

# Inglese

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## Towards the final exam: step by step

### Obiettivo dell'esame

D.M. 26 AGOSTO 1981  
(G.U. n. 249 del 10 settembre 1981)

L'allievo deve dimostrare le competenze linguistiche raggiunte attraverso l'uso della lingua appresa.

In che modo? Scegliendo una delle tracce che il Ministero propone per l'esame della scuola Secondaria di I grado.

- Quali sono?
  1. "Riassunto di un brano basato essenzialmente su una sequenza di eventi, sia pure frammista ad elementi descrittivi, che permetta all'allievo di cogliere i nessi temporali e di causa-effetto in esso rilevanti";
  2. "composizione di lettere personali su tracce date e riguardanti argomenti di carattere familiare o di vita quotidiana";
  3. "composizione di un dialogo su tracce che indichino chiaramente la situazione, i personaggi e lo sviluppo degli argomenti";
  4. "completamento di un dialogo in cui siano state cancellate alcune battute, le quali siano però inequivocabilmente ricavabili da quanto detto, in precedenza o in seguito, nel dialogo stesso";
  5. risposta a domande relative ad un brano che viene proposto per la lettura. Le domande dovranno riferirsi non soltanto alle informazioni esplicitamente date nel testo ma anche a quanto è da esso implicitamente ricavabile al fine di saggiare più ampiamente le capacità di lettura da parte dell'allievo.
- Qual è il livello che gli allievi devono raggiungere al termine della scuola secondaria di primo grado per la lingua inglese?

Livello – A2 del Quadro Comune Europeo di Riferimento per le lingue del Consiglio D'Europa. (cfr. *Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione*).
- Durata della prova: 3 ore

### The written exam

In the final examination of the third year in lower secondary school, we normally deal with a typical question: What should we test?

Students are required to choose among a range of five options.

- 1 – a reading comprehension;
- 2 – an e-mail or a letter;
- 3 – a dialogue;
- 4 – a dialogue completion;
- 5 – a summary.

The main aim is to test the students' ability to write using a foreign language to express both their own ideas and their personal experiences. The test also serves as a chance to demonstrate their ability to cope with the request in the chosen option.

### Before the exam

Following the definition of the Collins Dictionary, a reading comprehension is 'a text that students use to help them improve their reading skills, by reading it and answering questions relating to the text'.

For a student of this age, reading comprehension can be one of the most difficult tasks s/he is asked to perform. It is anything but simple, because it requires an intentional, active and interactive action at every phase of the reading process: before, during and after the reading.

Awareness and understanding of morphemes, the ability to understand the message and transpose it into the reader's native language and good knowledge of vocabulary, grammatical structures and textual forms are the essential things to understand in a text. Our students have to do all this, which is no joke!

During the three years of lower secondary school, teachers have to prepare their students for their final examination.

To succeed in a reading comprehension our students need special training. This is why it's important for teachers to have specific materials to work with in

order to reach this aim. It could be a good idea to use one of the texts available on the market for the so-called Prove Invalsi di inglese. "La Scuola" has just published one of these books (Prove Invalsi di Inglese). The goal of the book is to lead the learner through the three years of secondary lower school to be able to read and understand the different texts in the book by following the necessary activities.

The students should attain this ability by doing exercises such as multiple choice questions, Yes/no questions and Open questions.

Each of these activities demonstrates the students' ability to understand the text they have to analyse. After choosing a passage we should build a path to follow with our students. It's useful to give them some **key words** that they will find in the passage.

These can be provided through definitions or translations into the students' language.

It's important to read the text together so that students get a general idea of what they are going to deal with.

At this point we can analyse the text. Let's start with the first step: **Multiple choice questions** (four choices A, B, C, D). Ask the students to underline or highlight the words or the sentence(s) that provide reasons for their choice.

As a second step the activity offered is **Yes/No questions**. In this type of questions, students have to think in a deeper way about what they have read, paying more attention to certain structural, grammatical, or lexical items. This is a further step in analysing the text. The students should underline or highlight where they have found the piece of information requested.

