

# Italian Theme-based Activities

## Theme 1: I cambiamenti della società italiana

Theme 1 is set in the context of Italy only and covers social issues and trends.

### Sub-theme: L'evoluzione della famiglia italiana

*Cambiamenti nell'atteggiamento verso il matrimonio, la coppia e la famiglia; i mammoni.*

Aspects of this theme and vocabulary will have been studied at KS4 so this theme serves as a good starting point for year 1. It is important, however, that the theme is approached at a higher level and that students are reminded of the need to bring more analysis and depth into their arguments, more complex structures and grammar into their writing and speaking assessments.

### Suggested activities

Topic	Activity	Skill	Teacher notes
<b>Modern Italian family</b>	<a href="https://www.youtube.com/watch?v=axXw-Qnuv-w">https://www.youtube.com/watch?v=axXw-Qnuv-w</a> Students watch and listen to the video. They could note key terms and statistics relating to the Italian family and how it has changed. A transcript of the video, or parts of it, could be provided and perhaps used as a gap-fill activity.	Listening	A short video on how the family has changed in Italy and key elements of the modern Italian family are introduced. This could be a good introduction to the topic of the new Italian family.
<b>Family structure</b>	Produce two pictures of a traditional family and a more modern family. Students describe the two families. Which one is more 'normal' today?  Students embark on the definition of a normal family in the 21st century.	Speaking	
	Students work in pairs/groups and express pros and cons on living together. They should attempt to address both sides of the argument.	Speaking	Use SAMS (A Level), Stimulus IN1, Task 1.
<b>Marriage vs civil partnerships</b>	<a href="https://www.youtube.com/watch?v=6rPVOnHkqEo">https://www.youtube.com/watch?v=6rPVOnHkqEo</a> Students could listen and note key elements of a civil partnership.	Listening	A short video explaining legal aspects/implications of civil partnerships.
	Explain the differences between civil partnerships and marriage. Why do we still get married when we could just be in a civil partnership? Carry out a whole-class debate.	Listening and Speaking	A careful definition of civil partnership will need to be drawn previously.
	<a href="https://www.youtube.com/watch?v=Nw9BNaJYPCl">https://www.youtube.com/watch?v=Nw9BNaJYPCl</a> Students listen and note key reasons for and against issues relating to same-sex relationships and civil partnerships. This could also be used for a debate.	Listening and Speaking	Video discussing attitudes towards civil partnerships, rights and adoption.



<p><b>Same sex marriage</b></p>	<p><a href="https://www.youtube.com/watch?v=zP_YudpUjY8w">https://www.youtube.com/watch?v=zP_YudpUjY8w</a> Students watch the video and note the attitudes towards same-sex marriage / civil partnerships. Could be used as a springboard for discussion / debate.</p>	<p>Listening and Speaking</p>	<p>A video interviewing Italians about whether or not they support same-sex marriage and some reasons for their stance. Also covers civil partnerships.</p>
<p><b>Family issues</b></p>	<p>Students write a fictional letter to an agony aunt about family/personal issues.</p>	<p>Writing</p>	<p>Ensure students start to show evidence of more complex structures and A level grammar.</p>
<p><b>Teenage issues</b></p>	<p>Role-play: seeking permission from parents to go out mid-week. Imagine the conversation between teenage son/daughter and parents.</p>	<p>Speaking</p>	<p>This is a good task to encourage confidence in speaking as it should be on a topic they are familiar with.</p>
<p><b>Relationships</b></p>	<p><a href="https://www.youtube.com/watch?v=ZzxoixZlWro">https://www.youtube.com/watch?v=ZzxoixZlWro</a> Students listen to the song and fill in gaps. A transcript could be provided and then used as the basis for analysis both in terms of language (tenses, etc.) and content. Could be used as a good introduction to textual analysis.</p>	<p>Listening, Reading and Analysis</p>	<p>A song, <i>Mi dispiace</i>, by Laura Pausini tracing the development of a daughter's relationship with her mother as she gets older.</p>
<p><b>Family and relationships</b></p>	<p>Revision of:</p> <ul style="list-style-type: none"> <li>• present tense in describing your family and relationships</li> <li>• perfect and imperfect tenses in describing family events (such as an argument) and describing emotions felt by different parties</li> <li>• adjectives (agreements, position, irregular) in describing qualities of good parents, faults of bad parents or simply describing one's family.</li> </ul>	<p>Grammar</p>	
<p><b>Childhood</b></p>	<p>Using set texts: Use passages from set texts to highlight key aspects of how childhood is portrayed. Could be used for textual and literary analysis and comparisons could be drawn. Set texts which could be used: <i>Io non ho paura</i> <i>Volevo i pantaloni</i> <i>Jack Frusciante è uscito dal gruppo</i> (A Level only)</p>	<p>Reading and Analysis</p>	
<p><b>Condition of women</b></p>	<p>Set text: <i>Volevo i pantaloni</i>  Set text: <i>Il giorno della civetta</i> (AL only)</p>	<p>Literary analysis</p>	<p>Discussion of gender roles.  Use SAMS.</p>

