



Government of **Western Australia**
School Curriculum and Standards Authority



DRAFT

ITALIAN: SECOND LANGUAGE

Teaching and Learning Exemplar
Year 6



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

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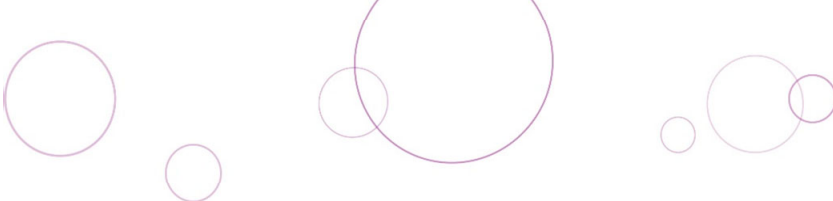
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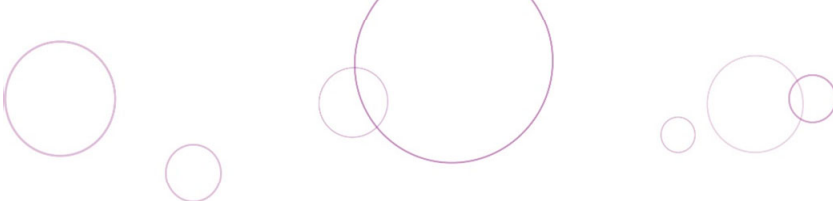
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Background

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

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

This Italian: Second Language Teaching and Learning Exemplar for Year 6, 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 indicate the student is well-placed to commence the learning required in the next year.

Assessing

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



Reflecting

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

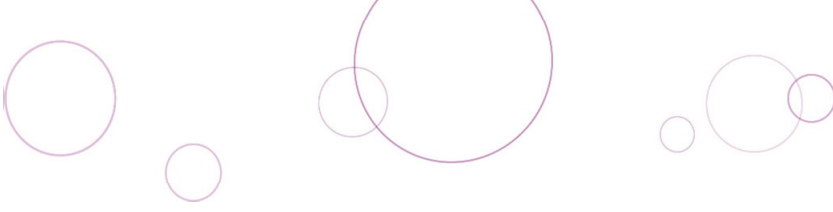
This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills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

Catering for diversity

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

At any point, teachers can adjust the:

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



The general capabilities and cross-curriculum priorities

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

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

The full description and exemplification of the general capabilities can be found on the Authority website: <https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum>.

The full description and exemplification of the cross-curriculum priorities can be found on the Authority website: <https://k10outline.scsa.wa.edu.au/home/teaching/cross-curriculum-priorities2/cross-curriculum-priorities>.

Languages | Italian: Second Language

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

Diagram 1 – How to read the teaching and learning exemplar

Western Australian curriculum content 1	Teaching and learning intentions 2	Learning experiences 3
Term 1, Week 1 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i>	<i>Il tempo libero</i> Students share information about how they spend their free time. Learning intentions Students: - brainstorm previously learnt vocabulary - match pictures and vocabulary of hobbies - describe their hobbies - participate in language activities to consolidate vocabulary - exchange information about free time.	Teaching and learning activities - Greet students and ask individual students how they are. Encourage a variety of responses; for example, <i>Sto bene.; Mi sento felice.; Ho fame.; Ho mal di testa.</i> Remind students to return the gesture; for example, <i>E tu?; E Lei?</i> - Allocate students to groups of 4–5 students and provide each group with an A3 piece of paper. Instruct students to brainstorm what Italian vocabulary they can remember using the graffiti strategy. Direct students to use headings for the different vocabulary; for example, <i>i mesi, i giorni, i passatempi.</i> After approximately fifteen minutes, ask groups to present their brainstorm to the class. Encourage students to add to their brainstorm as they listen to other groups presenting. - Show students the following audiovisual clip to revise hobbies: - Professor Dave Explains – Italian Vocabulary: Sports, Activities, and Leisure Time https://www.youtube.com/watch?v=pYlbU2lbE1M Provide students with a vocabulary list of hobbies. - Provide students with opportunities to consolidate the vocabulary, such as:

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



Prior Knowledge

This exemplar is based on the knowledge, understandings and skills students have learned during two hours per week of Italian: Second Language studies from Years 3 to 5. More information related to this curriculum can be found in the Italian: Second Language

Pre-primary to Year 10 Scope and Sequence:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/scope-and-sequence>.

Ways of teaching

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

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

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

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

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

Further information on ways to teach Languages can be found on the Authority website:

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

Note: links to electronic resources

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



Ways of assessing

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

Further assessment strategies can be found on the Authority website:

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

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



Year Level Description

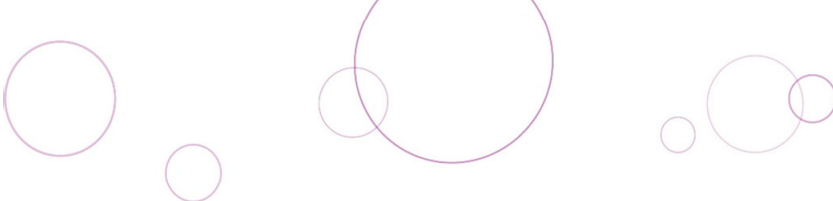
Year 6 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Years 3–5 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Italian language and culture and their own.

Students communicate in Italian, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using Italian. They gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.

Students are becoming more familiar with the systems of the Italian language, explaining and applying features of intonation, pronunciation and writing conventions in a variety of contexts and types of texts. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes such as using the perfect tense of common verbs such as *essere* + *andare*, *avere* + *vedere* and *giocare* to relate experiences. Students begin to build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures.

Students understand that the Italian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.

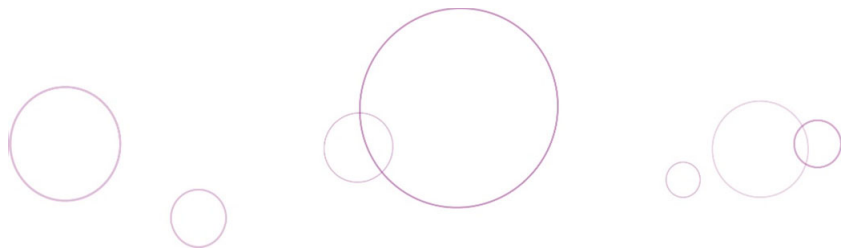
In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Italian. They are encouraged to use Italian as much as possible for interactions, structured learning tasks and language experimentation and practice.



Year 6 Achievement Standard

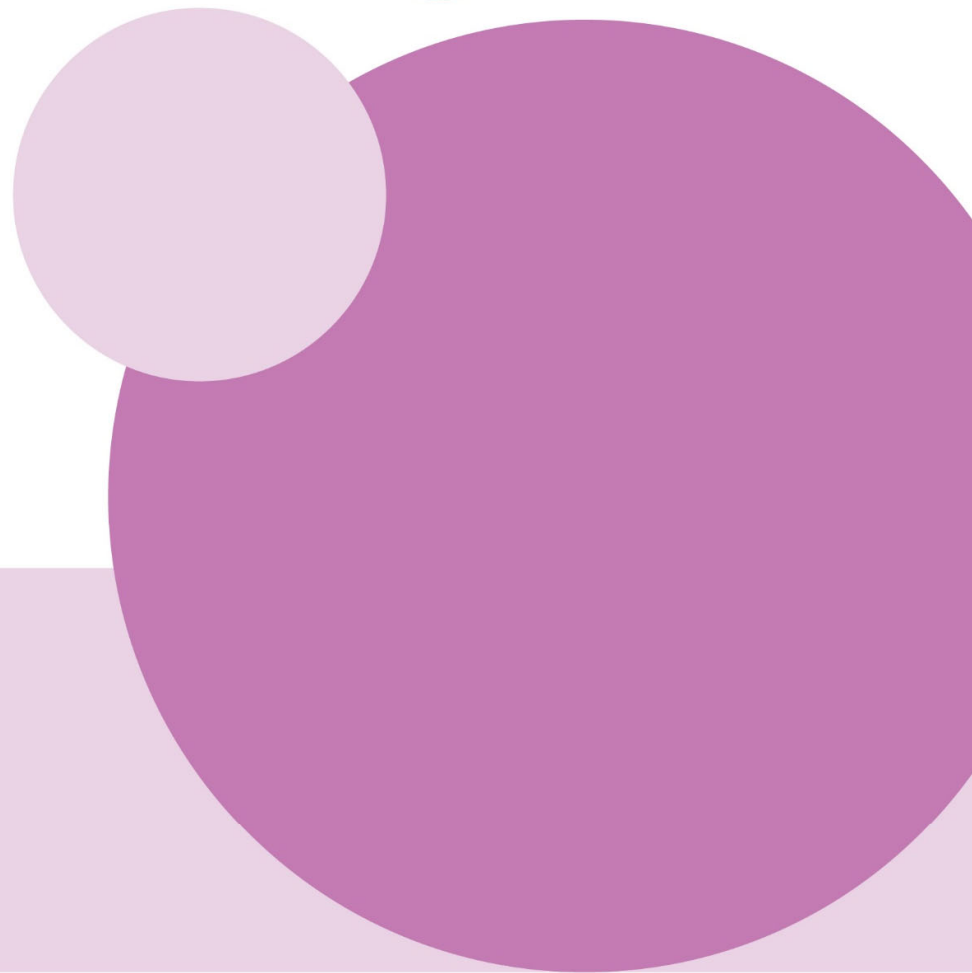
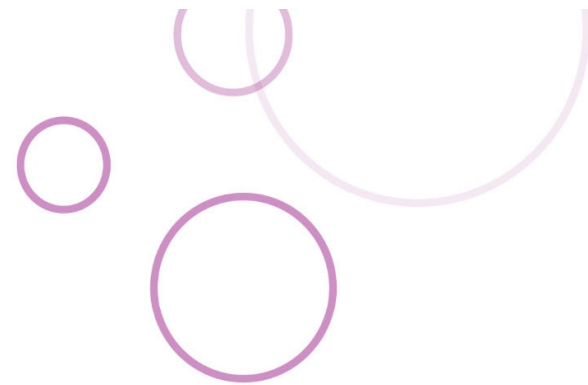
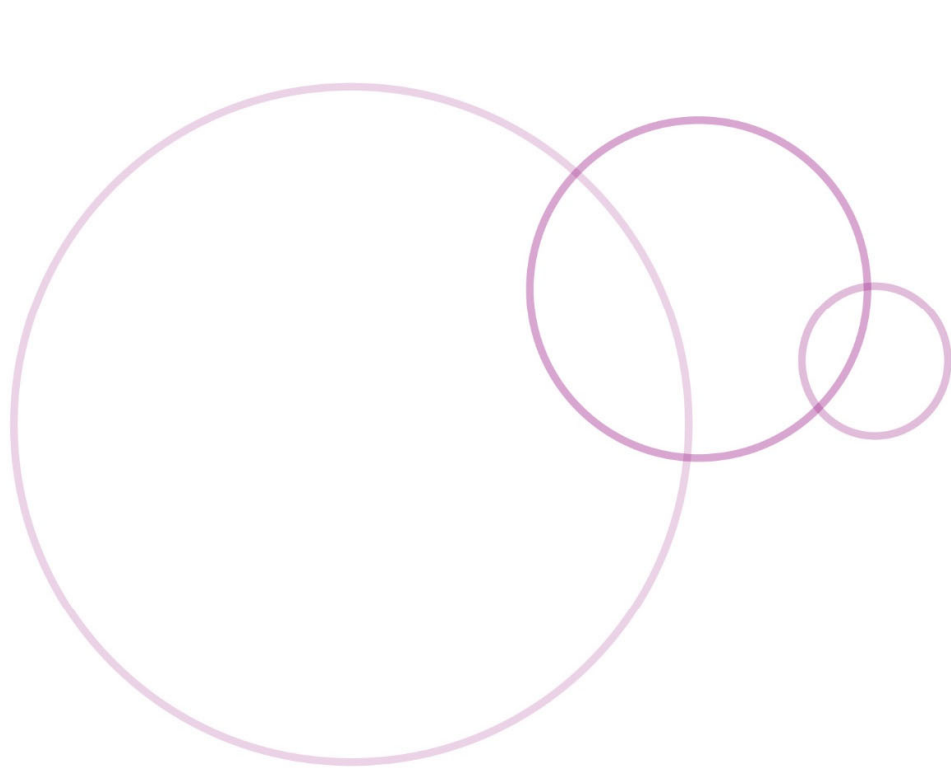
At standard, students initiate, with guidance, interactions in Italian using descriptive, expressive and modelled language to collaborate in guided tasks or activities and to exchange information and relate experiences about free time. Students gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds and they convey simple information, ideas and opinions. With some guidance, students select texts to suit specific audiences and contexts. They share and compare responses to characters, events and ideas, and identify some cultural elements in imaginative texts. They create, adapt or present, with guidance, their own simple alternative versions of imaginative texts for different audiences, modes or contexts. They translate short texts from Italian to English and vice versa, explaining or providing a description, with guidance, some familiar words or expressions that do not directly translate between languages. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing simply aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.

