



DRAFT

ITALIAN: SECOND LANGUAGE

Teaching and Learning Exemplar
Year 4



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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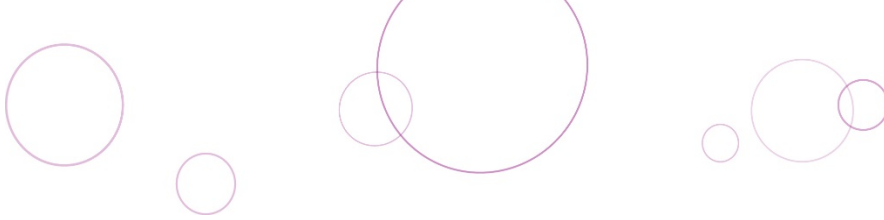
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Background

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 exemplar for Year 4, 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.

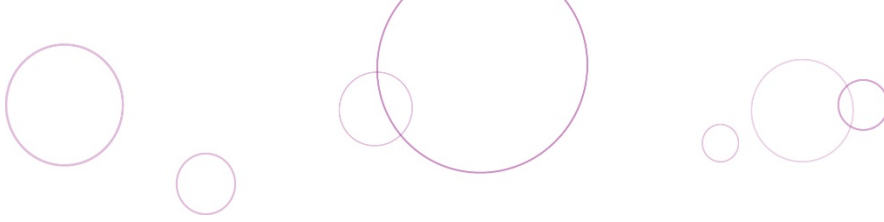
This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills 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 visiting a local Italian restaurant to study etiquette and for 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 culturally significant person or event
- **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
<p>Term 1, Week 1</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Siamo a scuola</i></p> <p>Students share information about their school routines with others.</p> <p>2a</p> <p>Learning intentions</p> <p>2b</p> <p>Students:</p> <ul style="list-style-type: none"> play language games to reinforce vocabulary develop pronunciation and intonation ask and respond to questions about preferences of school subjects write sentences describing their likes and dislikes of school subjects. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Greet students individually and say <i>Bentornato!</i> or <i>Bentornata!</i> Ask students if they remember other expressions in Italian that change with gender. Play a game of <i>Tante Parole</i> with the class. Divide the class into two teams. Write a word on the board. A member from each team has to write a word that starts with one of the last two letters written. As soon as they are finished another member from their team writes a word starting with one of the last two letters of that word, and so on. No words may be repeated, and you can adjust the rules for what words are allowed (i.e., they must contain at least 3 letters). The team that writes the most words within a set timeframe wins. Show students the audiovisual clip <i>Le Materie Scolastiche</i> from the Miss S. YouTube page, https://www.youtube.com/watch?v=T_BedNjRlx5 to introduce Italian school subjects. Discuss the vocabulary presented with students and ask what is missing and why; for example, <i>la biblioteca</i> and <i>l'educazione sanitaria</i>. Explain alternative words for recess and lunch; for example, <i>la ricreazione</i> and <i>la pausa</i> and discuss the definite articles for the vocabulary presented. Provide students with a vocabulary list of Italian school subjects.

- The Western Australian curriculum is the mandated curriculum content to be taught from the *Outline*.
- The 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.
 - The learning intentions provide specific information about or highlight the focus of the learning experience, and describe the interaction and activities that take place to facilitate learning.
- The learning experiences describe the teaching and learning activities, and include formative and summative assessment.



Prior knowledge

This exemplar is based on the knowledge, understandings and skills students have learned during two hours per week of Italian: Second Language studies from Year 3. 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, the 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
- resources suitable to the focus.

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 the 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.

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.

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>.



Year level description

Year 4 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in Italian, interacting and socialising with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contribute collaboratively to class experiences that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate and process factual information in written, spoken and multimodal texts and gather and convey factual information and short descriptions from familiar texts related to their personal and social worlds. They participate in and respond to a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression, using familiar expressions and modelled language.

Students become familiar with the systems of the Italian language, developing pronunciation and intonation in Italian and recognise some of the rules of spelling and punctuation. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as learning to conjugate common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense, to generate language for a range of purposeful interactions. Students begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.

Students are encouraged to define their Italian learning experiences and make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to include familiar vocabulary and simple sentence structures. Students continue to be encouraged to use Italian as much as possible for social interactions and in learning tasks.



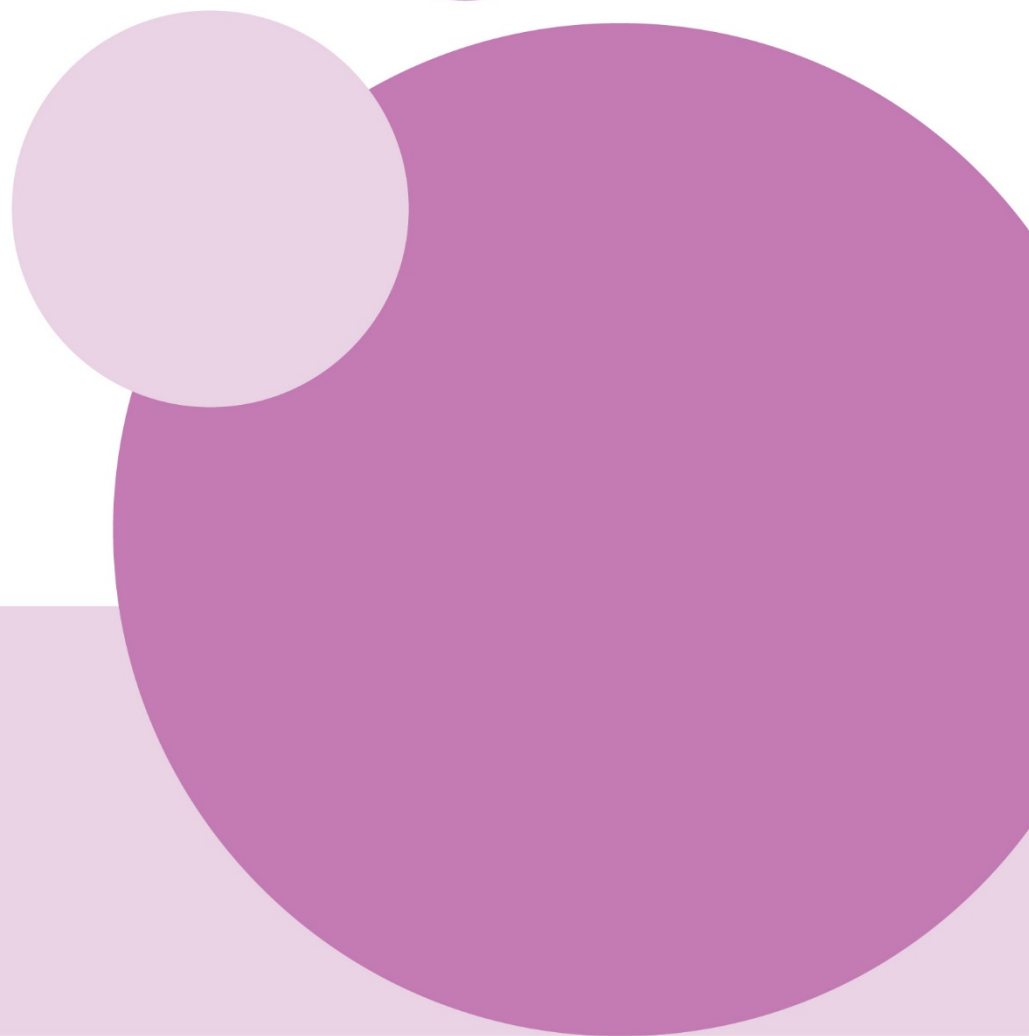
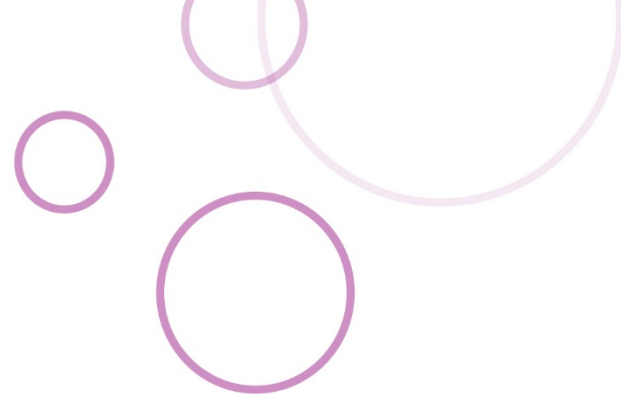
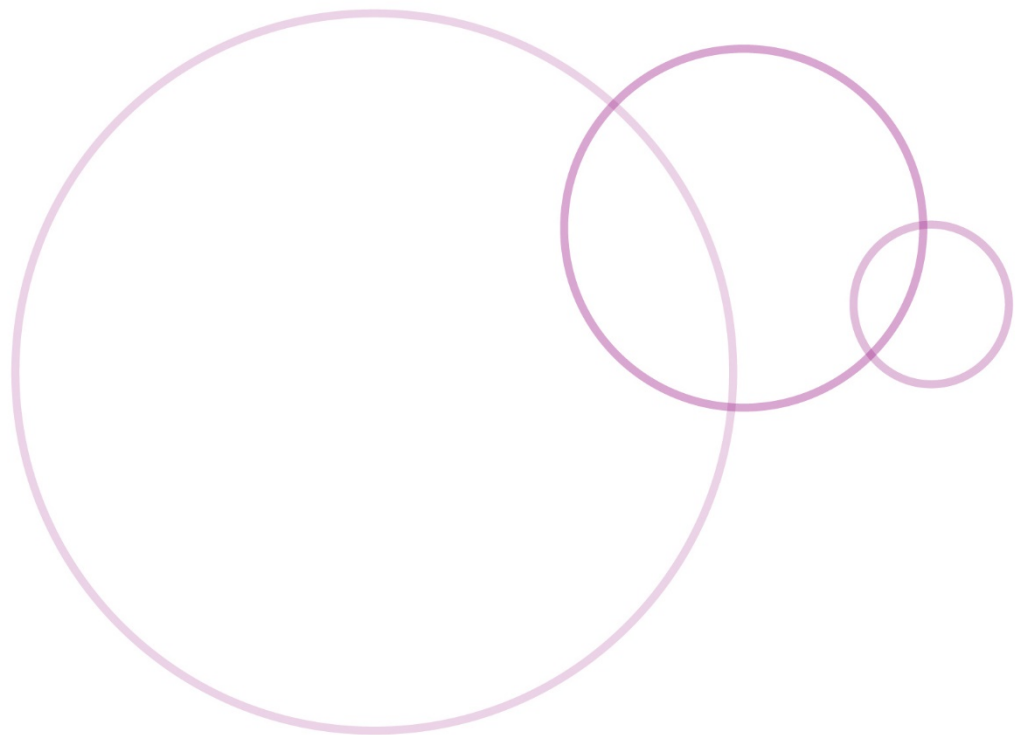
Year 4 Achievement Standard

At standard, students interact and socialise in Italian using simple descriptive, or expressive modelled language with guidance, to participate in tasks or activities, to ask questions, make statements and to exchange information about aspects of their personal worlds, daily routines at home and school and their interests, such as *Il sabato gioco a pallacanestro* and *Giochi domani?* Students locate, process and convey some factual information and simple statements from texts. They respond to imaginative texts, discussing messages, using modelled language to make statements in Italian. They use familiar expressions, simple statements and modelled language to make statements and express opinions, sometimes in Italian, about characters or themes and to create and perform short imaginative texts. Students share meanings and some simple understandings about aspects of Italian language and culture by translating, with some accuracy, familiar words, phrases and simple expressions. They use dictionaries, with guidance, and word lists to translate simple familiar texts and make some observations in English about how language reflects cultural practices and norms.

Students pronounce and write familiar words accurately most of the time and experiment with pronunciation of words containing letter combinations, such as *sc*, *sch*, *sci*, *gne* and *gl*, with a satisfactory level of accuracy. They apply some of the rules of spelling and punctuation, such as capitalisation, with some consistency. They use familiar vocabulary and expressions, and apply elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They use, in modelled texts, the singular forms of common regular, reflexive and high-frequency irregular verbs in the present tenses, such as *Anna va al parco*, and the past tense, such as *Mi alzo alle sette*. Students express preferences and reasons for preferences, tell the time, give the day, date and ages. They use simple prepositions to indicate location and direction. Students talk about language using some Italian terms with guidance. They make some simple comparisons between features of familiar texts and explain, with guidance, how particular features help to achieve a particular purpose. They list ways that language use may vary due to context and participants, and they list places where Italian is spoken around the world. They identify some vocabulary and expressions that reflect different cultural values and make some connections between culture and language use.

Overview

Italian: Second Language			
Term 1	Term 2	Term 3	Term 4
Weeks 1–5 <i>Siamo a scuola</i> We are at school	Weeks 1–5 <i>Il tempo libero</i> Free time	Weeks 1–8 <i>La mia giornata</i> My day	Weeks 1–6 <i>Andiamo a Roma!</i> Let's go to Rome!
Weeks 6–8 <i>Facciamo sport!</i> Let's do sport	Weeks 6–8 <i>Mangiamo e beviamo insieme!</i> Let's eat and drink together		Weeks 7–8 <i>Le feste italiane</i> Italian holidays/celebrations

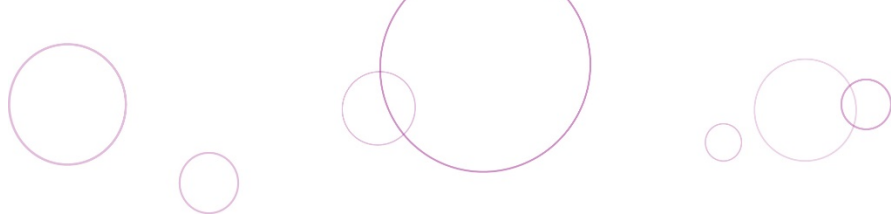


TERM 1

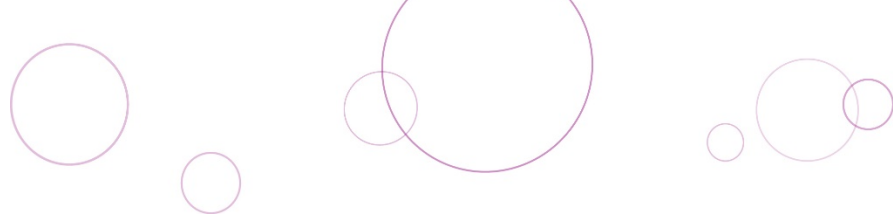
Weeks 1–8



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 1</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Siamo a scuola</i></p> <p>Students share information about their school routines with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • play language games to reinforce vocabulary • develop pronunciation and intonation • ask and respond to questions about preferences of school subjects • write sentences describing their likes and dislikes of school subjects. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Greet students individually and say <i>Bentornato!</i> or <i>Bentornata!</i> Ask students if they remember other expressions in Italian that change with gender. • Play a game of <i>Tante parole</i> with the class. Divide the class into two teams. Write a word on the board. A member from each team has to write a word that starts with one of the last two letters written. As soon as they are finished, another member from their team writes a word starting with one of the last two letters of that word, and so on. No words may be repeated, and you can adjust the rules for what words are allowed (i.e., they must contain at least three letters). The team that writes the most words within a set timeframe wins. • To introduce Italian school subjects, show students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Le Materie Scolastiche</i> – Miss S. (YouTube) https://www.youtube.com/watch?v=T_BedNJRlxs. • Discuss the vocabulary presented with students and ask what is missing and why; for example, <i>la biblioteca</i> and <i>l'educazione sanitaria</i>. Explain alternative words for recess and lunch – for example, <i>la ricreazione</i> and <i>la pausa</i> – and discuss the definite articles for the vocabulary presented.

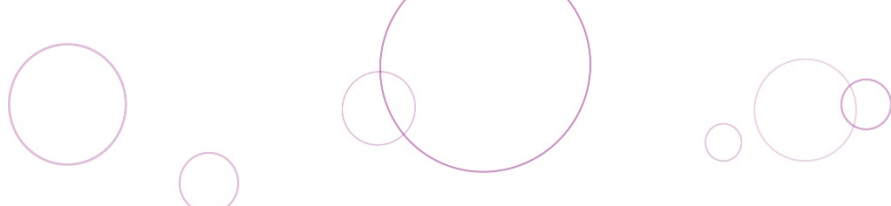


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Reflecting</p> <p>Notice and describe how language reflects cultural practices and norms</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiaivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato</i>, <i>dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...</i>; <i>Preferisco ...</i> 		<ul style="list-style-type: none"> • Provide students with a vocabulary list of Italian school subjects. • Revise the language structures <i>Mi piace</i> and <i>Non mi piace</i> + noun. Instruct students to complete the <i>A scuola!</i> worksheet in Appendix A. They use a colour code to indicate whether they like or dislike the subjects. • Play a game to practise school subject vocabulary. With the class sitting in a circle, carefully throw a ball or bean bag to a student. Ask them <i>Ti piace la matematica?</i> The student responds indicating whether they like or dislike the subject; for example, <i>Mi piace la matematica</i>. The student then throws the bean bag to the next person and either asks the same question or changes the school subject; for example, <i>Ti piace la storia?</i> Remind students that they must respond using full sentences. • Ask students to write three sentences in their <i>quaderno</i> about their school subject preferences. The first sentence starts with <i>Mi piace</i> and is followed by one or more subjects they like. The second sentence starts with <i>Non mi piace</i> and is followed by one or more subjects they don't like. The third sentence starts with <i>Preferisco</i> and is followed by a subject they prefer; for example, <i>Mi piace la musica e l'educazione fisica. Non mi piace la geografia. Preferisco la storia.</i> Inform

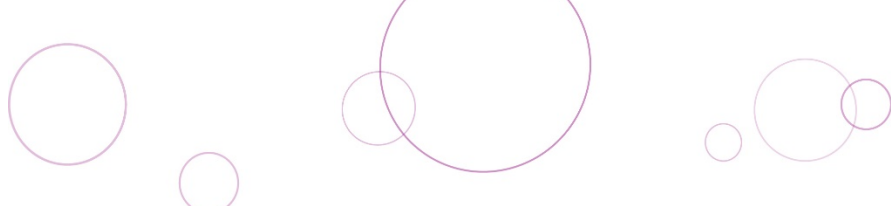


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">• using simple conjunctions such as <i>e</i>, <i>poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<p>students that if they use <i>le scienze</i> they need to use <i>mi piacciono</i>; for example, <i>Mi piacciono le scienze e l'italiano</i>.</p>

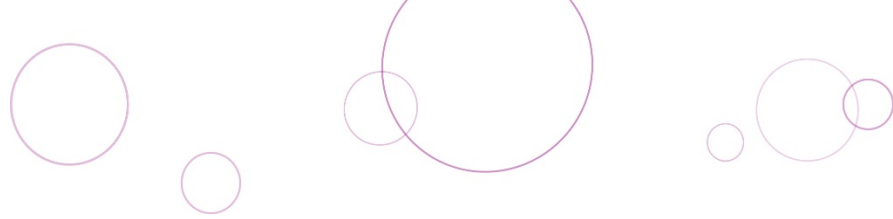
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 2</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Siamo a scuola</i></p> <p>Students share information about their school routines with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information about their favourite subject • participate in language games to reinforce vocabulary and language structures • use the vocabulary for days of the week • develop their pronunciation of newly learnt words • use ordinal numbers • locate specific information from a range of texts about subjects. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ School Subjects (<i>le materie scolastiche</i>) (Vocabulary) – Tiziana3069 (YouTube) https://www.youtube.com/watch?app=desktop&v=Ts4ai59DjqY. ▪ Revise school subjects and introduce the question <i>Qual'è la tua materia preferita?</i> and response <i>La mia materia preferita è ...</i> • Instruct students <i>In piedi!</i> Ask students to greet and ask five other students their favourite subject. If required, write the interaction on the board. <i>Qual'è la tua materia preferita? La mia materia preferita è ...</i> • Ask students to participate in a <i>Trova il gemello</i> activity. Provide students with cue cards (prepared by the teacher before the lesson) showing their subject likes and dislikes (each card has one like and one dislike pictured). Scaffolding for this activity can be provided by placing text on the cue cards (ensure there are two of each card). 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 subject likes and dislikes; for example, <i>Ti piace l'arte?; Sì, mi piace l'arte; No, non mi piace (l'arte)</i>. Instruct students not to show their card to other students. Students interview other students until they find their <i>gemello</i>.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiaivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato</i>, <i>dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio</i>; <i>Maria gioca a cricket</i>, <i>Anna va al parco con Alberto</i>; <i>lo vado a Albany il weekend</i> 		<ul style="list-style-type: none"> • Revise/introduce the days of the week by showing students the song: <ul style="list-style-type: none"> ▪ <i>I Giorni della Settimana</i> by Mela Music TV – Mela Educational (YouTube) https://www.youtube.com/watch?v=pYEFYXQ0DmY. • Explain to students how the definite article is used with the days of the week to indicate that something is done on a regular basis, for example, <i>Il venerdì faccio l'arte</i>, <i>Il martedì e il giovedì faccio la musica</i>. Highlight the use of the word <i>faccio</i> in the language structure, and the capitalisation rules for the days of the week. • Introduce/revise vocabulary for time markers, such as <i>prima</i> and <i>dopo</i>. Demonstrate how students can use these with subject vocabulary; for example, <i>Il lunedì dopo pranzo faccio la tecnologia</i>. Ask students to write three sentences using the definite articles + day of the week and time markers in their <i>quaderno</i>. • To explain how ordinal numbers are formed and written, use the image on <ul style="list-style-type: none"> ▪ Teleskola Ordinal numbers https://teleskola.mt/i-numeri-ordinali/. Provide students with examples of how these can be used to describe their school timetable; for example, <i>Il mercoledì per la quinta faccio l'educazione fisica</i>.

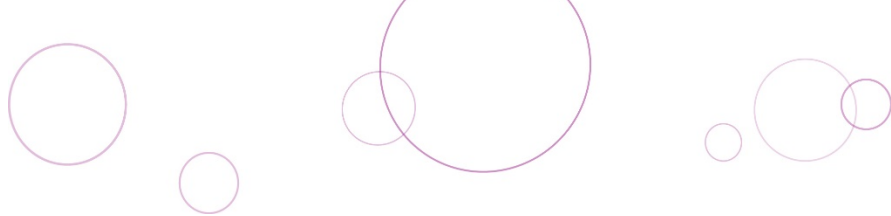


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> recognising and using the names for the days of the week <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> Discuss the information required to complete the class daily <i>calendario</i>; for example, <i>ieri, oggi, domani, il mese, il tempo</i> and <i>la stagione</i>. At the beginning of each lesson appoint two students to complete the class daily calendar with the relevant information. Instruct students to write a sentence using the information from the calendar in their <i>quaderno</i>; for example, <i>Oggi è martedì, il dodici giugno. Fa bel tempo oggi</i>. Instruct students to add a sentence about their day; for example, <i>Oggi per la terza lezione faccio l'italiano</i>. Choose students to read their sentence to the class. Ask students to participate in a Circling activity. This involves asking a series of questions based on timetables; for example, those found on: <ul style="list-style-type: none"> <i>Scuola Santa Sofia Orario Delle Lezioni Delle Scuola Primaria A.A. 2018/2019</i> https://www.scuolasantasofia.it/orario-delle-lezioni-delle-scuola-primaria/. First, present the timetable; for example, <i>Il martedì la classe Prima Primaria fa le scienze dopo pranzo</i>. Then ask the students: <ul style="list-style-type: none"> yes/no questions; for example, <i>Fa le scienze il lunedì?</i> either/or questions; for example, <i>Fa la storia il mercoledì o il giovedì?</i> a question that requires a negative response; for example, <i>Il venerdì dopo l'intervallo fa la musica?</i>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"> ▪ questions that require one-word answers (interrogatives are used here); for example, <i>Cosa fa il giovedì per la prima lezione?</i> ▪ an open-ended, detail-oriented question (requires students to add to the story); for example, <i>Qual'è il giorno migliore?</i> <p>Whole class responses are expected using full sentences; for example,</p> <ul style="list-style-type: none"> ▪ Teacher (showing the Prima Primaria timetable) <i>Fa le scienze il lunedì?</i> ▪ Whole class: <i>No, non fa le scienze il lunedì.</i> or <i>No, fa le scienze il martedì.</i> <ul style="list-style-type: none"> • Before the lesson, prepare a text about school subject likes and dislikes. Ask students to participate in a 'running dictation' activity. Divide the class into groups of four of mixed ability. Students work in their group to dictate a paragraph placed outside the classroom. Dictations can be written on A4 paper or mini whiteboards. Use known language structures pitched at the ability of the students; for example, <i>Mi chiamo Simone. Ho dieci anni. Mi piace l'italiano e la geografia. Non mi piace la matematica e la musica. La mia materia preferita è l'arte. Faccio l'arte la seconda ora il venerdì.</i> The group with the most accurate dictation is the winner.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 3</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Siamo a scuola</i></p> <p>Students share information about their school routines with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use bilingual dictionaries • state their preferences for subjects • state their reasons for preferences • graph the favourite subjects of the class • complete timetables by asking and answering questions about subjects • use ordinal numbers • participate in language games to consolidate vocabulary. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to participate in a game of <i>L'impiccato</i> using a <i>Pupazzo di neve</i>. Revise the alphabet and ask whether a particular letter is in the word; for example, <i>C'è una 'L'?</i> Set the topics as school subjects and ordinal numbers. Divide the class into groups of four or five. Ask students to choose five words for the game and to write each one on a piece of card. Place the cards into a bag for each group. Select a student from each group to take a card from the bag to start the game. • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Dialogo a scuola</i> (Dialogue at School in Italian) – Italian Online School (YouTube) https://www.youtube.com/watch?v=a8vkNYwzhE8. • Discuss with students that they will learn to state the reasons for their preferences; for example, <i>Mi piace l'italiano perché è divertente e interessante</i>. Brainstorm on the whiteboard possible reasons for liking or disliking a subject. Ask students to use bilingual dictionaries to translate unknown words. Ensure students locate the correct translation. Ask students to write the list of reasons (adjectives) in their <i>quaderno</i>. • Instruct students to describe their teachers in their <i>quaderno</i>, writing one sentence per teacher; for example,



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Translating</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato</i>, <i>dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) 		<p><i>La maestra d'italiano è simpatica, buffa e molto intelligente; Il maestro di musica è bello, alto e generoso.</i></p> <ul style="list-style-type: none"> • Ask students to participate in a <i>Palla di neve</i> activity. Instruct students to write about their favourite subject on a scrap piece of paper; for example, <i>La mia materia preferita è la tecnologia perché è facile e divertente</i>. 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 sentences aloud. As students are reading, make a tally on the board of preferences for each subject. When all the sentences have been read out, ask students to draw a column graph of the results in their <i>quaderno</i>. • Direct students to participate in <i>Un sondaggio attivo</i>. Designate one side of the classroom for one subject and the other side for a second subject. Call out a question such as <i>Ti piace l'arte o la musica più?</i> Students vote by moving to the side of the room that matches their preference. For each question, have some students explain their preference by asking them <i>Perché ti piace ... di più?</i> • To preview questions about timetables, show students the audiovisual clip:

Western Australian curriculum content

in the present tense, for example, *Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend*

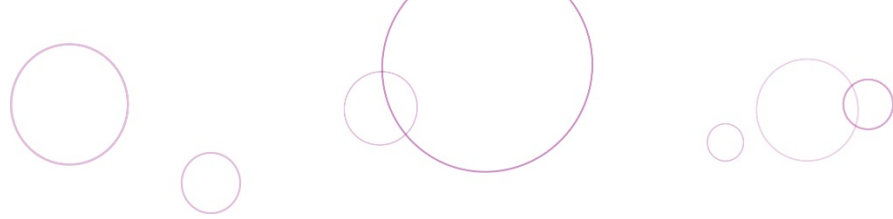
- expressing preferences and reasons for preferences, for example, *Mi piace ... perché ...; Preferisco ...*
- using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as *primo; secondo; la prima classe*
- recognising and using the names for the days of the week

Teaching and learning intentions

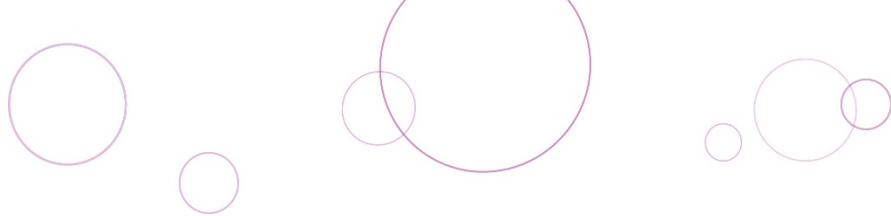
Learning experiences

- *Corso di italiano – Lezione 27 / Le materie scolastiche (Learn Italian/Italienisch lernen) – ITALLamo (YouTube)*
<https://www.youtube.com/watch?app=desktop&v=Nunv7GTdljY>.

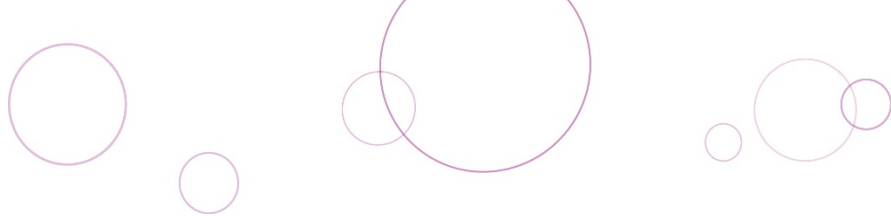
- In pairs, students participate in the *Completate l'orario* barrier game. Give each student (in the pair) a timetable with different information missing. Students need to ask each other questions in order to complete their timetable; for example, *Quale materia ha Marco per la seconda ora il lunedì?* Model the game with a volunteer before students begin. Teachers should ensure that students complete their timetables without looking at their partner's timetable. (Formative assessment)
- To consolidate vocabulary, students participate in a game of Flash dash. This game is best played outside or in a school hall. Divide the class into two teams and have them arrange themselves *da più basso a più alto*. Allocate each team member a number, making sure there is an even number on each team. The teams then line up on opposite sides of the space. Line up flash cards for vocabulary practice on the floor down the middle. Call out a subject and then a number; for example, *la storia, sette*. The students who are number seven from each side race to the middle to grab the *storia* flash card. Involve more students by calling two at once; for



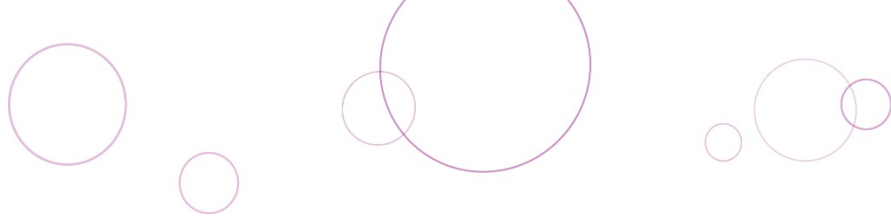
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		example, <i>la storia, sette</i> and <i>l'arte, dieci</i> . Teachers should call out the numbers last so everyone is listening for the school subject.