<p><b><i>I mammoni</i></b></p>	<p><a href="https://www.theguardian.com/lifeandsstyle/2010/jan/20/italys-mamma-boys-cant-cut-ties">https://www.theguardian.com/lifeandsstyle/2010/jan/20/italys-mamma-boys-cant-cut-ties</a> Good for discussion of issues and students could translate sections of the passage or use this to compile a summary of key points.</p>	<p>Speaking and Translation</p>	<p>Newspaper article about <i>i mammoni</i> outlining the phenomenon and related issues.</p>
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### Sub-theme: L'istruzione

*Il sistema scolastico e i problemi degli studenti; la fuga dei cervelli*

This theme can be approached through comparisons: comparisons between education systems (UK and Italian), comparisons between school of the past and school of today, and between school of today and school of the future. There are opportunities for excellent classroom discussions. It is interesting to note that most students will know very little about the Italian education system unless they have participated in a school exchange and have spent some time in the host school.

Topic	Activity	Skill	Teacher notes
<p><b>Italian education system</b></p>	<p><a href="http://www.lescuolestatali.it/ordinamento_scolastico.html">http://www.lescuolestatali.it/ordinamento_scolastico.html</a> Students read article and summarise key features of education system. Could be useful for research.</p>	<p>Reading and Research</p>	<p>Article on website outlining key features of Italian education system.</p>
	<p>Presentation on the Italian school and university system.  Ask either the Italian assistant or the rest of the class to draw a list of questions prior to this. Alternatively groups to research and present to the class.</p>	<p>Speaking, Listening and Research</p>	
<p><b>Education in general</b></p>	<p>Give students a list of 50 words relating to the topic of education. They then organise them into categories (of their choice) and label the categories. They write a short piece including as many of the words as possible and using grammar they have covered that week.</p>	<p>Vocabulary and Grammar</p>	<p>Discussion on memorising techniques, good websites for memorising pronunciation, how to (re)activate vocabulary etc. (memrise.com).</p>
<p><b>Education from a personal perspective</b></p>	<p>Students conduct a classroom survey: people's plans for the future, aspirations, what they really like/dislike about being in the sixth form, whether they feel that their education prepares them well for the future, their views on having a job whilst studying, A level versus Italian system. Students write a summary of their findings using the third person pronoun and making all suitable syntactical/grammatical changes.</p>		<p>This would be a good exercise in turning notes into a coherent written summary.</p>

<b>School in past vs school in present</b>	<a href="https://www.youtube.com/watch?v=g28viONLuZ8">https://www.youtube.com/watch?v=g28viONLuZ8</a> Students watch the clip from <i>Nuovo Cinema Paradiso</i> and then discuss their opinions about what they see and then go on to discuss how school has changed.		Extract from set film depicting an aspect of school in the past. Good exercise for eliciting opinions and school-related vocabulary. Could be used as an exercise in spontaneous talk.
<b>Students' problems</b>	Students come up with a list of what they consider to be the main problems of school and then have a class discussion.	Speaking	Useful exercise for developing topic-related vocabulary. Teachers could show pictures as a basis for discussion and students express their point of view. Also use SAMS (AS), Stimulus IN3, Task 1.
	Students write a short passage outlining a problem with the school. These can then be read out and other students could work (possibly in groups) to suggest a solution.	Listening, Speaking and Grammar	Could be a useful exercise to practise aspects of grammar, such as conditional tense of modal verbs, e.g. <i>dovresti, potresti</i> , etc.
<b>La fuga dei cervelli</b>	<a href="https://www.youtube.com/watch?v=KB0bgk3v38s">https://www.youtube.com/watch?v=KB0bgk3v38s</a> Students watch and listen and note key facts about the 'brain drain' and how it impacts on Italy. Could be used as an introduction to the topic.	Listening	Video explaining the 'brain drain' phenomenon in Italy and why it represents a problem for the country.
	<a href="https://www.youtube.com/watch?v=-HEWnOyrasM">https://www.youtube.com/watch?v=-HEWnOyrasM</a> Students watch video and then perform a debate about why it is best to go abroad or remain in Italy. They could be given roles to encourage them to consider alternative points of view and they need to defend their stance based on the ideas expressed in the video.	Listening and Speaking	Video in which Italian university students are interviewed about whether they want to stay in Italy or go abroad after their studies and their reasons for this.

