to write 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 and grammar content. The content should not exceed 4-5 sentences. Examples of work could be: *Scrivi una mail dove ti presenti al tuo nuovo amico che conosci da poco grazie ad internet: Ciao Marco, come stai? Io ho la tua stessa età. Sono un ragazzo alto con occhi e capelli scuri. Mio padre che ha quarantacinque anni, fa l’avvocato e mia madre che ha quarantadue anni insegna in una scuola elementare. Vado spesso al cinema con il mio amico... etc.* 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.

**The teacher will:**

6. teach students to conjugate correctly the present tense of the verbs dovere, potere, volere and create their own sentences and complete simple cloze activities with contextual support.

Students study the conjugation of the irregular verbs in the teaching objective in a particular context. This can be done through the use of pictures depicting different everyday situations (e.g. a girl asking permission to her mother to go somewhere, etc.) where the students have to describe the various actions and fill in blank spaces with the present tense of *potere, dovere* and *volere*. E.g. *Mamma _____ (potere) andare al mare con Maria domani? Oggi _____ (volere-noi) mangiare insieme, etc.* Some students will create their own sentences/phrases and ask their peers to fill in the verb in the right way. Peer assessment is thus achieved. The teacher helps students work out variously graded grammar appropriately put in the proper context. It is suggested that the teacher offers his/her own exercises when/if the need for this is felt. 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 studied verbs in particular contexts.

<table>
<thead>
<tr>
<th>Writing (3 lessons)</th>
<th>ordering to practice the use of numbers).</th>
<th>writing)</th>
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<tbody>
<tr>
<td><strong>The teacher will:</strong></td>
<td>Students are encouraged to write 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 and grammar content. The content should not exceed 4-5 sentences. Examples of work could be: <em>Scrivi una mail dove ti presenti al tuo nuovo amico che conosci da poco grazie ad internet: Ciao Marco, come stai? Io ho la tua stessa età. Sono un ragazzo alto con occhi e capelli scuri. Mio padre che ha quarantacinque anni, fa l’avvocato e mia madre che ha quarantadue anni insegna in una scuola elementare. Vado spesso al cinema con il mio amico... etc.</em> 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.</td>
<td>Students will: write simple phrases/sentences according to their abilities (Level 6 writing) write short messages/postcards and personal responses (Level 6 writing) use possessive adjectives in the singular form in phrases/sentences by writing them on their own or in groups (Level 5 writing) use a model to describe familiar persons, etc (Level 5 writing) write adjectives for use in physical description (Level 4 writing) convey meaning through writing the words correctly (Level 4 writing)</td>
</tr>
</tbody>
</table>
Digital Technology Enhanced Learning – Italian eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs.


Teacher / students utilise the program TodaysMeet\(^2\) [http://todaysmeet.com](http://todaysmeet.com) to communicate text between themselves in real time.

Students utilise short video clips to insert subtitles in Italian or to translate from Italian to another language by inserting subtitles using the online program dotSub\(^2\) [http://dubsub.com](http://dubsub.com).

Teacher / students make use of a Concept Map\(^2\) [http://cmap.ihmc.us/download](http://cmap.ihmc.us/download) where pictures, videos, sounds and voice are inserted related to what is learned in this unit.

Teacher creates various comprehensions utilising the application program Comprehension Task Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm](http://www.education.vic.gov.au/languagesonline/games/comprehension/index.htm) for students to identify a number of cardinal numbers within a piece of text.


Teacher creates various memory games utilising the features text – text, text – picture or text – sound of the program Memory Game Maker\(^4\) [http://www.education.vic.gov.au/languagesonline/games/memory/index.htm](http://www.education.vic.gov.au/languagesonline/games/memory/index.htm) for students to work out and measure their level of understanding of the topic under study.


1. Licence is available from CMELD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: Italian
Form 1

Unit code and title: ITA 7.9 MY HOME – LA CASA

Strand: Listening, Speaking, Reading & Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

OBJECTIVES
The teacher will teach students to
1. identify speakers and specific vocabulary related to the room/house in a conversation. (Listening, Speaking)
2. talk about the house students live in, using basic vocabulary related to rooms and furniture and express basic greetings. (Speaking)
3. 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. (Speaking)
4. read independently and recognise main points in texts about familiar themes and understand vocabulary related to the home. (Reading, Writing)
5. describe a picture of a house or own room – use of adjectives and the use of prepositions to indicate position in relation to objects. (Speaking, Writing)
6. write a set of interview questions to obtain information. (Writing)

Key Words
Rooms, parts of the house, e.g. soggiorno, cucina, parete, soffitto.
Furniture and home accessories, e.g. divano, lampadario, lavatrice, televisore, forno.

Points to note
Referring to listening, this is a constructive process which implies that it is active and conscious: a person must know why s/he is listening (has a reason), what s/he is listening (selects the relevant information) and how s/he is listening (chooses the appropriate strategies). Pre-listening activities are vital for the following reasons: setting the context, generating interest, activating current knowledge, acquiring knowledge, activating vocabulary / language, predicting content, pre-learning vocabulary and checking / understanding the listening tasks. The choice of pre-listening tasks also gives the teacher a chance to grade the listening lesson for different abilities. If s/he has a class who are generally struggling with listening work, then the more extensive the pre-listening work is, the better. If, however, the teacher wishes to make the work more demanding, s/he could simply do work on the context of the listening. Thus, the same listening text can provide work for different abilities. Students should be encouraged to bring their own knowledge and their skills of prediction to their listening work.

