

Curriculum Guide K-12

Checkpoint B

Unit: Personal Identification

Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings, likes and dislikes, tastes and interests
- Getting others to adopt a course of actions

Situations

Listening:

- comprehend information bulletins, announcements provided over loudspeakers at public places, understand radio and television commercials

Listening/Speaking:

- interview native speakers (either with tape recorder or via e-mail) to obtain their opinions on famous actors, sports players, singers; discuss with teachers, peers and adults, including native speakers, characters from literature, music, opera, cinema and other arts

Reading:

- read descriptions of people, real or imaginary, from literature or librettos; newspapers articles, magazines and other publications

Writing:

- personal description and own aspirations (letters or e-mail messages) to a new acquaintance, including native speakers; biography of prominent people in literature, music, arts, sports, business, using Internet as a source

Topics

- Biographical information: greetings, leave-taking, introductions, thanks, apologies, name, age, nationality, address and telephone number, family, occupation, place and date of birth
- Physical characteristics: height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities
- Psychological characteristics: character, personality, likes and dislikes, tastes and interests

Proficiencies

At the end of this unit students will be able to:

Listening:

- understand the main ideas and significant relevant details of lectures, discussions, presentations, feature programs on radio, TV and other forms of media designed for use by native speakers

Speaking:

- initiate and sustain an adequate conversation about oneself and others, exchanging personal information and plans for the future interview of both a peer and an adult for a poll or statistic survey
- describe characters from a play, drama or opera

Reading:

- analyze poems, novels of contemporary Italian literature and famous arias from opera
- comprehend flyers, labels, and short articles from Italian newspapers and magazines

Writing:

- write a complete autobiography for a college or summer program or job application

- draw up a resume including aspirations for the future
- prepare a personal ad for a local newspaper, magazine or via Internet
- write a complete biography of someone from literature, music, arts or other fields of interest

Culture:

- identify some well-known Italian and/or Italian-American and evaluate his/her impact on such fields as history, architecture, music, cinema, sports, business

Suggested Activities

Students are asked to:

Repeat some or all of the activities of checkpoint A at more advanced level and add these:

- conduct an interview of grandparents or older people born in Italy about their lifestyle and compare with the present;
- record interviews with people from different fields of endeavor;
- conduct a marketing poll to launch a new product by investigating the preferences and/or interests of the public;
- choose and describe a famous portrait of an Italian painter (i.e., *La Gioconda* by Leonardo; *Self-portrait* by Raffaello Sanzio, etc.);
- attend a matinee of an Italian opera or concert. Report and discuss in class;
- research traditional regional costumes and prepare visual aids (postcards , slides, etc.) to show the class;
- read excerpts from librettos that deal with personal identification (*Otello*, *Aida*, *Norma*, *Madame Butterfly*, *Boheme*, *Falstaff*, *Lucia di Lamermoure*, *La fanciulla del West*) and compare their different backgrounds.

Cultural Components

- Italian national holidays

Selected Expressions / Vocabulary

- abusivo, doc, inaffidabile, complessato, sieropositivo, malato terminale, zombi
- colf/collaboratrice, domestica
- spazzino/operatore ecologico
- consulente aziendale
- grafico pubblicitario
- dirigente
- funzionario
- separati in casa
- avere il feeling

Proverbs

Chi cento ne fa, una ne aspetti. (What goes around comes around.)

Chi pecora si fa, il lupo se la mangia. (Those who act like sheep will be eaten by the wolf.)

Ride bene chi ride ultimo. (He who laughs last laughs best.)

Unit: House and Home

Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

Situations

Listening:

- comprehend videos regarding Italian lifestyles, television and radio announcements

Listening/Speaking:

- sustain conversations with adults and peers. Role-playing (real estate agent buyer/renter)

Reading:

- excerpts from poetry and prose, magazine ads, advertisements, short stories

Writing:

- personal letters; letters to providers of utilities; reports describing needs and wishes

Topics

- Types of lodgings: House/apartment, rental/ownership
- Rooms and other lodging components: identification, size/function, furnishings, garden/terrace/balcony, appliances

Proficiencies

At the end of this unit, students will be able to:

Listening:

- understand conversations and statements related to topic; understand radio and T.V. announcements

Listening/Speaking:

- initiate and sustain a conversation related to the topic but limited vocabulary will cause hesitation and circumlocution

Writing:

- write short reports and letters related to topic; express needs and wishes

Culture:

- recognize some cultural similarities and differences

Suggested Activities

Students are asked to:

Repeat some or all of the activities of Checkpoint A at a more advanced level and add these:

- conduct an interview: *Com'è/dov'è la tua casa?*;
- draw floor plan of their present house or their "dream" house;
- prepare a classified ad with proper caption to buy/sell house;
- role-play dialogue between real estate agent and buyer/renter;
- role-play shopping for furniture or appliances;
- write and then read description of "dream" house;
- play a guessing game as to function of rooms or objects (as per previous explanation);
- participate in cooperative learning: what are the chores each student is assigned to do at home (every day and on weekends); tell each other, then report to class;
- bring in photos of rooms of their house and describe activities which take place therein;
- play Jeopardy;
- describe a picture shown by the teacher depicting moving day and groups of students make conjectures as to what is going on and what is being said. Students write a story about it;

- guess what teacher placed in a bag (different chips of different building materials); only by touching;
- take part in a poll conducted by the teacher as to where students live. Students make a graph.

Cultural Components

- first floor in USA = ground floor in Italy
- type of common building material (stone vs. wood)
- use of marble and penchant toward lean and uncluttered look in today's Italy
- rental fees based on square footage not amount of rooms
- different type of toilet fixtures in public restrooms
- custom of posting death notices on facades of buildings (*manifesti*)
- rest period in the afternoon (*Fare un pisolino*)
- the *piazza* as the heart of the town
- the church as the heart of the *piazza*

Selected Expressions / Vocabulary

- la villeggiatura
- C.A.P. (Codice d'avviamento postale)
- dare in affitto
- prendere in affitto
- fare i servizi/le faccende
- dare una mano
- essere indaffarato
- fare la doccia / il bagno
- il bidet
- fare il bucato
- stanco morto

Proverbs

- Ognuno per sé e Dio per tutti. (One for all and all for one.)
 Troppi cuochi guastano la cucina. (Too many cooks spoil the broth.)
 Chi dorme non piglia pesci. (The early bird gets the worm.)
 Una mano lava l'altra. (To scratch each other's back)
 Chi tardi arriva male alloggia. (The last to arrive will get lesser accommodations.)
 Si mangia per vivere non si vive per mangiare. (We eat to live not live to eat.)