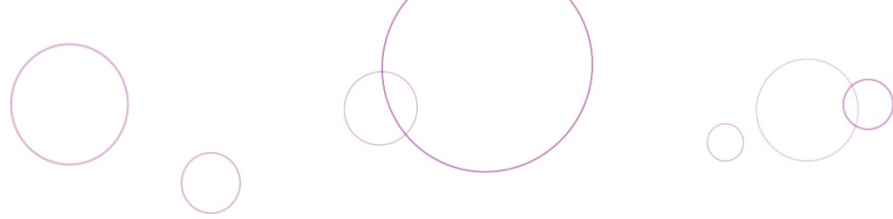
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 4</p> <p>Communicating</p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Translating</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica</i>; <i>le vacanze estive</i>; <i>la passeggiata</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p><i>Siamo a scuola</i></p> <p>Students share information about their school routines with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • talk about school systems and subjects in Italy and Australia • use bilingual dictionaries • make an infographic about Italian schooling • locate and process information in written texts about schooling • compare school lunches in Italy and Australia. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ Step 1 My School and My Day at School <i>Cugnoli</i> Italy – <i>Glicia ic alanno</i> (YouTube) https://www.youtube.com/watch?app=desktop&v=nqXdqWtWu3k. • As a class, discuss the similarities and differences between school in Italy and in Australia, for example, <i>la mensa</i>, <i>il grembiule</i>, <i>le ore</i>, <i>le materie</i>. Include discussion about the movement of teachers in middle and high school while students stay in the classroom. • Divide the class into six groups. Provide each group with a different online article to read and summarise the key points in English, such as: <ul style="list-style-type: none"> ▪ The Italian Education – Skuola.net https://www.skuola.net/temi-lingua-inglese/italian-education.html?_cf_chl_jschl_tk__=pmd_UasuHOb1z3ln1xdu8TOE.Wbsuwws1GOdVD.LjJbmkxU-1632788978-0-ggNtZGzNAjucnBszRL9 ▪ Back to School in Italy – Italiansrus.com https://www.italiansrus.com/articles/ourpaesani/backto-school.htm ▪ Back to School: 10 Things You Should Know About the Italian School System – <i>Italy</i> Magazine



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Reflecting</p> <p>Notice and describe how language reflects cultural practices and norms</p> <p>Understanding</p> <p>Systems of language</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and</p>		<p>https://www.italymagazine.com/featured-story/back-school-10-things-you-should-know-about-italian-school-system</p> <ul style="list-style-type: none"> A Comprehensive Guide About the Education System and International Schools – InterNations https://www.internations.org/go/moving-to-italy/education The Italian School System: how does education work in Italy? – LearnAmo https://learnamo.com/en/school-education-italy/ Primary school around the world: Italy – TheSchoolRun.com https://www.theschoolrun.com/primary-school-in-italy. <ul style="list-style-type: none"> Invite each group to share their key points with the rest of the class. Discuss the specific details when groups have different information; for example, about school hours and days. <ul style="list-style-type: none"> Compare the information gathered with that from the audiovisual clip, Step 1 My school and my day at school <i>Cugnoli</i> Italy. Ask students, in their group, to decide on five interesting facts about schools in Italy and to translate these into Italian; for example, <i>In Italia i ragazzi si vestono in grembiuli; Molti ragazzi vanno a scuola il sabato; La</i>

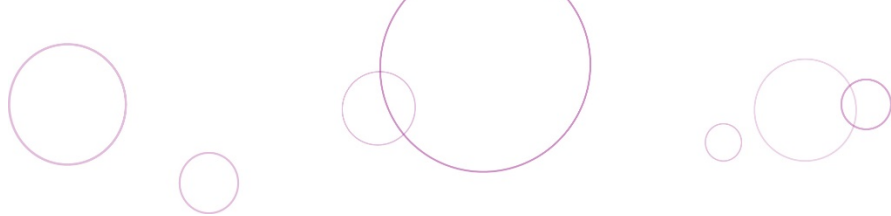


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>explain how particular features of such texts help to achieve their purpose</p> <p>Role of language and culture</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		<p><i>scuola elementare finisce alla quinta elementare.</i> Encourage students to use bilingual dictionaries.</p> <ul style="list-style-type: none"> ▪ Remind students how to form plurals, and help students with verb conjugation, in particular plural forms. ▪ Ask students to break into groups of two or three and use the information to design an infographic on <i>La Scuola Italiana</i> using a platform such as Canva, https://www.canva.com/create/infographics/. <ul style="list-style-type: none"> • Provide students with the worksheet <i>Andiamo a Scuola!</i> (Appendix A) that lists 10 statements in Italian about schooling in Italy and in Australia. Ask students to work in pairs to decide which statements are true and which are false. Work with the students to provide the correct information for those statements that are identified as false; for example, <i>In Italia i ragazzi cominciano la scuola elementare a cinque anni (falso) – In Italia i ragazzi cominciano la scuola elementare a sei anni.</i> • Use <i>The Washington Post</i> and <i>Gambero Rosso</i> websites to discuss what children have for lunch at school in Italy: <ul style="list-style-type: none"> ▪ What’s for Lunch? At Some Schools, Everyone Eats the Same Thing – <i>The Washington Post</i> https://www.washingtonpost.com/lifestyle/kidspost/whats-for-lunch-at-some-schools-everyone-eats-the-same-

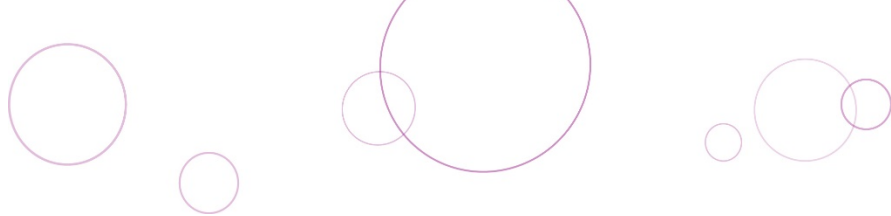


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>thing/2019/10/21/75976966-dbcf-11e9-ac63-3016711543fe_story.html</p> <ul style="list-style-type: none">▪ School Lunches in Italy: Setting a Healthy Pattern for Adult Life – <i>Gambero Rosso</i> https://www.gamberorossointernational.com/news/school-lunches-in-italy-setting-a-healthy-pattern-for-adult-life/.• Compare this to what the students eat for lunch elsewhere in the world using:<ul style="list-style-type: none">▪ School Lunches Around the World Gallery – Oprah.com https://www.oprah.com/food/school-lunches-around-the-world-gallery-steven-stern/all.

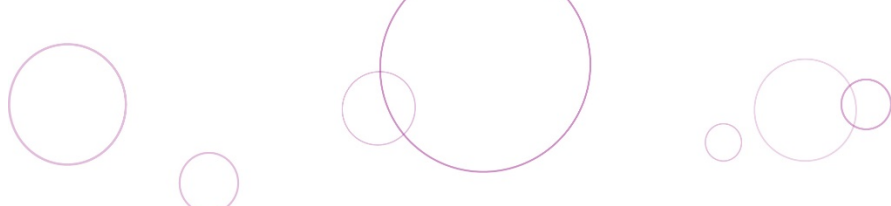
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 5</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Siamo a scuola</i></p> <p>Students share information about their school routines with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss how students get to school in Italy and Australia • make a graph to show how students in their class get to school • exchange information about school • locate and process information in spoken texts about schooling • translate sentences about school • compare schoolyard games in Italy and Australia. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Initiate a discussion about how students travel to school in Italy by showing one of the following resources: <ul style="list-style-type: none"> ▪ The audiovisual clip <i>E tu come vai a scuola? – Eco dalle Città</i> (YouTube) <ul style="list-style-type: none"> https://www.youtube.com/watch?v=nrFQ5usejew ▪ the graphic from <i>Veneto Uno, La classe più movimentata</i> <ul style="list-style-type: none"> http://www.venetouno.it/notizia/55245/la-classe-pi-movimentata ▪ the SlidePlayer <i>Mezzi di Trasporto</i> presentation <ul style="list-style-type: none"> https://slideplayer.com.br/slide/3967854/. • Direct students, using the instruction <i>Alzate la mano</i>, to indicate which means of transport they use the most to get to school. Call out the various means of transport – for example, <i>a piedi, in treno, in bicicletta, in macchina</i> – and tally the results on the whiteboard. Ask students to create a column graph of these results in their <i>quaderno</i>. • Introduce students to the questions <i>Quale scuola frequenti?</i> and <i>Che classe fai?/In che anno sei?</i>, and the appropriate responses. Inform students that ordinal numbers are used in Italian to indicate which year they are in at school. • Ask students to form two circles to participate in an inside-outside circles activity from:



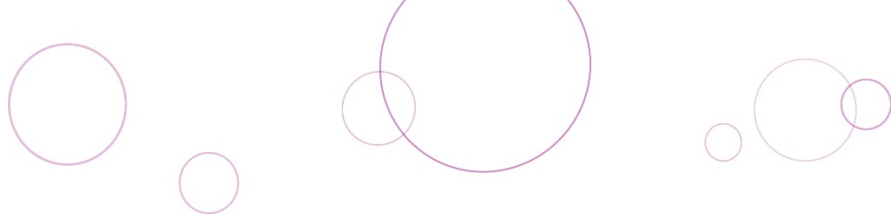
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Translating</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>		<ul style="list-style-type: none"> ▪ The Teacher Toolkit http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles. • Practise talking about school using questions such as, <i>Quale scuola frequenti?; Che classe fai?/In che anno sei?; Ti piace la musica?; Qual'è la tua materia favorita?; Come vai a scuola?</i> • Ask students to participate in the Sentence chaos activity from the book <i>Breaking the Sound Barrier</i> by Gianfranco Conti and Steve Smith (2019, p. 49). This is a read-aloud activity which allows students to practise their listening and speaking skills in a fun and competitive manner. • Before the lesson prepare two texts to use in the following translation game. Ensure new language structures, vocabulary and negation are included in the text. The task can be differentiated by providing different versions depending on the student's ability. <ul style="list-style-type: none"> ▪ The Language Gym – Translation tasks and techniques that have significantly enhanced my teaching – Oral translation ping pong https://gianfrancoconti.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/. • Show students the audiovisual clip:



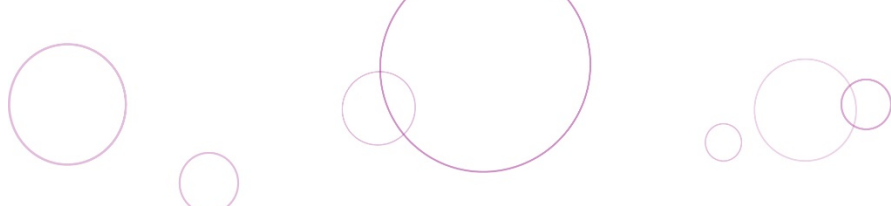
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> • expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Role of language and culture</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		<ul style="list-style-type: none"> ▪ Grade 5 – <i>Andiamo a scuola</i> – Luca Buiani (YouTube) https://www.youtube.com/watch?v=p6MdNudtV0s. ▪ Ask students what they understood from the video; for example, pencil case items, clothing and schoolyard games. ▪ Ask students to compare these schoolyard games with their own.



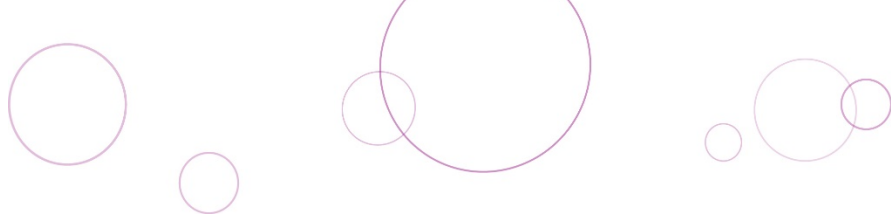
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 6</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Facciamo sport!</i></p> <p>Students share information with others about their sport interests.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in language games to consolidate language acquisition • use <i>giocare</i> and <i>fare</i> with sports • describe their sport likes and dislikes • focus on Italian phonics in a read-aloud activity • translate sentences about sport. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Revise/introduce sport vocabulary by showing the audiovisual clip: <ul style="list-style-type: none"> ▪ Italian Vocabulary: Sports – <i>Vocaboli Italiani: Gli Sport – Crazy 4 Italian</i> (YouTube) https://www.youtube.com/watch?v=4eYZxpG8ZdU. • Provide students with a vocabulary list of sports. • Ask students to participate in the activity <i>Trova la tua coppia</i>: <ul style="list-style-type: none"> ▪ Instruct students to write three sentences on a mini whiteboard. The first sentence starts with <i>Mi piace</i> and is followed by one or more sports they like. The second sentence starts with <i>Non mi piace</i> and is followed by one or more sports they don't like. The third sentence starts with <i>Preferisco</i> and is followed by a sport they prefer; for example, <i>Mi piace il tennis e la ginnastica. Non mi piace il cricket e il football. Preferisco la pallacanestro.</i> ▪ Tell students that if they use <i>i tuffi</i> they need to use <i>mi piacciono</i>; for example, <i>Mi piacciono i tuffi e il nuoto.</i> ▪ Once students have finished, for approximately five minutes they circulate and ask each other <i>Quale sport ti piace?</i> ▪ When the time is up they need to stand with the person/people who have the most similar sentences to their own.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Translating</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>		<ul style="list-style-type: none"> • Instruct students to draw a T chart in their <i>quaderno</i>, and to write <i>giocare a .../gioco a ...</i> at the top of one column and <i>fare .../faccio ...</i> at the top of the other. Explain to students that <i>giocare</i> is usually used with ball sports and <i>fare</i> for non-ball sports. Explain the difference between the infinitive and the first-person conjugation and when to use them; for example, with <i>mi piace</i> and <i>non mi piace</i>. Call out a sport and ask students which column they think it belongs in. Ensure students enter the sport in the correct column. • Divide the class into two teams. Inform students that they must be the first to correctly identify the mime and state the correct sentence to earn a point for their team. Mime a feeling (like/don't like) and a sport in order to have students supply the related sentence using the structures, <i>(Non) Mi piace + giocare a/fare + sport</i>; for example, <i>Non mi piace fare nuoto</i>. • Instruct students to change the sentence they write using the information from the daily calendar in their <i>quaderno</i> to include sport; for example, <i>Oggi è martedì, il dodici giugno. Fa bel tempo oggi. Dopo scuola gioco a basket</i>. Choose students to read their sentence to the class. • Distribute a pre-prepared text and instruct students to complete the Ghost time reading activity from:

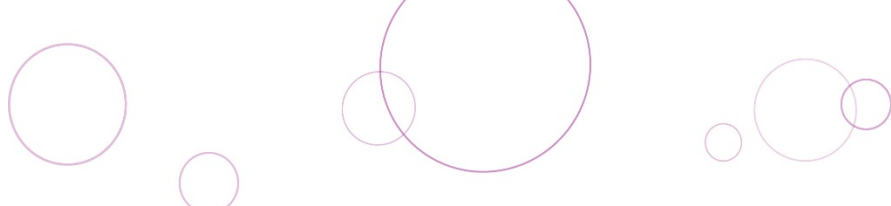


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> • expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> ▪ The Language Gym – My favourite read-aloud tasks and how I use them – Ghost time https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/. • Explain to students the rules of the <i>Traduciamo velocemente</i> activity. Call out sentences in English or Italian and the students write the translation as quickly as they can on a mini whiteboard; for example, <i>Mi piace giocare a calcio perché è divertente e appassionante</i>. Allocate two points for a correct translation and one point if there are some mistakes. Call out at least five sentences. (Formative assessment)



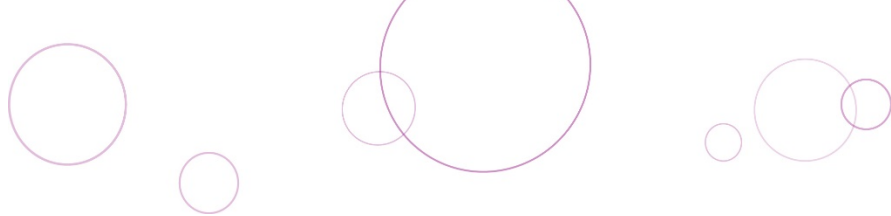
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 7</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Facciamo sport!</i></p> <p>Students exchange information about sports.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • research and write about popular sports in Italy • use bilingual dictionaries • translate sentences about sports in Italy • create a word art design • locate and respond to information in a variety of texts about sport • use definite articles and plurals • use the verbs <i>giocare a</i> and <i>fare</i> + sport. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • To revise sport vocabulary, show the audiovisual clip: <ul style="list-style-type: none"> ▪ Sports in Italian (Vocabulary) – <i>Spagnolo e Italiano</i> Esponvideo (YouTube) https://www.youtube.com/watch?v=HR6vimCDLGU. • Divide the class into four groups. Provide each group with a different online article about sport in Italy to read and summarise the key points in English, such as: <ul style="list-style-type: none"> ▪ Sport in Italy – Wikipedia https://en.wikipedia.org/wiki/Sport_in_Italy ▪ Sports in Italy – <i>Italia Mia</i> https://www.italiamia.com/culture/sports-in-italy/ ▪ Top 5 Most Popular Sports in Italy Till Now – Neo Prime Sport https://neoprimesport.com/top-5-most-popular-sports-in-italy-till-now/ ▪ Top 10 Italian Sports That You Should Definitely Know About – <i>Benvenuto</i> https://www.benvenutolimos.com/blog/top-10-sports-italy-definitely-know/. • Invite each group to share their key points with the rest of the class. Ask students, in their group, to decide on five interesting facts about sport in Italy and translate these into Italian; for example, <i>In Italia molti ragazzi giocano a calcio e</i>

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Translating</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiaivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p>		<p><i>a pallavolo. Il ciclismo è uno sport molto popolare in Italia.</i></p> <p>Encourage students to use bilingual dictionaries. Remind students how to form plurals and help students with verb conjugation, in particular plural forms.</p> <ul style="list-style-type: none"> • Show students how to create a word art design of the popular sports in Italy using a website such as https://wordart.com/create. Instruct them to create their own and to take a screenshot of their design when it is finished. Students then insert this into an application such as PicCollage and add their translated sentences. If the teacher is not familiar with word art, there are step-by-step instructions on how to complete the word art design in Appendix A. • Instruct students to complete a cloze activity prepared beforehand by listening to the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Evviva lo sport</i> – Cartoon [song] – Dario Sgrò (YouTube) https://www.youtube.com/watch?v=x_cmUtLAALE Lyrics can be found in the YouTube description. Teachers can scaffold the task by including a word bank. • Introduce the game <i>Prendi la palla</i>. Throw a ball gently and carefully to each student and call out a noun (sport/subject) in the singular form and ask for the translation. Repeat the game, changing the objective to providing the correct definite article, plural or verb – <i>fare</i> or <i>giocare</i>.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> • Remind students how 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 sports vocabulary; for example, <i>Luca gioca a tennis il sabato</i>. Then ask the students: <ul style="list-style-type: none"> ▪ yes/no questions; for example, <i>Gioca a tennis?</i> ▪ either/or questions; for example, <i>Gioca a tennis il mercoledì o il sabato?</i> ▪ a question that requires a negative response; for example, <i>Gioca a pallacanestro?</i> ▪ questions that require one-word answers (interrogatives are used here); for example, <i>Quando gioca a tennis?</i> ▪ an open-ended, detail-oriented question (requires students to add to the story); for example, <i>Gli piace giocare a tennis?</i> <p>Whole class responses are expected as full sentences; for example,</p> <ul style="list-style-type: none"> ▪ Teacher (showing a picture of a boy playing tennis) <i>Gioca a tennis?</i> ▪ Whole class: <i>Sì, gioca a tennis.</i>

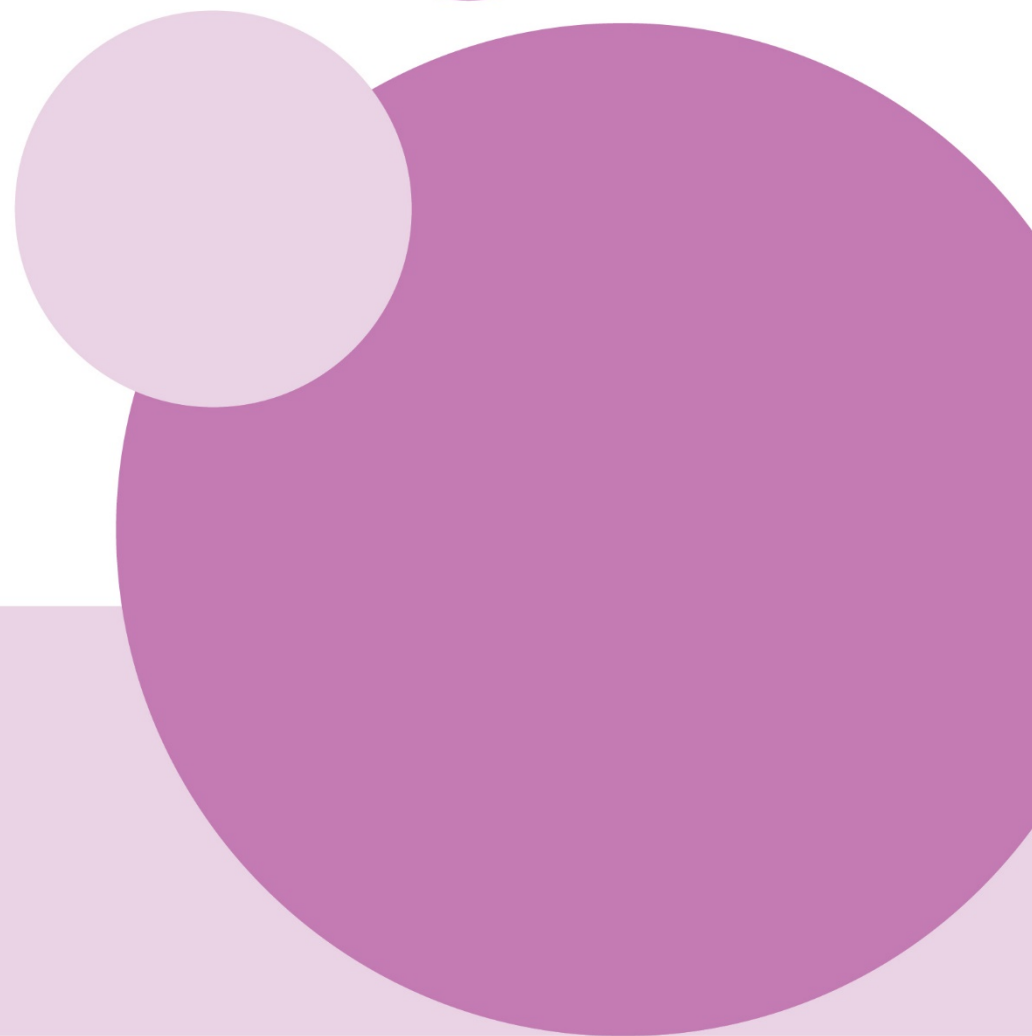
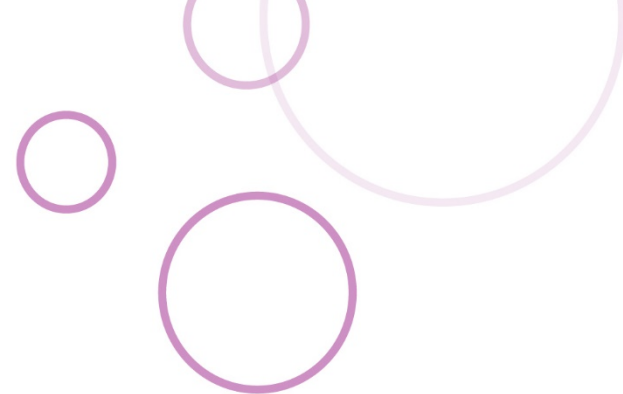
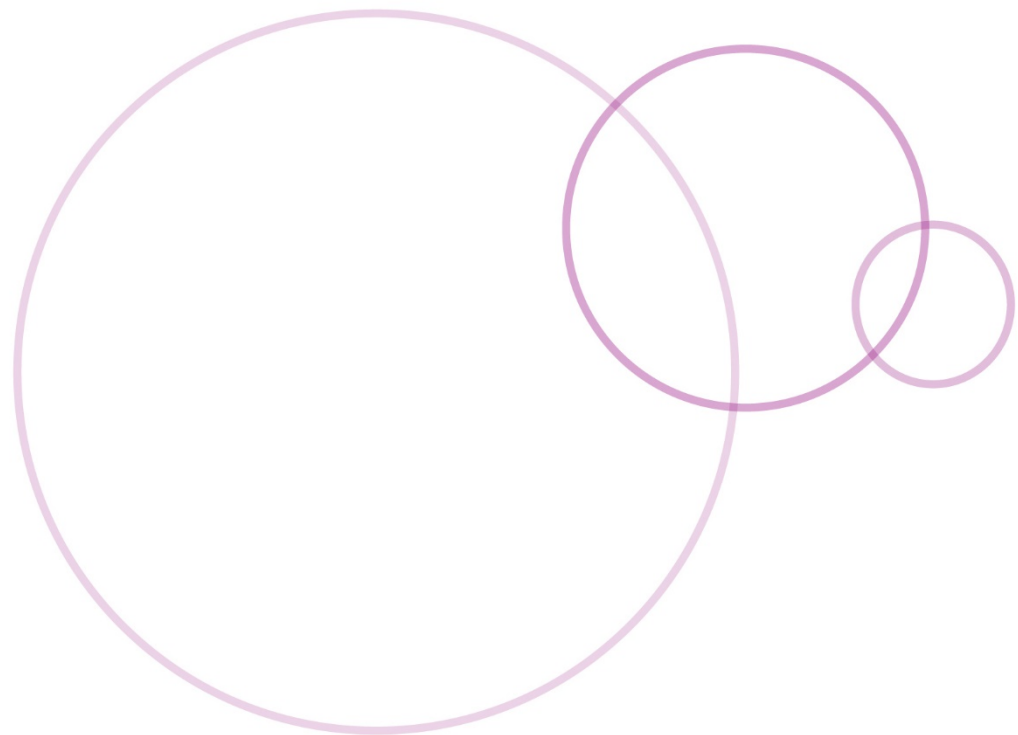
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 8</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Facciamo sport!</i></p> <p>Students exchange information about sports.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss sports they are good at • locate and respond to information in a multimodal text about sport • participate in language games to reinforce vocabulary and language structures • use the verbs <i>giocare a</i> and <i>fare + sport</i> • state reasons for preferences • participate in a quiz. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Lessico 25 sport e attrezzi sportivi – Telemaco</i> (YouTube) https://www.youtube.com/watch?v=aXp_n5OWPF4 to extend students’ sports vocabulary. • Use the book <i>Lo Sport Non Fa Per Te!</i> by Paolina Baruchello and Feredico Appel (Sinnos, 2018), or the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>La nostra campionessa – Edilingua</i> (YouTube) https://www.youtube.com/watch?v=NWe7y9DM7eg to revise/introduce the language structure <i>Sono bravo/a in ...</i> ▪ Direct students to circulate the classroom to ask five peers: <i>In quale sport sei bravo/a?</i> • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Che sport fai? – Intervista Unità 5, Progetto italiano Junior 2 – Edilingua</i> (YouTube) https://www.youtube.com/watch?v=iJalCzCKiGc. ▪ Instruct students to locate and process information in the audiovisual clip by completing the worksheet <i>Che sport fai? – Ascolta e completi</i> (Appendix A). • Remind students how to participate in the <i>Trova il gemello</i> activity:



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato</i>, <i>dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> 		<ul style="list-style-type: none"> ▪ Provide students with cue cards (prepared before the lesson) showing the sports they play (each card should have a <i>gioco a</i> and <i>faccio</i> sport pictured). ▪ Scaffolding for this activity can be provided by placing text on the cue cards (ensure there are two of each card). If there is an odd number of students, the teacher can have the matching card. ▪ Ask students to use Italian to find the classmate who plays the same sport; for example, <i>Giochi a cricket?; Sì gioco a cricket/No, non non gioco a cricket</i> or <i>No, gioco a football</i>. Instruct students not to show their card to others. Students interview other students until they find their <i>gemello</i>. • Ask students to write a paragraph about the sports they play/do in their <i>quaderno</i> using <i>gioco a</i> and <i>faccio</i> and stating the reasons they play/do that sport. Encourage the use of days of the week and conjunctions. For example, <i>Il sabato faccio l'atletica e la domenica gioco a basket. Mi piace fare l'atletica perché è facile e divertente. Mi piace molto giocare a basket perché è appassionante ma faticoso</i>. Ask students to record their description using an application such as Voki for Education. • Before the lesson, prepare a quiz to enable students to revise school subjects and sports through a platform such as:



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> recognising and using the names for the days of the week <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> Quizizz https://quizizz.com/ Quizlet https://quizlet.com/en-gb Kahoot! https://create.kahoot.it/auth/login. <p>Instruct students to participate in the pre-prepared quiz.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ask and respond to questions about subjects and sports locate and convey information in written and spoken texts about subjects and sports use bilingual dictionaries distinguish and vary intonation between the Italian for asking a question and giving the reply make comparisons between schooling in Italy and Australia use ordinal numbers and the days of the week conjugate common regular and irregular verbs express preferences and reasons for preferences.