The students should be reminded that in each sentence it is important to write YES/NO, the subject and the correct auxiliary verb in the affirmative or

negative form, as in "Yes, he can".

It is also important to analyse the subject, the verb and its auxiliary, and the object in each question. This is useful for readers who are learning to do this work alone. Such an activity is important at this stage because students will start answering the questions using the language in a more analytical way. They will begin thinking about the structure of the language.

Students should be allotted a specific amount of time (between 3 and 5 minutes).

The third and the most difficult step is "Open questions".

The students start to use the language to communicate their point of view, their thoughts and their full comprehension, and to do that they have to use their own words.

It's always a good idea to remind them **to make** the appropriate changes regarding subjects, possessive adjectives and pronouns, personal pronouns subjects/objects; **to be careful with** the tense used in the question; **to choose** the appropriate vocabulary; **to be sure** to spell the words correctly.

The questions normally follow the events in the text in a chronological way. At the end, there are usually a series of "personal" questions connected to the passage. At this point the students are required to show how much language they know and what they can do with it.

**Encourage them** to use the tenses, the words, the expressions they have met in their textbook, on the internet, in advertisements, in magazines and newspaper, or on TV.

The "personal questions" that the students are asked to write about regard topics that teachers can find in any textbook, such as everyday life, a subject dealt with during the school year or a particular event.

## I. Reading comprehension

### Leggi attentamente il testo e rispondi alle domande

#### *La Gioconda*

Everybody knows the Monna Lisa. Do you?

You're Italian, so maybe you know La Gioconda. It's the same thing.

Read this story.

A long time ago a man who came from a little Italian village in the north, decided to steal something "special" which belonged to his country. He worked as a painter in a famous museum in Paris, "The Louvre". He lived in a bed sitter in the same city.

It was the twenty-second of August 1911. That morning, like every Monday morning, the museum was closed. Nobody was inside apart from one or two guards.

Our man, whose name was Vincenzo Perugia, went to work. He entered the museum, he climbed up the stairs to the room where the painting was and.... and he stole it.

The painting was protected by a glass protection.

Vincenzo, absolutely astonished to have the famous painting in his hands, went back the same way as he came. Climbing down the stairs he broke the glass protection and threw it away, wrapped the painting and went out of the museum with La Gioconda under his arm.

He was upset.

What was happening at the museum?

Soon the police arrived. Everybody in the museum was questioned. The police were convinced that only a band of professional thieves could have stolen "La Gioconda".

All the workers in the museum were questioned and the police went to Vincenzo's flat too. He said he knew nothing and told them to have a look in the room. They did so but they didn't find anything. La Gioconda was under the bed but they didn't look there!

Two years went by. Vincent couldn't keep it any longer because he felt guilty. He decided to get in touch with an Italian antique dealer. He met the dealer in a Milan hotel. When the dealer saw the painting he nearly fainted.

The dealer called the police and Vincent was arrested. He continually repeated he had stolen it because it belonged to Italy and he thought it wasn't fair that another country had it. He didn't want to sell it in order to make money. He was Italian and the Italian painting had to stay in Italy in his opinion.

He was sentenced to two years, then this was reduced to 7 months because he was such an innocent and sincere man that everybody understood he wasn't a real thief but he shouldn't have done it.

When he was free he went back to France again and people asked him for his autograph. He was very famous. He went on working for many years and sent money to his family in Dumenza.

**Glossary**

- Steal: rubare
- Astonished: sbalordito
- Was questioned: venne interrogato
- Dealer: commerciante
- Fainted: svenne

**Multiple choice questions**

1. The Monna Lisa and La Gioconda are
  - a. the same painting by Leonardo da Vinci
  - b. two different paintings but in the same museum
  - c. two paintings in the Louvre
  - d. known by only a few people
  
2. The Monna Lisa was stolen by
  - a. a group of professional thieves.
  - b. a painter who worked in the Louvre Museum.
  - c. a guard in the Louvre Museum.
  - d. somebody who wanted to copy it and sell it to make money.
  