Unit: Services

Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

Situations

Listening:

- react to information heard on radio and TV regarding services

Listening/Speaking:

- interact with service professionals

Speaking:

- explain causes and needs for services to be rendered

Reading:

- telephone guides, messages, warning, bill, or advertisement from local service professionals

Writing:

- write a formal complaint to a service professional complaining of a job left incomplete

Topics

- Repairs
- Public Utilities
- Deliveries

Proficiencies

At the end of this unit, students will be able to:

Listening:

- comprehend statements and questions about services

Speaking:

- respond to statements and engage in face-to-face conversation with personnel dealing with services

Reading:

- understand suitable material for informative purposes concerning various repair businesses

Writing:

- express in written form (complaint) that a particular course of action taken by a service professional is either inaccurate, incomplete, or ineffective

Culture:

- express an understanding of some aspects of Italian culture with regard to the topic of services

Suggested Activities

Students are asked to:

- form diads and have a conversation with a mechanic in a service station about what service they would like to have done to their car;
- form diads and drive into a service station and explain a minor problem and ask for help;
- form diads and drive into a service station and have a conversation with the attendant about what they need;
- enact a bicycle breakdown scene. They must discuss what is wrong with the bike;
- form triads and discuss what services they can obtain in a service station;
- form diads and enact a scene that involves a repairman and a household appliance that needs to be repaired;

- role-play the arrival of a plumber or an electrician at the scene of an overflowing toilet or a sparking television. One student plays the repair person and adopts a course of action;
- print/write/draw their own service ads; include services, price schedule, office location, etc.;
- conclude which repair services are necessary through a listening game;
- write an ad for TV or radio telling about the services that their company provides;
- make a phone call to a company telling about a problem they have in their home and inquire about types of repair services and costs of repair;
- role-play the part of a delivery boy;
- inquire for specific information talking to a phone operator;
- write a letter to a company describing the repairs needed on a specific item (kitchen floor, cabinets, walls, etc.);
- speak to a painter, plumber, or electrician, tell each what type of work is needed to be done and ask how long it will take and how much it will cost;
- read ads concerning cars, mopeds (Vespa, *motorino*) and appliances and then decide whom to call to repair one of these;
- write short notes to a member of the family explaining why he/she should not use certain appliances or the car and suggest whom to call to repair them;
- write a composition about *La mia vita da idraulico*;
- write an ad for a telephone book in which they explain their services;
- write to a pen pal about the problems they have with a used car.

Cultural Components

- duties of *il portiere* or *la portiera* in Italy
- *le bollette del gas, telefono, e dell'elettricità si possono pagare all'ufficio postale*
- differences in prestigious professions in the United States and Italy
- *impiegato, operaio*, teachers, doctors, etc.
- titles given gratuitously to everyone: *dottore, avvocato, ingegnere*, etc.
- organized labor unions in Italy: C.G.I.L. (*Confederazione Generale Italiana Lavoratori*), C.I.S.L. (*Confederazione Italiana Sindacati Lavoratori*), U.I.L. (*Unione Italiana dei Lavoratori*) - their influence - stronger than unions in the United States; *Scioperi*
- Italian vehicles for services: street cleaning, postal services, ambulances, etc.
- professions and trades most commonly chosen by Italian high school and university students: *Geometra*, doctors, teachers, diplomats, etc.
- work hours of maintenance workers in Italy vs. work hours of regional or government employees
- use of telephone card, *gettoni*, coins, etc.

Selected Expressions / Vocabulary

- ho bisogno di...
- è necessario che tu (lei) ...
- stia tranquillo(a)
- credo che sia...
- C'è un problema...
- Non funziona

Proverbs

- Quando il ciuco non vuol bere, hai tempo di fischiare! (If the donkey doesn't want to drink, you can whistle all you like!)
- Il pesce puzza dalla testa. (The fish smells from the head on down.)
- Nulla si fa senza volontà! (Nothing is done without wanting to!)
- Ci vuol pazienza. (It's important to be patient.)
- Di buona volontà l'inferno è pieno! (Hell is full of good will!)
- Ognuno al suo mestiere. (Each to his own trade.)

Unit: Family Life

Functions

- Socializing: greeting, leave-taking, introducing, thanking
- Providing and obtaining information: facts, events, needs, opinions, attitudes, feelings
- Expressing personal feelings: facts, events, opinions, attitudes
- Getting others to adopt a course of action: suggesting, requesting, directing, advising, warning, convincing, praising

Situations

Listening:

- information from familiar adults and peers in face-to-face communications

Listening/Speaking:

- interactions with family members and peers in face-to-face communications

Reading/Writing:

- informal notes to or from family members and friends and formal invitations and announcements

Topics

- Family members: through marriage, distant relatives, extended family
- Family activities: birthdays, special occasions, holidays, family gatherings, related activities
- Roles and responsibilities of family members
- Rapport among family members

Proficiencies

At the end of this unit students will be able to:

Listening:

- understand and respond to questions about their own and another's family

Speaking:

- respond to statements and engage in a simple face-to-face conversation which includes rapport with family members

Reading:

- understand simple material for informative or social purposes (such as letters, invitations, etc.)

Writing:

- write a letter, invitation, or announcement to a peer or family member expressing basic personal needs

Culture:

- express an understanding of some aspects of Italian culture with regards to family life

Suggested Activities

Students are asked to:

- converse with a peer in a face-to-face conversation which will include family size and names of family members;
- identify family members and relationships through descriptions and associations;
- label family members in a drawing or in a photo;
- express to their family or peers how they feel about their family members in a face-to-face conversation;
- make a card (holiday, thank you, etc.) in Italian and address it to a family member (a computer can be used if available);
- persuade family members to give them some ice cream, food, etc., in a face-to-face interaction with parents or siblings;
- list the family member(s) that they feel is/are easily persuaded by them to do an activity of their

choice;

- create a family tree, labeling members in Italian;
- state the relationship of one member to another given a family tree;
- engage in a brief face-to-face conversation in which a peer or a familiar adult is asked a basic question about his/her family and be able to respond when asked in return;
- describe a picture of a family scene;
- answer specific questions about a picture of a family scene;
- engage in a conversation with peer students and state that they do or do not get along with a particular family member;
- write a letter to pen pals about their family, talking about the different members (what they are like, how old, etc.);
- plan a family activity relevant to Italian culture: *onomastico*, birthday, *Ferragosto*, picnic, etc.;
- design an invitation after having planned one of the above mentioned activities (a computer can be used if available);
- engage in face-to-face interactions and express to their peers how they feel about their family members;
- engage in a phone conversation with cousins and express how they feel about going to a family function which will be attended by relatives with whom they have had a recent fallout;
- write a short note expressing their feelings about attending a certain family function after an argument with family members;
- engage in face-to-face interaction with a familiar adult and persuade a parent to accept an invitation to vacation with relatives;
- write postcards to parents suggesting that the rest of the family (parents, siblings, grandparents) join them while on vacation;
- engage in face-to-face interaction with familiar adults and suggest that a cousin (step-brother, step-sister) spend the summer with their family;
- write an informal note to cousins (step-brothers, step-sisters) requesting that they spend the summer with the student's family;
- engage in face-to-face interaction with friend or familiar adult to state the principal domestic chores and responsibilities assumed by each member of their family;
- engage in face-to-face interactions with a provider of service (photographer) in order to introduce newly acquired family members (in-laws);
- prepare a list for an upcoming wedding identifying all guests and their relationships to the bride and groom;
- engage in face-to-face interactions with a reporter of a local newspaper discussing the events/attendants of a recent or upcoming family reunion;
- write a newspaper announcement publicizing a family reunion;
- engage in face-to-face interactions with an adult and express their feelings towards their brother's or sister's future spouse/in-law;
- read a teacher-prepared wedding invitation. Students will respond with a note expressing their feelings about the bride/groom's future spouse;
- engage in a simulated phone conversation and decline an invitation to a family reunion due to personal feelings toward another family member's attendance;
- write a letter of gratitude to the hostess of the family reunion;
- engage in a simulated phone call and request family members to a shower/bachelor party for a sibling;
- draft a note advising a sibling not to marry a present boyfriend/girlfriend due to existing hostility between the two families;
- convince a familiar adult (parent, aunt, etc.) to host the next family reunion;
- try to convince a relative to fulfill his/her familial responsibilities by being present at an upcoming reunion despite his/her unwillingness to attend in a personal letter.

