



DRAFT

ITALIAN: SECOND LANGUAGE

Teaching and Learning Exemplar
Year 5



Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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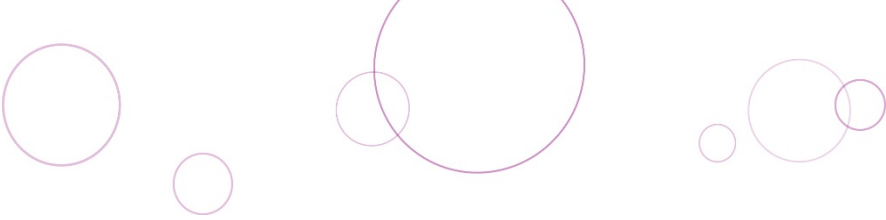
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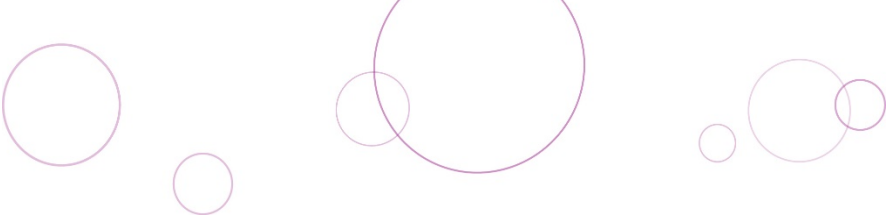
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Contents

Background	1
Teaching	1
Assessing	1
Reflecting.....	2
Catering for diversity.....	2
The general capabilities and cross-curriculum priorities	3
Languages Italian: Second Language	4
Diagram 1 – How to read the teaching and learning exemplar	4
Prior knowledge	5
Ways of teaching	5
Ways of assessing.....	6
Year level description	7
Year 5 Achievement Standard.....	8
Term 1	11
Term 2	41
Term 3	71
Term 4	99
Appendix A: Resources	121
Appendix B: Assessment Exemplar 1	151
Appendix C: Assessment Exemplar 2	161
Acknowledgements	168



Background

This Teaching and Learning Exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

This Italian: Second Language Teaching and Learning Exemplar for Year 5, articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning for each of the four terms, with a time allocation of two hours per week. The planning includes suggested assessment points.

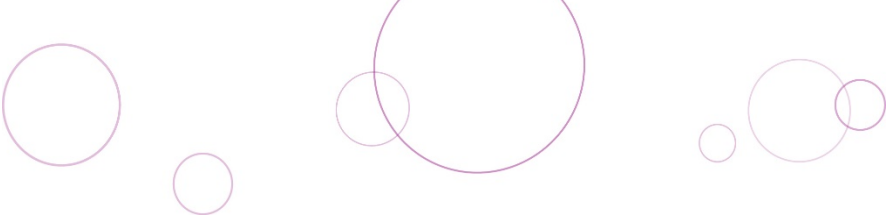
Teaching

The year-level syllabuses for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that indicates the student is well-placed to commence the learning required in the next year.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment points are used as formative or summative assessment and/or for moderation purposes.



Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning. Throughout this cycle, teachers adjust their plans as they work with their students to maximise learning throughout the year. As such, a long-term set of tightly planned lessons is not conducive to reflective practice.

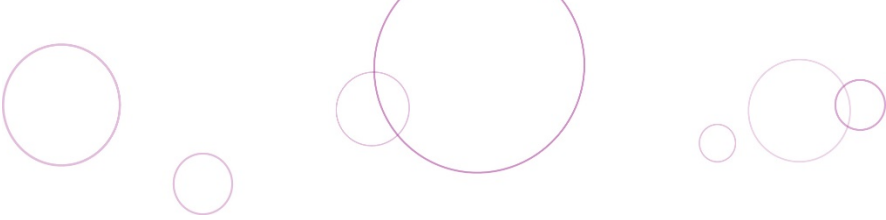
This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

At any point, teachers can adjust the:

- **timing of the lessons**, e.g. allowing more time where required, or changing when content is taught to fit local or cultural celebrations, such as Languages Week or Harmony Day
- **scheduling of assessments** to allow for further consolidation of teaching and learning, or to accommodate students' personal or cultural events, such as a language speech contest or Ramadan
- **mode of delivery**, e.g. allowing students to present an oral report rather than a written one, or contributing to a digital blog instead of a written reading journal
- **setting of the lessons**, e.g. visiting a gelateria to see how ice cream is made, or using a local Italian restaurant for the study of etiquette and language practice
- **opportunities to engage with the content descriptions**, e.g. consolidating a graphing skill needed in Geography during Languages, or reading a novel during English that complements information being studied in Languages
- **ways students work**, e.g. students supporting each other in mixed-ability groups or teachers forming ability groups for targeted support
- **delivery of the content descriptions** to make it more engaging, challenging or appropriate, e.g. making an e-card to celebrate a significant event, delivering new language content through a picture book or film, researching a person or event that is culturally significant
- **teaching strategies used**, e.g. building up to collaborative group structures by engaging in partner work first or changing a book-based lesson to an excursion
- **content descriptions, skills or modes of learning for individuals** with formal or informal learning adjustments.



The general capabilities and cross-curriculum priorities

The *Outline* incorporates seven general capabilities and three cross-curriculum priorities that can be utilised to connect learning across the eight learning areas.

The general capabilities and cross-curriculum priorities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities and priorities into their teaching and learning programs.

The full description and exemplification of the general capabilities can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum>.

The full description and exemplification of the cross-curriculum priorities can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/cross-curriculum-priorities2/cross-curriculum-priorities>.

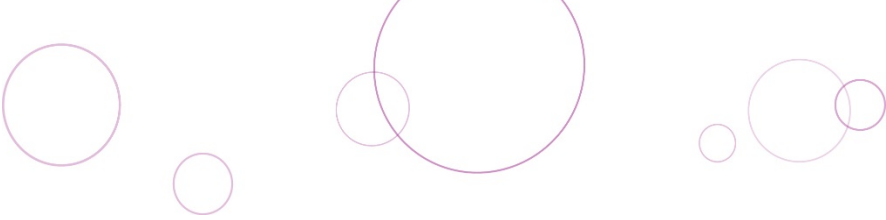
Languages | Italian: Second Language

The Western Australian Curriculum: Languages enables all students to communicate proficiently in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Diagram 1 – How to read the teaching and learning exemplar

1 Western Australian curriculum content	2 Teaching and learning intentions	3 Learning experiences
Week 1 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	I paesaggi dell'Italia e dell'Australia Students describe the landscapes of Italy and Australia and their local landscape. Learning intentions Students: - compare the landscapes of Italy and Australia - use definite and indefinite articles and plurals - use adjectival agreements - respond to questions about landscapes - describe where they live using the prepositions <i>vicino</i> and <i>lontano</i> - experiment with their pronunciation of newly learnt words.	Teaching and learning activities - Greet students and ask individual students how they are. Encourage a variety of responses; for example, <i>Sto bene.; Mi sento felice.; Ho fame.; Ho mal di testa.</i> Remind students to return the gesture; for example, <i>E tu?, E Lei?</i> - Show students this audiovisual clip to introduce them to the landscapes of Italy. <i>Viaggia e Scopri – L'Italia è quel luogo che..</i> https://www.youtube.com/watch?v=MAIj1I3Q7nE - Next, show students the following audiovisual clip, or read the book <i>Shapes of Australia</i> by Bronwyn Bancroft (Hardie Grant Children's Publishing, 2018), to introduce the landscapes of Australia. <i>Australian Geographic – Touring Australia: National landscapes</i> https://www.youtube.com/watch?v=YJKtyRa_0Yw - As a whole class, use a graphic organiser, such as a Venn diagram, on the whiteboard to discuss the similarities and differences in landscapes in Italy and Australia. - Show students the audiovisual clip: <i>Telemaco – lessico 26 ambiente naturale</i> https://www.youtube.com/watch?v=trYoYABNAU&t=82s Provide students with a vocabulary sheet of landscapes.

- The Western Australian curriculum is the mandated curriculum content to be taught from the *Outline*.
- Teaching and learning intentions provide additional information and/or examples to assist with the interpretation of curriculum content.
 - The focus is based on the content descriptions in the Communicating strand; that is, the Socialising sub-strand from the syllabus.
 - Learning intentions provide specific information or highlight the focus of the learning experience, and describe the interaction and activities that take place to facilitate learning.
- Learning experiences describe the teaching and learning activities and include formative and summative assessment.



Prior knowledge

The teaching and learning exemplar is based on the knowledge, understandings and skills students have learned during two hours per week of Italian: Second Language studies from Years 3 to 4. More information related to this curriculum can be found in the Italian: Second Language Pre-primary to Year 10 Scope and Sequence: <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/scope-and-sequence>.

Ways of teaching

Language teachers provide a safe, positive and inclusive learning environment. The learning experiences provided in this document are not exhaustive, and teachers are encouraged to make professional decisions about the appropriate ways of teaching, learning experiences and the sequence in which they are delivered to best suit their classroom context, taking into account the availability of resources and student ability. In addition to the learning experiences included in this document, teachers are encouraged to explore alternative learning experiences.

This exemplar is sequential with an overview that provides a focus through which the curriculum can be delivered in each term. Each focus is based on the content descriptions in the Communicating strand; that is, the Socialising sub-strand.

This exemplar provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The exemplar suggests:

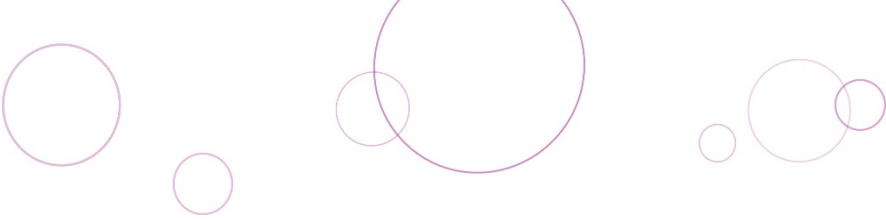
- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities, and
- resources suitable to the focus.

Appendix A provides a list of some of the online resources that teachers may choose to use to support teaching and learning. Teachers are encouraged to review the materials and make informed decisions regarding the suitability and appropriateness of these resources for their students.

Further information on ways to teach Languages can be found on the Authority website: <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/ways-of-teaching>.

Note: links to electronic resources

This sequence of lessons may utilise electronic web-based resources; such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Ways of assessing

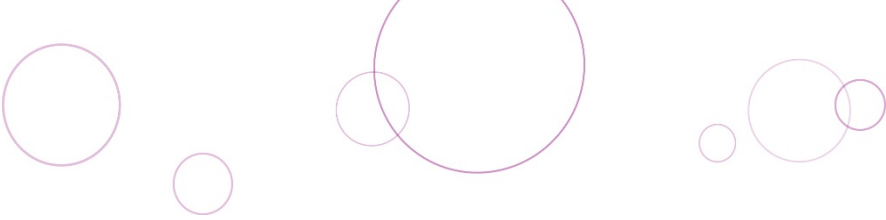
The suggested assessment points included in this exemplar alert teachers to only some of the opportunities to monitor individual student progress and achievement during day-to-day learning activities. Teachers can decide whether the suggested assessment points are to be used as learning experiences, formative or summative assessment or, alternatively, to plan and develop their own assessments. Information collected from these assessments will allow teachers to monitor student learning and development to inform future planning, provide a focus for feedback to students, support discussions with parents, and provide evidence for reporting on student achievement requirements. Teachers should consider a range of ways in which evidence of student achievement will be collected in addition to the examples provided in this exemplar. Where possible, the assessment criteria should be developed with students and made visible to guide their work.

Based on student responses to the formative assessments, teachers will adjust the pace, structure and content of lessons. The formative assessments in this exemplar should provide students with feedback on their learning progress and support them to ensure they will be well positioned to achieve the learning intentions and access the summative assessments.

Further assessment strategies can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/ways-of-assessing>.

In addition to the suggested assessment points, Appendix B and Appendix C provide teachers with examples of assessments that can be used for both assessment and moderation purposes. Both assessments provide teachers with the resources, or links to resources, required for students to complete the task, and are accompanied by marking keys to ensure teachers make valid and reliable judgements on student achievement. The exemplar supports the prior learning required for students to complete the tasks in Appendix B and Appendix C.



Year level description

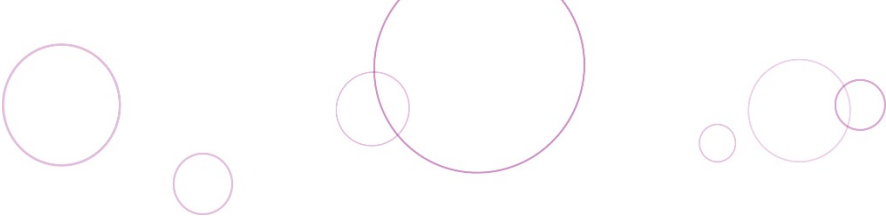
Year 5 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture.

Students communicate in Italian, initiating interactions with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students are becoming more familiar with the systems of the Italian language, developing pronunciation and intonation of Italian-specific sounds and applying the rules of spelling to writing in familiar types of texts and contexts. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes such as using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events. Students build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures.

Students are encouraged to reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Italian. They are supported to use Italian as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.



Year 5 Achievement Standard

At standard, students initiate, with some guidance, interactions in Italian using mostly familiar descriptive and expressive language, and modelled language, to participate in guided tasks or activities and to exchange information about their home, neighbourhood and local community, such as *il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici*. Students gather and compare most information and some supporting details from texts, and convey adequate information and ideas related to their personal and social worlds. They use English and modelled Italian language to share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create or present simple imaginative texts for different audiences, adapted from events, characters or settings. Students translate simple texts from Italian to English and vice versa, showing some awareness that some words or expressions cannot be directly translated between languages. They use dictionaries, with some guidance, and word lists to translate short familiar texts. Students identify ways of communicating in Australian and Italian-speaking contexts and ways in which culture influences language use.

Students apply rules of pronunciation and spelling to familiar words accurately most of the time. They experiment with the pronunciation of Italian specific sounds, such as double consonants, z and t sounds, and they apply knowledge of familiar vocabulary and grammatical elements in simple spoken and written texts with a high level of accuracy, and less familiar elements with a satisfactory level of accuracy. Students show understanding of formation of both regular and irregular plural nouns, plural forms of possessive adjectives and adjective-noun agreement. Students use both *molto* and the *-issimo* suffix to translate 'very'. They convey action in the present and immediate future using the singular forms of regular and irregular verbs in the present, such as *Domani vado al cinema con Andrea*. They formulate questions using *dove*, *che*, *cosa* and *con chi* and use the preposition *a* with the definite article to indicate location, such as *Che cosa c'è vicino al parco?* Students use numbers 0–100 and explore Italian currency. They comment, sometimes using some Italian terms, on how Italian works and include most of the features of familiar texts when writing. Students explain with guidance, that differences in how people use Italian may be due to regional variations and differences in register, and that different forms of spoken and written Italian are used within Italy and Italian-speaking communities around the world. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others.

Overview

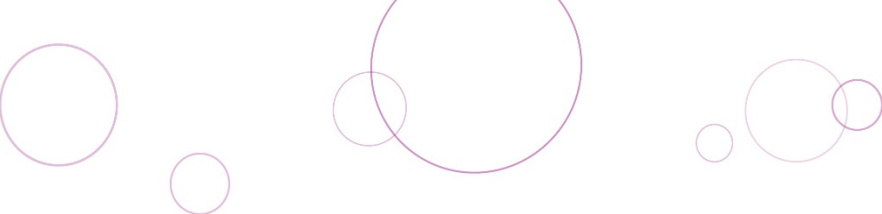
Italian: Second Language			
Term 1	Term 2	Term 3	Term 4
Weeks 1–4 <i>I paesaggi dell'Italia e dell'Australia</i> Landscapes of Italy and Australia	Weeks 1–8 <i>La mia casa</i> My house	Weeks 1–5 <i>Andiamo in Italia!</i> Let's go to Italy!	Weeks 1–4 <i>Dove abita Luca?</i> Where does Luca live?
Weeks 5–8 <i>Nel mio quartiere</i> In my neighbourhood			Weeks 5–6 <i>Andiamo in vacanza!</i> Let's go on holiday!
		Weeks 6–8 <i>Facciamo la spesa</i> Let's go shopping	Weeks 7–8 <i>Le feste in Italia</i> Holidays/festivals in Italy

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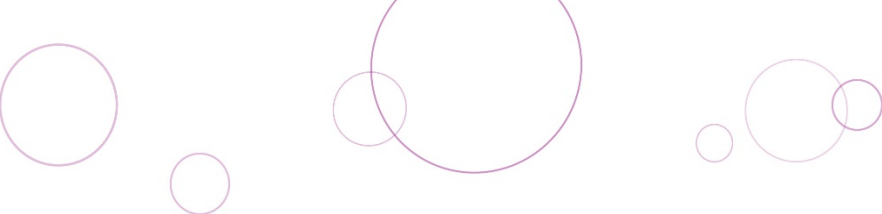
TERM 1

Weeks 1–8

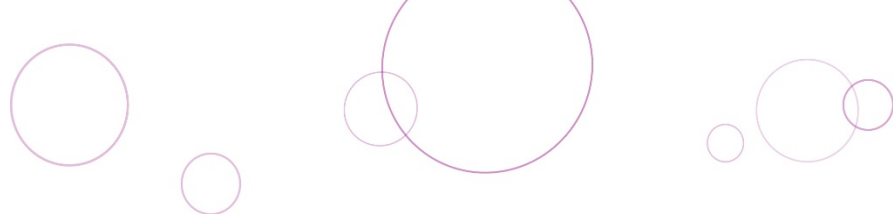
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
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Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i>		• Revise how to form plurals in Italian using landscape vocabulary; for example, <i>la montagna – le montagne; il fiume – i fiumi; il deserto – i deserti</i>. • Ask students to complete their own graphic organiser in their <i>quaderno</i> using the vocabulary sheet. Encourage students to expand their language using adjectives with adjectival agreement; for example, <i>i laghi grandi; le montagne alte; i fiumi lunghi</i> and using the language structures <i>c'è</i> and <i>ci sono</i>. • Revise definite and indefinite articles with students using a sorting activity. This can be completed by providing a worksheet with a word bank and a table to write them in or providing students with laminated cards. Include definite and indefinite articles and landscape vocabulary. • Ask students to participate in a circling activity. This involves asking a series of questions based on pictures (prepared before the lesson). First, present a short description linking known language structures with the new landscape vocabulary; for example, <i>A Bolzano ci sono montagne alte belle e una valle</i>. Then ask students: ▪ yes/no questions; for example, <i>C'è una valle?</i> ▪ either/or questions; for example, <i>Ci sono montagne o fiumi?</i> ▪ a question that requires a negative response; for example, <i>C'è un lago?</i>

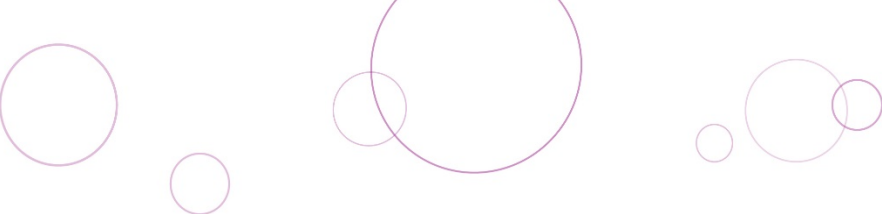


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> - formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> - developing number knowledge 0–100 Language variation and change Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations		- questions that require one-word answers (interrogatives are used here); for example, <i>Dov'è?</i> - an open-ended, detail-oriented question (requires students to add to the story); for example, <i>È possibile sciare a Bolzano? Fa freddo a Bolzano?</i> Whole class responses are expected using full sentences; for example, Teacher (showing a picture of <i>Bolzano</i>): <i>C'è una valle?</i> Whole class: <i>Sì, c'è una valle.</i> - Introduce students to the language structures <i>vicino a</i> and <i>lontano da</i>. Drill these structures and encourage students to add the suffix <i>-issimo</i>. Include revision of definite and indefinite articles and introduce students to articulated prepositions; for example, <i>alla, dal</i>. Provide students with a table, such as the one in Appendix A resources. - Revise with students how to ask and respond about where they live, <i>Dove abiti? Abito a ...</i> Ask students to form a circle: <i>In cerchio!</i> Each student introduces themselves and says where they live using <i>vicino/vicinissimo a</i> + landscape/s; for example, <i>Abito vicino a una diga e una foresta</i>. They then ask the person to the left of them to say where they live; for example, <i>Dove abiti?</i> When all students have had a turn switch directions and ask students to answer using <i>lontano/lontanissimo da</i> + landscape/s; for example, <i>Abito lontanissimo dal mare.</i>

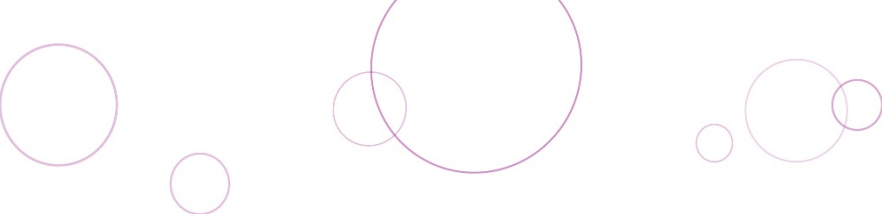


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		Teach students the rules of the game Chain reaction, where the teacher starts with a type of landscape and counts to 10 (or to 60 from 50, or in 10s). If the next person hasn't added a word from the same category before 10 then they are out. Continue until most types of landscapes have been called out. The teacher decides when the category may be changed. Other categories may include numbers, hobbies or prepositions. Keep playing until one person is left standing. Arrange students in smaller groups to play the game, to provide more language practice.

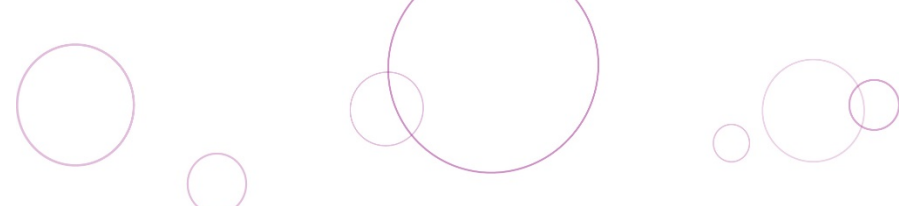
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 2 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	I paesaggi dell'Italia e dell'Australia Students map the landscapes of Italy and Australia. Students analyse texts about landscapes. Learning intentions Students: • use definite and indefinite articles • map the landscapes of Italy and Australia • translate a simple text about landscapes using word lists • develop their pronunciation of newly learnt words • compare information in different texts.	Teaching and learning activities • Students participate in the following activity: ▪ The Language Gym – 3. Faulty transcript https://gianfrancoconti.com/2017/03/ This activity draws students' attention to a particular language structure, in this case definite and indefinite articles. For example, <i>Mi chiamo Alberto. Ho sessantotto anni. Abito a Milano vicino a una galleria. Il centro storico è vicino a casa mia. Vicino a casa mia c'è anche un ponte. Milano è vicino a un lago grande e un fiume lunghissimo. Milano è lontanissimo da un vulcano e lontano da una spiaggia. Non c'è una grotta o una cascata vicino a casa mia, ma la valle è vicino</i> (original version). <i>Mi chiamo Alberto. Ho sessantotto anni. Abito a Milano vicino a un galleria. La centro storico è vicino a casa mia. Vicino a casa mia c'è anche un ponte. Milano è vicino a una lago grande e un' fiume lunghissimo. Milano è lontanissimo da una vulcano e lontano da un spiaggia. Non c'è un' grotta o un' cascata vicino a casa mia, ma l' valle è vicino</i> ('faulty' version). • Provide students with a map of Italy and a map of Australia on an A3 piece of paper, and a blank legend. Ask students to draw/colour on the map the major geographical features of Italy and Australia; for example, <i>i fiumi, i laghi, i mari, gli</i>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, <i>Vietato entrare!; È Vietato calpestare l'erba!</i> Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts Understanding Systems of language Develop pronunciation and intonation of		<i>oceani, le montagne, i deserti and le isole</i>. Ask students to complete their legend in Italian. Teachers may choose to show students the following audiovisual clips to scaffold the task for students: ▪ Geography Now – Geography Now! Italy https://www.youtube.com/watch?v=G_KMyblvv4c&t=283s ▪ Geography Now– Geography Now! Australia https://www.youtube.com/watch?v=ynHllx5RgtI&t=2s • Teach students the rules of the game One Dice, One Pencil. Allocate students to groups of 3–4. Provide students with one pencil, one dice and a text to translate (this can be differentiated) per group. One student starts with the pencil and begins to write their translation in their <i>quaderno</i>. The other students take turns to roll the dice until they get a <i>cinque</i>. When they roll a <i>cinque</i> they get to use the pencil. The first person to finish their translation is the winner. Encourage students to use vocabulary lists to guide their translation. Teachers should ensure the sentences contain vocabulary and language structures recently learnt. • Ask students to complete the following activity. ▪ The Language Gym – 10. Spot the differences https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/

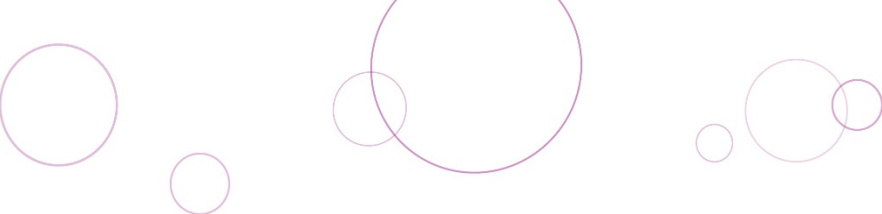


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici</i>; <i>Il supermercato più vicino è...</i> ; <i>La scuola vicina a casa mia è...</i> • expressing negation, for example, <i>Non è una casa grande</i>; <i>Non è accanto al mercato</i> • using possessive adjectives with <i>noi</i>, <i>voi</i> and <i>loro</i> to express ownership, for example, <i>la nostra casa</i>; <i>la vostra famiglia</i>; <i>il loro vicino si chiama Alberto</i> • using prepositions with <i>a</i> + definite article, for example, <i>accanto a</i>, <i>davanti a</i>, <i>vicino a</i>		Partner B can ask their partner to repeat; <i>Ripeti, per favore</i>, or slow down; <i>Più piano, per favore</i>. When finished, students should discuss the differences found. Students should then repeat the exercise with a new text and swap roles so both partners have the opportunity to read aloud and listen. For example; ▪ <i>Abito vicino a una montagna e una foresta. La mia casa è accanto a un campo. Non vivo vicino a una valle. La nostra casa è lontanissima dalla spiaggia e dal fiume.</i> (Partner A’s text). ▪ <i>Abito vicinissimo a una collina e una foresta. La mia casa è davanti a un prato. Non vivo vicino a una fattoria. La mia casa è lontana dalla giungla e dal mare.</i> (Partner B’s text).