Resources
Rete! Junior A Video Percorso 5 - Casa dolce casa;
Civiltàpuntoit; Lo Stivale, Lo Stivale online pictures;
CD; flipcharts; handouts; school reading texts;
Gioco Abc Menu.
http://www.italianoinfamiglia.it/corso.asp
La casa (stanze) online activities:
http://www.playlearnitalian.com/Home-(La-Casa).php - il gioco dell'impiccato
http://www.quia.com/jg/464971.html - LA CASA (giochi diversi)
http://www.quia.com/hm/147454.html - LA CASA (gioco dell'impiccato)
http://www.vieniallavilla.it/lastruttura.html
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<td><strong>Listening and Speaking (3 lessons)</strong></td>
<td>As a pre-listening activity, an exercise of brainstorming helps students prepare to understand what the excerpt they are about to hear is all about. Simply asking the students to listen to something and answer some questions is unfair, and makes developing listening skills much harder since in real life it is unusual for people to listen to something without having some idea of what they are going to hear. Questioning will help students arrive at the theme of these lessons. Students listen to a telephone conversation (ideally by native speakers) about the home or various rooms and the respective furniture. They answer graded questions about what they hear. In order to achieve differentiation, there should be various conversations with different Levels of difficulty. The excerpt/s will be heard more than once. In pairs, students listen to and identify the main idea by choosing the best answers from a number of multiple choice questions or through a number of True or False statements. The teacher might also prepare a grid which has to be filled in with the necessary information. Individually or in groups students are 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. It is highly recommended that students work/play on the related website. This website is especially recommended since students can benefit from working in a variety of settings: on their own, in pairs or in small groups. They can choose their own pace and starting points and can repeat activities as they like.</td>
<td>Students will: identify some specific information and sequence of events (Level 6 listening) understand a range of short phrases and sentences consisting of vocabulary related to the rooms/furniture in a house with the help of visual cues and repetition (Level 5 listening) reorder images to establish the sequence of what has been heard (Level 5 listening) identify the speakers engaged in a conversation (Level 4 listening) recognize intonation in the speech audio (Level 4 listening) say whether a listened audio is a statement/question/ etc (Level 4 speaking) talk about what has been said in a listened conversation (Level 4 speaking)</td>
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<td><strong>Speaking</strong></td>
<td>Referring to the listened conversation/s, students make up pairs and actively role play scenes like that/those heard. They “phone” each other and describe their own home and/or ask for information about the other caller’s home, e.g. Quante camere ci sono a casa tua? Ci sono sei camere. Qual è il colore della tua camera? È verde, etc. During the role plays, students follow a model traced by the teacher and greet each other.</td>
<td>Students will: express their own opinion in a short and aided conversation, e.g. Secondo me, il salotto è bello/la camera è spaziosa, etc. (Level 6 speaking)</td>
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<tr>
<td>rooms and furniture and express basic greetings.</td>
<td>other reciprocally. They inform themselves of the other caller’s state of health, e.g. <em>Ciao, come stai? Bene, grazie... e tu?</em> Students are encouraged to create their own situations and participate actively in simulations. Teacher can make use of resources available on the site <em>Triptico</em> to time the students in pairs. Later, the role plays can be then acted in front of the other students in the class in a way that students are actively involved in their learning process.</td>
<td>participate in simulations and role play using modelled language (Level 5 speaking) take part in brief prepared speech tasks (e.g. simple, directed role plays) using visual or other clues (Level 5 speaking) participate in role-playing on various themes which have to do with the house, buying furniture or accessories for the home (Level 5 speaking) use simple vocabulary or single words to talk about houses (Level 4 speaking)</td>
</tr>
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| The teacher will: 3. teach students 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. | Working in groups and using pictures of different habitations (Maltese and Italian), students state, explain or talk about the type of house they live in. Intercultural elements should be made use of in this way. In pairs the students ask each other *Dove abiti? Abito in un appartamento/casa. Com’è la tua camera?*, etc. After listening to a text or conversation, students will view a number of pictures and in groups or in pairs will reorder them to establish the sequence of what has been heard; students will write words/sentences to explain this sequence. Students to answer questions about specific information in the text. Working in groups and using pictures or flashcards of different rooms, students are encouraged to describe them in simple sentences/phrases/ single words, according to their ability. Role-play: in pairs, students go to a property agency to buy a house which they have to describe – or else they orally propose a house to sell and describe it briefly. Students express their opinion about the rooms/furniture they see in various pictures but in order to do this, they will have to be well assisted by the teacher and given a model to follow. In this way students will be expressing their tastes. Students might photograph rooms of their home and describe what there is in a photo. Pictures of rooms are shown to the students and they are asked to say where certain objects are found, if they like the room, etc. *Powerpoint presentations* and the websites suggested can be used here. Two pictures of the same room with certain differences in the location of objects are shown. Students identify and state orally what the differences are. | describe the furniture of the rooms of a house through the help of visual clues and memorized vocabulary (Level 5 speaking) satisfy predictable, simple, personal needs and exchange greetings (Level 5 speaking) describe one’s house using basic memorized vocabulary (rooms, accessories and furniture) (Level 4 speaking) indicate the position of certain objects in the rooms of a house through the help of visual clues and a memorized model which has been learnt in class, e.g. *la sedia è vicino al letto; l’armadio è dietro al tavolo* (Level 4 speaking) |
| Reading and Writing (3 lessons) | Before the start of a reading comprehension exercise, the teacher moves on to a pre-reading activity where s/he shows a picture of a house or a furnished room and asks the students to answer graded questions. Besides a simple picture, the teacher can make use of many video clips. All students are involved in this activity which will help the teacher get an idea of what the students already know about the theme. The activity will also help the students predict what the reading text is going to be about. The teacher then sets the success criteria for this exercise; these are based on the teaching objectives and learning outcomes set out in this unit. Students are all made to understand clearly what the success criteria are so that their independent learning moves towards such goals. Students are given a text dealing with a house layout – it might be an email, letter or message, etc. written by someone about her/his house sent to a friend while inviting her/him over for a weekend. The teacher reads the text first and in small groups the students read the text. The teacher might want to use various texts. 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. As an activity, students are asked to identify the target vocabulary and reproduce it on a sketched room. In small groups, some students read the text and then decide on the main idea of each paragraph by, e.g. matching given headings to the paragraphs. Students could be asked to write what the text is about. At this point, students read the text on their own and give the main points either in the mother or the target language. Students are asked to identify the subject of a sentence or the main protagonist of a paragraph. Moreover, according to their ability, in small groups, they answer referential/inferential questions (open-ended or multiple-choice or closed-ended questions) on a given text. It is recommended that the following website be used for this activity: [http://www.vieniallavilla.it/lastruttura.html](http://www.vieniallavilla.it/lastruttura.html). Students answer a graded range of question types involving the use of prepositions to indicate position in relation to objects, e.g.: *a destra*, *a sinistra*, *davanti a*, etc. E.g. Dove Students will: read independently and recognise main points in texts about familiar themes (Level 6 reading) understand who/what the subject/theme of a sentence/paragraph is (Level 6 reading) find the meaning of certain (difficult) words from the context (Level 5 reading) group target words according to semantic themes (Level 5 reading) answer referential, simple questions while others will be able to answer more difficult questions (Level 5 reading) identify general subject matter in a text (Level 5 reading) understand prepositions which indicate position in relation to objects, e.g. *vicino all’armadio, sotto il letto* (Level 5 reading) write learnt vocabulary about rooms and furniture within the house, e.g. *camera da bagno, salotto, divano, armadio* without copying (Level 5 writing) identify and copy the correct target word on the house layout. (Level 4 reading, writing) |
|---|---|---|---|
| The teacher will: | 4. teach students to read independently and recognise main points in texts about familiar themes and understand vocabulary related to the home. | Students will: read independently and recognise main points in texts about familiar themes (Level 6 reading) understand who/what the subject/theme of a sentence/paragraph is (Level 6 reading) find the meaning of certain (difficult) words from the context (Level 5 reading) group target words according to semantic themes (Level 5 reading) answer referential, simple questions while others will be able to answer more difficult questions (Level 5 reading) identify general subject matter in a text (Level 5 reading) understand prepositions which indicate position in relation to objects, e.g. *vicino all’armadio, sotto il letto* (Level 5 reading) write learnt vocabulary about rooms and furniture within the house, e.g. *camera da bagno, salotto, divano, armadio* without copying (Level 5 writing) identify and copy the correct target word on the house layout. (Level 4 reading, writing) |
è la televisione? È di fronte alla tavola, etc. depending on the given text. At this point the teacher will also explain carefully the skill of finding the meaning of certain vocabulary from the context. Students will work in pairs to find the meaning of certain words by utilizing the context. Another activity could be that students are given the text in a jumbled manner and they reorganize it to develop their sequencing skill. Some students rearrange jumbled up sentences/questions, others will rearrange the paragraphs. Ideally, sentences/questions which have to be rearranged contain the prepositions quoted above.