### Sub-theme: Il mondo del lavoro

*La parità tra i sessi; la disoccupazione; le imprese familiari; i nuovi modelli di lavoro.*

Topic	Activity	Skill	Teacher notes
<b>Equality</b>	A classroom debate on equality in the workplace. Has it been achieved? Why (not)? Who are strong female role-models in the world of work?	Speaking	



	<p><a href="https://www.youtube.com/watch?v=G165OJ4XvW0">https://www.youtube.com/watch?v=G165OJ4XvW0</a> Students watch video and use this as a basis for expressing their own opinions. Students could be given questions to answer in advance to focus their listening.</p>	Listening / Speaking	Video discussing equality in the workplace.
	<p>Teacher to show images of a glass ceiling to prompt discussion on the concept in the world of work. Students to give own opinions.</p>	Speaking	Could be a good basis for a wider discussion on gender issues in the workplace.
	<p><a href="https://www.youtube.com/watch?v=5TmyGO3tjsg">https://www.youtube.com/watch?v=5TmyGO3tjsg</a> Students could be given a transcript and complete a gap-fill for sections of the passage.</p>	Listening / Reading	Discussion about breaking through the 'glass ceiling'.
	<p><a href="http://www.expatsfocus.com/expatriate-italy-business-culture">http://www.expatsfocus.com/expatriate-italy-business-culture</a> Students to translate section about women and the workplace into Italian.</p>	Translation and Grammar	Website with information about business and culture in Italy.
	<p><a href="https://www.youtube.com/watch?v=ACoa2TEY3Sg">https://www.youtube.com/watch?v=ACoa2TEY3Sg</a> Students watch video and express own views based on what they hear.</p>	Listening and Speaking	Video on advantages of equality in the workplace.
<b>Work</b>	<p>Class debate between employers and employees, e.g. on no pay increase or increased working hours.</p>	Speaking	Teacher to prepare scenario.
<b>Attitudes to work</b>	<p><i>L'atteggiamento degli italiani verso il lavoro</i>: students conduct research into the different working conditions and the attitude of Italian people towards their work.</p>	Independent research	This could form the basis of a portfolio for the independent research task.
<b>Unemployment</b>	<p><a href="https://www.youtube.com/watch?v=GEdeclPszFQ">https://www.youtube.com/watch?v=GEdeclPszFQ</a> Students watch video and answer comprehension questions on key issues raised.</p>	Listening	Cartoon video about unemployment in Italy. Teachers to provide students with comprehension questions to focus their listening.
	<p><a href="http://www.tradingeconomics.com/italy/youth-unemployment-rate">http://www.tradingeconomics.com/italy/youth-unemployment-rate</a> Students look at graphic and have a discussion about trends. They could either do this in pairs / small groups or as a class.</p>	Speaking	Information about youth unemployment rate in Italy.

	<a href="https://www.youtube.com/watch?v=Rn7I5040oRM">https://www.youtube.com/watch?v=Rn7I5040oRM</a> Students watch video and answer comprehension questions.	Listening, Writing and Grammar	Video about youth unemployment rate in Italy. Questions to test comprehension to be prepared in advance.
<b>Imprese familiari</b>	<a href="http://www.stranieriinitalia.it/lesperto-risponde/lesperto-risponde/come-funziona-unimpresa-familiare.html">http://www.stranieriinitalia.it/lesperto-risponde/lesperto-risponde/come-funziona-unimpresa-familiare.html</a> Students read article and answer comprehension questions. Students could then express their opinion about this orally.	Reading and Speaking	A discussion of the concept of <i>imprese familiari</i> and the cultural significance in Italy would be a useful starting point.
<b>I nuovi modelli di lavoro</b>	Students discuss ideas as to what this concept means to them. They could draw up a mind map of ideas.	Speaking	Students may need relevant vocabulary and pictures could also be used as a means of generating ideas.
	<a href="https://www.digital4.biz/hr/hr-transformation/smart-working-ches-cos-e-a-cosa-serve-e-perche-e-cosi-importante-per-il-business-43672156693.htm">https://www.digital4.biz/hr/hr-transformation/smart-working-ches-cos-e-a-cosa-serve-e-perche-e-cosi-importante-per-il-business-43672156693.htm</a> Students read article and translate section(s) into English.	Reading and Translation	Article on 'Smart working' and if it really makes a difference. Teachers to choose appropriate section(s) for translation to increase students' awareness of the topic.

## Theme 2: La cultura politica e artistica nei Paesi di lingua italiana

Theme 2 is set in the context of Italian-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

### Sub-theme: La musica

*Cambiamenti e sviluppi; impatto sulla cultura popolare.*

Topic	Activity	Skill	Teacher notes
<b>Traditional song writers/artists</b>	Give students a list of 'traditional' singers to research in class: Maria Carta, Mia Martini, Peppino di Capri, Nino d'Angelo, Pino Daniele. Students may wish to consider regional identity in this research.	Research/ Listening	Students should develop an understanding of the importance of lyrics. The concept needs to be grasped as the music is often less important than the lyrics.