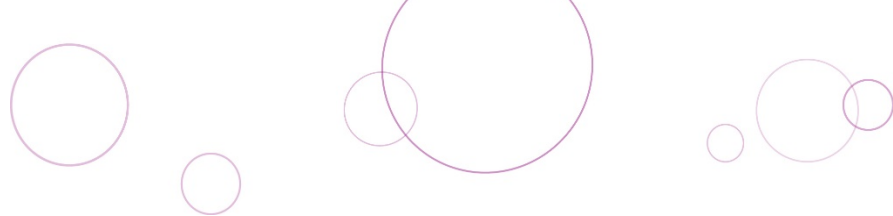


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures		

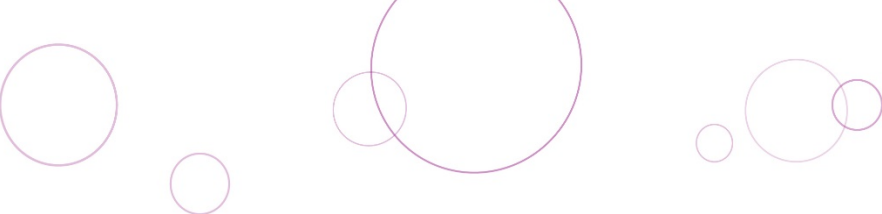
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 3 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	I paesaggi dell'Italia e dell'Australia Students compare and contrast the landscapes of Italy and Australia. Students analyse texts about landscapes. Learning intentions Students: - locate and convey information in written and spoken texts about landscapes - develop their pronunciation and spelling of new vocabulary - compare landscapes of Italy and Australia - use plurals and adjectival agreements - develop number knowledge 0–100.	Teaching and learning activities - Ask students to participate in a 'running dictation' activity. Divide the class into groups of four of mixed ability. Students will work in their group to dictate a paragraph, prepared beforehand, placed outside the classroom. Dictations can be written on A4 paper or mini whiteboards. Use known language structures pitched at the ability of students; for example, <i>In Italia ci sono tante montagne alte e ci sono anche tantissime colline verdi specialmente in Toscana. Ci sono due isole grandissime. Il fiume più lungo è il Po. In Australia non ci sono tante montagne alte come in Italia ma ci sono tanti deserti.</i> The group with the most correct dictation is the winner. - Ask students to make a book comparing the landscapes of Italy and Australia. This could be completed using an application, such as Book Creator, on an A3 piece of paper or in their <i>quaderno</i>. Students should compare at least four landscapes that are common to both countries and contrast at least two using negation; for example, <i>In Italia e in Australia ci sono spiagge belle. In Italia e in Australia ci sono ponti famosi. In Italia ci sono i vulcani attivi ma in Australia non ci sono vulcani attivi. In Australia ci sono deserti grandissimi ma in Italia non ci sono deserti.</i> Students should include pictures of/illustrate authentic Italian and Australian



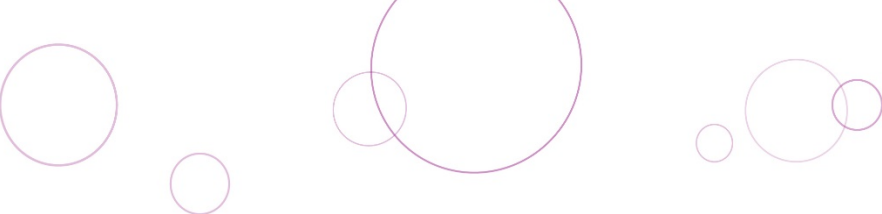
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i>		landscapes. Teachers can provide scaffolding by providing sentence beginnings on the whiteboard. Revision of plurals and language structures; such as <i>c'è</i> and <i>ci sono</i> may be necessary before commencing this task. - Ask students to participate in the following activity: - The Language Gym – Mad dictation https://gianfrancoconti.com/2019/01/12/beyond-transcription-unlocking-the-full-power-of-dictation-my-favourite-dictation-tasks/. - Ask students to stand in a circle, <i>In cerchio!</i> Explain to students the rules of the game <i>Contiamo a Cento</i>. Students count to 100 (in tens or do a set of 10 such as 61–70) as a group. Students are permitted to say 1–3 numbers at a time. The next student continues counting. The student who is forced to say <i>cento</i> must sit down. Students who are too slow or incorrect must also sit down. The next student begins again. Continue until there is one winner.



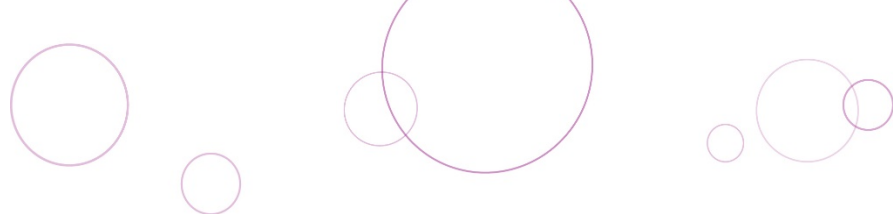
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> - using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> - expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> - developing number knowledge 0–100		



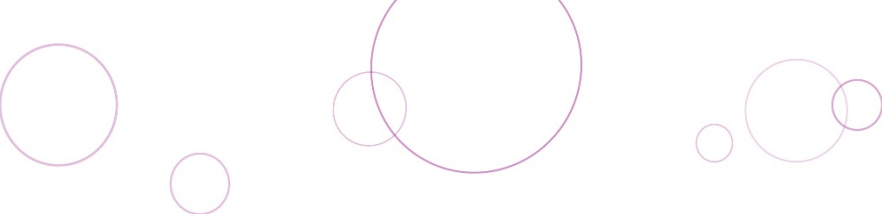
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 4 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	I paesaggi dell'Italia e dell'Australia Students describe the landscapes of Italy and Australia. Learning intentions Students: - locate information in a text to create a treasure map - participate in language games to reinforce language acquisition - discuss variation in language across Italy - discuss preferences of landscapes - focus on Italian phonics in a read-aloud activity.	Teaching and learning activities - Ask students to create a treasure map after reading a text describing where the treasure is located. Before the lesson the teacher creates the text including known vocabulary and language structures, such as <i>vicino/vicinissimo</i> and <i>lontano/lontanissimo</i>. (Formative assessment). - Explain to students the rules of the game Sentence Stealer (called <i>Ladri di Carte</i> in Italian). See link below: - The Language Gym – 1.Sentence stealer (aka 'Au Voleur' or 'Robo de tarjetas') https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/ - After the game, discuss with students the variations in the name of the game <i>Pietra, Carta, Forbice</i> in Italy. It is equally likely to be called <i>Sasso, Carta, Forbice</i> or <i>Carta, Forbice, Sasso</i>. This will depend on the Italian region where it is played. - Ask students to participate in the Sentence Chaos activity from Breaking the Sound Barrier p.49 by Gianfranco Conti and Steve Smith. This is a read-aloud activity which allows students to practise their listening and speaking skills in a fun and competitive manner. - Ask students to participate in <i>Un Sondaggio Attivo</i>. Designate one side of the classroom for the first place and



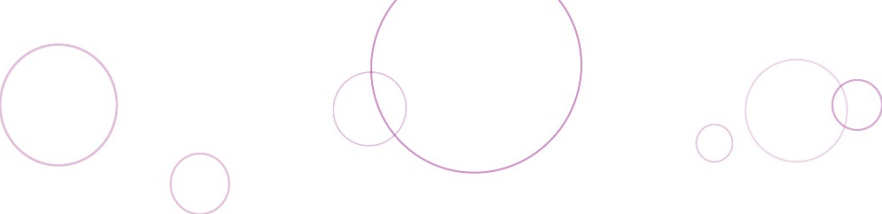
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • expressing negation, for example, <i>Non è una casa grande</i>; <i>Non è accanto al mercato</i>		the other side for the second place. Call out a question, such as <i>Ti piace andare in spiaggia o in montagna più?</i> Students vote by moving to the side of the room that matches their preference. Each time, ask some students to explain their preference by asking <i>Perché ti piace ... di più?</i> • Distribute a pre-prepared text and students complete the following reading activity: ▪ The Language Gym – 3. Ghost time https://gianfrancoconti.com/page/3/



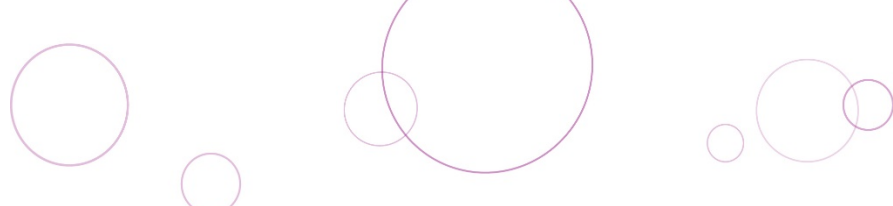
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Language variation and change Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations		



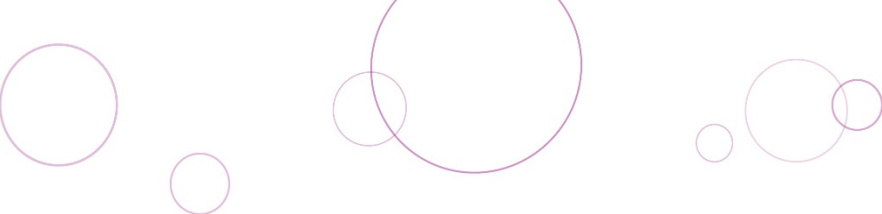
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 5 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	Nel mio quartiere Students share information with others about their neighbourhood and local community. Learning intentions Students: • compare neighbourhood locations in Italy and Australia • participate in language games to reinforce language acquisition • participate in interactions about neighbourhood locations • draw and label their own or an ideal neighbourhood.	Teaching and learning activities • Show students the following audiovisual clip to introduce them to more urban landscapes: ▪ <i>Telemaco – lessico 27 ambiente umano</i> https://www.youtube.com/watch?v=otEop19NzG4 • Next show the following audiovisual clip, which focusses on the names of shops. Teachers should watch this clip before showing it to students, and provide students with a vocabulary list: ▪ Fun and Easy Italian – <i>I Negozi (lessico italiano)</i> https://www.youtube.com/watch?v=bdWMiOjUQM • Discuss with students the similarities and differences in the place names and the cultural differences in shops; for example, <i>la salumeria, la latteria, la tabaccheria</i>. Also draw students' attention to the differences between shops; for example, <i>la panetteria</i> and <i>la pasticceria</i>. Discuss the Italian language present in the local community; for example, shop signs in Italian, such as <i>Pizzeria</i> and <i>Ristorante</i>. • Ask students to participate in a <i>Ho ..., Chi ha ...?</i> activity. Distribute one card per student. The student with the card that says <i>Ho il primo biglietto</i> starts. Note: make the set of cards before the lesson. You may choose to include natural and man-made landscapes, and neighbourhood locations. Encourage the class to be as fast as possible. You could



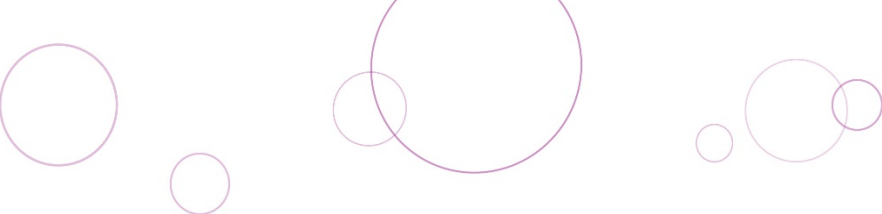
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Reflecting Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements		repeat this activity in a later lesson and challenge them to beat their previous time or another class' time. • The teacher writes 10 sentences about the local neighbourhood on the whiteboard. Allocate students in pairs. Students write a few sentences selected from the list on a mini whiteboard or in their <i>quaderno</i>. Students then try to guess what their partner has written. • Drill the new vocabulary using flash cards or an online platform; such as Quizlet. • Students play the <i>Cosa manca?</i> memory game using flash cards of neighbourhood locations/shops. Students observe a number of flash cards under a cloth; for example, <i>la pasticceria</i>, <i>la chiesa</i>, <i>la piazza</i>, <i>il mercato</i> and <i>la salumeria</i>. One item is removed and students must guess which item is missing when asked the question, <i>Cosa manca?</i> Students take turns guessing by using the vocabulary. The teacher should respond with phrases, such as <i>Sì, la piazza manca</i>, or <i>No, ecco la piazza</i>. Allow students to play the game in groups with students taking turns to remove an item. • Ask students to use an A3 piece of paper or their <i>quaderno</i> to design and label a map of their real or ideal neighbourhood. Students should indicate their house and include at least 10 places. Encourage them to include Italian specific places, like a <i>piazza</i>.



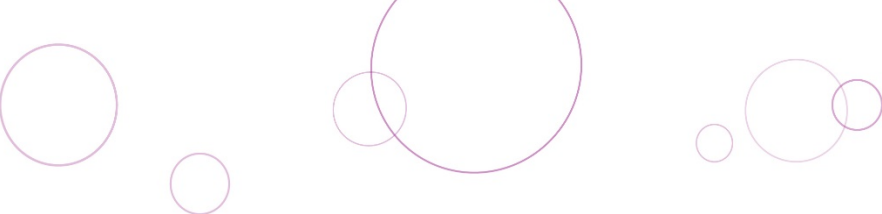
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using prepositions with <i>a + definite article</i>, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i>		



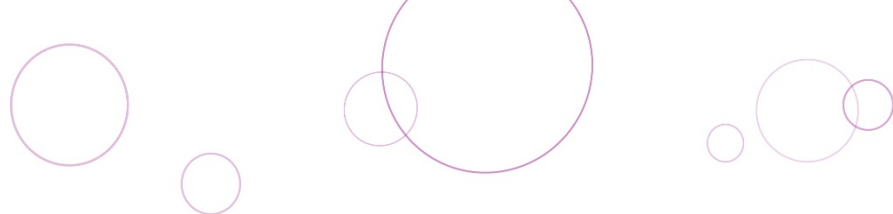
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 6 Communicating Socialising Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Create or reinterpret, present or perform imaginative texts for different audiences, based	Nel mio quartiere Students share information with others about their neighbourhood and local community. Learning intentions Students: - analyse songs about neighbourhood locations and landscapes - create a comic strip set in a <i>gelateria</i> - perform a role play set in a <i>gelateria</i> - use Street View, by Google Maps, to find shops and buildings in <i>Firenze</i>.	Teaching and learning activities - Use one or more of the following songs to complete several activities from The Language Gym. - The Language Gym – Break the Flow and Word Hunt, from steps 7 and 9 https://gianfrancoconti.com/2015/06/15/: - Mela Educational – <i>Mare montagna città campagna</i> – MelaMusicTV https://www.youtube.com/watch?v=OL2_ulom2Ag - Piero Galli – <i>Mare, montagna, campagna, città (canzone dell'estate)</i> https://www.youtube.com/watch?v=vEunvYGBzX0 - Niccolò Fabi – <i>Ha Perso La Città</i> https://www.youtube.com/watch?v=rbtKkMHcFxl - In addition, teachers could create a <i>Tombola</i> with key vocabulary for one of the songs listed above. - Show students the following audiovisual clip, then discuss the cultural differences between Italy and Australia in how <i>gelato</i> is ordered. Provide students with a list of <i>gelato</i> flavours. <i>L'Italiano con noi – Ordinare un gelato</i> https://www.youtube.com/watch?v=D8KE5mZ2o5A - Ask students to design a comic strip to describe ordering a <i>gelato</i> in a <i>gelateria</i>. This could be completed using online



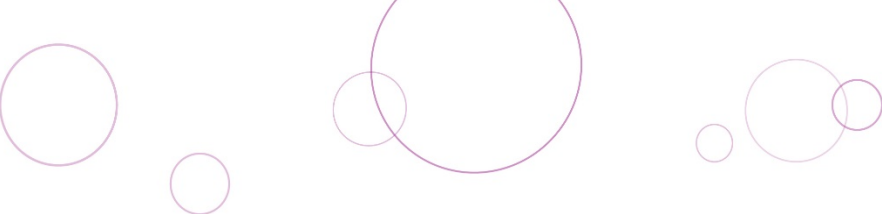
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
on or adapted from events, characters or settings Reflecting Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:		applications, such as Book Creator or PicCollage; from websites, such as StoryboardThat; or in their <i>quaderno</i>. Ensure students use Italian currency and formal language in the comic strips; for example, <i>Cosa desidera?</i> • Give students 10 minutes to practise, then ask students to present, in pairs, one of their comic strips. If possible, provide Italian currency for students to use. • Ask students what they know about the city of <i>Firenze</i>. Ask students to explore <i>Firenze</i> online. ▪ Google Maps – Street View, Florence, Tuscany https://www.google.com/maps/@43.7695524,11.2543283,3a,75y,304.22h,87.15t/data=!3m6!1e1!3m4!1sQsx30pAhUFbSUubtI88_IA!2e0!7i16384!8i8192 • Ask students to note in their <i>quaderno</i>, in Italian, the name and type of shops/buildings/neighbourhood places they find as they explore the city. Challenge them to find at least 15 different shops/buildings/neighbourhood places. • Ask students to discuss what they noticed about <i>Firenze</i> that was similar or different to their own neighbourhood.



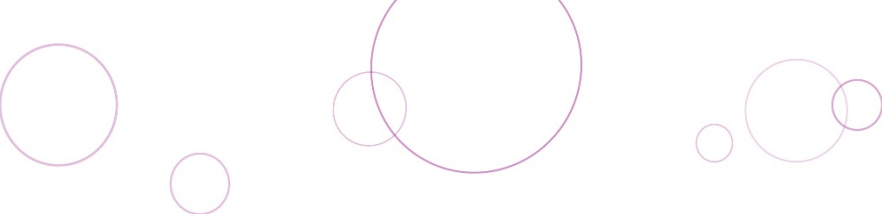
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> • recognising Italian currency Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced Language variation and change Understand that there are variations in Italian as it is used in different contexts by different		



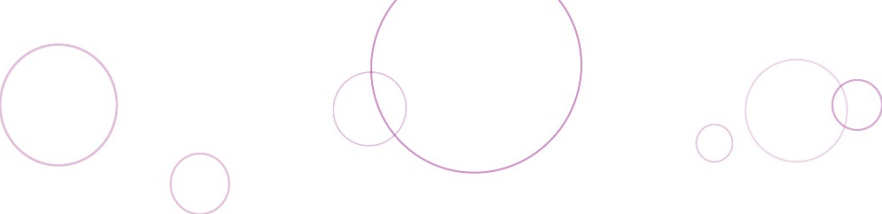
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
people such as formal/informal register and regional variations Role of language and culture Understand that there are different forms of spoken and written Italian used in different contexts within Italy and in other regions of the worlds		



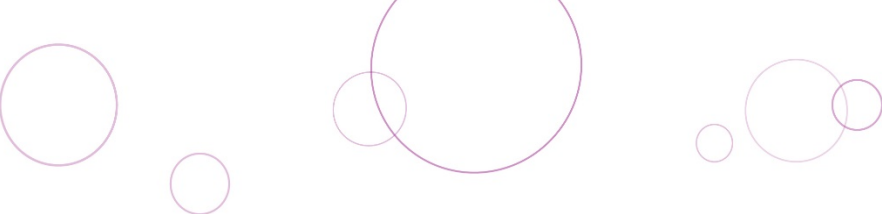
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 7 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	Nel mio quartiere Students share information with others about neighbourhoods and local community. Learning intentions Students: • practise asking and answering questions about where they go to visit • identify metalinguistic categories • participate in an information gap task • practise asking and answering questions about where they live • participate in interactions about neighbourhood locations • develop number knowledge 0–100.	Teaching and learning activities • Before the lesson, prepare flash cards that show two neighbourhood locations. These are for a <i>Trova il gemello</i> activity. The teacher could scaffold this by placing text on the flash cards. Ensure there are two of each card. • Ask students to participate in a <i>Trova il gemello</i> activity. Provide each student with a flash card showing two neighbourhood locations. If there is an odd number of students, the teacher can have the matching card. Ask students to use Italian to find the student who shares their locations; for example, <i>Dove vai?; Vado in macelleria e al supermercato. E tu, dove vai?</i> Inform students not to show their card to anyone. Students interview other students until they find their <i>gemello</i>. • Ask students to participate in a game of <i>Ascoltate e Sedetevi</i> (a variation of musical chairs). The teacher or a selected student reads a text aloud and when students hear the name of a neighbourhood location or landscape they must sit down. Allow all students to participate throughout the game but remove chairs after each response to a location/landscape. Continue until there is one winner. • Ask students to participate in a <i>Trova Qualcuno Che</i> game. The teacher creates a set of cards (one per student), each with a name and description of where the person lives; for



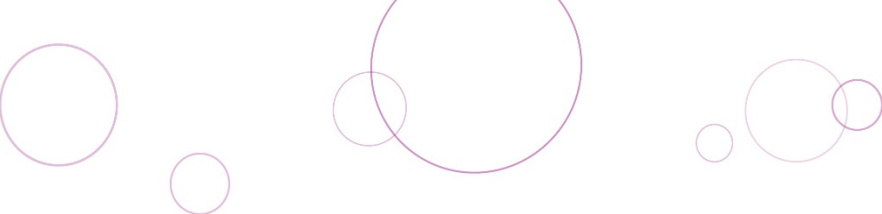
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i>		example, <i>Bruno</i>; <i>vicino al cinema</i>; <i>vicinissimo al fiume</i>; <i>lontano dalla macelleria</i>. Students interact with their peers and ask <i>Chi sei?</i> followed by <i>Dove abiti?</i> Students must answer using complete sentences; for example, <i>Mi chiamo Bruno. Abito vicino al cinema e vicinissimo al fiume ma lontano dalla macelleria</i>. Students are also given a sheet with the people they must find; for example, someone who lives near the cinema, very close to the river but far from the butcher. They record the name of the person (character) who matches the description. The first student to find all the matching names wins. To consolidate vocabulary, students participate in a game of Flash Dash. This game is best played outside or in a school hall. Line up flash cards in the middle of the area. Divide the class into two teams, and have them arrange themselves, <i>Da più basso a più alto</i>. The teacher allocates each team member a number (use 10s), making sure there is an even number on each team. The teams then line up on opposite sides of the space. The teacher calls out the name of a location/landscape and then a number; for example, <i>la pizzeria</i>, <i>cinquanta</i>. Students who are number five from each side race to the middle to grab the <i>pizzeria</i> flash card. The teacher can involve more students by calling two at once; for example, <i>la pizzeria</i>, <i>cinquanta</i> and <i>la spiaggia</i>, <i>cento</i>.



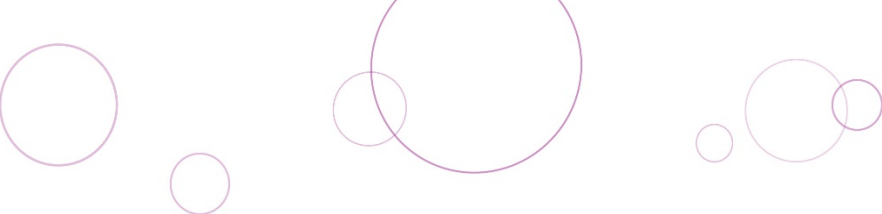
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> • developing number knowledge 0–100		Teachers should call out the numbers last so everyone is listening for the vocabulary. • Ask students to participate in a <i>Qualcosa</i> game. This is an information gap task. The teacher divides the class into pairs. Each pair receives a Partner A and a Partner B sheet. The sheets, pre-prepared by the teacher, should be almost identical but they each have a different missing word in every second sentence. For example, Partner A has the complete version of sentence 1 while Partner B has a word missing; then Partner B has the complete version of sentence 2 while Partner A has a word missing. To begin, Partner A reads the sentence, inserting the word <i>qualcosa</i> when there is a gap. The students should read the sentence twice. Partner B fills in the gap when they hear the missing word. Students receive a point for each correct word. The winner is the pair with the highest combined total. This will encourage them to work together as a pair. • Ask students to participate in the following activity, using this sentence pattern: Verb + preposition + definite article + noun; for example, <i>Abita vicinissimo al parco</i>. Include sentences expressing negation; for example, <i>Non vivo lontano dalla piazza</i>. ▪ The Language Gym – 3. Sentence puzzles with metalinguistic categories



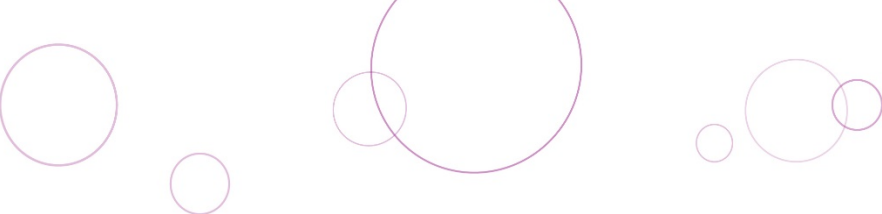
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures		https://gianfrancoconti.com/2019/01/12/beyond-transcription-unlocking-the-full-power-of-dictation-my-favourite-dictation-tasks/ Ask students to participate in a game of <i>Tombola</i>, using the numbers 0–100.



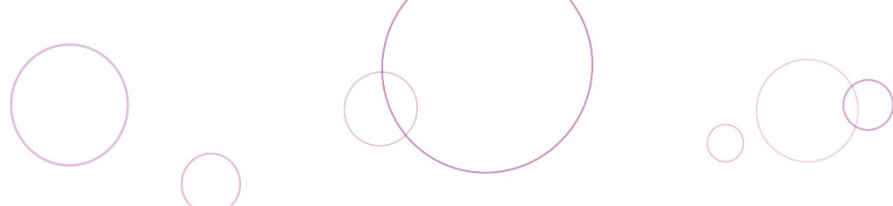
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 8 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such	Nel mio quartiere Students share information with others about their neighbourhood and local community. Learning intentions Students: • create a week of diary entries about locations visited • participate in interactions about neighbourhood locations • make and label a model of an Italian village.	Teaching and learning activities • Ask students to create diary entries for a fictional character describing where he/she likes to go over the period of one week. They could do this using an application, such as Book Creator or PicCollage, or in their <i>quaderno</i>. Ensure they use articulated prepositions; for example, <i>va alla</i> and adverbs in their sentences, for example, <i>Antonio non va mai al mercato.; Va in bici spesso alla spiaggia.</i> • Ask students to participate in the following translation game: ▪ The Language Gym – 3.2.2 Oral translation ping-pong https://gianfrancoconti.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/ This task can be differentiated by providing different versions, depending on the student's ability. Teachers need to prepare the texts before the lesson and ensure new language structures and vocabulary and negation are included in the text. (Formative assessment) • Ask students to make and label a model of an Italian village. This could be completed by using an application, such as Minecraft, or by using art and craft materials. This activity can be an independent, pair or group activity. Encourage



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
as building models and completing transactions in places such as a café or a market Creating Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings Translating Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, <i>Vietato entrare!</i>; <i>È Vietato calpestare l'erba!</i>		students to look at images or use Street View, by Google Maps, to make their model realistic. Formative assessment • Anecdotal assessment using checklists and notes, indicating how students: ▪ locate and convey information in written and spoken texts about where they live and what they like to do ▪ use definite and indefinite articles and plurals ▪ use adjectival agreements ▪ use the suffix <i>-issimo</i> and express negation ▪ use prepositions with <i>a</i> + definite article ▪ distinguish and vary intonation between the Italian for asking a question and giving the reply ▪ make comparisons between landscapes and neighbourhoods in Italy and Australia ▪ use the numbers 0–100.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici</i>; <i>Il supermercato più vicino è...</i> ; <i>La scuola vicina a casa mia è...</i> • expressing negation, for example, <i>Non è una casa grande</i>; <i>Non è accanto al mercato</i>		



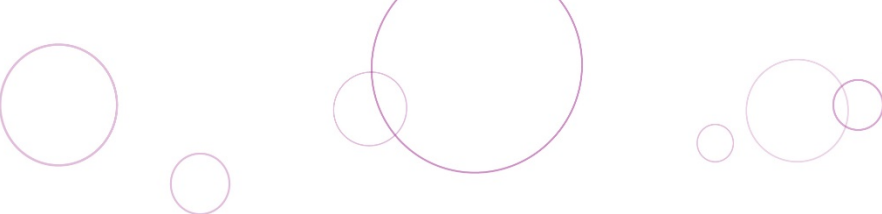
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using prepositions with <i>a + definite article</i>, for example, <i>accanto a</i>, <i>davanti a</i>, <i>vicino a</i> • recognising the position of adverbs in sentences, for example, <i>Non vado mai al cinema</i>; <i>Corro velocemente</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>andare</i>, in sentences such as <i>Andrea va a casa alle sei</i>; <i>La mia casa ha sei camere da letto</i>; <i>Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		



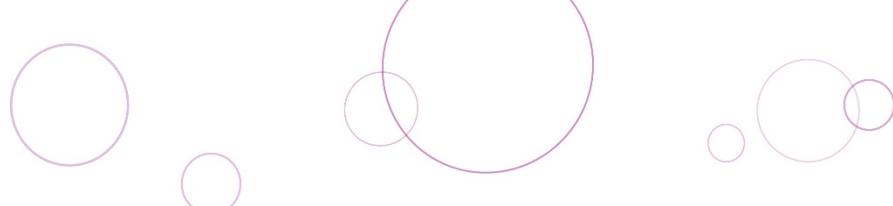
TERM 2

Weeks 1–8

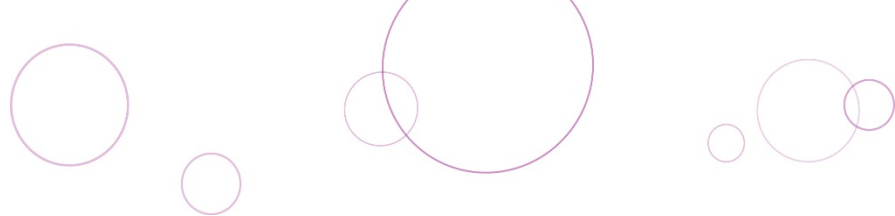
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 1 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	La mia casa Students compare housing in Italy and Australia and share information about their house with others. Learning intentions Students: • compare housing in Italy and Australia • use ordinal numbers • exchange information about their house using adjectives • exchange information about the number of rooms in their house • draw a floor plan of their house.	Teaching and learning activities • Introduce students to the different types of dwellings in Italy by showing them one of the following audiovisual clips. Remind them of the suffix <i>-etto</i>; for example, <i>villetta</i>. ▪ Fun and Easy Italian– <i>Tipi di Abitazioni (lessico italiano)</i> https://www.youtube.com/watch?v=wip0egd6Y ▪ Crazy 4 Italian – Italian Vocabulary: The House - Types of House <i>Vocaboli italiani La casa Tipi di case</i> https://www.youtube.com/watch?v=41oWxeaQp5A. • Revise ordinal numbers to discuss how an Italian may describe where they live in a condominium; for example, <i>Abito in un condominio al terzo piano</i>. Show a <i>condiminio</i> on the Smartboard and ask students to give the appropriate sentence. • Discuss how to talk about where they live using the type of house and adjectives they know; for example, <i>Abito in una villetta bella verde</i>. or <i>La mia casa è vecchia e grandissima</i>. • Ask students to form a circle: <i>In cerchio!</i> Ask a student <i>Com'è la tua casa?</i> and they respond by describing their house. The student then asks the person to the left of them <i>Com'è la tua casa?</i> • Show students images of the inside of different houses in Italy to introduce the vocabulary for rooms of the house.