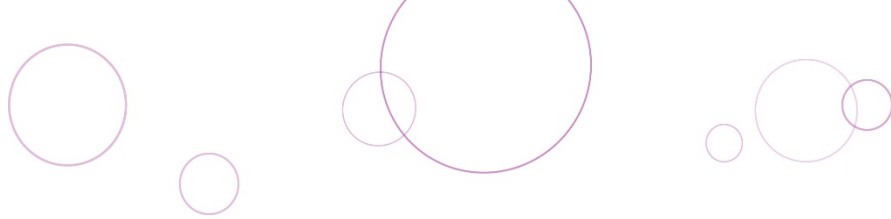


TERM 2

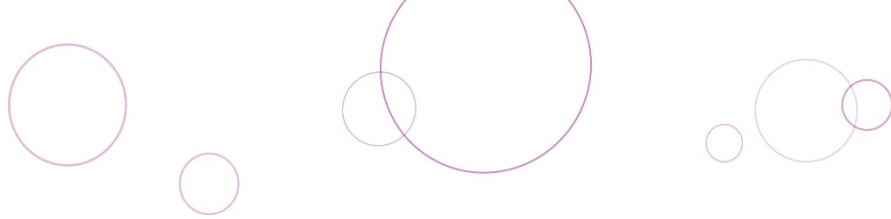
Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 1</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Il tempo libero</i></p> <p>Students share information about their free time interests with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • write a paragraph describing their free time interests using different language structures • state reasons for preferences • identify and convey factual information about interests • describe their favourite free time interest • use subject pronouns. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ Hobbies in Italian, with Pronunciation – Suky Kaur (YouTube) https://www.youtube.com/watch?v=8UcDcHC7oTO to revise/introduce free time interests. • Provide students with a vocabulary list of free time interests. • Ask students to write a paragraph describing their interests. Advise them to use different sentence beginners, such as <i>(Non) Mi piace molto ...; Preferisco ...; Amo/Adoro ...; Odio/Detesta ...</i>. Direct students to include the reasons for their preferences; for example, <i>Mi piace molto leggere e guardare la tivù perché sono rilassanti ma odio fare sport e disegnare perché sono noiosi. Preferisco cucinare perché è divertente. Amo andare in bici e sciare perché sono sani.</i> This could be completed using an application such as PicCollage or Book Creator, or in their <i>quaderno</i>. • Remind students how 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 hobbies vocabulary; for example, <i>Maria va in bici nel weekend</i>. Then ask the students: <ul style="list-style-type: none"> ▪ yes/no questions; for example, <i>Va in bici?</i>

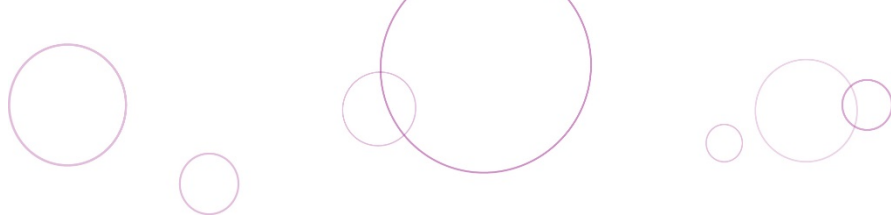
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato</i>, <i>dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • using subject pronouns in context, for example, <i>Chi ha finito? Io!</i> • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al</i> 		<ul style="list-style-type: none"> ▪ either/or questions; for example, <i>Gioca a calcio o va in bici?</i> ▪ a question that requires a negative response; for example, <i>Va in bici il giovedì?</i> ▪ questions that require one-word answers (interrogatives are used here); for example, <i>Quando va in bici?</i> ▪ an open-ended, detail-oriented question (requires students to add to the story); for example, <i>Cosa fa nel weekend?</i> <p>Whole class responses are expected using full sentences; for example,</p> <ul style="list-style-type: none"> ▪ Teacher (showing a picture of a girl riding a bike) <i>Maria va in bici?</i> ▪ Whole class: <i>Sì, Maria va in bici.</i> <ul style="list-style-type: none"> • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Che cosa fai di solito? Forte! 3 (Unità 1) – Edilingua</i> (YouTube) https://www.youtube.com/watch?v=sqHnl8CiWz8 to listen to a group of friends discussing their interests. • Remind students how to participate in a <i>Palla di neve</i> activity. Instruct them to write about their free time, including their favourite interest, on a scrap piece of paper; for example, <i>Adoro uscire con le amiche e parlare al telefono. Odio andare a pescare e a fare la spesa. Il mio hobby</i>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><i>parco con Alberto; lo vado a Albany il weekend</i></p> <ul style="list-style-type: none"> expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> recognising and using the names for the days of the week <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<p><i>preferito è giocare ai videogiochi.</i> 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 they picked aloud, changing it from the first person to the third person. Ask students to identify the person described; for example, <i>È Sarah?; Sei tu, Michael?</i> Direct the student who wrote the description to respond using the subject pronoun; for example, <i>Sì, sono io!</i></p>

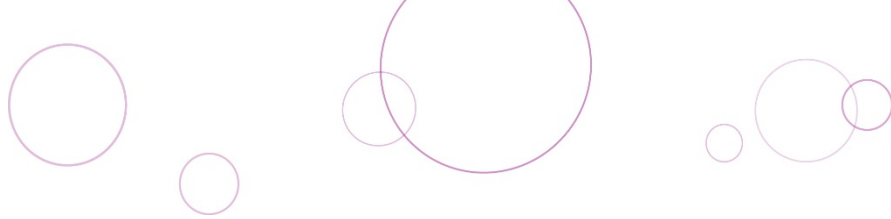


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 2</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p><i>Il tempo libero</i></p> <p>Students share information about their free time interests with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • write sentences describing their interests • participate in language games to reinforce vocabulary and language structures • identify and convey factual information about interests • create a storyboard/comic strip of a conversation about interests • translate a text about free time. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Reinforce free time vocabulary by showing students the audiovisual clip: <ul style="list-style-type: none"> ▪ Italian Basics Lessons #39 – Hobby vocabulary in Italian / <i>Vocaboli degli hobby in italiano</i> – Daily Italian with Elena (YouTube) <ul style="list-style-type: none"> https://www.youtube.com/watch?v=zOlefHKTVFA. • Revise how to participate in the activity <i>Trova la tua coppia</i>. Instruct students to write three sentences on a mini whiteboard. The first sentence starts with <i>Mi piace</i> and is followed by one or more of their interests. The second sentence starts with <i>Non mi piace</i> and is followed by one or more hobbies they don't like. The third sentence starts with <i>Preferisco</i> and is followed by an interest they prefer; for example, <i>Mi piace cucinare e dipingere. Non mi piace giocare ai videogiochi e correre. Preferisco fare shopping</i>. Once students have finished, they circulate and ask each other <i>Che fai nel tempo libero?</i> They continue to circulate and ask peers for five minutes. When the time is up they need to stand with the person/people who have the most similar sentences to their own. (Formative assessment) • Provide students with a jumbled storyboard/comic prepared beforehand depicting two students discussing their free time. Ensure the text includes questions such as <i>Cosa ti piace</i>

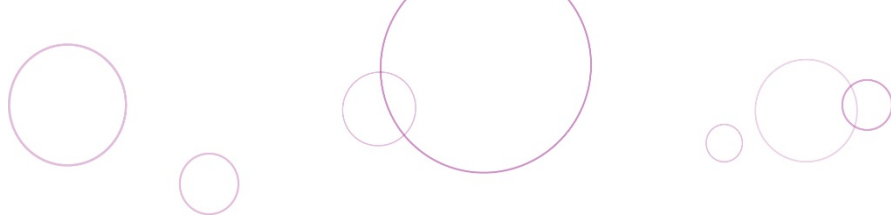


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Creating</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translating</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p>		<p><i>fare nel tempo libero?; Ti piace ...?; Cosa fai nel weekend?; Cosa fai dopo scuola?</i> Ask students to work with their <i>compagno/a</i> to order the story. Encourage students to use ordinal numbers when discussing the order of the frames with their partner; for example, <i>Questo è primo. Questo è terzo</i>. Once the text has been reordered, ask pairs of students to read it aloud.</p> <ul style="list-style-type: none"> • Instruct students to create a comic of at least six frames, showing a conversation between two or three characters about likes/dislikes/preferences regarding interests/free time. Remind students of the textual conventions of a conversation, the conventions of a comic strip and the need to use relevant punctuation. Advise students that they will be expected to use different forms of the verbs; for example, <i>Mi piace andare in bici. Vado in bici</i>. This could be completed using an application such as Book Creator or PicCollage, or from a website such as StoryboardThat, or in their <i>quaderno</i>. • Teach students the rules of the game One dice, one pencil. Allocate students to groups of three or four. Provide each group with one pencil, one dice and a text to translate (this can be differentiated). 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 take the pencil from the first

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> • expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> • recognising and using the names for the days of the week 		<p>student and work on their translation. The first person in each group to finish their translation is the winner. Encourage students to use vocabulary lists to guide their translation. Teachers should ensure sentences contain recently learnt vocabulary and language structures.</p> <ul style="list-style-type: none"> • Play the Sentence stealer game (<i>Ladri di Carte</i> in Italian) from the following link to reinforce language structures about interests, consolidate vocabulary and develop pronunciation: <ul style="list-style-type: none"> ▪ My favourite read-aloud tasks and how I use them – Sentence stealer – The Language Gym https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/.

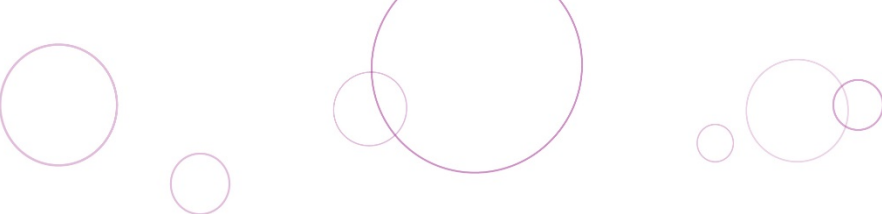


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>		



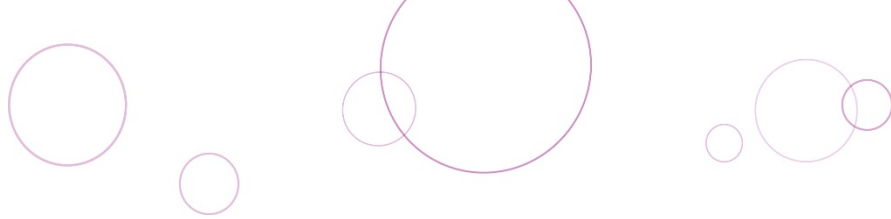
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 3</p> <p>Communicating</p> <p>Informing</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Creating</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translating</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings</p>	<p><i>Il tempo libero</i></p> <p>Students write a poem and translate a text about free time activities.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss messages and make statements about themes in a poem about sport • use bilingual dictionaries • adapt a poem about sport to create one about interests • perform their poem • translate a simple text about free time • create and illustrate a poster about free time. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Read aloud the poem <i>Filastrocca dell’alfabeto e dello sport</i> to the class without showing them the words. The poem can be found at: <ul style="list-style-type: none"> ▪ <i>Filastrocca dell’alfabeto e dello sport – Vivacamente</i> https://www.vivacemente.org/2018/05/filastrocca-dellalfabeto-e-dello-sport.html • Ask students if they can identify what the poem is about and any familiar words. Encourage them to use Italian where possible to respond to the text; for example, <i>Mi piace ...; La filastrocca parla di ...; Penso che ...</i>. Show students the poem and discuss its structure; for example, the use of verbs, days of the week and words that rhyme. Discuss as a class whether a direct translation from Italian to English is possible and whether the poetic structure is maintained in translation. Ask students to use bilingual dictionaries to look up any unknown words. • Instruct students to modify and adapt the poem to create a poem about free time; for example, <i>A B C D vado in bici il lunedì</i>. Ask students to perform their poem to the class. (Formative assessment) • Before the lesson, prepare a text describing a fictional person’s free time activities, including time markers such as <i>prima, dopo, poi, mattina, pomeriggio</i>.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>		<ul style="list-style-type: none"> ▪ Ask students to participate in a ‘running translation’ activity. Divide the class into groups of four of mixed ability. Students work in their group to translate a paragraph placed 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 ama il weekend. Prima lui fa karate il sabato mattina. Poi Gianni va in spiaggia dopo pranzo. Domenica mattina gli piace giocare alla Playstation e domenica pomeriggio va al parco. Odi fare i compiti.</i> The group with the most accurate translation is the winner. • Distribute A3 paper to students and ask them to design and illustrate a poster to encourage young people to take up an interest. They should include pictures of children partaking in their interests and giving the reason for their preference; for example, <i>Gioco a calcio perché è appassionante. Mi piace giocare a football perché è divertente e veloce. Mi piace correre perché è sano. Vado in spiaggia nel weekend perché è divertente e sano. Faccio karate il mercoledì perché è rilassante.</i>

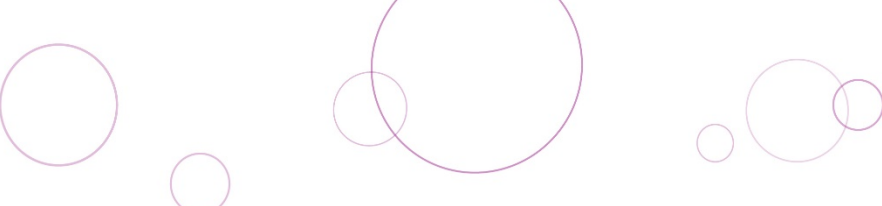


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i> • expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> • recognising and using the names for the days of the week <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>		

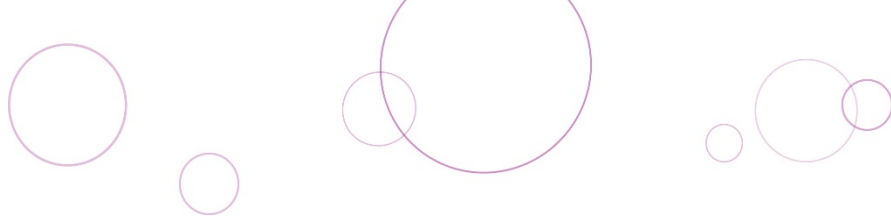
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 4</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p>	<p><i>Il tempo libero</i></p> <p>Students exchange information about free time interests.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> locate and process information in a song about daily interests use bilingual dictionaries write a week of diary entries about free time interests modify a week of diary entries to change from <i>io</i> to <i>lui/lei</i> form exchange information about free time interests. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Play the audiovisual clip: <ul style="list-style-type: none"> <i>I giorni della settimana</i> [song] – Mela Educational (YouTube) https://www.youtube.com/watch?v=pYEFYXQ0DmY&t=51s. Provide students with a matching lyrics worksheet prepared beforehand. Lyrics can be found on: <ul style="list-style-type: none"> <i>UAO Giorni della Settimana – Canzoni per Imparare</i> http://uaoradio.net/canzoni-bimbi/scuola-musicaspettacoli/giorni-della-settimana-canzoni-imparare. On the worksheet, include the days of the week on one side and the activities on the other, both in random order. Instruct students to connect the lyrics as they listen to the song a second time. Check the order with the students and ask them to identify words or phrases that they recognise; for example, the days of the week, <i>fratello, pizza, famiglia, bella giornata</i>. Direct students to use bilingual dictionaries to make meaning of less familiar vocabulary and expressions. Ask students to write diary entries describing what they like to do over the period of one week. Model some possible entries on the whiteboard. This could be done using an application such as Book Creator or PicCollage, or in their



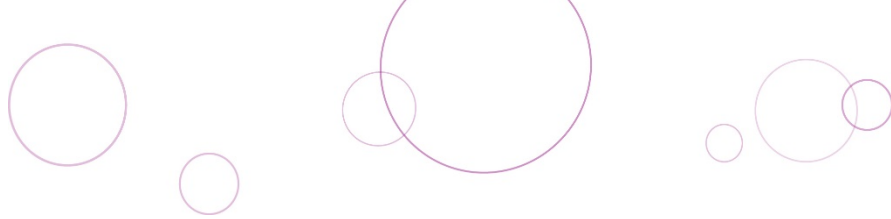
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Translating</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p>		<p><i>quaderno</i>. Ensure they conjugate common regular and irregular verbs in the <i>io</i> form in the present tense – for example, <i>vado in spiaggia</i> – and state how they feel about their activities in their sentences; for example, <i>Sabato vado in spiaggia. Mi piace perché è divertente e sano.</i></p> <ul style="list-style-type: none"> • Provide students with a cloze version of the lyrics of the song <i>I giorni della settimana</i> by <i>Mela Music TV</i>, with a word bank, and ask them to complete the lyrics from memory. Check students’ work with them, identifying and highlighting the verb endings. • Instruct students to write diary entries describing what a fictional character likes to do over the period of one week. Remind students how to conjugate singular verbs in the present tense using the <i>lui/lei</i> form. Teachers can scaffold this task by reusing the previous diary entries and rewriting them in the third person. • Ask students to form two circles to participate in an inside-outside circles activity to practise talking about interests, using questions such as <i>Cosa fai nel weekend?</i>; <i>Ti piace andare al cinema?</i>; <i>Cosa ti piace fare?</i>; <i>Cosa non ti piace fare?</i>; <i>Qual’è il tuo passatempo favorito?</i>; <i>Cosa fai dopo scuola?</i>



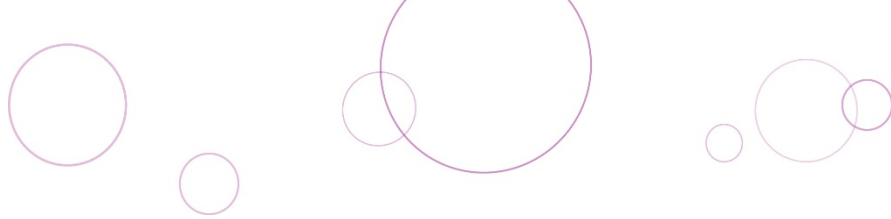
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> • expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> • recognising and using the names for the days of the week <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> ▪ The Teacher Toolkit – Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles.



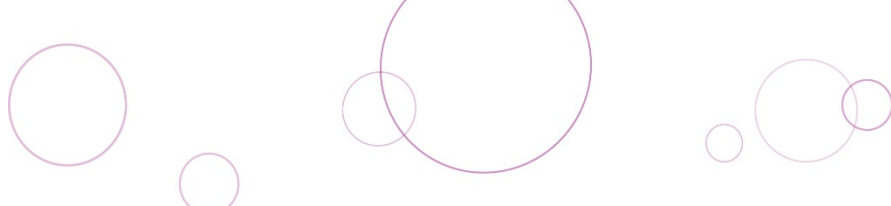
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 5</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Creating</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p>	<p><i>Il tempo libero</i></p> <p>Students discuss school and free time interests.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • have a conversation about school and free time • create a song about free time. 	<p>Teaching and learning activities</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • Students complete the formal assessment task <i>Il mio tempo libero</i> (Appendix B). Students have a conversation with a partner about free time, and create and illustrate their own version of the song <i>I giorni della settimana</i> by Mela Music, using the days of the week and the tune but replacing some of the verbs, activities and nouns to create a simple song about free time.



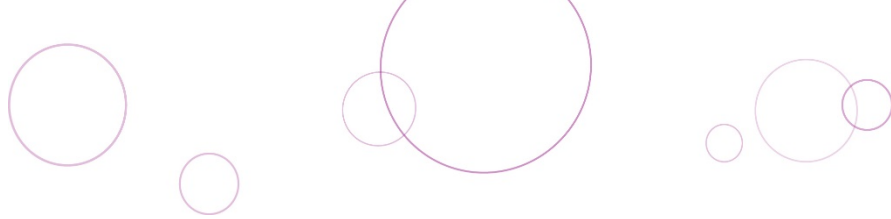
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato</i>, <i>dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> 		



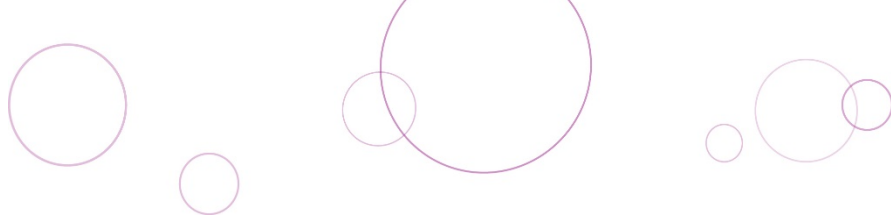
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">• expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i>• using simple conjunctions such as <i>e, poi</i> and <i>ma</i>• recognising and using the names for the days of the week <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 6</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p>	<p><i>Mangiamo e beviamo insieme!</i></p> <p>Students share information about their likes and dislikes of food and drinks.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> describe their likes and dislikes of foods and drinks exchange information about likes and dislikes of foods and drinks participate in language games to consolidate vocabulary locate factual information in spoken texts use subject pronouns. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Revise/introduce food vocabulary by showing students the audiovisual clip: <ul style="list-style-type: none"> Italian Vocabulary: Food, <i>Vocaboli Italiano: Cibo</i>, Italian Talking Flashcards – the Beautiful Italian (YouTube) https://www.youtube.com/watch?v=Izj-bvv892g. Revise/introduce drinks vocabulary by showing students the audiovisual clip: <ul style="list-style-type: none"> Italian Vocabulary: Drinks - <i>Vocaboli italiani: Le Bevande</i> – Italian Lessons – Crazy 4 Italian (YouTube) https://www.youtube.com/watch?v=Sd6xFHxo2x0. Provide students with a vocabulary list of food and drinks. Remind students how to participate in the activity <i>Trova la tua coppia</i>. Students write three sentences on a mini whiteboard. The first sentence starts with <i>Amo</i> and is followed by one or more foods/drinks they like. The second sentence starts with <i>Odio</i> and is followed by one or more foods/drinks they don't like. The third sentence starts with <i>Preferisco</i> and is followed by a food/drink they prefer; for example, <i>Amo le patatine fritte e le carote. Odio i pomodori e i funghi. Preferisco il peperone e la pancetta</i>. Encourage students to use plurals where appropriate. Once students have finished, they need to circulate for approximately five minutes and ask each other <i>Cosa ti piace mangiare e bere?</i>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • using subject pronouns in context, for example, <i>Chi ha finito? Io!</i> 		<p>When the time is up they stand with the person/people who have the most similar sentences.</p> <ul style="list-style-type: none"> • Students play the memory game <i>Cosa manca?</i> using flash cards of foods/drinks. Students observe a number of flash cards under a cloth; for example, <i>la pera, la torta, la pizza, il tè</i> and <i>il frappè</i>. Remove one item. Students must guess which item is missing when asked the question, <i>Cosa manca?</i> Students take turns guessing by using the vocabulary. Respond with phrases such as <i>Sì, la pizza manca</i> or <i>No, ecco la pizza</i>. Allow students to play the game in groups with students taking turns to remove an item. • Ask students to participate in a <i>Ho ..., Chi ha ...?</i> activity using a set of cards prepared before the lesson. Distribute one card per student. The student with the card that says <i>Ho il primo biglietto</i> starts. Teachers may choose to include hobbies along with food and drinks. Encourage the class to be as quick as possible. Option: repeat this activity in a later lesson, and challenge students to beat their previous time or another class's time. • Remind students how to participate in a <i>Palla di neve</i> activity. Students write about their likes and dislikes of food/drinks on a scrap piece of paper, for example, <i>Adoro i dolci e le fragole. Odio il pesce e le patate. Mi piace bere l'acqua minerale</i>. When students have finished, ask them to



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i> expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<p>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 descriptions aloud, changing it from the first person to the third person. Ask students to identify the person described; for example, <i>È Jordan?; Sei tu, Ryker?</i> Direct the student who wrote the description to respond using the subject pronoun; for example, <i>Sì, sono io!</i></p> <ul style="list-style-type: none"> Ask students to participate in a game of <i>Tombola</i> using foods and drinks.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 7</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p><i>Mangiamo e beviamo insieme</i></p> <p>Students share information about their likes and dislikes of food and drinks, and compare meals and mealtimes in Italy and Australia.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • compare breakfast in Italy and Australia • discuss what they eat for breakfast • participate in language games to consolidate newly learnt vocabulary • exchange information about likes and dislikes of food and drinks • locate factual information in written texts • compare meals and mealtimes in Italy and Australia • make a <i>macedonia di frutta</i> • discuss what <i>merenda</i> means. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students one of the following audiovisual clips about what Italians eat for breakfast: <ul style="list-style-type: none"> ▪ <i>La Colazione degli Italiani (lessico)</i> – Fun and Easy Italian (YouTube) https://www.youtube.com/watch?v=Nup70X-Oe5s ▪ <i>Corso di italiano – Lezione 19 / La colazione</i> (Learn Italian/Italienisch lernen) – ITAllamo (YouTube) https://www.youtube.com/watch?v=k0-yOq6fL-l ▪ <i>La colazione italiana – Italiano Fácil</i> (YouTube) https://www.youtube.com/watch?v=Eg-jxDaUn7k <p>Discuss the similarities and differences with what students eat for their own breakfast.</p> <ul style="list-style-type: none"> • Direct students to circulate and ask five peers: <i>Tu, cosa mangi la mattina/per colazione?</i> Encourage students to use the structures <i>mi piace, non mi piace, preferisco, mangio</i> and <i>perché</i> with breakfast food items. Remind students that <i>mi piacciono</i> should be used with food items that are plural in Italian; for example, <i>Mi piacciono i biscotti con la Nutella.</i> • Before the lesson, prepare a text about likes and dislikes of breakfast foods and drinks. Ask students to participate in a ‘running dictation’ activity: <ul style="list-style-type: none"> ▪ Divide the class into groups of four of mixed ability. Students will work in their group to dictate a paragraph

Informing

Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds

Reflecting

Notice and describe how language reflects cultural practices and norms

Understanding

Systems of language

Develop pronunciation and intonation in Italian, for example, *sc* followed by *h* or *i/e* (*schivo*, *piscina*, *pesce*) and letter combinations such as *gn* (in *lavagna*) and *gl* (in *famiglia*)

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

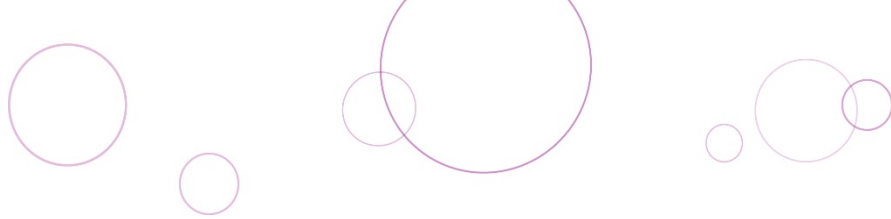
- using gender, singular and plural nouns in the regular form
- learning to conjugate common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense, for example, *Io gioco a calcio; Maria gioca a cricket, Anna va al*

placed outside the classroom. Dictations can be written on A4 paper or mini whiteboards.

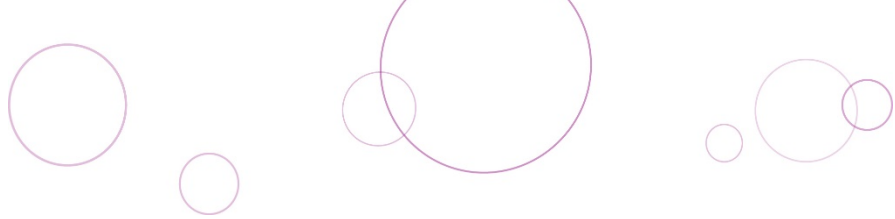
- Use known language structures pitched at the ability of the students; for example, *Mi chiamo Giacomo. Mi piacciono le mele, le pere e le fragole. Non mi piacciono le banane e la zucca. Il mio cibo preferito è la torta di mele. Mi piace bere l'acqua minerale e la coca.*
- The group with the most correct dictation is the winner.
- Instruct students to form two circles to participate in an inside-outside circles activity from:
 - The Teacher Toolkit
<http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles>.
 - Practise talking about likes and dislikes of food and drinks using questions such as *Cosa ti piace mangiare?; Cosa ti piace bere?; Cosa non ti piace mangiare?; Cosa non ti piace bere?; Qual'è il tuo cibo favorito?; Cosa mangi per colazione/pranzo/cena?*

Remind students how to play Flash dash. This game is best played outside or in a school hall.

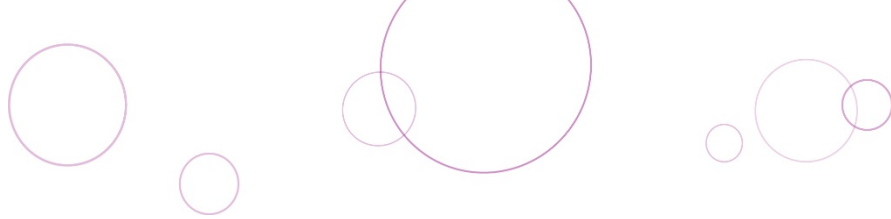
- Divide the class into two teams and have them arrange themselves, *da più alto a più basso*. The teacher allocates each team member a number, making sure there is an even number on each team.
- The teams then line up on opposite sides of the space. Line up flash cards for vocabulary practice on the floor in the middle.



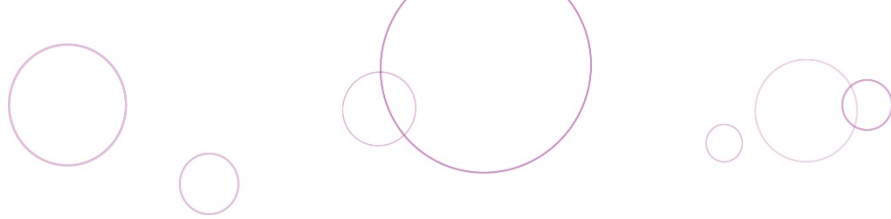
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><i>parco con Alberto; lo vado a Albany il weekend</i></p> <ul style="list-style-type: none"> expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Role of language and culture</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		<ul style="list-style-type: none"> Call out a food/drink and then a number – for example, <i>la pizza, sette</i>. The students who are number seven from each side race to the middle to grab the <i>pizza</i> flash card. Involve more students by calling two at once; for example, <i>la pizza, sette</i> and <i>la cioccolata calda, dieci</i>. Call out the numbers last so everyone is listening for the vocabulary. Use the Slideshare: <ul style="list-style-type: none"> <i>I pasti italiani la colazione lo spuntino il pranzo la merenda la cena</i> https://slideplayer.it/slide/4097229/ to discuss Italian meals. More information about Italian snacks can be found at: <ul style="list-style-type: none"> 10 Most Popular Italian Snacks – Taste Atlas, https://www.tasteatlas.com/most-popular-snacks-in-italy. Discuss the similarities and differences with Australian meals and mealtimes. Inform students they are going to make <i>una macedonia di frutta</i>. Allocate students to groups of five or six so students can do the preparation themselves. Provide students with step-by-step instructions; for example, <i>Tagliate la mela a pezzettini. Spremete i limoni e aggiungete la spremuta alla</i>



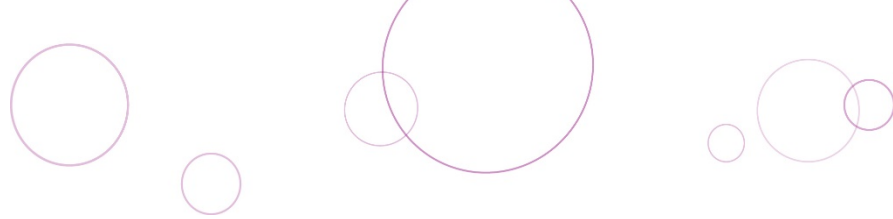
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p><i>frutta. Mescolate con cura.</i> Prior to the lesson ensure to check for allergies before choosing the fruit to use.</p> <ul style="list-style-type: none">• Initiate a discussion about <i>merenda</i> in Italy by showing students the audiovisual clip:<ul style="list-style-type: none">▪ <i>Facciamo merenda? Forte! 1 (Unità 5)</i> – Edilingua (YouTube) https://www.youtube.com/watch?v=kRey71sJyw4.• More information can be found on:<ul style="list-style-type: none">▪ Typical Italian snacks for <i>merenda</i> – <i>Casa Mia</i> https://casamiatours.com/italian-snacks-merenda/.