<b>Contemporary artists and song writers</b>	Discuss the place of lyrics in Italian contemporary songs, for example in an artist like Laura Pausini. Students research how music styles have evolved in Italy and the influence of other Italian-speaking cultures. Contemporary artists to research: Laura Pausini, Tiziano Ferro, Jovanotti, Nek, Nesli, Marco Mengoni, Emma Marrone, I Modà, Ligabue, Giorgia, Gianna Nannini, Zucchero, il Volo, Fabri Fibra, Paolo Meneguzzi.		
	Lyrics training <a href="https://www.lyricstraining.com">https://www.lyricstraining.com</a>	Grammar and Vocabulary	A great website for ready-made gap-fill exercises on songs by Italian-speaking artists.
<b>Classical music</b>	<a href="http://www.musica-classica.it/forum/index.php?/topic/4044-perch%C3%A8-i-giovani-e-i-ragazzi-non-amano-la-classica/">http://www.musica-classica.it/forum/index.php?/topic/4044-perch%C3%A8-i-giovani-e-i-ragazzi-non-amano-la-classica/</a> Students read some of the entries in this forum and sum up key arguments. They could then write their own response and swap these with other students for them to comment on.	Reading, Summary and Writing.	Online forum with views about classical music and young people. A useful exercise to elicit students' own opinions and justifications.  Also use SAMS (AS), Stimulus IN7, Task 2.
<b>Music</b>	Students research an Italian-speaking artist and prepare a presentation to the class.	Research / Speaking	
<b>Music in film</b>	Students discuss the importance of music in film. They could look at one of the set works for this, e.g. <i>Nuovo Cinema Paradiso</i> or <i>Io non ho paura</i> .	Film analysis	Use SAMS to set a SAMS-style question on this topic, e.g. cinematographic techniques.
<b>Developments in music</b>	<a href="http://www.scuolissima.com/2012/11/Musica-italiana-storia.html">http://www.scuolissima.com/2012/11/Musica-italiana-storia.html</a> Use key headings in article and summarise each passage. A section could also be used as a dictation exercise or teacher / Italian Assistant could read article and students answer questions.	Reading, Listening and Summary	Article about changes and developments in Italian music.
<b>Popular culture: music in Italian vs music in English</b>	Students discuss reasons for listening to music in both languages and why English is so popular. Debate on 'should Italian music stations play mostly Italian music?'	Speaking	Also use SAMS (AS), Stimulus IN8, Task 2.

<b>Influence of foreign music</b>	<a href="http://www.soundsblog.it/post/1443/perche-la-musica-straniera-ha-tanto-successo">http://www.soundsblog.it/post/1443/perche-la-musica-straniera-ha-tanto-successo</a> Students read and translate a section into English.	Reading and Translation	Article on influence of foreign music.
<b>Rap music</b>	<a href="http://www.ilfattoquotidiano.it/2012/10/23/rap-per-non-arrendersi/390734/">http://www.ilfattoquotidiano.it/2012/10/23/rap-per-non-arrendersi/390734/</a> Students could use this as a basis to discuss if rap music is a positive or negative influence on young people.	Speaking	Article discussing rap music and its messages. Also use SAMS (AL), Stimulus IN4, Task 1.

**Sub-theme: I Media**

*Libertà di espressione; la stampa cartacea e online; l'impatto sulla politica e la società.*

Topic	Activity	Skill	Teacher notes
<b>Freedom of expression</b>	<a href="http://www.lastampa.it/2016/04/20/esteri/libert-di-stampa-litalia-crolla-ora-al-posto-jl0lw7T7ev7j31hRKIpCwJ/pagina.htm">http://www.lastampa.it/2016/04/20/esteri/libert-di-stampa-litalia-crolla-ora-al-posto-jl0lw7T7ev7j31hRKIpCwJ/pagina.htm</a> Students read article and discuss possible reasons for Italy's position on the global list.	Reading and Speaking	Could be used as a good introduction to the theme.  Also, use SAMS (AL), Stimulus IN5, Task 1.
<b>Newspapers</b>	<a href="http://www.ilpost.it/2016/10/25/crisi-giornali-pagina-99/">http://www.ilpost.it/2016/10/25/crisi-giornali-pagina-99/</a> Students translate passages from article into English.	Translation	Information on crisis facing newspapers in Italy. Passage may need to be adapted.
<b>Use of social media</b>	<a href="https://www.youtube.com/watch?v=BqtnYcflBm">https://www.youtube.com/watch?v=BqtnYcflBm</a> Students watch video and then discuss in class their own experiences with social media and the importance of e-safety. The class could then come up with their own definitive list of collective rules.	Listening and Speaking	Video outlining rules to follow when using social media. Could be used as a good opportunity to revise and work on the imperative.
	<a href="http://www.thedailybit.net/quali-social-media-piu-usati-italia/">http://www.thedailybit.net/quali-social-media-piu-usati-italia/</a> Students read article and translate into English. They could use the graphic as a basis for discussion.	Translation and Speaking	Article discussing most popular social media in Italy.
<b>Media in Italy</b>	Article from SAMS on media in Italy – students read and answer comprehension questions.	Reading	Use SAMS – AS Reading Q9.

<b>Berlusconi and the Media</b>	<a href="https://www.opensocietyfoundations.org/voices/berlusconi-s-chilling-effect-italian-media">https://www.opensocietyfoundations.org/voices/berlusconi-s-chilling-effect-italian-media</a> Students summarise key points and translate these into Italian.	Translation	Article in English on Berlusconi and the Media in Italy. A summary of key points.
<b>Online vs printed press</b>	<a href="http://www.oilproject.org/lezione/giornalismo-e-giornalisti-tra-crisi-e-opportunita-dellera-internet-20.html">http://www.oilproject.org/lezione/giornalismo-e-giornalisti-tra-crisi-e-opportunita-dellera-internet-20.html</a> Students watch video and note key points. They could then translate the article into English and go on to discuss key points as a class.	Listening, Translation and Speaking	Short video and article on journalism and the Internet era.
	Students draw up a list of pros and cons for reading news in printed form and online.	Speaking and Writing	Teachers may need to provide some guidance for this activity – perhaps give sentence starters or key vocabulary. Also use SAMS (AS), Stimulus 9, Task 2.