Students explain and use appropriate intonation, pronunciation, spelling and writing conventions with a satisfactory level of accuracy. They generate simple written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements with a high level of accuracy and less familiar elements with a satisfactory level of accuracy. Students apply understanding of adjective-noun agreements, formulate questions and requests using *dove*, *che*, *cosa* and *con chi* and express preferences using adverbs, such as *tanto* and *molto* to intensify the meaning. They talk about present events and situations, and those in the near future, using the present tense. They relate experiences in the past using the perfect tense of common verbs, such as *Domencia pomeriggio Alex ed io siamo andati in città*. Students discuss language patterns and rules, how Italian texts use language to create different effects and suit different audiences, and how Italian is used differently in different contexts and situations. They discuss how the Italian language is constantly changing due to contact with other languages and the impact of new technologies, and explain that language and culture are integral to the nature of identity and communication.



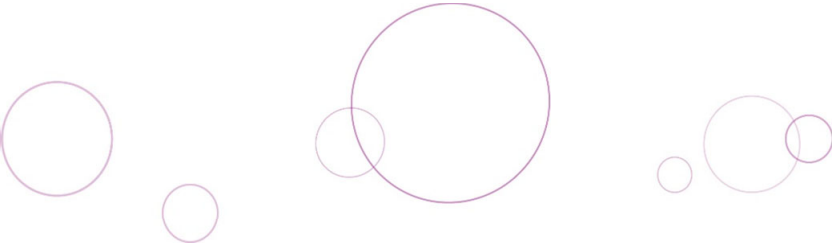
Overview

Italian: Second Language			
Term 1	Term 2	Term 3	Term 4
Weeks 1–8 <i>Il tempo libero</i> Free time	Weeks 1–5 <i>Creiamo!</i> Let’s create!	Weeks 1–8 <i>Cosa hai fatto?</i> What did you do?	Weeks 1–5 <i>È quasi la fine!</i> It’s nearly the end!
	Weeks 6–8 <i>Esco con i miei amici</i> I go out with my friends		Weeks 6–8 <i>Le feste italiane</i> Italian holidays/celebrations

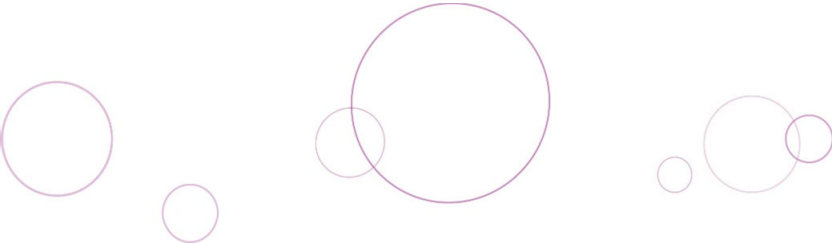


TERM 1

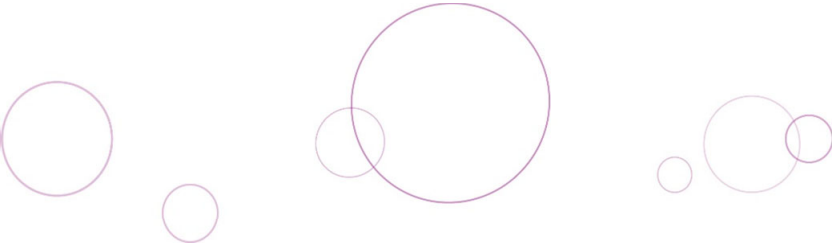
Weeks 1–8



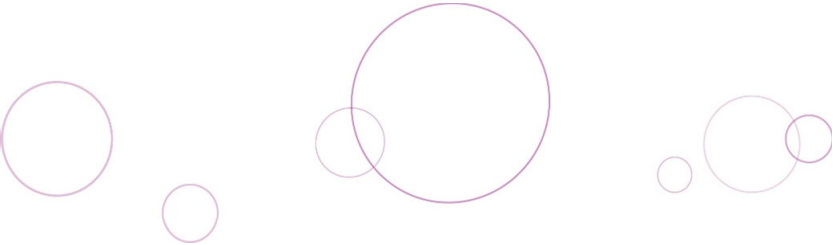
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 1 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i>	<i>Il tempo libero</i> Students share information about how they spend their free time. Learning intentions Students: • brainstorm previously learnt vocabulary • match pictures and vocabulary of hobbies • describe their hobbies • participate in language activities to consolidate vocabulary • exchange information about free time.	Teaching and learning activities • Greet students and ask individual students how they are. Encourage a variety of responses; for example, <i>Sto bene; Mi sento felice; Ho fame; Ho mal di testa</i>. Remind students to return the gesture; for example, <i>E tu?, E Lei?</i> • Allocate students to groups of 4–5 students and provide each group with an A3 piece of paper. Instruct students to brainstorm what Italian vocabulary they can remember using the graffiti strategy. Direct students to use headings for the different vocabulary; for example, <i>i mesi, i giorni, i passatempo</i>. After approximately fifteen minutes, ask groups to present their brainstorm to the class. Encourage students to add to their brainstorm as they listen to other groups presenting. • Show students the following audiovisual clip to revise hobbies: ▪ Professor Dave Explains – Italian Vocabulary: Sports, Activities, and Leisure Time https://www.youtube.com/watch?v=pYlbU2IbE1M Provide students with a vocabulary list of hobbies. • Provide students with opportunities to consolidate the vocabulary, such as:



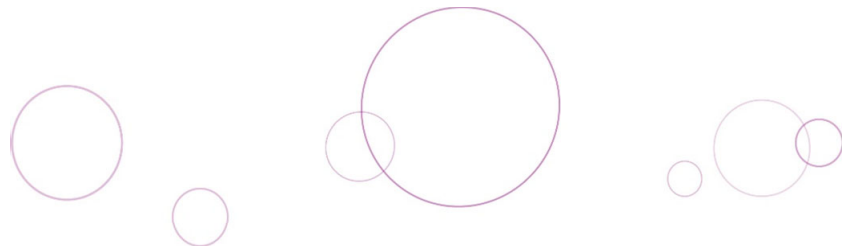
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (<i>è</i>) and acute accents (<i>perché</i>) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:		▪ Live worksheets – <i>Tempo libero</i> https://www.liveworksheets.com/ai1188031cx ▪ Live worksheets – <i>Nuovi compagni</i> https://www.liveworksheets.com/ta572222bf • Ask students to write a paragraph describing their hobbies. Advise students to use different sentence beginners, such as, <i>(Non) Mi piace molto ...; Preferisco ...; Amo/Adoro ...; Odio/Detesto ...</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 hobbies vocabulary; for example, <i>Maria va in bici nel weekend</i>. Then ask the students: ▪ yes/no questions; for example, <i>Va in bici?</i> ▪ either/or questions; for example, <i>Gioca a calcio o va in bici?</i>



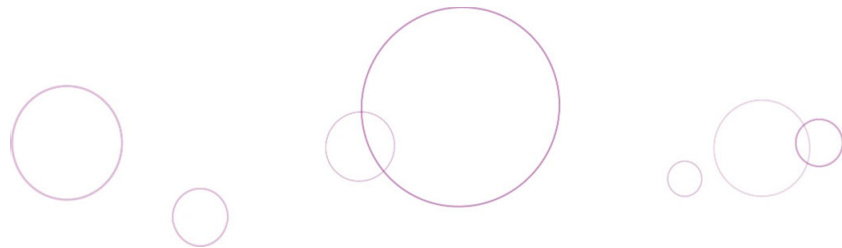
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> - expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> - formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i>		- a question that requires a negative response; for example, <i>Va in bici il giovedì?</i> - questions that require one-word answers (using interrogatives); 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> - Whole class responses are expected using full sentences; for example, Teacher (showing a picture of a girl riding a bike) <i>Maria va in bici?</i> Whole class: Sì, Maria va in bici. - Show students the following audiovisual clip and then ask them to circulate and ask 10 peers the question <i>Cosa fai nel tempo libero?</i> <i>Edilingua – Tempo libero – Arrivederic! 1 (Unità 4)</i> https://www.youtube.com/watch?v=8TA5BzRhopE



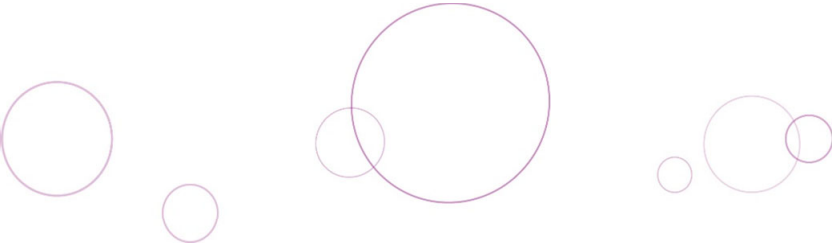
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 2 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare.</i> Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i>	<i>Il tempo libero</i> Students share information about how they spend their free time. Learning intentions Students: • participate in language activities to consolidate vocabulary • exchange information about free time • practise first and third person verb conjugation in the present tense • describe their free time activities • describe a peer's free time activities using the third person • describe two friends and their likes and dislikes for free time activities.	Teaching and learning activities • Show students the following audiovisual clip to extend their free time vocabulary: ▪ Your Italian Teacher – Learn Italian vocabulary: <i>Hobby e tempo libero</i> https://www.youtube.com/watch?v=vO7UUq6zSWQ • Ask students to complete some of the games from the following website to consolidate their free time vocabulary: ▪ Learn Italian https://www.learn-italian.net/italiantutorial?topic=Activity%20-%20hobbies&level=primary • Show students the following audiovisual clip to extend their questioning skills and then ask them to use these questions in an inside–outside circle activity: ▪ <i>Piazzasquare italiano</i> – How to talk about hobbies in Italian https://www.youtube.com/watch?v=iNz5opSJehs ▪ The Teacher Toolkit – Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles • Instruct students to complete the following worksheet to practise verb conjugation in the <i>io</i> and <i>lui/lei</i> forms:



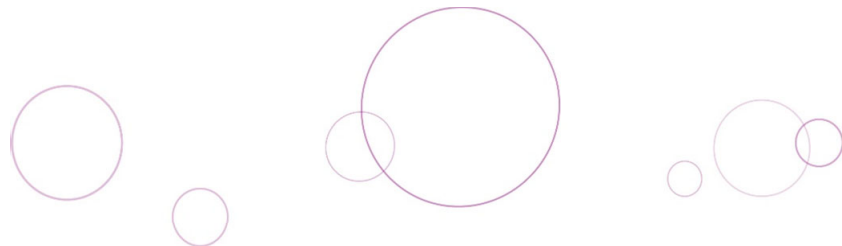
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (perché) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:		▪ Live Worksheets – <i>Completa le frasi</i> https://www.liveworksheets.com/worksheets/it/italiano_per_stranieri/Verbi/Completa_le_frase_zh1713799kf • Remind students how to participate in a <i>Palla di neve</i> activity. Instruct students to write about their free time including their favourite hobby 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 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 descriptions 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> • Have students describe two friends, one male and one female in their <i>quaderno</i>. Students should begin with an introduction of their friend and give their opinion of them. They should then describe their friend's likes and dislikes; for example, <i>Il mio amico si chiama Quinn. Ha</i>