<table>
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<tr>
<th>Writing (3 lessons)</th>
<th>Students are involved in a brainstorming discussion about their own house/room before writing simple sentences on the subject. They point out items linked to the house, furniture and household goods as they are mentioned and write the nouns related to the image or label images that are given to them. Teacher helps students work out variously graded grammar exercises appropriately put in the proper context. The theme here is the use of prepositions which indicate location, e.g. vicino, davanti, di fronte. Students fill in with the appropriate preposition sentences about various themes, e.g. il gatto dorme vicino alla televisione; il vaso dei fiori si trova di fronte alla finestra, etc. Visuals help students understand the position.</th>
</tr>
</thead>
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<tr>
<td>Students will:</td>
<td>make use of prepositions to indicate position in relation to objects (sotto la tavola, di fronte alla posta, etc.) (Level 6 writing) create in writing their own phrases/sentences in which prepositions which indicate location, are used (Level 5 writing) through the writing of simple phrases/sentences (Level 5 writing) describe their own room: this may be either in pictures, writing words (Level 4 writing) convey meaning through drawing or writing the words correctly (Level 4 writing)</td>
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<tr>
<td>5. teach students 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.</td>
<td>More work is carried out to develop students’ expectancy grammar since it is an essential process in language learning. 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 the house. Other students can write a set of interview questions to obtain information about someone else’s house or room. Emphasis is put on the use of adjectives, at this point. E.g. Com’è la tua camera? Qual è il colore della parete della tua camera?, etc. Using the reading text that they worked on, students work in groups to create their own email/letter/postcard describing their house/room. According to their ability, students will produce various email/letters/postcards.</td>
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<tr>
<td>6. teach students to write a set of interview questions to obtain information.</td>
<td>write familiar words, phrases and longer sentences about familiar topics (like introducing themselves), using the proper accents and punctuation conventions (Level 6 writing) write a set of interview questions to obtain information (Level 6 writing) write simple phrases/sentences based on given models according to their abilities (Level 5 writing) copy single familiar words (Level 4 writing)</td>
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The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak\(^5\). Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity\(^1\) to edit their voice recordings for insertion in other application programs.


Teacher / students use TodaysMeet\(^2\) [http://todaysmeet.com](http://todaysmeet.com) to communicate text between themselves in realtime.

Teacher / students utilise the online resources to learn about the descriptions of various furniture items usually associated / found within a household: [http://www.education.vic.gov.au/languagesonline/italian/sect35/index.htm](http://www.education.vic.gov.au/languagesonline/italian/sect35/index.htm)

Students make use of short video clips related with aspects of this study unit to enter subtitles in Italian or to enter subtitles translated in another language utilising the online program dotSUB\(^2\) [http://dotsub.com](http://dotsub.com).

Teacher / students make use of a Concept Map\(^2\) [http://cmap.ihmc.us/download](http://cmap.ihmc.us/download) to present concepts associated with one’s dwelling.

Students to create a Voki\(^2\) [http://www.voki.com/create.php](http://www.voki.com/create.php) where they can speak about their home or of their own room.


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1. Licence is available from CMelD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: Italian

Unit code and title: **ITA 7.10 THE COLOURS OF LIFE – I COLORI DELLA VITA**

Form 1

**OBJECTIVES**

The teacher will teach students to:

1. revise the use of the months of the year, learn the seasons and the dates/birthdays and to answer questions to a listened text. (Listening, Speaking, Reading)
2. ask and give answers about one’s birthday /that of others and to reinforce in writing the colours. (Speaking, Writing)
3. write short, simple sentences, using the irregular verbs *venire* and *dire* in the present tense. (Writing)
4. revise and use *c’è* and *ci sono*. (Writing)
5. revise and consolidate the use of the simple prepositions *da* and *in* with the months of the year and seasons. (Reading, Writing)
6. identify and use the *preposizioni articolate*. (Reading, Writing)