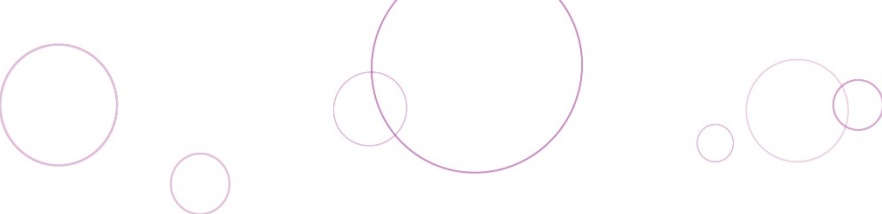
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts Reflecting Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds		Provide students with a vocabulary sheet that includes the types of houses. - Discuss the similarities and differences between Italian houses and their own. Draw attention to cultural differences; such as <i>il bidet</i>, <i>la lavanderia</i>, <i>il bagno</i> and <i>il gabinetto</i>. Include a discussion of the different types of houses in Italy and Australia. - Introduce the question <i>Quante stanze ha la tua casa?</i> and the response <i>La mia casa ha _____ stanze</i>. Play a round robin game to revise languages structures. With the class sitting in a circle, carefully throw a ball or bean bag to a student to catch. Ask them <i>Quante stanze ha la tua casa?</i> The student responds with the number of rooms in their house; for example, <i>La mia casa ha nove stanze</i>. The student then throws the bean bag to the next person and asks the same question. - Ask students to draw a floor plan of their house in their <i>quaderno</i> and to label the rooms.



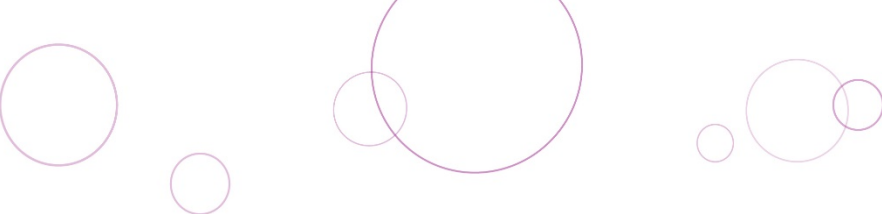
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using prepositions with <i>a + definite article</i>, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i>		



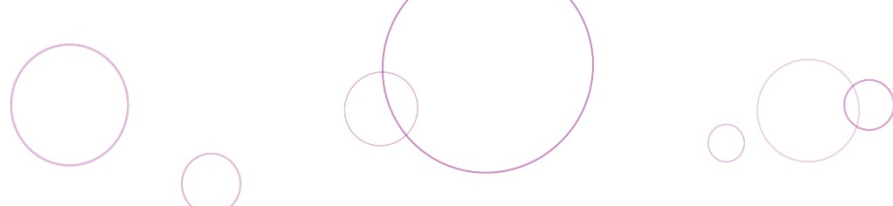
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Role of language and culture Understand that there are different forms of spoken and written Italian used in different contexts within Italy and in other regions of the worlds Reflect on how their own and others’ language use is shaped by and reflects communities’ ways of thinking and behaving and may be interpreted differently by others		



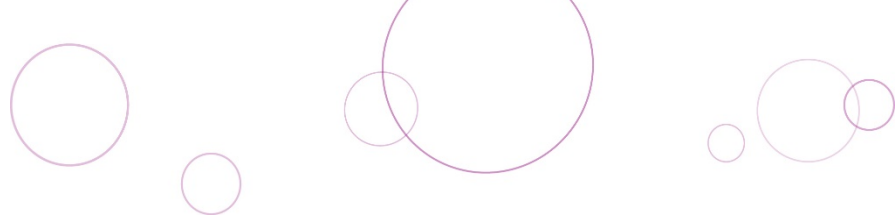
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 2 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, <i>Vietato entrare!</i>; <i>È Vietato calpestare l'erba!</i>	La mia casa Students compare housing in Italy and Australia and share information about their house with others. Learning intentions Students: • use prepositions to describe the position of rooms in their house • describe their bedroom • use articulated prepositions, plurals and definite and indefinite articles • continue to develop their pronunciation of newly learnt vocabulary • translate a simple text about rooms and furniture using word lists.	Teaching and learning activities • Show students the following audiovisual clip: ▪ Slide Talk – <i>Stanze della casa italiana</i> https://www.youtube.com/watch?v=3KSZjLcgnl4 Draw students' attention to the use of prepositions when describing the rooms of the house. Ask students to use this model to write a description of the position of the rooms in their house under their house plan in their <i>quaderno</i>. Teachers could provide the modelled text on the whiteboard to scaffold the task for students. • Introduce the vocabulary for furniture by showing students the following audiovisual clip: ▪ Smile and learn – <i>Italiano –Gli oggetti della casa Le parti della casa Vocabolario per bambini Raccolta</i> https://www.youtube.com/watch?v=nF0V2cAjCQY Provide students with a vocabulary list of furniture. Draw students' attention to the use of prepositions when describing the placement of furniture. • Revise articulated prepositions by showing students the following audiovisual clip: ▪ My Italian Lessons "<i>Parlando Italiano</i>"– Italian articulated prepositions https://www.youtube.com/watch?v=BD6JondVXPE



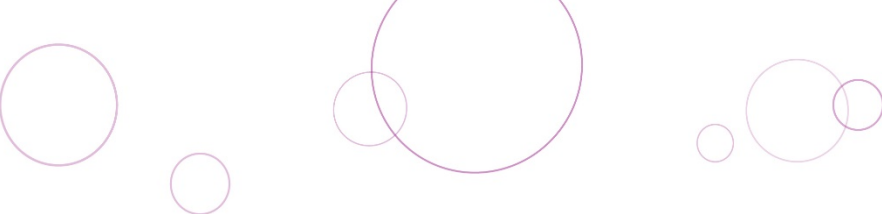
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts Reflecting Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:		- Ask students to write a description of their bedroom using furniture vocabulary, adjectives, prepositions and articulated prepositions. Encourage the use of plurals, definite and indefinite articles and adjectival agreements. For example, <i>Nella mia cameretta c'è un letto singolare bianco. Accanto al letto ci sono cassetti. C'è una scrivania vicino alla finestra. Ho una lampada rossa sulla scrivania. Sopra la scrivania c'è una mensola con tanti libri.</i> Ask students to record their description using an application, such as Voki for Education. - Remind students of the rules of the game One Dice, One Pencil. Allocate students to groups of 3–4. Provide students with one pencil, one dice and a text to translate (this can be differentiated) per group. One student starts with the pencil and begins to write their translation in their <i>quaderno</i>. The other students take turns to roll the dice until they get a <i>cinque</i>. When they roll a <i>cinque</i> they get to use the pencil. The first person to finish their translation is the winner. Encourage students to use vocabulary lists to guide their translation. Teachers should ensure sentences contain vocabulary and language structures students have recently learnt; for example, <i>La mia cameretta è accanto al bagno.</i>



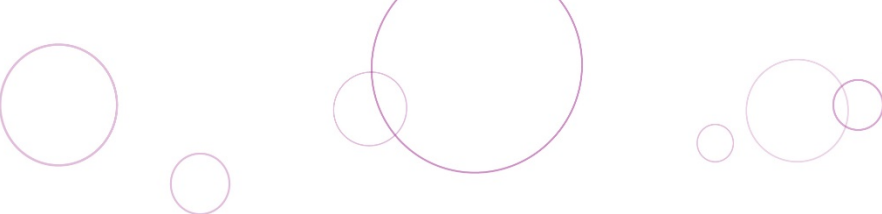
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using prepositions with <i>a + definite article</i>, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures		



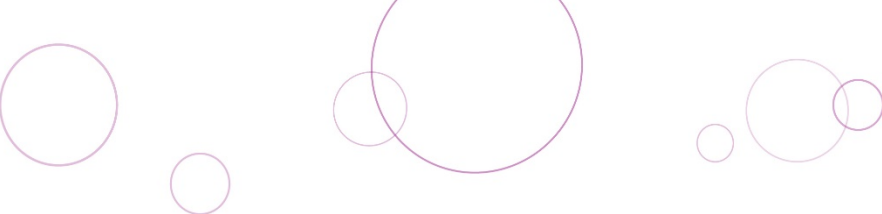
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		



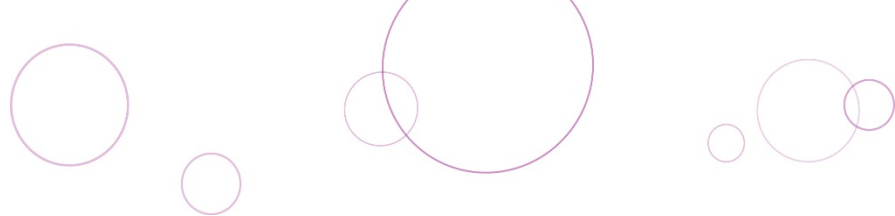
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 3 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	La mia casa Students share information about their house with others. Learning intentions Students: • categorise household items by room • exchange information about rooms and furniture • use articulated prepositions, definite and indefinite articles and plurals • locate information in spoken texts • explore pronunciation of newly learnt vocabulary • describe their favourite room • make a column graph of favourite rooms • translate rooms of the house and furniture.	Teaching and learning activities • Show students the following audiovisual clip again to complete a word sort activity; such as the example in Appendix A Resources – <i>Gli Oggetti della Casa</i>. ▪ Smile and learn – <i>Italiano – Gli oggetti della casa Le parti della casa Vocabolario per bambini Raccolta</i> https://www.youtube.com/watch?v=nF0V2cAjCQY • Ask students to participate in a <i>Trova la tua coppia</i> activity. Write 10 sentences on the whiteboard about rooms of the house and furniture; for example, <i>Nella mia cucina c'è un frigo grandissimo e un forno a gas</i>. Students select two of these to write on a mini whiteboard or in their <i>quaderno</i>. Students then interview their classmates, asking <i>Com'è la tua casa?</i> They continue until they find a match, or two people who match one sentence each. Students must not show their sentences to any other student. • Before the lesson, use one of the following online resources to prepare a quiz to revise the rooms of the house, furniture and prepositions: ▪ Quizizz – https://quizizz.com/ ▪ Quizlet – https://quizlet.com/en-gb ▪ Kahoot! – https://create.kahoot.it/auth/login Ask students to participate in the pre-prepared quiz.



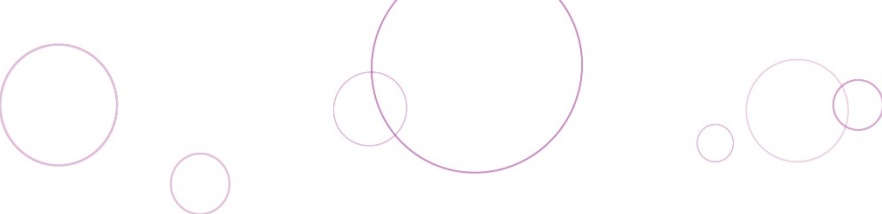
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, <i>Vietato entrare!; È Vietato calpestare l'erba!</i> Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello; la piazza; il freddo</i> and <i>z</i> and <i>t</i> sounds		• Instruct students to participate in a <i>Ho ..., Chi ha ...?</i> activity. Make the set of cards before this lesson. You may choose to include types of houses, rooms of the house and furniture. Distribute one card per student. Play starts with the student with the card that says <i>Ho il primo biglietto</i> starts. Encourage the class to play as fast as possible. You could repeat this activity in a later lesson and challenge them to beat their previous time or another class' time. • Prepare cards before class for a Quiz Quiz Trade activity, with rooms of the house and furniture. Students quiz each other to revise and consolidate vocabulary. This activity is explained further in this audiovisual tutorial: ▪ Lee RebelTech – Kagan Structure: Quiz, Quiz, Trade https://www.youtube.com/watch?v=o4n60DpwYOg • Remind students of the procedure for the Sentence Chaos activity from Breaking the Sound Barrier p.49 by Gianfranco Conti and Steve Smith. This is a read-aloud activity which allows students to practise their listening and speaking skills in a fun and competitive manner. • Ask students to participate in a <i>Palla di neve</i> activity describing their favourite room of the house on a scrap piece of paper; for example, <i>La mia stanza preferita è il soggiorno perché c'è un divano blu grandissimo e comodo e una televisione</i>. Encourage students to choose a room other



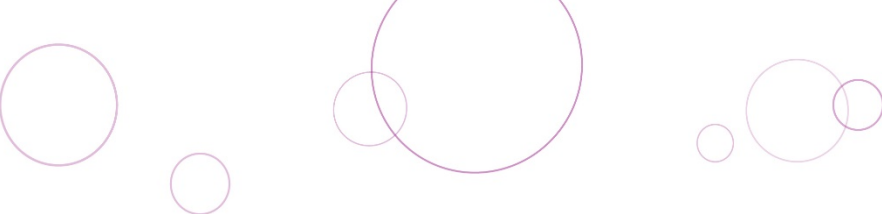
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences		than their bedroom. When students have finished, ask them to scrunch up their paper and throw it into the middle of the classroom. Students then pick up a piece of paper, making sure it is not their own. Direct students, one at a time, to read the description aloud. As students are reading out, the teacher makes a tally on the board of preferences for each room. When all sentences have been read out, ask students to create a column graph of the results in their <i>quaderno</i>. • Ask students to participate in <i>Il Confronto</i> game. Students stand in two lines facing the teacher. The teacher shows a flash card of a room of the house or furniture and asks for the name in Italian, definite or indefinite article or plural. Teachers could also have flashcards of prepositions and definite articles and ask for the articulated preposition. Only the first student in each line may answer. The first to respond with the correct answer wins a point for their team. The other student (who doesn't answer correctly) goes to the back of their line. After three correct responses in a row students must go to the back of the line. The game is played according to a time limit and when time is up the team with the most points wins.



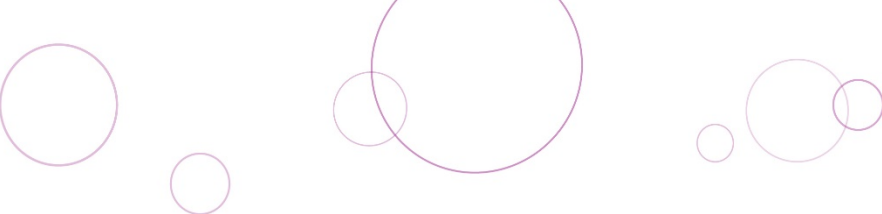
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures		



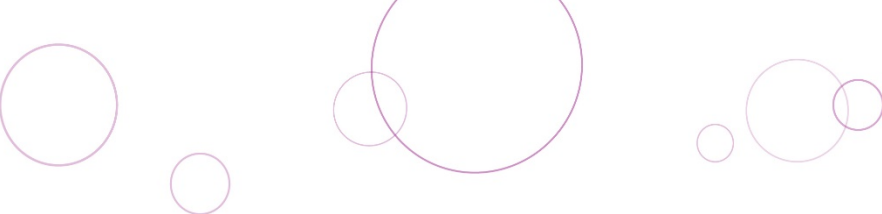
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 4 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	La mia casa Students compare housing throughout the world. Learning intentions Students: • compare housing in Italy and Australia • create <i>una poesia diamante</i> • compare housing throughout the world • share responses to ideas in the <i>Case nel mondo</i> book • use a bilingual dictionary • gather supporting details from spoken and written texts.	Teaching and learning activities • Ask students to write <i>una poesia diamante</i> contrasting Australian and Italian houses. Poetry4kids gives instructions: ▪ Kenn Nesbitt's Poetry4kids – How to Write a Diamante Poem https://www.poetry4kids.com/lessons/how-to-write-a-diamante-poem/ • <i>Le Case</i> in Appendix A is an example of <i>una poesia diamante</i>. Note that unlike the usual (English) rule (as explained in the link) of one word in lines one and seven, our subject nouns require more words. Encourage students to take this into account when writing and shaping their poem as a <i>diamante</i>. • Introduce students to different types of houses throughout the world by showing students one of the following audiovisual clips: ▪ <i>Giulia Cortellino – Tipologie di case</i> https://www.youtube.com/watch?v=CljGjcO54ng ▪ <i>Il Lato Positivo – 14 Differenze Delle Case Nel Mondo</i> https://www.youtube.com/watch?v=zKLZHea3g84 • Read students the story <i>Case nel mondo</i>, by Mariapaola Pesce and Martina Tonello, as an introduction to houses throughout the world and in preparation for Sample Assessment Task 1 (Appendix B).



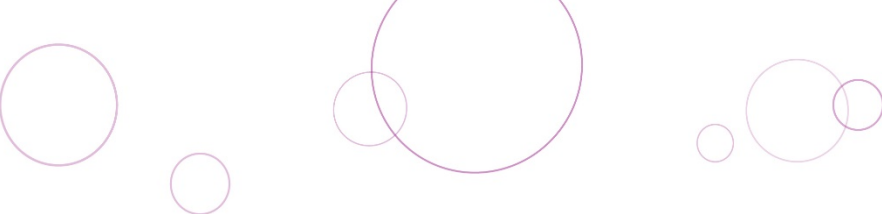
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Translating Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts Understanding Systems of language Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i>		• Encourage students to respond to the text; for example, <i>Mi piace ...; La storia parla di ...; La mia pagina favorita è ...; Era interessante che in ...; Penso che ...</i> and discuss the similarities and differences in world housing compared with their own. • Show students the audiovisual clip of the song <i>La Casa</i> by Sergio Endrigo about a strange house: ▪ BA BI BUU - Studio Lead channel – La Casa (era una casa molto carina) Canzoni Per Bambini https://www.youtube.com/watch?v=HM3tSqkrPAC Ask students to write in their <i>quaderno</i> what they think the song may be about. Provide students with the lyrics: ▪ Rockol, <i>La Casa - Sergio Endrigo</i> https://testicanzoni.rockol.it/testi/sergio-endrigo-la-casa-98735069. • Ask students to highlight words they don't know in the lyrics. They then work with their shoulder partner and share and compare unknown words. When they have finished, they join with another pair and compare unknown words. They should now have only the words unknown to the whole group. • Provide students with a bilingual dictionary or provide access to an online dictionary. Discuss strategies to use a dictionary effectively. Discuss what they recall about dictionary



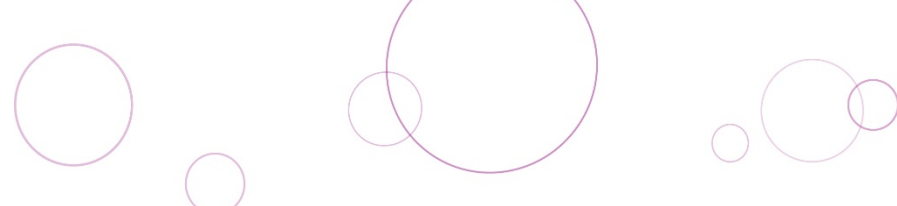
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced Role of language and culture Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others		abbreviations. Provide students with an unknown word about housing in English and ask them to find the corresponding Italian word using the bilingual dictionaries. Inform students they can crosscheck the word by looking up the Italian word. - Ask students to work in their group to look up their unknown words. Ensure all students use the bilingual dictionaries. Ask students to write down the meanings of all unknown words in their <i>quaderno</i>. When students have finished, ask them to walk around the classroom and check that other groups agree with their definitions. - Instruct students to return to working independently and now write in their <i>quaderno</i> what they think the poem may be about. Encourage them to include as many details as possible. - Show students one of the following audiovisual clips to check their understanding: - Dharma Grey – <i>La casa in Via dei Matti *Zecchino D'oro*</i> https://www.youtube.com/watch?v=iBMgwip3ndc 251 Aloha – <i>Era una casa molto carina</i> https://www.youtube.com/watch?v=cRhPshOy1ag



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 5 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	La mia casa Students compare housing in Italy and Australia and share information about their house with others. Learning intentions Students: • compare a fictional character's house with their own • create <i>una poesia diamante</i> • describe and illustrate a traditional Italian dwelling.	Teaching and learning activities Summative Assessment Students complete the formal assessment task <i>Case nel mondo</i> in Appendix B Sample Assessment Task 1. Students respond to an imaginative text by creating a poem and an additional page for the book.

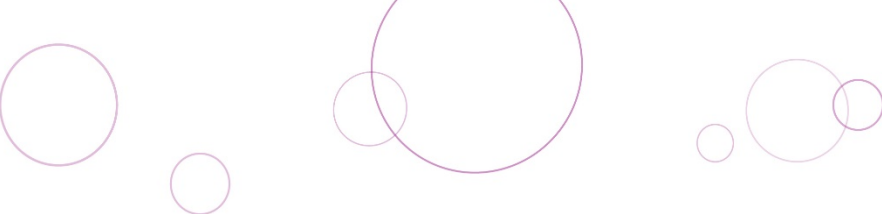


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Translating Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts Understanding Systems of language Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i>		

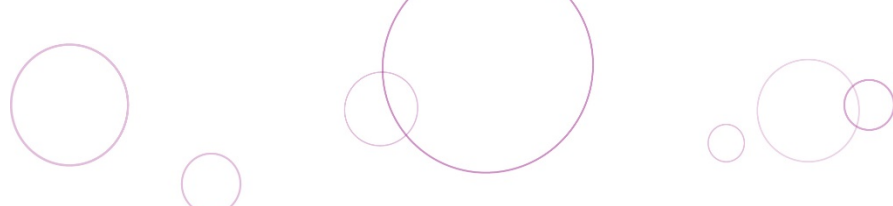


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> • using prepositions with <i>a + definite article</i>, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		

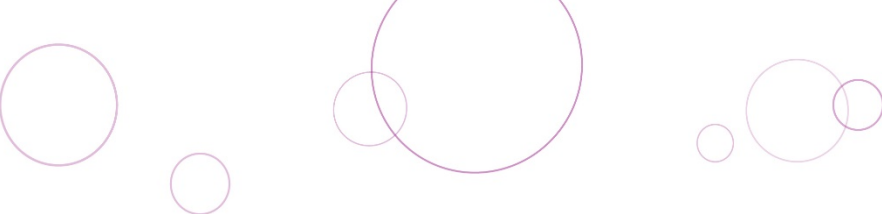
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 6 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	La mia casa Students compare housing in Italy and Australia and share information about their house with others. Learning intentions Students: • compare housing in Italy and Australia • use ordinal numbers • exchange information about their house using adjectives • exchange information about the number of rooms in their house • draw a floor plan of their house • use prepositions to describe the position of rooms in their house • participate in games to reinforce house vocabulary and language structures.	Teaching and learning activities • Remind students of the rules of the game Sentence Stealer (called <i>Ladri di Carte</i> in Italian). ▪ The Language Gym – 1.Sentence stealer (aka ‘Au Voleur’ or ‘Robo de tarjetas’) https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/ • Ask students to complete the reading activity <i>Quale appartamento è?</i> (Appendix A Resources). Students read and view the descriptions of two apartments and colour the sentences according to which apartment it matches: ▪ Airbnb – Opera 15 (city center with garden) M0230910364https://www.airbnb.com.au/rooms/131259?source_impression_id=p3_1626416658_WarbeYuJT3PUCMs4&guests=1&adults=1 ▪ Airbnb – Residenza San Leonardo-Luxury (L.T. M0270429815) https://www.airbnb.com.au/rooms/12719177?source_impression_id=p3_1626420779_c1xPc1mN5zddvuBQ&guests=1&adults=1 • Instruct students to participate in a <i>Trova Qualcuno Che</i> game. The teacher creates a set of cards (one per student). Each card has a name and a description of a house; for example, <i>Bruno; casa, Lucca, sei stanze, cucina piccola, un</i>



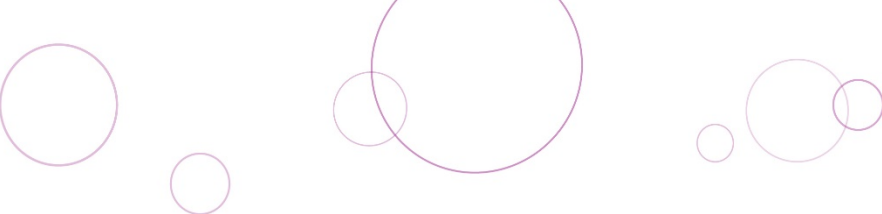
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici</i>; <i>Il supermercato più vicino è...</i> ; <i>La scuola vicina a casa mia è...</i>		<i>bagno, un salotto, tre camere da letto</i>. Students interact with their peers and ask <i>Chi sei?</i> followed by <i>Dove abiti?</i> Students must answer using complete sentences; for example, <i>Mi chiamo Bruno</i>; <i>Abito in una casa a Lucca. La mia casa ha sei stanze. C'è una cucina piccola, un bagno, un salotto e tre camere da letto</i>. Students are also given a sheet with the people they must find; for example, someone who lives in Lucca with a small kitchen. They record the name of the person (character) that matches the description. The first student to find all the matching names wins. • Ask students to draw a floor plan of a house in their <i>quaderno</i>. The teacher reads aloud a pre-prepared description of the rooms of a house and their location; for example, <i>Accanto al soggiorno c'è la cucina grande</i>. Students draw and write the names of the rooms as they listen. After the rooms have all been drawn, the teacher reads sentences describing the furniture in the rooms; for example, <i>C'è un letto singolare nella cameretta</i>. Students draw the furniture in those rooms on their floor plan.