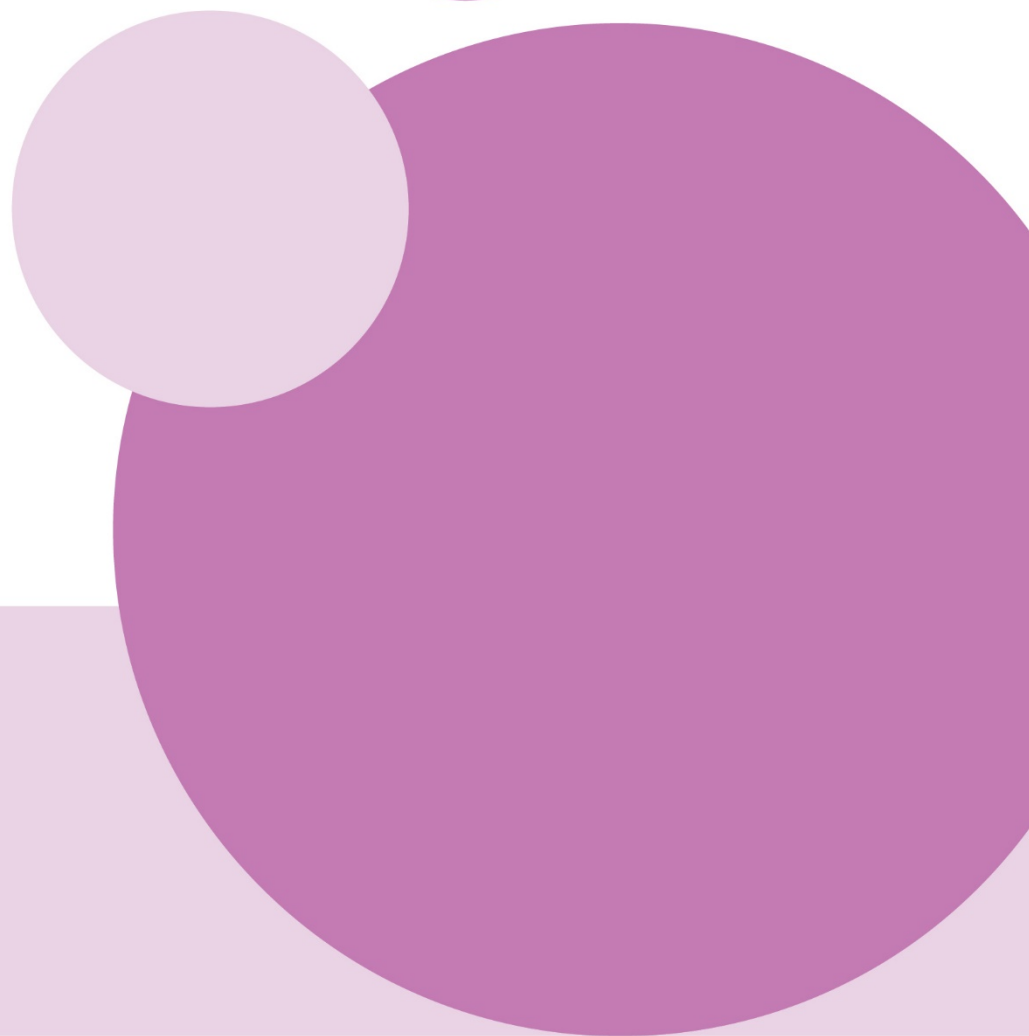
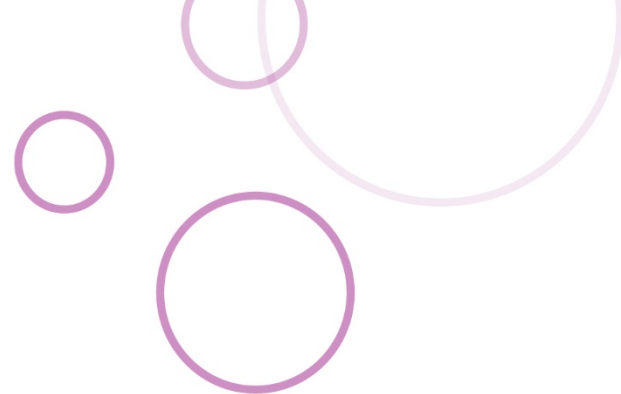
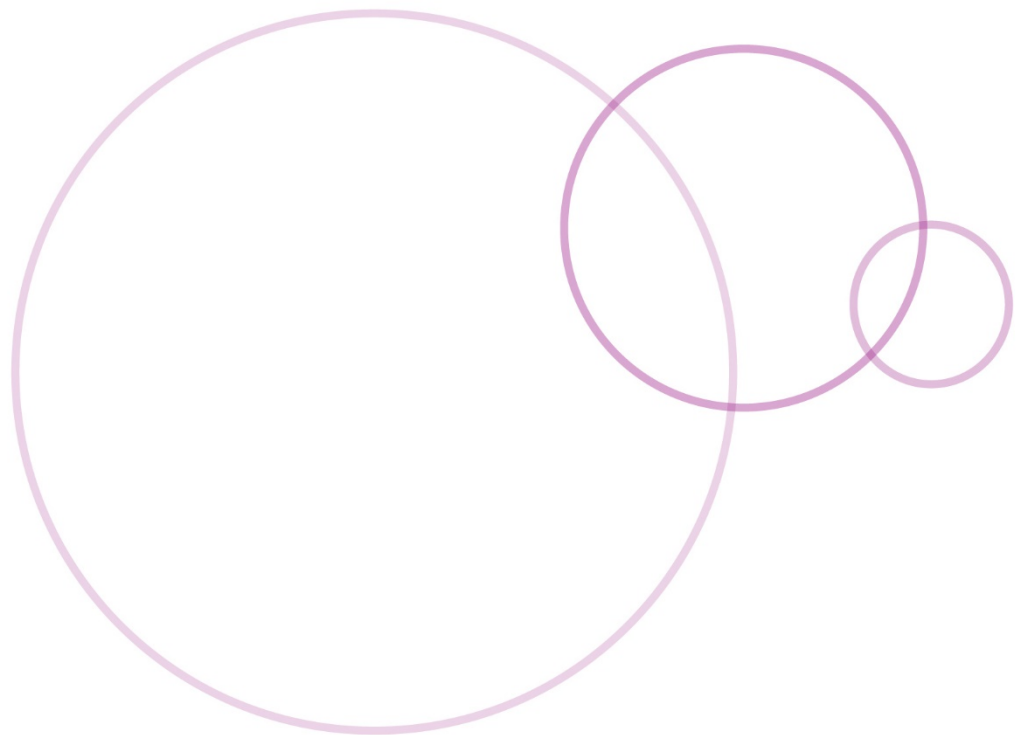
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 8</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p><i>Mangiamo e beviamo insieme!</i></p> <p>Students share information about their likes and dislikes of food and drinks and compare meals and mealtimes in Italy and Australia.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in language games to consolidate vocabulary and language structures • locate factual information in written texts • exchange information about likes and dislikes of food and drinks • participate in a revision quiz • participate in a role play of an interview about likes and dislikes. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to participate in a delayed dictation activity. Read a sentence aloud, then ask students to complete a quick oral task; for example, count to 10, count in tens, name the definite article for a noun. Students then write the dictated sentence in their <i>quaderno</i>. • Instruct students to complete the <i>Trova l'intruso</i> activity <i>Trova l'intruso – Mi piace mangiare e bere ...</i> (Appendix A), based on likes and dislikes of food and drinks. Students read the three descriptions, then read a series of statements and circle the odd one out. • Direct students to participate in a revision quiz prepared beforehand. Use a platform such as: <ul style="list-style-type: none"> ▪ Gimkit https://www.gimkit.com/ ▪ Blooket https://www.blooket.com/. • Introduce and explain the role play activity <i>Televisivo</i>. <ul style="list-style-type: none"> ▪ Ask students to imagine that they are recording a live television show about likes and dislikes and that the aim is for them to interact in Italian without a script. ▪ Allocate students to groups of three and explain each student's role. The interviewer can ask any question relating to likes/dislikes; the interviewee can answer in



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato</i>, <i>dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) 		<p>the positive or negative, using a conjunction, preferences and reasons for preferences; and the narrator retells the interviewee’s response using the third person; for example, <i>A Jessica piace mangiare il gelato e preferisce il cioccolato.</i></p> <ul style="list-style-type: none"> ▪ Ask students to change roles within their group so that they perform each of the roles. (Formative assessment) <p>Formative Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ locate and convey information in written and spoken texts about likes and dislikes of hobbies, foods and drinks ▪ create imaginative texts ▪ translate texts about hobbies using word lists ▪ use bilingual dictionaries ▪ make comparisons of hobbies, meals and mealtimes 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 ▪ express preferences and give reasons for preferences ▪ use subject pronouns and simple conjunctions ▪ express negation

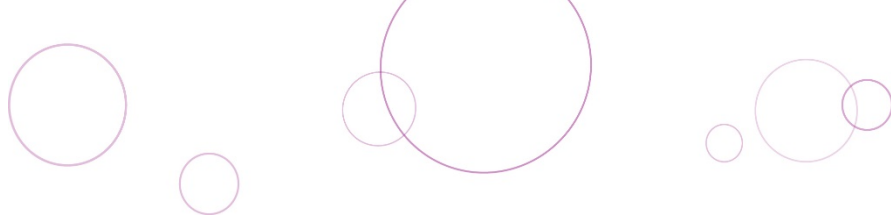


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i></p> <ul style="list-style-type: none">• expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i>• using simple conjunctions such as <i>e, poi</i> and <i>ma</i>		<ul style="list-style-type: none">▪ use singular forms of the present tense▪ use ordinal numbers and the names for days of the week▪ make connections between culture and language.

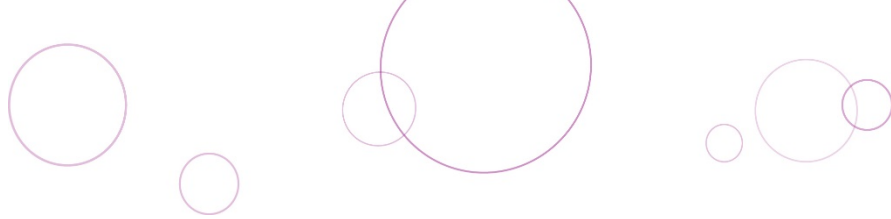


TERM 3

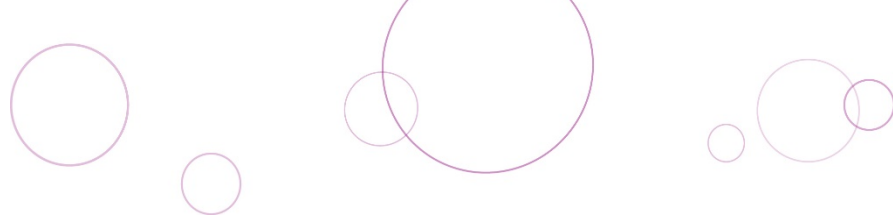
Weeks 1–8



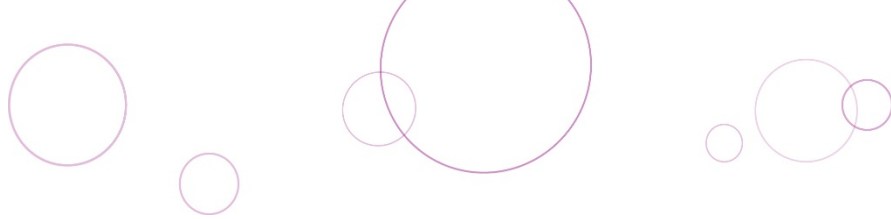
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 1</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p>	<p>La mia giornata</p> <p>Students exchange information about their daily routine.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> ask the time use cardinal numbers to tell the time locate information in written texts participate in language games to consolidate vocabulary and language structures exchange information about the timing of some daily routines. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Introduce/revise telling the time in Italian by showing students the audiovisual clip: <ul style="list-style-type: none"> How to Tell Time in Italian – Italian Time (YouTube) https://www.youtube.com/watch?v=zo3wDA1HdqE. Draw students’ attention to the singular and plural forms of the question and responses. Discuss the use of 24-hour time in Italy and make comparisons between telling and writing the time in Italian and English, such as digital times are written with a full stop between the numbers in Italian, i.e. 7.00. Provide students with opportunities to practise the language structures, for example: <ul style="list-style-type: none"> <i>Abbina gli orari</i> and <i>Che ore sono?</i> worksheets 1 and 2, Italian Unit 29, Telling the time – Languages Online https://www.education.vic.gov.au/languagesonline/italian/sect29/index.htm <i>Che ora è?</i> worksheet – Live Worksheets https://www.liveworksheets.com/cz1327068hb <i>Che ora sono?</i> worksheet – Live Worksheets, https://www.liveworksheets.com/nq918394fl. Provide students with a flash card each showing times in both digital and analogue. Ask students to circulate for five minutes and ask each other <i>Che ore sono?</i> or <i>Che ora è?</i>



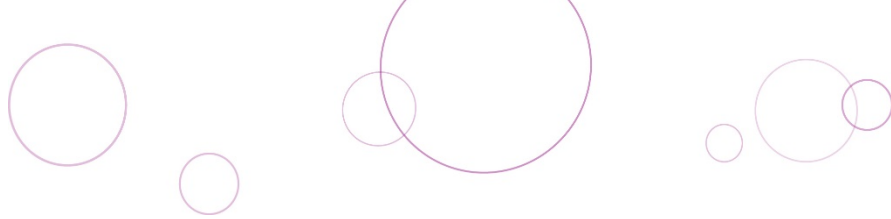
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Reflecting</p> <p>Notice and describe how language reflects cultural practices and norms</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiaivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i> 		<p>Students respond with the time on their flash card. Students then swap cards before asking the next person. This activity can be scaffolded by including the time in written text on the flash card.</p> <ul style="list-style-type: none"> Play a game of <i>Che ore sono, Signor Lupo?</i> outside or in the school hall. Instruct students to form two circles to participate in an inside-outside circles activity to practise asking about time and daily routines. Students use questions such as <i>A che ora vai a scuola?</i>; <i>A che ora pranzi?</i>; <i>A che ora ceni?</i>; <i>A che ora fai la musica?</i> <ul style="list-style-type: none"> The Teacher Toolkit – Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles.



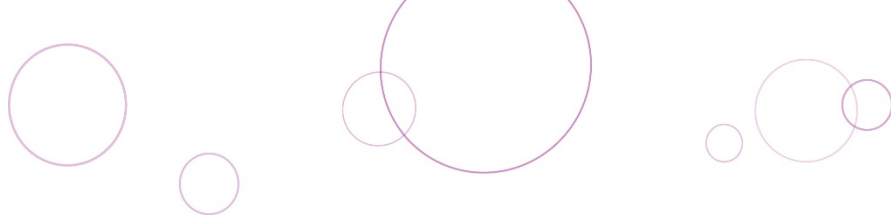
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo</i>; <i>secondo</i>; <i>la prima classe</i>		



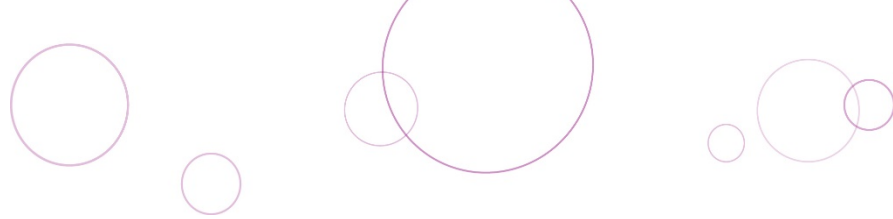
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 2</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>La mia giornata</p> <p>Students exchange information about their daily routine.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information about morning routines • participate in language games to consolidate vocabulary and language structures • locate information in spoken and written texts about daily routines • develop pronunciation of newly learnt vocabulary. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Revise telling the time structures by showing students the audiovisual clip: <ul style="list-style-type: none"> ▪ Telling the time in Italian – Useful Italian Phrases – Learn Italian with ItalianPod101.com (YouTube) https://www.youtube.com/watch?v=_zIGdMuEb3s. • Introduce the infinitive verbs for daily routines by showing students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>La Routine Giornaliera (lessico italiano)</i> – Fun and Easy Italian (YouTube) https://www.youtube.com/watch?v=cnTDWpEsER4. • Show the first person conjugation of daily action verbs by showing students the audiovisual clip: <ul style="list-style-type: none"> ▪ Describe Your Daily Routines in Italian in just 3 minutes Learn Basic Italian Vocabulary Online – 21 languages (YouTube) https://www.youtube.com/watch?app=desktop&v=RGEYymzrkOA • Provide students with a daily actions vocabulary list. • Direct students to circulate the classroom to ask five peers <i>A che ora ti alzi?</i> Students respond with <i>Mi alzo alle ...</i> • Ask students to participate in a <i>Trova il gemello</i> activity. <ul style="list-style-type: none"> ▪ Provide students with cue cards containing two daily activities showing a morning routine (prepared before



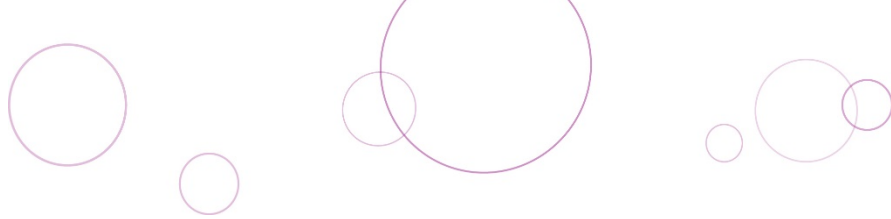
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> • using regular and reflexive verbs as formulaic expressions in the past tense, for 		<p>the lesson). Scaffolding for this activity can be provided by placing text on the cue cards (ensure there are two of each card). If there is an odd number of students, the teacher can have the matching card.</p> <ul style="list-style-type: none"> ▪ Ask students to use Italian to find the classmate who has the same morning routine; for example, <i>Cosa fai la mattina?; Mi alzo poi faccio colazione; Mi vesto poi mi lavo i denti</i>. Instruct students not to show their card to others. ▪ Students interview other students until they find their <i>gemello</i>. <ul style="list-style-type: none"> • Provide students with opportunities to practise the language structures, for example: <ul style="list-style-type: none"> ▪ <i>Una giornata tipica per Susanna</i>, worksheet 3, unit 29, Telling the time – Languages Online https://www.education.vic.gov.au/languagesonline/italian/sect29/index.htm ▪ <i>La mia giornata</i> worksheet – Live Worksheets https://www.liveworksheets.com/kn103809fk ▪ <i>6° novembre</i> worksheet – Live Worksheets https://www.liveworksheets.com/pk1301407dx. • Students participate in Quiz quiz trade with rooms of the house and furniture (prepare the cards beforehand).



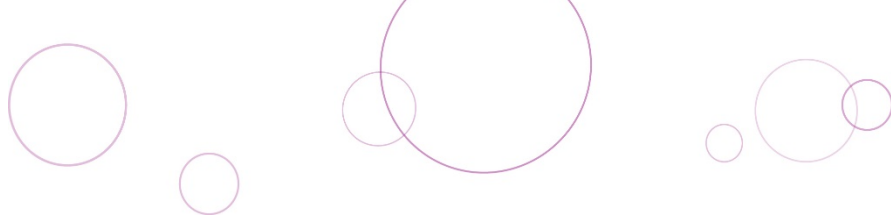
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i></p> <ul style="list-style-type: none"> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<p>Students quiz each other as a revision activity. This activity is explained further in the audiovisual tutorial:</p> <ul style="list-style-type: none"> Kagan Structure: Quiz, Quiz, Trade – Lee RebelTech (YouTube) https://www.youtube.com/watch?v=o4n60DpwYOG. Direct students to complete the cloze activity <i>La mia giornata tipo – Ascolti e completi</i> (Appendix A) while listening (without visuals) to the audiovisual clip: <ul style="list-style-type: none"> <i>La mia giornata tipo</i> (daily routine) – <i>Italiano per stranieri</i> – Ivana Tibaldi – <i>lingua italiana</i> (YouTube) https://www.youtube.com/watch?v=oTfcKmoHybM&t=92s. <p>Replay the clip with visuals for students to check their work. Teachers can scaffold this task by providing a word bank.</p> <ul style="list-style-type: none"> Ask students, in pairs, to complete the Spot the differences activity from: <ul style="list-style-type: none"> My favourite read-aloud tasks and how I use them – The Languages Gym https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/. Partner B can ask Partner A to repeat; <i>Ripeti, per favore</i>, or slow down; <i>Più piano</i>, per favore. When they finish, students discuss the differences found. Students then repeat the exercise with a new text and swap roles so



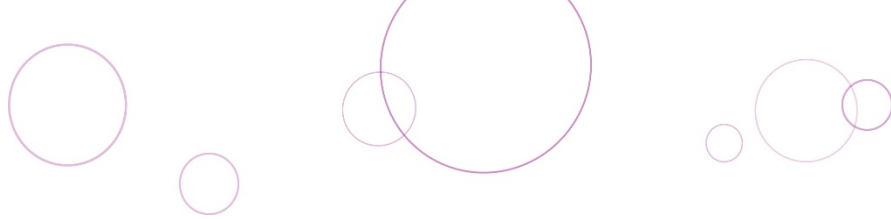
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>both partners have the opportunity to read aloud and to listen. For example:</p> <ul style="list-style-type: none">○ <i>Mi alzo alle sei e un quarto poi faccio la doccia. Alle sei e mezza mi vesto poi mi lavo i denti. Vado a scuola alle sette e venti (Partner A's text).</i>○ <i>Mi sveglio alle sei e dieci poi faccio il bagno. Alle sei e venti mi preparo poi mi lavo la faccia. Vado al lavoro alle sette e mezza (Partner B's text).</i>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 3</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p>	<p>La mia giornata</p> <p>Students exchange information about their daily routine.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> locate information in spoken texts about daily routines participate in language games to consolidate vocabulary and language structures develop pronunciation of newly learnt vocabulary formulate questions about daily actions describe their daily routine. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Ask students to participate in a <i>Ho ..., Chi ha ...?</i> activity. <ul style="list-style-type: none"> Make the set of cards before the lesson. Teachers may choose to include time along with daily actions. Give each student one card. The student with the card that says <i>Ho il primo biglietto</i> starts. Encourage the class to be as fast as possible. You could repeat this activity in a later lesson and challenge them to beat their previous time or another class's time. <p>Remind students how to participate in a Circling activity. Ask a series of questions based on pictures (prepared before the lesson). First, present a short description linking known language structures with the new daily routine vocabulary; for example, <i>Marina si alza alle sette</i>. Then ask the students:</p> <ul style="list-style-type: none"> yes/no questions; for example, <i>Si sveglia alle sette?</i> either/or questions; for example, <i>Si alza alle sei o alle sette?</i> a question that requires a negative response; for example, <i>Fa la colazione alle sette?</i> questions that require one-word answers (interrogatives are used here); for example, <i>Cosa fa alle sette?</i> an open-ended, detail-oriented question (requires students to add to the story); for example, <i>Cosa fa dopo si alza?</i>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al</i> 		<p>Whole class responses are expected as full sentences; for example,</p> <ul style="list-style-type: none"> Teacher (showing a picture of a person getting up with a clock showing 7:00) <i>Si sveglia alle sette?</i> Whole class: <i>No, non si sveglia alle sette</i> or <i>No, si alza alle sette.</i> <ul style="list-style-type: none"> Ask students to participate in the Sentence chaos activity from the book <i>Breaking the Sound Barrier</i> by Gianfranco Conti and Steve Smith (2019, p. 49). This is a read-aloud activity which allows students to practise their listening and speaking skills in a fun and competitive manner. Explain to students the rules of the <i>Hai ...?</i> activity. <ul style="list-style-type: none"> Choose five students to stand at the front of the class. Give them each a card with an Italian name and five pictures of daily actions. Place A4 sheets on the whiteboard showing the names and daily actions of each character. Students take turns asking questions with yes/no answers to deduce which student has which name; for example, <i>Ti addormenti? Sì, mi addormento</i> or <i>No, non mi addormento</i>. Students can only guess a name once, so they need to listen to the questions asked and the answers given. Make sure every student asks one question before allowing guesses to be made. Students can guess one or



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><i>parco con Alberto; lo vado a Albany il weekend</i></p> <ul style="list-style-type: none">• using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i>• using simple conjunctions such as <i>e, poi</i> and <i>ma</i>		<p>more student names; for example, <i>Lucas, sei Nunzio?</i> Continue until all names have been revealed. (Formative assessment)</p> <ul style="list-style-type: none">• Revise descriptions of daily actions by showing students the audiovisual clip:<ul style="list-style-type: none">▪ Learn Italian: daily routine (Lesson 26 – Beginner) – Learn Italian with Lucrezia (YouTube) https://www.youtube.com/watch?app=desktop&v=eLH7XOz2yNs.• Ask students to write a brief description of their daily routine in their <i>quaderno</i> then read it aloud to their shoulder partner.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 4</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p>La mia giornata</p> <p>Students exchange information about their daily routine.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • develop pronunciation of newly learnt vocabulary • conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense • locate information in spoken texts about daily routines • participate in language games to consolidate vocabulary and language structures • convey information about their daily routine • conduct a class survey about daily routines. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Revise the language for daily routines by showing students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Cosa fai la mattina? – L'Italiano da Lontano</i> (YouTube) https://www.youtube.com/watch?app=desktop&v=7N3tLmEiFIY. Ask students to say the words as they appear. • Use the <i>Routine Quotidiana Oggettivo</i> presentation from: <ul style="list-style-type: none"> ▪ Slideplayer https://slideplayer.it/slide/15494991/ to discuss verb conjugations in the <i>io, tu</i> and <i>lui/lei</i> forms. • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Canzone di routine quotidiana canzone per bambini Daily Routine Song Oh My Genius Italiano – Oh My Genius Italiano</i> (YouTube) https://www.youtube.com/watch?v=K8L4fa15PBI. • Ask students to write the daily actions of the character in the third person; for example, <i>Cosa fa lei al mattino? Si sveglia, si lava la faccia e si lava i denti</i>. Remind students to use language for clarification and asking for help; for example, <i>Ho bisogno d'aiuto per favore; Come si dice 'She eats breakfast' in italiano?</i> (Formative assessment) • Do a flash card sequencing activity using the daily routine description from the audiovisual clip (audio only):

Informing

Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

Understanding

Systems of language

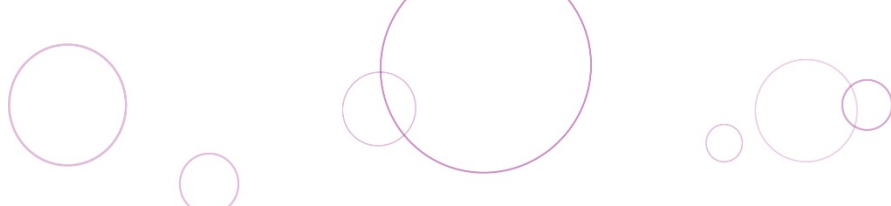
Develop pronunciation and intonation in Italian, for example, *sc* followed by *h* or *i/e* (*schivo*, *piscina*, *pesce*) and letter combinations such as *gn* (in *lavagna*) and *gl* (in *famiglia*)

Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including *sabato*, *dicembre*

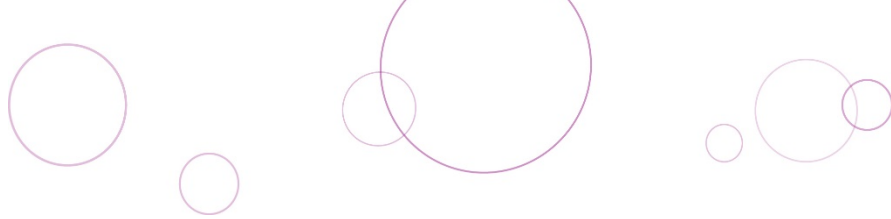
Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- learning to conjugate common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense, for example, *lo gioco a*

- Daily Routine Verbs – In Italian – *Italiando* – Learn Italian with Silvia (YouTube)
<https://www.youtube.com/watch?app=desktop&v=DNgxMi35pUA>.
- Provide groups of students with a set of flash cards each. As they listen to the audiovisual clip they sequence the flash cards.
- Write daily actions randomly on the whiteboard in Italian. Divide the class into two teams to play a game of Flyswat with daily actions on the whiteboard. Provide one member from each team with a flyswat. Call out an action in English and the first student to swat the correct word wins a point for their team. The losing team chooses another team member. After three wins in a row, students must also choose another team member.
- Revise first-person conjugation in the present tense by showing students the audiovisual clip:
 - *Sai raccontare la tua giornata?* – Elisabetta Verticelli (YouTube)
<https://www.youtube.com/watch?v=RI3uXZ0902k>.
- Ask students to write a paragraph describing their morning routine and record it using an application such as Voki for Education or Voice Memos. Encourage students to use simple conjunctions such as *e*, *poi* and *ma*.
- Instruct students to change the sentence they write using the information from the daily calendar in their *quaderno* to include a daily action in the past tense; for example, *Mi*

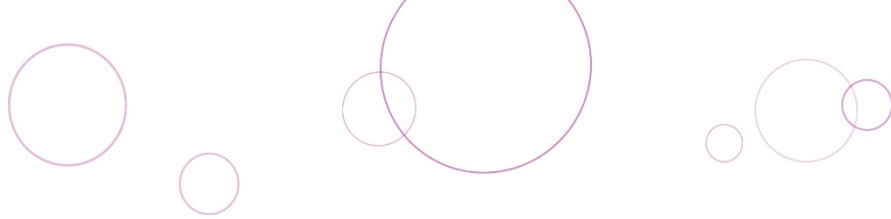


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><i>calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i></p> <ul style="list-style-type: none"> • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> • using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<p><i>sveglio alle sei. Mi sono alzato alle sette.</i> Select students to read their sentence to the class.</p> <ul style="list-style-type: none"> • Ask students to complete the worksheet: <ul style="list-style-type: none"> ▪ <i>Un Sondaggio della classe</i> – worksheet 6, Unit 29, Telling the time – Languages Online, https://www.education.vic.gov.au/languagesonline/italian/sect29/index.htm.

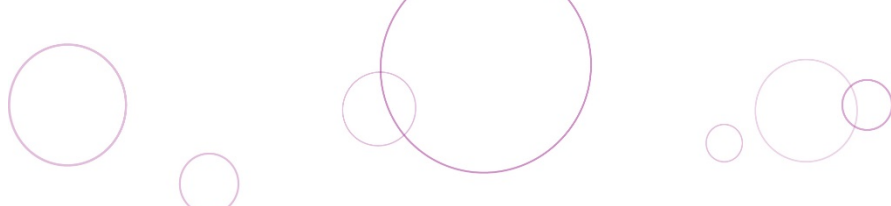


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 5</p> <p>Communicating</p> <p>Socialising</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Informing</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p>	<p>La mia giornata</p> <p>Students exchange information about their daily routine.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense participate in language games to consolidate vocabulary and language structures locate information in spoken text create a storyboard/comic strip about their daily routine. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Revise infinitive verb forms using the audiovisual clip: <ul style="list-style-type: none"> <i>Lessico 20 le azioni quotidiane – Telemaco</i> (YouTube) https://www.youtube.com/watch?app=desktop&v=RWU-DIWVmvws. Direct students to complete the worksheet <i>I verbi delle azioni quotidiane</i> (Appendix A). Ask students for the English translation of each verb and help them to conjugate the <i>io</i>, <i>tu</i>, <i>lui/lei</i> forms for the reflexive and regular verbs. Allocate students into pairs to play the <i>Battaglia navale</i> game. Explain the rules of the game, and teach and model the language structures and vocabulary required for the game; for example, <i>Acqua!</i>; <i>Mancato!</i>; <i>Colpito!</i>; <i>Affondato!</i>; <i>Tocca a te/me.</i>; <i>Cominciamo!</i> Distribute laminated <i>battaglia navale</i> cards (prepared beforehand) and review the subject pronouns and verbs listed (use verbs from the worksheet <i>I verbi delle azioni quotidiane</i>). Check with students that they understand how to conjugate and allow them to use the worksheet for support. Instruct students to use whiteboard markers to shade in squares on the grid to represent their ‘navi’. <i>Le navi</i> are all one cell wide but different lengths. Students should shade

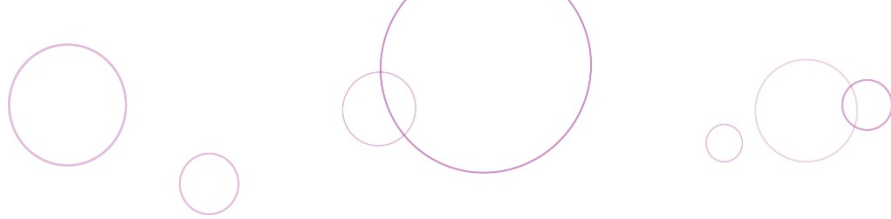
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and</p>		<p>two 1-cell <i>navi</i>, two 2-cell <i>navi</i>, one 3-cell <i>nave</i> and one 4-cell <i>nave</i>. <i>Le navi</i> can go horizontally or vertically, but not diagonally.</p> <ul style="list-style-type: none"> To play the game: <ul style="list-style-type: none"> Students sit with a barrier between them. The first player guesses a grid location by conjugating the verb at the top of the column in the form indicated by the subject pronoun at the start of the row; for example, if the verb is <i>alzarsi</i> and the subject pronoun <i>tu</i>, then the student guessing must say (<i>tu</i>) <i>alzi</i>. If this cell is blank on the second player's grid then he/she says <i>Mancato!</i> and it is his/her turn to guess. If it is a hit, the second player says <i>Colpito!</i> and the first player gets to guess again. If it is a one-cell boat, or once all the cells for a boat have been guessed, the second player says <i>Affondato!</i> The first player to sink all of the opposing player's ships wins. (Formative assessment) Show students the audiovisual clip (audio only): <ul style="list-style-type: none"> <i>Azioni Quotidiane</i> (How to talk about daily routine in Italian) – Fun and Easy Italian (YouTube) https://www.youtube.com/watch?app=desktop&v=lxJh1g0ysN4.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
explain how particular features of such texts help to achieve their purpose		<ul style="list-style-type: none">• After watching the clip, students complete the worksheet <i>Azioni Quotidiane – Vero o falso</i>. (Appendix A) Replay the clip with visuals for students to check their work.• Ask students to design a storyboard/comic strip of a typical school day. This could be completed using applications such as Book Creator or PicCollage, from a website such as StoryboardThat, or in their <i>quaderno</i>. Ensure students include time and reflexive, regular and irregular verbs; for example, <i>Mi sveglio alle sei e mezza, poi mi alzo subito. Mi vesto e faccio (la) colazione. Vado a scuola alle sette e mezza. Pranzo alle tredici e torno a casa alle quindici. Faccio i compiti e ceno alle venti. Vado a letto alle venti e un quarto.</i>

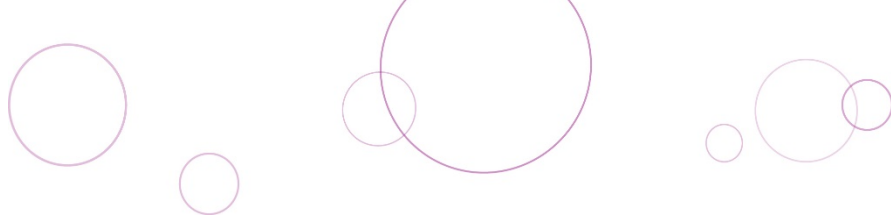


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 6</p> <p>Communicating</p> <p>Socialising</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Creating</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p>	<p><i>La mia giornata</i></p> <p>Students exchange information about their daily routine.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> locate information in written texts about daily routines create an alternative ending to a comic strip translate simple texts about daily routines participate in language games to consolidate vocabulary and language structures use bilingual dictionaries. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Reinforce daily actions and time vocabulary by showing students the audiovisual clip: <ul style="list-style-type: none"> My daily routine in Italian – Learn Italian Language – <i>Learnita</i> (YouTube) <ul style="list-style-type: none"> https://www.youtube.com/watch?app=desktop&v=bZU7qSZG1T0&t=2s or: <ul style="list-style-type: none"> <i>La mia Giornata – Maestra Elisa</i> (YouTube) <ul style="list-style-type: none"> https://www.youtube.com/watch?app=desktop&v=PDESoyS5sl0. Ask students to complete the worksheet <i>Leggi, poi abbinati le ore con le azioni</i> (Appendix A). Students read the text and match the times and actions according to the text. Provide students with access to the comic strip: <ul style="list-style-type: none"> <i>Paco Dormiglione</i> – The Milan Illustrations Agency <ul style="list-style-type: none"> https://www.milan-illustrations.com/product/illustrations/chsk208/. Instruct students to create four new panels to continue the story. This could be completed using applications such as Book Creator or PicCollage, from a website such as StoryboardThat, or in their <i>quaderno</i>. Before the lesson, prepare a text describing a fictional person’s daily routine, including time written in the third