3. Vincenzo Perugia lived in Paris:
  - a. in a house with a little garden.
  - b. in a small flat (only one room).
  - c. In a small flat on top floor.
  - d. in a shared flat.
  
4. The museum was closed every
  - a. Tuesday
  - b. Thursday
  - c. Monday
  - d. Friday
  
5. The painting was protected by:
  - a. an alarm system
  - b. guards in the museum
  - c. a sheet of glass
  - d. some dogs hidden in the museum.

6. After the theft the police:
  - a. closed the museum.
  - b. questioned all the people who worked in the museum.
  - c. asked all the workers in the museum to have a meeting.
  - d. wrote a report to the Lord Mayor.
  
7. The police went to Vincenzo
  - a. because he was one of the suspected people in the museum.
  - b. because he was Italian and La Gioconda was Italian as well.
  - c. because everybody in the museum was questioned.
  - d. because they thought he could have seen something interesting.
  
8. Vincenzo Perugia stole the Monna Lisa:
  - a. to make money.
  - b. to bring it back to Italy because he was proud of his country.
  - c. to become famous in his Italian village.
  - d. to demonstrate that you could steal what you wanted in a museum.
  
9. Vincenzo Perugia was sentenced to:
  - a. seven years
  - b. twenty-four months
  - c. seven months
  - d. one year
  
10. What is the writer's purpose?
  - a. To tell readers a true story about La Gioconda
  - b. to give his opinion about the painting
  - c. to describe Paris
  - d. to tell the readers where La Gioconda is today

**Questionnaire**

Read the passage and answer the following questions:

1. Who stole La Gioconda?
2. Where did he come from?
3. What was his job?
4. What did they put on La Gioconda only a few days before the theft?
5. How did Vincenzo feel after stealing the famous painting?
6. What did the police do? Who was questioned by them?
7. When did Vincent decide to get rid of La Gioconda?
8. What did he do?
9. What was the dealer's reaction?
10. What did Vincent tell the police? How did he justify himself?
11. Was he sentenced? What did people think about Vincent?
12. Is there anybody famous from your town, village or city? Introduce him /her writing what he did or has done. (write about 100 words)

Text taken from *Prove Invalsi di Inglese (Scuola secondaria di primo grado – Classe prima, seconda e terza) Editrice La Scuola, 2013.*

## 2. Email writing

As a second option of the written exam, students are required to write a personal email following a series of instructions. Learning how to write an email develops and enhances writing skills that are useful in everyday life. The topics and the vocabulary

related to the content of the email will already be familiar for students, such as family or daily life, past holidays, future plans, etc. They are part of the school year English program.

The purpose of this writing test is to be able to write an informal message to friends or family members. The style should be friendly and informal with

short simple sentences. One important point is to remind and train students on the use of contractions. In informal emails, contractions can be used, the most common being *I'm, we're, won't*, etc. Students should be aware of the general structure of an e-mail message (beginning, introduction, closing, use of specific vocabulary etc.) Although email is a fairly new format and there are no fixed rules for starting and ending, an appropriate way to start an email could be Dear ...../Hi.....

### Before the exam

During the school year teachers should plan lessons and work with students to prepare for the final examination. E-mail writing is a free production task, and it is crucial to make students familiar with this kind of activity.

The very first step is to start preparing your students by using restricted tasks. Students write single words phrases, sentences etc. in response to very focused tasks in which they have limited options (ex. complete a letter, gap filling, matching) and limited opportunities for creativity.

The second step is make students familiar with guided writing activities. Guide your students towards writing longer texts in a controlled task by offering samples, models and useful language items (eg. *Dear...*, *Looking forward to seeing you*, etc.)

The following step could be to work on process writing. At this point students start writing what they want to, with the help of the teacher.