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| Months, e.g. *mese/i*, gennaio, febbraio, etc. | This unit gives ample space for teachers to make use of students’ everyday life experiences as it uses vocabulary previously learnt to reinforce the days of the week, months, seasons and colours. Constant revision is vital at this stage and allows students to recall information. In fact eliciting should be given priority as there will possibly be students who already know the vocabulary through television. The teacher should be on the lookout for any students who suffer from colour blindness. Such awareness is necessary to make students feel at ease. In this case, the activities on colours need to be structured in such a way as to allow such students to participate. Underlying the different colours by single, double, triple lines will help colour blind students to identify the colours. In this case a code needs to be established, e.g. *rosso* (underlined by a single line means red), *blu* (underlined by a double line means blue), etc. | Textbooks; pictures; cd, flashcards, *Dizionario per Immagini di Marco Mezzadri (CD)* – Unità 4 – I giorni, i mesi e le stagioni, Lo Stivale. Colours: [http://www.initalia.rai.it/esercizi.asp?contId=4&exId=40](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](http://www.initalia.rai.it/esercizi.asp?contId=1&exId=7) |
<p>| Seasons, e.g. <em>stagione/i</em>, primavera, inverno, etc. | | |
| Colours, e.g. <em>colore/i</em>, rosso, marrone, etc. | | |
| <em>Arcobaleno</em> | | |
| <em>Venire, dire</em> | | |
| <em>Preposizioni articolate</em>, e.g. <em>dell’, sugli, al</em>, etc.. | | |
| <em>C’è, ci sono.</em> | | |</p>
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<tr>
<td><strong>Listening, Speaking, Reading (2 lessons)</strong></td>
<td>Teachers take into consideration that by now students are already exposed to vocabulary related to months, dates, days of the week and birthdays. (See Unit 7.1) Students listen to the months of the year and seasons and repeat them (orally). They are shown four pictures of seasons either from textbook or from other sources such as magazines or Internet. Lots of material about seasons and months is accessible on Internet. Students are presented with the names of the four seasons through the use of flashcards or whiteboard. In groups, students match the seasons to the corresponding flashcard. They ask each other questions based on an oral activity entitled Guess which is the season/month. In this activity students ask members of the group questions, e.g. <em>In quale stagione andiamo a nuotare? In quale mese celebriamo il Natale? Quando è il tuo compleanno?</em> etc.</td>
<td>Students will: identify main idea(s) and some specific information details of speech excerpts consisting of familiar language (Level 6 listening) read independently and recognise main points in texts about familiar themes (Level 6 reading) answer questions related to seasons and months using the present tense (Level 6 listening, speaking) anticipate the content of an audio text before hearing it by analysing images (Level 6 speaking) identify dates from an audio text and state one’s birthday and that of others (Level 5 listening, speaking) sustain listening for increased periods of time (Level 5 listening) listen to and repeat using the right pronunciation, the seasons and months of the year (Level 4 listening, speaking) identify main content of a conversation by reordering the sequence of events (Level 5 listening, reading) match the seasons to corresponding pictures (Level 4 reading)</td>
</tr>
<tr>
<td><strong>The teacher will:</strong> 1. teach students 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.</td>
<td>Students are also encouraged to talk about the weather in the various seasons. The teacher gives students a list of temperatures and in small groups, students identify which seasons are characteristic of such temperatures. Students listen to various dates associated to particular festivities/birthdays (available from various sources) and in pairs work out a multiple choice exercise by choosing the correct date. They work in groups and list the date of births of the members. They will look at a number of pictures which are not in order and try to anticipate the sequence and the content of story which includes seasons, months, etc. Students view a clip/hear a listening excerpt which by now can be of a sustained length and in pairs, reorder a number of pictures/sentences to establish the sequence of the seen/heard story. Having completed this activity, the teacher gives transcript of the seen/heard text and students read it on their own. They complete a simple cloze exercise or multiple choice/open ended/fill in grid exercise/etc. on the text or work out exercises which include dates and months. At this stage students are encouraged to list the main points of the video/audio clip they have participated to in class.</td>
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<tr>
<td><strong>Speaking and Writing (1 lesson)</strong></td>
<td>It is essential that for this part, good use is made of the many websites available about the topics. In groups students will ask each other the question: <em>Quando è il tuo compleanno? Il mio compleanno è il 6 gennaio.</em> Having done this, the group leader will</td>
<td>Students will: express their own opinion and ideas in a short and aided conversation about colour</td>
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</tbody>
</table>
The teacher will:

2. teach how to ask and give answers about one’s birthday /that of others and to reinforce in writing the colours.

list down on slips of paper provided by the teacher the different dates of birth. e.g. 6 gennaio, 24 settembre. The slips of paper are to be placed in the centre of groups’ desks. At this stage, each student selects at random a date of birth which is not his/hers and asks questions, e.g. Chi festeggia/ha il compleanno il 6 gennaio?, etc. Following the teacher’s instructions through initial modelling, the corresponding student will answer. Io ho il compleanno il 6 gennaio. Students are invited by the teacher who must be present throughout this activity to coach the students to add something else about one’s birthday.

The teacher will show a picture with colours from the textbook or a chart/powerpoint/pictures of the rainbow which is a good foundation for the following activity. In groups students will ask each other the questions, e.g. Quali sono i colori dell’arcobaleno? Qual è il colore della tua penna?, etc. Once all the colours are identified students ask other questions related to colours, e.g. Di che colore è il mare? È blu. Students ask and answer questions related to colour preferences, e.g. Quale colore preferisci? Preferisco il verde, etc. Students talk about the colours of their bedroom/home furnishings and how the choice of colours makes their bedroom/home special and unique.