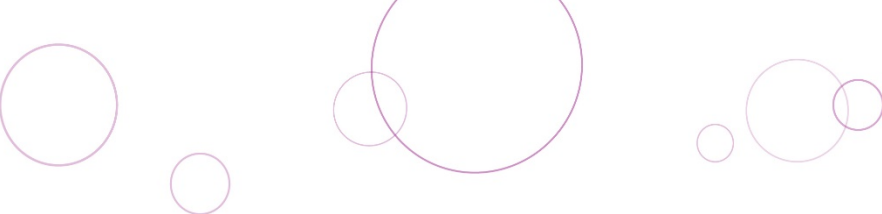
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using prepositions with a + definite article, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i>		



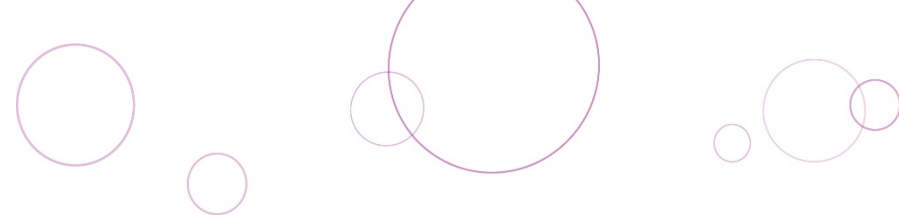
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 7 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	La mia casa Students compare housing in Italy and Australia and share information about their house with others. Learning intentions Students: • translate a house description from Italian to English • use prepositions with <i>a</i> + definite article • respond to questions about houses, rooms and furniture • develop pronunciation and intonation of Italian specific sounds • locate information in a spoken text to draw furniture in the correct location • describe the rooms of the house and furniture.	Teaching and learning activities • Before the lesson, prepare a text describing a house. Ask students to participate in a ‘running translation’ activity. Divide the class into groups of four of mixed ability. Groups then translate a paragraph that has been placed on walls outside the classroom. Translations can be written on A4 paper or mini whiteboards. Use known language structures pitched at the ability of students; for example, <i>Gianni e Vittoria abitano in una villetta vicino a Pisa. La loro casa ha sei stanze. Nella cucina c’è un frigo grande e un tavolo con quattro sedie marroni. Nel bagno c’è una vasca e una doccia. Ci sono due camere da letto e uno studio. Nel salotto ci sono due poltrone grigie, un divano nero e una lampada arancione.</i> The group with the most accurate translation is the winner. • Remind students how to complete the Spot the differences activity: ▪ The Language Gym – 10. Spot the differences https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/ Student B can ask their partner to repeat; <i>Ripeti, per favore</i>, or slow down; <i>Più piano, per favore</i>. When finished, students should discuss the differences found. Students should then repeat the exercise with a new text and swap roles so both



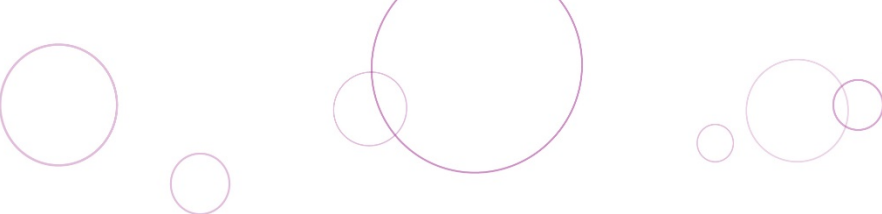
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, <i>Vietato entrare!; È Vietato calpestare l'erba!</i> Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello; la piazza; il freddo</i> and <i>z</i> and <i>t</i> sounds		partners have the opportunity to read aloud and listen. For example; ▪ <i>Nella mia cameretta c'è un letto azzurro. Accanto al letto c'è un comodino. Sul comodino c'è una lampada da tavolo. Sopra al letto c'è una finestra.</i> (Partner A's text). ▪ <i>Dalla mia camera c'è un letto blu. Sopra al letto c'è un cassettone. Nel comodino c'è una lampada da tavolo. Accanto al letto c'è un quadro.</i> (Partner B's text). • Ask students to participate in a Circling activity. This involves asking a series of questions based on pictures (prepared before the lesson). First, present a short description linking known language structures with the new house vocabulary; for example, <i>Nel salotto c'è un divano grigio e una poltrona nera</i>. Then ask students: ▪ yes/no questions; for example, <i>C'è una tivù?</i> ▪ either/or questions; for example, <i>C'è un tavolino o un divano?</i> ▪ a question that requires a negative response; for example, <i>C'è un letto?</i> ▪ questions that require one-word answers (interrogatives are used here); for example, <i>Qual'è stanza è?</i> ▪ an open-ended, detail-oriented question (requires students to add to the story); for example, <i>Cosa ti piace fare in questa stanza?</i>



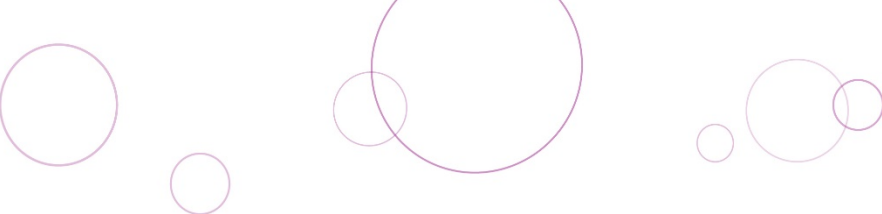
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> • using prepositions with <i>a + definite article</i>, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia</i>		Whole class responses are expected using full sentences; for example: Teacher (showing a picture of <i>un salotto</i>): <i>C'è un divano?</i> Whole class: <i>Sì, c'è un divano.</i> • Arrange students in pairs and provide them with access to the worksheet 5. <i>Arrediamo la casa</i>: ▪ Languages Online – Italian, 35. Rooms and furniture https://www.education.vic.gov.au/languagesonline/italian/sect35/index.htm Students listen to their partner's instructions and draw the items of furniture in the rooms stated. • Show students the audiovisual clip at the link below. Ask them to write a description of their ideal house, including where they would live, the type of house, what it would look like, the layout and the items that could be found inside and outside the house. ▪ <i>Me contro Te – Lui e Sofi Nella Casa con Piscina! Ricchi Vs Poveri Challenge!! Tour Della Casa!!!</i> https://www.youtube.com/watch?v=H4stuKYYc74



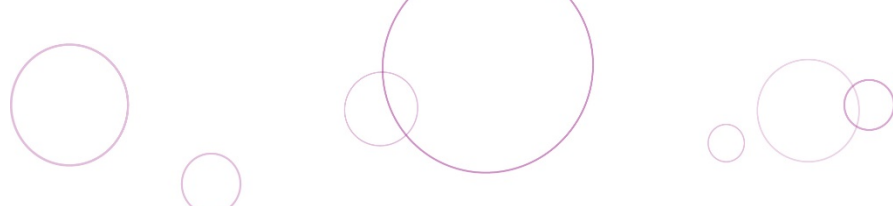
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<i>casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 8 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds	La mia casa Students compare housing in Italy and Australia and share information about their house with others. Learning intentions Students: - describe their home and local community - describe the rooms of their house - use prepositions to describe the location of the rooms in their house - describe the activities they do in each room of their house.	Teaching and learning activities - Ask students to make a presentation about their house and neighbourhood using an application, such as Microsoft PowerPoint. They should begin by describing the location of their house and their neighbourhood, and local community. They should describe the type of dwelling, the rooms and furniture. Encourage them to use prepositions to describe the position of the rooms in their house and to include the activities they do in each room; for example, <i>Questa è la mia cameretta dove leggo spesso e ascolto la musica.</i> - Ask students to show their presentation to the class. After each presentation the teacher should ask the class questions to check for understanding; for example, <i>Cosa fa nel salotto? Ha un giardino piccolo o grande?</i> (Formative assessment). Formative assessment - Anecdotal assessment using checklists and notes, indicating how students: - locate and convey information in written and spoken texts about housing, rooms and furniture - create imaginative texts - translate texts about houses using word lists - make comparisons between housing in Italy and Australia



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici</i>; <i>Il supermercato più vicino è...</i> ; <i>La scuola vicina a casa mia è...</i> • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i>		▪ distinguish and vary intonation between the Italian for asking a question and giving the reply ▪ use definite and indefinite articles and plurals ▪ use articulated prepositions ▪ use adjectival agreements ▪ use the suffix <i>–issimo</i> and express negation ▪ use prepositions with <i>a</i> + definite article ▪ use singular forms of the present tense.



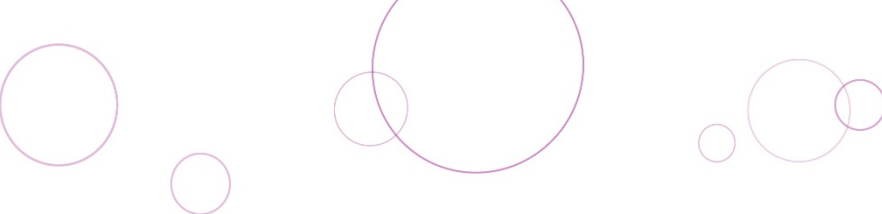
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> - using prepositions with <i>a + definite article</i>, for example, <i>accanto a, davanti a, vicino a</i> - recognising the position of adverbs in sentences, for example, <i>Non vado mai al cinema; Corro velocemente</i> - using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		



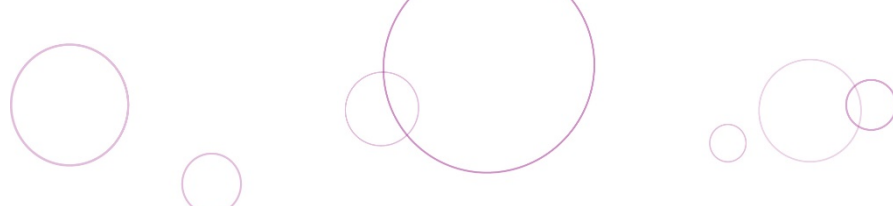
TERM 3

Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 1 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Andiamo in Italia Students describe the regions of Italy. Learning intentions Students: - compare the natural and urban landscapes in Italy and Australia - label a map of Italy with the regions and capital cities - describe the natural and urban landscapes of a region.	Teaching and learning activities - To introduce students to Italy, show them one of these audiovisual clips: - Audley Travel – Introducing Italy with Audley Travel https://www.youtube.com/watch?app=desktop&v=jLgca_h7bpl4 - Youritaly.It – Discover the beauty of Italy in 1 minute! https://www.youtube.com/watch?v=-IBbzHZU5o - Discuss the similarities and differences in the natural and urban landscapes shown in the audiovisual clip compared to Australia, Perth (or closest city/town) and their local neighbourhood. - Ask students how many states and territories there are in Australia. Ask students if Italy also has states and territories. Show students this audiovisual clip: - Fun and Easy Italian – <i>Le Regioni Italiane, i Loro Capoluoghi, i Loro Abitanti (e alcune curiosità)</i> https://www.youtube.com/watch?v=Ql4cHE9M0j8 Provide students with a map of Italy including the regions, such as, <i>La Mappa d'Italia</i> in Appendix A Resources. Play the clip again so students can label their map with the regions and capital cities.



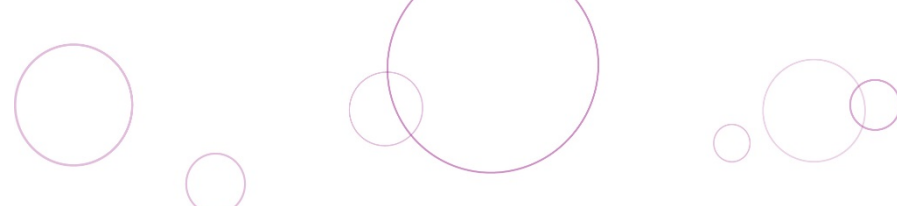
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici</i>; <i>Il supermercato più vicino è...</i> ; <i>La scuola vicina a casa mia è...</i> • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i>		• Show students the following audiovisual clip: ▪ <i>Come si viaggia</i> – Top 10 What to See in Tuscany (Italy) https://www.youtube.com/watch?v=9mJLNgV614s As a class, brainstorm a description of <i>Toscana</i> on the whiteboard; for example, <i>In Toscana ci sono tante colline ma ci sono anche montagne alte. Ci sono tante spiagge e c'è anche l'isola Elba. Ci sono paesi e città. Firenze è il capoluogo. A Firenze ci sono tanti musei e chiese famose.</i> • Ask students to select an Italian region to research and then write a paragraph in their <i>quaderno</i> to describe the region (using the model from the whiteboard). Encourage students to use bilingual dictionaries to look up any unknown words. When they have finished their description, students show their writing to a classmate who edits it and provides feedback. The student then corrects any mistakes or adds any missing information.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> <i>famiglia; il loro vicino si chiama Alberto</i> - using prepositions with <i>a + definite article</i>, for example, <i>accanto a, davanti a, vicino a</i> - using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 2 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Informing Gather and compare information and supporting details from a range of written,	Andiamo in Italia Students talk about <i>piazze</i> in Italy. Learning intentions Students: • examine the purpose of <i>piazze</i> in Italy • describe what's in a <i>piazza</i> using singular and plural nouns with <i>c'è</i> and <i>ci sono</i> • use Street View by Google Maps to immerse themselves in a <i>piazza</i>.	Teaching and learning activities • Show students the following audiovisual clip to demonstrate the variety of <i>piazze</i> in Italy and their varied uses/purposes: ▪ <i>Italia.It – “Piazze d'Italia” – 60” – Made in Italy</i> https://www.youtube.com/watch?v=O_WsiokzFuM • Show students the following audiovisual clip to hear a description of the elements of <i>Piazza delle Erbe</i> in <i>Verona</i>: ▪ <i>L'Italiano con noi – Descrivere una città</i> https://www.youtube.com/watch?v=glK3ctr-iSg • Ask students to participate in a Circling activity. This involves asking a series of questions based on pictures (prepared before the lesson). First, present a short description of a <i>piazza</i>; for example, <i>A Venezia in Piazza San Marco c'è la Basilica San Marco e un campanile. C'è anche il Palazzo Ducale. La piazza è vicinissimo al Canale Grande. Ci sono tanti negozi e ristoranti.</i> Then ask students: ▪ yes/no questions; for example, <i>C'è una fontana?</i> ▪ either/or questions; for example, <i>C'è un palazzo o uno zoo?</i> ▪ a question that requires a negative response; for example, <i>C'è una stazione?</i> ▪ questions that require one-word answers (interrogatives are used here); for example, <i>Quale piazza è?</i> ▪ an open-ended, detail-oriented question (requires

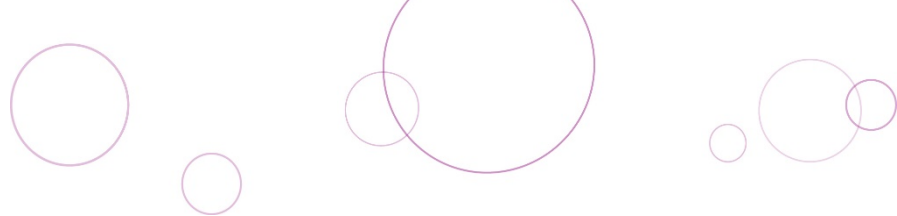
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i>		students to add to the story); for example, <i>Perché è famosa questa piazza?</i> Whole class responses are expected using full sentences; for example: ▪ Teacher (showing a picture of <i>Piazza San Marco</i>): <i>C'è una fontana?</i> ▪ Whole class: <i>Sì, c'è una fontana.</i> • Allocate students in pairs to participate in a <i>Palla di neve</i> activity. Teachers place 10 pictures of <i>piazze</i> on the whiteboard. Allocate students to pairs. Instruct the student pairs to use a scrap piece of paper to write a description of one of the 10 <i>piazze</i> using <i>c'è</i> and <i>ci sono</i> sentences. When students have finished, ask them to scrunch up their paper and throw it into the middle of the classroom. Student pairs then pick up a piece of paper, making sure it is not their own. Ask them to read what is on their piece of paper aloud, one at a time. Ask students to identify the <i>piazza</i> described; for example, <i>È piazza San Pietro a Roma?</i> • Ask students to choose a <i>piazza</i> they haven't already seen, from the region they researched previously. Allow students to use Street View by Google Maps to be immersed in the <i>piazza</i> and able to move around inside it. Ask students to independently write a description of the <i>piazza</i> and include images. This could be completed using applications such as, PicCollage or Book Creator, or in their <i>quaderno</i>.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- noticing adjective–noun agreement, for example, <i>i giardini pubblici</i>; <i>Il supermercato più vicino è...</i> ; <i>La scuola vicina a casa mia è...</i> - formulating questions and requests, for example, <i>Dove abiti?</i> <i>Che ora è?</i>; <i>Pronto, chi parla?</i>; <i>Dove andiamo stasera?</i>; <i>Con chi..?</i>; <i>Cosa c'è da fare a Perth?</i> - using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>andare</i>, in sentences such as <i>Andrea va a casa alle sei</i>; <i>La mia casa ha sei camere da letto</i>; <i>Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		

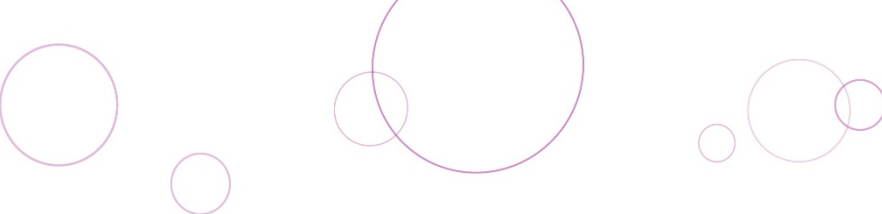
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 3 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Translating Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Use context-related vocabulary and develop and apply knowledge of grammatical elements	Andiamo in Italia Students describe places in Italy and learn about modes of transport in Italy. Learning intentions Students: - map the regions and capital cities of Italy - match the region with its capital - locate information in songs about cities and landscapes - develop pronunciation and intonation of transport vocabulary - use bilingual dictionaries.	Teaching and learning activities - Revise regions by showing students the following audiovisual clip: - Mela Educational – <i>Geografia - Italia le 20 regioni</i> @MelaMusicTV https://www.youtube.com/watch?v=m2UX7OFiQgs Or regions and capital cities by showing this audiovisual clip: <i>Regioni d'Italia – Capoluoghi</i> https://www.youtube.com/watch?v=kFZQOX7k0sw - Before the lesson, prepare a quiz to revise the regions and capital cities of Italy using one of the following resources. - Quizizz – https://quizizz.com/ - Quizlet – https://quizlet.com/en-gb - Kahoot! – https://create.kahoot.it/auth/login Ask students to do the quiz. Alternatively, provide students with a worksheet to match regions and their capitals, such as <i>Le Regioni d'Italia e i Capoluoghi</i> (Appendix A Resources). - Use the song <i>Questi posti davanti al mare</i> by <i>Ivano Fossati</i>, <i>Fabrizio De Andrè</i> and <i>Francesco de Gregori</i> to complete activities from The Language Gym. 25asd55 – <i>Fossati De Andre De Gregori – Questi posti davanti davanti al mare</i> (audio only) https://www.youtube.com/watch?v=mz1toceMt1k

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures		▪ The Language Gym – Step 7 – 1. Break the flow and Step 9 – (1) Word hunt https://gianfrancoconti.com/2015/06/15/ • Show students the following audiovisual clip to introduce transport in Italy: ▪ Loescher Editore video – <i>Italiano per stranieri - Mezzi di trasporto in Italia</i> (A2) https://www.youtube.com/watch?v=nmtMdxkKHUo Provide students with a vocabulary list of transportation modes. • Provide students with opportunities to practise the transport vocabulary: ▪ Languages Online – Italian, 32. Modes of transport, activities 2, 3, 6, and 7 https://www.education.vic.gov.au/languagesonline/italian/sect32/index.htm • Ask students to read this infographic: ▪ Kappa Language School – Learn Italian words: means of transport, “i mezzi di trasporto” https://blog.kappalanguageschool.com/learn-italian-words-i-mezzi-di-trasporto/ Allow students to use bilingual dictionaries to look up any unknown words. Ask students to participate in <i>Il Confronto</i> game. Students stand in two lines facing the

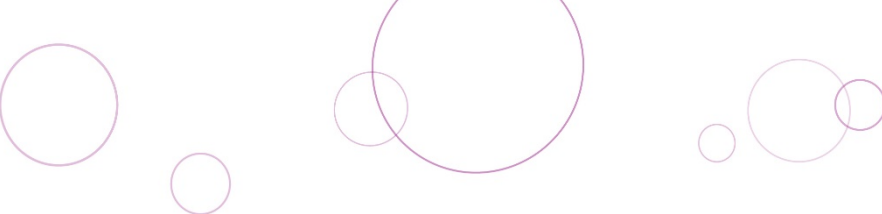


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		teacher. The teacher shows a flash card of a room of the house or furniture and asks for the name in Italian, definite or indefinite article or plural. Teachers could also have flashcards of prepositions and definite articles and ask for the articulated preposition. Only the first student in each line may answer. The first to respond with the correct answer wins a point for their team. The other student (who doesn't answer correctly) goes to the back of their line. After three correct responses in a row students must go to the back of the line. The game is played according to a time limit and when time is up the team with the most points wins.

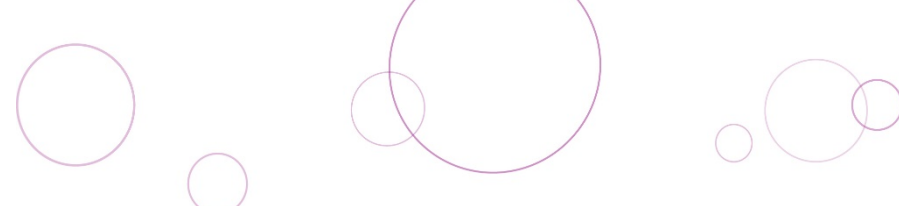
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 4 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such	Andiamo in Italia Students describe Italy's places and languages. Learning intentions Students: • use Italian hand gestures • demonstrate understanding of regional variations in hand gestures • discuss Italian dialects • compare Italian dialects and Aboriginal languages • compare an Italian dialect to standard Italian • design a poster of a region including landscapes, cities, transport and dialects.	Teaching and learning activities • Show students the following audiovisual clips: ▪ <i>Passione Italiana</i> – Learn Italian: <i>i gesti italiani</i> Italian hand gestures (pt 1) https://www.youtube.com/watch?v=RiRGrP_Kic ▪ <i>Passione Italiana</i> – Learn Italian: <i>i gesti italiani</i> Italian hand gestures (pt 2) https://www.youtube.com/watch?v=llWpe42MsJk Encourage students to copy the gestures and give them opportunities to use the gestures in context. Discuss with students the importance of hand gestures to communication in Italian. Information can be found on the following website: ▪ Wikipedia –Gesticulation in Italian https://en.wikipedia.org/wiki/Gesticulation_in_Italian • Discuss with students the possible origins of gesticulation in Italy, and its continued use. Gesticulation may have developed when people from different regions, with different Italian dialects, wanted to better communicate with each other. Discuss and the regional variations in gesticulation. Information can be found on the following website: ▪ <i>Punto Italy SweetMood</i> – Italian lessons... Hands edition https://puntoitaly.org/italian-lessons-hands-edition/



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
as building models and completing transactions in places such as a café or a market Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, <i>Vietato entrare!; È Vietato calpestare l'erba!</i> Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts		- Discuss with students Italy's regional variations and dialects. Information can be found at the following websites: - LearnAmo – DIALECTS in Italy: How many are there? Where are they spoken? How are they spoken? https://learnamo.com/en/dialects-italian/ - StoryLearning – Italian Dialects: Your Guide To 6 Of The Main Languages And Dialects Of Italy https://iwillteachyoulanguage.com/learn/italian/italian-tips/italian-dialects - Speechling – The Ultimate Guide to Italian Accents (Sicilian and 4 Other Regions) https://speechling.com/blog/the-ultimate-guide-to-italian-accents-sicilian-and-4-other-regions/ - Show students a map of the Italian dialects; such as the maps found on the Image Earth Travel website, Italian Languages, Dialects, and Hands: An Outsider's View page, https://imageearthtravel.com/2019/06/30/italian-languages-dialects-hands/. Discuss the similarities with a map of Australian Aboriginal languages; such as the map found on the AIATSIS website, Map of Indigenous Australia page, https://aiatsis.gov.au/explore/map-indigenous-australia

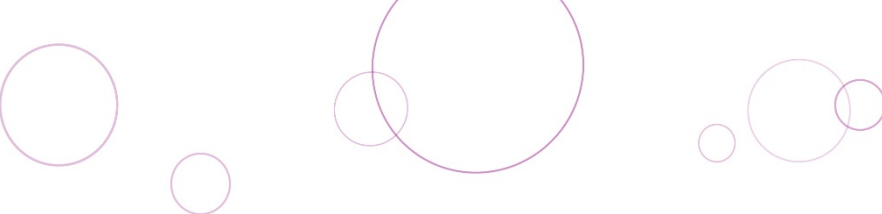


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Reflecting Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>andare</i>, in sentences such as <i>Andrea va a casa alle sei</i>; <i>La mia casa ha sei camere da letto</i>; <i>Domani vado al cinema con Andrea</i>		• Show students the first audiovisual clip in two halves over two lessons (to reduce the cognitive load), or the second, a shorter clip, 8 Italian Accents - 8 <i>Accenti Italiani</i>. ▪ Cosmopolita – Languages and dialects of Italy (with audio for each one) https://www.youtube.com/watch?v=qEePyE-nR58 ▪ Metatron – 8 Italian Accents - 8 <i>Accenti Italiani</i> https://www.youtube.com/watch?v=gnJfI49uwKE • Ask students to research the languages/dialects of the region they have been investigating this term. Instruct students to write, in their <i>quaderno</i>, 10 words in one of the dialects and the standard Italian and English equivalents; for example, <i>In Sicilia si dice 'beddu' che significa bello in italiano o 'beautiful' in inglese</i>. • Instruct students to design a poster about their region including images, their description from Week 1, the <i>piazza</i> description from Week 2, transport and their dialect vocabulary. Provide students with A3 paper. Direct students to help create a class display of the finished work. (Formative assessment.)