Teach them to follow the process of choosing a topic, gathering ideas, organising thoughts (in a list), drafting etc.

Once they are quite familiar with process writing, teachers can move towards unguided writing activities. In a free production task students write freely without feedback, and their work will be marked later.



Here is a useful **Do-Don't** list for students:

Do	Don't
Say what the email is about.	Write 'hello' as your subjectline
Write the most important information first.	Write about irrelevant issues.
Use simple grammar.	Use complex structures like the passive
Use paragraphs to keep the email clear and easy to understand	Use capital letters to write whole words since this is considered 'shouting' in emails
Write short sentences	Write complex sentences

### Useful Phrases

#### Introduction

Thanks for your email.  
Sorry I haven't written before...  
I'm really glad/sorry/pleased to hear...

#### Body of email

In my opinion...  
It would be a good idea to...  
You should...  
I usually do...

#### Conclusion

Well, that's all for now.  
Keep in touch.  
Please write back soon.  
Looking forward to meeting you again.

## 3. Dialogue

### 4. Dialogue completion

The third and fifth writing options are the composition of a dialogue. According to the D.M., the dialogue should follow an outline that clearly states the situation, the characters and the topics to be talked about. The main purposes of this task is to test students' ability to use colloquial English and to deal with communication about familiar topics.

### Before the exam

In order to make students familiar with the activity during the school year, it is important to focus on the use of interactions and, in particular, on questions and answers exercises. Teachers can ask students to think about alternative answers to questions (eg. *do you drink orange juice?* – *yes, always; not very often; it's not my favourite drink*, etc..) or to write answers to their friend's suggestions (e.g. *we could go to the gym...., I've got to go home in a minute...*). To revise expressions students can work in pairs and check answers. Presenting and encouraging students to use specific learning strategies can be very helpful. Teach them how to underline key words in dialogues: write them down on coloured cards and use them in other dialogue. During the school year, take notes of common expressions used in everyday dialogue and encourage students to create their own personal rubric. Tell your students not to panic if they do not find the

exact answer to a question, and remind them that there are different options for the same situation.

**Dialogue A.**

**Write a dialogue**

**Imagine you are interviewing a famous rock musician. Follow the instructions in Italian. If you want to add some more lines, feel free to do so.**

You	Famous rock musician
Saluta e dì che sei molto contento di intervistarlo. Chiedi che strumento suona.	Risponde al saluto e dice di suonare la chitarra elettrica.
Chiedi da quanto tempo sa suonare.	Risponde dal 1970.
Chiedo che tipo cantante rock preferisce.	Risponde che ama tutti i cantanti rock, in particolare Bruce Springsteen.
Chiedi perché non scrive un libro sulla sua carriera.	Risponde che tra qualche anno scriverà la sua autobiografia.
Chiedi perché non scrive un libro sulla sua carriera.	Risponde che tra qualche anno scriverà la sua autobiografia.
Ringrazialo per l'intervista e dì che uscirà sul prossimo numero di "Rock Magazine".	Dice che è stato un piacere e ti saluta.
Rispondi al saluto.	

**Dialogue B**

**Write a dialogue following the instructions given**

You've just arrived in London, where you're staying for a few months as an exchange student. You are staying at the Richards, a family with three sons and a cat. You are really curious to get to know the family and your new school. James, the older brother will introduce you to the family, and will ask you questions about your hometown, interest and hobbies.

Write a dialogue of about 20 lines. In the end James suggests going to the cinema with some friends from school.

**Dialogue C**

**Complete the following dialogue, so that it makes sense**

James: Hi Luke, I'm glad you're here. Everyone today is so busy.  
 Luke: ...  
 James: She's talking on the phone with her best friend. She is going to a party tonight.  
 Luke: ...  
 James: Yes. She's cooking dinner in the kitchen. Can you smell it?  
 Luke: ...  
 James: And my cousin is on the sofa watching TV, The Hobbit is on today.  
 Luke: ...  
 James: Yes, I really like The Hobbit. My grandmother's here too today.  
 Luke: ...  
 James: She's gone to the supermarket, I think, at the moment. I haven't seen my father all morning.  
 Luke: ...  
 James: Really? I thought he went to fix his car early in the morning.  
 Luke: ...  
 James: My older sister is at her yoga class this morning. And I've got to clean my room. Come and help me!  
 Luke: ...  
 James: Oh, that's only an excuse!  
 Luke: ...  
 James: Ok, see you later!