### Writing (4 lessons)

<table>
<thead>
<tr>
<th>The teacher will:</th>
<th>Students have already worked on different verbs in the present tense: both in the regular and in the irregular form. These verbs should be recalled and the new irregular verbs venire and dire are introduced. These verbs have been already used informally in class and the teacher can build on them. The teacher gives concrete examples of the use of the verbs venire and dire in the present tense, e.g. Luca viene dall’Italia, Laura e Mario dicono la verità, etc. or in other contexts. Students copy the conjugations of the irregular verbs venire and dire in the present tense. They work out parts/whole of the exercises of the textbook on the irregular verbs venire and dire in the present tense. They write their own sentences/paragraph in the present tense using the verbs venire + da and dire.</th>
<th>Students will:</th>
<th>write longer sentences using the conjugated verbs venire and dire in the present tense (Level 6 writing) use a model to make appropriate use of the verbs venire and dire in the present in familiar situations (Level 5 writing) use knowledge of mastered vocabulary to write simple sentences (Level 5 writing) copy simple phrases which contain the conjugated forms of the verbs venire</th>
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<tr>
<td>3. teach students to write short, simple sentences, using the irregular verbs venire and dire in the present tense.</td>
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<td>The teacher will: 4. teach students to revise and use c’è and <em>ci sono</em></td>
<td>Students are given the opportunity to revise concepts of the expressions <em>c’è</em> and <em>ci sono</em> learnt earlier in Unit 7.4. The teacher writes on board examples of sentences with <em>c’è</em> / <em>ci sono</em> e.g. <em>Sotto il tavolo c’è un gatto. In classe ci sono venti studenti.</em> Students copy these examples and through eliciting, the teacher invites students to give their own examples following the given model. They answer in written form questions such as <em>Chi c’è vicino a Ryan? Quanti studenti ci sono in questa scuola?</em>, etc. Students may also formulate their own questions in written form and respond in writing to their own/their peers’ questions.</td>
<td>and <em>dire</em> (Level 4 writing)</td>
<td>Students will: write questions and give answers using <em>c’è</em> and <em>ci sono</em> (Level 6 writing) use knowledge of mastered vocabulary to use appropriately the grammar content in written form (<em>c’è, ci sono</em>) (Level 5 writing) copy phrases which contain <em>c’è, ci sono</em> and simple words. (Level 4 writing)</td>
</tr>
<tr>
<td>Reading and Writing (2 lessons)</td>
<td>The teacher gives examples of the prepositions <em>da</em> and <em>in</em> used with the months and seasons, e.g. <em>Il mio corso finisce in ottobre. In estate vado a nuotare, lo studio l’italiano da ottobre</em>, etc. Students can copy these examples. In groups students can match the prepositions <em>da</em> and <em>in</em> to the corresponding months and seasons. The latter can be written down by the students themselves during the activity. Students are also encouraged to write some sentences with the prepositions <em>in</em> and <em>da</em> in relation to months and seasons. Students can work out a puzzle to revise the months of the year. Students can choose to copy the words written on the board by the teacher and after matching them to the corresponding pictures, work out the activity. Students can do the activity without referring to the words on the board and then compare their work to other students. With the coaching of the teacher, students will correct their work individually. The teacher invites students to write down the four seasons and the twelve months. To enhance peer support, this activity is to be carried out in pairs. Students can also opt to write a few sentences about one or two (or even more) images. In pairs students work out whole/ parts of the exercises in which they have to write dates presented in figure form. To support students, the teacher can copy in written form some of the dates for the students to copy. S/he presents, in written format, a full date of birth. Individually students write down their date of birth and that of their best friend/s. In small groups, students prepare a chart, listing the birthdays of the group members. They write a sentence or two about <em>Il mio compleanno</em>. On an individual basis, students write a short paragraph about their birthday using vocabulary such as</td>
<td>Students will: Read and understand short paragraph of several linked sentences (Level 6 reading) use colours to describe a sketch/drawing (Level 6 writing) read and understand sentences in a familiar context (Level 5 reading) use a model (the full date of birth) to write their own date of birth and that of their best friend/s (Level 5 writing) use a model to answer questions in written form (Level 5 writing) read and understand single familiar words or short phrases through aids (Level 4 reading) label items (colours) to words and copy correctly single familiar words (Level 4 writing)</td>
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<tr>
<td>Reading and Writing</td>
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<td>The teacher will:</td>
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<tr>
<td><strong>6.</strong> teach students to identify and use the <em>preposizioni articolate</em>.</td>
<td>In groups students look at a table of the <em>preposizioni articolate</em>. To help some students understand better, it is important that they realize that the <em>preposizioni articolate</em> follow a pattern of combination of preposition + article: <em>di</em>+*la=*della, <em>a</em>+<em>il</em>=al, etc. A model is presented by the teacher and students follow suit by speaking out other examples. In small groups, students write a number of phrases/sentences using the <em>preposizioni articolate</em>, e.g. <em>il banco del ragazzo</em>, <em>i libri dello studente sono sulla tavola</em>, etc. During this activity, some students mark on a given copy of the prepositions table those prepositions chosen by the group to formulate phrases/sentences. Students may also formulate questions using the <em>preposizioni articolate</em>, while the other students respond in written form as a group to such questions, e.g. <em>Che cosa c’è nel banco?</em> <em>Ci sono tre libri</em>, etc. The teacher helps students (and students will also help their peers) to work out grammar exercises about the topic from the textbook or any other source that the teacher deems fit.</td>
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</table>

|   | show good control of basic syntactic patterns – through the use of *preposizioni articolate* in simple sentences (Level 6 writing) |

|   | match prepositions to mastered vocabulary (Level 5 reading, writing) |

|   | copy correctly single, familiar words/*preposizioni articolate* (Level 4 reading, writing) |
Digital Technology Enhanced Learning – Italian eLearning Entitlement

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

Listening, Speaking, Reading, Writing:

The students explore and utilise the recording and playback capabilities of Easi-speak[^5]. Students capture short audio segments for planning, representing knowledge or for reflection.

Students use Audacity[^1] to edit their voice recordings for insertion in other application programs.


Teacher / Student use the program TodaysMeet[^2] [http://todaysmeet.com](http://todaysmeet.com) to communicate between themselves in real time.


Students to create a Voki[^2] [http://www.voki.com/create.php](http://www.voki.com/create.php) to speak about the months of the year, important dates and birthdays.


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1. Licence is available from CMelD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
Subject: Italian

Unit code and title: **ITA 7.11 DAILY ROUTINE – VITA QUOTIDIANA**

Strand: Listening, Speaking, Reading & Writing

Unit Duration: 9 sessions of 40 minutes; Total 6 hours

### OBJECTIVES

The teacher will teach students:

1. the use and conjugation of reflexive verbs related to daily routine actions, e.g. *alzarsi, svegliarsi* (Listening, Speaking, Writing)
2. to ask and answer questions about possessives and the use demonstrative adjectives in a sentence. (Speaking, Writing)
3. the use of the expression *andare in/a* in a sentence. (Speaking, Writing)
4. the conjugation of the verb *uscire* and to describe events/actions which happen on a daily/weekly basis. (Reading, Writing)
5. to recognize vocabulary related to the animal kingdom (Listening, Speaking, Reading, Writing)

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Reflexive verbs: <em>alzarsi, svegliarsi, lavarsi, chiamarsi.</em> Demonstrative adjectives: <em>Quello/quella quelli quelle. Questo/questa questi/queste.</em> Questions: <em>Di chi è questo libro?</em></td>
<td>The teacher is encouraged to use movement and miming in class. Actions can be taught by moving around even in class. Demonstrative adjectives require a lot of pointing and students should be made aware of objects which are near and far. It is of the utmost importance that students understand that it is not important to understand every single word heard during a listening exercise. The websites suggested offer different levels of learning. They can be used as extra activities for home since students are offered the answers online and can correct themselves. The teacher will help students revise concepts which have already been discussed in class such as the verb <em>fare</em> and introduce new verbs to the students. The reflexive verbs can be a difficult concept to grasp at first so the teacher should differentiate in order to ensure that learning is taking place. Students are encouraged also to be more aware of their learning process. At this point during the scholastic year students should be able to understand more how verbs are formulated in Italian and use them in speaking and writing. Vocabulary learnt in this unit should be elicited as much as possible and adapted from knowledge students have about animals in other languages, mainly Maltese and English.</td>
<td><em>Rete Junior A, Rete Video, ppt – Azioni. Guerra – Dizionario per immagini, Eli – Flip Posters Base, Eli – Il grande gioco dei verbi, Eli – Vocabolario illustrato, Lo Stivale, Lo Stivale online</em></td>
</tr>
<tr>
<td><em>Vocabulary:</em> <em>Animali domestici, Animali della fattoria, Animali selvatici, Insetti.</em></td>
<td>Italiante in famiglia, episode 1 (video only) Online Preposizioni: (appunti+esercizio) <em>Esercizio a scelta multipla</em> <em>Aggettivi dimostrativi (reading/matching)</em> <em>Verbi riflessivi (writing)</em> <em>Animali</em> for IWB</td>
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</tbody>
</table>
### Teaching objectives

**Listening, Speaking, Writing**

*(2 lessons)*

- The teacher will:
  - 1. the use and conjugation of reflexive verbs related to daily routine actions, e.g. *alzarsi, svegliarsi.*

### Examples of teaching experiences and activities

- Students listen to a CD or a read excerpt, dealing with the topic “daily routine”, (it is suggested that various, graded texts are heard) and mark if statements are true or false or fill in a prepared grid with the necessary information. The teacher adapts the help of visual cues and repetition in order to help all the students. To promote cooperative learning, students can swap exercises at the end of the listening process and correct each other’s work.