Cultural Components

- Traditions and customs: celebration of *l'onomastico*; spending holidays with family; the traditional method of naming children in a family; the traditional role a woman plays in the family; family and the principal meal of the day; in Italy it is typical to find children living at home until they marry; nuclear family often includes grandparents; importance of godparents

Selected Expressions / Vocabulary

- più giovane di.../ più vecchio di...
- figlio(a) unico(a)
- non so
- giocare con
- volere bene a
- di sangue
- andare d'accordo con...
- rispettare...
- avere ancora la bocca sporca di latte
- portare a casa il pane
- un vizio di famiglia
- passare il tempo
- ogni tanto
- altre volte
- abbandonare il nido
- come la mamma l'ha fatto
- da piccolo
- figlio di papà
- portare i pantaloni
- lavare i panni sporchi in famiglia
- figlio di nessuno
- figlio di primo letto
- in grembo alla famiglia
- la moglie della mano sinistra
- essere fidanzato(a)
- essere sposato(a)
- essere separato(a)
- essere divorziato(a)
- essere vivo(a)
- essere morto(a)
- essere in pensione

Proverbs

Il sangue non è acqua. (Blood is thicker than water.)

Tale padre, tale figlio. (Like father, like son.)

Il bimbo sciocco, quel che vede mette in bocca. (The foolish child puts whatever he sees into his mouth.)

Buon marito, buona moglie. (A good husband makes for a good wife.)

Amor di madre non si discute. (A mother's love is never doubted.)

Degno figlio del proprio padre. (A good son makes his father proud.)

Donne e buoi dei paesi tuoi. (Marry someone from your own town.)

L'ozio è il padre dei vizi. (Idleness is the father of all vices.)

Chi di gallina nasce convien che razzoli. (If someone is born poor, he must always rummage through life.)

I fatti son maschi e le parole son femmine. (Deeds speak louder than words.)

Tutto casa e famiglia. (There is no place like home.)

Voler la botte piena e la moglie ubriaca. (A man's home is his castle.)

Unit: Community/Neighborhood

Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

Situations

Listening:

- comprehend news/public service bulletins and announcements, radio and television commercials and programs

Listening/Speaking:

- sustain face-to-face interaction with providers of public services; informal conversations with familiar adults and peers

Reading:

- read substantive information on stores and merchandise, local facilities provided to the public on signs, posters, circulars, billboards

Writing:

- write informal notes, substantive e-mail messages, shopping lists, market signs, ads

Topics

- Common activities in the neighborhood
- Local stores/facilities in the community
- Recreational and entertainment opportunities
- Responsibilities and expectations in one's neighborhood
- Interaction with peers and adults, familiar and unfamiliar

Proficiencies

At the end of this unit, students will be able to:

Listening:

- comprehend conversations, obtain information from radio/TV, documentaries, films, videos, commercials, about stores, recreational facilities in the community

Listening/Speaking:

- initiate and respond to statements concerning community activities
- engage in face-to-face conversations with providers of public services
- discuss opportunities for any type of recreation and entertainment
- express personal feelings about the community/neighborhood

Reading:

- understand the essential content of ads, posters, timetables, announcements, or maps related to stores, other facilities, Internet ads

Writing:

- write notes, letters, and short reports about local facilities; express present, future, and past personal ideas and needs about activities; send e-mails and mail orders
- express personal feelings about the community/neighborhood

Culture:

- recognize cultural similarities and differences between neighborhoods in Italy and in USA
- understand the importance of *la piazza* particularly in smaller towns
- contrast the bar, trattoria, ristorante, caffè
- see the need for local specialty shops versus the *supermercato*

Suggested Activities

Students are asked to:

- describe their neighborhood and tell where it is in relation to the city;
- list their favorite local stores and recreational facilities;
- identify where they live (city, town, etc.) and distance from the school;
- interview peers about where they live and where their relatives live;
- describe their town, naming several important facilities;
- make a list of common means of transportation found within and around their community;
- make a list of words to describe their community;
- write an e-mail to a friend telling about the community: what they do and how they feel about it;
- draw a map of a fictitious community and include at least fifteen stores/facilities with street names;
- select a partner and ask him/her what he/she did over the weekend: movies, shopping, party, athletic event, swimming, eating at a restaurant, bicycle riding, trip to the city;
- build or design a model community, in groups, and label all in Italian;
- list at least ten facilities in their town and tell what is done in each: ex., library, read books; restaurant, eat a meal, etc.;
- convince an Italian immigrant met on a plane to settle in their neighborhood;
- tell their cousins, who are moving to their town, the activities offered in their neighborhood;
- convince a committee of students why their town is the best in the county;
- look at a map and take turns with a partner giving directions from one place to another;
- write five questions to ask a classmate about activities in that person's neighborhood. Then write a paragraph about the interview and share with the class - identify and describe some of the people who work in their community.

Cultural Components

- *Ferragosto*
- *Pasqua* and *Pasquetta*
- activities held during Christmas and Easter
- *La Befana* and Christmas gift-giving
- shopping in major stores found both in USA and in Italy (Ferragamo, Gucci, Benetton, Versace, etc.)
- *caffè all'aperto*
- major Italian sports vs major American sports
- local soccer stadiums

Selected Expressions / Vocabulary

- orario feriale
- orario festivo
- aperto/chiuso per turno
- chiuso per ferie
- fare il ponte
- i clubs

Proverbs

Casa mia, casa mia, per piccina che tu sia, mi sembri una badia. (My house, my house, no matter how small you seem, you are my comfort.)

In casa sua ognuno è re. (Every person is master in his/her home.)