## 5. Summary

The DM 26.08.1981 says that the text to be summarised is based on a sequence of events, albeit fragmented with descriptive elements, which allows the student to understand the links of time and cause and effect.

**What is a summary?**

A summary is a record in a reader's own words that gives the main points of a piece of writing such as a newspaper article, the chapter of a book, or even a whole book. A summary omits details, and does not include the reader's interpretation of the original.

**Why is it important?**

Summary is indispensable for developing and enhancing writing skills. When you summarise a text (or describe visual material), you interpret the ideas of another source for use in your own text. Writing a summary helps you to make sure that you have understood a text.

**Before the exam**

When your students are asked to write a summary they know that a summary answers basic questions about the original text such as "Who did what, where, and when?", or "What is the main idea of the text?", "What are the main supporting points?", "What are the major pieces of evidence?". It should not be a paraphrase of the whole text using your own words. First of all the students **have to be encouraged** to find key words in every text you use during the school year. They **have to work on** the use of synonyms. They **have to read** graded books and summarise them. The teachers **have to give** them a **skeleton** of the summary and **give them hints** or **key questions** to make the activity easier. In this kind of work, what the students are asked to do is to be **very careful**.

As the students read	
They have to	They mustn't
underline all the important points;	include selected examples, details or specific information;
use key words;	copy whole phrases or sentences;
keep the same structure but use synonyms;	
Use the appropriate pronouns (e.g. if in the original you find the pronoun "I", change it to "the writer".)	give your own ideas.

**Summary. Text A**

Read the following article and write a summary of about 130-150 words, using your own words. Here are some tips that might help you find the main points:

- What is the article about?
- What is PYO?
- Why is it a good thing?

**PYO**

Spring and summer are the best seasons for British families to take their children to "Pick Your Own farms". If you drive around the UK, you often see signs saying "PYO fresh strawberries here!". But what's it all about?

Farmers in Great Britain give people the opportunity to pick the seasonal fruit and vegetables they grow. You pick as much as you like and then weigh it and pay for it. It's a traditional British custom. There are two reasons why this is a good thing:

1 It's a way for families and people in general to save money. Fruit and vegetables are cheaper on the farm than in the shops or in the supermarkets. Besides, products from the farm are obviously fresher, and tasty too, even if their shape is not perfect.

2. Young people and especially children have great fun on these farms because they are in close contact with nature and can see animals on the farm.

Picking fruit is a way to spend an afternoon together with the family too. During the week many parents work and don't have time to stay with their children. When they go back home with the fresh fruit and vegetables, preparing the food for dinner is a nice way to do something together. What is better than a delicious vegetable soup and a fantastic bowl of strawberries with a chocolate shower? Yummy. Children like trying new recipes with Mum or Dad.

What children like best during these trips to a farm is the chance to pick strawberries, raspberries, plums etc. on their own and eat as many as they can. When they are ready to go home and have to weigh their basket full of fruit, it doesn't matter how much fruit they have eaten. They don't weigh the children!

**Glossary**

*To save:* risparmiare

*Besides:* inoltre

*Shape:* forma

*Recipe:* ricetta

*To weigh:* pesare

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*Text taken from Prove Invalsi di Inglese (Scuola secondaria di primo grado – Classe Prima, Seconda e Terza) Editrice La Scuola, 2013.*

**Summary. Text B**

Read the following article, and write a summary of about 130-150 words, using your own words. Here are some tips that might help you find the main topics and information:

- What was Graziella Fumagalli's dream?
- What is Doctors without borders?
- Why did she go to Somalia?
- What is the message of the article?