- The teacher can show the students the video *Italiano in famiglia – episode one,* and set questions on the actions carried out by the main characters in the video. This video can be used as an introduction to verbs/actions like *alzarsi, svegliarsi, fare colazione, andare a scuola.*

- Using the flashcards provided in *Il grande gioco dei verbi* or through the use of ppt. or internet images, in small groups, students talk about daily actions which they carry out. One of the students will be responsible for talking about the actions they all do together, e.g. *Marta e Francesca si svegliano alle sette; Marta fa colazione, ma Francesca no.* As an added activity for the group, students write a short paragraph about their daily chores.

- The activities will help in the revision of the verb *fare* whereas students will put simple queries as in the simple interaction, e.g. *Fai colazione? Sì faccio colazione. Cosa fai dopo scuola? Dopo scuola faccio i compiti,* etc.

- In pairs students take turns in asking questions which are related to daily activities, e.g. *Ti svegli alle otto? No/Si. Mi sveglio alle sette, Ti lavi i denti ogni giorno? Si,* etc. Students repeat questions using different routine activities.

### Indicators of learning outcomes

Students will:

- identify the person carrying out the action (Level 6 listening)
- discriminate between true and false statements in a listened audio (Level 5 listening)
- understand a limited range of short phrases and sentences consisting of very familiar vocabulary with the help of visual cues and repetition (Level 4 listening)
- recognize verbs which are related house chores and match them in writing (Level 4 listening)
- utter basic reflexive verbs like *alzarsi, chiamarsi, svegliarsi, lavarsi* (Level 6 speaking)
- use the reflexive verbs in a simple conversation (Level 6 speaking)
- express short, simple responses and maintain very simple face-to-face conversations on familiar topics (Level 5 speaking)
- understand and make questions about daily activities (Level 5 speaking)
- write short sentences using the reflexive verbs (Level 6 writing)
- answer questions about the chores from an audio/videoclip (Level 5 writing, speaking)
- use basic reflexive verbs like *alzarsi, chiamarsi, svegliarsi, lavarsi* in writing (Level 4 writing)
### Speaking, Writing (2 lessons)

The teacher will

2. teach students to ask and answer questions about possessives and the use of demonstrative adjectives in a sentence

<table>
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<tr>
<th>Students will be provided with flashcards where the possessive pronouns are used. E.g. <em>Il libro è mio, La penna è tua</em> etc. Students will then repeat the phrases. The vocabulary used can be adapted from everyday objects used in the classroom and this can help students revise important words. Teacher can use the IWB or flashcards to produce longer sentences such as <em>La penna blu è mia, L’astuccio nero è suo.</em></th>
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<tr>
<td>Pointing to objects close or far, students can say and show an object using the demonstrative adjectives. At first students will repeat a sentence then, gradually, they can add vocabulary previously learnt and they will form longer sentences. Further practice helps the students to adapt what is said to the plural form, e.g. <em>quel libro / quei libri; questa classe / queste classi,</em> etc.</td>
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<tr>
<td>As a consolidation to previous activities, students refer to the possessive adjectives and to the demonstrative adjectives to form simple sentences which indicate belonging. Asking and answering questions is an important part to develop the speaking skill and divided in groups they can ask and answer, e.g. <em>Di chi è questo libro? Questo libro è mio./Questo è il mio libro.</em></td>
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<tr>
<td>Students write the demonstrative adjectives in masculine, feminine, singular and plural forms <em>questo – quel – questa – quella, quell’ and questi – queste – quei – quelli – quegli.</em> They match the demonstrative adjectives with the corresponding nouns in singular and plural, e.g. <em>questo libro – questi libri.</em> The teacher makes sure that difference between <em>questo/quello,</em> <em>questi/quelli,</em> etc. is made clear and students understand that such adjectives give an idea of the location (near or far from speaker) of the noun they qualify.</td>
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<tr>
<td>The teacher will provide a set of jumbled up words – demonstrative adjectives and nouns (ideally as flashcards) to students. In pairs (or groups of three) they will reorder them and write them down, e.g. <em>questo cavallo, quello studente, quelle bambine,</em> etc.</td>
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<tr>
<td>Students will form sentences by looking for words from other groups. Their main clue will be the demonstrative adjective in their set. Teacher should come up with examples of all the demonstrative adjectives (singular and plural forms)</td>
</tr>
<tr>
<td>Students will be provided with flashcards where the possessive pronouns are used. E.g. <em>Il libro è mio, La penna è tua</em> etc. Students will then repeat the phrases. The vocabulary used can be adapted from everyday objects used in the classroom and this can help students revise important words. Teacher can use the IWB or flashcards to produce longer sentences such as <em>La penna blu è mia, L’astuccio nero è suo.</em></td>
</tr>
<tr>
<td>students will use the demonstrative adjectives, e.g. <em>Questa penna è rossa, mentre quella penna è blu</em> through the use of the right connectors (Level 6 speaking)</td>
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<tr>
<td>form longer sentences adding by vocabulary, e.g. <em>Questa penna è rossa; Quell’astuccio è blu</em> (Level 5 speaking)</td>
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<td>use the plural forms of the same sentences (Level 5 speaking)</td>
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<tr>
<td>distinguish between objects that are near or far in a conversation using phrases such as <em>Questa penna; Quel libro</em> (Level 4 speaking)</td>
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<td>respond to questions with short memorised utterances and maintain oral interaction if the interlocutor(s) use(s) repetition and/or simplification through gestures, mime (Level 4 speaking)</td>
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<tr>
<td>ask questions and give answers regarding belongings, e.g. <em>Di chi è? È mio. Di chi sono? Sono nostri</em> (Level 4 speaking)</td>
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<tr>
<td>write questions and give answers regarding belongings following a model (Level 5 writing)</td>
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<tr>
<td>copy the demonstrative adjectives in the singular and in the plural (Level 4 writing)</td>
</tr>
<tr>
<td>match demonstrative adjectives with the correct nouns (Level 4 writing)</td>
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</tbody>
</table>
| Speaking, Writing (1 lesson) | The teacher will teach students the use of the expression *andare in/a* in a written sentence. | The teacher can provide two sets of flashcards. One with different locations such as *casa, scuola, bar, cinema, stazione, albergo, discoteca, palestra*. The other set will have *a – al – alla – all’ – in*. Students will then match the preposition with the location. In pairs will then say the phrase, e.g. *alla stazione*. Students will then talk about frequency by forming sentences. *Gianni va in palestra. Matteo va al bar*. The preposizioni articolate have been discussed in unit 7.10 and their use in this context can also be used as a revision.