### Sub-theme: Il patrimonio culturale

*Feste, usi e costumi.*

Topic	Activity	Skill	Teacher notes
<b>Festivals and traditions</b>	<a href="https://www.youtube.com/watch?v=YHNclZhCBrw">https://www.youtube.com/watch?v=YHNclZhCBrw</a> Students listen and answer comprehension questions. These could include questions on their own opinion about the importance of this festival for the city.	Listening and Writing / Speaking	Video with information on <i>Carnevale</i> in Venice.
	Students research a specific Italian holiday, its origins and cultural significance. <a href="http://www.italiadonna.it/feste-e-tradizioni/natale/tradizioni-e-feste-popolari-italiane.htm">http://www.italiadonna.it/feste-e-tradizioni/natale/tradizioni-e-feste-popolari-italiane.htm</a> They present their findings orally.	Independent research / Speaking	This website may be a useful tool for research.
	<a href="https://www.youtube.com/watch?v=ID0kIaLaGLQ">https://www.youtube.com/watch?v=ID0kIaLaGLQ</a> Students watch video and then discuss the positive and negative aspects of this festival, as well as its significance for the city of Siena.	Listening and Speaking	A video based on the Palio of Siena, following the story of a famous jockey.  Also use SAMS (AS), Stimulus IN11, Task 2.

	<a href="https://www.youtube.com/watch?v=v2BZyAB0pDM">https://www.youtube.com/watch?v=v2BZyAB0pDM</a> Students watch the video (above) and access the website (below) and extract key information on this important annual Italian festival. <a href="http://www.rai.it/programmi/sanremo/">http://www.rai.it/programmi/sanremo/</a>	Listening	Video outlining a brief history of the Sanremo Music Festival.
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### Theme 3: L'Italia: una società in evoluzione

Theme 3 is set in the context of Italy only. This theme covers social issues and trends.

#### Sub-theme: L'impatto positivo dell'immigrazione in Italia

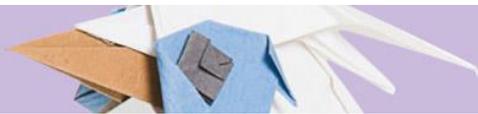
*Il contributo di immigrati e migranti all'economia e alla cultura.*

Topic	Activity	Skill	Teacher notes
Positive aspects of immigration	<a href="http://www.internazionale.it/notizie/2016/10/10/italia-economia-immigrazione">http://www.internazionale.it/notizie/2016/10/10/italia-economia-immigrazione</a>  Students read article and discuss key points. They could do a summary and this could be used to debate the contribution that immigrants make to Italian society. Students could also translate sections of the text into English.	Speaking and Translation	Article on contribution of immigrants to society and dispelling some of the myths surrounding immigrants.
	Students research an Italian personality from an immigrant background, who is a strong role-model (in the world of sport/art/politics/music/media) and present their findings to the class.	Speaking	Teacher guidance may be necessary.

#### Sub-theme: I problemi della migrazione in Italia

*Marginalizzazione e alienazione; integrazione; impatto dell'immigrazione.*

Topic	Activity	Skill	Teacher notes
Immigration	<a href="https://www.youtube.com/watch?v=yahzqVHtGRg">https://www.youtube.com/watch?v=yahzqVHtGRg</a>  Students listen and fill in gaps before analysing song.	Listening and Analysis	Song, 'Non è un film', about immigration by Fiorella Mannoia. Lyrics can be sourced on lyrics websites and used for gap-fill.
	Prepare oral pair work on the topic of immigration. Key questions could be discussed by students at the end of the topic.	Speaking	



<b>Grammar</b>	<p>The subjunctive sits well within this unit and should be practised.</p> <p>Also students can practise using comparatives and superlatives in talking about statistics.</p>	Grammar	
<b>Marginalisation and alienation</b>	<p>Students research topic and present findings. They could then write a diary entry from the point of view of an immigrant in Italy based on their research and present these to the class.</p>	Research, Writing and Speaking	Some discussion of the key terms may be needed in advance.
<b>Integration</b>	<p><a href="http://www.valigiablu.it/storia-di-una-migrante-italiana-a-londra-il-sistema-e-spietato-ma-favorisce-il-talento/">http://www.valigiablu.it/storia-di-una-migrante-italiana-a-londra-il-sistema-e-spietato-ma-favorisce-il-talento/</a></p> <p>Students read article and highlight key points. They can then discuss these and compare with the situation of immigrants in Italy and write a comparison.</p>	Writing	<p>A class discussion of the difficulties of integration in Italian society may be useful beforehand.</p> <p>This article about integration is from the point of view of an Italian who has gone to live in London.</p>
<b>Impact of immigration</b>	<p><a href="https://www.youtube.com/watch?v=oJe0sTpAK0w">https://www.youtube.com/watch?v=oJe0sTpAK0w</a></p> <p>Students watch video and summarise key points in English, focusing on the impact on different aspects of society.</p>	Listening	<p>Documentary about the impact of immigration on Lampedusa (17 minutes 30).</p> <p>Teachers may have to divide this into sections.</p>
	<p>Students write a diary entry of an immigrant who has made the treacherous journey to Lampedusa. They could mention their hopes and aspirations and the contrast of these with the reality of their situation.</p>	Writing / Grammar	<p>A good exercise for contrasting use of tenses. Teachers could provide a list of grammatical features and tense that students must include.</p>