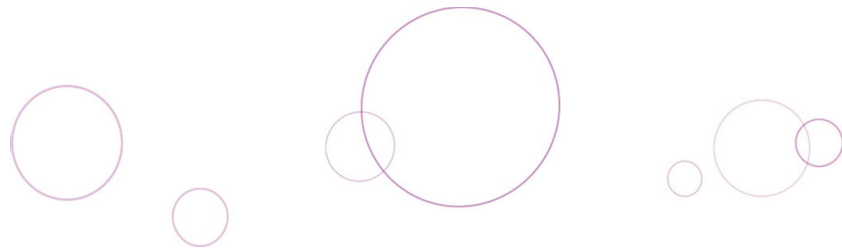
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i>		<i>dodici anni. Lui è molto simpaticissimo e molto buffo. Gli piace andare in bici e andare in mountain bike. Ama andare al parco skate e fare sport. Non gli piace leggere e scrivere. Odia disegnare. Preferisce navigare in internet.</i> (Formative assessment)



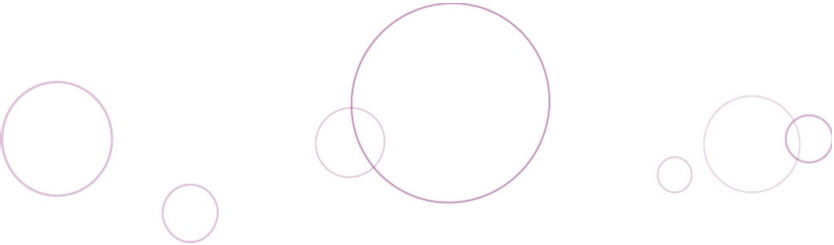
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 3 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i>	<i>Il tempo libero</i> Students share information about how they spend their free time. Learning intentions Students: • make a class video about their free time preferences • discuss the cultural differences in free time between Italy and Australia • gather, compare and respond to information in a multimodal text to make a bar graph about free time • conduct a survey about free time and graph the results • compare their two graphs.	Teaching and learning activities • Use the following audiovisual clip as inspiration to make a class video about students' free time preferences. Ask students to include the reason for their preference; for example, <i>Faccio karate perché è rilassante.</i> ▪ <i>Straniero a chi? Corso d'italiano per stranieri – Impara l'italiano con straniero a chi? – lezione #4: il tempo libero</i> https://www.youtube.com/watch?v=zpfvXrm9baM • Show students one of the following audiovisual clips as an introduction to discussing the cultural differences in free time between Italy and Australia: ▪ <i>StefaniaPC – Gli italiani e il tempo libero</i> https://www.youtube.com/watch?v=PoSGUQ86ZSc ▪ <i>TorvergataTV – Chi siamo – Tempo Libero – Gli studenti rispondono</i> https://www.youtube.com/watch?v=fQhUIW82dcs • Play the following audiovisual clip for students: ▪ Coffee Break Languages – Easy Italian: learn to talk about your hobbies and free time in Italian https://www.youtube.com/watch?v=nXjaywlsSNY • Replay the audiovisual clip and ask students to create, in their <i>quaderno</i>, a tally of the activities discussed.



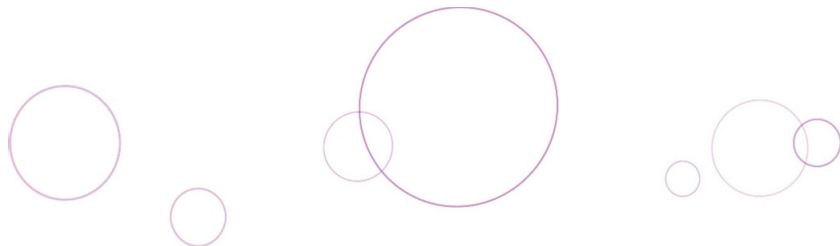
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (perché) Use context-related vocabulary and develop and apply knowledge of		After the audiovisual clip have students compare the results as a class. When consensus has been reached, direct them to make a bar graph of the results in their <i>quaderno</i>. Ask students to interview 15 peers about their hobbies using the question <i>Cosa fai nel tempo libero?</i> Students need to tally the responses and then make a bar graph of the results in their <i>quaderno</i>. Guide students to write a few statements comparing the two graphs; for example, <i>In Italia, uscire con gli amici è più popolare che in Australia. In Australia a tanta gente piace fare sport.</i> (Formative assessment)



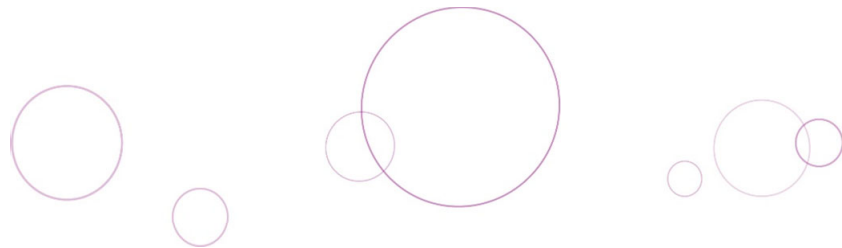
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i>		



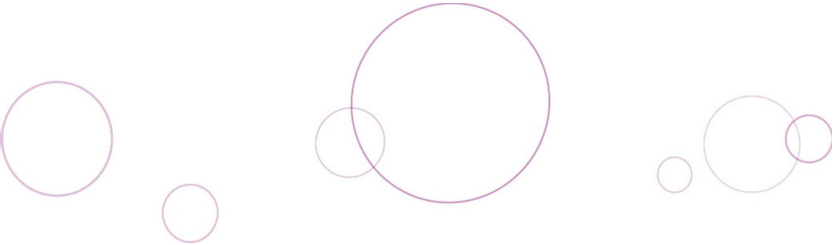
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 4 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i>	<i>Il tempo libero</i> Students share information about how they spend their free time. Learning intentions Students: - complete vocabulary practice exercises - practise conjugating free time verbs in all present tense forms - gather information and supporting details from a written text related to free time - interview each other about their free time.	Teaching and learning activities - Provide students with opportunities to consolidate their free time vocabulary with exercises, such as these at the following links: - Wordwall – <i>azioni nel tempo libero</i> https://wordwall.net/it/resource/3184869/azioni-nel-tempo-libero - Wordwall – <i>Cosa fai nel tempo libero?</i> https://wordwall.net/it/resource/2767295/italiano/2/cosa-fai-nel-tempo-libero - Wordwall – <i>Tempo libero</i> https://wordwall.net/it/resource/4549906/tempo-libero - Use the link below to allow students to practise conjugation of all forms in the present tense of free time verbs. This could be done as a class, in pairs or as an individual exercise. - Wordwall – <i>Verbi (tempo libero)</i> https://wordwall.net/it/resource/9398248/italiano/verbi-tempo-libero - Provide students with the text from the link below and ask them to complete the <i>Che cosa fai nel tempo libero?</i> comprehension worksheet from Appendix A:



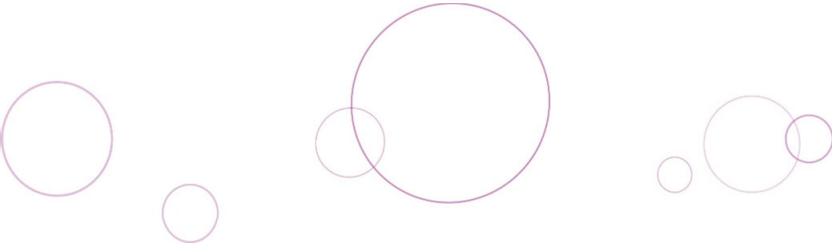
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace</i>		- PDF Slide – il tempo libero e le preposizioni semplici https://pdfslide.net/documents/il-tempo-libero-e-le-preposizioni-semplici.html - Play the following audiovisual clip to students as a model of an interview. Place students in pairs and ask them to plan and then interview each other about their free time activities. For example, <i>Come passi il tempo libero? Per quante ore fai questa attività? Perché fai questa attività?</i> Inform students they will perform their interviews to peers in groups made up of four to five pairs. <i>Edilingua – Tempo libero – Intervista Unità 2, Progetto italiano Junior 1</i> https://www.youtube.com/watch?v=DRzHA4LuFC0



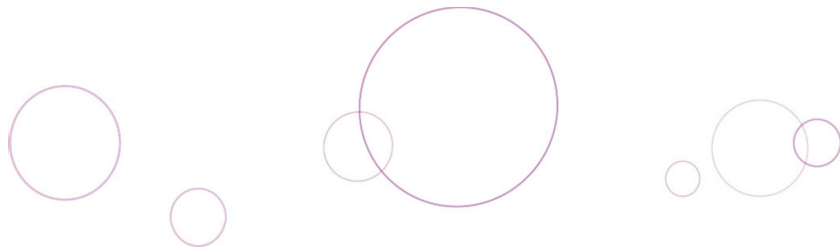
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<i>molto la cioccolata; Non mi piace tanto ballare</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i>		



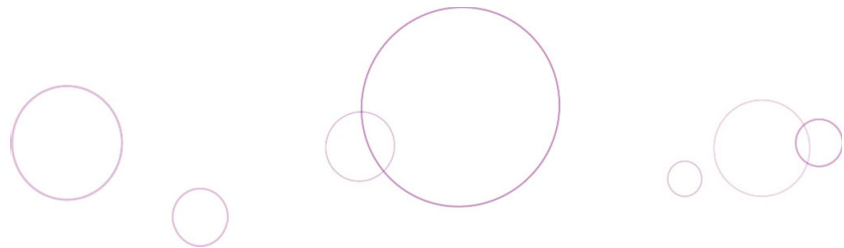
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 5 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!</i>	<i>Il tempo libero</i> Students share information about how they spend their free time. Learning intentions Students: - complete vocabulary practice exercises - gather information and supporting details from a multimodal text related to free time - use bilingual dictionaries - practise the position of adverbs of frequency in sentences - question each other about free time and respond using adverbs of frequency - conjugate free time verbs in all present tense forms.	Teaching and learning activities - Ask students to complete the exercise about sorting free time activities from the following link: - Wordwall – <i>Nel tempo libero mi piace</i> https://wordwall.net/it/resource/8822101/italiano-12/nel-tempo-libero-mi-piace - Play the following audiovisual clip and ask student to complete the worksheet <i>Presentarsi</i> from Appendix A while watching. Students should take notes during the audiovisual clip and then use bilingual dictionaries to look up unknown words. Teachers can scaffold the task by playing the Italian subtitles. <i>Italiano In classe – ItalianoVero presentarsi e parlare di sé</i> – how to introduce yourself in Italian https://www.youtube.com/watch?v=oVoJKhopgD0 - Use the graphic from the website below to discuss adverbs of frequency and their position in sentences with students: - Adgblog.it – <i>Gli avverbi di frequenza con due esercizi interattivi</i> https://www.adgblog.it/2020/11/11/gli-avverbi-di-frequenza-con-due-esercizi-interattivi/