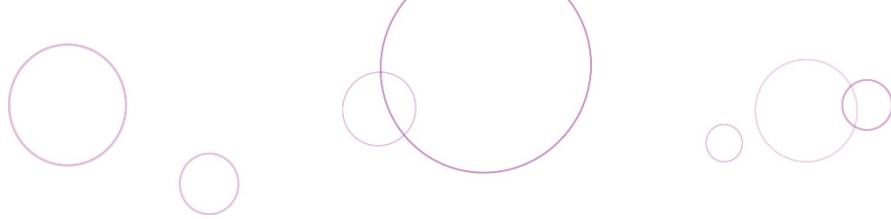


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Translating</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiaivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p>		<p>person singular present tense. Ask students to participate in a ‘running translation’ activity:</p> <ul style="list-style-type: none"> ▪ Divide the class into groups of four of mixed ability. Students will work in their group to translate a paragraph placed 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>Stefano si sveglia alle sei meno un quarto. Si alza alle sei poi si veste e fa colazione. Dopo colazione si lava la faccia e si lava i denti. Prepara lo zaino alle sette ed esce da casa alle sette e un quarto a prendere l’autobus. Arriva a scuola alle otto meno dieci.</i> ▪ Allow students to use bilingual dictionaries and classroom resources. ▪ The group with the most accurate translation is the winner. <ul style="list-style-type: none"> • Instruct students to complete the <i>Trova l’intruso</i> activity based on daily actions (<i>Trova l’intruso – La mia giornata tipica</i> in Appendix A). Students read the three descriptions, then read a series of statements and circle the odd one out. • Before the lesson, prepare two texts to use in the following translation game. Ensure new language structures, vocabulary and negation are included in the text. The task

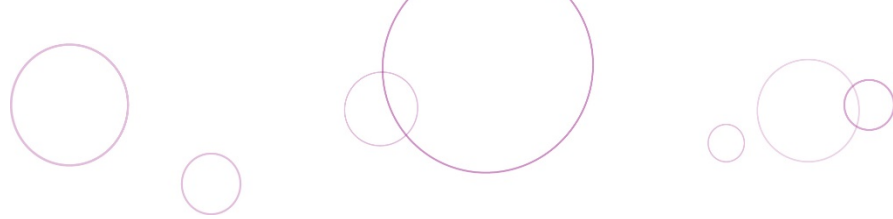
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> • using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>		<p>can be differentiated by providing different versions depending on the student's ability.</p> <ul style="list-style-type: none"> ▪ Translation tasks that have significantly enhanced my teaching – Oral translation ping pong – The Language Gym https://gianfrancoconti.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/. (Formative assessment)



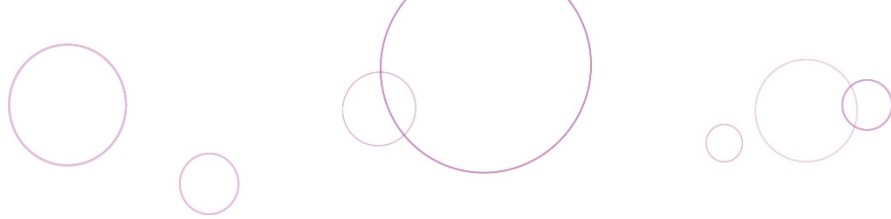
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 7</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p>La mia giornata</p> <p>Students exchange information about their daily routine.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information about the times of daily routines • participate in language games to consolidate vocabulary and language structures • make a video about their daily routine including the times. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Students form two circles to participate in an inside-outside circles activity to practise asking about time and daily routines. They use questions such as <i>A che ora alzi?; A che ora vai a letto?; A che ora fai la doccia?; A che ora ti svegli?</i> <ul style="list-style-type: none"> ▪ Inside/Outside Circles – The Teacher Toolkit http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles. • Play the Sentence stealer game (<i>Ladri di Carte</i> in Italian) from the following link to reinforce language structures about daily routines, consolidate vocabulary and develop pronunciation: <ul style="list-style-type: none"> ▪ My favourite read-aloud tasks and how I use them – Sentence stealer – The Language Gym https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/ • Instruct 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 daily action or time and asks for the answer in Italian. If students are the first to respond with the correct answer, they win a point for their team. The other student goes to the back of their line. Three correct responses in a row also sends students to the back of the



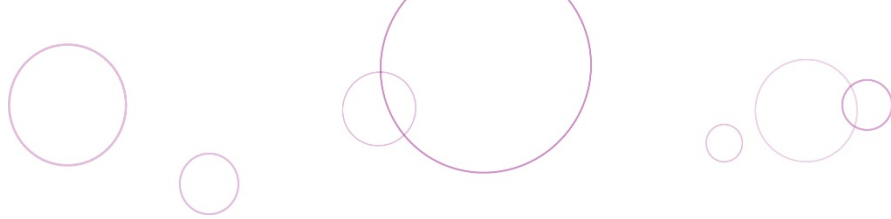
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Informing</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> 		<p>line. Only the first student in each line may answer. After a set time period, the team with the most points wins.</p> <ul style="list-style-type: none"> Show students the audiovisual clip as an introduction to explaining to students that they are going to make their own video of their daily routine: <ul style="list-style-type: none"> La mia giornata – <i>CPIA 4 Torino – Istruzione per adulti</i> (YouTube) https://www.youtube.com/watch?v=YLKOWPYSz10. Ask students to include times in their video. Allocate students to pairs to complete this task. Instruct them to include at least six daily actions in their video. Students need to include the sentence, image and voice recording for each action.



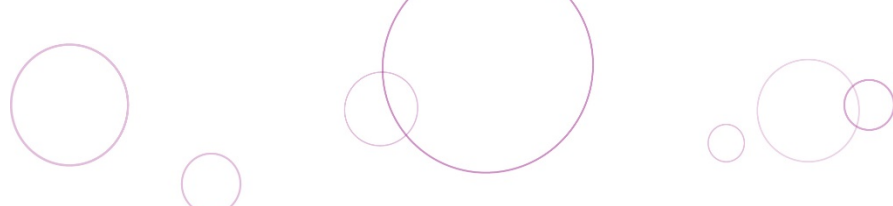
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">• using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i>• using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i>• using simple conjunctions such as <i>e, poi</i> and <i>ma</i>		



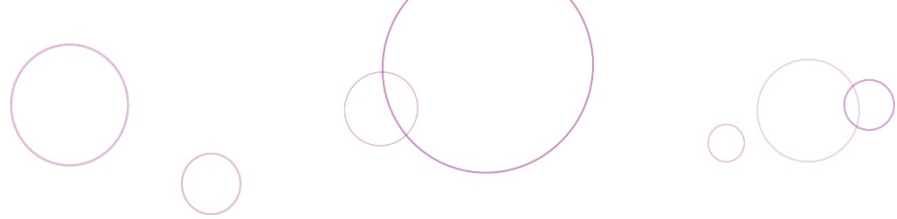
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 8</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p><i>La mia giornata</i></p> <p>Students create a storyboard about an Italian child’s school day.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange information about the times of daily routines • participate in language games to consolidate vocabulary and language structures • create a storyboard about the school day of an Italian child. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to participate in a game of <i>Ladri di mollette</i>. Distribute three <i>mollette</i> to each student and instruct them to attach them to their collar. Students then circulate asking peers questions about their daily routine; for example, <i>A che ora ti alzi?; Quando fai la doccia?; A che ora ceni?</i> When students are interacting, if they hear a peer speaking in English, they ‘steal’ one of their <i>mollette</i>. After a set time the winner is the one with the most <i>mollette</i>. Encourage students to request help (for example, <i>Aiuto, per favore</i> or for repetition (for example, <i>Non ho capito, Può ripeterlo?</i>) when needed. <p>Summative assessment</p> <ul style="list-style-type: none"> • Students complete the formal assessment task <i>La Giornata Tipica</i> (Appendix C). Students locate information in spoken texts about daily routines and create a storyboard about the daily routine on a school day of an imaginary Italian child. They use vocabulary for days of the week, time of day, daily activities and pastimes, and the third person present tense form of the verb.



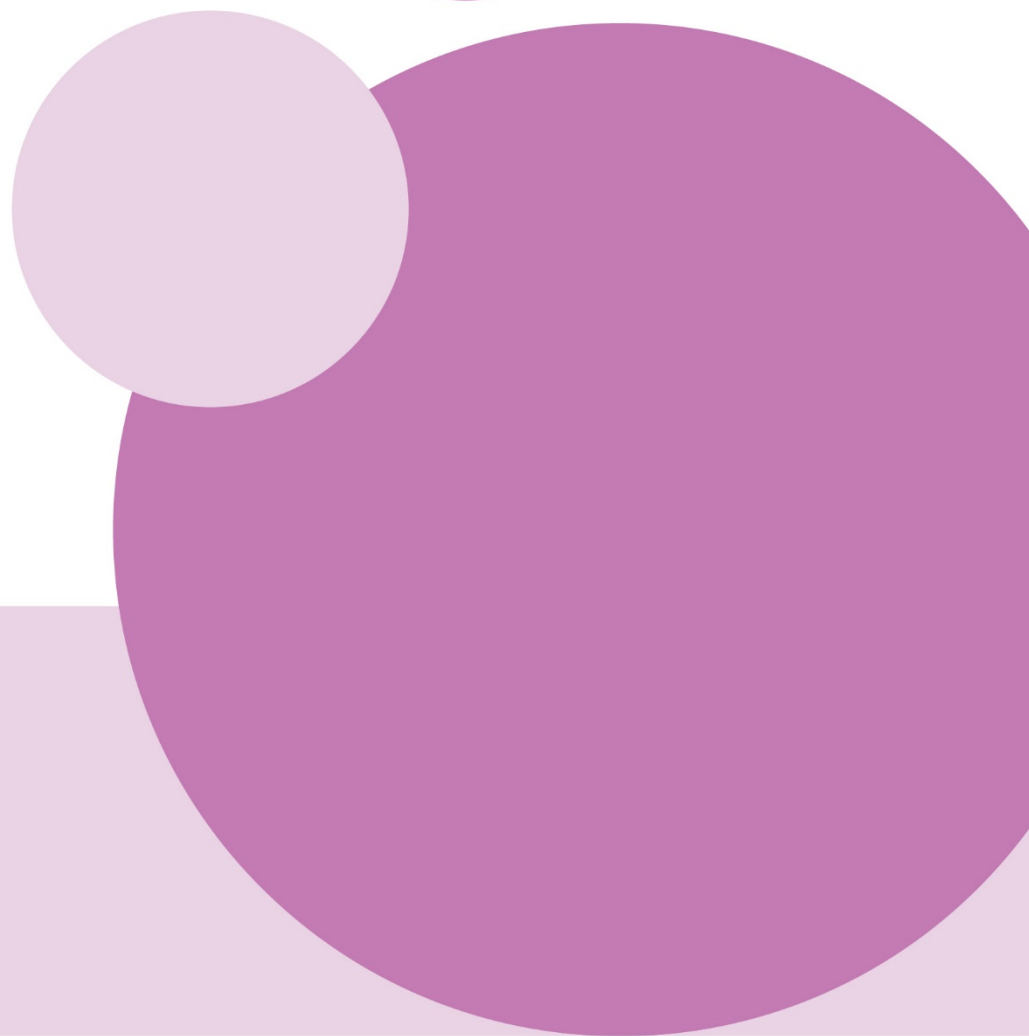
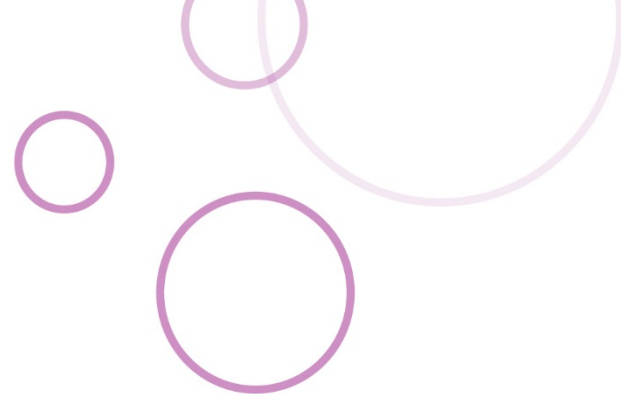
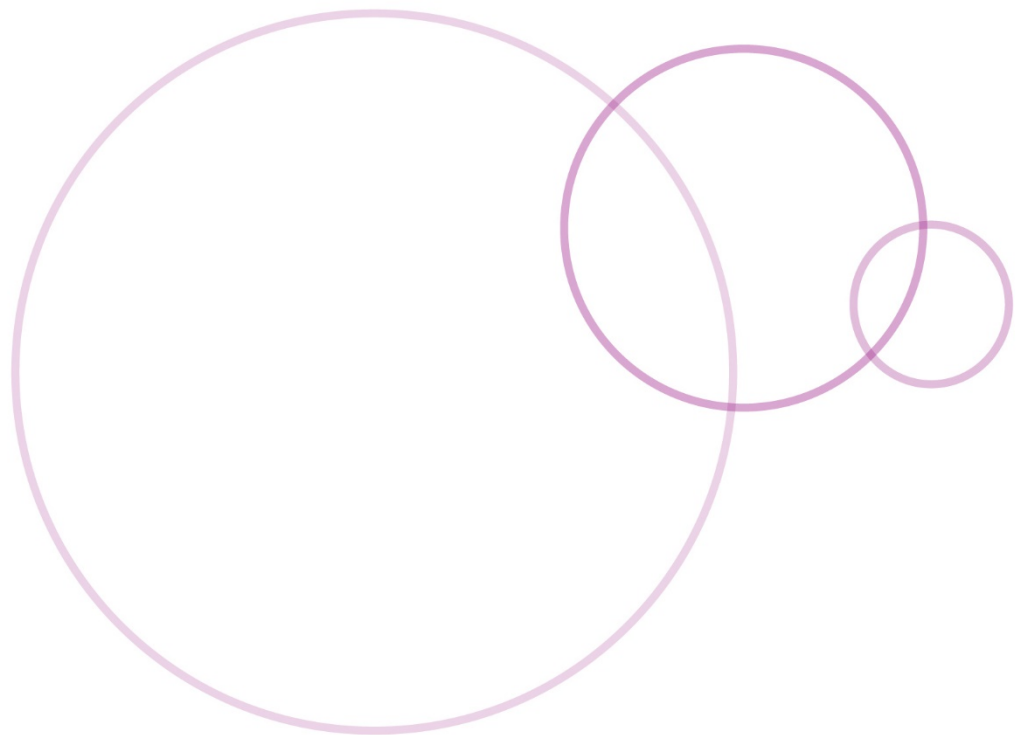
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Creating</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Understanding</p> <p>Systems of language</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p>		<p>Formative assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ exchange information about daily routines ▪ locate and convey information in written and spoken texts about daily routines and time ▪ create imaginative texts ▪ translate simple texts ▪ use bilingual dictionaries ▪ distinguish and vary intonation between the Italian for asking a question and giving the reply ▪ conjugate common regular and irregular verbs in the singular ▪ use cardinal numbers to tell the time ▪ use regular and reflexive verbs as formulaic expressions in the past tense ▪ use simple conjunctions.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> • using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and</p>		

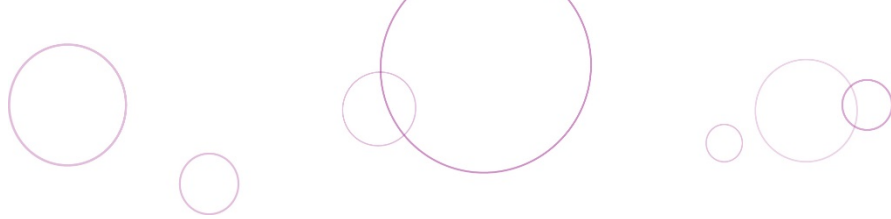


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
explain how particular features of such texts help to achieve their purpose		

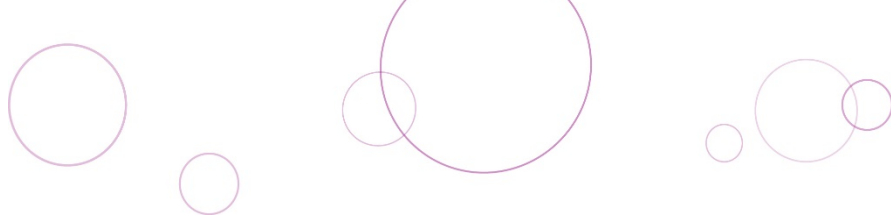


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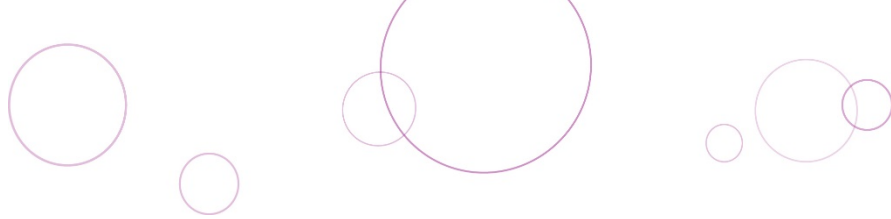
Weeks 1–8



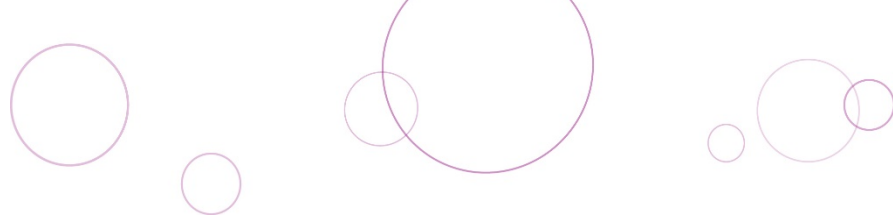
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 1</p> <p>Communicating</p> <p>Socialising</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Creating</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p>	<p><i>Andiamo a Roma!</i></p> <p>Students take a virtual class trip to <i>Roma</i>.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • indicate where Italy is spoken in the world on a map • share responses to characters and events in the story book <i>Mr Chicken Arriva a Roma</i> • sequence the story <i>Mr Chicken Arriva a Roma</i> • locate information in written texts • explore the <i>Colosseo</i> virtually • compare the <i>Colosseo</i> and its uses to Australian places and events. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to recall from Year 3 where people speak Italian. Write the answers students volunteer on the whiteboard; for example, Italy and Fremantle. • Show students one of the following audiovisual clips about where Italian is spoken in the world. Discuss with students the historical reasons for this distribution and whether it matches their preconceptions: <ul style="list-style-type: none"> ▪ How Many People Speak Italian? By The Numbers – Babbel USA (YouTube) https://www.youtube.com/watch?v=T9xVfGLCuLI ▪ Where Is Italian Spoken In The World? – Italian for Americans (YouTube) https://www.youtube.com/watch?v=dG_6BhWxSxs ▪ Where is Italian spoken in the world? <i>L'italiano nel mondo</i> – Learn Italian with Lucrezia (YouTube) https://www.youtube.com/watch?v=yHt_qik6TLU (in Italian) ▪ Where is the Italian language spoken? In which countries is Italian the official language? – LearnAmo (YouTube) https://www.youtube.com/watch?v=JwYNkU9-JWA (in Italian).



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo</i>; <i>secondo</i>; <i>la prima classe</i> <p>Role of language and culture</p> <p>Recognise that Italian is the official language of Italy, the Vatican City, San Marino and parts of Switzerland and is a major community language in other parts of the worlds, including Australia</p>		<p>Information can also be found at:</p> <ul style="list-style-type: none"> How many people speak Italian, and where is it spoken? – Babbel https://www.babbel.com/en/magazine/how-many-people-speak-italian-where-spoken. Ask students to indicate on a map where Italian is spoken in the world. Use different colours for official language, community language etc. Ensure students include a legend on their map; provide an example on the whiteboard. Some examples can found at: <ul style="list-style-type: none"> Linguistic Map of Italian Language – Wikimedia Commons https://commons.wikimedia.org/wiki/File:Linguistic_map_of_the_Italian_language.svg Italian as an Official Language – Deviant Art https://www.deviantart.com/siliconferret/art/Italian-as-an-Official-Language-737555454. Explain to students that the class is going to go on a virtual trip to the capital of Italy, Rome. Read the book <i>Mr Chicken Arriva a Roma</i> by Leigh Hobbs aloud to students. The book can also be accessed through the audiovisual clip: <ul style="list-style-type: none"> Hometime with Robbie & Susie Europe Week Italy Educational videos for preschool toddlers –

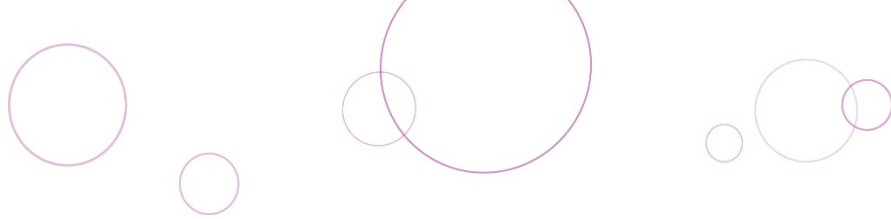


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>Little Miracles (YouTube) https://youtu.be/TFXS0ONqU0Y?t=268.</p> <ul style="list-style-type: none">• Encourage students to respond to the text; for example, <i>Mi piace ...</i>; <i>La storia parla di ...</i>; <i>La mia pagina favorita è ...</i>• Prepare sets of flash cards with images of key parts of the story, to enable students to sequence the story. Re-read the story to the class and ask students to work in groups to silently sort the cards into the correct sequence. After reading their sequenced story, ask students to discuss the story in their group and make any adjustments necessary. Encourage them to use ordinal numbers in their discussion; for example, <i>Questo è primo</i>; <i>Questo è terzo</i>. Once they are confident with the sequence, provide them with <i>Mr Chicken Arriva a Roma</i> story sentence strips translated into Italian, and ask that they match these to the pictures. Challenge the groups to choral read the story to the class.• As a class, discuss different cultural elements in the book, such as places, foods, eating with family, and cooling yourself down in <i>La fontana di Trevi</i>.• Show students the following audiovisual clip and ask them to compare the <i>Colosseo</i> and its uses to places and events in Australia; for example, stadiums used for sports and concerts.

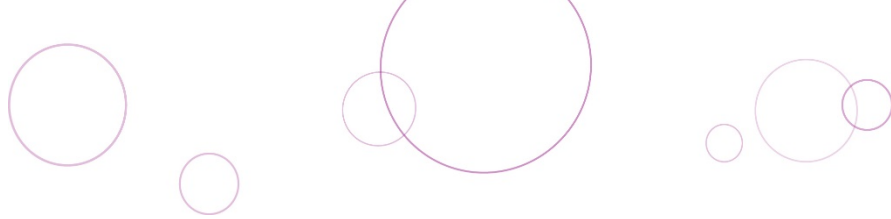


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li data-bbox="1384 379 2049 491">▪ Rome Colosseum Virtual Tour with Roman Guide – Italy4Real https://www.youtube.com/watch?v=dE5d2m2EkqA

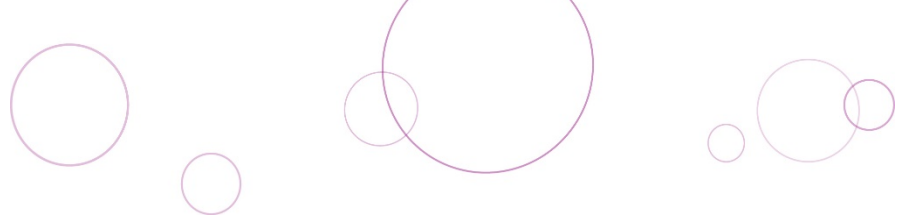
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 2</p> <p>Communicating</p> <p>Socialising</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Translating</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings</p>	<p><i>Andiamo a Roma!</i></p> <p>Students take a virtual class trip to <i>Roma</i>.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use prepositions to indicate location • translate simple texts about locations in Rome • participate in language games to consolidate new vocabulary and language structures • compare Italian and Australian road signs • match images of road signs to their meanings. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ Rome 10 best places – Vidtur (YouTube) https://www.youtube.com/watch?v=s9-ZMG230QM. Ask students which places they saw in the book <i>Mr Chicken Arriva a Roma</i>. • Provide students with a graphic showing the prepositions of place; such as the one found at: <ul style="list-style-type: none"> ▪ <i>Le preposizioni di luogo</i> – Italian Online Tutor https://serenaitalian.wordpress.com/2013/10/24/le-preposizioni-di-luogo/. Drill the language structures. • Give students a map of Rome with landmarks from the book and the recently viewed audiovisual clip, such as the Rome Sightseeing Map from: <ul style="list-style-type: none"> ▪ On the World Map https://ontheworldmap.com/italy/city/rome/rome-sightseeing-map.jpg. • Ask students to locate places on the map by providing a description using a starting reference and prepositions; for example, <i>Il Colosseo è qui. Sopra al Colosseo e alla sinistra c'è il Pantheon</i>. After the teacher has modelled a few examples to the class, allocate students to pairs and instruct them to take turns to describe the location of places to each other.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Reflecting</p> <p>Notice and describe how language reflects cultural practices and norms</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>		<ul style="list-style-type: none"> • Revise the rules of the game One dice, one pencil. Allocate students to groups of three or four. Provide each group with one pencil, one dice and a text to translate (this can be differentiated). The text should be written in English so students are required to translate the text into Italian. 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 take the pencil from the first student and begin their own translation. The first person to finish their translation is the winner. Encourage students to use vocabulary lists to guide their translation. Teachers should ensure sentences include prepositions about locations in Rome. (Formative assessment) • Divide the class into four teams. Decide on two pictures of Rome landmarks to be hidden. Send one team outside the room while the remainder of the class decide on hiding places for the landmarks within the classroom in locations that can be described using prepositions of place; for example, <i>sotto lo scaffale, vicino alla porta</i>. The team returns to the room and asks yes/no questions that include prepositions of place to the remainder of the class; for example, <i>Il Colosseo è vicino alla lavagna? La Fontana di Trevi è sotto un libro? Il Foro Romano è sopra qualcosa?</i>

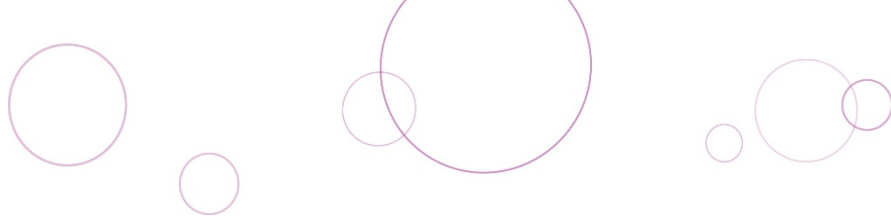


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • using simple prepositions to indicate location or direction such as <i>a, in, a sinistra, a destra, sopra, sotto, dietro</i>, for example, <i>a casa; in città; a sinistra; sopra il tavolo</i> <p>Role of language and culture</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		<p>Once the team has located both landmarks, the game is repeated for the remaining teams. The aim of the game is to find both objects by asking the fewest questions. Points are allocated for each question asked. The team with the lowest number of points wins.</p> <ul style="list-style-type: none"> • Introduce students to road signs in Italy using the following websites: <ul style="list-style-type: none"> ▪ Driving in Italy: Italian Road Signs – Italy Explained https://italyexplained.com/driving-road-signs-italy/ ▪ Road signs in Italy – Wikipedia https://en.wikipedia.org/wiki/Road_signs_in_Italy ▪ Lord, Show Me a Sign: Understanding Road Signs in Italy – Grand Voyage Italy http://www.grandvoyageitaly.com/piazza/lord-show-me-a-sign-road-signs-in-italy. <p>Discuss with students the similarities with and differences to Australian road signs.</p> <ul style="list-style-type: none"> • Provide students with opportunities to practice the meanings of the road signs, for example: <ul style="list-style-type: none"> ▪ <i>Educazione Stradale: Schede Didattiche per la Scuola Primaria</i> – Worksheets from <i>Pianeta Bambini</i> https://pianetabambini.it/educazione-stradale-schede-didattiche-scuola-primaria/.

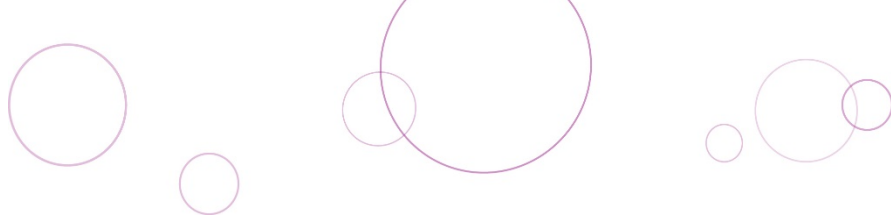


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ Play a quiz using a platform such as:<ul style="list-style-type: none">○ Gimkit https://www.gimkit.com/○ Blooket https://www.blooket.com/.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 3</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p>Andiamo a Roma!</p> <p>Students take a virtual class trip to <i>Roma</i>.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • brainstorm items to put in a <i>zainetto</i> • exchange information about breakfast preferences • virtually explore landmarks of Rome • comment on the similarities and differences between <i>pizza al taglio</i> and <i>pizze</i> in Italy and Australia • present a dialogue about <i>pizza al taglio</i> • create and perform a role play about ordering <i>pizza al taglio</i> based on modelled language. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Explain to students that they are going to ‘go sightseeing’ and they need to pack their <i>zainetto</i> for the ‘day’. Note the use of the <i>-etto</i> suffix. Brainstorm as a class items they would need to include in the <i>zainetto</i>. Ensure they include <i>un sacchetto</i> for their souvenirs. • Explore <i>Roma</i> virtually for a ‘day’: <ul style="list-style-type: none"> ▪ Begin by buying <i>un cornetto</i> for breakfast. Show students the photos from <ul style="list-style-type: none"> ○ ‘Best Croissant in Rome’ – Tripadvisor https://en.tripadvisor.com.hk/ShowUserReviews-g187791-d1171783-r414893088-Il_Cornettone-Rome_Lazio.html. <p>Ask students to say which croissant they would order; for example, <i>Vorrei un cornetto alla fragola; Vorrei un cornetto con Kinder maxi</i>.</p> <ul style="list-style-type: none"> ▪ After ‘breakfast’, ‘visit’ one or more of the following places: <ul style="list-style-type: none"> ○ <i>La Fontana di Trevi</i>, by showing students the audiovisual clip: Rome's Trevi Fountain virtual tour with expert local guide in 4K – Italy4Real (YouTube) https://www.youtube.com/watch?v=C7nC6twb3FM ○ <i>Il Pantheon</i>, by showing students the audiovisual clip Explore the Pantheon in Rome, Italy 4K with expert

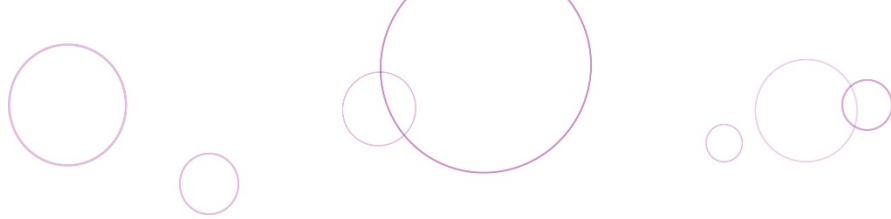


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Creating</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Reflecting</p> <p>Notice and describe how language reflects cultural practices and norms</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>		<p>guide – Italy4Real (YouTube) https://www.youtube.com/watch?v=TOVUeaudrCO</p> <ul style="list-style-type: none"> ○ <i>La Piazza di Spagna</i> and <i>La Scalinata di Trinità dei Monti</i>, by showing students the audiovisual clip: Rome Italy Spanish Steps Virtual Tour with local expert travel guide – Italy4Real (YouTube) https://www.youtube.com/watch?v=CRVd14epdx0. ▪ Explain to students that it is time for ‘lunch’ on their ‘day out’. To introduce to and discuss with students <i>Pizza al taglio</i>, show students the audiovisual clip: <ul style="list-style-type: none"> ○ <i>Teglia Romana inaugurazione pizzeria Habemus Papa</i> – Daniele Papa (YouTube) https://www.youtube.com/watch?v=nQYRIrnGGaY. ▪ Discuss the similarities and difference between <i>pizze</i> from a <i>pizzeria</i> and Australian pizzas. ▪ Provide students with a dialogue prepared beforehand about ordering <i>pizza al taglio</i>. Two example dialogues can be found at: <ul style="list-style-type: none"> ○ How to Order Pizza at the ‘<i>Pizza al Taglio</i>’ Shop in Italy – ThoughtCo https://www.thoughtco.com/how-to-order-pizza-in-italy-4107226.