**Sub-theme: Il divario Nord/Sud**

*Spostamenti tra Nord e Sud; il ruolo delle industrie italiane; le differenze socio-culturali; la criminalità.*

Topic	Activity	Skill	Teacher notes
<b>Movement from South to North</b>	<a href="http://www.cpc-chiasso.ch">http://www.cpc-chiasso.ch</a> Choose 'Attività' and type in 'Nord Sud' and this will bring up the link to the document.	Research  Speaking and Translation	A project containing a lot of information about migration from South to North from the end of WWII until the present day. A useful tool for research and some sections could be useful for discussion and translation.
	<a href="https://www.youtube.com/watch?v=k-3KecdyOZU">https://www.youtube.com/watch?v=k-3KecdyOZU</a> Students listen and complete gap-fill. Song can then be analysed and discussed in the context of the topic.	Listening, Analysis and Speaking	Song – ' <i>Gente di mare</i> ' by Umberto Tozzi and Raf about people who move from their home and how they feel about this. Could be extended to a discussion about migration between North and South.
<b>Stereotypes</b>	<a href="http://italianencounter.com/en/italiani-nord-e-sud/">http://italianencounter.com/en/italiani-nord-e-sud/</a> Students watch video and read article and complete activities – orally or written	Listening, Speaking / Writing	Could be a good introduction to discussion of stereotypes of Northern and Southern Italians.
	Students could watch the film(s) <i>Benvenuti al nord</i> and/or <i>Benvenuti al sud</i> and analyse how Italians from different parts of the country are portrayed.	Film work and Analysis	Although not set films, these are enjoyable and good for generating discussion. Teachers could show one or both films or choose certain clips.
<b>Socio-economic differences between North and South</b>	<a href="http://www.skuola.net/storia-contemporanea/nord-sud-italia.html">http://www.skuola.net/storia-contemporanea/nord-sud-italia.html</a> Students read the article and watch video and answer comprehension questions.	Listening and Reading	An article and video about socio-economic differences at the time of Italian unification.



	<p>Students describe the key messages in pictures/photos selected by teachers on this topic to suggest what the main differences might be.</p>	Speaking	<p>Pictures and photos can easily be found in the Internet but may need to be selected carefully to steer students towards key ideas and differences.</p>
	<p><a href="http://www.repubblica.it/economia/2016/01/23/news/qualita_della_vita_crisi_economica-131872089/">http://www.repubblica.it/economia/2016/01/23/news/qualita della vita crisi economica-131872089/</a> Students read article and answer comprehension questions. They could then translate a section into English.</p>	Reading and Translation	<p>Article about links between economic situation and North/South divide. Reasonably lengthy so may need to be adapted.</p>
<b>The role of industry</b>	<p><a href="https://www.youtube.com/watch?v=R5qitfPWUKI">https://www.youtube.com/watch?v=R5qitfPWUKI</a> Students watch video and answer questions.</p>	Listening	<p>A short video about the economic boom of the 1960s. May be a useful way of contextualising the topic and generating discussion.</p>
	<p>Students carry out research into the reasons why industry played a key role in the movement of people in Italy. They can look at the historical context as well as key statistics related to this. Examples of companies to choose are FIAT and the technology and textiles companies based in the Veneto.</p>	Independent research and Presentation	<p>Students will need guidance on what to include in order to avoid excessive copying and pasting and on which companies / industries to research.</p>
<b>Organised crime</b>	<p>Roberto Saviano: <i>Gomorra</i> and the film of the same name – students could read extracts from the book and watch the film to gain an idea into the activities of the Camorra. They could then discuss their reactions to what they read/see in Italian.</p>	Reading / Film / Speaking	<p>Controversial book which exposes Camorra activities and film based on the book. Students will need subtitles when watching the film.</p>
	<p><a href="http://www.independent.co.uk/news/world/europe/man-who-took-on-the-mafia-the-truth-about-italys-gangsters-420427.html">http://www.independent.co.uk/news/world/europe/man-who-took-on-the-mafia-the-truth-about-italys-gangsters-420427.html</a> Students read article and translate key phrases.</p>	Translation	<p>Article about Roberto Saviano and the reaction to the publication of this book.</p>
	<p>Set film: <i>I cento passi</i></p>	Film work and Analysis	<p>Use SAMS Paper 2. Set another question similar to SAMS.</p>