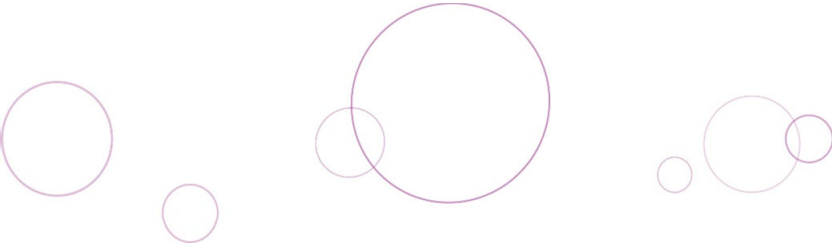
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<i>Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i> Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Translating Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource		• Allow students to complete the interactive exercises from the website above and/or the link below to practise the adverb language structures: ▪ Wordwall – Adverbs of Time – Yr 9-<i>Avverbi di tempo</i> https://wordwall.net/it/resource/19789472/adverbs-of-time-yr-9-avverbi-di-tempo • Have students participate in the activity <i>Trova la tua coppia</i>. Instruct them to write three sentences on a mini whiteboard. Each sentence must contain a different adverb of frequency; for example, <i>Cucino spesso la domenica. Di solito vado in spiaggia in estate. Non leggo mai i fumetti</i>. Once students have finished, they need to circulate and ask each other <i>Che fai nel tempo libero?</i> They continue to circulate and ask peers for 10 minutes. When the time is up they need to stand with the person/s who have the most similar sentences to theirs. (Formative assessment) • Ask students to complete the worksheet from the link below to revise vocabulary for free time and verb conjugation in the present tense, use adverbs of frequency and locate factual information in written texts: ▪ Live Worksheets – <i>Tempo libero e passatempo</i> https://www.liveworksheets.com/ma1864280ni (Formative assessment)



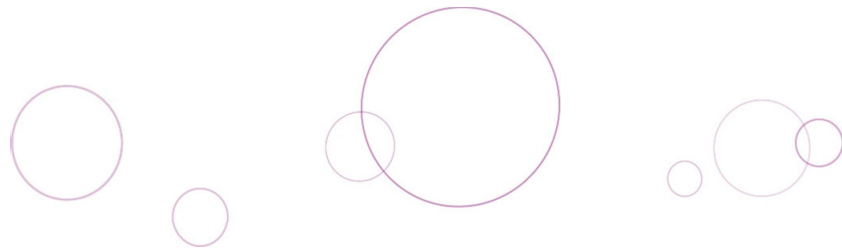
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (<i>perché</i>) Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> • recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events,		



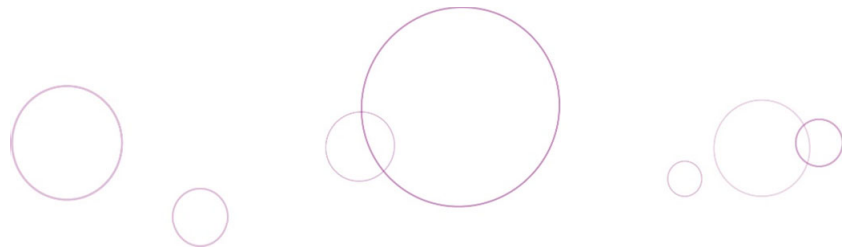
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?</i>; <i>Domani sera andiamo al ristorante per la cena</i> Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures		



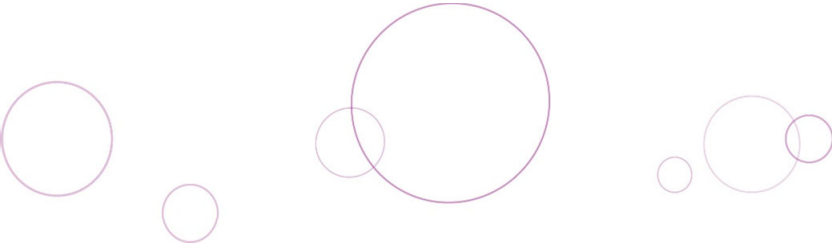
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 6 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Translating Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use	<i>Il tempo libero</i> Students share information about how they spend their free time. Learning intentions Students: - complete vocabulary practice exercises - practise the position of adverbs of frequency in sentences - identify the infinitive of conjugated verbs in all present tense forms - use varied language structures to discuss preferences - translate a short text about free time.	Teaching and learning activities - Ask students to complete the activity at the link below to consolidate free time and adverb vocabulary and to practise verb conjugation in the present tense: - Wordwall – <i>Il mio tempo libero</i> https://wordwall.net/it/resource/4341431/tempo-libero/il-mio-tempo-libero - Direct students to complete the exercise at the link below to practise identifying the infinitive from a conjugated verb: - Italian.ToLearnFree.com – Infinitive https://italian.tolearnfree.com/free-italian-lessons/free-italian-exercise-55842.php - Use the presentation at the link below to explore the use of adverbs of frequency and extend language structures used to describe preferences: - Slideshare – <i>Viva il tempo libero!</i> https://www.slideshare.net/ChiaraOliva/viva-il-tempo-libero-101547243 - Ask students to complete the activity at the link below to consolidate adverbs of frequency vocabulary: - Wordwall – <i>Avverbi di frequenza</i> https://wordwall.net/it/resource/13999187/avverb-i-di-frequenza



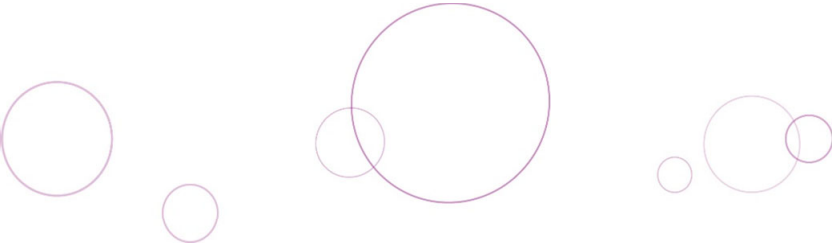
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
of idioms such as <i>Diamoci del tul!</i>; <i>Dai!</i>; <i>Via!</i>; <i>Evviva!</i>; <i>Non vedo l'ora!</i> Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: - expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata</i>; <i>Non mi piace tanto ballare</i> - recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i> - using all forms of the present tense of regular and some irregular verbs to present situations and events,		Teach students the rules of the game One Dice, One Pencil. Allocate students to groups of 3–4. Provide students with one pencil, one dice and a text to translate (this can be differentiated) per group. One student starts with the pencil and begins to write their translation in their <i>quaderno</i>. The other students take turns to roll the dice until they get a <i>cinque</i>. When they roll a <i>cinque</i> they get to use the pencil. The first person to finish their translation is the winner. Encourage students to use vocabulary lists to guide their translation. Teachers should ensure sentences contain free time vocabulary and language structures, adverbs of frequency and reasons for preferences.



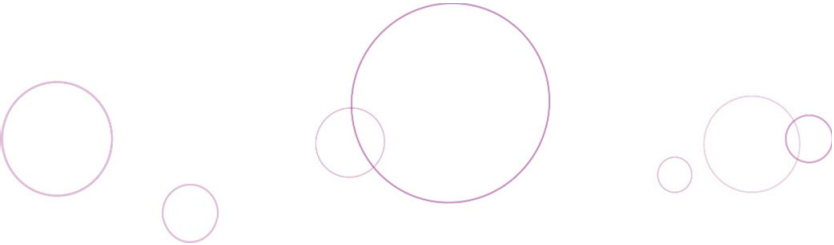
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?</i>; <i>Domani sera andiamo al ristorante per la cena</i> Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures		



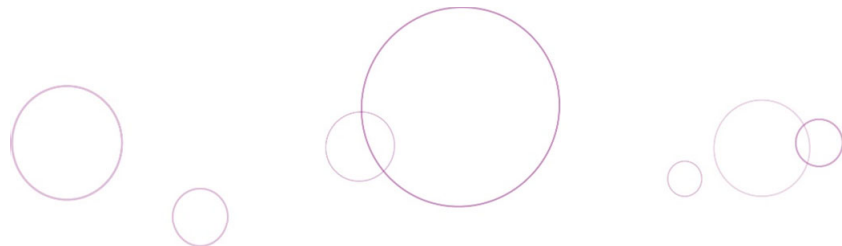
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 7 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Translating Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use	<i>Il tempo libero</i> Students share information about how they spend their free time. Learning intentions Students: - gather information and supporting details from a written text related to free time - complete vocabulary practice exercises - participate in language games to consolidate language structures and free time vocabulary - translate a short text about free time - discuss the use of English terms used when speaking Italian, with respect to words for technologies - write a post about their technology interests.	Teaching and learning activities - Ask students to complete the activities from the link below to practise gathering, comparing and responding to information in written texts about free time and manipulating verbs in the present tense: <i>L'italiano per te – Nel tempo libero</i> https://www.litalianoperte.com/scheda-materiale/?id=69 - Before the lesson the teacher needs to write 12 sentences about free time. Play the Sentence Stealer game (called <i>Ladri di Carte</i> in Italian) from the following link to reinforce language structures about free time and reasons for preferences, consolidate vocabulary and develop pronunciation: - 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/ - Before the lesson, the teacher prepares a text describing a fictional person's free time in the third person and incorporating reasons for preferences and adverbs of frequency. Ask students to participate in a 'running translation' activity. Divide the class into groups of four of mixed ability. Students will work in



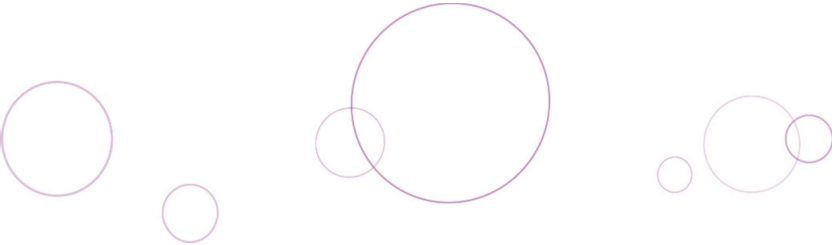
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
of idioms such as <i>Diamoci del tul!</i>; <i>Dail!</i>; <i>Vial!</i>; <i>Evviva!</i>; <i>Non vedo l'ora!</i> Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (<i>è</i>) and acute accents (<i>perché</i>) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata</i>; <i>Non mi piace tanto ballare</i>		their group to translate a paragraph. Translations can be written on A4 paper or mini whiteboards. Use known language structures pitched at the ability of students; for example, <i>Patrizio fa nuoto spesso nel weekend. Gli piace perché è sano e attivo. Adora giocare i videogiochi perché sono divertenti e appassionanti. Raramente gioca a tennis dopo scuola con il suo amico Dante. Qualche volta va in spiaggia perché è bravo in nuoto. Non guarda mai la TV perché è noioso.</i> The group with the most accurate translation is the winner. - Use the question <i>Mi whatsappi la foto che hai instagrammato così la posto su Facebook?</i> as an introduction to discussing the changes in the Italian language due to technology. Explain how advertising/marketing and digital technologies have changed the way Italian is used; for example, <i>il smartphone, il smartwatch, il frigo smart, instagrammare, instagrammabile, googlare, i social, il binge watching, twittare, le emoticons, il must, linkare, fare il backup, l'iPad, il Nintendo Switch, un MP3, l'email.</i> The websites below will help aid this discussion: <i>Zanichelli Dizionari Più – Neologismi della rete</i> https://dizionari piu.zanichelli.it/cultura-e-attualita/glossario/neologismi-della-rete/