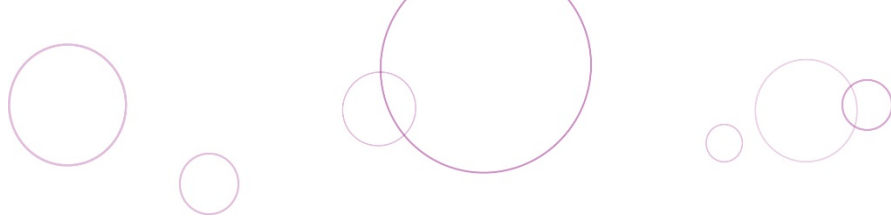


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i> • using suffixes to add nuance, for example, <i>-ino (fratellino, piccolino)</i> or <i>-etto (poveretto, casetta)</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Language variation and change</p> <p>Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use, for example, <i>Ciao Gilda; Buongiorno Signora; Come stai?/Come sta?; Questo/a è ...; Ti presento ... Piacere!</i></p>		<p>Highlight the use of the word <i>pezzetto</i> and some of the language used; for example, beginning with <i>Buongiorno</i> and use of the 'tu' form.</p> <ul style="list-style-type: none"> ▪ Instruct students to practise the dialogue with a student and then, in groups of six or eight, pairs can then present their dialogue to rest of their group. • Allocate students to groups of two or three. Ask students to create their own role play based on the previous dialogue. Support students with their writing and encourage them to use language for clarification and asking for help, for example, <i>Ho bisogno d'aiuto per favore. Come si dice 'I would like' in italiano?</i> • Provide students with time to practise their role plays, then ask students to perform their role play for the class. (Formative assessment)

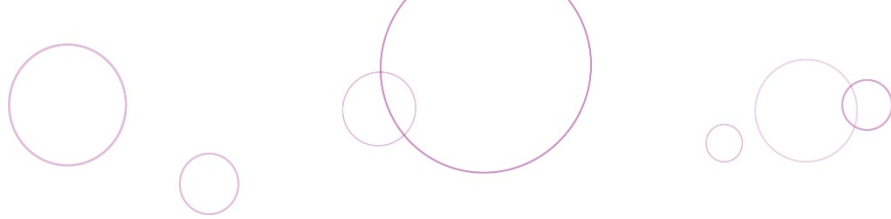
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 4</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p>	<p><i>Andiamo a Roma!</i></p> <p>Students take a virtual class trip to <i>Roma</i>.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • explore landmarks of Rome virtually • discuss the similarities and differences between parks/playgrounds in <i>Roma</i> and Australia • create and perform a role play about meeting and introducing yourself to an imaginary Italian child at a park in <i>Roma</i> based on modelled language • exchange information about dinner preferences and reasons for their preferences. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Continue the exploration of <i>Roma</i> virtually for a ‘day’: <ul style="list-style-type: none"> ▪ After ‘lunch’, ‘visit’ one or more of the following places: <ul style="list-style-type: none"> ○ <i>La Basilica San Pietro</i>, by showing students the audiovisual clip: Virtual Tour of Rome’s St. Peters Church with local expert tour guide 4K – Italy4Real (YouTube), https://www.youtube.com/watch?v=sHiDXCpEmGg ○ <i>Il Vaticano</i>, by showing students the audiovisual clip: Virtual Tour of The Vatican with Italian Tour Guide – Italy4Real (YouTube) https://www.youtube.com/watch?v=n3xL_ekQxYs ○ <i>Piazza Navona</i>, by showing students the audiovisual clip: Piazza Navona – Domitian’s Stadium Site – Rome – John C RV (YouTube) https://www.youtube.com/watch?v=Rk78Q4jRBBY. ▪ Explain to students that after such a long day it’s time to have a rest and visit a playground/park in <i>Roma</i>. Show students pictures of <i>parchi giochi a Roma</i> by using one of the following web pages: <ul style="list-style-type: none"> ○ 6 Parks and Playgrounds in Rome – Family Can Travel https://www.familycantravel.com/rome-playgrounds/ ○ <i>7 parchi di Roma bellissimi dove portare i bambini – Pronti, Valigia e Via</i>



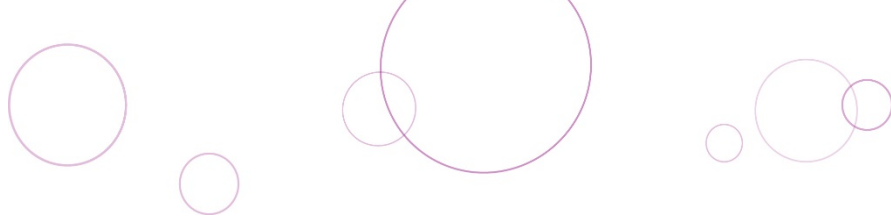
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Creating</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Reflecting</p> <p>Notice and describe how language reflects cultural practices and norms</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiaivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) 		<p>https://prontivaligiaevia.com/2019/09/08/7-parchi-di-roma-bellissimi/.</p> <ul style="list-style-type: none"> Discuss the similarities and differences between parks in <i>Roma</i> and parks in Australia. Ask students to write a role play about meeting and introducing themselves to an imaginary Italian child at a park. They should include questions and answers about names, ages and interests. Remind students they should use informal language; for example, <i>Ciao</i>; <i>E tu?</i> Provide time for students to practise. Allocate students to groups of six to eight. Ask students to present their role play to their group. Explain to students that their ‘day’ in <i>Roma</i> is nearly over. It’s time to find a <i>ristorante</i> for <i>cena</i>. Provide students with authentic Italian menus from: <ul style="list-style-type: none"> <i>Trattoria Re di Roma</i> https://www.trattoriarediroma.it/ <i>Ristorante RomAntica</i> https://ristoranteromantica.net/full-menu/. Ask students what they would like to order. Instruct students to respond with an item from the menu/s and include the reason for their preference; for example, <i>Vorrei spaghetti all carbonara da RomAntica perché mi piace molto la pancetta</i>. Teach students the idiomatic



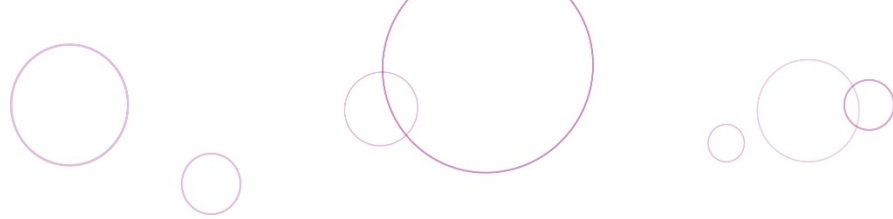
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i></p> <ul style="list-style-type: none"> expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> <p>Language variation and change</p> <p>Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use, for example, <i>Ciao Gilda; Buongiorno Signora; Come stai?/Come sta?; Questo/a è ...; Ti presento ... Piacere!</i></p> <p>Role of language and culture</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		<p>expression '<i>Fare la scarpetta</i>' as an example of the suffix <i>-etto</i>. More information can be found at:</p> <ul style="list-style-type: none"> Italian expression of the day: '<i>Fare la scarpetta</i>' – The Local IT https://www.thelocal.it/20190607/italian-expression-of-the-day-fare-la-scarpetta/.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 5</p> <p>Communicating</p> <p>Socialising</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Informing</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Creating</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p>	<p>Andiamo a Roma!</p> <p>Students take a virtual class trip to <i>Roma</i>.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • sort phrases according to sentence stems in the <i>passato prossimo</i> • use bilingual dictionaries • describe their ‘trip to <i>Roma</i>’ using the <i>passato prossimo</i> • create a <i>cartolina</i> describing more elaborately their ‘trip to <i>Roma</i>’ using the <i>passato prossimo</i> • make a classroom display of their <i>cartoline</i> using prepositions to indicate location. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Discuss with students where they went on their ‘trip to <i>Roma</i>’. Introduce students to language structures in the <i>passato prossimo</i> that they can use to describe their ‘day out’, for example, <i>Sono andato/a ...; Ho visto ...; Ho mangiato ...; Ho giocato ...</i> Provide students with opportunities to practise these structures, such as the <i>La mia gita a Roma</i> worksheet (Appendix A). Allow students to use bilingual dictionaries to look up any unfamiliar words. Check students have sorted the phrases correctly. • Ask students to write a paragraph in their <i>quaderno</i> using the <i>La mia gita a Roma</i> worksheet. Circulate the room and help students correct their work as necessary. • Instruct students to create a <i>cartolina</i> describing their <i>Roma</i> trip to send to a real/imaginary Italian penpal. Explain to students the features of a <i>cartolina</i>, such as including the date and the address of recipient. Remind students of the format of an Italian address. Students can use their previous description but must elaborate; for example, <i>Sono andato al Colosseo martedì pomeriggio con la mia classe. Il Colosseo è molto grande.</i> Allow students to use bilingual dictionaries to look up any unknown words. The <i>cartolina</i> could be completed by using an application such as Book Creator or PicCollage, by using A5 card, or in their <i>quaderno</i>. Direct

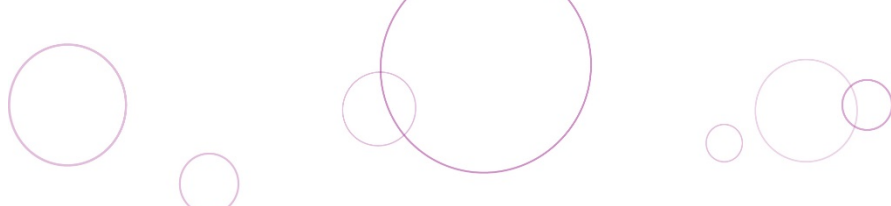


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Translating</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding</p> <p>Systems of language</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • using subject pronouns in context, for example, <i>Chi ha finito? Io!</i> • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> 		<p>students to create both the front and back of the <i>cartolina</i>. If completed digitally, ensure students print their <i>cartoline</i>. (Formative assessment)</p> <ul style="list-style-type: none"> • Inform students they will be setting up a display of their <i>cartoline</i>. Allocate students into four groups and provide each group with a space for their display. Direct students to ask questions about roles and use subject pronouns to respond; for example, <i>Chi vuole usare le puntine da disegno? Io per favore. Di chi è questa? Lui</i>. Instruct students to use prepositions to discuss where each <i>cartolina</i> will be placed; for example, <i>Metti questa cartolina sopra a quella di Heidi</i>.

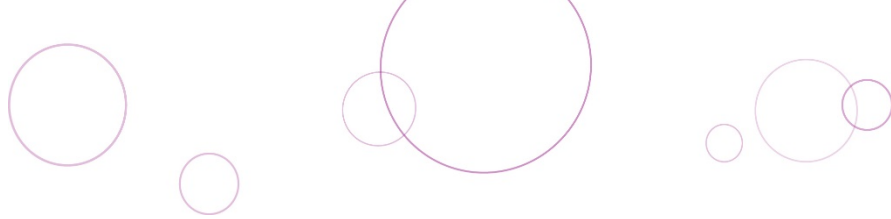


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">• using simple prepositions to indicate location or direction such as <i>a, in, a sinistra, a destra, sopra, sotto, dietro</i>, for example, <i>a casa; in città; a sinistra; sopra il tavolo</i>• using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i>• using simple conjunctions such as <i>e, poi</i> and <i>ma</i>• recognising and using the names for the days of the week <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 6</p> <p>Communicating</p> <p>Creating</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p>	<p><i>Andiamo a Roma!</i></p> <p>Students take a virtual class trip to <i>Roma</i>.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use modelled language to discuss elements of an imaginative text • use metalanguage to discuss language structures and grammatical items in the text • use bilingual dictionaries • create an imaginative text aimed at entertaining younger audiences • present their imaginative text to a younger audience. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Read the book <i>Davanti alla mia casa c'è</i> by Marianne Dubuc aloud to students. The book can also be accessed through the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Davanti alla mia casa c'è – Maestre e bambini, comunque vicini!</i> (YouTube) https://www.youtube.com/watch?v=hy_MtYfy15w. • Encourage students to respond to the text; for example, <i>Mi piace ...; La storia parla di ...; La mia pagina favorita è ...</i> • Discuss the prepositions, definite and indefinite articles, and singular and plural nouns used in the book. • Encourage students to use bilingual dictionaries to look up any unknown words. • Instruct students to create their own version of the book with landmarks and items from <i>Roma</i> with the purpose of entertaining a younger audience; for example, <i>Il Colosseo, la pizza al taglio, la Fontana di Trevi, un gelato</i>. Instruct students to include the suffixes <i>-etto</i> and <i>-ino</i> in their book. The book could be completed by using an application such as Book Creator, by using card/paper, or in their <i>quaderno</i>. (Formative assessment) • Explain to students that they are going to read their books to a younger class. Place students in pairs to practise reading

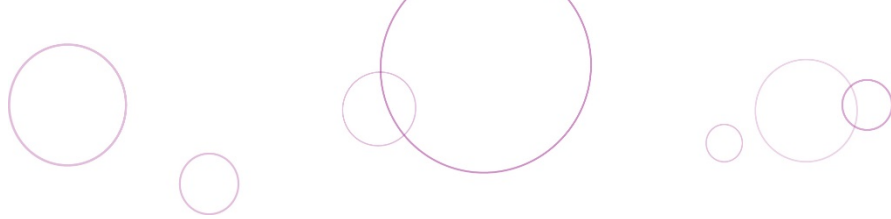


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • using simple prepositions to indicate location or direction such as <i>a, in, a sinistra, a destra, sopra, sotto, dietro</i>, for example, <i>a casa; in città; a sinistra; sopra il tavolo</i> • using suffixes to add nuance, for example, <i>-ino (fratellino, piccolino)</i> or <i>-etto (poveretto, casetta)</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>		<p>their books before taking students to a prearranged younger class.</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 7</p> <p>Communicating</p> <p>Socialising</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Informing</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Creating</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p>	<p>Le feste italiane</p> <p>Students compare aspects of Italian and Australian culture and celebrations.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> compare the Italian tradition <i>la settimana bianca</i> with Australian traditions write about what they would like and dislike about <i>la settimana bianca</i> participate in a language game to consolidate vocabulary and language structures participate in a craft activity, making a <i>fiocco di neve</i> create and perform a winter-themed acrostic poem use bilingual dictionaries. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Introduce the Italian tradition of <i>la settimana bianca</i> by showing students the audiovisual clip: <ul style="list-style-type: none"> Winter holidays: <i>La settimana bianca</i> – Italian Online School (YouTube) <ul style="list-style-type: none"> https://www.youtube.com/watch?v=d1iBWeJ5Fps. <p>The audiovisual clip can be played with English subtitles if required.</p> Ask students what they understood from the video. Provide students with a list of vocabulary associated with <i>la settimana bianca</i>; for example, <i>i vestiti</i>, <i>i passatempi</i>, <i>i cibi</i> and <i>le bevande</i>. Discuss the meaning and traditions associated with this holiday. Further information can be found at: <ul style="list-style-type: none"> <i>La Settimana Bianca</i>, Italy’s Annual Ski Week – The Italy Edit <ul style="list-style-type: none"> https://www.theitalyedit.com/settimana-bianca-italy-ski-week/. <p>Ask students if they think there are any similar Australian traditions.</p> Instruct students to use their vocabulary list to write a paragraph in their <i>quaderno</i> about what they would like and/or dislike about <i>la settimana bianca</i>; for example, <i>Sono contenta perché è la settimana bianca. Mi piace sciare e fare</i>

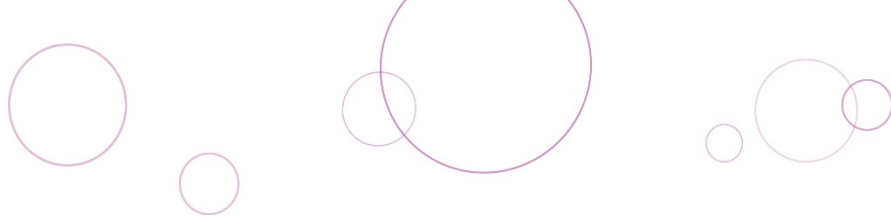
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Translating</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding</p> <p>Systems of language</p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo</i>, <i>piscina</i>, <i>pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato</i>, <i>dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) 		<p><i>snowboarding. Non mi piace usare il sauna. Preferisco pattinare sul ghiaccio e slittare. Mi piace bere la cioccolata calda e mangiare il risotto. Non mi piace bere vin brulé.</i></p> <ul style="list-style-type: none"> • Play the Sentence stealer game (<i>Ladri di Carte</i> in Italian) from the link below, with sentences about <i>la settimana bianca</i>; for example, <i>Mi piace sciare nelle Dolomiti. Mi piace fare snowboarding. Mi alzo tardi e poi mi metto gli stivali da neve e un giubbotto. Dopo scio mi piace bere una cioccolata calda. Salgo con la funivia fino alla cima.</i> <ul style="list-style-type: none"> ▪ My favourite read-aloud tasks and how I use them – Sentence stealer – The Language Gym https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/ • Instruct students to make <i>un fiocco di neve</i> as an <i>addobbo di Natale</i>. Provide the step-by-step instructions found at: <ul style="list-style-type: none"> ▪ <i>Fiocchi di neve fai da te con la colla per biglietti di auguri e lavoretti</i> – Blog Mamma https://www.blogmamma.it/fiocchi-di-neve-fai-da-te-colla-biglietti-auguri-lavoretti/. • When the <i>fiocchi di neve</i> are dry, discuss as a class where they can be displayed in the classroom; for example, <i>Dove mettiamo i fiocchi di neve?</i>; <i>Mettiamo i fiocchi di neve alla finestra</i>; <i>Mettiamo i fiocchi di neve all'albero di Natale.</i>



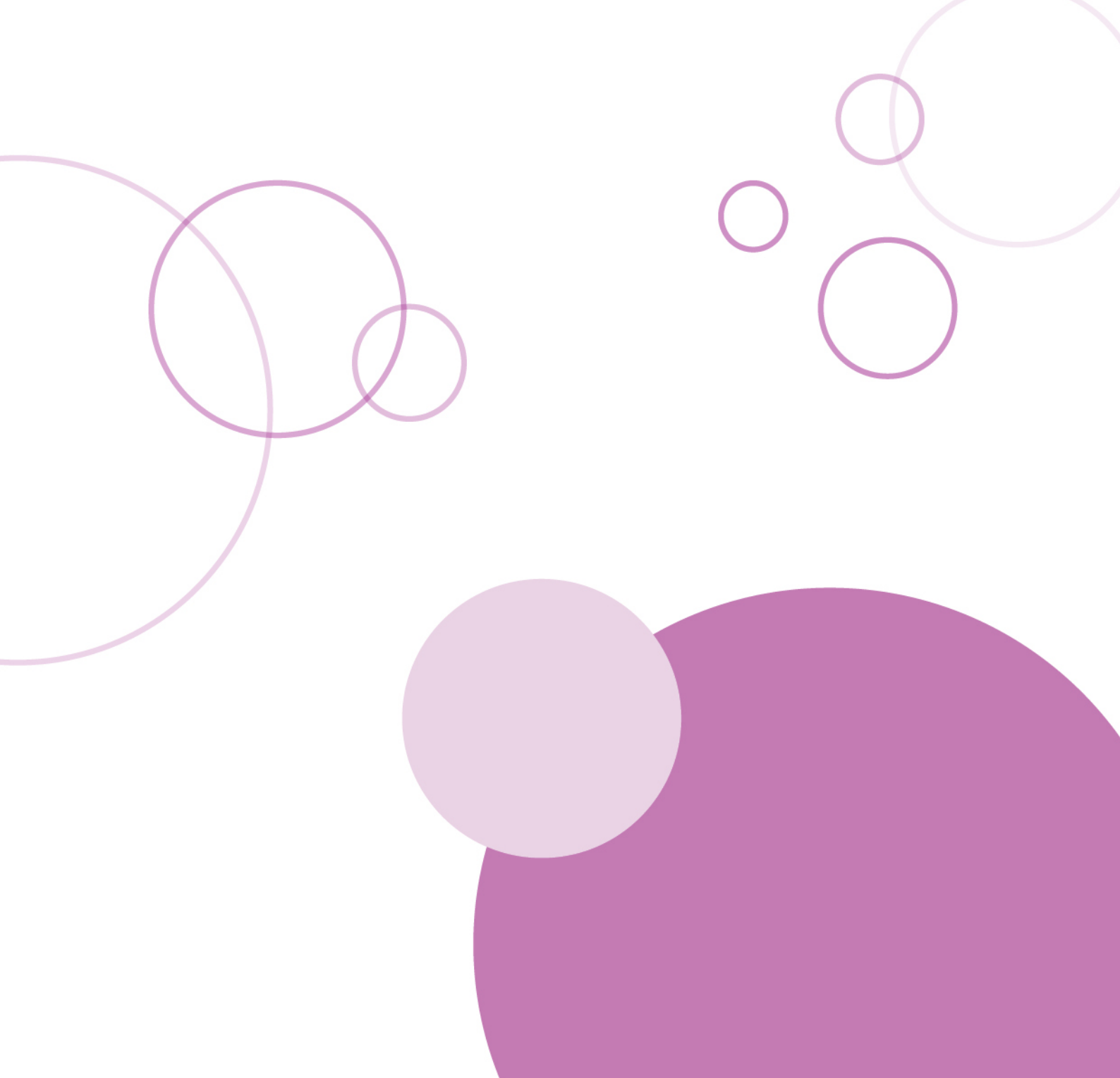
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i></p> <ul style="list-style-type: none"> expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Role of language and culture</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		<ul style="list-style-type: none"> Read students the acrostic poem <i>Acrostico dell’Inverno</i> by Patrizia Nencini from: <ul style="list-style-type: none"> <i>I come inverno</i> – Patrizianencinidee https://www.patrizianencinidee.com/inverno. Ask students to create an acrostic poem in their <i>quaderno</i> using a word related to winter; for example, <i>inverno, neve, sciare</i>. Allow students to use bilingual dictionaries to look up any unknown words. Ask students to perform their poem for the class.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 8</p> <p>Communicating</p> <p>Socialising</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Informing</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Creating</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p>	<p>Le feste italiane</p> <p>Students apply knowledge of <i>Babbo Natale</i> and/or <i>la Befana</i> in written tasks.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • create a <i>filastrocca</i> about what <i>Babbo Natale</i> or <i>la Befana</i> leave for children • use ordinal numbers • use bilingual dictionaries • write about a day in the life of <i>Babbo Natale</i> or <i>la Befana</i> • participate in a craft activity, making a <i>fiocco di neve</i> to place on their <i>biglietto di Natale</i> • make un <i>biglietto di Natale</i>. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>I numeri ordinali</i> – Marina Francesca Ceccarelli (YouTube) https://www.youtube.com/watch?v=fyB3roKOxMO. • The written text can be found at: <ul style="list-style-type: none"> ▪ <i>Matematica</i> – Limparo https://www.limparo.it/classe-prima/matematica/. • Ask students to use the <i>filastrocca In ascensore</i> as inspiration to create their own <i>filastrocca</i> in their <i>quaderno</i>. Students use ordinal numbers to describe what <i>Babbo Natale</i> or <i>la Befana</i> leave on each floor for the children. Instruct students to also include the suffixes <i>-ino</i> and <i>-etto</i>; for example, <i>Al terzo piano lascia un trenino; Al primo piano la Befana lascia un fischiello</i>. Allow students to use bilingual dictionaries to look up any unknown words. Ask for volunteers to present their <i>filastrocca</i> to the class. • Instruct students to write <i>Una giornata nella vita di ... Babbo Natale/la Befana</i> in their <i>quaderno</i>. Students should include reflexive verbs, time, likes and dislikes, and use the third person conjugation. Encourage students to use their imagination and be as creative as possible. Students should describe the day of <i>Babbo Natale</i> on Christmas Eve and the day of <i>la Befana</i> on the Eve of the Epiphany; for example, <i>Babbo Natale si sveglia presto alle cinque poi si veste nella</i>

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Translating</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding</p> <p>Systems of language</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i> 		<p><i>tuta rossa. Si mette gli stivali neri e i guanti neri. Fa la colazione alle cinque e mezzo. Mangia i cereali al cioccolato e beve una cioccolata calda perché ama il cioccolato. Poi parla con gli elfi e prepara la slitta.</i> Allow students to use bilingual dictionaries to look up any unknown words.</p> <ul style="list-style-type: none"> • Instruct students to make <i>un fiocco di neve</i> with <i>pasta secca</i> as an <i>addobbo di Natale</i> that they will place on their <i>biglietto di Natale</i>. Provide the step-by-step instructions found at: <ul style="list-style-type: none"> ▪ <i>Alla fine arriva Mamma – Fiocchi di neve con pasta secca – Pianeta Mamma</i> https://blog.pianetamamma.it/allafinearrivamamma/fiocchi-di-neve-con-pasta-secca/. • Provide students with A5 coloured card to make <i>un biglietto di Natale</i>. Students attach the <i>fiocco di neve di pasta secca</i> to the cover with a paper clip and include their winter themed acrostic on the inside, or create a new <i>Natale</i> acrostic. Students should address the card to a family member or friend, include a Christmas greeting or wish and sign the card with an appropriate expression; for example, <i>Cara Nonna, Buon Natale e Buon Anno! Un bacione, Lachlan.</i>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> • using suffixes to add nuance, for example, <i>-ino (fratellino, piccolino) or -etto (poveretto, casetta)</i> • using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>		<p>Formative assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in conversations and role plays ▪ locate and convey information in written and spoken texts about <i>Roma</i> and Italian traditions ▪ create imaginative texts ▪ translate simple texts ▪ use bilingual dictionaries ▪ 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 subject pronouns in context ▪ conjugate common regular and irregular verbs in the singular ▪ indicate time and date, and use ordinal numbers ▪ express preferences and give reasons for their preferences ▪ use prepositions to indicate location ▪ use regular and reflexive verbs as formulaic expressions in the past tense ▪ use simple conjunctions ▪ use the formal register.



APPENDIX A: RESOURCES

Resources

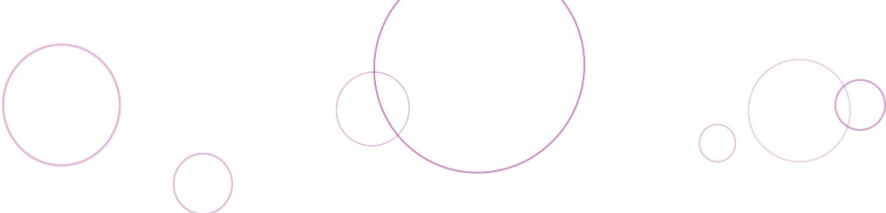
Term 1

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none">• Ball or beanbag• Vocabulary list (subjects) <p>Student resources</p> <ul style="list-style-type: none">• Vocabulary list (subjects)• <i>A Scuola!</i> Worksheet <p>Audiovisuals</p> <ul style="list-style-type: none">• Miss S. (2021, June 4). <i>Le materie scolastiche</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=T_BedNJRlxs
2	<p>Teacher resources</p> <ul style="list-style-type: none">• <i>Trova il gemello</i> cards (school subjects)• <i>Il Calendario</i>• Timetables for circling• Running dictation text <p>Websites</p> <ul style="list-style-type: none">• <i>Teleskola, I numeri ordinali</i> https://teleskola.mt/i-numeri-ordinali/• <i>Scuola Santa Sofia Orario Delle Lezioni Delle Scuola Primaria A.A. 2018/2019</i> https://www.scuolasantasofia.it/orario-delle-lezioni-delle-scuola-primaria/ <p>Audiovisuals</p> <ul style="list-style-type: none">• Tiziana3069. (2020, October 31). <i>School subjects (le materie scolastiche) (vocabulary)</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=Ts4ai59DjqY• Mela Educational. (2013, November 25). <i>I Giorni della Settimana - Canzone per imparare i giorni @MelaMusicTV</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=pYEFYXQ0DmY
3	<p>Teacher resources</p> <ul style="list-style-type: none">• Timetables (<i>Completate l'orario</i>)• Flash cards (subjects) <p>Student resources</p> <ul style="list-style-type: none">• Bilingual dictionaries• Pieces of card (<i>L'impiccato</i>)• Scrap pieces of paper

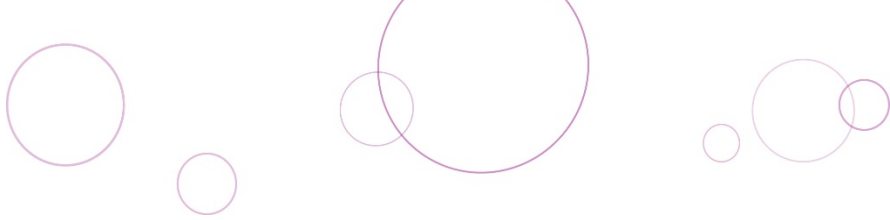
Week	Resources
	<p>Audiovisuals</p> <ul style="list-style-type: none"> Italian Online School. (2020, January 11). <i>Dialogo a scuola (Dialogue at school in Italian)</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=a8vkNYwzhE8 ITAllamo. (2016, October 14). <i>Corso di italiano - Lezione 27 / Le materie scolastiche (Learn Italian / Italienisch lernen)</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=Nunv7GTdljY
4	<p>Websites</p> <ul style="list-style-type: none"> Skuola.net, The Italian education https://www.skuola.net/temi-lingua-inglese/italian-education.html?_cf_chl_jschl_tk__=pmd_64fb259ebc42b760b24b2eb24ff9dec584e496e7-1627878974-0-gqNtZGzNAjijcnBszQii Italiansrus.com, Back to School in Italy https://www.italiansrus.com/articles/ourpaesani/backtoschool.htm Italy Magazine, Back to School: 10 Things You Should Know About the Italian School System https://www.italymagazine.com/featured-story/back-school-10-things-you-should-know-about-italian-school-system Canva https://www.canva.com/create/infographics/ <i>The Washington Post</i>, What's for lunch? At some schools, everyone eats the same thing https://www.washingtonpost.com/lifestyle/kidspost/whats-for-lunch-at-some-schools-everyone-eats-the-same-thing/2019/10/21/75976966-dbcf-11e9-ac63-3016711543fe_story.html <i>Gambero Rosso</i>, School lunches in Italy: setting a healthy pattern for adult life https://www.gamberorossointernational.com/news/school-lunches-in-italy-setting-a-healthy-pattern-for-adult-life/ Oprah, School Lunches Around the World Gallery https://www.oprah.com/food/school-lunches-around-the-world-gallery-steven-stern/all <p>Audiovisuals</p> <ul style="list-style-type: none"> Glica ic alanno. (2013, June 17). <i>Step 1 My school and my day at school Cugnoli Italy</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=nqXdqWtWu3k

Week	Resources
5	<p>Teacher resources</p> <ul style="list-style-type: none"> • Sentence chaos text • Oral translation ping-pong Partner A and B texts <p>Student resources</p> <ul style="list-style-type: none"> • Oral translation ping-pong Partner A and B sheets <p>Books</p> <ul style="list-style-type: none"> • 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] <p>Websites</p> <ul style="list-style-type: none"> • Veneto Uno, <i>La classe più movimentata</i> http://www.venetouno.it/notizia/55245/la-classe-pi-movimentata • SlidePlayer, <i>Mezzi di trasporto</i> https://slideplayer.com.br/slide/3967854/ • The Teacher Toolkit, Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles • The Language Gym, Translation tasks and techniques that have significantly enhanced my teaching https://gianfrancoconti.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/ <p>Audiovisuals</p> <ul style="list-style-type: none"> • <i>Eco dalle Città</i>. (2009, May 29). <i>E tu come vai a scuola?</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=nrFQ5usejew • Luca Buiani. (2020, August 31). <i>Grade 5 - Andiamo a scuola</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=p6MdNudtV0s
6	<p>Teacher resources</p> <ul style="list-style-type: none"> • Vocabulary list (sports) • Ghost time text <p>Student resources</p> <ul style="list-style-type: none"> • Vocabulary list (sports) • Mini whiteboards • Ghost time text <p>Websites</p> <ul style="list-style-type: none"> • The Language Gym, Beyond transcription: unlocking the full power of dictation – My favourite dictation tasks https://gianfrancoconti.com/page/3/

Week	Resources
	<p>Audiovisuals</p> <ul style="list-style-type: none"> • Crazy 4 Italian. (2018, October 7). <i>Italian Vocabulary: Sports - Vocaboli Italiani: Gli Sport</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=4eYZxpG8ZdU
7	<p>Teacher resources</p> <ul style="list-style-type: none"> • Soft ball • Circling pictures (people playing sports) <p>Student resources</p> <ul style="list-style-type: none"> • Bilingual dictionaries • <i>Evviva lo sport – Ascolta e complete</i> worksheets <p>Websites</p> <ul style="list-style-type: none"> • Wikipedia, Sport in Italy https://en.wikipedia.org/wiki/Sport_in_Italy • <i>Italia Mia</i>, Sports in Italy https://www.italiamia.com/culture/sports-in-italy/ • Neo Prime Sport, Top 5 Most Popular Sports in Italy Till Now https://neoprimesport.com/top-5-most-popular-sports-in-italy-till-now/ • <i>Benvenuto</i>, Top 10 Italian Sports That You Should Definitely Know About https://www.benvenutolimos.com/blog/top-10-sports-italy-definitely-know/ • Word art https://wordart.com/create <p>Audiovisuals</p> <ul style="list-style-type: none"> • <i>Spagnolo e Italiano</i> Esponvideo. (2016, November 3). Sports in Italian (Vocabulary) [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=HR6vimCDLGU • <i>Dario Sgrò</i>. (2020, August 25). <i>Evviva lo sport</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=x_cmUtLAALE
8	<p>Teacher resources</p> <ul style="list-style-type: none"> • <i>Trova il gemello</i> cards (sports) <p>Student resources</p> <ul style="list-style-type: none"> • <i>Che sport fai? – Ascolta e complete</i> worksheets <p>Books</p> <ul style="list-style-type: none"> • Baruchello, Paolina & Appel, Federico, (illustrator.) (2018). <i>Lo sport non fa per te!</i>. Sinnos, Roma



Week	Resources
	<p>Applications</p> <ul style="list-style-type: none"> • Voki for Education https://l-www.voki.com/site/app <p>Websites</p> <ul style="list-style-type: none"> • Quizizz https://quizizz.com/ • Quizlet https://quizlet.com/en-gb • Kahoot! https://create.kahoot.it/auth/login <p>Audiovisuals</p> <ul style="list-style-type: none"> • <i>Telemaco</i>. (2016, September 22). <i>Lessico 25 sport e attrezzi sportivi</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=aXp_n5OWPF4 • <i>Edilingua</i>. (2014, September 15). <i>La nostra campionessa. Forte! 3 (Unità 6)</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=NWe7y9DM7eg • <i>Edilingua</i>. (2014, October 1). <i>Che sport fai? - Intervista Unità 5, Progetto italiano Junior 2</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=iJalCzCKiGc

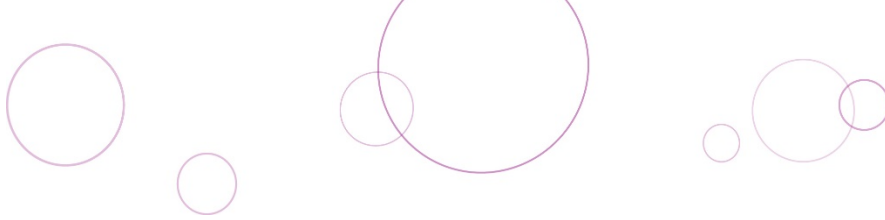


A Scuola!