Unit: Physical Environment

Functions

- Socializing
- Providing and obtaining information
- Expressing simple personal feelings about facts, events, and opinions
- Getting others to adopt a course of action

Situations

Listening:

- informational bulletins/announcements provided over loudspeakers, radio and television
- short presentations of interest to the general public given in person, on radio or on television

Listening/Speaking:

- interaction with providers of common public services by telephone
- group conversations among peers and familiar adults
- informal conversations with peers and adults

Reading:

- signs, billboards, maps, weather reports
- simple business correspondence and pamphlets
- facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)

Writing:

- producing brief informational notes, bulletins
- brief reports describing simple situations and sequences of events
- personal letters to acquaintances and friends (peers and adults)
- formal letters to agencies, institutions and businesses on topics of personal needs

Topics

- Physical features: big city, small town, village, suburb, country, geography of area
- Climate and weather: seasons, temperature, precipitation/wind, natural catastrophes, flora and fauna
- Quality of environment: opportunities for recreation and entertainment

Proficiencies

At the end of this unit, students will be able to:

Listening:

- comprehend short conversations on simple to moderately difficult topics in everyday situations
- understand frequently used tense forms and word-order patterns in simple to moderately difficult sentences

Speaking:

- initiate and sustain a conversation
- use the more common verb tense forms, but still make some errors in formation and selection
- say some idiomatic expressions and proverbs
- discuss the main idea of a simulated broadcast
- discuss opportunities for any type of recreation and entertainment
- express personal feelings about physical environment
- obtain/provide information about geographical setting

Reading:

- understand moderate narrative and descriptive authentic materials and edited texts within a familiar context
- follow essential points as well as some details of expository writing, when dealing with areas

of special interest and be able to guess meaning from context

Writing:

- write notes, letters and reports
- express present, future and past ideas comprehensibly
- express personal feelings about physical environment
- obtain/provide information about geographical setting

Culture:

- understand and compare lifestyles
- show understanding of cultures as systems of values that evolve with time
- show how certain values are associated with certain behavior patterns in their own culture as well as in Italian culture
- gain knowledge and compare some cultural lifestyles and become aware of the existence of cultures other than their own

Suggested Activities

Students are asked to:

See also Checkpoint A

- practice climate and weather conditions;
- practice converting from Fahrenheit to Celsius;
- match flowers with seasons;
- match animals with their environment;
- practice climate and weather conditions;
- practice converting from Fahrenheit to Celsius;
- participate in cued dialogues dealing with weather: how one feels in extreme temperatures;
- create a weather map using symbols. Create a legend for the symbols in Italian;
- do oral and written weather reports based on the map;
- practice (review) and identify vocabulary on physical features, natural catastrophes, flora and fauna;
- compile and illustrate a brochure describing the area where they live and list the recreational opportunities available;
- play the role of a real estate agent and try to convince their client of the advantages of living in the: city, small town, village, suburb, country;
- prepare a weather report for newspaper, radio or television using a weather map and props;
- prepare a brief report on the physical environment of Italy and present it to the class;
- prepare commercial advertisements for vacation spots and opportunities for entertainment and recreation available in different geographic areas (mountains, lakes, etc.) for oral/written/visual presentation;
- pretend that they are going on a camping trip and discuss where they would want to go and what they need to bring;
- role-play a dialogue: a group of friends deciding what activities to do, specifying the weather. Example: It's sunny and we are going to the beach;
- name the activities that one can do during the four seasons. Students cite their favorite activities and where they will perform them
- categorize animals into groups (domestic, farm, and zoo);
- describe orally their favorite animal;
- prepare a pamphlet or a radio announcement of what to do during a flood, tornado or earthquake;
- discuss what they would do if a natural catastrophe struck in their area;
- make a map of a zoo. Role-play with another student who works as an information guide and ask for directions to see three different animals;
- describe their favorite "vacation" spot. Talk about its location, weather and climate and activities available to participate in. Convince a friend to plan his/her next vacation there;
- imagine that they have been appointed head of the Tourist Bureau of their city, town. Create a travel brochure for city, town, making sure to include detailed information about its location, climate, important sites and principal places and activities available to participate;
- select three of their favorite flowers and tell why they like them. Which feeling do they evoke.

Cultural Components

hail: especially in the North. Grapes and fruit growers extensively use plastic nets to protect plants and trees

earthquakes: the most destructive: Belice, Campania, Friuli, Irpinia

volcanoes: Mount Etna, Mount Stromboli, Mount Vesuvio. In 1839, Portici, a small town near Mount Vesuvio, was linked to Napoli by railroad, the first one ever built in Italy

Some holidays, festivities and events during each season:

Autumn:

- school starts
- wine grapes harvested
- chestnut crop
- mushroom season
- shepherds return home from summer pasture

Winter:

- school: Christmas vacation (from Dec. 20-21 to January 7)
- Christmas (*Natale*) and *Santo Stefano* (Dec. 26)
- Jan. 6th: *La Befana*
- Feb. or March: *Il Carnevale*

Spring:

- Easter, Easter Monday (*Pasquetta*)
- school: Easter vacation
- April 25th: Liberation day
- asparagus season
- shepherds go back to mountains for summer pasture

Summer:

- school: summer vacation
- June 2nd: National day
- August 15th: *Ferragosto* (middle of annual vacation for most Italians)
- *Sagre paesane* (small town feasts)

Selected Expressions / Vocabulary

- allarme
- ambizione
- amicizia
- astuzia
- augurio
- bagnato
- bontà
- caldo
- chiarezza
- colpa
- comodità
- complicità
- concretezza
- confusione
- contrapposizione
- coraggio
- costrizione
- curiosità
- danno
- delusione
- difficoltà
- disaccordo
- disagio

- dolore
- dormire
- pericolo

Proverbs

Una rondine non fa primavera. (One swallow does not a spring time make.)

Non c'è rosa senza spine. (There is no rose without thorns.)

Piantare radici. (To settle in one place.)

Can che abbaia, non morde. (A dog's bark is worse than his bite.)

Vale più la gallina oggi, che l'uovo domani. (Today's hen is worth more than tomorrow's egg.)

Quando il gatto non c'è, i topi ballano. (When the cat's away, the mice will play.)

A caval donato non si guarda in bocca. (Don't look a gift horse in the mouth.)

Pesce fuor d'acqua. (Like a fish out of water.)