	<a href="http://www.skuela.net/temi-saggi-svolti/temi/criminalita-organizzata.html">http://www.skuela.net/temi-saggi-svolti/temi/criminalita-organizzata.html</a> Students perform a 'running dictation' exercise, reading the article in sections displayed around the room, coming back to their partner/group and conveying the information that others then write down.	Reading, Speaking and Writing	Article on organised crime in Italy. Running dictation exercise is also a good way of assessing grammatical knowledge and spelling.
	<a href="https://www.youtube.com/watch?v=zM MEAijeU0">https://www.youtube.com/watch?v=zM MEAijeU0</a> Students listen to song and do gap-fill. The lyrics can then be analysed and discussed in terms of its message about the concept of <i>omertà</i> .	Listening and Analysis	'Pensa' by Fabrizio Moro, a song which talks about and challenges the concept of <i>omertà</i> . Lyrics can be found at <a href="http://www.lyricsmania.com/pensa_lyrics_fabrizio_moro.html">http://www.lyricsmania.com/pensa_lyrics_fabrizio_moro.html</a>

#### Theme 4: Dal fascismo ai giorni nostri

Theme 4 is set in the context of Italy only. This theme covers political culture.

#### Sub-theme: L'ascesa di Mussolini al potere

*La nascita del Partito Fascista.*

Topic	Activity	Skill	Teacher notes
<b>Birth and rise of Fascism in Italy</b>	<a href="http://www.raistoria.rai.it/articoli/fascismo-la-nascita/7154/default.aspx">http://www.raistoria.rai.it/articoli/fascismo-la-nascita/7154/default.aspx</a> Students listen and note the key points of the video. This could be used as a gap-fill exercise.	Listening / Reading	Video outlining key elements related to birth of the Fascist movement in Italy.
	<a href="https://www.youtube.com/watch?v=8OetedJuu4k">https://www.youtube.com/watch?v=8OetedJuu4k</a> Students listen and note key events in Mussolini's life. They could produce a timeline for reference.	Listening	Video outlining key events in Mussolini's life.
	Students research socio-economic reasons why the Fascist party was able to gain control in Italy	Reading and Independent research.	
	<a href="http://www.raistoria.rai.it/articoli/fascismo-la-marcia-su-roma/7153/default.aspx">http://www.raistoria.rai.it/articoli/fascismo-la-marcia-su-roma/7153/default.aspx</a> Students listen and summarise key events.	Listening / Writing	Video outlining the key events related to Mussolini's march on Rome in 1922.

	<a href="http://www.treccani.it/scuola/lezioni/storia/Italia_fascista.html">http://www.treccani.it/scuola/lezioni/storia/Italia_fascista.html</a> Students could use this information for research into various aspects of Fascist Italy. They could summarise these and present findings to the class. Alternatively, teachers could use sections for translation.	Reading, Research and Translation	Website with information on different factors related to the rise of Fascism. This also contains useful information for sub-theme on Fascism during WWII.
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### Sub-theme: Il Fascismo durante la Seconda Guerra Mondiale

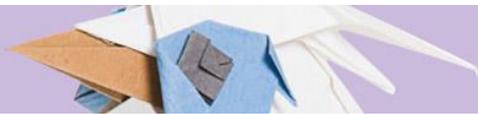
*Il governo di Mussolini e la dittatura; la vita sotto Mussolini durante la Seconda Guerra Mondiale.*

Topic	Activity	Skill	Teacher notes
<b>Mussolini's government and society</b>	<a href="http://www.skuela.net/storia-contemporanea/governo-fascista.html">http://www.skuela.net/storia-contemporanea/governo-fascista.html</a> Students could read the information and highlight the key details. This could be used as a translation or a gap-fill exercise.	Listening / Translation	Information on Mussolini's government with a video interview with the journalist and historian Indro Montanelli. Teachers may need to adapt the text to make it a little more accessible.
<b>Racial laws</b>	<a href="https://www.youtube.com/watch?v=udwF1nNaexs">https://www.youtube.com/watch?v=udwF1nNaexs</a> Students watch video and discuss. A transcript may be used for closer analysis.	Listening and Analysis	Video of Mussolini announcing the racial laws. Key elements and impact of these laws to be outlined and discussed.
	Set film: <i>La vita è bella</i> Students discuss the impact of the racial laws on Guido and his family and on society. Although not a set text, extracts from <i>Il Giardino dei Finzi-Contini</i> could be used to discuss the impact of these laws on the characters.	Work on film and Literary analysis	Set a SAMS-style question about society in the film.
<b>Life under Mussolini</b>	Students look at photographs and news headlines provided by teacher and describe these. They can then draw conclusions about life at this time.	Speaking	Teachers will need to ensure that photos chosen cover a range of aspects of life during this period.
<b>War and anti-Semitism</b>	Set text: <i>Lessico familiare</i> Students read passages and assess the impact of war and anti-Semitism on the characters.	Literary analysis	Use SAMS Paper 2 and set similar style questions.