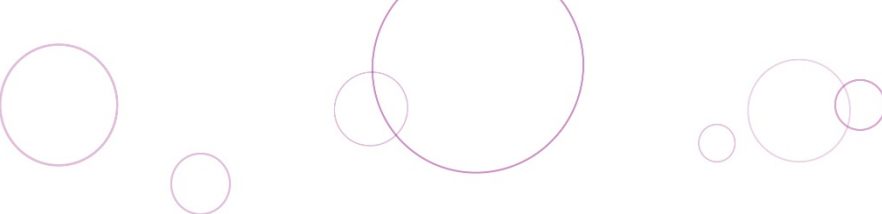


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Language variation and change Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations Role of language and culture Understand that there are different forms of spoken and written Italian used in different contexts within Italy and in other regions of the worlds Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others		

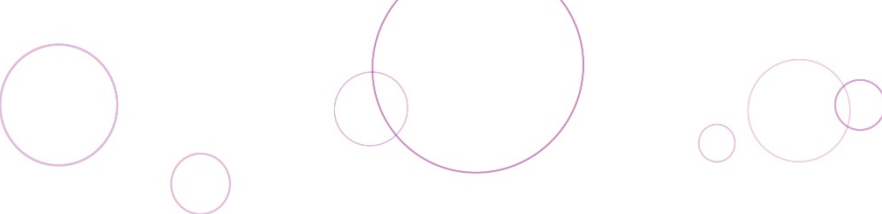
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 5 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:	Andiamo in Italia Students describe the places of Italy and Australia. Learning intentions Students: • describe places to visit in Italy and Australia • use suffix <i>-issimo</i> • use definite and indefinite articles and plurals • use adjectival agreements.	Teaching and learning activities • Show students the following song to revise the different aspects of Italy and as inspiration for a tourism advertisement. ▪ Jeography Songs – Italy Song Learn Facts About Italy the Musical Way https://www.youtube.com/watch?v=v5MIBsZv19U • Show students the following audiovisual clip which shows places in Italy tourists like to visit. ▪ <i>Telemaco – cittadinanza 20 l'Italia e il turismo</i> https://www.youtube.com/watch?v=awSnNvFQ1rY • Allocate students in groups of 3–4 and instruct them to design two tourism brochures or advertisements to answer these questions: <i>Cosa c'è da vedere in Italia?</i> and <i>Cosa c'è da vedere a Perth?</i>, one for Italy and one for Perth, listing the top 10 places to visit. For example, <i>Visita la bella città di Venezia con il famoso Ponte di Rialto, la bella piazza San Marco e il famosissimo Canale Grande.; A Perth visita le belle spiagge come Scarborough e Cottesloe con la sabbia bianca e i bellissimi tramonti romantici.</i> Video editing software could be used or you could provide paper or card. For information about places to visit in Italy: ▪ Si Viaggia– 10 luoghi da visitare assolutamente in Italia https://siviaggia.it/viaggi/fotonotizia/10-luoghi-visitare-



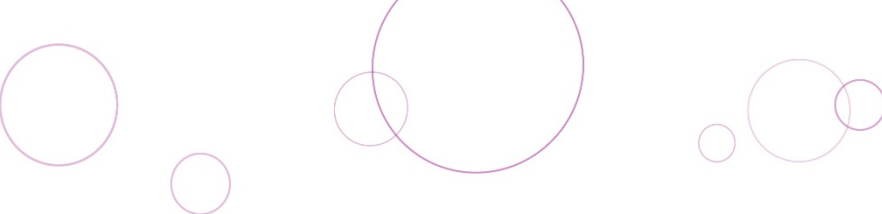
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i>		assolutamente-italia/310320/ ▪ Visit Italy.EU – <i>I migliori 10 posti da visitare in Italia</i> https://www.visititaly.eu/it/luoghi-e-itinerari/i-migliori-10-posti-da-visitare-in-italia ▪ Alloggionline.com – Top 10: <i>i posti più belli in Italia</i> https://www.alloggionline.com/dove-andare-vacanza/posti-piu-belli-italia.asp For information on places to visit in Perth: ▪ Australia – Da non perdere https://www.australia.com/it-it/things-to-do.html ▪ Si Viaggia – Cosa vedere nella città di Perth e dintorni https://siviaggia.it/idee-di-viaggio/perth-australia-cosa-vedere-cosa-visitare/324378/ ▪ Tips 4 Trips – Tutto quello che c'è da vedere a Perth e nei suoi dintorni https://www.tips4trips.org/2019/01/24/cosa-vedere-a-perth/



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 6 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to	Facciamo la spesa Students learn about shopping in Italy, including asking for and paying for goods. Learning intentions Students: • use language structures for food packaging and amounts • develop pronunciation and intonation for shopping language structures • become familiar with Italian currency • locate information in spoken texts about shopping • develop number knowledge 0–100.	Teaching and learning activities • Revise the vocabulary for shops by showing students the following audiovisual clip: ▪ Professor Dave Explains – Italian Vocabulary: Going Shopping https://www.youtube.com/watch?v=bu8KVE4PuFc • Revise the vocabulary for fruits and vegetables and introduce the phrases for shopping by showing students the following audiovisual clips: ▪ <i>CPIA Centroponente Genova – Italiano L2: un po' di frutta e verdura</i> https://www.youtube.com/watch?v=_zWpl-Mm9AI ▪ <i>tra le parole – Fare la spesa</i>. Shopping in Italy. What to say in a shop? Italian for beginners. https://www.youtube.com/watch?v=2970UrnVM3Y Pause the clip to allow students to repeat the phrases. Discuss the use of the <i>Lei</i> form when interacting in a shopping environment. • Provide students with opportunities to practise the shopping vocabulary, such as completing the activities at this link: ▪ Languages Online – <i>Ai Negozi</i> https://www.languagesonline.org.uk/Italian/Shopping/device/Index.htm

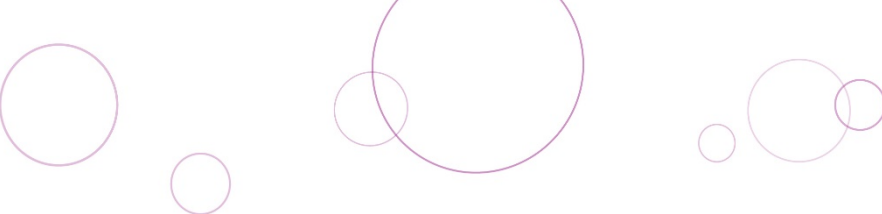


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> • recognising Italian currency • developing number knowledge 0–100		• Instruct students about the Italian currency – the Euro. Discuss the format of the notes and coins and what the images represent. More information can be found on the following websites: ▪ Wikipedia – Euro Banknotes https://en.wikipedia.org/wiki/Euro_banknotes ▪ euro-coin-collector: Italian Euro Coins https://www.euro-coin-collector.com/Italian-Euro-Coins.html • Ask students to complete a cloze activity, such as <i>Dal fruttivendolo: Ascolta e Completi</i> (Appendix A Resources). Instruct them to listen to the following audiovisual clip. You can scaffold the task by including a word bank and/or showing the audiovisual clip: ▪ <i>Impara Leggendo – Dal fruttivendolo</i> https://www.youtube.com/watch?v=cYITnC8D6kw (audio only) • Ask students to complete a <i>vero/falso</i> activity while listening to this audiovisual clip. ▪ Lorena Maoret – <i>Dal fruttivendolo</i> https://www.youtube.com/watch?v=fyZ2q88CaKU Teachers could use <i>Dal fruttivendolo: Vero o Falso</i> (Appendix A Resources) or an application, such as Edpuzzle, to insert questions into the clip.

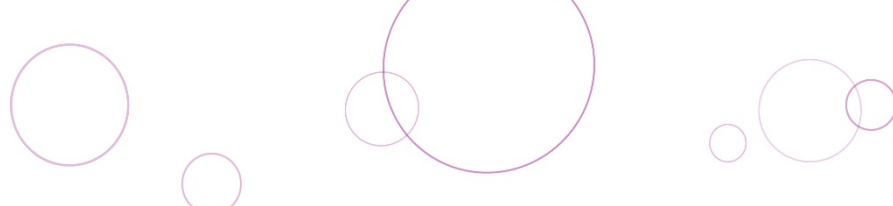


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures Language variation and change Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations Role of language and culture Understand that there are different forms of spoken and written Italian used in different contexts within Italy and in other regions of the worlds		Students participate in games; for example, <i>Tombola</i>, Buzz and the Count-off Number game to consolidate their learning of numbers. In the Count-off Number game students stand behind their desks. Nominate one student to start the count-off at zero. Students continue counting off numbers from 50 in Italian. If a student does not know the next number they sit down and the next person gives that number. (The student who sits down can get back into the game when it is their turn again and they are able to give the correct number in the sequence.) If three students in a row do not know the number, the game starts again from 50.

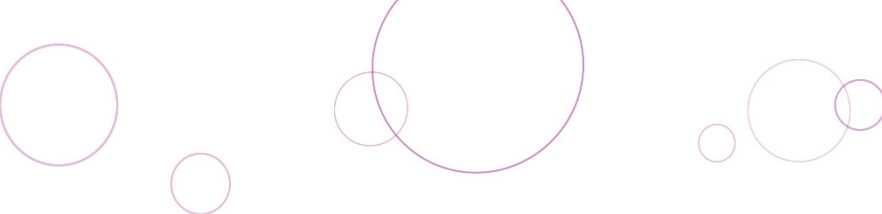
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 7 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	Facciamo la spesa Students learn about shopping in Italy, including asking and paying for goods. Learning intentions Students: - locate information in spoken and written texts about buying and ordering food and drinks - create a comic strip set in the market or <i>bar</i> - perform a role play set at the market or <i>bar</i> - develop their number knowledge 0–100.	Teaching and learning activities - Ask students to sequence the conversation from the written text <i>Al bar – Cosa Prendete?</i> (Appendix A Resources). Then ask them to check their sequencing by showing them the following audiovisual clip: - Italian Online School – Italian Conversation at the Bar (<i>Conversazione al bar</i>) https://www.youtube.com/watch?v=BqgXc2AT6C0 - Show students the following audiovisual clip as an example of an ‘At the Market’ role play. - Claudia Rotondo – <i>Dal fruttivendolo</i> https://www.youtube.com/watch?v=6NopTsbH8CQ - Put students in pairs and ask them to design a comic strip about going to the market or <i>bar</i>. This could be completed using applications like Book Creator or PicCollage, from websites, like StoryboardThat, or in their <i>quaderno</i>. Ensure students use Italian currency and formal language in the comic strips; for example, <i>Cosa desidera?</i> Ask students to present their comic strip as a role play. Give them time to practise before performing. Teachers could scaffold this task by asking students to practise with another pair who could provide feedback. You should circulate the room and offer assistance with pronunciation where needed. If possible, provide Italian currency and props.



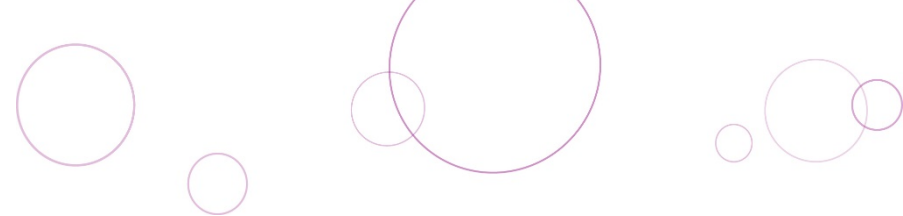
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings		- Ask students to take part in a Group Counting game, starting at 50, 60, 70 or 80. Information can be found on the following website: - Drama-Based Instruction – Group Counting https://dbp.theatredance.utexas.edu/content/group-counting



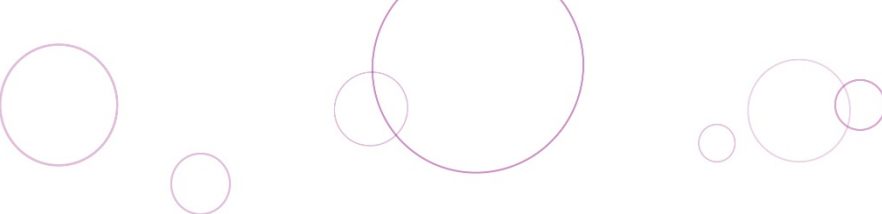
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Translating Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts Reflecting Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to		



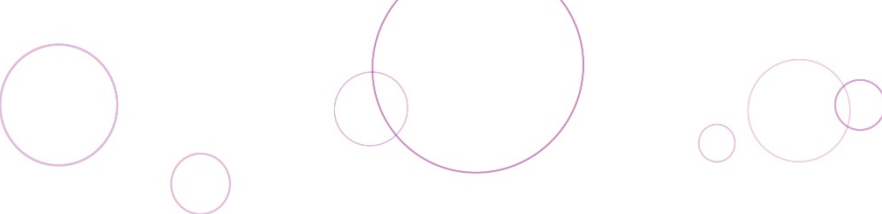
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> • recognising Italian currency • developing number knowledge 0–100 Recognise that spoken, written and multimodal Italian texts have certain conventions and can		



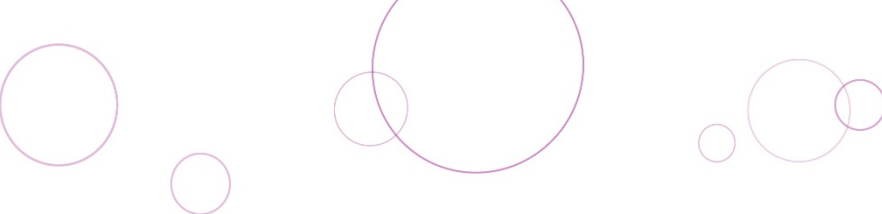
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
take different forms depending on the context in which they are produced Language variation and change Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 8 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such	Facciamo la spesa Students practise asking and paying for goods. Learning intentions Students: - locate and convey information in spoken texts about buying and ordering food and drinks - perform a role play set at the market or <i>bar</i> - develop their pronunciation and intonation - develop their number knowledge 0–100.	Teaching and learning activities Summative assessment Students complete the formal assessment task <i>Andiamo al mercato/bar</i> in Appendix C Sample Assessment Task 2. Students role-play transactions at a market or café in a short conversation with a partner. Formative assessment - Anecdotal assessment using checklists and notes, indicating how students: - locate and convey information in written and spoken texts about Italian landscapes and local communities - locate and convey information in written and spoken texts about transactions at the market or <i>bar</i> - create imaginative texts - make comparisons between local communities in Italy and Australia - distinguish and vary intonation between the Italian for asking a question and giving the reply - use definite and indefinite articles and plurals - use articulated prepositions - use adjectival agreements - use the suffix <i>-issimo</i> and express negation



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
as building models and completing transactions in places such as a café or a market Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici</i>; <i>Il supermercato più vicino è...</i> ; <i>La scuola vicina a casa mia è...</i> • formulating questions and requests, for example, <i>Dove abiti?</i> <i>Che ora è?</i>; <i>Pronto, chi</i>		▪ use prepositions with <i>a</i> + definite article ▪ use singular forms of the present tense ▪ use the formal register ▪ discuss the regional variations of Italian.

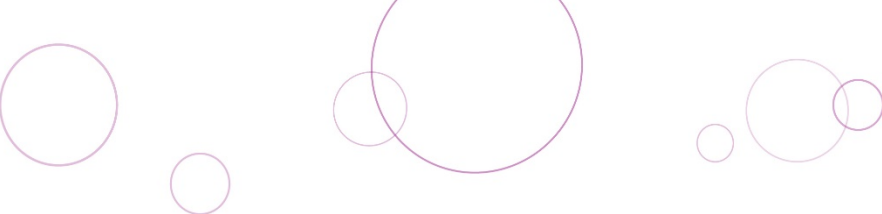


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<i>parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> • recognising Italian currency • developing number knowledge 0–100 Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced Language variation and change Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations		

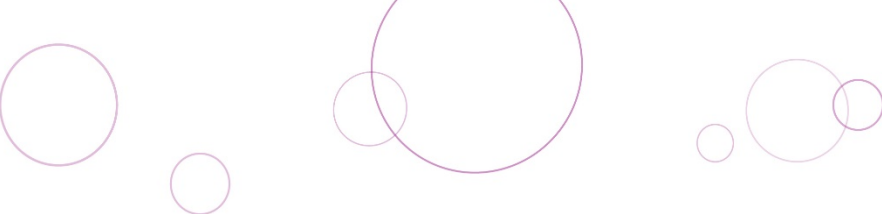


TERM 4

Weeks 1–8

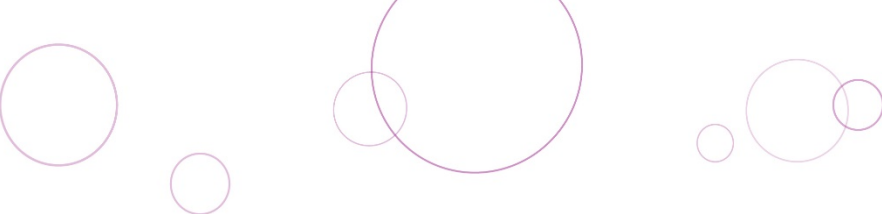


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 1 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings Understanding Systems of language Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to	<i>Dove abita Luca?</i> Students examine the Italian linguistic, natural and urban landscapes in the film <i>Luca</i>. Learning intentions Students: - locate keywords from the film <i>Luca</i> - share responses to characters and events in the film <i>Luca</i>.	Teaching and learning activities - Show students the film <i>Luca</i>, by Disney Pixar, over two lessons. Before starting the film, ask students to make predictions about the content based on the title and image. Ask students to participate in a game of <i>Tombola</i> during the film using the Italian words from the movie. Teachers prepare the <i>Tombola</i> before the lesson. Find information about the language used in the film at the links below: - The Positive Mom – Italian Quotes and Italian Phrases from <i>Luca</i> https://www.thepositivemom.com/italian-phrases-from-luca - Daily Italian Words – Italian Phrases & Quotes from the Disney Pixar Movie ‘<i>Luca</i>’ 2021 https://dailyitalianwords.com/italian-quotes-from-the-disney-pixar-movie-luca-2021/ Ask students to respond to the film by discussing their favourite character, theme or event; for example, <i>Mi piace ...; La storia parla di ...; La mia scena favorita è ...; Era interessante che in ...; Penso che ...; Il mio personaggio preferito è ...</i>

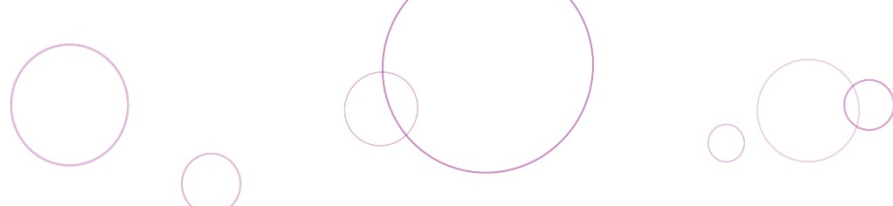


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
generate language for a range of purposes, including: noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> Language variation and change Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 2 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	<i>Dove abita Luca?</i> Students examine the Italian linguistic, natural and urban landscapes in the film <i>Luca</i>. Learning intentions Students: • retell the film <i>Luca</i> using a story map or flashcards • describe <i>Piazza Calvino</i> from the film <i>Luca</i> • use prepositions + <i>a</i> to indicate location • investigate where <i>Luca</i> was set • create a comic panel • use possessive adjectives with <i>noi</i>, <i>voi</i> and <i>loro</i> to express ownership • use a bilingual dictionary.	Teaching and learning activities • Instruct students to draw a story map of the film <i>Luca</i> in their <i>quaderno</i> or retell the film with flashcards. • Ask students to write a description of <i>Piazza Calvino</i> from the film <i>Luca</i>. Students should include the shops around the <i>piazza</i> and use prepositions to indicate their location. Remind them of the <i>c'è</i> and <i>ci sono</i> language structures. Provide students with an image of the <i>piazza</i> from the book <i>Luca</i>, by Disney Pixar or from the link below: ▪ Pixar – Disney and Pixar’s <i>Luca</i> Official Trailer Disney+ https://www.youtube.com/watch?v=mYfJxlgR2jw • Discuss where students think <i>Luca</i> may be set. Allow students to use Street View by Google Maps or an image search to decide the most likely location. Encourage students to begin with towns from <i>la costa Amalfitana</i> and then places along the Ligurian coastline, including the <i>Cinque Terre</i>. Ensure they arrive at the conclusion that <i>Portorosso</i> is based on <i>Vernazza</i>. • Ask students to create a comic book panel in their <i>quaderno</i> with a caption at the top '<i>Luca vuole lasciare la sua casa ...</i>'. Students must include Luca’s mother, Luca and Alberto in the panel. Each character will provide a response using possessive adjectives with <i>noi</i>, <i>voi</i> and <i>loro</i> to express ownership; for example:

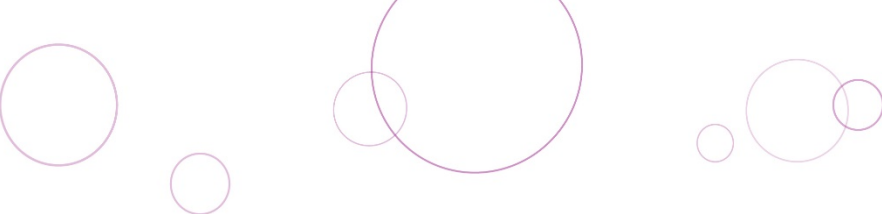


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: - noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> - using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> - using possessive adjectives with <i>noi, voi</i> and <i>loro</i> to express ownership, for example, <i>la nostra casa; la vostra famiglia; il loro vicino si chiama Alberto</i>		- Luca's Mum – <i>La nostra casa subacquea è bellissima. C'è molto spazio e hai un grande letto comodo.</i> - Luca – <i>La casa di Giulietta è interessante. La loro casa ha tanti libri e letti soffici. La loro casa è anche vicinissima alla Piazza Calvino che è piena di gente.</i> - Alberto – <i>La vostra casa ha la vostra famiglia ma non ha la gente. La vostra casa è aquatica e non potete guidare una vespa sott'acqua.</i> - Show students the following audiovisual clip: - Pixar – Learn Italian with Luca! Pixar https://www.youtube.com/watch?v=ENe5AANQK3A - Provide students with a list of vocabulary and phrases from the film <i>Luca</i> to translate using bilingual dictionaries.

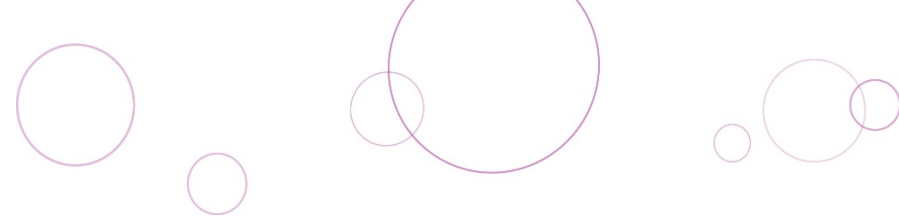


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using prepositions with a + definite article, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		

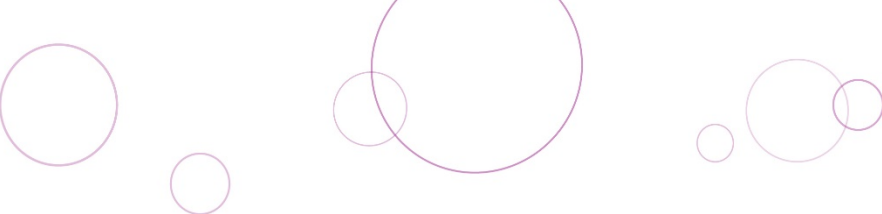
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 3 Communicating Informing Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings Translating Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, <i>Vietato entrare!; È Vietato calpestare l'erba!</i>	<i>Dove abita Luca?</i> Students examine the Italian linguistic, natural and urban landscapes in the film <i>Luca</i>. Learning intentions Students: - caption or add speech bubbles to an image from the film <i>Luca</i> - use prepositions + <i>a</i> to indicate location - use a bilingual dictionary to translate a bedroom description into Italian - design an advertisement for an Italian shop or product - design the cover of an Italian magazine.	Teaching and learning activities - Ask students to caption or add speech bubbles to an image from the film <i>Luca</i>, such as the image at the link below. Use an application like PicCollage or Book Creator. <i>La Cucina Italiana</i> – What To Know About <i>Luca</i>, Disney and Pixar’s New Set-in-Italy Movie https://www.lacucinaitaliana.com/trends/news/what-to-know-about-luca-disney-and-pixars-new-set-in-italy-movie - Instruct students to complete a translation activity based on a description of Giulietta’s bedroom. Show students the image of her bedroom. There is an example in Appendix A Resources <i>La Cameretta di Giulia</i> (Formative assessment). - Film School Rejects – Pixar Filmmaker Enrico Casarosa on the Movies That Made ‘<i>Luca</i>’ https://filmschoolrejects.com/enrico-casarosa-luca-inspiration/ - Remind students of the <i>Vespa è libertà</i> poster from the film <i>Luca</i>. Discuss the textual conventions of advertisements, including slogans, layout and use of familiar symbols, logos and icons. Show students the following audiovisual clip: - Fast Food Toys – McDonald’s <i>Luca</i> Happy Meal Toys Commercial Review Disney Pixar Movie Complete Set 8 Water Gun 2021



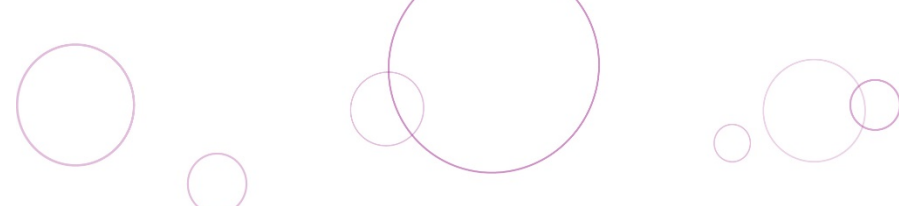
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts Understanding Systems of language Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • using prepositions with <i>a + definite article</i>, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences		https://www.youtube.com/watch?v=BElvJO9XmEU Discuss the use of the film to advertise the merchandise. Give students an A4 piece of paper to design their own poster advertising a business from <i>Piazza Calvino</i> or an Italian product; for example, <i>Il gelato è l'estate!</i> • Show students the magazine cover for <i>il Venerdì</i>: ▪ Pixar Post – Why is Pixar's 24th film titled 'Luca' & New Images and Artwork From the Film (Il Venerdì Magazine) https://www.pixarpost.com/2021/02/pixar-luca-title.html Instruct students to make their own magazine cover page which includes a description of the film <i>Luca</i> and article names about topics they have learnt. For example, <i>I 10 migliori posti da visitare in Italia.</i>; <i>La congestione dei trasporti a Roma.</i>; <i>I paesaggi belli di Sicilia.</i>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		

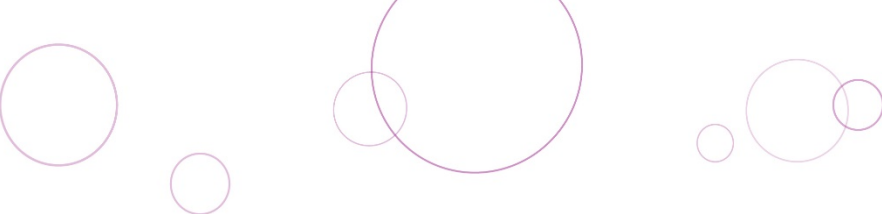


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 4 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:	<i>Dove abita Luca?</i> Students examine the Italian linguistic, natural and urban landscapes in the film <i>Luca</i>. Learning intentions Students: • compare two <i>piazze</i>, one in Vernazza and the other from the film <i>Luca</i> • use prepositions + <i>a</i> to indicate location • design a menu for a <i>gelateria</i> or <i>latteria</i> • locate information in a written text • use adjectives to describe a character.	Teaching and learning activities • Show students images of <i>Piazza Guglielmo Marconi</i> in Vernazza and use Google Maps to look at the businesses around the square. Instruct them to complete a Venn diagram in their <i>quaderno</i> comparing <i>Piazza Guglielmo Marconi</i> with <i>Piazza Calvino</i> from the film <i>Luca</i>. Include shops and settings; for example, <i>vicinissimo alla spiaggia</i> could be written in the intersection of the two circles. • Provide A4 paper for students to design a menu for <i>Gelateria Il Porticciolo</i> in Vernazza or the <i>Latteria</i> from the film <i>Luca</i>. Students should include names and prices in Italian. • Instruct students to complete a <i>Trova l'intruso</i> activity based on the three main characters from the film <i>Luca</i>. For an example, see <i>Trova l'intruso – Luca</i> in Appendix A: Resources. Students read the three descriptions, then read a series of statements and circle the odd one out. • Asks students to complete this <i>materiale didattico</i>: ▪ <i>Italiano Bello – Luca Esercizi</i> https://italiano-bello.com/en/amo-litalia/luca-materiale-didattico/

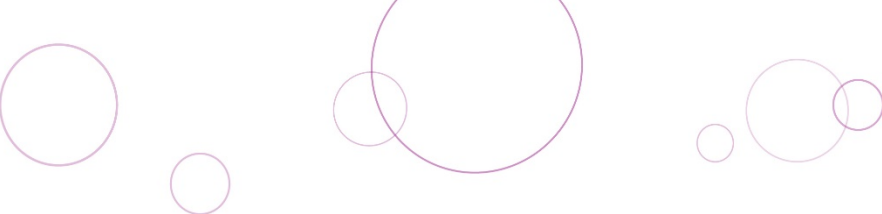


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i>		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 5 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings Reflecting Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use	<i>Andiamo in vacanza</i> Students share information about holidays. Learning intentions Students: - design an infographic about tourism in Italy - discuss where Italians and Australians go on holiday - compare beaches in Italy and Australia - create a comic strip set at the beach.	Teaching and learning activities - Use the infographic at the link below as in introduction to discussing where Italians go on holiday: - Istat – <i>Viaggi e Vacanze in Italia e all’Estero</i> https://www.istat.it/it/archivio/227018 More information can be found at the following link: - TrueNumb3rs – <i>Dove vanno in vacanza gli italiani?</i> https://www.truenumbers.it/turismo-italia-mete-preferite/ - Show students the following audiovisual clip and discuss domestic tourism in Italy. Highlight the two main places to visit: <i>le spiagge</i> and <i>le montagne</i>. - Telemaco – <i>Cittadinanza 20 l'Italia e il turismo</i> https://www.youtube.com/watch?v=awSnNvFQ1rY - Instruct students to make their own infographic about tourism in Italy using a platform such as Canva. - Canva – Free infographic maker https://www.canva.com/create/infographics/ Find some fun facts about Italian landscapes to include: - Luggage Hero – Italy Travel Statistics https://luggagehero.com/blog/italy-travel-statistics/ - Rough Guides – 25 fun facts about Italy https://www.roughguides.com/article/fun-facts-about-italy/

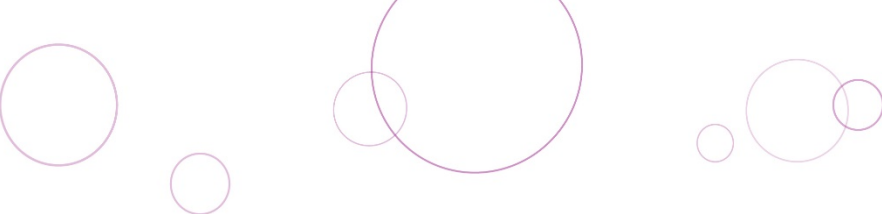


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia</i>		• Show students the following infographics and ask them to compare tourism in Italy and Australia: ▪ Infographic Now – Statistics infographic: Travel infographic – Travel Like an Aussie: Australian Domestic Travel Statistics [Infographic] https://infographicnow.com/business/statistics/statistics-infographic-travel-infographic-travel-like-an-aussie-australian-domestic-travel-statistics-infographic/ ▪ Holiday Point – How Do Australians Like To Travel? [Infographic] https://www.holidaypoint.com.au/how-do-australians-like-to-travel-infographic/ ▪ travelonline – Australian Holidays Infographic & Stats 2019 https://www.travelonline.com/news/infographic-australian-holiday-stats-2019 • Show students the following audiovisual clip and discuss the differences between Australian and Italian beaches, both physically and culturally. ▪ <i>Telemaco – Cittadinanza 21 Tutti al Mare</i> https://www.youtube.com/watch?v=ACu07w7ofD8 • Show students the following audiovisual clip and discuss the vocabulary used, especially about the hiring of umbrellas and lounges.