Unit: Meal taking

Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

Situations

Listening:

- information from providers of common public services in face-to-face or telephone communication

Listening/Speaking:

- interaction with providers of common public services in face-to-face communication, informal conversation with peers and familiar adults

Reading:

- information provided to the general public on signs, menus, recipes, ads, stores, merchandise

Writing:

- informal notes, shopping lists, recipes

Topics

- Everyday family fare: food, drinks, meals, hours, and time
- Eating with friends/relatives
- Eating out: restaurant, bar: interaction with waiters, socializing
- Grocery shopping: grocery stores: interaction with sales staff, prices
- Cooking: recipes, regional specialties, special occasion menus, measurements
- Eating habits in different countries or Italian regions

Proficiencies

At the end of this unit students will be able to:

Listening:

- comprehend statements and questions, obtain information in interaction with providers of public services or conversation with friends/relatives/adults

Speaking:

- initiate and respond to statements and questions, engage in face-to-face conversation with providers of public services, peers or adults. Describe objects, report actions, situations or needs. Narrate. Express preferences and personal opinions

Reading:

- understand the content of information provided to the general public on signs, menus, recipes, ads, stores, merchandise

Writing:

- compose a shopping list, recipe, express preferences and personal opinions

Culture:

- recognize, evaluate and discuss cultural similarities and differences between Italy and another country (USA or another.) Recognize cultural differences among Italian regions

Suggested Activities

Students are asked to:

- describe what they like to eat and explain why;
- describe what they don't like to eat and explain why;
- role-play a restaurant scene. The client ate well. However, he/she realizes that his/her wallet is lost and he/she can't pay. Resolve the situation with the waiter;

- role-play a restaurant scene. The client didn't eat well, the wine was bad and the bill was incorrect (too expensive.) Resolve the problem together with the waiter or owner;
- role-play: two friends exchange recipes through e-mail or snail mail. List ingredients and instructions to prepare their favorite recipe;
- discuss the advantage or disadvantage of eating out versus cooking at home;
- search the Internet for Italian regional sites with food sections or Italian cooking sites. Print out the most interesting pages, compare and discuss them;
- organize an Italian lunch in class;
- see some Italian movies, such as: *Lunga vita alla signora* by Olmi, *Festa di laurea* by Pupi Avati, based on a lunch/dinner situation. Can students/teacher rent them, watch and discuss them? Do students/teacher know any other Italian or foreign movie (e.g., "Big Night") based on food situations? Narrate the story and rent the tape;
- narrate something that happened while: cooking, eating out or grocery shopping, in a foreign country or in their own country.

Cultural Components

- Italian food and eating habits
- meals and schedules
- different kinds of restaurants and prices, tips, payment methods
- the concept of food in Italian and other cultures
- eating out versus cooking at home
- cooking at home: ingredients, recipes, measurements, regional and traditional food
- health and food

Selected Expressions / Vocabulary

- Questo conto è sbagliato; c'è un errore nel conto, il conto è salato
- Vorrei parlare con il proprietario
- caffè corretto, macchiato, ammazzacaffè, digestivo, amaro
- temperatura del vino; vino fermo, secco, frizzante
- salute e alimentazione
- alimentazione naturale, integrale, organico
- diabetico, allergico

Proverbs

L'appetito vien mangiando. (Appetite comes while eating.)

Una ciliegia tira l'altra. (One thing leads to another.)

Una mela al giorno, toglie il medico di turno. (An apple a day keeps the doctor away.)

Parla come mangi. (Speak in the same manner as you eat.)

Unit: Health and Welfare

Functions

- Socializing
- Providing and obtaining simple information
- Expressing personal feelings
- Getting others to adopt a course of action

Situations

Listening:

- news/commercial advertisements on public media

Listening/Speaking:

- speaking and interacting with providers of public health service; medical and social issues; group discussions on issues of health related topics

Reading:

- public information disseminated through articles, signs, billboards, labels, dosages of medicine, counter directions, pamphlets, and other publications

Writing:

- forms, medical and personal, related to health issues; personal descriptions of self or others; topics of public interest

Topics

- Parts of the body: biographical information; talking about others; being able to describe ailments for self or for others; using proper terminology
- Daily grooming routines: being able to obtain articles of daily necessity; asking help in getting the right product from a sales representative; being able to explain a personal problem or need; being able to distinguish and describe facial features and/or physical characteristics
- Talking about small aches and pains: Obtaining medical attention; knowing the proper terminology for personal and physical characteristics; being able to obtain professional assistance in an emergency

Proficiencies

At the end of this unit students will be able to:

Listening:

- comprehend short conversations; obtain and retain information from radio, TV, and other media intended for native speakers

Speaking:

- initiate and respond to an adequate conversation about self and others; exchange personal information and provide information in response to a request for a form or a questionnaire

Reading:

- understand the detailed contents of ads, directions, announcements, flyers, labels of medication, e-mail and Internet postings

Writing:

- write a personal ad for a newspaper or a job position; write directions on how to take a prescription or write a set of directions or procedures

Culture:

- recognize cultural similarities and differences in health and public services issues; know how to bridge cultural differences; involvement with community issues at large; evaluate and react properly to cultural differences

Suggested Activities

Students are asked to:

- label and describe illustrations of parts of the body; work with a partner describing each other or someone in the class;
- present projects, drawings, using the parts of the body;
- draw pictures, paint, outline, figures of different people;
- give an oral description of a picture, drawing; making a poster depicting the body parts;
- label blanks on pictures, posters, and illustrations;
- play games related to parts of the body: Simon says, *body tombola*, memory, matching, etc.;
- take turns in describing a person.

Selected Expressions / Vocabulary

- il ginocchio, le ginocchia
- la mano, le mani
- il capo, la testa
- dalla testa ai piedi
- in ginocchio
- a piedi
- in piedi
- di mano in mano,
- man mano
- star male
- avere mal di
- stanco morto

Unit: Education

Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

Situations

Listening:

- announcements provided in bulletins or over the loudspeaker for guidelines and instructions

Listening/Speaking:

- formal or informal conversations with peers or teachers; interaction with peers over the telephone about a course of study; role-play a situation in which one student tries to convince another about joining a team or signing up for a course

Reading:

- part of a course offering booklet; information about current events pertaining to educational reforms; a pamphlet announcing a written contest with a prize; a review about a new Italian film; a book review in the NY Times

Writing:

- an application for admission to a university; a letter or e-mail to a friend describing one's classroom or teacher; a business letter to a potential employer to request an interview for a summer job

Topics

- Types of schools
- Extra curricular activities
- Grade point average
- Programs
- Examinations/grading
- Diploma, rules, regulations

Proficiencies

At the end of this unit students will be able to:

Listening:

- comprehend short conversations, brief announcements on the radio/TV/loud speaker, simple conversation via the telephone

Speaking:

- sustain a conversation about evaluation and school with peers; engage in a discussion with a teacher about a topic or a change of grade; discuss a scholastic program with parents or friends

Reading:

- comprehend excerpts from newspapers and magazines about educational reforms; simple ads and posters regarding schools and education

Writing:

- write a letter or e-mail to a friend about one's program of study or favorite subject; express ideas or changes to improve educational techniques

Culture:

- recognize similarities or differences between schools in Italy and in USA; compare courses of study in the two countries; analyze the grading system in each country; evaluate the role of parents in dealing with education in the two countries

Suggested Activities

Students are asked to:

- debate the strengths and weaknesses of the educational systems in Italy and in USA;
- form groups to discuss specific issues pertaining to their school life and devise a simple plan for reforms;
- role-play a student-teacher dialogue about a change of grade;
- write a short dialogue describing a typical school event like a play or a game;
- describe a holiday and gifts they would give or receive;
- interview an administrator and write a brief biography for the school newspaper;
- look at postcards from Italian cities and describe the architecture of the buildings;
- take pictures of people and describe in writing their social background;
- plan for a party and together decide who is going to prepare certain foods;
- cut out newspaper articles and pictures and create a collage describing a particular event.