Alternatively, the IWB is used where an activity is created in such a way that the students can put the correct preposition (to be chosen from a list or written directly on the board) in a sentence or reorder a jumbled up sentence.

As a follow up to the activity and to encourage students to write their own sentences, the teacher can prepare different tables with the days of the week (See unit 7.1) and the location where a person is going. The students can be divided in small groups and they answer in writing a list of questions such as *Dove va Maria lunedì? Dove va Paolo giovedì? Etc.*

| Reading, Writing (2 lessons) | Students will write a short description of things/actions they do on a weekday and/or what they do 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 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. | Students will write a short paragraph describing daily actions in the present (Level 6 writing) conjugate and write other reflexive verbs in longer sentences (Level 6 writing) show good control of elementary vocabulary and some control of basic syntactic patterns (Level 6 writing) read and write a few sentences using verbs which describe daily actions (Level 5 reading, writing) |
This objective can be linked with objective number 1 where students understand the difference between verbs in \(-\text{are}\) and in \(-\text{arsi}\).

The same procedure is followed for the study of the conjugation and the use of the verb \textit{uscire}.

Reading texts also start to feature reflexive verbs of routine which have already been studied in class. Before the reading of the text/s, questions are set to students to help them anticipate the content. The text/s is/are then read and the teacher encourages students to understand words from the context. The use of a bilingual dictionary is also recommended at this stage. Students have to come to terms with the fact that it is not necessary to understand each and every word. Students answer simple questions, fill in grids, choose true/false answers, associate image to question set, etc., set on the text to confirm comprehension.

<table>
<thead>
<tr>
<th>Listening, Speaking, Reading, Writing (2 lessons)</th>
<th>This unit is carried out close to the end of the scholastic year and this objective is very useful to introduce the names of different animals (see list below) and to revise and consolidate all the four language skills. There are various interactive activities which can be used to introduce the vocabulary including the cd’s attached to the books \textit{Dizionario per immagini} (Guerra) and \textit{Vocabolario illustrato} (ELI). The students can play the activities on the cd and also listen to the sounds animals make. Teachers should tap also knowledge from Maltese and compare and contrast vocabulary relating to animals which is similar in Italian and Maltese. Another suggested activity for the IWB with matching and sentence reordering can be found at <a href="http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/">http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/</a></th>
<th>Students will understand the main ideas of a song which contains vocabulary related to the topic (Level 5 listening) listen to the sounds animals make (Level 4 listening) recognise and understand words which are similar to Maltese (Level 4 listening) write sentences of several linked words to describe a picture (Level 6 writing)</th>
</tr>
</thead>
</table>

- Students will understand the main ideas of a song which contains vocabulary related to the topic (Level 5 listening)
- listen to the sounds animals make (Level 4 listening)
- recognise and understand words which are similar to Maltese (Level 4 listening)
- write sentences of several linked words to describe a picture (Level 6 writing)
esources/curriculum/index.htm
Click on Italian, then on Pets

This video of Nella vecchia fattoria can be presented to the class. Students can sing and repeat the animals mentioned in the song but in the video there are also images of other animals. Teacher can prompt students to talk also about what other animals they see. Other similar videos/songs can be used.

Also, teacher can prepare students to write longer sentences through the use of visual cues. Students can make an oral description of a farm's or a jungle's picture and then they can write single words or form sentences with adjectives already learnt. e. g. Il cane è bianco e grande.

This is the vocabulary list which should be followed:

*Animali della fattoria* – cavallo, mucca, asino, capra, pecora, gallina/gallo, maiale, topo

*Animali domestici* – cane, gatto, pesce, uccellino tartaruga, coniglio

*Animali selvatici* – elefante, zebra, rinoceronte, volpe, lupo, serpente, orso, coccodrillo, scimmia, giraffa, ippopotamo, tigre, leone

*Insetti* – formica, ragno, farfalla

- put in sequence words in order to form sentences (Level 5 reading, writing)
- match pictures to words (Level 4 reading)
- copy correctly single familiar words (Level 4 writing)
- talk and describe different animals with the help of visual cues (Level 5 speaking)
- recognize the animals seen in pictures/video (Level 4 speaking)
**Digital Technology Enhanced Learning – Italian eLearning Entitlement**

The following are suggestions which should be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Listening, Speaking, Reading, Writing:**


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1. Licence is available from CMeLD.
2. Public cloud – Signing up required.
3. Public cloud – No signing up required.
4. Downloadable program.
5. Hardware procured by school or borrowed from the eLearning Centre.
**Subject:** Italian  

**Unit code and title:** ITA 7.12 **Winding up – Facciamo il punto**  

**Strand:** Listening, Speaking, Reading & Writing  

**Unit duration:** 9 sessions of 40 minutes; Total 6 hours  

### OBJECTIVES

The teacher will teach students:

1. to consolidate the use of listening and speaking skills already learnt (Listening, Speaking)  
2. to revise the skill of reading a text and look for generic (skimming) and specific information (scanning) in a text. (Revision, Reading, Writing)  
3. to improve their writing skills by using the right vocabulary, verbs, word order (Writing)  
4. to revise cultural topics in preparation for end of year exams.