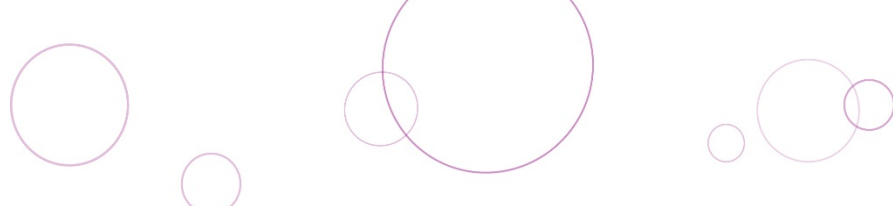


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<i>casa ha sei camere da letto; Domani vado al cinema con Andrea</i> - recognising Italian currency - developing number knowledge 0–100 Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced Language variation and change Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations		- Italian Online School – At the Beach Conversation in Italian [ENG SUB] https://www.youtube.com/watch?v=NM5NkjV5dA4 - Ask the students to create a comic strip set at the beach. This could be completed using applications such as Book Creator or PicCollage, through websites such as StoryboardThat, or in their <i>quaderno</i>. Ensure students include hiring an umbrella, using Italian currency and formal language in the comic strip; for example, <i>Ecco a Lei</i>.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 6 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i> Creating Create or reinterpret, present or perform imaginative texts for different audiences, based	Andiamo in vacanza Students share information about holidays. Learning intentions Students: • compare beaches in Italy and Australia • discuss where Italians and Australians go on holiday • create a poem about beach and/or mountain holidays • exchange information about holidays • complete a revision quiz.	Teaching and learning activities • Read students the book <i>You and me: our place</i> by Leonie Norrington and Dee Huxley. The book can also be accessed through the following audiovisual clip: ▪ Kinder Stories – You and Me. Our Place https://www.youtube.com/watch?v=BUN_a_geimU. • Discuss with students the cultural and physical elements of beaches in Australia and Italy, including the film <i>Luca</i> and the uses by Australia's First Nations people. Discuss the similarities across nations and peoples of the use of the beach to fish for food and pursue leisure activities. • Use the following audiovisual clip to stimulate discussion about holidays in the mountains in both summer and winter: ▪ Dryarn – <i>Perché andiamo in montagna?</i> https://www.youtube.com/watch?v=puAZZ0AiYYU Show students the poem, 'Estate in montagna': ▪ <i>Le Silvia Strocche</i> – Poesia 'Estate in montagna/compiti delle vacanze/storie d'estate per bambini' https://www.youtube.com/watch?v=z6acK4dQjtA • Ask students to create a poem in their <i>quaderno</i> about a holiday at the beach or in the mountains, or comparing them. Discuss types of poems with students; for example, acrostic, <i>diamante</i> and cinquain.

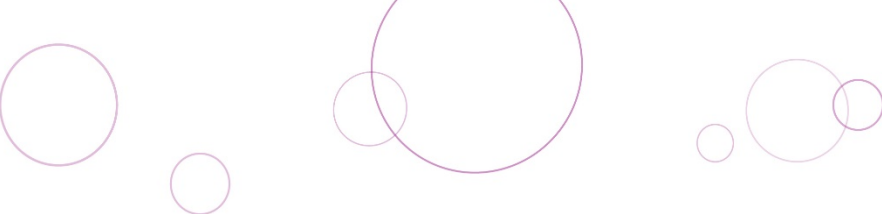


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
on or adapted from events, characters or settings Understanding Systems of language Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i>; <i>la piazza</i>; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio</i>, <i>due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici</i>; <i>Il supermercato più vicino è...</i> ; <i>La scuola vicina a casa mia è...</i>		• Ask students to form two circles to participate in an inside–outside circles activity. ▪ <i>The Teacher Toolkit</i> – Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles ▪ Practise talking about holidays using questions; for example, <i>Dove vai in vacanza? Dove non ti piace andare in vacanza? Qual'è il tuo posto favorito? Cosa ti piace fare di più in vacanza?</i> • Before the lesson, prepare a quiz to revise topics covered throughout the year. Use a platform, such as: ▪ Quizizz https://quizizz.com/ ▪ Quizlet https://quizlet.com/en-gb or ▪ Kahoot! https://create.kahoot.it/auth/login. Students participate in the prepared quiz.

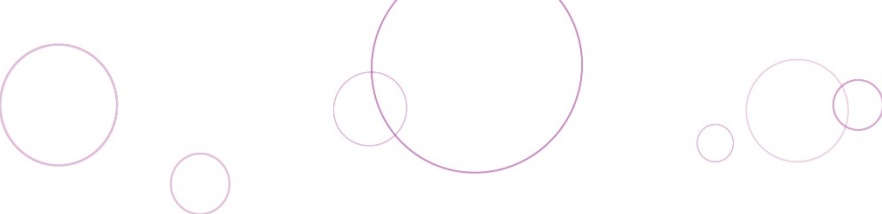


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		

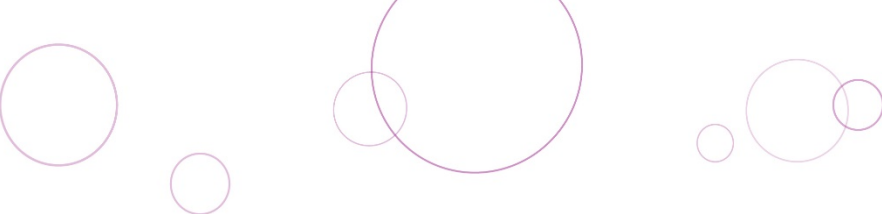
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 7 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Reflecting Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i>	<i>Le feste in Italia</i> Students compare aspects of Italian and Australian culture and explore Italian <i>Ferragosto</i> and the <i>Palio di Siena</i> celebrations. Learning intentions Students: • compare the festival <i>Ferragosto</i> and the <i>Palio di Siena</i> with Australian festivals or events • design a <i>Contrada</i> flag.	Teaching and learning activities • Introduce <i>Ferragosto</i> to students by showing them one of the following audiovisual clips: ▪ <i>Impara l'Italiano con Italiano Automatico – Cos'è Ferragosto??</i> – https://www.youtube.com/watch?v=Pzw92m7vcEI ▪ Rafael Sozzi – <i>O Que é Ferragosto na Itália? Ferragosto Cultura italiana #11</i> https://www.youtube.com/watch?v=AltnPZNxAuQ. ▪ Iceberg Project – What is “<i>Ferragosto</i>” and why is it important in Italy? https://icebergproject.co/italian/2015/08/what-is-ferragosto-and-why-is-it-important-in-italy/ Discuss with students the links to the <i>Palio di Siena</i>. • Show students an audiovisual clip about the <i>Palio di Siena</i>. ▪ Vogue – Inside <i>Il Palio di Siena</i>: Italy's Oldest Horse Race https://www.youtube.com/watch?v=ID0klaLaGLQ ▪ Rick Steves' Europe – The World's Most Insane Horse Race: Siena's <i>Palio</i> https://www.youtube.com/watch?v=pzkQC2zYmGU For more information: ▪ Discover Tuscany – The <i>Palio</i> in <i>Siena</i> https://www.discovertuscany.com/siena/palio-siena.html



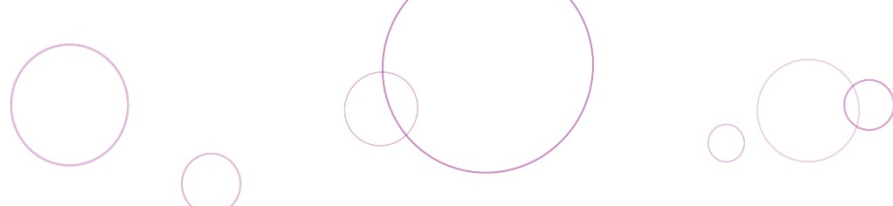
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
noticing adjective–noun agreement, for example, <i>i giardini pubblici</i>; <i>Il supermercato più vicino è...</i> ; <i>La scuola vicina a casa mia è...</i> Language variation and change Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations		- Discuss with students any celebrations or events in Australia that are similar to <i>Ferragosto</i> or the <i>Palio di Siena</i>. - Explain the 17 <i>contrade</i> and their flags to students. Information can be found on: <i>Contrade</i> of Siena – Wikipedia https://en.wikipedia.org/wiki/Contrade_of_Siena. - Provide A3 paper for students to design their own <i>Contrada</i> flag. Ensure they also name their <i>Contrada</i>.



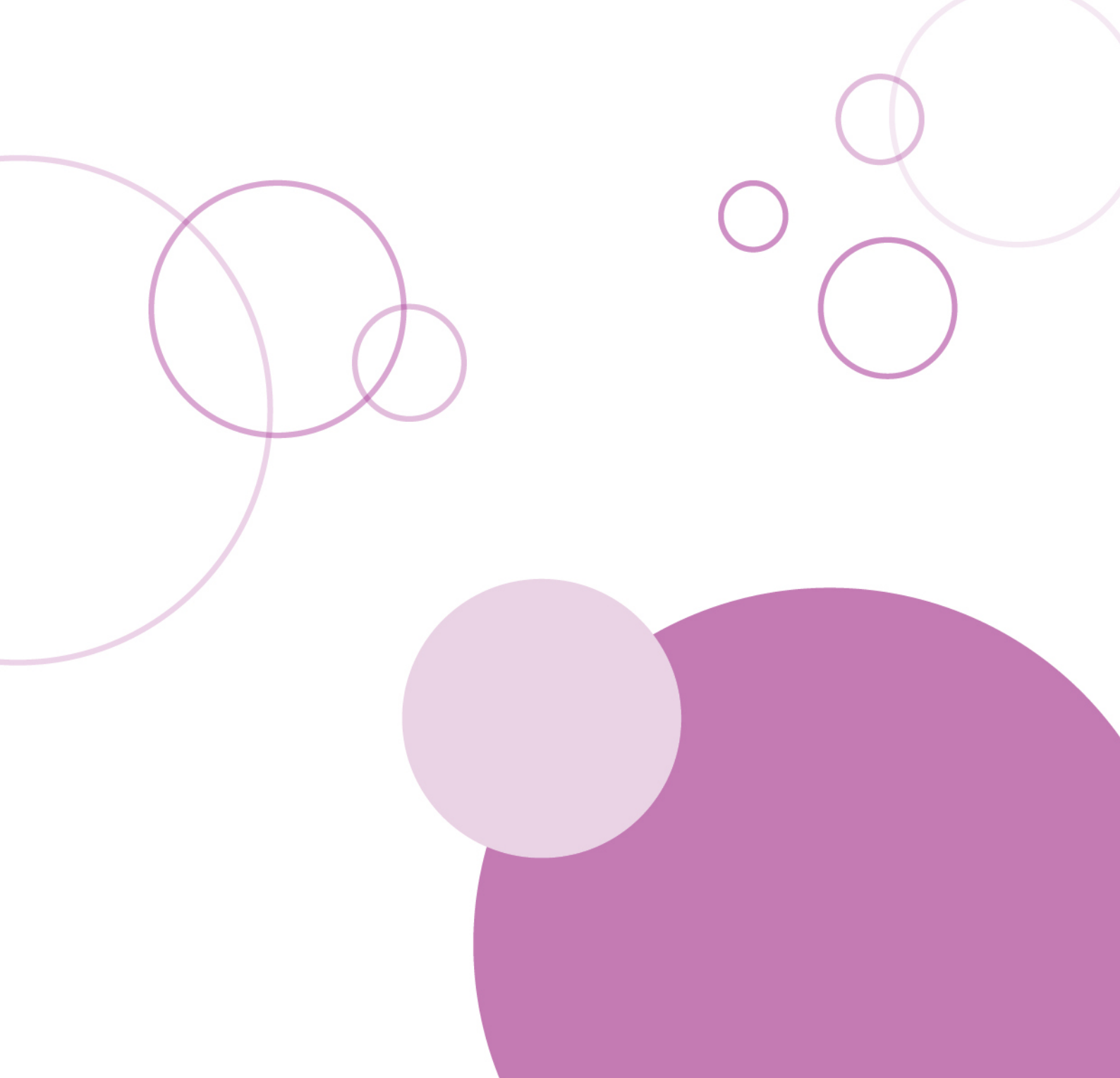
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 8 Communicating Informing Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	<i>Le feste in Italia</i> Students compare aspects of Italian and Australian culture and explore Italian <i>Befana</i> celebrations. Learning intentions Students: - compare the festival <i>Befana</i> with Australian festivals or events - write a letter to <i>Befana</i> with instructions on where to find their house - use bilingual dictionaries.	Teaching and learning activities - Read students the book <i>Arriverà La Befana a Fremantle?</i> by Daniele Foti-Cuzzola and Daniela Pruiti Ciarello. - Allow students to respond to the text; for example, <i>Mi piace ...; La storia parla di ...; La mia pagina favorita è ...; Era interessante che in ...; Penso che ...</i>. Discuss the similarities and differences in the <i>Befana</i> celebration compared to one they have or know. - On the whiteboard, brainstorm with students the similarities and differences between Fremantle and Portorosso from the film <i>Luca</i>. - Ask students to write a letter to <i>la Befana</i> in their <i>quaderno</i> explaining where to find their house. Ensure they describe the landscapes, local community and neighbourhood, and finally their house. Students may also include a list of desired gifts. Students can use bilingual dictionaries. Formative Assessment - Anecdotal assessment, using checklists and notes, indicating how students: - locate and convey information in written and spoken texts about Italian landscapes and local communities - create imaginative texts



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Apply the rules of spelling to writing in familiar types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i>		▪ make comparisons between holidays and festivities in Italy and Australia ▪ distinguish and vary intonation between the Italian for asking a question and giving the reply ▪ use definite and indefinite articles and plurals ▪ use articulated prepositions ▪ use adjectival agreements ▪ use the suffix <i>–issimo</i> and express negation ▪ use prepositions with <i>a</i> + definite article ▪ use singular forms of the present tense ▪ use the formal register.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>andare</i>, in sentences such as <i>Andrea va a casa alle sei</i>; <i>La mia casa ha sei camere da letto</i>; <i>Domani vado al cinema con Andrea</i> Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced		

An abstract graphic design featuring several purple circles of varying sizes and a large, solid purple shape in the lower right. The circles are outlined in a darker purple, while the large shape is a solid, medium purple. The background is white, and the overall aesthetic is clean and modern.

APPENDIX A: RESOURCES

Resources

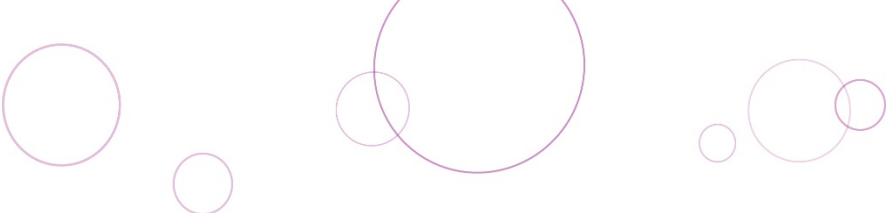
Term 1

Week	Resources
1	Teacher resources • Vocabulary list (landscapes) • Word and definite/indefinite article cards or worksheet for sorting • Pictures for circling Student resources • Vocabulary sheet (landscapes) • <i>Le preposizioni Articolate</i> table Books • Bancroft, Bronwyn (2017). <i>Shapes of Australia</i>. Little Hare Books, Richmond, Victoria Audiovisuals • <i>Viaggi e Scopri</i>. (2020, March 16). <i>L'Italia è quale luogo che ...</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=MAIj1I3Q7nE • Australian Geographic. (2014, February 25). <i>Touring Australia: national landscapes</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=YJKtyRa_0Yw • <i>Telemaco</i>. (2016, September 22). <i>Lessico 26 Ambiente naturale</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=trYoYCABNAU&t=82s
2	Teacher resources • Faulty Transcript texts • One dice, one pencil texts • Spot the difference texts Student resources • A3 sheet with map of Italy and Australia • Die • Spot the difference texts Websites • The Language Gym, Seven minimal-prep/high impact techniques to focus students on function words and less salient morphemes – Teaching grammar through listening (part 2) https://gianfrancoconti.com/2017/03/ • The Language Gym, My favourite read-aloud tasks and how I use them https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/

Week	Resources
	Audiovisuals • Geography Now! (2017, September 27). <i>Geography now! Italy</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=G_KMyblvv4c&t=283s • Geography Now! (2015, January 25). <i>Geography now! Australia</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=ynHllx5RgtI&t=2s
3	Teacher resources • Running dictation text • Mad dictation text Student resources • A4 paper or mini whiteboards • Tablets or A3 paper Applications • Book Creator https://app.bookcreator.com/sign-in Websites • The Language Gym, Beyond transcription: unlocking the full power of dictation – My favourite dictation tasks https://gianfrancoconti.com/2019/01/12/beyond-transcription-unlocking-the-full-power-of-dictation-my-favourite-dictation-tasks/
4	Teacher resources • Treasure map text • <i>Ladri di Carte</i> sentences • Sentence Chaos text Student resources • Sentence Chaos text • Scrap paper Books • Conti, Gianfranco & Smith, Steve (S. P.), (author.) (2019). <i>Breaking the sound barrier: teaching language learners how to listen</i>. [publisher not identified], [Place of publication not identified] Websites • The Language Gym, My favourite read-aloud tasks and how I use them https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/

Week	Resources
	The Language Gym, Beyond transcription: unlocking the full power of dictation – My favourite dictation tasks https://gianfrancoconti.com/page/3/
5	Teacher resources - Vocabulary list (shops and city buildings) <i>Ho ...</i>, <i>Chi ha ...</i> cards - Mind-reading (student-led) sentences - Flash cards (neighbourhood locations) Student resources - Vocabulary list (shops and city buildings) - A3 paper - Mini whiteboards or <i>quaderni</i> Audiovisuals <i>Telemaco</i>. (2016, September 22). <i>Lessico 27 ambiente umano</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=otEop19NzG4 - Fun and Easy Italian. (2020, January 11). <i>I negozi</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=bdWMLiOjUQM
6	Teacher resources - List of <i>gelato</i> flavours - Italian currency Student resources - List of <i>gelato</i> flavours Applications - Book Creator https://app.bookcreator.com/sign-in - PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ Websites - The Language Gym, How to exploit the full learning potential of an L2 song in the language classroom https://gianfrancoconti.com/2015/06/15/ - Storyboard That https://www.storyboardthat.com/ 66 Via Por Santa Maria (Street View) https://www.google.com/maps/@43.7695524,11.2543283,3a,75y,304.22h,87.15t/data=!3m6!1e1!3m4!1sQsx30pAhUFbSUubtI88_IA!2e0!7i16384!8i8192

Week	Resources
	Audiovisuals • Mela Educational. (2016, October 19) <i>Mare montagna città campagna</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=OL2_ulom2Ag • Piero Galli. (2014, August 12). <i>Mare, montagna, campagna, città (canzone dell'estate)</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=vEunvYGBzX0 • Niccolò Fabi. (2016, March 18). <i>Niccolò Fabi – ha perso la città</i> [Video file]. Retrieved, July, 2021, from https://www.youtube.com/watch?v=rbtKkMHcFxl • L'Italiano Con Noi. (2018, December 3). <i>Ordinare un gelato</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=D8KE5mZ2o5A
7	Teacher resources • <i>Trova il gemello</i> cards (neighbourhood locations) • <i>Ascoltate e sedetevi</i> text • <i>Trova qualcuno che</i> cards and matching sheets • Flash cards (neighbourhood locations and landscapes) • <i>Qualcosa</i> Partner A and B texts Student resources • <i>Qualcosa</i> partner A and B sheets Websites • The Language Gym, Beyond transcription: unlocking the full power of dictation – My favourite dictation tasks https://gianfrancoconti.com/2019/01/12/beyond-transcription-unlocking-the-full-power-of-dictation-my-favourite-dictation-tasks/
8	Teacher resources • Oral Translation Ping-Pong Partner A and B texts Student resources • Oral Translation Ping-Pong Partner A and B sheets • Art and craft materials Applications • Book Creator https://app.bookcreator.com/sign-in • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ • Minecraft: Education Edition https://education.minecraft.net/content/minecraft-edu/language-masters/en-us/get-started/download.html



Le preposizioni articolate

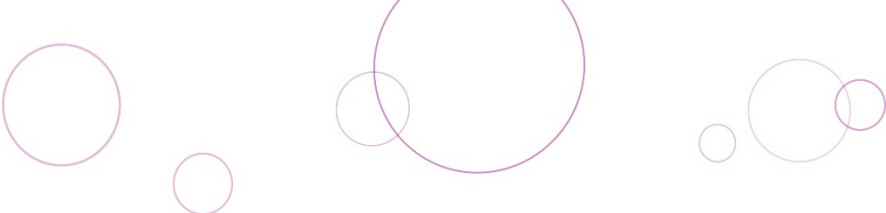
	<i>il</i>	<i>l'</i>	<i>lo</i>	<i>la</i>	<i>i</i>	<i>gli</i>	<i>le</i>
<i>a (to, at)</i>	<i>al</i>	<i>all'</i>	<i>allo</i>	<i>alla</i>	<i>ai</i>	<i>agli</i>	<i>alle</i>
<i>da (from)</i>	<i>dal</i>	<i>dall'</i>	<i>dallo</i>	<i>dalla</i>	<i>dai</i>	<i>dagli</i>	<i>dalle</i>
<i>in (in)</i>	<i>nel</i>	<i>nell'</i>	<i>nello</i>	<i>nella</i>	<i>nei</i>	<i>negli</i>	<i>nelle</i>
<i>di (of)</i>	<i>del</i>	<i>dell'</i>	<i>dello</i>	<i>della</i>	<i>dei</i>	<i>degli</i>	<i>delle</i>
<i>su (on)</i>	<i>sul</i>	<i>sull'</i>	<i>sullo</i>	<i>sulla</i>	<i>sui</i>	<i>sugli</i>	<i>sulle</i>

Term 2

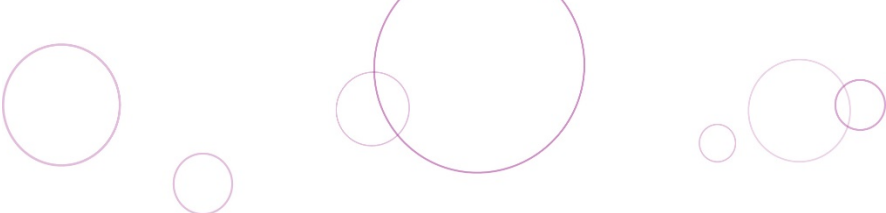
Week	Resources
1	Teacher resources • Images of Italian houses (inside) • Vocabulary list (rooms of the house and types of dwellings) • Bean bag or ball Student resources • Vocabulary list (rooms of the house and types of dwellings) Audiovisuals • Fun and Easy Italian. (2021, May 22). <i>Tipi di abitazioni (lessico italiano)</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=wip0egdvf6Y • Crazy 4 Italian. (2018, December 27). <i>Italian Vocabulary: The house – types of house Vocaboli italiani la casa tipi di case</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=41oWxeaQp5A
2	Teacher resources • Vocabulary list (furniture) • One dice, one pencil texts Student resources • Vocabulary list (furniture) Applications • Voki for Education https://l-www.voki.com/site/app Audiovisuals • SlideTalk. (2017, April 28). <i>Stanze della casa italiana</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=3KSZjLcgnl4 • Smile and Learn – Italiano. (2020, July 14). <i>Gli oggetti della casa Le parti della casa Vocabolario per bambini Raccolta</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=nF0V2cAjCQY • My Italian Lessons “Parlando Italiano”. (2018, January 31). <i>Italian articulated prepositions</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=BD6JondVXPE
3	Teacher resources • Find your match text • Revision quiz • <i>Ho ... , Chi ha ...</i> cards • Quiz Quiz Trade cards (rooms of the house and furniture) • Sentence Chaos text

Week	Resources
	- Flash cards (rooms of the house, furniture, prepositions with articles) Student resources <i>Gli oggetti della casa</i> sorting sheets - Mini whiteboards or <i>quaderni</i> - Sentence Chaos text - Scrap paper Books - Conti, Gianfranco & Smith, Steve (S. P.), (author.) (2019). <i>Breaking the sound barrier: teaching language learners how to listen</i>. [Published independently.]. Available from https://gianfrancoconti.com/2019/08/02/breaking-the-sound-teaching-learners-how-to-listen-why-we-wrote-it-and-what-it-is-about/ Websites - Quizizz https://quizizz.com/ - Quizlet https://quizlet.com/en-gb - Kahoot! https://create.kahoot.it/auth/login Audiovisuals - Smile and Learn – <i>Italiano</i>. (2020, July 14). <i>Gli oggetti della casa Le parti della casa Vocabolario per bambini Raccolta</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=nF0V2cAjCQY - Lee RebelTech. (2013, December 16). <i>Kagan Structure: Quiz, Quiz, Trade</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=o4n60DpwYOG
4	Student resources 'La Casa' lyrics - Bilingual dictionaries Books - Pesce, Mariapaola & Tonello, Martina, (illustrator.) (2018). <i>Casa nel mondo</i>. Milano: Mondadori Electa Websites - Poetry 4 Kids, How to write a diamante poem https://www.poetry4kids.com/lessons/how-to-write-a-diamante-poem/ - Rockol, <i>La Casa</i> – Sergio Endrigo website, https://testicanzoni.rockol.it/testi/sergio-endrigo-la-casa-98735069

Week	Resources
	Audiovisuals • Giulia Cortellino. (2020, April 10) <i>Tipologie di case</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=CljGjcO54ng • Il Lato Positivo. (2020, May 26) <i>14 differenze delle case nel mondo</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=zKLZHea3g84 • Ba Bi Buu – Studio Lead channel. (2013, March 2). <i>La Casa (Era una casa molto carina) Canzoni Per Bambini</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=HM3tSqrPAC • Dharma Grey. (2013, September 21). <i>La casa in Via dei Matti *Zecchino D'oro*</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=iBMgwip3ndc • 251 Aloha. (2017, January 15) <i>Era una casa molto carina</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=cRhPshOy1ag
5	Books • Pesce, Mariapaola & Tonello, Martina, (illustrator.) (2018). <i>Case nel mondo</i> Milano: Mondadori Electa Assessments • Appendix B Assessment Exemplar 1 <i>Case nel mondo</i>
6	Teacher resources • <i>Ladri di Carte</i> sentences • <i>Trova Qualcuno Che</i> cards and matching sheets • House description text (for floor plan) Student resources • Scrap paper • <i>Quale appartamento è?</i> worksheet Websites • The Language Gym, My favourite read-aloud tasks and how I use them https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/ • Airbnb, <i>Opera 15</i> https://www.airbnb.com.au/rooms/131259?source_impression_id=p3_1626416658_WarbeYuJT3PUCMs4&guests=1&adults=1 • Airbnb, <i>Residenza San Leonardo-Luxury</i> https://www.airbnb.com.au/rooms/12719177?source_impression_id=p3_1626420779_c1xPc1mN5zddvuBQ&guests=1&adults=1



Week	Resources
7	Teacher resources - Running translation text - Circling pictures (houses, rooms and furniture) Student resources - Mini whiteboards Websites - The Language Gym, My favourite read-aloud tasks and how I use them https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/ - Languages Online Italian, 35. Rooms and furniture https://www.education.vic.gov.au/languagesonline/italian/sect35/index.htm Audiovisuals <i>Me contro Te</i>. (2021, May 27) <i>Lui e Sofi nella casa con piscina! Ricchi vs poveri challenge!! Tour della casa!!!</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=H4stuKYYc74
8	Applications Microsoft PowerPoint https://www.microsoft.com/en-us/microsoft-365/powerpoint

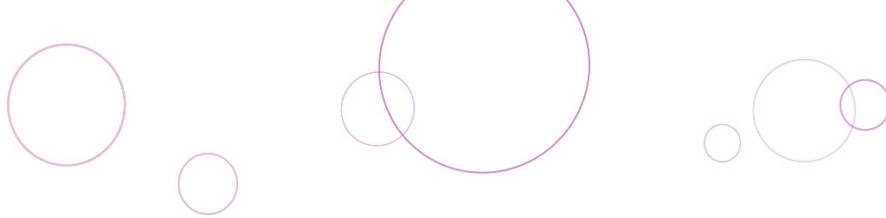


Gli oggetti della casa

Sort the household items by placing them in the correct room.

la doccia	l'armadio	il forno	la mensola
la scrivania	lo specchio	la pentola	il water
il frigo	il tavolo	il divano	la vasca
la sedia	la televisione	il lavello	i fornelli
il letto	il tavolino	il lavandino	la sedia
i quadri	il porta asciugamani	il telefono	la poltrona
le tende	la lampada	la lampada (da tavolo)	

Il bagno	La camera da letto	La cucina	Il salone/Il salotto



Una poesia diamante

Le Case

La Casa Australiana

Spaziosa, Grandissima

Nuotare, Giocare, Rilassare

Il Giardino, La Piscina, Il Bidet, Il Balcone

Cucinare, Chiacchierare, Dormire

Compatta, Vecchia

La Casa Italiana

Quale appartamento è?