Cultural Components

- *il punteggio*
- *le elementari*
- *le medie*
- *il ginnasio*
- *il liceo classico*
- *lo scientifico*
- *la maturità*
- *gli esami*
- *i clubs*
- *le materie*
- *il dettato*
- *lo scritto*
- *l'orale*
- *la biblioteca*
- *la libreria*
- *le vacanze*
- *le riparazioni*
- *il doposcuola*

Unit: Earning a Living

Functions

- Socializing
- Providing and obtaining information
- Getting others to adopt a course of action

Situations

Listening:

- information from providers of services in face-to-face or telephone communication

Listening/Speaking:

- interaction with providers of services in face-to-face or telephone communication, informal/formal conversation with peers and adults

Reading:

- information provided on signs, memos, notes, lists, ads, magazines, newspapers, stores, merchandise, offices

Writing:

- notes, memos, lists, resumes

Topics

- Different kinds of occupations
- Summer/part-time/full time employment
- Office hours, money/wages, benefits
- Vacations, official holidays
- Job situation in Italy

Proficiencies

At the end of this unit students will be able to:

Listening:

- comprehend statements and questions; obtain information in interaction with providers of services or conversation with friends/relatives/adults

Speaking:

- initiate and respond to statements and questions; engage in face-to-face or telephone conversation with providers of services, peers or adults. Describe objects, report actions, situations or needs. Narrate. Express personal opinions

Reading:

- understand the content of information provided on signs, memos, notes, lists, ads, magazines, newspapers, stores, merchandise, offices, some documents

Writing:

- compose memos, notes, lists, letters, resumes, simple documents, express personal opinions

Culture:

- recognize, evaluate, and discuss cultural similarities and differences between Italy and another country (USA or another)

Suggested Activities

Students are asked to:

- describe their current or future occupation (explain why they chose it, how they like it, state positive and negative aspects...);
- narrate their last vacation (or tell something special, funny, dangerous that happened during a vacation);
- discuss: adventurous and physically demanding vacations versus easy and relaxing ones;
- read the job section from Italian newspapers that the teacher brings to class and discuss some

- ads. Students write an ad for the job section of an Italian newspaper;
- role-play a party scene. People socialize. The atmosphere is friendly. Students make informal conversation asking each other about their family, work, favorite vacation etc...;
 - role-play a party scene. People socialize. The atmosphere is very formal. Students make formal conversation asking each other about their work, responsibilities, future plans...;
 - search the Internet for job offers in Italy. Discuss and evaluate the opportunities of working for an Italian company doing business in USA or an American company doing business in Italy;
 - write their resume;
 - role-play a job interview. Interaction between interviewer and interviewee (interviewee may discuss his/her resume);
 - write two kinds of letters (request of information/claim) to a store or company;
 - meet and discuss about “punctuality” (is it important? Are they punctual...) Later they prepare a meeting report;
 - meet and discuss a topic related to work (i.e., unemployment: possible solutions; the market situation and immigration issues...) Later they prepare a meeting report.

Cultural Components

- wages, benefits
- office hours
- vacations, official holidays
- job situation in Italy
- job situation in another country (USA or other)
- unemployment
- dress codes
- formal/informal relationships
- responsibility, punctuality
- curriculum vitae
- training, unions, markets, quality of life

Selected Expressions / Vocabulary

- Di cosa si occupa Lei?
- In cosa consiste il suo lavoro?
- sindacato, diritti dei lavoratori, orario settimanale, ferie retribuite
- legge di mercato, mercato internazionale
- aspettativa, malattia, cassa integrazione, immigrazione
- colloquio di lavoro, riunione, documenti, archivio
- gentile, egregio, nel ringraziarLa, cordiali saluti
- credenziali

Proverbs

- Impara l'arte e mettila da parte. (Learn a trade for future use.)
 Il lavoro nobilita l'uomo. (Work is ennobling.)
 Fare e disfare è tutto un lavorare. (Doing and undoing is still work.)
 “Ora et labora”. (Pray and work.)

Unit: Leisure

Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

Situations

Listening:

- information bulletins, announcements provided on radio and television dealing with leisure activities

Listening/Speaking:

- advanced conversation with peers and adults

Reading:

- newspapers, magazines, timetables, short stories, proverbs, about leisure time

Writing:

- forms, informal notes, cards, announcements, invitations

Topics

- Available leisure time: after school, weekends, holidays, vacations
- Activities: hobbies/sports, other interests, use of media, organizations and facilities, cultural resources
- Special occasions: religious events, traditions and customs, family occasions

Proficiencies

At the end of this unit, students will be able to:

Listening:

- comprehend statements and questions about leisure at a more advanced level

Speaking:

- respond to statements and engage in more advanced face-to-face conversation

Reading:

- understand vocabulary related to traditions and holidays; selected proverbs and their place in Italian culture

Writing:

- express personal information about leisure time at an advanced level

Culture:

- express a suitable understanding at this level of several aspects of Italian culture regarding the topic of leisure

Suggested Activities

Students are asked to:

- talk or write to a friend in Italy and mention some of the holidays their families celebrate;
- write in their diaries what they do or did in school and after a typical day;
- state three activities they do/have done in school, outside of school, and at home, when and with whom;
- conduct an interview to find out what leisure time activities a classmate likes/dislikes;
- make more complex greeting cards;
- view a series of pictures and be able to state the action each person does in a typical day and at what time;
- carry on a meaningful conversation related to their leisure time;
- inquire of their peers about their interests and future plans;

- carry on an extensive telephone conversation relating to a past event and extending an invitation;
- read about Italian comic strip heroes;
- read and report on soccer in Italy;
- find American programs in Italian TV schedule entitled *La Televisione* and provide the Italian titles;
- with the teacher's assistance, and in diads, read movie advertisements and create imaginary conversations between students choosing a film to view;
- go to see an Italian film and have lunch in an Italian restaurant;
- prepare a *Carnevale* celebration;
- arrange a date with a friend, over the phone;
- translate movie titles for a guessing game;
- write a movie review for the school newspaper;
- listen to teacher-made commercials or announcements about after school meetings, vacation places, evening events at school;
- role-play pretending to celebrate different holidays (i.e.: *Babbo Natale, La Befana*, etc.);
- plan a meal to celebrate special holiday events (i.e.: *La Vigilia di Natale, Natale, Carnevale, Pasqua*, etc.);
- invite friends to their house to celebrate *l'onomastico*;
- use proverbs that are appropriate for different occasions (*Chi va con lo zoppo incomincia a zoppiare*, etc.);
- make a list of favorite hobbies and tell why they enjoy each of them;
- explain how they celebrate religious events in their metropolitan area and compare them to how they are celebrated in Italy;
- write to a friend in Italy letting him/her know about having just seen his/her favorite music group, how they obtained the tickets, the cost, where they sat, a description of the theater, its location and whether they enjoyed the performance;
- tell their friends how they spent Sunday afternoon in Italy during a recent visit.