**Doctors without borders. Doctors all over the world**

"I had a friend, Graziella Fumagalli. She was Italian and came from a little town near Lecco.

She had a big family (8 brothers) and a big dream: to be a doctor to help poor children. She didn't have much money to study so at the age of 15 she started working as a secretary and then she went on studying in the evening.

We met in Milan. We followed two different university courses but we shared a flat with other university students: she was always happy and determined to finish what she was doing. She left for Somalia as a doctor to cure the children and there on the 22 October 1995 she was assassinated."

These people who decide to leave their country and to assist people in need come from any part of the world. They belong to organisations which provide medical care to millions of people. Probably one of the best known is "Doctors without borders", founded in 1971. It prepares volunteers to work in more than 60 countries around the world. There are doctors, nurses, logisticians, water and-sanitation experts among them.

Where do they operate? In areas affected by malnutrition, natural disaster. They are also in many parts of the world where certain groups such as refugees, migrants, minorities, prisoners, street children and others are excluded from Health Care.

These people are all volunteers and, before leaving their country, they are trained to what they are going to do. Volunteers who go to a country for the first time have to stay for a minimum period of six months. This is a sort of test to see if the volunteer can stand the hard style of life.

Why do all these volunteers who could stay at home and have a promising career in their country decide to change their life?

Everybody who has tried this experience says that the period in these countries, whether , long or short, enriches their professional career enormously – it's a great lesson for life

**Glossary**

*To share:* condividere

*To cure:* curare

*To provide:* fornire

*Health Care:* cure sanitarie

*Are trained:* sono preparati

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*Text taken from Prove Invalsi di Inglese (Scuola secondaria di primo grado – Classe Prima, Seconda e Terza) Editrice La Scuola, 2013.*

**The written exam for DSA students**

The English written exam can be a very stressful task for students suffering from DSA. In order to help them successfully work on the required tasks, we can prepare specific written activities. Some of these are:

**Questionnaire**

We can give our dyslexic students the same kind of text/questionnaire but our request should be divided into three steps:

- Step 1: Understand the text globally (skimming).  
How?

A. Match the word, the sentence with the correct picture.

B. Chart: true/false (the graphics must be clear)

- Step 2: Understand the text in detail (scanning).  
In order to help our students grasp the point of the text, the questions should be divided at least into two groups:

- Close questions: What is the name of the stolen painting? Who stole it? What nationality was the thief?
- Guided open question: Why did the thief steal the painting? He stole it because Leonardo da Vinci painted it and he was Italian so ...

- Step 3: Express opinions in an analytical way.

At this point it is necessary to give the students the opportunity to use some special devices such as a computer or a digital dictionary.

If they have to write a short piece of free production give them some “prompts”.

### Dialogue

We can provide DSA students with a “complete the dialogue” task.

- This could be a matching exercise.
- Provide them with a few pictures to describe the communicative situation.

- If necessary, put a similar dialogue next to the one they have to complete.
- Use a bigger plain character, and fewer sentences in the dialogue.

### Remember:

- read the text and questions aloud to your DSA students.
- DSA pupils are allowed extra time.