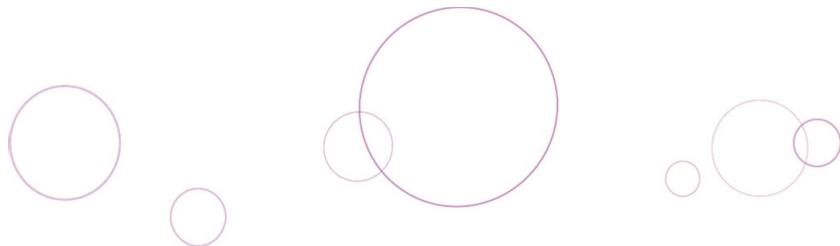
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> - recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i> - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i> Language variation and change Understand that the Italian language is used differently in different contexts and situations		- Speak Teens, <i>Come i social media cambiano il linguaggio</i> https://www.speakinitaly.com/teens/blog/come-i-social-media-cambiano-il-linguaggio - Focus Junior – <i>LOL, OTP, OMG, YOLO. Quali sono e cosa significano le abbreviazioni che usiamo su internet</i> https://www.focusjunior.it/tecnologia/quali-sono-cosa-significano-le-abbreviazioni-che-usiamo-su-internet/ - Navigaweb.net – <i>Significato di 15 nuove parole nate e utilizzate su Internet</i> https://www.navigaweb.net/2013/11/significato-nuove-parole-internet.html - Focus Junior – <i>Cosa significano le parole inglesi che usiamo su internet e sui social network?</i> https://www.focusjunior.it/tecnologia/cosa-significano-le-parole-inglesi-che-usiamo-su-internet/ - Use the links below to show students advertising that incorporates English: <i>Terminologie etc, – A Genova imbarazzante “Jingle Balls”</i> http://blog.terminologiaetc.it/2017/12/01/inglese-farlocco-jingle-balls/



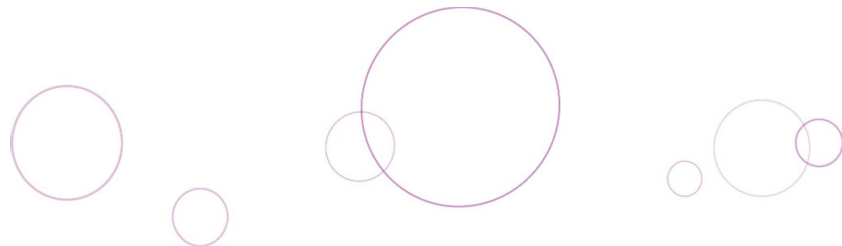
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Role of language and culture Understand that the Italian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge		▪ <i>Nonsolomac – Lo spot Privacy. Questo è iPhone</i> https://www.nonsolomac.com/apple-2/publicita-apple/lo-spot-privacy-questo-e-iphone.html ▪ <i>Kinder – I prodotti Kinder</i> https://www.kinder.com/it/it/prodotti ▪ <i>USPTO.Report – Kinder 50 Made of happy</i> https://uspto.report/TM/79227215 ▪ <i>Comunicaffè – McDonald’s celebra i 20 anni del suo Crispy McBacon in collaborazione con Spotify</i> https://www.comunicaffe.it/mcdonalds-celebra-i-20-anni-del-suo-crispy-mcbacon-su-spotify/ ▪ <i>Antenevio – Come fare pubblicità su Spotify? I nostri consigli</i> https://www.antevenio.com/it/blog/come-fare-pubblicita-su-spotify-i-nostri-consigli/ • Ask students to write a post using the link below about their preferences in regard to using technology in their free time. Inform students to include the reasons for their preferences and to use adverbs of frequency. ▪ Gimkit https://www.gimkit.com



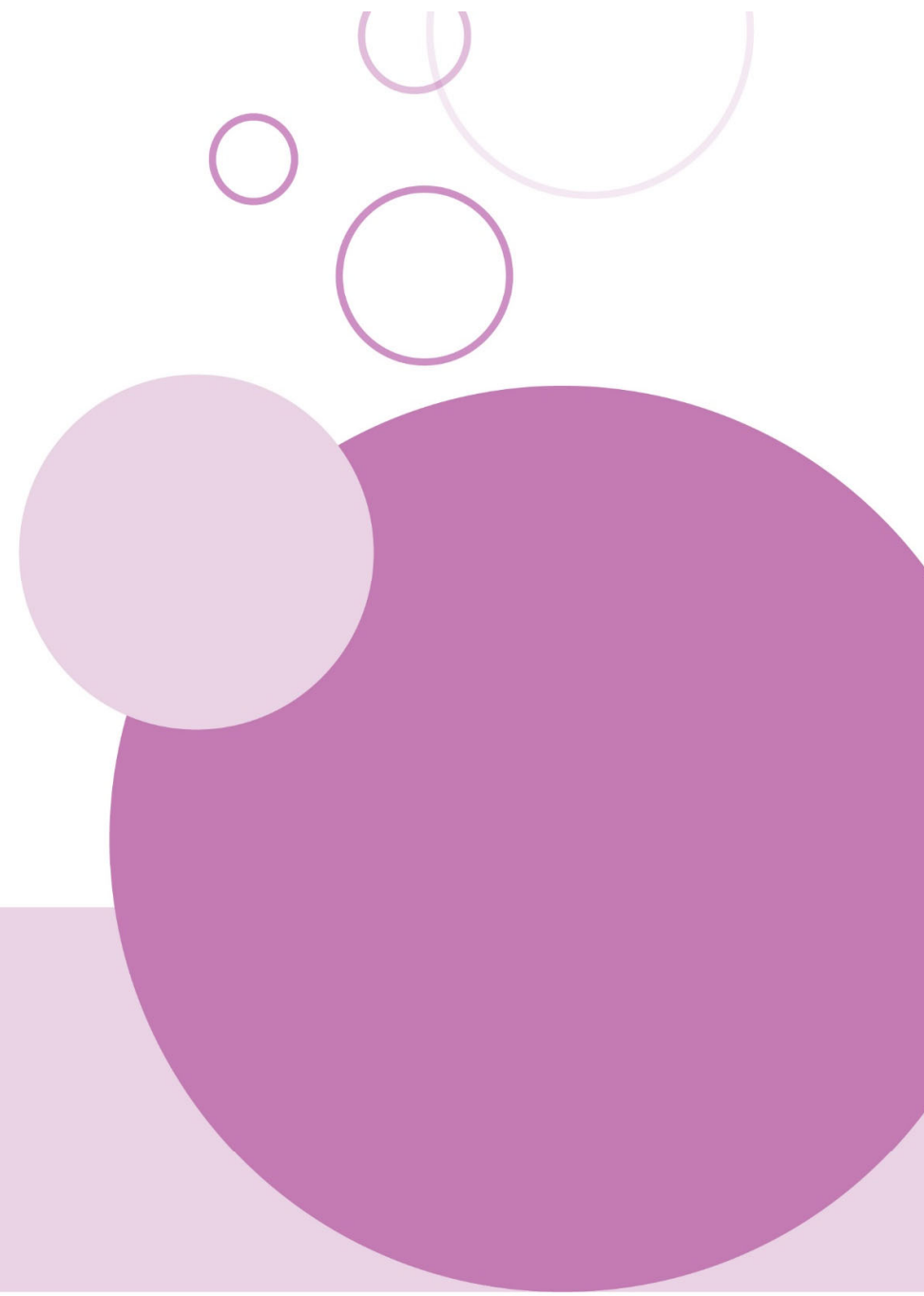
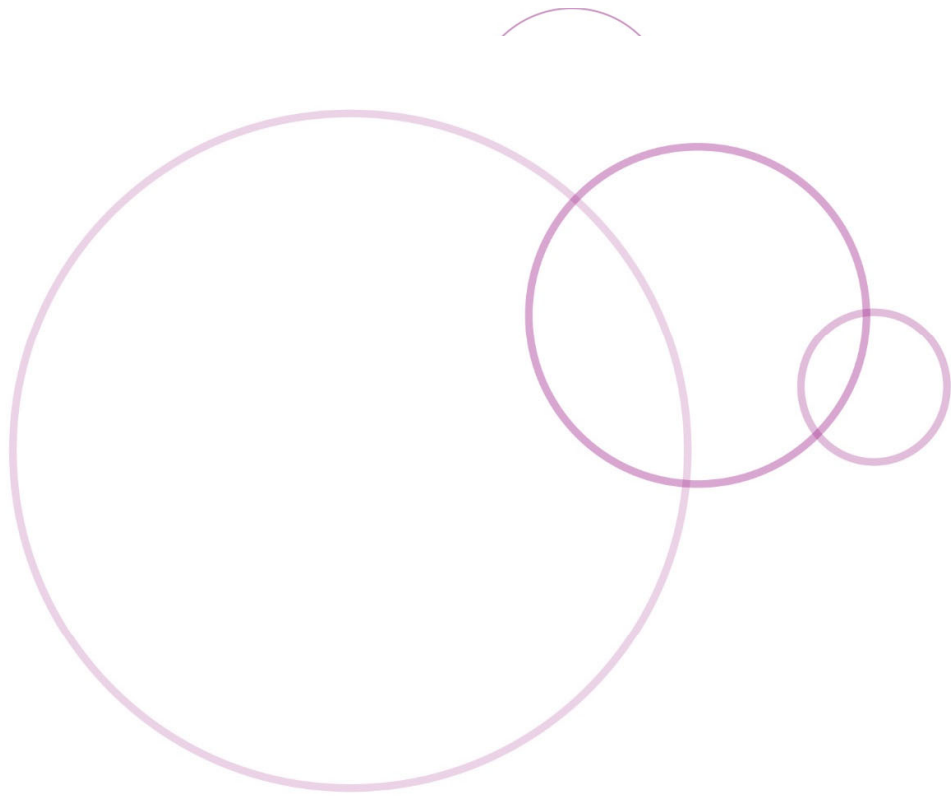
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 1, Week 8 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Translating Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms such as <i>Diamoci del tu!</i>; <i>Dai!</i>; <i>Via!</i>; <i>Evviva!</i>; <i>Non vedo l'ora!</i>	<i>Il tempo libero</i> Students share information about how they spend their free time. Learning intentions Students: • participate in a translation game • use adverbs of frequency • locate information in spoken texts • participate in a quiz about free time, adverbs of frequency, conjugation of the present tense and reasons for preferences.	Teaching and learning activities • 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. An example, Oral Translation Ping-Pong – <i>Il tempo libero</i> has been provided in Appendix A. ▪ The Language Gym – Oral Translation Ping-Pong https://gianfrancoconti.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/ (Formative assessment). Scroll down to find a description of the game. • Play the following audiovisual clip then ask students to complete the Live worksheets activity below to practise adverbs of frequency with verbs: ▪ <i>Bellodie</i> – <i>Claudio Cecchetto</i> – <i>Gioca Jouer</i> https://www.youtube.com/watch?v=wGvUNaZwoy8 ▪ Live Worksheets – <i>Gioca Jouer</i> https://www.liveworksheets.com/at1618356bd • Ask students to participate in a <i>Qualcosa</i> game. This is an information gap activity. The teacher divides the class into pairs. Each pair receives a Partner A and a Partner B sheet. The sheets, pre-prepared by the



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: - expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> - expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> - recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i> - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere</i>,		teacher, should be almost identical but each have a different missing word in every second sentence. For example, Partner A has the complete version of sentence 1 while Partner B has a word missing; then Partner B has the complete version of sentence 2 while Partner A has a word missing. To begin, Partner A reads the sentence, inserting the word <i>qualcosa</i> when there is a gap. The students should read the sentence twice. Partner B fills in the gap when they hear the missing word. Students receive a point for each correct word. The winner is the pair with the highest combined total. This will encourage them to work together as a pair. - Direct students to participate in a revision quiz prepared beforehand. Use a platform, such as: - Gimkit https://www.gimkit.com/ - Blooket https://www.blooket.com/ Formative Assessment - Anecdotal assessment using checklists and notes, indicating how students: - exchange information about free time

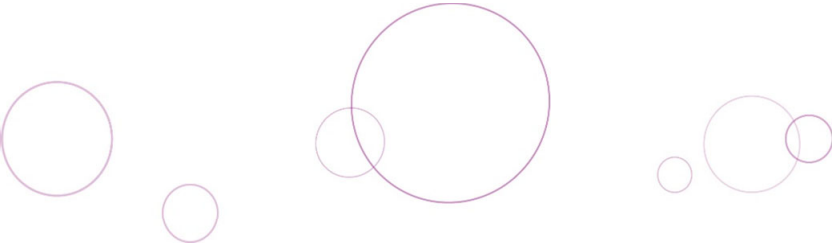


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<i>essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> n sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i>		▪ gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to free time ▪ convey information, ideas and opinions related to free time ▪ translate short texts ▪ use bilingual dictionaries ▪ distinguish and vary intonation between the Italian for asking a question and giving the reply ▪ make comparisons between free time in Italy and Australia ▪ express positive and negative preferences and include reasons for preferences ▪ use adverbs to intensify the meaning ▪ express negation ▪ conjugate common regular and irregular verbs ▪ discuss that the Italian language is changing due to the impact of technologies.