Colour the school subject squares according to the following colour code:

- Azzurro: Mi piace
- Verde: Mi piace un po'
- Giallo: Non mi piace

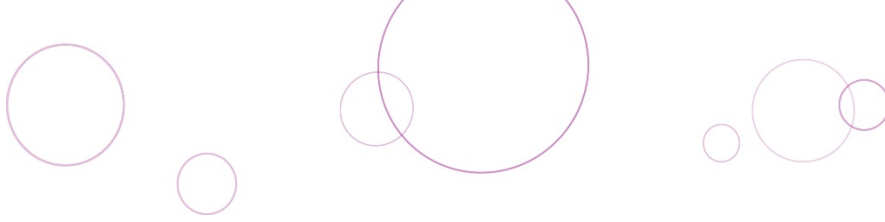
<i>la musica</i>	<i>la biblioteca</i>	<i>l'educazione sanitaria</i>
<i>l'arte</i>	<i>la tecnologia</i>	<i>l'italiano</i>
<i>la scrittura</i>	<i>l'inglese</i>	<i>l'educazione fisica</i>
<i>il teatro</i>	<i>la geografia</i>	<i>la lettura</i>
<i>la storia</i>	<i>le scienze</i>	<i>la matematica</i>



Andiamo a Scuola!

Read the sentences below and tick if the statements are *vero* or *falso*.

	<i>Vero</i>	<i>Falso</i>
1. <i>In Australia i ragazzi si vestono in grembiule.</i>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>In Italia molti ragazzi vanno a scuola il sabato.</i>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>In Italia la scuola finisce a quindici anni.</i>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>In Italia ci sono due tipi di scuola.</i>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>In Australia tutte le scuole hanno una mensa.</i>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>In Australia ci sono almeno sette anni alla scuola elementare.</i>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>In Italia i ragazzi cominciano la scuola elementare a cinque anni.</i>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>In Australia non si va a scuola nel pomeriggio.</i>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>In Italia l'anno scolastico comincia a giugno.</i>	<input type="checkbox"/>	<input type="checkbox"/>
10. <i>In Australia i ragazzi hanno tre mesi di vacanze estive.</i>	<input type="checkbox"/>	<input type="checkbox"/>



Word art instructions for students

- Step 1: Go to <https://wordart.com/create>.
- Step 2: Near the bottom of the page is the 'Clear' button. Click this button and then click 'Clear all')
- Step 3: Click '+Add' and then begin typing a family member in the box; for example, *la mamma*.
- Step 4: Do not hit '+Add'; instead, hit the 'Enter' button on your keyboard to get a new line. Type in the popular sports in Italy.
- Step 5: Choose your shape, fonts, layout etc. Your shape could be related to sport.
- Step 6: Click the red 'Visualize' button every time you want to see your new image.
- Step 7: When you are finished, use the print screen ('prt sc') button on your keyboard to get a screenshot (or screenshot the iPad). Put this in Word or PicCollage (or something similar), crop it and add the title '*Gli Sport in Italia*' and your name (*Da _____*). Include your translated sentences.



Che sport fai? – Ascolta e completa

Watch the audiovisual clip and complete the table below:

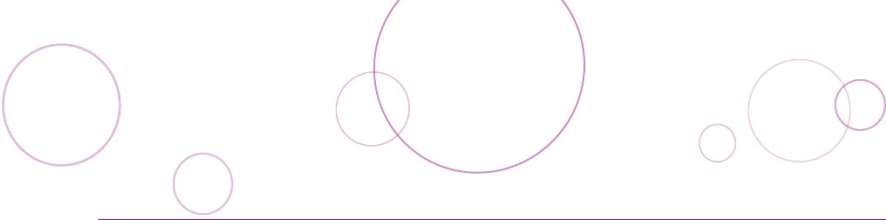
<i>Domande</i>	<i>Persona 1</i>	<i>Persona 2</i>	<i>Persona 3</i>
<i>Pratichi qualche sport?</i>			
<i>Sei bravo/a?</i>			
<i>Quali altri sport ti piacciono?</i>			
<i>C'è qualche sport che ti piace seguire?</i>			
<i>Qual'è la tua squadra italiana del cuore?</i>			
<i>E tra le squadre straniere?</i>			

Term 2

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> • Vocabulary list (hobbies) • Circling pictures (hobbies) <p>Student resources</p> <ul style="list-style-type: none"> • Vocabulary list (hobbies) • Scrap paper <p>Applications</p> <ul style="list-style-type: none"> • Book Creator https://app.bookcreator.com/sign-in • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ <p>Audiovisuals</p> <ul style="list-style-type: none"> • Suky Kaur. (2018, February 11). <i>Hobbies in Italian, with pronunciation</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=8UcDchC7oT0 • Edilingua. (2014, September 15). <i>Che cosa fai di solito? Forte! 3 (Unità 1)</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=sqHnI8CiWz8
2	<p>Teacher resources</p> <ul style="list-style-type: none"> • Jumbled storyboard/comic about free time • One dice, one pencil texts • <i>Ladri di carte</i> text <p>Student resources</p> <ul style="list-style-type: none"> • Jumbled storyboard/comic about free time • One dice, one pencil texts • Card/scrap paper <p>Applications</p> <ul style="list-style-type: none"> • Book Creator https://app.bookcreator.com/sign-in • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ <p>Websites</p> <ul style="list-style-type: none"> • Storyboard That https://www.storyboardthat.com/

Week	Resources
	<ul style="list-style-type: none"> 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/ <p>Audiovisuals</p> <ul style="list-style-type: none"> Daily Italian with Elena. (2021, June 22). <i>Italian Basics Lessons #39 - Hobby vocabulary in Italian / Vocaboli degli hobby in italiano</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=zOlefHKTvFA
3	<p>Teacher resources</p> <ul style="list-style-type: none"> Running translation text <p>Student resources</p> <ul style="list-style-type: none"> Bilingual dictionaries Mini whiteboards A3 paper <p>Websites</p> <ul style="list-style-type: none"> <i>Vivacemente, Filastrocca dell'alfabeto e dello sport</i> https://www.vivacemente.org/2018/05/filastrocca-dellalfabeto-e-dello-sport.html
4	<p>Student resources</p> <ul style="list-style-type: none"> Bilingual dictionaries <p>Applications</p> <ul style="list-style-type: none"> Book Creator https://app.bookcreator.com/sign-in PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ <p>Websites</p> <ul style="list-style-type: none"> <i>UAO Giorni della Settimana - Canzoni per Imparare</i> http://uaoradio.net/canzoni-bimbi/scuola-musicaspettacoli/giorni-della-settimana-canzoni-imparare The Teacher Toolkit, Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles <p>Audiovisuals</p> <ul style="list-style-type: none"> <i>Mela Educational. (2013, November 25). I Giorni Della Settimana - Canzone per imparare i giorni @MelaMusicTV</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=pYEFYXQ0DmY&t=51s

Week	Resources
5	<p>Assessments</p> <ul style="list-style-type: none"> Appendix B Assessment Exemplar 1 <i>Il mio tempo libero</i> <p>Audiovisuals</p> <ul style="list-style-type: none"> Mela Educational. (2013, November 25). <i>I Giorni Della Settimana - Canzone per imparare i giorni @MelaMusicTV</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=pYEFYXQ0DmY&t=51s
6	<p>Teacher resources</p> <ul style="list-style-type: none"> Vocabulary list (food and drinks) Flash cards (food and drinks) <i>Ho ..., Chi ha ...?</i> cards <p>Student resources</p> <ul style="list-style-type: none"> Vocabulary list (food and drinks) Mini whiteboards Scrap paper <p>Audiovisuals</p> <ul style="list-style-type: none"> Beautiful Italian. (2020, March 25). <i>Italian Vocabulary: Food, Vocaboli Italiano: Cibo, Italian Talking Flashcards</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=IZj-bvv892g Crazy 4 Italian. (2017, October 25). <i>Italian Vocabulary : Drinks - Vocaboli italiani : Le Bevande - Italian Lessons</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=Sd6xFHxo2x0
7	<p>Teacher resources</p> <ul style="list-style-type: none"> Running dictation text Fruits for <i>macedonia di frutta</i> <p>Websites</p> <ul style="list-style-type: none"> Slideshare, <i>I pasti italiani la colazione lo spuntino il pranzo la merenda la cena</i> https://slideplayer.it/slide/4097229/ Taste Atlas, 10 Most Popular Italian Snacks https://www.tasteatlas.com/most-popular-snacks-in-italy Casa Mia Tours, Typical Italian snacks for <i>merenda</i> https://casamiatours.com/italian-snacks-merenda/ <p>Audiovisuals</p> <ul style="list-style-type: none"> Fun and Easy Italian. (2017, September 19). <i>La Colazione degli Italiani (lessico)</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=Nup70X-Oe5s



Week	Resources
	<ul style="list-style-type: none">• <i>ITALIamo</i>. (2016, May 20). <i>Corso di italiano - Lezione 19 / La colazione</i> (Learn Italian/<i>Italienisch lernen</i>) [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=k0-yOq6fL-I• <i>Italiano Fácil</i>. (2016, May 20). <i>La colazione italiana</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=Eg-jxDaUn7k• <i>Edilingua</i>. (2014, September 8). <i>Facciamo merenda? Forte! 1 (Unità 5)</i> Retrieved August, 2021, from https://www.youtube.com/watch?v=kRey71sJyw4
8	<p>Teacher resources</p> <ul style="list-style-type: none">• Delayed dictation text <p>Student resources</p> <ul style="list-style-type: none">• <i>Trova l'intruso – Mi piace mangiare e bere ...</i> worksheets <p>Websites</p> <ul style="list-style-type: none">• Gimkit https://www.gimkit.com/• Blooket https://www.blooket.com/

Trova l'intruso – Mi piace mangiare e bere ...

Read what Nicolò, Umberto and Rosaria eat and drink over a day and what foods they like and dislike.

A	B	C
<p><i>Mi chiamo Nicolò. Per colazione mi piace mangiare toast con Nutella e bere un cappuccino e una spremuta d'arancia. Non mi piace il latte. Per pranzo mangio un'insalata con pollo e bevo un frappè al cioccolato. Per cena mi piace mangiare una pizza al prosciutto e bere l'acqua. Il mio cibo preferito è l'ananas. Odio i funghi e le ciliegie.</i></p>	<p><i>Mi chiamo Umberto. Per colazione mangio un cornetto alla Nutella e bevo il latte e un tè. Non mi piace il caffè. Per pranzo mi piace mangiare un'insalata e bere il succo di mela. Per cena mangio un hamburger e patatine fritte e bevo un frappè al cioccolato. Non mi piacciono le ciliegie e la pizza. Il mio cibo favorito è la torta alla banana.</i></p>	<p><i>Mi chiamo Rosaria. Per colazione mi piace mangiare toast con Nutella e bere un cappuccino. Non mi piacciono i biscotti. Per pranzo mi piace mangiare la pasta al pollo e bere una coca. Per cena mangio pesce e patatine e bevo l'acqua. Non mi piace l'insalata ma amo i tramezzini e la pizza. Il mio cibo preferito è l'ananas.</i></p>

Read the following statements and circle the letter of the description that **does not** apply to the descriptions above:

- | | | | |
|---|---|---|---|
| 1. I eat toast for breakfast. | A | B | C |
| 2. I eat chicken for lunch. | A | B | C |
| 3. I drink a cappuccino at breakfast. | A | B | C |
| 4. I like to eat hamburgers for dinner. | A | B | C |
| 5. I drink milkshakes. | A | B | C |
| 6. I drink water at dinner. | A | B | C |
| 7. I like salad for lunch. | A | B | C |
| 8. My favourite food is pineapple. | A | B | C |
| 9. I don't like cherries. | A | B | C |
| 10. I like pizza. | A | B | C |

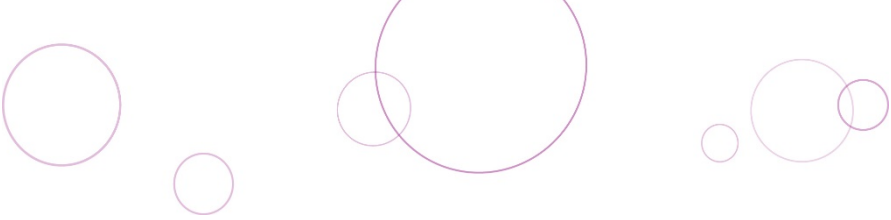
Term 3

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> • Vocabulary sheet (times) • Flash cards (times) <p>Student Resources</p> <ul style="list-style-type: none"> • Vocabulary sheet (times) <p>Websites</p> <ul style="list-style-type: none"> • Languages Online, Unit 29 Telling the time https://www.education.vic.gov.au/languagesonline/italian/sect29/index.htm • <i>Che ora è?</i> worksheet from Live Worksheets https://www.liveworksheets.com/cz1327068hb • <i>Che ora sono?</i> Worksheet from Live Worksheets https://www.liveworksheets.com/nq918394fi • The Teacher Toolkit, Inside-Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles <p>Audiovisuals</p> <ul style="list-style-type: none"> • Italian Time. (2020, January 8). <i>How to Tell Time in Italian</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=zo3wDA1HdqE
2	<p>Teacher resources</p> <ul style="list-style-type: none"> • <i>Trova il gemello</i> cards (daily routines) • Quiz quiz trade cards (daily routines) • Spot the differences texts <p>Student resources</p> <ul style="list-style-type: none"> • La mia giornata tipo – Ascolti e complete worksheets • Spot the differences texts <p>Websites</p> <ul style="list-style-type: none"> • Languages Online, Unit 29 Telling the time https://www.education.vic.gov.au/languagesonline/italian/sect29/index.htm • <i>La mia giornata</i> worksheet from Live Worksheets https://www.liveworksheets.com/kn103809fk • <i>6 novembre</i> worksheet from Live Worksheets https://www.liveworksheets.com/pk1301407dx <p>Audiovisuals</p> <ul style="list-style-type: none"> • Learn Italian with ItalianPod101.com. (2021, February 24). <i>Telling the time in Italian - Useful Italian Phrases</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=zIGdMuEb3s

Week	Resources
	<ul style="list-style-type: none"> • Fun and Easy Italian. (2019, June 1). <i>La Routine Giornaliera (lessico italiano)</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=cnTDWpEsER4 • 21 languages. (2019, October 2). Describe Your Daily Routines in Italian in just 3 minutes Learn Basic Italian Vocabulary Online [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=RGEYymzrkOA • Lee RebelTech. (2013, December 6). Kagan Structure: Quiz, Quiz, Trade [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=o4n60DpwYOG
3	<p>Teacher resources</p> <ul style="list-style-type: none"> • <i>Ho ..., Chi ha ...?</i> cards (daily routines) • Circling pictures (daily routines with clocks) • Sentence chaos text • <i>Hai...?</i> cards and A4 sheets <p>Audiovisuals</p> <ul style="list-style-type: none"> • Giovanna Cappi. (2016, February 18). <i>La mia routine quotidiana</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=naKiW34Rsb4 • Learn Italian with Lucrezia. (2013, April 24). Learn Italian: daily routine (Lesson 26 - Beginner) [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=eLH7XOz2yNs
4	<p>Teacher resources</p> <ul style="list-style-type: none"> • Fly swats <p>Websites</p> <ul style="list-style-type: none"> • Slideplayer, <i>Routine quotidiana</i> https://slideplayer.it/slide/15494991/ • Languages Online, Unit 29 Telling the time https://www.education.vic.gov.au/languagesonline/italian/sect29/index.htm <p>Audiovisuals</p> <ul style="list-style-type: none"> • <i>L'Italiano da Lontano</i>. (2011, June 11). <i>Cosa fai la mattina?</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=7N3tLmEiFIY • Oh My Genius <i>Italiano</i>. (2019, March 13). <i>Canzone di routine quotidiana canzone per bambini Daily Routine Song Oh My Genius Italiano</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=K8L4fa15PBI • <i>Italiando</i> - Learn italian with <i>Silvia</i>. (2021, May 28). Daily Routine Verbs - In Italian [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=DNgxMi35pUA • <i>Elisabetta Verticelli</i>. (2014, January 27) <i>Sai raccontare la tua giornata?</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=RI3uXZ0902k

Week	Resources
5	<p>Teacher resources</p> <ul style="list-style-type: none"> • <i>Battaglia navale</i> cards <p>Student resources</p> <ul style="list-style-type: none"> • <i>I verbi delle azioni quotidiane</i> worksheets • <i>Azioni quotidiane – Vero o falso</i> worksheets <p>Websites</p> <ul style="list-style-type: none"> • Storyboard That https://www.storyboardthat.com/ <p>Audiovisuals</p> <ul style="list-style-type: none"> • <i>Telemaco</i>. (2016, September 22) <i>Lessico 20 le azioni quotidiane</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=RWUDIWVmvws • Fun and Easy Italian. (2021, May 8). <i>Azioni Quotidiane</i> (How to talk about daily routine in Italian) [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=lxJh1g0ysN4
6	<p>Teacher resources</p> <ul style="list-style-type: none"> • Running translation text • Oral translation ping-pong texts <p>Students resources</p> <ul style="list-style-type: none"> • <i>Leggi, poi abbini le ore con le azioni</i> worksheets • Mini whiteboards or A4 paper • Bilingual dictionaries • <i>Trova l'intruso – La mia giornata tipica</i> worksheets • Oral translation ping-pong texts <p>Applications</p> <ul style="list-style-type: none"> • Book Creator https://app.bookcreator.com/sign-in • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ <p>Websites</p> <ul style="list-style-type: none"> • Milan Illustrations Agency, <i>Paco Dormiglione</i> https://www.milan-illustrations.com/product/illustrations/chsk208/ • Storyboard That https://www.storyboardthat.com/ • The Language Gym, Translation tasks and techniques that have significantly enhanced my teaching

Week	Resources
	<p>https://gianfrancoconti.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/</p> <p>Audiovisuals</p> <ul style="list-style-type: none"> • <i>Learnita</i>. (2015, November 10). My daily routine in Italian - Learn Italian language [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=bZU7qSZG1T0&t=2s • <i>Maestra Elisa</i>. (2020, May 2). <i>La mia Giornata</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?app=desktop&v=PDESoyS5sL0
7	<p>Teacher resources</p> <p>Flash cards (daily actions and times)</p> <p>Websites</p> <ul style="list-style-type: none"> • The Teacher Toolkit, Inside-Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles • 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/ • <i>CPIA 4 Torino - Istruzione per adulti</i>. (2021, April 13). <i>La mia giornata</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=YLKOWPYSzI0
8	<p>Teacher resources</p> <ul style="list-style-type: none"> • Pegs <p>Assessments</p> <ul style="list-style-type: none"> • Appendix C Assessment Exemplar 2 <i>La Giornata Tipica</i>



La mia giornata tipo – Ascolta e completa

Listen to the description of the morning routine and fill in the missing words.

La mia giornata: La mattina

La mattina di solito mi _____ alle sette.

_____ alzo.

Vado in _____, faccio la _____, lavo i _____.

Mi _____ e mi vesto.

Poi vado in cucina, preparo la _____.

_____ colazione con latte e biscotti.

Dopo la colazione, esco per _____ a lavorare.

Vado al lavoro in autobus.

Lavoro dalle _____ e trenta alle sedici e _____.

La mia giornata: Il pomeriggio

Al lavoro, ho un'ora di pausa per il _____.

Di _____, porto il pranzo da casa oppure compro un panino.

Alle _____ e trenta finisco di lavorare e _____ a casa con un collega.

Tre giorni a settimana vado in palestra dalle diciassette e trenta alle _____.

Gli altri giorni vado a _____ una passeggiata.

Mi _____ leggere i libri o _____ la TV.

Alle diciannove e trenta inizio a preparare la _____.

La mia giornata: La sera

Quando la cena è pronta, _____.

Qualche _____ invito gli amici a cena per stare in compagnia.

Dopo cena di solito _____ un film.

A volte parlo al telefono con mio _____ che vive lontano.

Non mi piace andare a _____ troppo tardi.

Di solito vado a _____ a _____.

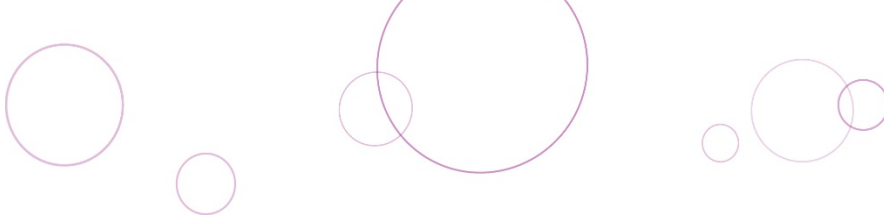


I verbi delle azioni quotidiane

Complete the tables below with the conjugated singular forms of the present tense.

<i>i pronomi</i>	<i>i verbi riflessivi</i>					
	<i>svegliarsi</i>	<i>alzarsi (dal letto)</i>	<i>lavarsi (la faccia/ i denti)</i>	<i>pettinarsi</i>	<i>vestirsi</i>	<i>addormentarsi</i>
<i>io</i>						
<i>tu</i>						
<i>lui/lei</i>						

<i>i pronomi</i>	<i>i verbi regolari</i>				
	<i>fare colazione</i>	<i>andare a scuola/al lavoro</i>	<i>pranzare</i>	<i>cenare</i>	<i>andare a letto</i>
<i>io</i>					
<i>tu</i>					
<i>lui/lei</i>					



Azioni Quotidiane – Vero o falso

Read the sentences below and tick if the statements are *vero* or *falso*.

	<i>Vero</i>	<i>Falso</i>
1. Paolo wakes up at 6:30.	<input type="checkbox"/>	<input type="checkbox"/>
2. Then Paolo eats breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
3. Paolo washes his face after he eats breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
4. Paolo's Mum and Dad have coffee and biscuits for breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
5. Paolo gets to school by car.	<input type="checkbox"/>	<input type="checkbox"/>
6. Paolo arrives at school at 8:15.	<input type="checkbox"/>	<input type="checkbox"/>
7. School finishes at 1:30pm.	<input type="checkbox"/>	<input type="checkbox"/>
8. Paolo returns home at 4pm.	<input type="checkbox"/>	<input type="checkbox"/>
9. Paolo plays with his friends and then watches TV.	<input type="checkbox"/>	<input type="checkbox"/>
10. Paolo brushes his teeth and then puts his pyjamas on.	<input type="checkbox"/>	<input type="checkbox"/>



Leggi, poi abbini le ore con le azioni

Read the text below, then match the times with the correct activity as stated in the text.

Ogni mattina mi sveglio alle 6.10 per andare a scuola. Alle 6.15 faccio la doccia. Alle 6.45 mi vesto. Alle 7.30 faccio colazione. Di solito mangio i cereali e bevo un tè. Vado a scuola alle 7.45. Torno a casa alle 15.20. Gioco a calcio con i miei amici. Dopo faccio i miei compiti e poi ceno alle 20.30. Mi lavo la faccia e i denti e mi metto il pigiama alle 21.30. Alle 22.00 vado a letto. Alle 22.30 mi addormento.

Le ore

Le azioni

le otto meno un quarto

faccio colazione

le sei e un quarto

torno a casa

le venti e mezza

mi lavo la faccia e i denti

le sette meno un quarto

faccio la doccia

le ventuno e mezza

mi addormento

le sei e dieci

vado a scuola

le ventidue e mezza

vado a letto

le sette e mezza

mi sveglio

le quindici e venti

ceno

le ventidue

mi vesto

Trova l'intruso – La mia giornata tipica

Read about the daily routines of Marco, Annalisa and Sebastiano.