## The oral exam

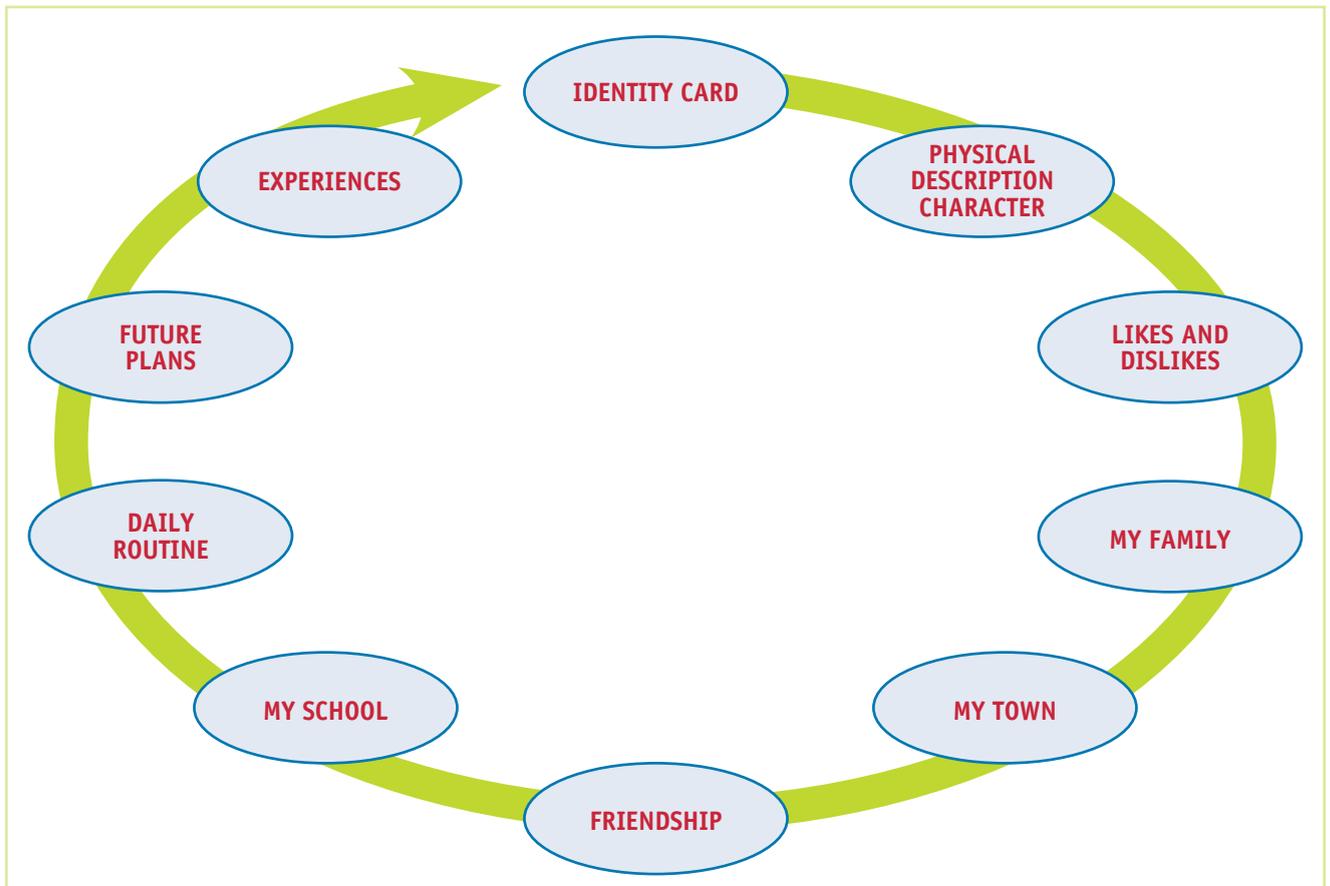
### 1. Spoken interaction about familiar topics

The oral exam is the most difficult task for the students. They have to show their confidence and competence in speaking a foreign language:

- fluency
- accuracy
- vocabulary
- pronunciation

They have only a short time to show this, no more than three or four minutes. In order to achieve a good result during the exam, they have to prepare the topics they are speaking about. Below you can see a “wheel” with the most common topics that students practise with during the three years of lower secondary school. Each topic can be started in any year of lower secondary school and the content can vary.

We can give our students some prompts to help them to build up a talk about the topic in the wheel.