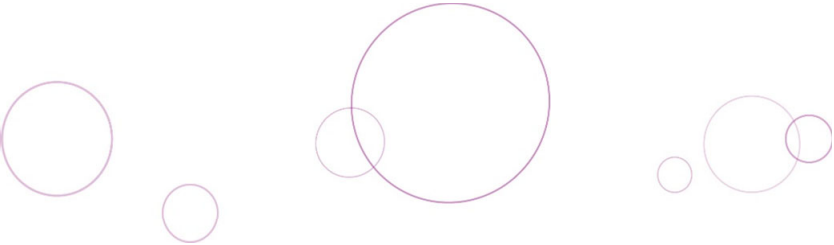


TERM 2

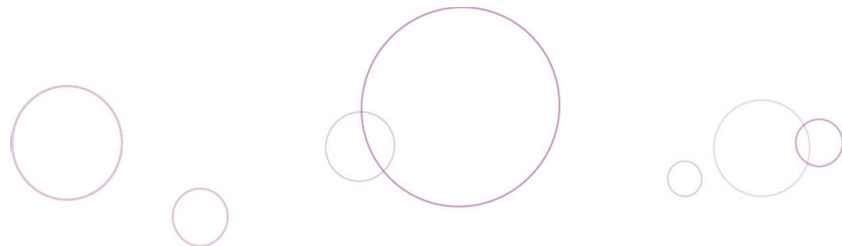
Weeks 1–8



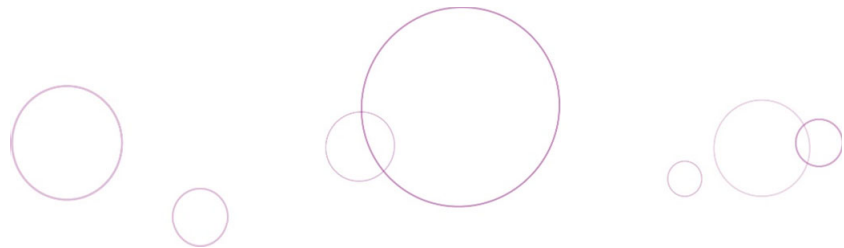
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 1 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts	<i>Creiamo!</i> Students create a picture book about free time. Learning intentions Students: • discuss and identify the textual conventions of a picture book • share and compare responses to events and ideas in the <i>Storia di Goccia e Fiocco</i> picture book • use bilingual dictionaries • use a translation application • discuss the advantages and limitations of bilingual dictionaries and translation applications • simplify the <i>Storia di Goccia e Fiocco</i> text • create a picture book about free time.	Teaching and learning activities • Inform students that the assessment they will be completing in Week 4 is to create a picture book for Year 2 students about free time. • Read students the following books as examples of picture books in Italian: ▪ <i>L'Orso Bruno</i> by Eric Carle ▪ <i>Pop mangia tutti i colori</i> by Pierrick Bisinski and Alex Sanders • Discuss the textual conventions of a picture book. The following link provides information to guide your discussion. ▪ Kathryn Evans – Ten Essential Picture Book Elements https://kathrynevans.ink/2012/12/17/ten-essential-picture-book-elements/ • Read the following books to students as examples of picture books suitable for Year 2 students. After each book, ask students to identify and discuss the textual conventions mentioned previously. ▪ <i>Quella (non) è mia</i> by Anna Kang and Christopher Weyant ▪ <i>Tu (non) sei piccolo</i> by Anna Kang and Christopher Weyant



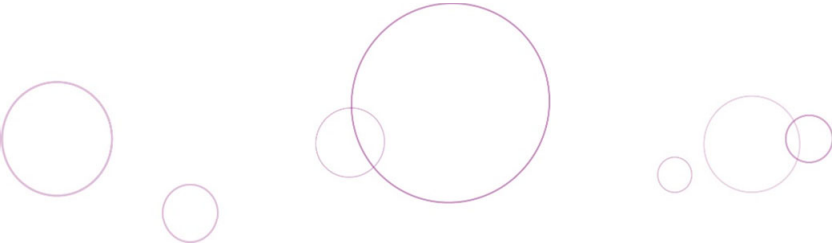
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Creating Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Translating Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts		▪ <i>Il piccolo bruco maisazio</i> by Eric Carle • Read students the book <i>Storia di Goccia e Fiocco</i> by Pierdomenico Baccalario, Alessandro Gatti and Simona Mulazzani, then show students the following audiovisual clip. Discuss with students what they think the story is about. ▪ <i>Maestra Chiara – Storia di goccia e fiocco di Pierdomenico Baccalario Alessandro Gatti Simona</i> https://www.youtube.com/watch?v=5UMfzP_KC4U • Provide students with the text from the book. Allow them to use bilingual dictionaries to look up any unfamiliar words. Ask students again what they think the story is about. Provide them with the opportunity to use a translation application, such as those mentioned in the link below to aid their comprehension of the story. Discuss the advantages and limitations of various bilingual dictionaries and the translation application. ▪ Softonic – Best camera translator apps https://en.softonic.com/top/camera-translator-apps • Discuss the criteria for a picture book written in Italian to be suitable for a Year 2 audience. Guide the class to simplify the text for a Year 2 audience using the present



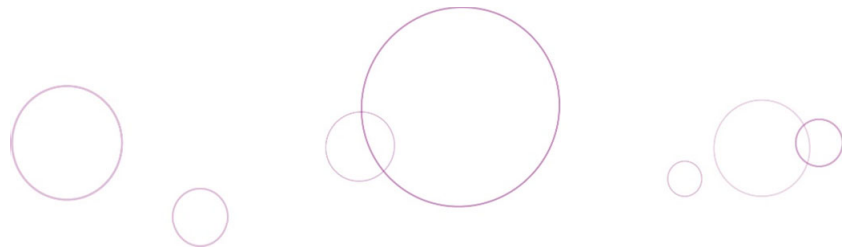
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: - expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> - expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i>		tense. Write the text on the board, then ask students to copy it into their <i>quaderno</i>. - Place students in groups of four and instruct them to choose one of the books below and use it as inspiration to create a picture book about free time, using A4 paper folded into a booklet: <i>L'Orso Bruno</i> by Eric Carle <i>Pop mangia tutti i colori</i> by Pierrick Bisinski and Alex Sanders <i>Quella (non) è mia</i> by Anna Kang and Christopher Weyant <i>Tu (non) sei piccolo</i> by Anna Kang and Christopher Weyant <i>Il piccolo bruco maisazio</i> by Eric Carle - Ask groups to read their picture book to the class.



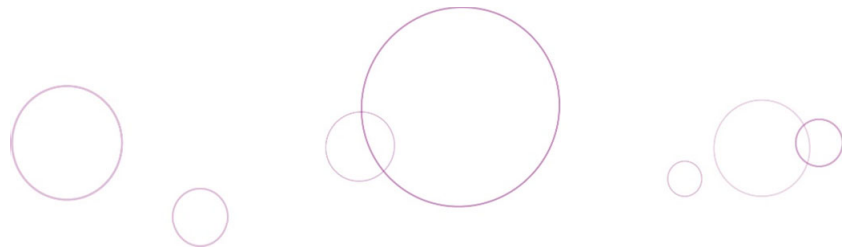
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understand how Italian texts use language in ways that create different effects and suit different audiences		



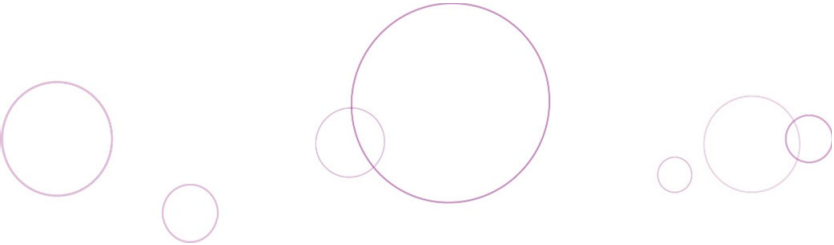
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 2 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts	Creiamo! Students create a picture book about free time. Learning intentions Students: • discuss and identify the textual conventions of a picture book • share and compare responses to events and ideas and identify the cultural elements in the picture book <i>Il lupo che non voleva più camminare</i> • create and present a picture book about free time based on the picture book <i>Il lupo che non voleva più camminare</i> • provide warm and cool feedback on other students' picture books • make adjustments to their picture book based on their reflection on feedback received.	Teaching and learning activities • Revise with students the textual conventions of a picture book using the books from last week. • Read students the picture book <i>Il lupo che non voleva più camminare</i> by Orianne Lallemand and Eleonore Thuillier which can also be accessed through the audiovisual clip below: ▪ <i>Federica Masera – Il lupo che non voleva più camminare</i> https://www.youtube.com/watch?v=mPjKhitOqlc • Guide students to share and compare their responses to characters, events and ideas and to identify the cultural elements in the picture book <i>Il lupo che non voleva più camminare</i>. • Place students in pairs, and ask them to create a puppet show by modifying the story to be about a child who tries a different free time activity each month. This could be completed using an application, such as Toontastic. Inform students that they use the third person conjugation in the present tense and provide reasons why the child does/doesn't like the free time activity; for example <i>A febbraio Elisa gioca a pallavolo ma non le piace perché è troppo faticoso. A giugno Elisa</i>



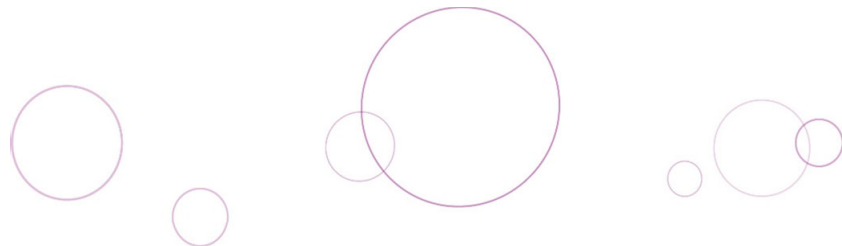
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata</i>; <i>Non mi piace tanto ballare</i>		<i>gioca a schacchi ma non le piace perché è difficile e noioso.</i> - Ask students to form groups of eight and present their puppet show to the group. The group should provide warm and cool feedback on each show. - Students should return to working with their partner and discuss the feedback they received. Provide time for students to make any changes to their script as necessary.