### Key Words

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
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| The days of the week, the twelve months, the seasons, colours etc        | Learning Italian gives students the opportunity to develop an understanding of other people and their culture and, through comparison, an insight into their own culture and society. It also gives them a sense of personal fulfillment as they develop their skills in listening, speaking, reading and writing in the target language. For these reasons, the teacher makes use of students’ background knowledge with regards to the time in Maltese and in other languages with which they are already familiar. During this unit, attention must be given to the fact that revision has to be done in various points of the framework taught throughout year 7. This will help students improve their skills in preparation for formative assessment which takes place during the annual examinations. Teacher can help with the improvement of the study skills in the four language abilities. Through different activities students will be ready to acquire autonomous learning skills. Sample papers are available online and students should be encouraged to make use of them in class or at home. Topics for revision should include also cultural aspects. | *Rete Junior A - Rete Video – Flashcards – power point presentations.*  
*Eli – Flip Posters Base*  
*L’italiano per noi – Lo Stivale – Lo Stivale online*  
*Verbi online*  
*http://www.voki.com*  
*Exams online*  
*Italiano in famiglia – Livello A1 – A2*  
*Prove d’esame Plida*  
*Prove d’esame Cils*  
*Geografia d’Italia*  
*Audiolingua* |
| Vocabulary related to school, the house, animals etc numbers from 1-99    | |
| Present tense of regular verbs and some irregular verbs, reflexive verbs, *preposizioni semplici e articolate*, demonstrative adjectives, possessives etc | |
| Geographical aspects of Italy etc                                        | |

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<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
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<td><strong>Listening, Speaking (2 lessons)</strong></td>
<td>Listening and speaking are the first two language skills that are acquired naturally when learning a language. Thus the teacher should present students with short excerpts which learners can understand. It is always best to use native speakers, but the audio should be carefully chosen. One of the means to record short texts is through the use of the website <a href="http://www.voki.com/">http://www.voki.com/</a> (non commercial version available free of charge upon registration). Voices of native speakers – both male and female can be chosen to create a listening text. Short videos with native speakers can be found at this <a href="http://www.voki.com/">site</a>. The teacher can then adapt the questioning techniques to enhance comprehension or to improve speaking. Another good resource for original audio is <a href="http://www.audiolingua.com">Audiolingua</a> where it is possible to find and download short recorded passages such as the one which describes a kitchen. The use of the Curriculum website is highly suggested. There are plenty of resources available for students to print and work in class or at home. This will enable them to consolidate both listening by carrying out activities such as matching the right word to pictures or filling in of information. To revise speaking skills, students can be divided into pairs or small groups. Various pictures should be provided and students take turns to describe the content. The other members of the group can ask simple questions for e.g. Cosa fa il bambino? And the student answers. This activity will also help building vocabulary skills and students should always be encouraged to keep a notebook for new vocabulary and difficult words. This way, they are more active in their learning process. Students can present a topic in class or to their group. They would have prepared the show and tell item at home and then use Italian to talk about it in front of others.</td>
<td>listen and understand short texts such as a simple conversation or description (Level 6 listening) ask and answer questions about a given topic (Level 6 speaking) listen to a short text which contains simple familiar language (Level 5 listening) describe orally a picture/a situation using short utterances and the correct vocabulary (Level 5 speaking) listen to a short text and match the correct answer to a picture. (Level 4 listening) answer questions with single words (Level 4 speaking) describe verbally a picture with single words (Level 4 speaking)</td>
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| **Reading, Writing**  
**2 lessons** | Various graded reading comprehension texts should be presented to students so that they become more confident in their reading skills.  
The texts should have different formats in familiar Italian. Some comprehension texts are already available online [here](#) with extra activities. Students also learn how to tackle different types of questions. Various formats are recommended such as:  
- True/False  
- Multiple choice  
- Fill in single words  
- Open ended  
- Recalling of main idea  
Pictures, title present should be able to help students understand also the topic and activate their expectancy grammar through the *paratesto*. These skills enhance the students’ knowledge and enable them to become independent learners.  
It is also important to revise skimming and scanning skills which were taught throughout the year where students learn to look for general information in a text or delve in more specific aspects.  
Whilst carrying out various graded exercises, students will understand more rubrics and read with understanding what is being asked of them. Reference should be made to read *la consegna dell'esercizio* in order to follow instructions. Although this activity should be carried out during the scholastic year, students are to be made aware of the importance of understanding instructions. | scan the text for specific information.  
(Level 6 reading)  
answer open ended questions in writing (Level 6 writing)  
skim a text for general information.  
(Level 5 reading)  
answer questions in writing using simple, familiar words. (Level 5 writing)  
read rubrics and follow instructions. (Level 4 reading)  
use the *paratesto* and pictures to understand the main idea of a text. (Level 4 reading)  
copy information from a text. (Level 4 writing)  
answer true/false questions (Level 4 writing) |
| **Writing**  
**3 lessons** | Simple activities may include short cloze texts or filling in a form with details. Students will still need hints and past examination papers should be consulted in order to show students what is required of them when filling in a cloze text. Mention of matching the right article with the correct gender is important. | extend previously learnt grammar concepts to write sentences. (Level 6 writing) |

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### 3. teach students to improve their writing skills by using the right vocabulary, verbs, word order

Writing skills are also an essential part of language learning and students are to be made aware of the way sentences are written in Italian. Some of the main points might include:

- Word order such as subject – verb – object e.g. *Maria compra un libro*
- Adjectives are placed after nouns e.g. *una casa bellissima, un cane grande* etc

Grammar aspects can also be revised such as verb conjugation, definite and indefinite articles etc however it is suggested that students are given tasks so that they can learn to write their own sentences to become more autonomous.

Activities can start with reordering jumbled up sentences. This can be done through the IWB or by putting a set of flashcards in separate envelopes and students have to create their own sentences according to the words available.

Pictures can also be used to write simple sentences. The images used should be clear to understand and include topics that the students have tackled throughout the year, such as family, the house, the seasons etc. This is also a way to help build up vocabulary needed to write longer sentences through the use of adjectives. Students can revise opposites, colours etc.

### Incorporating the 4 strands (2 lessons)

The teacher will

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<th>4. teach students to revise cultural topics in preparation for end of year exams.</th>
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At this stage it is also important to revise cultural topics which are a component of the final exam. For this reason reference should be made to the relative objectives in units 7.1, 7.2, 7.3, 7.5 and 7.6.

Revising the major cities and regions can be done through a colouring activity. Teacher can use this [link](#) and students can colour the most important regions ans students can match cities to the regions. At home students can learn to remember through play with a [game](#) where they can write the correct city and region.
Students can be divided into groups and the teacher creates a quiz where questions consist about general culture topics such as the seas surrounding Italy and the main geographical aspects e.g. mountains, lakes etc. The ppt/game [Chi vuol essere milionario](https://www.youtube.com/watch?v=example) can be used as an example.

Students are encouraged to watch short videos about Italy and about its capital city, Rome and talk about the major monuments in the city. This activity can be linked to the speaking strand where students practice to talk about a particular topic in preparation for the oral exam.