Example. School life	
What's your school building like?	It's big and modern. It's small and old.
What kind of school is it?	It's a full-time school. It's a part-time school but there are free activities in the afternoon.
Do you have lunch at school?	Yes, there's a canteen in the school. No, I must go back home and come back to school in the afternoon
What are your school friends like?	Nice and helpful. Sometimes unpleasant. Very noisy.
What are your teachers like?	Good but strict. Very active and nice. Very patient. Impartial. Biased.
Who's your favourite teacher and why?	The Art teacher because he/she makes us laugh all the time. The Music teacher because we can listen to music and we can play an instrument. We also sing in the school choir!
What's your favourite subject and why?	Science because I'd like to be an astronaut. Physical education because you don't have to study!
What's your school timetable like?	Wonderful! I like Friday because it's the last day of the week. I hate Monday because everybody is in a bad mood.

It's useful to prepare a series of questions about the topic.

### Holidays

What do you usually do during the holidays?  
Where did you go on holiday last summer/at Easter?  
How did you get there?  
Where did you stay?  
What was the weather like?  
What did you do?  
Did you buy anything while you were on holiday?  
Did you buy any presents? What did you buy?  
Are you going anywhere next summer? Where?  
What is your ideal type of holiday?  
Who do you like going on holiday with?  
Can you talk about the best holiday you've had so far?

There could be several questions about the topics we have mentioned in the "wheel" and they can easily be adapted to the level of each student including those with **learning disabilities**.

## 2. Describing a photo

It's possible to do the same kind of work describing a photo.

Look at the 2 photos. Some questions can help you to talk about them.



photo n. 1

Who can you see in the picture above?  
Do you know her?  
What do you know about her?  
When did she live?  
Why is she so famous?  
What's she like?  
What is she wearing?



photo n. 2

Who can you see in the picture above?  
 Do you know his name?  
 What do you know about him?  
 When did he live?  
 Why is he so famous?  
 What's he like?  
 What is he wearing?  
 What sort of relationships do these monarchs have?

### 3. Talking about a project

A different option for the oral examination is to talk about a project the student has worked on during the school year, guided and supported by the English teacher. It could be a multi-subject project, partly written in English, which involves sharing contents with other subjects.

Projects have to be carefully planned during the school year, so that the students do not lose their way while preparing them. A clear framework should be provided to students who choose to prepare and work on a project.

A project can involve the use of technology tools, such as presentation, video or audio tools.

Sample Project
<b>The relationship between the teacher and the pupil in some literary texts.</b>
• Merlin and Arthur in King Arthur (Narrative)
• Brutus and Julius Caesar in some quotes from Shakespeare's Julius Caesar (Theatre)
• Walt Whitman and Lincoln in "Oh Captain, my Captain!" (Poetry)

If your classes have read these texts during the three years of lower secondary school you can ask them to talk about their reading during their final oral examination.

It's necessary to analyse each single text with them by asking simple comprehension questions.

ex.  
 What is the text about?  
 Why is Merlin protecting Arthur?  
 Who is Abraham Lincoln? etc.

Then they have to write a summary about each of the texts you have dealt with (see "Summary" above). At this point give them some questions to think about the content and the focus of each text, giving them options if necessary.

ex.  
 Why does Whitman compare Lincoln to a captain?  
 Why does Merlin keep on helping Arthur?  
 Are Brutus and Julius Caesar friends?

It's advisable to work on each text separately, and link them up only when your students have a clear idea of the main message of each text.

It's always a good thing to prepare a list of adjectives of personal mood and appearance and ask your students to describe each character in as much detail as possible.

The final step of the project is to focus on similarities and differences.

At the exam, focus on presentation skills, ask students to prepare a short (3-4 minutes) presentation of their project, in which they have to use pictures and quotes to help the commission follow their presentation. Ask questions at the end.

### References

- C. Allais, R. Confalonieri, V. Morgana, *Prove Invalsi di Inglese* (Scuola secondaria di primo grado – Classe Prima, Seconda e Terza), Editrice La Scuola, Brescia 2013.  
 C. Allais, R. Confalonieri, V. Morgana, *Get Wise, Revise!*, vol.1 e 2, Editrice La Scuola, Brescia 2013.

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