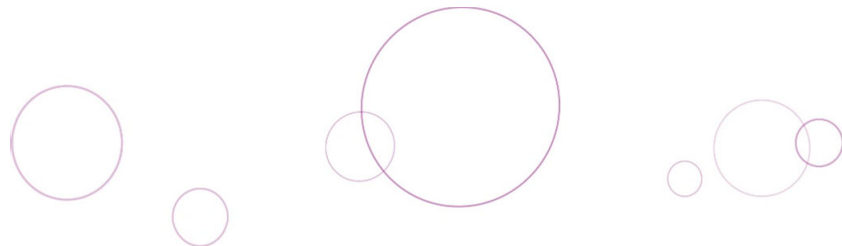
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		



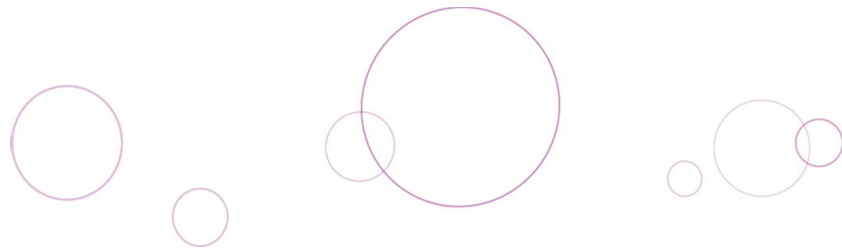
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 3 Communicating Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts	<i>Creiamo!</i> Students create a picture book about free time. Learning intentions Students: • identify and discuss the textual conventions of picture books • discuss the suitability of <i>My Country</i> and <i>Look See, Look at Me</i> as Year 2 texts • create and present a picture book about free time based on another picture book • provide warm and cool feedback on other students' picture books • reflect on and discuss adjustments they would make to their picture book based on feedback.	Teaching and learning activities • Read students the following books in English, which can also be accessed through the following audiovisual clips: ▪ <i>My Country</i> by Ezekiel Kwaymullina and Sally Morgan ▪ <i>Look See, Look at Me</i> by Leonie Norrington and Dee Huxley ▪ Karyn Swindells – <i>My Country</i> https://www.youtube.com/watch?v=NDWOfqBiDA0 ▪ Ms. Audrey's Read-Alouds – <i>Look See, Look at Me</i> Read-aloud https://www.youtube.com/watch?v=K_JCK1dVxvU • Discuss the textual conventions in each of the two books. Ask students if they think they are suitable picture books for Year 2 if they were translated into Italian; for example, is the language simple enough for Year 2? Does the book meet the learning intentions for Year 2? Ensure you share the relevant (Year 2 syllabus) content with the students (not necessarily directly quoted). • Students choose one of the two books presented to modify individually. They should ensure the language is



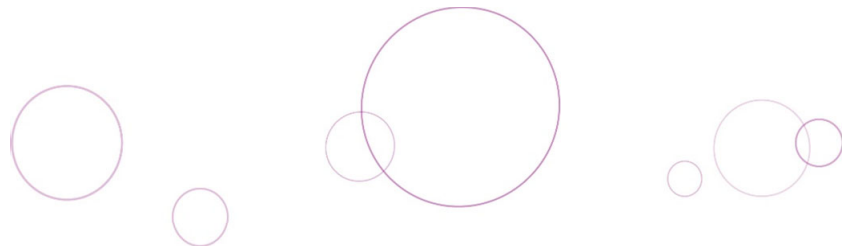
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>dormire</i>, <i>fare</i>, <i>leggere</i>, <i>scrivere</i>, <i>andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?</i>; <i>Domani sera andiamo al ristorante per la cena</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		at the right level for Year 2 and can add in other Year 2 content, such as days of the week, months and weather. Students could complete this task using an application, such as Book Creator; A4 paper; or their <i>quaderno</i>. (Formative assessment) • Divide the class into four groups and instruct students to present their story to the group. • Ask students to provide warm and cool feedback for each student using the link below: ▪ Gimkit https://www.gimkit.com/ • After listening to other students' picture book stories and reading the feedback, students discuss with their shoulder partner what they would change if they were to repeat the task.



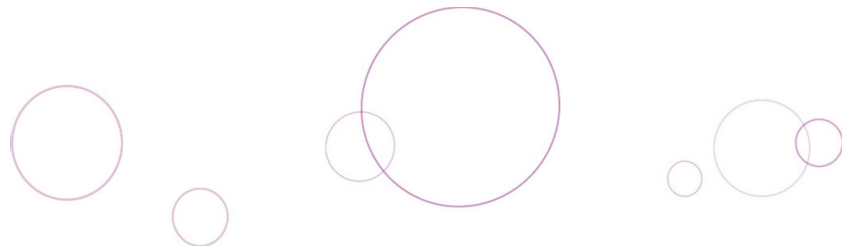
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 4 Communicating Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Translating Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource	<i>Creiamo!</i> Students create a picture book about free time. Learning intentions Students: • use the textual conventions of picture books • create a picture book about free time based on previously viewed picture books.	Teaching and learning activities Summative Assessment • Students complete the formal assessment task <i>L'albo illustrato</i> in Appendix B. Students write and illustrate a picture book about free time. Students present their picture book to a Year 2 class.



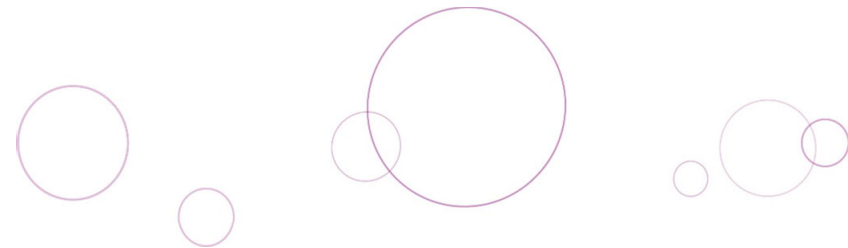
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (<i>perché</i>) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata</i>; <i>Non mi piace tanto ballare</i> • expressing negation, for example, <i>Noi non guardiamo la televisione</i>; <i>Non pratico lo sport</i>		



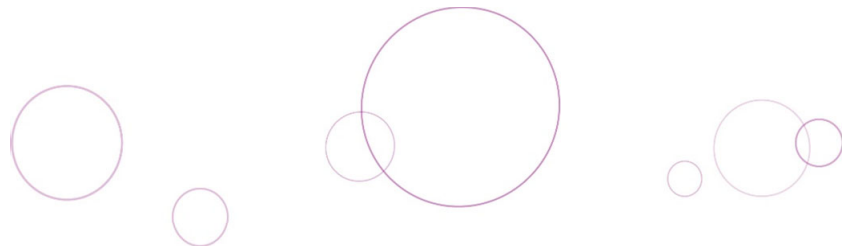
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i> - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?</i>; <i>Domani sera andiamo al ristorante per la cena</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		



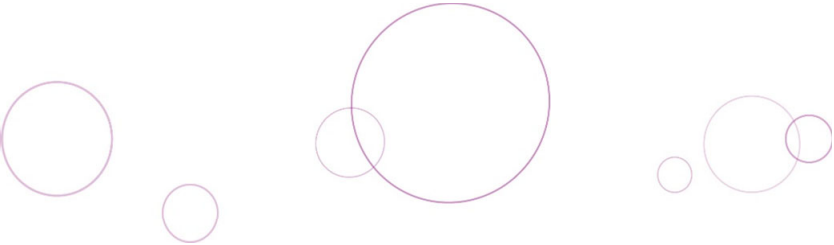
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 5 Communicating Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Translating Experiment with bilingual dictionaries and/or online translators, considering the	<i>Creiamo!</i> Students create a picture book about free time. Learning intentions Students: • present a picture book about free time based on previously seen picture books • participate in story writing activities.	Teaching and learning activities Summative Assessment • Students complete the formal assessment task <i>L'albo illustrato</i> in Appendix B. Students write and illustrate a picture book about free time. Students present their picture book to a Year 2 class. • Ask students to participate in one or more story writing activities (1, 2 or 7) from the link below: ▪ Parenting.FirstCry.com – 8 Writing Games and Activities for Kids https://parenting.firstcry.com/articles/8-writing-games-and-activities-for-kids/



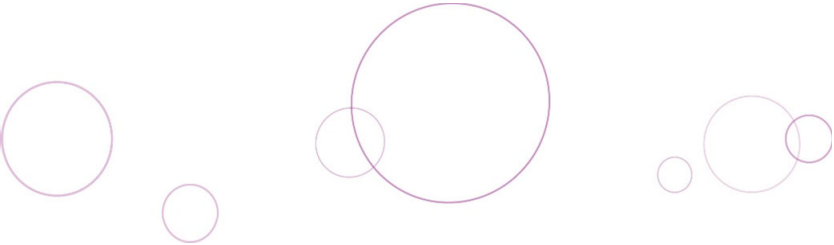
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
relative advantages or limitations of each resource Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (<i>perché</i>) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata</i>; <i>Non mi piace tanto ballare</i>		



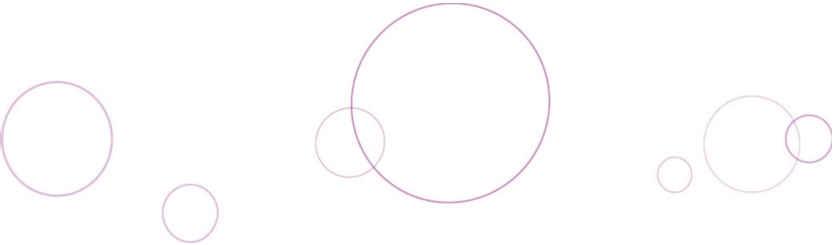
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
- expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> - recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i> - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		



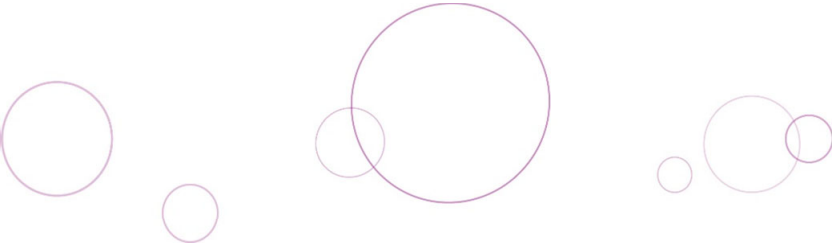
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 6 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds	<i>Esco con i miei amici</i> Students discuss going out with friends. Learning intentions Students: • listen to and reorder a dialogue about inviting and refusing • participate in language practice exercises • identify language structures for inviting, accepting and refusing • conjugate modal verbs in the present tense • practise asking and answering <i>A che ora?</i>	Teaching and learning activities • Show students the following audiovisuals and provide them with a vocabulary sheet with the language structures for inviting someone, and for accepting and refusing the invitation. ▪ Julian Zuñiga – <i>Attività nel tempo libero</i> https://www.youtube.com/watch?v=3bMI8NQdlgc ▪ Your Italian Teacher – Learn Italian communication: <i>invitare, accettare e rifiutare un invito</i> https://www.youtube.com/watch?v=BTCa7IHP0jI • Distribute the worksheet <i>Tempo libero – Riordina il dialogo!</i> from Appendix A to students. Play the audiovisual clip below and ask students to reorder the dialogue: ▪ Edilingua – <i>Progetto italiano Junior 1. Episodio 2 – Tempo libero</i> https://www.youtube.com/watch?v=DFo5qBbF_TU • Provide students with opportunities to practise the new language structures, using the links below: ▪ Wordwall – <i>Invitare 1</i> https://wordwall.net/it/resource/19092558/w%c5%82oski/invitare-1



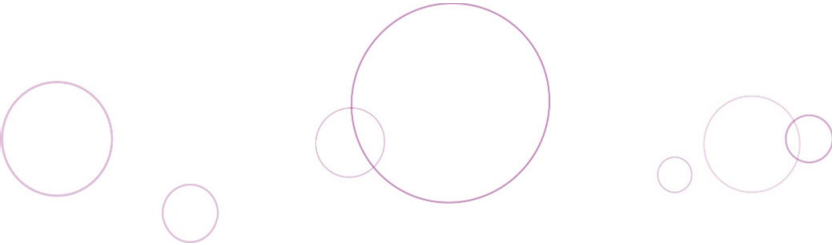
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • formulating questions and requests, for example, <i>Cosa fai il weekend?</i>; <i>Dove andiamo stasera?</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>dormire</i>, <i>fare</i>, <i>leggere</i>, <i>scrivere</i>, <i>andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?</i>; <i>Domani sera andiamo al ristorante per la cena</i> Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures		▪ Wordwall – <i>Invitare 2</i> https://wordwall.net/it/resource/19093564/w%c5%82oski/invitare-2 ▪ LClass in Italy – <i>Come accettare o rifiutare un invito? (A2)</i> https://languageclassinitaly.com/2020/01/01/come-accettare-o-rifiutare-un-invito/ • Give students the handout from the link below, then play the audiovisual clip embedded in the website. Instruct students to complete the activities from the audiovisual clip using the handout and their <i>quaderno</i>. ▪ Teleskola – <i>Invitare e accettare/rifiutare un invito</i> https://teleskola.mt/recorded_lesson/invitare-e-accettare-rifiutare-un-invito/ • Revise with students how to ask and answer At what time?: <i>A che ora?</i> – <i>Alle .../All'una/A ...</i> Do a question and answer session with students asking questions, such as <i>A che ora guardi la TV?</i> <i>A che ora andiamo in spiaggia?</i>