Read and view the descriptions of the two apartments, one in Verona and the other in Venezia.
Colour the boxes below in *rosso* for the apartment in Verona and in *giallo* for the apartment in Venezia.

- Airbnb – Opera 15 (city center with garden) M0230910364, Verona
https://www.airbnb.com.au/rooms/131259?source_impression_id=p3_1626416658_WarbeYuJT3PUCMs4&guests=1&adults=1
- Airbnb – Residenza San Leonardo-Luxury (L.T. M0270429815), Venezia
https://www.airbnb.com.au/rooms/12719177?source_impression_id=p3_1626420779_c1xPc1mN5zddvuBQ&guests=1&adults=1

C'è un cucinotto in armadio.	C'è una tavola con sei sedie verdi e una scrivania.	Ci sono due poltrone bianche e un grandissimo divano bianco.
C'è un bagno interno con doccia e un bidet.	C'è un giardino piccolo.	C'è un'asciatrice.
Ci sono tre camere da letto.	C'è un bagno con doccia ma non c'è un bidet.	C'è una camera da letto.
C'è un divano rosso e un tavolo con due sedie.	L'appartamento è al terzo piano ma non c'è l'ascensore.	L'appartamento è al primo piano.

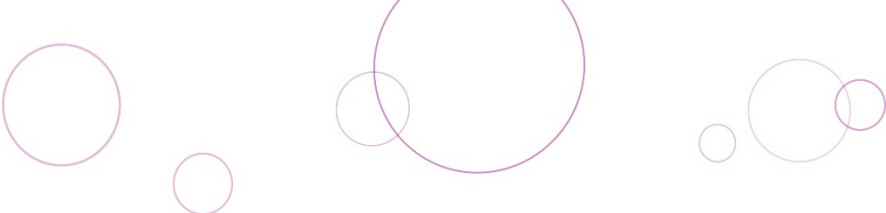
Term 3

Week	Resources
1	Student resources - Map of Italy including the regions, such as <i>Mappa d'Italia</i> Appendix A Resources - Bilingual dictionaries Audiovisuals - Audley Travel. (2016, September 5). <i>Introducing Italy with Audley Travel</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=jLgcah7bpl4 - Youritaly.It. (2015, December 13). Discover the beauty of Italy in 1 minute! [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=-IBbzHZU5o - Fun and Easy Italian. (2020, July 11). <i>Le regioni Italiane, i loro capoluoghi, i loro abitanti (e alcune curiosità)</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=Ql4cHE9M0j8 <i>Come si viaggia</i>. (2017, September 2). <i>Top 10 what to see in Tuscany (Italy)</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=9mJLNgV614s
2	Teacher resources - Pictures of <i>piazza</i> Student resources - Scrap paper Applications - Book Creator https://app.bookcreator.com/sign-in - PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ Audiovisuals <i>Italia.It</i>. (2014, March 14). <i>"Piazze d'Italia" – 60" – made in Italy</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=O_WsiokzFuM <i>L'italiano con noi</i>. (2018, December 3). <i>Descrivere una città</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=gIK3ctr-jSg
3	Teacher Resources - Revision quiz (regions and capitals) - Questions about the infographic <i>I Mezzi di trasporto</i> Student resources <i>Le regioni d'Italia e i capoluoghi</i> worksheet - Bilingual dictionaries

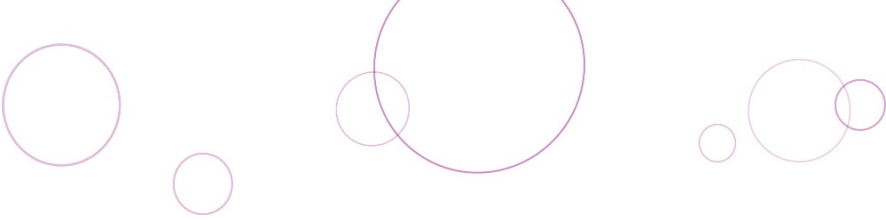
Week	Resources
	Websites • Quizizz https://quizizz.com/ • Quizlet https://quizlet.com/en-gb • Kahoot! https://create.kahoot.it/auth/login • The Language Gym page, How to exploit the full learning potential of an L2 song in the language classroom https://gianfrancoconti.com/2015/06/15/ • Languages online Italian, 32. Modes of transport https://www.education.vic.gov.au/languagesonline/italian/sect32/index.htm • Kappa Language School, Learn Italian words: means of transport, “<i>i mezzi di trasporto</i>” https://blog.kappalanguageschool.com/learn-italian-words-i-mezzi-di-trasporto/ Audiovisuals • Mela Educational. (2014, September 22). <i>Geografia – Italia le 20 regioni</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=m2UX7OFiQgs • You Cartoon. (2019, March 16). <i>Regioni d'Italia – capoluoghi</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=kFZQOX7k0sw • 25asd55. (2009, January 5). <i>Fossati De Andrè De Gregori – Questi posti davanti al mare</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=mz1toceMt1k • Loescher Editore. (2017, July 17) <i>Italiano per stranieri – Mezzi di trasporto in Italia (A2)</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=nmtMdxkKHUo
4	Student resources • A3 paper Websites • Wikipedia, Gesticulation in Italian https://en.wikipedia.org/wiki/Gesticulation_in_Italian • Punto Italy, Italian lessons... Hands edition https://puntoitaly.org/italian-lessons-hands-edition/ • LearnAmo, DIALECTS in Italy: How many are there? Where are they spoken? How are they spoken? https://learnamo.com/en/dialects-italian/ • I will teach you a language, Italian dialects: your guide to 6 of the main languages and dialects of Italy https://iwillteachyoualanguage.com/learn/italian/italian-tips/italian-dialects

Week	Resources
	• Speechling, The ultimate guide to Italian accents (Sicilian and 4 other regions) https://speechling.com/blog/the-ultimate-guide-to-italian-accents-sicilian-and-4-other-regions/ • Image Earth travel website, Italian languages, dialects, and hands: an outsider's view https://imageearthtravel.com/2019/06/30/italian-languages-dialects-hands/ • AIATSIS, Map of Indigenous Australia https://aiatsis.gov.au/explore/map-indigenous-australia Audiovisuals • <i>Passione Italiana</i>. (2020, February 2). <i>Learn Italian: i gesti italiani Italian hand gestures (pt 1)</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=RiRGrP_Kic • <i>Passione Italiana</i>. (2020, March 1). <i>Learn Italian: i gesti italiani Italian hand gestures (pt 2)</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=llWpe42MsJk • Cosmopolita. (2016, March 29). <i>Languages and dialects of Italy (with audio for each one)</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=qEePyE-nR58 • Metatron. (2017, January 3). <i>8 Italian accents – 8 accenti italiani</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=gnJf149uwKE
5	Student resources • A4 paper or card Websites • Si Viaggia, 10 luoghi da visitare assolutamente in Italia https://siviaggia.it/viaggi/fotonotizia/10-luoghi-visitare-assolutamente-italia/310320/ • Visit Italy, I migliori 10 posti da visitare in Italia https://www.visititaly.eu/it/luoghi-e-itinerari/i-migliori-10-posti-da-visitare-in-italia • Alloggi Online, Top 10: i posti più belli in Italia https://www.alloggionline.com/dove-andare-vacanza/posti-piu-belli-italia.asp • Aussie Specialist, Le 10 cose principali da fare a Perth https://www.aussiespecialist.com/it-it/sales-resources/fact-sheets-overview/top-10-things-to-do-perth.html • Si Viaggia, Cosa vedere nella città di Perth e dintorni https://siviaggia.it/idee-di-viaggio/perth-australia-cosa-vedere-cosa-visitare/324378/ • Tips 4 Trips, Tutto quello che c'è da vedere a Perth e nei suoi dintorni https://www.tips4trips.org/2019/01/24/cosa-vedere-a-perth/

Week	Resources
	Audiovisuals • Jeography Songs. (2018, October 13). <i>Learn facts about Italy the musical way</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=v5MIBsZv19U • Telemaco. (2016, September 22). <i>Cittadinanza 20 l'Italia e il turismo</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=awSnNvFQ1rY
6	Student resources • <i>Dal fruttivendolo: ascolta e completi</i> worksheet Websites • Languages online, Ai negozi https://www.languagesonline.org.uk/Italian/Shopping/device/Index.htm • Wikipedia, Euro banknotes https://en.wikipedia.org/wiki/Euro_banknotes • Euro coin collector, Italian Euro coins https://www.euro-coin-collector.com/Italian-Euro-Coins.html Audiovisuals • Professor Dave Explains. (2019, June 18). <i>Italian vocabulary: going shopping</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=bu8KVE4PuFc • CPIA Centroponte Genova. (2020 May 18) <i>Italiano L2: un po' di frutta e verdura</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=zWpl-Mm9AI • Tra le parole. (2020, February 28). <i>Fare la spesa. Shopping in Italy. What to say in a shop? Italian for beginners</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=2970UrnVM3Y • Impara Leggendo!. (2020, October 6). <i>Dal fruttivendolo</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=cYITnC8D6kw • Lorena Maoret. (2020, May 15). <i>Dal fruttivendolo</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=fyZ2q88CaKU
7	Applications • Book Creator https://app.bookcreator.com/sign-in • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ Websites • Storyboard That https://www.storyboardthat.com/ • Drama-Based Instruction, Group Counting https://dbp.theatredance.utexas.edu/content/group-counting



Week	Resources
	Audiovisuals - Italian Online School. (2020, May 27). <i>Italian conversation at the bar (Conversazione al bar)</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=BqgXc2AT6C0 <i>Claudia Rotondo</i>. (2019, November 5). <i>Dal fruttivendolo</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=6NopTsbH8CQ
8	Assessments Appendix C Assessment Exemplar 2 <i>Andiamo al mercato/bar</i>



Le regioni d'Italia e i capoluoghi

Abbina le regioni alla loro capoluogo.

Capoluoghi	Regioni
Cagliari	Abruzzo
Trieste	Basilicata
Venezia	Calabria
Ancona	Campania
Genova	Emilia-Romagna
Torino	Friuli-Venezia Giulia
Catanzaro	Lazio
Palermo	Liguria
Milano	Lombardia
Aosta	Marche
Firenze	Molise
Roma	Piemonte
Bari	Puglia
Napoli	Sardinia
Campobasso	Sicilia
L'Aquila	Toscana
Trento	Trentino-Alto Adige
Perugia	Umbria
Bologna	Valle d'Aosta
Potenza	Veneto

La Mappa d'Italia



Dal fruttivendolo: Ascolta e completi

Listen to the dialogue and fill in the blanks.

A: Buongiorno signora _____ desidera?

B: Mi dia dei pomodori e delle zucchine, per _____ !

A: Certo signora, _____ pomodori per il sugo o per l'insalata?

B: Per il sugo, devo fare una salsa di _____ e zucchine!

A: Ho qui dei Pachino saporiti, ottimi per il _____ .

B: Va bene, me ne dia _____ chilo ed anche due zucchine?

Dimenticavo, mi servirebbe anche quattro melanzane per la parmigiana.

A: Certo signora, _____ !

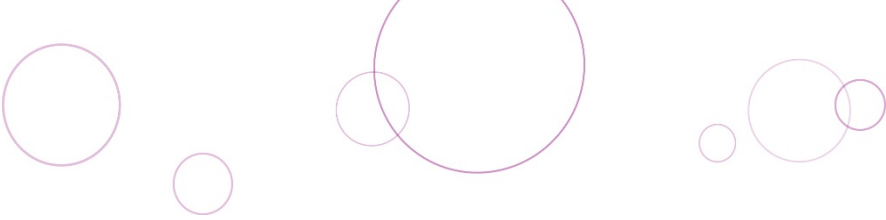
B: _____ Le devo?

A: Allora in tutto sono otto _____ e le regalo anche degli odori!

B: Ecco i suoi otto euro e grazie per gli odori, li avevo finiti!

A: Grazie signora e buona giornata.

B: Buona giornata anche a _____ .



Dal fruttivendolo: Vero o falso

Listen to the dialogue at the *fruttivendolo* and indicate if the statements are *vero* or *falso*.

	Vero	Falso
1. The lady wants half a kilo of potatoes.	☐	☐
2. The lady wants three red capsicums.	☐	☐
3. The lady wants three onions.	☐	☐
4. The lady buys bananas.	☐	☐
5. The lady buys two lemons.	☐	☐
6. The apples are on special.	☐	☐
7. The lady buys red apples.	☐	☐
8. The total is €8.40.	☐	☐
9. The lady gives €20.	☐	☐
10. They say goodbye using the <i>Lei</i> form.	☐	☐

Al bar – Cosa prendete?

Read the sentences below and number them in sequential order.

	<i>Lo abbiamo alla crema, integrale, con il miele, alla marmellata o vuoto.</i>
	<i>Per me invece un cappuccino e un cornetto integrale, grazie.</i>
	<i>Vediamo ... lo prendo un caffè macchiato e un cornetto.</i>
	<i>Il caffè macchiato, freddo o caldo?</i>
	<i>Io vorrei qualcosa di salato, cosa avete?</i>
	<i>Lei cosa prende?</i>
	<i>Buongiorno, cosa prendete?</i>
	<i>Prendo un tramezzino al tonno.</i>
	<i>Freddo.</i>
	<i>Bene, e per Lei signora?</i>
	<i>Come lo vuole il cornetto?</i>
	<i>Abbiamo dei tramezzini con prosciutto crudo oppure tonno e pomodorini, salmone e rucola ... panini, pizzette e toast ...</i>
	<i>Alla crema, grazie.</i>
	<i>Prendo una spremuta, grazie.</i>
	<i>Da bere?</i>

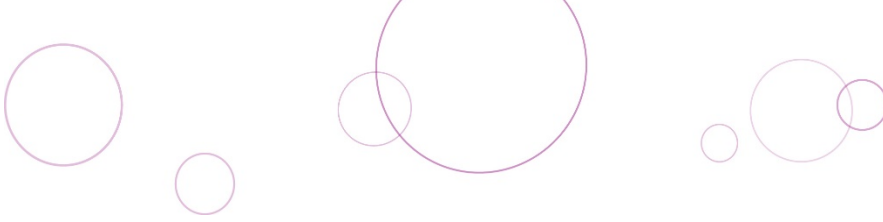
Term 4

Week	Resources
1	Films Casarosa, E. (Director). (2021). <i>Luca</i> [Film]. Disney. Websites - The Positive Mom, Italian quotes and Italian phrases from <i>Luca</i> https://www.thepositivemom.com/italian-phrases-from-luca - Daily Italian words, Italian phrases & quotes from the Disney Pixar movie 'Luca' 2021 https://dailyitalianwords.com/italian-quotes-from-the-disney-pixar-movie-luca-2021/
2	Teacher Resources <i>Luca</i> flashcards Student resources - Bilingual dictionaries Books - Disney Enterprises, Inc. & Pixar. (2021). <i>Luca</i>. Gosford: Scholastic Australia Audiovisuals - Pixar. (2021, April 28). <i>Disney and Pixar's Luca Official Trailer Disney+</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=mYfJxlgR2jw - Pixar. (2021, July 16). <i>Learn Italian with Luca! Pixar</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=ENe5AANQK3A
3	Applications - Book Creator https://app.bookcreator.com/sign-in - PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ Websites - La Cucina Italiana, What to know about Luca, Disney and Pixar's new set-in-Italy movie https://www.lacucinaitaliana.com/trends/news/what-to-know-about-luca-disney-and-pixars-new-set-in-italy-movie - Film School Rejects, Pixar filmmaker Enrico Casarosa on the movies that made <i>Luca</i> https://filmschoolrejects.com/enrico-casarosa-luca-inspiration/ - Pixar Post, Why is Pixar's 24th film titled <i>Luca</i> & new images and artwork from the film (<i>Il Venerdì</i> magazine) https://www.pixarpost.com/2021/02/pixar-luca-title.html

Week	Resources
	Audiovisuals Fast Food Toys. (2021, June 8). <i>Mcdonald's Luca Happy Meal toys commercial review Disney Pixar movie complete set 8 water gun 2021</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=BElvJO9XmEU
4	Teacher Resources - Images of Piazza Guglielmo Marconi in Vernazza Student Resources - A4 paper <i>Trova l'intruso – Luca</i> worksheet Websites <i>Italiano Bello, Luca Esercizi</i> https://italiano-bello.com/en/amo-litalia/luca-materiale-didattico/
5	Applications - Book Creator https://app.bookcreator.com/sign-in - PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ Websites <i>Istat, Viaggi e Vacanze in Italia e all'Estero</i> https://www.istat.it/it/archivio/227018 <i>True Numb3rs, Dove vanno in vacanza gli italiani?</i> https://www.truenumbers.it/turismo-italia-mete-preferite/ - Canva, Free infographic maker https://www.canva.com/create/infographics/ - Luggage Hero, Italy – travel statistics https://luggagehero.com/blog/italy-travel-statistics/ - Rough Guides, 25 fun facts about Italy https://www.roughguides.com/article/fun-facts-about-italy/ - Infographic Now, Statistics infographic : Travel infographic – Travel Like an Aussie: Australian domestic travel statistics [Infographic] https://infographicnow.com/business/statistics/statistics-infographic-travel-infographic-travel-like-an-aussie-australian-domestic-travel-statistics-infographic/ - Holiday point, How do Australians like to travel? [Infographic] https://www.holidaypoint.com.au/how-do-australians-like-to-travel-infographic/ - Travel Online, Australian holidays infographic & stats 2019 https://www.travelonline.com/news/infographic-australian-holiday-stats-2019

Week	Resources
	- Storyboard That https://www.storyboardthat.com/ Audiovisuals - Telemaco. (2016, September 22). <i>Cittadinanza 20 l'Italia e il turismo</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=awSnNvFQ1rY - Telemaco. (2016, September 22). <i>Cittadinanza 21 tutti al mare</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?app=desktop&v=ACu07w7ofD8 - Italian Online School. (2021, May 11). <i>At the beach conversation in Italian [ENG SUB]</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?app=desktop&v=NM5NkjV5dA4
6	Teacher resources - Revision quiz Books - Norrington, Leonie & Huxley, Dee, 1947–, (illustrator.) (2007). <i>You and me: our place</i>. Working Title Press, Kingswood, SA Websites - The Teacher Toolkit, Inside/outside circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles - Quizizz https://quizizz.com/ - Quizlet https://quizlet.com/en-gb - Kahoot! https://create.kahoot.it/auth/login Audiovisuals - Kinder Stories. (2017, April 25). <i>You and Me. Our Place</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=BUN_a_geimU - Dryarn. (2020, December 15). <i>Perché Andiamo In Montagna?</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=puAZZ0AiYYU - Le SilviaStrocche. (2021, July 19). <i>Poesia “Estate in montagna”/ compiti delle vacanze /storie d’estate per bambini</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=z6acK4dQjtA
7	Student resources A3 paper

Week	Resources
	Websites • The Iceberg Project, What is <i>Ferragosto</i> and why is it important in Italy? https://icebergproject.co/italian/2015/08/what-is-ferragosto-and-why-is-it-important-in-italy/ • Discover Tuscany, The <i>Palio</i> in Siena https://www.discovertuscany.com/siena/palio-siena.html • Wikipedia, <i>Contrade</i> of Siena https://en.wikipedia.org/wiki/Contrade_of_Siena Audiovisuals • <i>Impara l'Italiano con Italiano automatico</i>. (2016, August 16). <i>Cos'è Ferragosto?</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=Pzw92m7vcEI • <i>Rafael Sozzi</i>. (2018, August 15). <i>O Que é Ferragosto na Itália? – Ferragosto – Cultura italiana #11</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=AltnPZNXAuQ • <i>Vogue</i>. (2015, September 10). <i>Inside Il Palio di Siena: Italy's oldest horse race</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=ID0klLaGLQ • Rick Steves' Europe. (2018, January 18). <i>The World's Most Insane Horse Race: Siena's Palio</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=pzkQC2zYmGU
8	Students resources • Bilingual dictionaries Books • Foti-Cuzzola, Daniele & Pruiti Ciarello, Daniela. (2020). <i>Arriverà La Befana a Fremantle?</i> Scott Print, Perth



La Cameretta di Giulia

Write the following sentences in Italian. Use the image to help you. You may also use a bilingual dictionary.

1. Giulia is on the bed.

2. The suitcase is at the end of the bed.

3. The bookshelf is above the bed.

4. The bed is next to the window.

5. There are books under the table.

6. The lamp is on the shelf.

7. There are pictures on the wall.

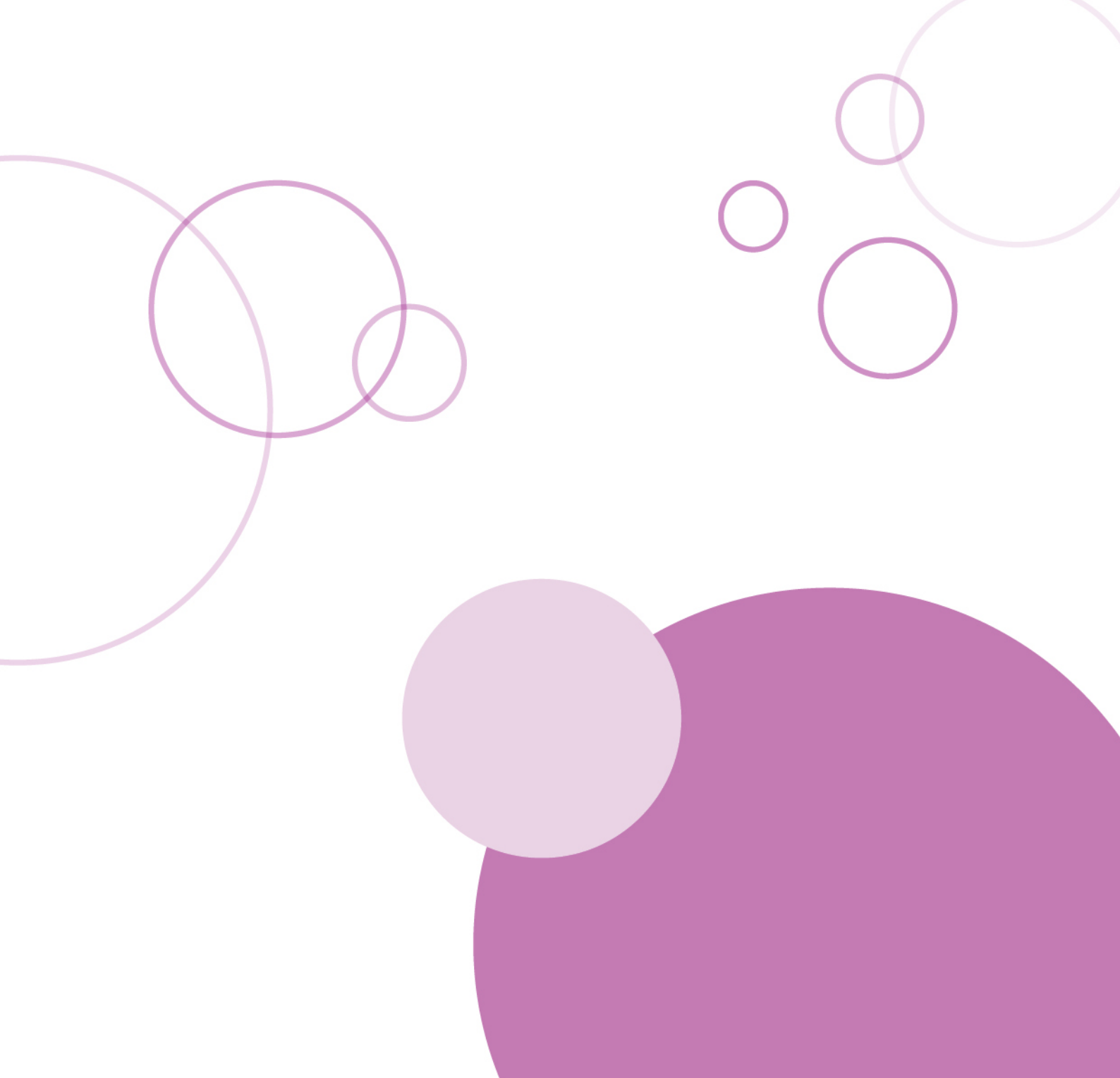
8. The duck is next to the suitcase.

Trova l'intruso – Luca

A	B	C
Mi chiamo Luca. Sono un mostro marino. Abito in una casa subacquea. Abito con la mia mamma, il mio papà e mia nonna. Nella nostra casa c'è una sala da pranzo, un salotto e due camere da letto. Condivido la mia camera da letto con mia nonna. Vicino alla nostra casa c'è una grotta e un pascolo. Mi piace guardare le barche e leggere. Lavoro come un pastore e non vado a scuola. Vorrei una Vespa.	Mi chiamo Alberto. Sono un mostro marino. Vivo in una torre sull'Isola del Mare. Abito con il mio papà. Nella nostra casa c'è un salotto che è anche la mia cameretta. La nostra casa è sulla collina ed è vicinissimo alla spiaggia. Mi piace collezionare le cose umane e avere avventure. Non vado a scuola. Vorrei una Vespa e viaggiare il mondo.	Mi chiamo Giulia. Sono una ragazza. Vivo in una casa sopra alla pescheria. Abito con il mio papà. Nella nostra casa c'è una cucina e due camere da letto. La nostra casa è vicinissimo alla piazza e alla spiaggia. Mi piace andare in bici e leggere. Lavoro con il mio papà in estate. Vado a scuola a Genoa. Vorrei vincere l'annuale Coppa Portorosso.