<b>Young people during the Fascist period</b>	<a href="http://www.raistoria.rai.it/articoli/giovin-ezza-il-fascismo-e-i-giovani/25223/default.aspx">http://www.raistoria.rai.it/articoli/giovin-ezza-il-fascismo-e-i-giovani/25223/default.aspx</a> Students watch video or extracts from it and then write their own summary in 100-150 words in Italian. They can then translate the summary below the video on the site and compare the content with theirs.	Listening, Translation and Analysis	Video about young people during the Fascist period - 45 minutes so may not be necessary to watch all of it. There is a summary below in Italian which outlines key aspects explored in video.
<b>Resistance</b>	Role of women in the Resistance. Students listen and summarise points according to headings provided.	Listening and Summary.	Use SAMS – Paper 1.
	Students investigate and produce presentations to the rest of the class on some of the key figures of the Italian Resistance.	Independent research and Presentation	Provide guidelines as to what should be in the presentations in order to avoid too much unnecessary cutting and pasting.
	<a href="https://www.youtube.com/watch?v=4CI3lhyNKfo">https://www.youtube.com/watch?v=4CI3lhyNKfo</a>  Students listen to the song. They could do a gap-fill and then analyse the meaning and significance of the song for the resistance movement.	Listening and Analysis	Anti-Fascist Resistance song, <i>Bella Ciao</i> .
	<a href="https://www.youtube.com/watch?v=xGHKwvy-810">https://www.youtube.com/watch?v=xGHKwvy-810</a> Students watch video and express their opinion about what they learn. They could then write a summary in Italian of the event or a review of the documentary.	Listening	Video about the anti-Resistance attack and massacre at Sant’Anna di Stazzema. Teachers could choose to show the whole video to the class or just focus on some sections as it is 57 minutes long.
	Students prepare and respond to SAMS tasks relating to resistance.	Speaking	SAMS (AL), Stimulus IN11, Task 1.

**Sub-theme: Dalla dittatura alla democrazia***La caduta di Mussolini; la Liberazione; le 6 nazioni.*

Topic	Activity	Skill	Teacher notes
<b>The fall of Mussolini</b>	<a href="https://www.youtube.com/watch?v=nI5iz86Gj4">https://www.youtube.com/watch?v=nI5iz86Gj4</a> Students listen and answer comprehension questions. They can then write a short summary of key events.	Listening and Writing.	Video about the fall of Mussolini – a good summary. A transcript of sections might be helpful.
	Students write an imaginative response about how they feel when they hear of Mussolini's death. Some students take the role of supporters of Mussolini and others opponents.	Writing	Creative writing exercise – could be used to consolidate and practise grammar and develop description and vocabulary for expressing opinions.
	Students look at various headlines from the time and discuss their significance.	Speaking	Teachers source newspaper headlines (online) from the time of Mussolini's fall and show these to class for a discussion.
<b>Liberation</b>	<a href="https://www.youtube.com/watch?v=yC_ILW5eSnk">https://www.youtube.com/watch?v=yC_ILW5eSnk</a> Students discuss the facts and images they hear and see in the video.	Listening and Speaking	Video with facts and images relating to the Liberation of Italy. Could be a good introduction.
	<a href="http://www.ilpost.it/2015/04/25/25-aprile-liberazione-2/">http://www.ilpost.it/2015/04/25/25-aprile-liberazione-2/</a> Students read article on Liberation. They could translate a section into English. They could also be given the text with words missing and fill in the blanks.	Reading, Translation and Grammar	Teachers could give students key words in a random order to fill in the blanks or allow students a free choice.
	Students write a diary entry based on this article to state how they feel at this point in history, drawing upon information in the text.	Reading and Writing	Article about Italy after Liberation. Guidance may be needed as to what students should include in the diary entry so that key issues are included.
<b>Le 6 nazioni</b>	<a href="https://www.youtube.com/watch?v=Zlfu_X3AvUE">https://www.youtube.com/watch?v=Zlfu_X3AvUE</a> Key dates and facts discussed in this video – students listen and take notes in Italian or English.	Listening	Article on the Treaties of Rome. Teachers could give students key dates and terms to focus on while listening.



	<p>Students research key issues surrounding Italy joining this group of six. They can research popular opinion and key issues.</p> <p>Present findings to class.</p>	<p>Independent research and Presentation</p>	<p>There is a wealth of information on the internet about this topic. Teachers may wish to give different students different aspects to research or allow them a free choice.</p>
	<p><a href="https://europa.eu/european-union/index_it">https://europa.eu/european-union/index_it</a></p> <p>Students can use this website to find out about the history of Italy's journey to the EU.</p>		<p>Official EU website (Italian version) - a useful source of information.</p>
<b>Grammar</b>	<p>Students practise complex structures involving the subjunctive, <i>dopo aver/essere</i> (present participles and gerund use of imperfect, pluperfect, conditional past). Teachers provide quite complex translation tasks on the subject.</p>	<p>Grammar and Translation</p>	<p>By this stage, students should be able to access a wide range of structures and grammar.</p>