

Subject: Italian
By Claudio Bezzina

Topic: Il cibo, al Ristorante (Food, at the restaurant)

Time: 45 minutes

Materials:

- ◇ 5/6 different recipes; Italian, Turkish, Indian, Chinese, Greek, Maltese.
- ◇ 4/5 different Italian recipes, typical of Italian regions
- ◇ For activity 2, strips of cardboard will be needed. On these strips I'll print the recipes together with a picture, to help learners understand more
- ◇ Other, different strips of cardboard will be needed for activity 3. On each strip, learners will find different ingredients (words & pictures)
- ◇ Blue tac, stickers with numbers 1-5

Since my class uses Technical Reasoning at a Use First Level (25), followed by Sequence (23), Confluence (22.5) and Precision (20) at a Use as Needed Level, I will try to;

- Enhance sequence asking them to put in order an Italian recipe working in a group,
- Encourage them to use the Precision Pattern reading and skimming through various international recipes and selecting which one has Italian ingredients,
- Let them come out, create and invent different recipes themselves in order to develop and motivate their confluence.

In this lesson, I will try to make use of 3 learning patterns, helping my students understand that learning a language is fun. It is much more than studying and applying grammar rules. Learning a language is appreciating its' culture, even through food.

Goals: Students;

- identify and become more familiar with Italian food, recipes and ingredients,
- learn new vocabulary related to the topic,
- become more interested and acquainted with Italian habitudes in gastronomy; breakfast, dinner, supper
- learn how and what to order when they go in an Italian restaurant,

Moreover, in this unit I'll try to link learning between different subjects. In this particular unit, my aim is to work closer with the Home Economics teacher, make use of her expertise and food lab.

Objectives:

- ❖ the learner will distinguish between different recipes, **identifying** (precision) the Italian recipe from a list,
- ❖ the learner will be engaged with **reading** (precision) 'skimming' technique,
- ❖ working in a group, the learner has to **put in order** (sequence) an Italian recipe and match it to a particular Italian region,
- ❖ working in a group, the learner has to **create** (confluence) and present a recipe using given ingredients

Prerequisites:

- Michael Tanti Bellotti has low Sequence and Precision scores. In today's lesson, these learning patterns are going to be needed. Therefore I need to pair him with Shemizen Borg or Dylan Zammit Refalo who use Sequence as Used First and Precision as Use as Needed.

- Since this lesson is going to be delivered at the end of the unit, The learner should already know vocabulary related to Italian food, recipes, ingredients and Italian habitudes in gastronomy; breakfast, dinner, supper
- Moreover, the learner should already know verbs such as *mescolare*, *aggiungi*, *riscalda* needed when preparing food.
- Ideally, groups are assigned beforehand and have already worked together to improve dynamics of the group.
- Lesson to be delivered in Home Economics Room.

Lesson procedure

Introduction

- ◇ Students are shown a short video clip taken from the DVD present with the book **Rete! Junior** describing food, recipes, gastronomy habitudes....
- ◇ I will discuss content of video with the students, asking questions like; *Che cosa mangiano gli italiani la mattina? Qual'è il cibo più popolare in Italia? Che cosa vi piace mangiare?*

Main Activity

Step 1 (5 minutes)

- ◇ Students will be divided in groups of 4/5 according to their learning patterns.
- ◇ Each group is given 5/6 different recipes. (Recipes similar in each group.) They have to *skim* them through (NOT reading them) in 3 minutes and *decide* which of them is the Italian recipe.
Students have to give reasons for their answer; why do they think that the recipe they chose is the correct one.

Step 2 (10 minutes)

- ◇ Each group is given a number strips of cardboard. On each strip there's written a part of a recipe (Recipes are different in each group.). The group has
 - to *put the strips in order* to form the recipe on another piece of cardboard using blue tac,
 - stick* the recipe's number on the Italian map, in order to show the region to which the recipe belongs to.

Step 3 (10 minutes)

- ◇ Each group is given a number of ingredients (pieces of cardboard with words and pictures on them). Trying to be creative, the group has to *create a recipe using the ingredients available*.
(The pieces of cardboard have to be stucked on a bigger cardboard using the blue tac.
- ◇ If there is enough time, one students of each group is asked to *read* the recipe prepared.

Closure:

Each student is presented with a 'chef' certificate. Teacher will highlight the point that for each group to succeed everyone's effort and involvement was important. All learning patterns have been used, and everyone was capable in completing the tasks assigned.

As a follow-up, students are encouraged to surf the web and look for Italian recipes, ex. cottoemangiato.com, etc.

Moreover, being Home Economics students they are encouraged to cook the recipes created throughout the lesson at home or during the HE lessons.