A	B	C
<p><i>Mi chiamo Marco. Di solito mi sveglio alle sei e mezza poi mi alzo alle sette meno un quarto. Mi lavo la faccia e faccio colazione alle sette. Alle sette e un quarto faccio la doccia poi mi lavo i denti, mi vesto e preparo il mio zaino. Vado a scuola alle otto. Le lezioni iniziano alle otto e venticinque e finiscono alle sedici meno un quarto. Dopo scuola torno a casa e guardo la TV. Gioco a basket poi ceno alle venti e mezza. Dopo faccio i compiti. Di solito finisco i compiti alle ventidue poi mi addormento.</i></p>	<p><i>Mi chiamo Annalisa. Di solito mi sveglio alle sei poi mi alzo alle sette meno un quarto. Faccio colazione alle sette e un quarto. Mi lavo la faccia e mi lavo i denti alle sette e mezza. Faccio la doccia poi mi vesto e preparo il mio zaino. Vado a scuola alle otto. Le lezioni iniziano alle otto e un quarto e finiscono alle sedici. Dopo scuola torno a casa e guardo la TV. Gioco a calcio poi ceno alle venti e mezza. Dopo faccio i compiti. Di solito finisco i compiti alle ventidue poi mi addormento.</i></p>	<p><i>Mi chiamo Sebastiano. Di solito mi sveglio alle sei e mezza poi mi alzo alle sette. Mi lavo la faccia e faccio colazione alle sette. Alle sette e un quarto faccio la doccia poi mi lavo i denti, mi vesto e preparo il mio zaino. Vado a scuola alle otto e cinque. Le lezioni iniziano alle otto e un quarto e finiscono alle sedici meno un quarto. Dopo scuola torno a casa e faccio i compiti. Gioco a calcio poi ceno alle venti e mezza. Dopo guardo la TV. Di solito vado a letto alle ventuno e mezzo poi mi addormento.</i></p>

Read the following statements and circle the letter of the description that **does not** apply to the descriptions above:

- | | | | |
|--|---|---|---|
| 1. I wake up at 6:30. | A | B | C |
| 2. I get up at 6:45. | A | B | C |
| 3. I wash my face and then have breakfast. | A | B | C |
| 4. At 7:15 I have a shower. | A | B | C |
| 5. I go to school at 8:00. | A | B | C |
| 6. School starts at 8:15. | A | B | C |
| 7. School finishes at 3:45 pm. | A | B | C |
| 8. After school I watch TV. | A | B | C |
| 9. I play soccer before dinner. | A | B | C |
| 10. I go to sleep at 10 pm. | A | B | C |

Term 4

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> • <i>Mr Chicken Arriva a Roma</i> flash cards • <i>Mr Chicken Arriva a Roma</i> sentence strips <p>Student resources</p> <ul style="list-style-type: none"> • World map <p>Books</p> <p>Hobbs, Leigh (2016). <i>Mr Chicken arriva a Roma: (Mr Chicken arrives in Rome)</i>. Allen and Unwin, Crows Nest, NSW</p> <p>Websites</p> <ul style="list-style-type: none"> • Babel, How many people speak Italian, and where is it spoken? https://www.babel.com/en/magazine/how-many-people-speak-italian-where-spoken • Wikimedia Commons, Linguistic Map of Italian Language https://commons.wikimedia.org/wiki/File:Linguistic_map_of_the_Italian_language.svg • Deviant Art, Italian as an Official Language https://www.deviantart.com/siliconferret/art/Italian-as-an-Official-Language-737555454 <p>Audiovisuals</p> <ul style="list-style-type: none"> • Babel USA. (202, August 13). How Many People Speak Italian? By The Numbers [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=T9xVfGLCuLI • Italian for Americans. (2019, December 8). Where Is Italian Spoken In The World? [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=dG_6BhWxSxs • Learn Italian with <i>Lucrezia</i>. (2018 October 17). Where is Italian spoken in the world? <i>L'italiano nel mondo</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=yHt_qik6TLU • LearnAmo. (2019, July 25). Where is the Italian language spoken? In which countries is Italian the official language? [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=JwYNkU9-JWA (in Italian). • Little Miracles. (2020, June 11). Hometown with Robbie & Susie Europe Week Italy Educational videos for preschool toddlers [Video file]. Retrieved August, 2021, from https://youtu.be/TFXS0ONqU0Y?t=268 • Italy4Real. (2020, December 1). Rome Colosseum Virtual Tour with Roman Guide [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=dE5d2m2EkqA

Week	Resources
2	<p>Teacher resources</p> <ul style="list-style-type: none"> • One dice, one pencil text • Dice • Pictures of Rome landmarks <p>Student resources</p> <ul style="list-style-type: none"> • Maps of Rome <p>Websites</p> <ul style="list-style-type: none"> • Italian Online Tutor, <i>Le preposizioni di luogo</i> https://serenaitalian.wordpress.com/2013/10/24/le-preposizioni-di-luogo/ • On the World Map, Rome Sightseeing Map https://ontheworldmap.com/italy/city/rome/rome-sightseeing-map.jpg • Italy Explained, Driving in Italy: Italian Road Signs https://italyexplained.com/driving-road-signs-italy/ • Wikipedia, Road signs in Italy https://en.wikipedia.org/wiki/Road_signs_in_Italy • Grand Voyage Italy, Lord, Show Me a Sign: Understanding Road Signs in Italy http://www.grandvoyageitaly.com/piazza/lord-show-me-a-sign-road-signs-in-italy • Pianeta Bambini, Educazione Stradale: Schede Didattiche per la Scuola Primaria https://pianetabambini.it/educazione-stradale-schede-didattiche-scuola-primaria/ • Gimkit https://www.gimkit.com/ • Blooket https://www.blooket.com/ <p>Audiovisuals</p> <ul style="list-style-type: none"> • Vidtur. (2013, March 20). Rome 10 best places [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=s9-ZMG230QM
3	<p>Student resources</p> <ul style="list-style-type: none"> • <i>Pizza al taglio</i> dialogues <p>Websites</p> <ul style="list-style-type: none"> • Tripadvisor, 'Best Croissant in Rome' https://en.tripadvisor.com.hk/ShowUserReviews-g187791-d1171783-r414893088-Il_Cornettone-Rome_Lazio.html • ThoughtCo How to Order Pizza at the '<i>Pizza al Taglio</i>' Shop in Italy https://www.thoughtco.com/how-to-order-pizza-in-italy-4107226

Week	Resources
	<p>Audiovisuals</p> <ul style="list-style-type: none"> Italy4Real. (2020, September 30). <i>Rome's Trevi Fountain virtual tour with expert local guide in 4K</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=C7nC6twb3FM Italy4Real. (2020, September 28). <i>Explore the Pantheon in Rome, Italy 4K with expert guide</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=TOVUeaudrCO Italy4Real. (2020, September 26). <i>Rome Italy Spanish Steps Virtual Tour with local expert travel guide</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=CRVd14epdx0 Daniele Papa. (2018, May 5). <i>Teglia Romana inaugurazione pizzeria Habemus Papa</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=nQYRIrnGGaY
4	<p>Student resources</p> <ul style="list-style-type: none"> Menus <p>Websites</p> <ul style="list-style-type: none"> Family Can Travel, 6 Parks and Playgrounds in Rome https://www.familycantravel.com/rome-playgrounds/ <i>Pronti, Valigia e Via, 7 parchi di Roma bellissimi dove portare i bambini</i> https://prontivaligiaevia.com/2019/09/08/7-parchi-di-roma-bellissimi/ <i>Trattoria Re di Roma</i> https://www.trattoriarediroma.it/ <i>Ristorante RomAntica</i> https://ristoranteromantica.net/full-menu/ The Local IT, Italian expression of the day: '<i>Fare la scarpetta</i>' https://www.thelocal.it/20190607/italian-expression-of-the-day-fare-la-scarpetta/ <p>Audiovisuals</p> <ul style="list-style-type: none"> Italy4Real. (2020, November 29). <i>Virtual Tour of Rome's St. Peters Church with local expert tour guide 4K</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=sHiDXCpEmGg Italy4Real. (2020, November 6). <i>Virtual Tour of The Vatican with Italian Tour Guide</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=n3xL_ekQxYs John C RV. (2017, October 30). <i>Piazza Navona – Domitian's Stadium Site - Rome</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=Rk78Q4jRBBY

Week	Resources
5	<p>Student resources</p> <ul style="list-style-type: none"> • La mia gita a Roma worksheets • Bilingual dictionaries • A5 card • Drawing pins <p>Applications</p> <ul style="list-style-type: none"> • Book Creator https://app.bookcreator.com/sign-in • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/
6	<p>Student resources</p> <ul style="list-style-type: none"> • Paper/card • Bilingual dictionaries <p>Books</p> <ul style="list-style-type: none"> • Dubuc, Marianne (2016). <i>Davanti alla mia casa c'è ...</i> La Margherita, Cornaredo (MI) <p>Applications</p> <ul style="list-style-type: none"> • Book Creator https://app.bookcreator.com/sign-in <p>Audiovisuals</p> <ul style="list-style-type: none"> • <i>Maestre e bambini, comunque vicini!</i> (2020, March 12). <i>Davanti alla mia casa c'è</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=hy_MtYfY15w
7	<p>Teacher resources</p> <ul style="list-style-type: none"> • Vocabulary list (<i>la settimana bianca</i>) • Sticky tape <p>Student resources</p> <ul style="list-style-type: none"> • Vocabulary list (<i>la settimana bianca</i>) • Bilingual dictionaries • Glue, paper, plastic sheets, glitter <p>Websites</p> <ul style="list-style-type: none"> • The Italy Edit, <i>La Settimana Bianca</i>, Italy's Annual Ski Week https://www.theitalyedit.com/settimana-bianca-italy-ski-week/ • 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
	<ul style="list-style-type: none"> • Blog <i>Mamma, Focchi di neve fai da te con la colla per biglietti di auguri e lavoretti</i> https://www.blogmamma.it/focchi-di-neve-fai-da-te-colla-biglietti-auguri-lavoretti/ • <i>Patrizianencinidee, I come inverno</i> https://www.patrizianencinidee.com/inverno <p>Audiovisuals</p> <ul style="list-style-type: none"> • Italian Online School. (2021, March 22). <i>Winter holidays: 'La settimana bianca'</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=d1iBWeJ5Fps
8	<p>Student resources</p> <ul style="list-style-type: none"> • Bilingual dictionaries • Pasta – <i>ruote, penne, conchiglie, tubetti</i> • Hot glue guns • Paint and paint brushes • Ribbons • A5 coloured card • Paper clips <p>Websites</p> <ul style="list-style-type: none"> • Limparo, Matematica https://www.limparo.it/classe-prima/matematica/ • <i>Alla fine arriva Mamma, Focchi di neve con pasta secca</i> https://blog.pianetamamma.it/allafinearrivamamma/focchi-di-neve-con-pasta-secca/ <p>Audiovisuals</p> <ul style="list-style-type: none"> • Marina Francesca Ceccarelli. (2015, January 30). <i>I numeri ordinali</i> [Video file]. Retrieved August, 2021, from https://www.youtube.com/watch?v=fyB3roKOxM0

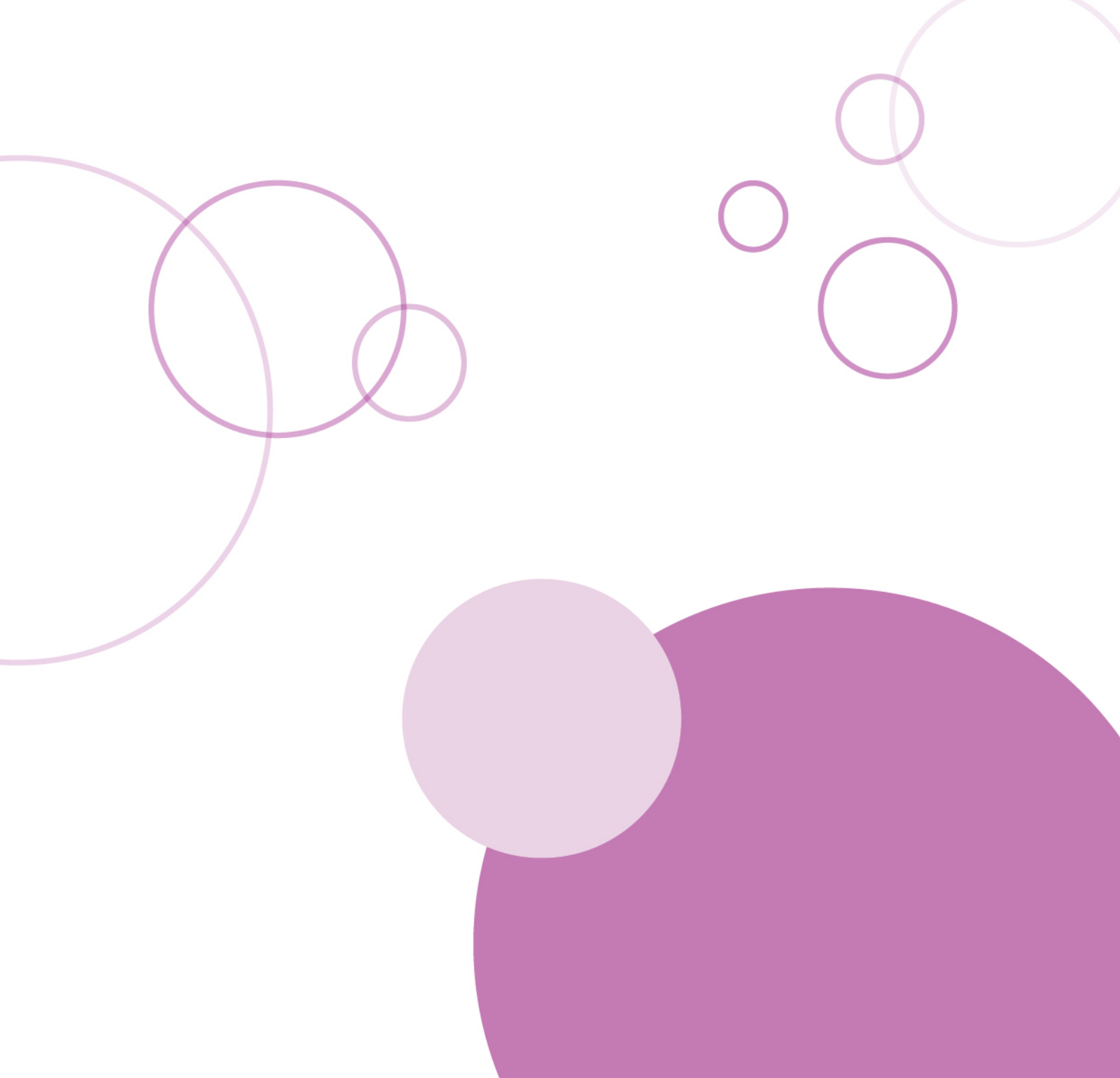


La mia gita a Roma

Sort the phrases by placing them with the correct sentence stem.

<i>il Pantheon</i>	<i>tante persone</i>	<i>con i miei amici</i>	<i>alla Fontana di Trevi</i>
<i>al Foro Romano</i>	<i>la pasta</i>	<i>a calcio</i>	<i>al ristorante</i>
<i>il Vaticano</i>	<i>al Colosseo</i>	<i>la Basilica di San Pietro</i>	<i>un gelato</i>
<i>un cornetto</i>	<i>tanti piccioni</i>	<i>la pizza al taglio</i>	<i>la Piazza Navona</i>
<i>alla Piazza di Spagna</i>	<i>con bambini italiani</i>	<i>a un parco gioco</i>	<i>a Ce l'hai</i>

<i>Sono andato/a ...</i>	<i>Ho visto ...</i>	<i>Ho mangiato ...</i>	<i>Ho giocato ...</i>

The page features a decorative graphic consisting of several overlapping circles in various shades of purple. A large, solid purple shape, resembling a semi-circle or a large circle cut off at the bottom, is positioned in the lower right quadrant. The background is white, and the text is set against a light purple horizontal band at the bottom.

APPENDIX B:
ASSESSMENT EXEMPLAR 1

Il mio tempo libero



Achievement Standard

Year level description

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

At standard, **students interact and socialise in Italian using simple descriptive, or expressive modelled language with guidance, to participate in tasks or activities, to ask questions, make statements and to exchange information about aspects of their personal worlds**, daily routines at home and school and their interests, such as *Il sabato gioco a pallacanestro* and *Giochi domani?* Students locate, process and convey some factual information and simple statements from texts. They respond to imaginative texts, discussing messages, using modelled language to make statements in Italian. **They use familiar expressions, simple statements and modelled language** to make statements and express opinions, sometimes in Italian, about characters or themes and **to create** and perform **short imaginative texts**. Students share meanings and some simple understandings about aspects of Italian language and culture by translating, with some accuracy, familiar words, phrases and simple expressions. They use dictionaries, with guidance, and word lists to translate simple familiar texts and make some observations in English about how language reflects cultural practices and norms.

Students pronounce and write familiar words accurately most of the time and experiment with pronunciation of words containing letter combinations, such as *sc, sch, sci, gne* and *gl*, with a satisfactory level of accuracy. They apply some of the rules of spelling and punctuation, such as capitalisation, with some consistency. They use familiar vocabulary and expressions, and apply elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They use, in modelled texts, the singular forms of common regular, reflexive and high-frequency irregular verbs in the present tenses, such as *Anna va al parco*, and the past tense, such as *Mi alzo alle sette*. Students express preferences and reasons for preferences, tell the time, give the day, date and ages. They use simple prepositions to indicate location and direction. Students talk about language using some Italian terms with guidance. They make some simple comparisons between features of familiar texts and explain, with guidance, how particular features help to achieve a particular purpose. They list ways that language use may vary due to context and participants, and they list places where Italian is spoken around the world. They identify some vocabulary and expressions that reflect different cultural values and make some connections between culture and language use.



Assessment task

Title of task

Il mio tempo libero

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to school and free time.</p> <p>In Part A they demonstrate their skills in speaking Italian by exchanging information in a short conversation with a partner about their likes and dislikes at school and their hobbies.</p> <p>In Part B students demonstrate their skills in writing song lyrics about their daily activities in response to an imaginative text.</p>
Type of assessment	Summative
Purpose of assessment	<p>To determine student learning at the time of the assessment.</p> <p>To establish information on their ability to interact with a peer to talk about their likes and dislikes at school and their hobbies.</p> <p>To establish information on their ability to create a song about their likes and dislikes at school and their hobbies using familiar language and modelled text in response to an imaginative text.</p>
Evidence to be collected	<p>Audiovisual recording of conversation</p> <p>Written song</p>
Suggested time	<p>Part A – 30 minutes preparation, then 2–3 minutes per pair</p> <p>Part B – 40 minutes</p>

Content description

Content from the Western Australian curriculum

Communicating

Socialising

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, *Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!*



Creating

Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language

Understanding

Systems of language

Develop pronunciation and intonation in Italian, for example, *sc* followed by *h* or *i/e* (*schiaivo, piscina, pesce*) and letter combinations such as *gn* (in *lavagna*) and *gl* (in *famiglia*)

Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including *sabato, dicembre*

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- using gender, singular and plural nouns in the regular form
- learning to conjugate common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense, for example, *Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend*
- expressing preferences and reasons for preferences, for example, *Mi piace ... perché ...; Preferisco ...*
- using simple conjunctions such as *e, poi* and *ma*
- recognising and using the names for the days of the week

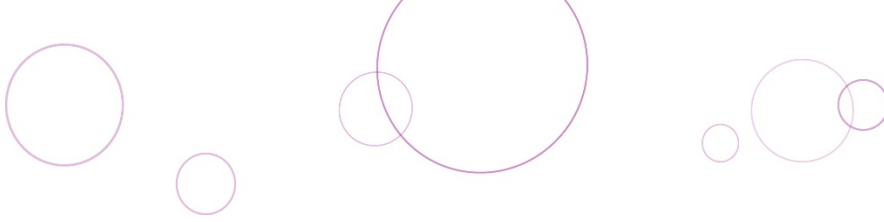
Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts and text types related to school and free time
- the song *I giorni della settimana* by Mela Music
- context-related vocabulary; for example, *le materie scolastiche; gli sport, i passatempi*
- grammatical items, including:
 - using singular and plural nouns in the regular form
 - using common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense
 - expressing preferences and reasons for preferences
 - using simple conjunctions, recognising and using the names for the days of the week
- the textual conventions of a conversation
- the textual conventions of a song.



Assessment task

Assessment conditions

Part A: Task to be completed by students working in pairs. They plan together and then participate in a conversation.

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

- recording devices
- task sheet
- blank paper



Instructions for teacher

Before administering the task, the students will need to be:

- exposed to a variety of texts and text types related to school and free time
- exposed to the song *I giorni della settimana* by Mela Music
- taught context-related vocabulary; for example, *le materie scolastiche; gli sport, i passatempi*
- taught grammatical items, including:
 - using singular and plural nouns in the regular form
 - using common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense
 - expressing preferences and reasons for preferences
 - using simple conjunctions
 - recognising and using the names for the days of the week
- taught the textual conventions of a conversation and a song, and provided with opportunities to practise them.

Task

Part A *Una conversazione*

Students will have a conversation with a peer. The conversation must include at least six questions.

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

- *Ti piace + subject? or Ti piace + hobby?*
- *Qual'è la tua materia preferita? or Qual'è il tuo passatempo favorito?*
- *Fai la storia il mercoledì?*
- *Come vai a scuola?*
- *Quale scuola frequenti?*
- *Che classe fai?/In che anno sei?*
- *Quale sport ti piace?*
- *In quale sport sei bravo/a?*
- *Giochi a ...?*
- *Che fai nel tempo libero?/Cosa ti piace fare nel tempo libero?*
- *Cosa fai nel weekend? or Cosa fai dopo scuola?*

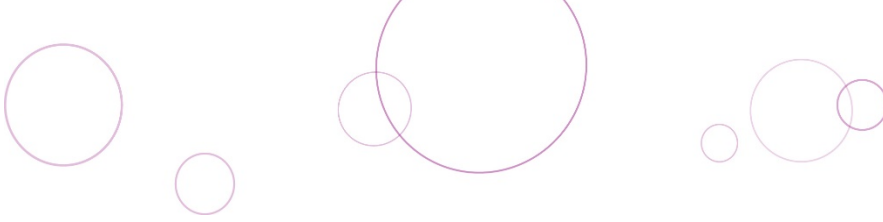
Remind students of how to use *E tu?* to maintain a conversation and avoid repetition. Explain to students that while they provide information in answer to six questions, they should only ask three each. They should include salutations and leave-taking in their conversation.

Provide students with paper on which to plan their conversation.

Allow students 15 minutes to work in pairs to plan their conversation, including selecting the questions they will ask each other. Students then have 15 minutes to practise with their partner. Remind them to include 'hellos' and 'goodbyes' in their conversation.

Advise students that the conversation will be recorded.

Ask students to form groups of four and present their conversation to their group. One of the other students in the group records the conversation.



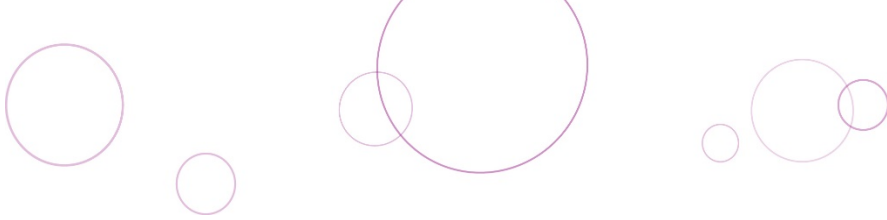
Part B *La mia settimana*

Insert the lyrics from the song *Giorni della Settimana* in to the left-hand column of the student task sheet. The lyrics can be found at:

- *Giorni della Settimana – Canzoni per Imparare – UAO*
<http://uaoradio.net/canzoni-bimbi/scuola-musicaspettacoli/giorni-della-settimana-canzoni-imparare>.

Read the instructions on the task sheet. Tell students that they are to write the lyrics of a song by modelling the language in *I giorni della settimana*, using similar phrases and/or substituting words in the song.

Allow students 40 minutes to write their song.



Instructions to students

Part A *Una Conversazione*

Write your answers to your selected questions in the table below:

Question 1:
Question 2:
Question 3:
Question 4:
Question 5:
Question 6:

Marking key – Part A: *Una conversazione*

Description	Marks
Content	
Asks three questions (1 mark each).	1–3
Provides information in answer to six questions about school and interests (1 mark each).	1–6
Includes salutation and leave-taking.	1
Subtotal	10
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 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
Uses a 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
Displays some inconsistency with pronunciation and intonation, but meaning is clear.	2
Uses inaccurate pronunciation and/or intonation which impedes comprehension at times.	1
Subtotal	3
Comprehension and fluency	
Comprehends other speaker. Readily offers responses, and interaction flows well. Self-corrects if necessary.	3
Asks for repetition or clarification and requires some support. Attempts self-correction.	2
Requires considerable support to comprehend questions and/or respond, which impacts fluency.	1
Subtotal	3
Part A total	19

Marking key – Part B: *La mia settimana*

Description	Marks
Content	
Models their lyrics on the song <i>I giorni della settimana</i> . Their song contains at least seven activities (one for each day of the week).	1–7
Subtotal	7
Imaginative text	
Recognises the particular language features and textual conventions in the simple song in creating their own.	1
Subtotal	1
Grammar	
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	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 from the teacher.	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	17
Total	36

The page features a decorative graphic consisting of several overlapping circles in various shades of purple. A large, solid purple shape, resembling a semi-circle or a large arc, is positioned in the lower right quadrant. The background is white, and the overall design is clean and modern.

APPENDIX C: **ASSESSMENT EXEMPLAR 2**

Una giornata tipica



Achievement standard

Year level description

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

At standard, students interact and socialise in Italian using simple descriptive, or expressive modelled language with guidance, to participate in tasks or activities, to ask questions, make statements and to exchange information about aspects of their personal worlds, daily routines at home and school and their interests, such as *Il sabato gioco a pallacanestro* and *Giochi domani?* **Students locate, process and convey some factual information and simple statements from texts.** They respond to imaginative texts, discussing messages, using modelled language to make statements in Italian. **They use familiar expressions, simple statements and modelled language** to make statements and express opinions, sometimes in Italian, about characters or themes and **to create** and perform **short imaginative texts.** **Students share meanings and some simple understandings about aspects of Italian language and culture** by translating, with some accuracy, familiar words, phrases and simple expressions. They use dictionaries, with guidance, and word lists to translate simple familiar texts and make some observations in English about how language reflects cultural practices and norms.

Students pronounce and write familiar words accurately most of the time and experiment with pronunciation of words containing letter combinations, such as *sc, sch, sci, gne* and *gl*, with a satisfactory level of accuracy. **They apply some of the rules of spelling and punctuation, such as capitalisation, with some consistency. They use familiar vocabulary and expressions, and apply elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy.** **They use, in modelled texts, the singular forms of common regular, reflexive and high-frequency irregular verbs in the present tenses, such as *Anna va al parco*, and the past tense, such as *Mi alzo alle sette*.** **Students** express preferences and reasons for preferences, **tell the time**, give the day, date and ages. They use simple prepositions to indicate location and direction. Students talk about language using some Italian terms with guidance. They make some simple comparisons between features of familiar texts and explain, with guidance, how particular features help to achieve a particular purpose. They list ways that language use may vary due to context and participants, and they list places where Italian is spoken around the world. They identify some vocabulary and expressions that reflect different cultural values and make some connections between culture and language use.



Assessment task

Title of task

Una giornata tipica

Task details

Description of task Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to telling the time and daily routine in Italian.

In Part A they demonstrate their skills in comprehending spoken text about time and a typical daily routine in short-answer responses.

In Part B they demonstrate their skills in creating an imaginary text by creating a storyboard about the typical daily routine on a school day of an imaginary Italian child.

Type of assessment Summative

Purpose of assessment To determine student learning at the time of the assessment.

To establish information on the students' ability to comprehend spoken text on daily routines and time, and to convey this information in short written responses.

To establish information on their ability to create a storyboard using familiar language and modelled text describing an imaginary Italian child's typical school day.

Evidence to be collected Completed task sheets

Suggested time Part A – 20 minutes
Part B – 60 minutes

Content description

Content from the Western Australian curriculum

Communicating

Informing

Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds



Creating

Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language

Understanding

Systems of language

Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including *sabato, dicembre*

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- using gender, singular and plural nouns in the regular form
- learning to conjugate common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense, for example, *Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend*
- using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as *primo; secondo; la prima classe*
- using regular and reflexive verbs as formulaic expressions in the past tense, for example, *Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo*
- using simple conjunctions such as *e, poi* and *ma*

Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts and text types related to daily routines and school
- context-related vocabulary
- grammatical items, including:
 - using singular and plural nouns
 - conjugating common regular and irregular verbs in the singular forms of the present tense
 - using cardinal numbers to tell the time (in o'clock, half past and minutes)
 - using regular and reflexive verbs as formulaic expressions in the past tense
 - using simple conjunctions
- the textual conventions of a storyboard.



Assessment task

Assessment conditions

Task 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 sheets
- picture dictionary
- bilingual dictionaries



Instructions for teacher

Before administering the task, the students will need to be:

- exposed to a variety of texts and text types related to daily routines and school
- taught context-related vocabulary
- taught grammatical structures, including;
 - singular and plural nouns
 - conjugating common regular and irregular verbs in the singular forms of the present tense
 - using cardinal numbers to tell the time (in o'clock, half past and minutes)
 - using regular and reflexive verbs as formulaic expressions in the past tense
 - using simple conjunctions
- taught the textual conventions of a storyboard and provided with opportunities to practise them.



Task

Part A – *La mia giornata*

Students sit at individual desks with a task sheet, a pencil and an eraser.

Read through the phrases/sentences twice before moving on to the next question.

Each question may be read a third time, to the whole class, if requested.

Students are to fill in the required information on the task sheet in English.

Task administration script

READ ALOUD

Please look at your task sheet. We will now begin section one. I will read out the times and you will write the times on the digital clocks.

A. *Sono le sedici e mezza.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.

READ ALOUD

B. *Sono le sette meno quindici.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.

READ ALOUD

C. *Sono le nove.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.

READ ALOUD

D. *Sono le sette e cinque.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.

READ ALOUD

E. *Sono le undici meno dieci.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.



READ ALOUD

We will now begin section two. Listen to the sentences and write down what activities are done at what times.

I will say each sentence twice.

A. *Ceno alle venti e mezza.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.

READ ALOUD

B. *Mi alzo alle sei.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.

READ ALOUD

C. *La scuola finisce alle sedici.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.

READ ALOUD

D. *Dopo scuola gioco a calcio alle diciassette con i miei amici.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.

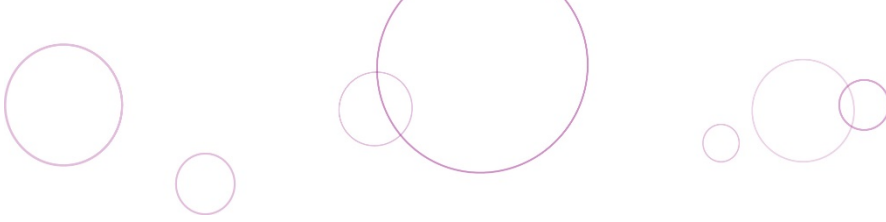
READ ALOUD

E. *Vado a letto alle ventidue e un quarto.*

Repeat the statement.

Leave a pause for students to write their responses.

Read the statement a third time if requested.



Part B – *Una giornata scolastica*

Students are to design a storyboard about the daily routine on a school day of an Italian child.

Provide them with the storyboard template and picture dictionary. Read the instructions to them. Template may be provided on A3 paper.

Students are required to create eight captions, each of which describes one activity the child does as part of their daily routine, capturing what they do from the time they wake up to the time they go to bed. They write a different caption in each of the eight panels and then illustrate each caption to show what is happening.

They should aim to write eight sentences.

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

They will have approximately 60 minutes to complete the task.



Instructions to students

Una giornata tipica

Part A *La mia giornata*

What is the time? *Che ora è?*

1. Listen carefully to your teacher and write the times you hear on the digital clocks below.

a. :

b. :

c. :

d. :

e. :

2: Listen carefully to your teacher and write down what activity is done and at what time.

	What time?	What activity?
a.		
b.		
c.		
d.		
e.		

Part B *Una giornata scolastica*

You are to design a storyboard about the daily routine on a school day of an Italian child.

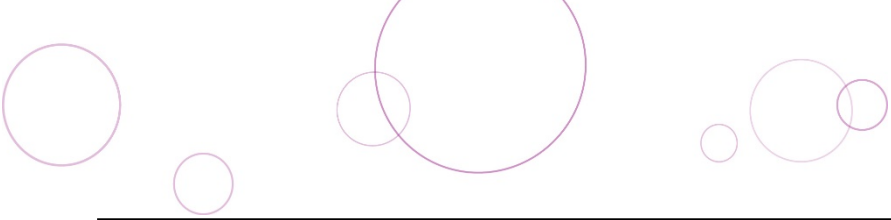
You will be provided with the storyboard template and a picture dictionary. Insert the name of your Italian child in the title.

Complete the eight panels of the storyboard in Italian, with a different caption for each day describing activities the child does from the time they wake up to the time they go to bed. Don't forget to add the time they complete each activity; for example, *Si alza alle sette*.

Then, finish the story by illustrating the panels of the storyboard.

Look up any unfamiliar vocabulary in a bilingual dictionary.

You will have approximately 60 minutes to complete the task.

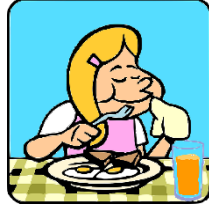


Una giornata nella vita di _____

La mia giornata



*ceno
ceni
cena*



*faccio colazione
fai colazione
fa colazione*



*faccio il bagno
fai il bagno
fa il bagno*



*faccio il letto
fai il letto
fa il letto*



*faccio la doccia
fai la doccia
fa la doccia*



*faccio i compiti
fai i compiti
fa i compiti*



*gioco con gli amici
giochi con gli amici
gioca con gli amici*



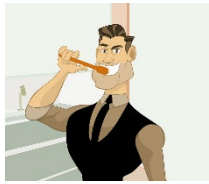
*mi addormento
ti addormenti
si addormenta*



*mi alzo
ti alzi
si alza*



*mi asciugo
ti asciughi
si asciuga*



*mi lavo i denti
ti lavi i denti
si lava i denti*



*mi lavo la faccia
ti lavi la faccia
si lava la faccia*



*mi pettino
ti pettini
si pettina*



*mi spoglio
ti spogli
si spoglia*



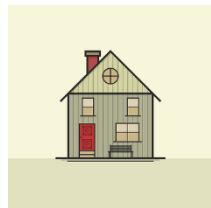
*mi sveglio
ti svegli
si sveglia*



*mi vesto
ti vesti
si veste*



*pranzo
pranzi
pranza*



*torno a casa
torni a casa
torna a casa*



*vado a letto
vai a letto
va a letto*



*vado a scuola
vai a scuola
va a scuola*

A che ora?

*alle sei (at 6 o'clock)
e un quarto (quarter past)*

e venti (twenty past)

*e mezza (half past)
meno un quarto (quarter to)*

Marking key – Part A *La mia giornata*

Description	Marks
Question 1	
A. 4:30/16:30	1
B. 6:45	1
C. 9:00	1
D. 7:05	1
E. 10:50	1
Subtotal	5
Question 2	
A. 8:30/20:30; eat dinner	1+1
B. 6:00; get up	1+1
C. 4:00/16:00; school finishes	1+1
D. 5:00/17:00; play soccer	1+1
E. 10:15/22:15; go to bed	1+1
Subtotal	10
Part A total	15

Marking key – Part B *Una giornata scolastica*

Description	Marks
Content	
Includes eight completed panels with captions in Italian, with relevant details in captions and in supporting illustrations to engage the reader.	3
Includes eight completed panels with captions in Italian, with adequate details in captions and supporting illustrations to engage the reader.	2
Limited attempts are made at writing and illustrating a story board.	1
Subtotal	3
Grammar	
Uses an appropriate range of sentence structures with a high level of accuracy. Uses present tense and time clauses successfully.	3
Uses an adequate range of sentence structures with a satisfactory level of accuracy. Use of present tenses and/or time clauses are sometimes unsuccessful, though the intended meaning is clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
Subtotal	3
Vocabulary and spelling	
Uses a wide variety of vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary. Some inconsistency with spelling, but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	3
Support	
Effectively uses their notes and/or other resources independently or does not require support from the teacher.	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	12
Total	27



Acknowledgements

Appendix C

Part B

Image of baby, bath, child eating burger, child in green pyjamas, child waking up, hands holding water, house, man brushing teeth, person tying shoelace and woman eating pizza from: Pixabay. (2015–2020). Retrieved October, 2021, from <https://pixabay.com/>

Image of alligator, bed, cat, child eating breakfast, children playing, combing hair and student studying from: Clker. (2007–2013). Retrieved October, 2021, from <http://www.clker.com/>

Image of children holding hands, green jumper and shower from: Openclipart. (2012–2015). Retrieved October, 2021, from <https://openclipart.org/>