Cultural Components

Review those enumerated in Checkpoint A

Selected Expressions / Vocabulary

Review those of Pre-Checkpoint and Checkpoint A

Proverbs

Chi tratta con lo zoppo incomincia a zoppiare! (Tell me who your friends are and I'll tell you what you are!.)

Chi va piano va sano e va lontano. (Haste makes waste.)

Chi sta a casa, sta secco, e chi esce, s'ingrandisce. (He who stays at home will shrink up like a prune, but he who goes out will grow into full bloom.)

Se hai la polvere, spara! (If you have gunpowder, shoot!)

Unit: Public and Private Services

Functions

- Socializing
- Providing and obtaining information through communications (telephone, mail, telegram, e-mail); with government agencies (post office, customs, police, embassies and consulates); finances (banks, currency exchange offices)
- Expressing personal feelings
- Getting others to adopt a course of action

Situations

Listening:

- comprehend a brief phone call; news/public service bulletins and announcements

Speaking:

- information by interaction on the telephone; buying stamps at the post office; exchanging money at the exchange office

Reading:

- brief e-mail messages; printed ads
- know how to look up a telephone number

Writing:

- informal notes; information from a phone message

Topics

- Local merchants
- Using the phone
- Writing a letter to a pen pal
- Buying stamps
- Talking to a policeman

Proficiencies

At the end of this unit students will be able to:

Listening:

- comprehend and narrate statements using connected sentences and paragraphs in present and past time frames
- understand a phone call even with outside interferences and disturbances, over a crowded room or noisy setting
- understand differences relative to money, and technical and specific expressions

Speaking:

- initiate and respond to statements, that may include unfamiliar grammatical structures or unfamiliar vocabulary
- talk on a telephone understanding new vocabulary and being able to apply new structures and internalize them

Reading:

- understand messages that contain unfamiliar grammatical structures
- understand idiomatic expressions, apply rules of language in written texts

Writing:

- write presentations on topics of general and personal interest
- write paragraph length and written presentations on topic exhibiting complex and critical writing skills

Culture:

- draw similarities/differences on idiomatic expressions between the two cultures when speaking of banks and post office

- know differences between currencies and how to exchange money

Suggested Activities

Students are asked to:

- sustain an interaction with a native speaker;
- use more specialized vocabulary from a variety of range about currency, telephone, and banks;
- become familiar with technical expressions relating to telephone, post office, and bank;
- talk about activities that involve dealing with a public establishment;
- describe how to explain what is needed to make a phone call;
- create a conversation based on a phone call to a friend, demonstrating control of an extensive vocabulary range;
- use idiomatic expressions to talk about proper telephone etiquette;
- interpret a brochure with descriptions of the public phone system and/or of the post office or the bank;
- talk to a native speaker and understand complex text, understand inferences and circumlocutions.

Cultural Components

- use cultural and topic related vocabulary and idioms
- apply understanding of cultural differences
- use and contrast idiomatic expressions, reflecting idiomatic expressions and non-verbal behaviors

Selected Expressions and Vocabulary

- ricevitore
- riagganciare
- riallacciare
- comunicazione interrotta
- inserire
- carta telefonica
- gettone
- gusto
- interurbana
- locale
- interferenza
- occupato
- telefonata a carico del destinatario
- lo scatto telefonico
- riempire un modulo
- tasso di scambio
- depositare
- ritirare
- aprire un conto bancario
- Dammi un colpo di telefono.

Unit: Shopping

Functions

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action

Situations

Listening:

- news/public service bulletins and announcements provided over loudspeakers, radio and TV commercials

Listening /Speaking:

- face-to-face interaction with providers of public service informal conversation with individual peers and adults, interaction with providers of public service by telephone, group discussions with peers, informal presentations to peers and familiar adults

Reading:

- information provided to the public on forms, signs, billboards, posters, labels, menus, recipes, circulars, announcements, ads, etc., in newspapers, magazines, and other publications, short informal notes. Simple business correspondence and pamphlets. Excerpts from poetry and prose and film for cultural appreciation

Writing:

- forms to be filled out in mail order catalogs, informal notes for communication in everyday situations, brief reports describing simple situations and sequence of events, personal letters to peers and adults, e-mail messages, formal letters to agencies and businesses on topics of personal needs

Topics

- Shopping centers, specialty shops, department stores
- Neighborhood merchants, markets, mail order companies
- Staples and everyday purchases
- Clothing items and accessories
- Interaction with sales staff
- Shopping patterns: time, currency, measurements, prices, advertisements

Proficiencies

At the end of this unit students will be able to:

Listening:

- comprehend short conversations, obtain information in conversation or from radio/TV commercials about stores and products

Speaking:

- initiate and respond to simple statements, engage in face-to-face conversation with providers of public services

Reading:

- understand the essential content of short, simple ads, posters, timetables, announcements or maps related to stores and products, Internet ads

Writing:

- write simple notes, letters and short reports about stores and products, express present, future and past personal ideas about shopping habits and needs, e-mail messages and orders

Culture:

- recognize cultural similarities and differences between shopping in Italy and USA

- identify Italian export products imported by USA and evaluate their impact on the community

Suggested Activities

Students are asked to:

- create their own TV commercial. They choose the item they want to advertise, write a skit and act it out in front of the class;
- role-play a sales person and client. The client will ask the sales person for help, providing specific information about the item requested using conditional and polite commands, weights and measurements as appropriate;
- provide information to a butcher about the number of people attending a party they are giving, the types of foods the guests like; the students will decide what to serve, how much meat they will need to buy;
- imagine being in Italy with an American friend. The friend wants to go shopping for clothes at 2 p.m. in a neighborhood store. Students must explain to the friend why he/she has to wait and till when;
- look through catalog and see many items they like. Students must explain to a friend what they like and why
- role-play client-vendor in a designated store and be able to bargain (when appropriate);
- role-play a store scene. One student is the vendor, the other the client. The client wants to pay by credit card. The vendor must explain that the store does not take credit cards and will offer a discount for cash payment;
- persuade the jeweler to reduce the price of a necklace that they want to buy for their mother, sister...;
- go to a clothing store. One picks different items to try on. When he/she comes out of the fitting room the friend does not like the selection. He/She must convince the friend to change some of the items with others that he/she likes better;
- look through an Italian catalog, and comment on the latest styles and compare them to USA catalogs;
- fill out a mail order form from an Italian catalog appropriately;
- create a dialogue. Two young people, one Italian, the other American, discuss their holiday shopping by contrasting what they bought last year and what they will buy this year;
- imagine going on vacation to Italy. They will surf the web looking for hotel and restaurant prices. They select different places and report to the class;
- research, in groups, Italian export products such as wine, ceramics, textile etc., and report to the class;
- have an e-mail chat with Italian peers exchanging suggestions for menus and/or recipes.