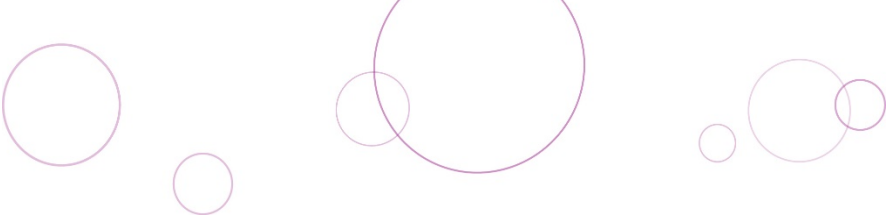
Circle the letter of the description that **does not** apply to the following statements:

- | | | | |
|-------------------------------|---|---|---|
| 1. I live in a house. | A | B | C |
| 2. I only live with my Dad. | A | B | C |
| 3. My house has two bedrooms. | A | B | C |
| 4. I live near the beach. | A | B | C |
| 5. I have my own bedroom. | A | B | C |
| 6. I do not go to school. | A | B | C |
| 7. I like reading. | A | B | C |
| 8. I would like a Vespa. | A | B | C |



APPENDIX B: ASSESSMENT EXEMPLAR 1

Case nel mondo



Achievement Standard

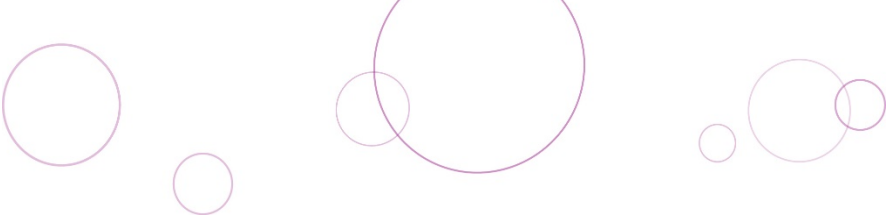
Year Level Description

Note: areas assessed in this task are indicated in bold.

At standard, students initiate, with some guidance, interactions in Italian using mostly familiar descriptive and expressive language, and modelled language, to participate in guided tasks or activities and to exchange information about their home, neighbourhood and local community, such as *il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici*. **Students gather and compare most information and some supporting details from texts**, and convey adequate information and ideas related to their personal and social worlds. **They use English and modelled Italian language to share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create or present simple imaginative texts for different audiences, adapted from events, characters or settings.**

Students translate simple texts from Italian to English and vice versa, showing some awareness that some words or expressions cannot be directly translated between languages. They use dictionaries, with some guidance, and word lists to translate short familiar texts. Students identify ways of communicating in Australian and Italian-speaking contexts and ways in which culture influences language use.

Students apply rules of pronunciation and spelling to familiar words accurately most of the time. They experiment with the pronunciation of Italian specific sounds, such as double consonants, *z* and *t* sounds, and **they apply knowledge of familiar vocabulary and grammatical elements in simple spoken and written texts with a high level of accuracy, and less familiar elements with a satisfactory level of accuracy. Students show understanding of formation of both regular and irregular plural nouns, plural forms of possessive adjectives and adjective-noun agreement. Students use both *molto* and the *-issimo* suffix to translate 'very'. They convey action in the present and immediate future using the singular forms of regular and irregular verbs in the present, such as *Domani vado al cinema con Andrea*. They formulate questions using *dove*, *che*, *cosa* and *con chi* and use the preposition *a* with the definite article to indicate location, such as *Che cosa c'è vicino al parco?* Students use numbers 0–100 and explore Italian currency. They comment, sometimes using some Italian terms, on how Italian works and **include most of the features of familiar texts when writing.** Students explain with guidance, that differences in how people use Italian may be due to regional variations and differences in register, and that different forms of spoken and written Italian are used within Italy and Italian-speaking communities around the world. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others.**



Assessment task

Title of task

Case nel mondo (Houses in the world)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to housing.
	In Part A they demonstrate their skills in writing a poem comparing the home of a fictional character with their own.
	In Part B they demonstrate their skills by creating an extra page for an imaginative text.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on their ability to compare information and supporting details from a written text. It establishes information on their ability to create a poem, using familiar language and modelled text, in response to an idea in an imaginative text, and connect it with their own experience and feelings. It also establishes information on their ability to create an imaginative text describing an Italian house using familiar language and modelled text.
Evidence to be collected	Written poem
	Written and illustrated book page
Suggested time	Part A – 40 minutes
	Part B – 60 minutes

Content description

Content from the Western Australian curriculum

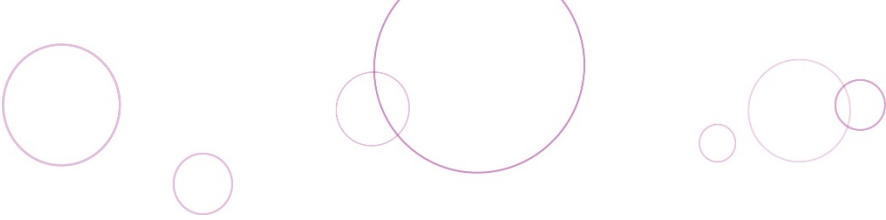
Communicating

Informing

Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds

Creating

Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings



Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings

Translating

Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages

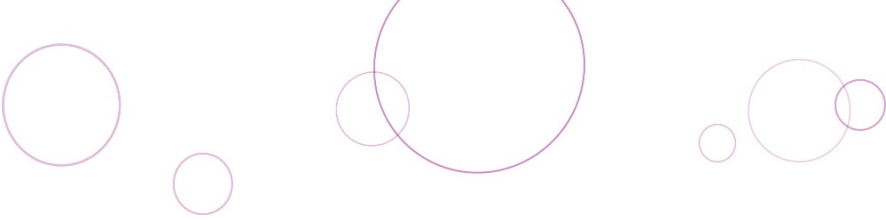
Understanding

Systems of language

Apply the rules of spelling to writing in familiar types of texts and contexts

Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:

- using both regular and irregular plural nouns, for example, *un negozio, due negozi*
- noticing adjective–noun agreement, for example, *i giardini pubblici; Il supermercato più vicino è...; La scuola vicina a casa mia è...*
- using suffix - *issimo* with adjectives instead of *molto*, for example, *Vicino a casa mia c'è un bellissimo parco giochi*
- expressing negation, for example, *Non è una casa grande; Non è accanto al mercato*
- using prepositions with *a* + definite article, for example, *accanto a, davanti a, vicino a*
- using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using *avere, essere, stare, giocare, andare*, in sentences such as *Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea*



Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts and text types related to the home, neighbourhood and local community
- *Case nel mondo* by Mariapaola Pesce and Martina Tonello
- context-related vocabulary
- grammatical items, including: using definite and indefinite articles, using singular and plural nouns, using adjective–noun agreement, using suffix *–issimo* with adjectives and negation, using prepositions with *a* + definite article, using singular forms of the present tense
- the textual conventions of imaginative texts.

Assessment task

Assessment conditions

Part A: Task is to be completed by students working individually.

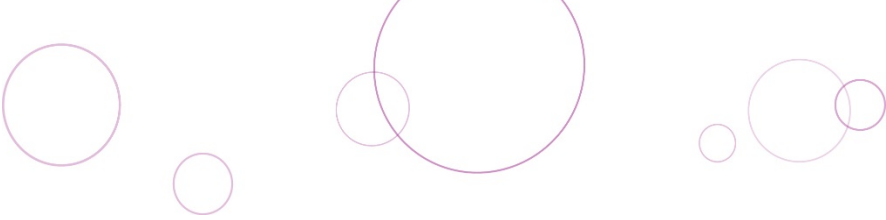
Part B: Task is to be completed by students working individually.

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Resources

- Task sheet
- Access to/copy of the *Brasile* page from the picture book *Case nel mondo* by Mariapaola Pesce and Martina Tonello
- A3 paper
- Bilingual dictionary



Instructions for teacher

Before administering the task, students will need to be:

- exposed to a variety of texts related to home, neighbourhood and local community
- exposed to the book *Case nel mondo* by Mariapaola Pesce and Martina Tonello.
- taught context-related vocabulary; for example, *le stanze della casa*; i mobili, *le parti della casa*, *i passatempo*
- taught grammatical items, including:
 - using definite and indefinite articles
 - using singular and plural nouns
 - using adjective–noun agreement
 - using suffix *-issimo* with adjectives
 - expressing negation
 - using prepositions with *a* + definite article
 - using singular forms of the present tense
- taught the textual conventions of *una poesia diamante* and a description, and provided with opportunities to practise them.

Task

Part A: *Una poesia diamante*

Provide students with access to/copy of the *Brasile* page from *Case nel mondo* by Mariapaola Pesce and Martina Tonello. Explain to students that they will be creating *una poesia diamante* contrasting Janaína's home with their own. Provide students with the first line; *La sua casa* and the last line; *La mia casa*.

Provide students with paper on which to write their poem.

Allow students the use of a bilingual dictionary to look up unfamiliar words.

Allow students 40 minutes to write their poem.

Part B: *Una casa italiana*

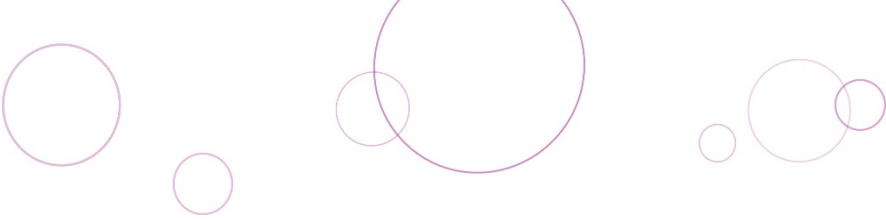
Explain to students that they will be creating a page about Italian dwellings for the book *Case nel mondo* by Mariapaola Pesce and Martina Tonello. Students are required to describe and illustrate a traditional Italian dwelling. Provide students with A3 paper.

Provide students with A3 paper on which to write and illustrate their page of the picture book.

Allow students the use of a dictionary to look up unfamiliar words.

Inform students they should aim to write about 40 words.

Allow students 60 minutes to write and illustrate their page.



Instructions to students

Part A: *Una poesia diamante*

La Sua Casa

La Mia Casa

Write your own *diamante* poem comparing Janaína's house with your own.

You may use the book, a bilingual dictionary, your workbook and the resources in the classroom to help you.

Part B: *Una casa italiana*

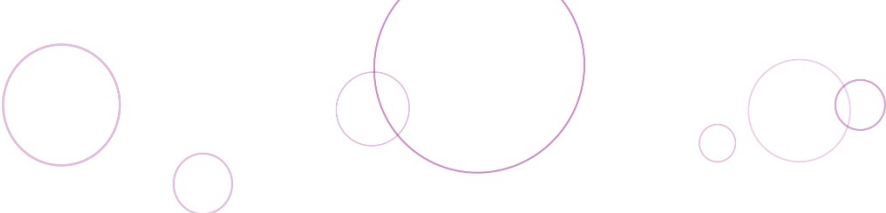
Create a page about an Italian house/apartment for the book *Case nel mondo* by Mariapaola Pesce and Martina Tonello. You need to describe and illustrate a traditional Italian house/apartment on a piece of A3 paper. You should aim to write about 40 words.

You may use the book, a bilingual dictionary, your workbook and the resources in the classroom to help you.

Marking key	
Description	Marks
Part A: <i>Una poesia diamante</i>	
Content	
Writes a <i>diamante</i> poem following the format, e.g. first half describes Janaína's house and second half describes their house.	1
Uses four adjectives across lines 2 and 6.	1–4
Uses six verbs across lines 3 and 5.	1–6
Uses four nouns in line 4.	1–4
Subtotal	15
Imaginative text	
Engages with the <i>Brasile</i> page and responds to the text.	2
Engages with the <i>Brasile</i> page and responds to the text in a limited manner.	1
Subtotal	2
Grammar	
Applies grammatical elements mostly accurately.	3
Applies grammatical elements with some accuracy.	2
Applies limited grammatical elements with some accuracy. Frequent errors make meaning unclear.	1
Subtotal	3
Vocabulary and spelling	
Uses a wide range of vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary. Some inconsistency with spelling, but meaning is clear.	2
Uses few words. Poor spelling often impedes comprehension.	1
Subtotal	3
Support	
Effectively uses their notes and/or other resources independently, or does not require support.	3
Requires some support in using their notes and/or other resources. Some teacher support needed.	2
Requires significant support to complete the task.	1
Subtotal	3
Part A total	26

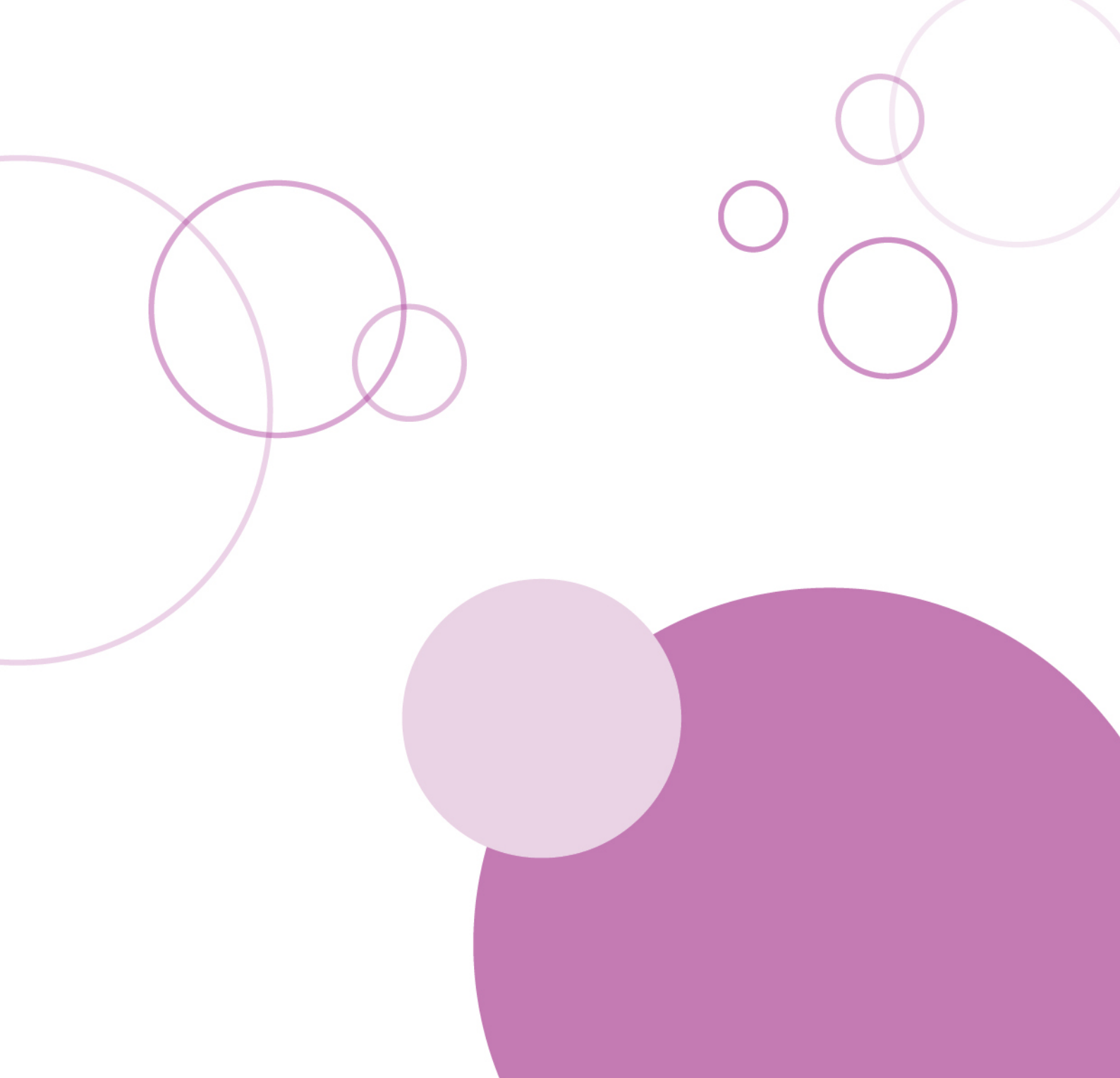
Marking key

Description	Marks
Part B: <i>Una casa italiana</i>	
Content	
Writes a descriptive paragraph about an Italian house. Provides some supporting details.	3
Writes a few sentences about an Italian house. Attempts to write some details.	2
Limited attempt at writing a paragraph. Provides single words and phrases.	1
Subtotal	3
Imaginative text	
Engages with the <i>Case nel mondo</i> book and creates an appropriate page to fit the book. Includes an illustration of a traditional Italian dwelling.	3
Engages with the <i>Case nel mondo</i> book in a limited manner. Creates a page to fit the book. Includes an illustration of a dwelling.	2
Has not completed a description and an illustration.	1
Subtotal	3
Grammar	
Writes complex phrases and applies grammatical elements mostly accurately.	4
Writes simple phrases and applies grammatical elements mostly accurately.	3
Writes simple phrases and applies grammatical elements with some accuracy.	2
Makes limited use of simple phrases and/or application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	4
Vocabulary and spelling	
Uses a wide range of vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary. Some inconsistency with spelling, but meaning is clear.	2
Uses few words. Poor spelling often impedes comprehension.	1
Subtotal	3



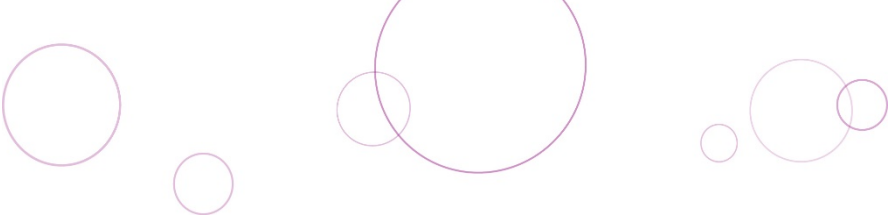
Marking key

Description	Marks
Support	
Effectively uses their notes and/or other resources independently, or does not require support.	3
Requires some support in using their notes and/or other resources. Some teacher support needed.	2
Requires significant support to complete the task.	1
Subtotal	3
Part B total	16
Total	42

An abstract graphic featuring several thin purple circles of varying sizes in the upper left and right areas. In the lower right, there is a large, solid purple shape that resembles a semi-circle or a large bubble. The background is white.

APPENDIX C: ASSESSMENT EXEMPLAR 2

Andiamo al mercato/bar



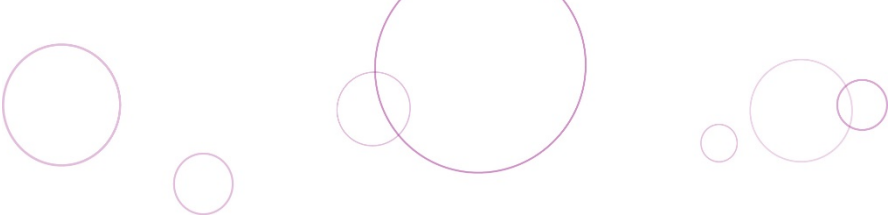
Achievement Standard

Year Level Description

Note: areas assessed in this task are indicated in bold.

At standard, students initiate, with some guidance, interactions in Italian using mostly familiar descriptive and expressive language, and modelled language, to participate in guided tasks or activities and to exchange information about **their home**, neighbourhood and local community, **such as *il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici***. Students gather and compare most information and some supporting details from texts, and convey adequate information and ideas related to their personal and social worlds. They use English and modelled Italian language to share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create or present simple imaginative texts for different audiences, adapted from events, characters or settings. Students translate simple texts from Italian to English and vice versa, showing some awareness that some words or expressions cannot be directly translated between languages. They use dictionaries, with some guidance, and word lists to translate short familiar texts. Students identify ways of communicating in Australian and Italian-speaking contexts and ways in which culture influences language use.

Students apply rules of pronunciation and spelling to familiar words accurately most of the time. They experiment with the pronunciation of Italian specific sounds, such as double consonants, *z* and *t* sounds, and they apply knowledge of familiar vocabulary and grammatical elements in simple spoken and written texts with a high level of accuracy, and less familiar elements with a satisfactory level of accuracy. Students show understanding of formation of both regular and irregular plural nouns, plural forms of possessive adjectives and adjective-noun agreement. Students use both *molto* and the *-issimo* suffix to translate 'very'. They convey action in the present and immediate future using the singular forms of regular and irregular verbs in the present, such as *Domani vado al cinema con Andrea*. They formulate questions using *dove*, *che*, *cosa* and *con chi* and use the preposition *a* with the definite article to indicate location, such as *Che cosa c'è vicino al parco?* Students use numbers 0–100 and explore Italian currency. They comment, sometimes using some Italian terms, on how Italian works and include most of the features of familiar texts when writing. Students explain with guidance, that differences in how people use Italian may be due to regional variations and differences in register, and that different forms of spoken and written Italian are used within Italy and Italian-speaking communities around the world. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others.



Assessment task

Title of task

Andiamo al mercato/bar (Let's go to the market/café)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to completing transactions at a market or café.
	They demonstrate their skills in speaking and comprehending spoken Italian by completing transactions at a market or café in a short role play with a partner.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on students' ability to listen to and respond to spoken text.
Evidence to be collected	Audiovisual recording of a role play
Suggested time	40 minutes preparation, 10 minutes rehearsal, 2–3 minutes per pair

Content description

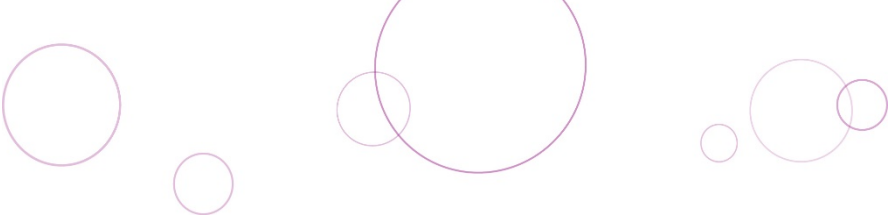
Content from the Western Australian curriculum

Communicating

Socialising

Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, *La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!*

Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market.



Understanding

Systems of language

Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in *il cappello*; *la piazza*; *il freddo* and *z* and *t* sounds

Apply the rules of spelling to writing in familiar types of texts and contexts

Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:

- using both regular and irregular plural nouns, for example, *un negozio*, *due negozi*
- noticing adjective–noun agreement, for example, *i giardini pubblici*; *Il supermercato più vicino è...*; *La scuola vicina a casa mia è...*
- formulating questions and requests, for example, *Dove abiti?* *Che ora è?*; *Pronto, chi parla?*; *Dove andiamo stasera?*; *Con chi..?*; *Cosa c'è da fare a Perth?*
- using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using *avere*, *essere*, *stare*, *giocare*, *andare*, in sentences such as *Andrea va a casa alle sei*; *La mia casa ha sei camere da letto*; *Domani vado al cinema con Andrea*
- recognising Italian currency
- developing number knowledge 0–100

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts and text types related to completing transactions at a market or café
- context-related vocabulary
- grammatical items, including: using definite and indefinite articles, using singular and plural nouns, using adjective–noun agreement, formulating questions and requests, using singular forms of the present tense, number knowledge 0–100
- Italian currency
- the textual conventions of a role play.

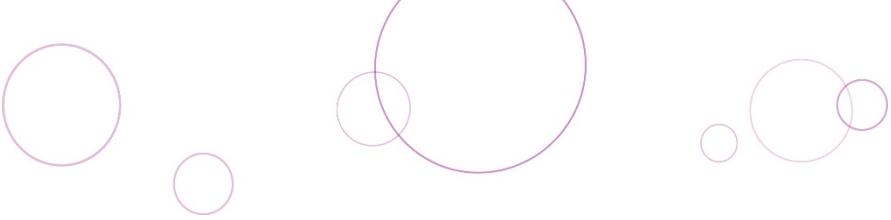
Assessment task

Assessment conditions

Task to be completed by students working in pairs. They plan together, rehearse and then perform a role play to complete a transaction.

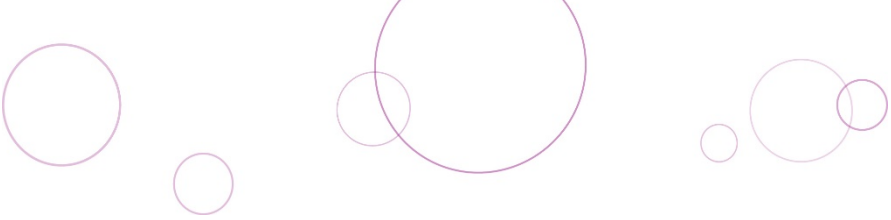
Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.



Resources

- Recording device
- Italian currency
- Food props



Instructions for teacher

Before administering the task, students will need to be:

- exposed to a variety of texts related to completing transactions at a market or café
- taught context-related vocabulary
- taught grammatical structures, including;
 - definite and indefinite articles
 - singular and plural nouns
 - using adjective–noun agreement
 - formulating questions and responses
 - using singular forms of the present tense
- exposed to Italian currency
- taught the textual conventions of a role play.

Task

Andiamo al mercato/bar

Students will perform a role play with a peer. The conversation must include at least six questions – three from each partner.

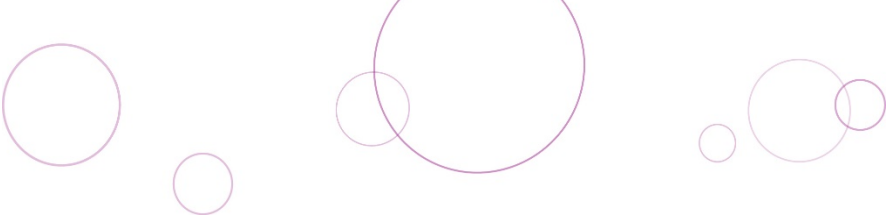
The following are suggestions of questions that could be used in the conversation:

- *Cosa desidera?*
- *Cosa prende?*
- *Qualcos'altro?*
- *Vuole delle mele in offerta?*
- *Quanto costa?*
- *Dove devo pagare?*
- *Ha qualcosa di salato?*

Remind students to use the *Lei* form and include salutations and leave-taking in their conversation.

Marking key – *Andiamo al mercato/bar*

Description	Marks
Content	
Asks three questions (1 mark each).	1–3
Responds to three questions (1 mark each).	1–3
Includes salutation and leave-taking.	1
Subtotal	7
Grammar and vocabulary	
A wide range of vocabulary is used, and both simple and compound sentences are used mostly accurately. Use of present tense is mostly successful. Errors usually appear only in more complex structures.	3
Sufficient range of vocabulary is used to communicate information. Sentences are generally simpler but occasionally compound sentences are attempted. Errors are present but responses are mostly accurate and meaning is clear.	2
Limited range of vocabulary and one-word responses often given. Occasional short phrases are offered but meaning is not always clear.	1
Subtotal	3
Pronunciation and intonation	
Uses clear and accurate pronunciation and intonation.	3
Some inconsistency with pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation and/or intonation impedes comprehension at times.	1
Subtotal	3
Comprehension and fluency	
Comprehends other speaker. Readily offers responses, and interaction flows well. Asks for repetition where question is misunderstood. Self-corrects if necessary.	3
Speaks with some confidence, though at times is hesitant. Attempts to ask for repetition or clarification but requires some support from the second speaker. Attempts self-correction.	2
Requires considerable support to comprehend questions and/or respond, which impacts fluency.	1
Subtotal	3
Total	16



Acknowledgements

Appendix A

La Mappa d'Italia

Image from: Mapswire. (2017). [Map of the regions of Italy]. Retrieved August, 2021, from <https://pixabay.com/illustrations/italy-map-regions-untitled-italy-2434254/>