Cultural Components

- exchange rate
- advertisement in Italy: magazines newspapers and TV
- mail order companies (Postal Market)
- shopping in the city: *il Corso, Via Condotti, la Galleria*
- Italian exports in USA (and vice-versa)
- *le ferie estive (Ferragosto)*
- *la fiera*

Selected Expressions / Vocabulary

- orario feriale
- orario festivo
- chiuso per lutto
- chiuso per ferie
- fare lo scontrino
- fare la ricevuta fiscale
- essere di turno
- fare il ponte
- spedire in contrassegno

- fatturare
- vendere all'ingrosso/al dettaglio

Proverbs

È più la spesa che l'impresa. (It is more trouble than it's worth.)

Unit : Travel

Functions

- Socializing: greeting, leave-taking, thanking, inviting
- Provide and obtain information
- Express personal feelings
- Get others to adopt a course of action

Situations

Listening:

- information and announcements

Listening/Speaking :

- informal conversation with peers and adults interaction, conversation with providers of public services

Reading:

- ads, time tables, magazines, brochures

Writing:

- formal and informal notes

Topics

- Transportation: means of transportation
- Maps, timetables, fares, signs
- Instructions
- Interaction at ticket counters
- Advertisement/promotional information
- Itinerary, interaction at travel agencies
- Lodging: youth hostels, camping/caravanning, hotels and pensions, private guest arrangements
- Holiday travel patterns: destination, activities

Proficiencies:

At the end of this unit the students will be able to:

Listening

- understand announcements and information

Listening / Speaking

- ask and provide information from a ticket counter agent, bus drivers, taxi drivers, and airport personal
- ask and give directions using maps and signs
- make a reservation in youth hotels
- initiate and sustain a conversation
- ask and tell about distances
- ask and say what is permitted
- ask and say if something is possible
- ask for and give suggestions
- agree or disagree
- make arrangements
- make reservations
- obtain information from announcements

Speaking

- express personal preferences and feelings about trips and vacations

Reading

- obtain information from signs, posters, timetables, maps and travel brochure
- understand simple narrative and descriptive authentic materials

Writing

- make a brochure with an itinerary around Italy
- make a reservation in youth hotels
- express personal preferences and feelings about trips and vacations in informal letters

Culture

- recognize some cultural similarities and differences between Italy and USA

Suggested Activities

Students are asked to:

- plan an itinerary, traveling throughout Italy. They should indicate the estimated days, times of arrival, and main sites in every city they want to visit;
- role-play a scene at an airport in Italy where they have to ask how to get a bus to the nearest city and buy the tickets;
- role-play a scene at the train station in Milano where they find out that the train they want to take is going to be late;
- write different postcards describing their stay in the various cities;
- write a dialogue between a tourist and a clerk at the information counter in the airport of Linate in Milano. The tourist wants to go to Rome and asks the time of the next flight, the cost of the tickets, where to buy the tickets and how to get to the ticket counter;
- role-play and then write a dialogue imagining that a friend from Italy has just come to visit you for a short time. Ask how the trip was, how she got to the airport, how long she had to wait at the airport. Was there an unexpected strike?;
- role-play: Speak with a travel agent and tell where they would like to go and where they want to stay, what activities they would like to do and how much money is available;
- read authentic materials as advertisements and brochures of different sites of Italy;
- listen to dialogues and find out if people can or cannot do what they want to ;
- imagine that they have to spend a day in Rome. Write a letter to a friend telling him/her all the things they have seen and done during their visit;
- agree or disagree, make suggestions for things to do and places to visit in Venice;
- play a guessing game: one player decides to go somewhere on the map. The other player tries to guess the place by asking questions. He/she only knows the starting point;
- create a dialogue with a partner where one is a hotel clerk and the other is making a reservation. Include the Who, Where, When and Why.

Cultural Components

- Italian currency
- *il bar*
- *la piazza*
- *orario di apertura e chiusura dei negozi*
- *le Ferrovie dello Stato*
- *lo sciopero*
- *collegamenti con le isole con traghetto o aliscafo*
- *le più importanti località turistiche sulle coste*
- *l'esodo di agosto*

Selected Expressions / Vocabulary

- Quanto tempo impiega ?
- Quanto è distante?
- una camera singola/doppia con bagno
- mezza pensione/pensione completa

Proverbs:

See the proverbs in the previous checkpoints

Unit: Current Events

Functions

- Socializing
- Providing and obtaining information
- Expressing personal feeling
- Getting others to adopt a course of action

Situations

Listening:

- comprehend general TV and Radio News (RAI, STET, Euronews), commercials

Listening/Speaking:

- obtain opinions on Italian cultural models: music, literature, theater, political and economic facts, art fashion; discuss with teachers, peers, and special guests

Reading:

- descriptions and interpretations about the past and the present history of Italian cultural models

Writing:

- personal opinion on current events

Topics

- Miscellaneous news, Italian political parties, governments
- Current political and economic issues
- The European Union, description and interpretations of the Italian culture (values, beliefs, traditions, history)
- People in the Arts and Sciences
- Sites of Italy
- Exchange between Italy and USA

Proficiencies

At the end of this unit students will be able to:

Listening:

- comprehend short conversations on general topics in everyday situations

Speaking:

- debate various cultural aspects and traits of the Italian and European societies

Reading:

- analyze brief articles; comprehend Italian masterpieces and the main classics in politics, philosophy

Writing:

- write brief reports using specific vocabulary and structures from the newspapers of the day

Culture:

- understand the culture as a system of values that changes with time and has a long lasting history
- show how values and behaviors are related

Suggested Activities

Students are asked to:

- explain differences between the American and the Italian culture (politics, economy, arts, movies, literature);
- debate several current issues like The Italian and the American Feminism movement; ecology (WWF, *Lega Ambiente*, LIPU, Green Peace, *Lega Antivivisezione*);
- plan a trip to Italy;
- match Italian journalism with American journalism underlining differences (cadence of voices and tones, pictures, smiles, formality, nature of the news);

- organize an environmental campaign creating slogans, poster, collecting statistics, and reading bulletins;
- listening to Italian *Cantautori* trying to define the nature of songs listened to (political, love songs, folk, etc.) and their influence on Italian society;
- understanding Italy through American and foreign publications and media: (The New York Times, *Le Monde*, *The Independent*, *El Pais*, etc.);
- take part in an Italian movie Festival and have some knowledge about *il Festival del Cinema di Venezia*;
- sponsor a garage sale at school or close to its neighborhood with Italian products (clothes, souvenirs, old letters, stamps);
- subscribe to an Italian cultural review: (Bell'Italia, Bell'Europa, Medioevo un passato da riscoprire, Prometeo, L'Espresso, Archeo, Acqua, etc.);
- write an essay on Italians and technology, Italians and science (Fermi, Marconi, *i ragazzi di via Panisperna*).

Cultural Components

- cultural pages of the Italian newspapers

Selected Expressions / Vocabulary

- Italian dream
- prima e seconda Repubblica
- tangentopoli
- Maggioranza-Opposizione
- Euro
- piano, allegro, andante, andantino
- profilattico
- Madonna che roba!