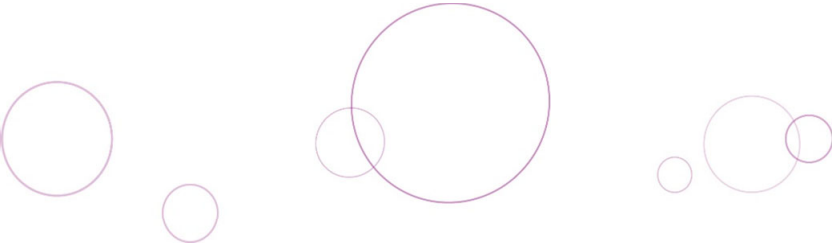
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 7 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds	<i>Esco con i miei amici</i> Students discuss going out with friends. Learning intentions Students: • formulate and respond to invitations • use interjections • identify language structures for inviting, accepting and refusing • gather and respond to information from spoken texts • participate in games to consolidate language acquisition.	Teaching and learning activities • Play the following audiovisual clip for students to learn Italian interjections: ▪ Learn Italian fast and easy – Learn Italian: <i>interiezioni</i> / interjections: <i>mah, uffa, bah,..</i> (with subtitles) https://www.youtube.com/watch?v=1hVStjKCKrg • Divide the class into eight teams. Use the links below to allow students to practise the language structures for inviting and accepting or refusing invitations. Students work in their teams to write the question or response on a mini whiteboard according to the prompts. Allocate points for the students' writing: two points for a comprehensive answer, one point for an incomplete or inaccurate answer. ▪ Wordwall – <i>Invitare/Accettare/Rifiutare</i> https://wordwall.net/it/resource/2829514/invitare-accettare-rifiutare ▪ Wordwall – <i>Invitare/accettare/rifiutare</i> – kids https://wordwall.net/it/resource/17272257/invitare-accettare-rifiutare-kids • Instruct students to spin the wheel at the link below five times and write the question and response in their <i>quaderno</i>:



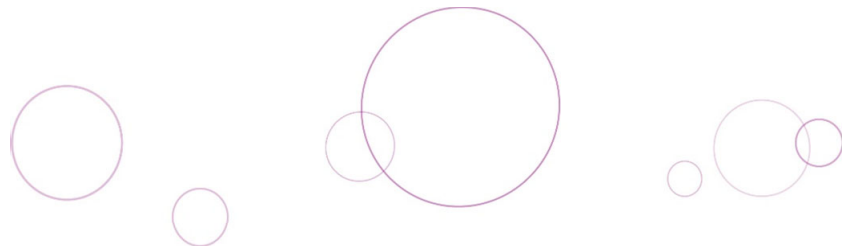
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (<i>è</i>) and acute accents (<i>perché</i>) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • formulating questions and requests, for example, <i>Cosa fai il weekend?</i>; <i>Dove andiamo stasera?</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere</i>,		▪ Wordwall – <i>Invitare: accettare o rifiutare</i> https://wordwall.net/it/resource/2345851/invitare-acettare-o-rifiutare • Instruct students to form two circles to participate in an inside-outside circles activity to practise asking and responding to invitations; for example, <i>Vuoi uscire sabato sera? Non ho voglia.</i>; <i>Ti va di venire al cinema? Sì, buon'idea!</i> Encourage students to use interjections. ▪ The Teacher Toolkit – Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles • Instruct students to make a table in their <i>quaderno</i> with the headings: <i>invitare</i>, <i>accettare</i> and <i>rifiutare</i>. Students then listen to/read the conversations at the links below and write the phrases used under the correct heading in the table. ▪ Istituto Il David Italian language school Florence – <i>Mini dialogo: Invitare un'amica al cinema</i> https://www.youtube.com/watch?v=HpKIHnUoWdM ▪ Kappa Language School – <i>Invitare, accettare, rifiutare in italiano L2 – Allo stadio</i> (activity 3) https://www.kappalanguageschool.com/invitare-acettare-rifiutare-allo-stadio-italiano-l2/



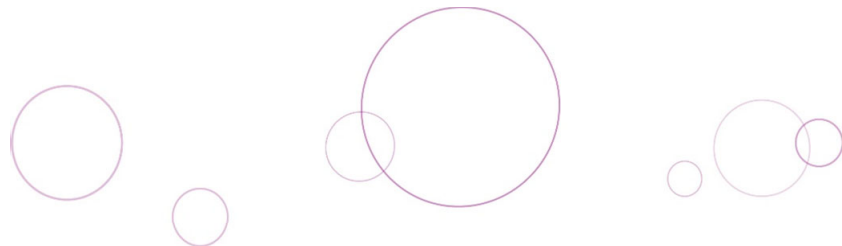
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<i>essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i>		▪ <i>Audio Lingua – Fulvio: Invito al cinema</i> https://audio-lingua.eu/spip.php?article6862&lang=fr ▪ <i>Audio Lingua – Silvia: Invito a una festa</i> https://audio-lingua.eu/spip.php?article3839&lang=fr • Play the following audiovisual clip for students and ask them to complete the related activities by accessing the links from the YouTube description: ▪ <i>Cpia Smart – CPIA di Udine – Come passi il tempo libero?</i> https://www.youtube.com/watch?v=JIYuR2nZO2M • 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 and/or responding to an invitation to do something; for example, <i>Che ne dici di giocare a calcio dopo scuola? Va bene, dove ci incontriamo.; Venerdì sera vado in discoteca, vuoi venire con me? D'accordo, a che ora ceni?</i> Encourage students to use interjections. 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>. (Formative assessment).



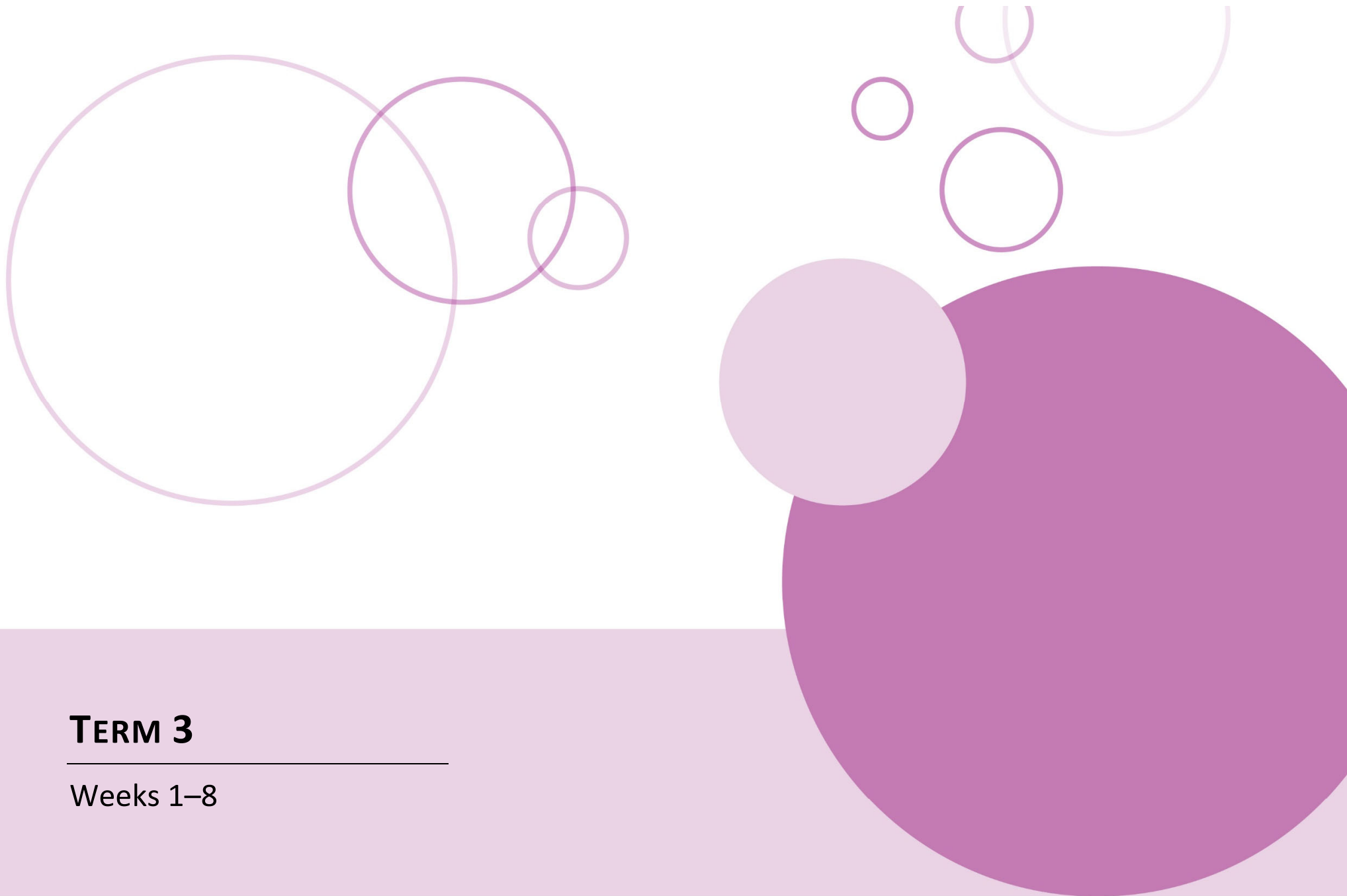
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 2, Week 8 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a	<i>Esco con i miei amici</i> Students discuss going out with friends. Learning intentions Students: • create a comic about organising an outing with friends • use bilingual dictionaries • gather, compare and respond to information and supporting details from other students' comics • write and perform a role play based on their comics.	Teaching and learning activities • Instruct students to create a comic of at least six frames, involving two-three characters having a conversation about going out with friends. Remind students of some of the textual conventions of a conversation and of the need to use relevant punctuation. Advise students that they will be expected to use language structures for inviting, accepting and refusing an invitation; for example, <i>Vuoi andare in spiaggia sabato pomeriggio? Non posso sabato, gioco a cricket. Sei libero domenica? Certo, è una bella idea! A che ora? Alle undici? D'accordo.</i> Inform students that they should use bilingual dictionaries to look up any unknown words. The comic can be completed by using applications such as Book Creator or PicCollage, or from websites such as StoryboardThat or can be drawn in their <i>quaderno</i>. • Place students in groups of two or three and ask them to write a role play based on elements of their comic strips. Give students time to practise and then combine groups into four large groups. Students present their role play to their group. Provide a recording device to each group and ask them to record each other. (Formative assessment)



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
range of written, spoken, digital and multimodal texts related to their personal and social worlds Creating Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Translating Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both		Formative Assessment • Anecdotal assessment using checklists and notes, indicating how students: ▪ exchange information about free time ▪ ask and respond to invitations ▪ gather, compare and respond to information in a range of texts about free time ▪ convey information, ideas and opinions related to free time ▪ select texts to suit the audience and context ▪ create and share responses to imaginative texts ▪ translate short texts about free time ▪ use bilingual dictionaries and online translators ▪ make comparisons between free time in Italy and in Australia ▪ explain and apply features of intonation and pronunciation ▪ express positive and negative preferences ▪ express negation ▪ formulate questions and requests ▪ use adverbs ▪ use all forms of the present tense of regular and some irregular verbs to present situations and events

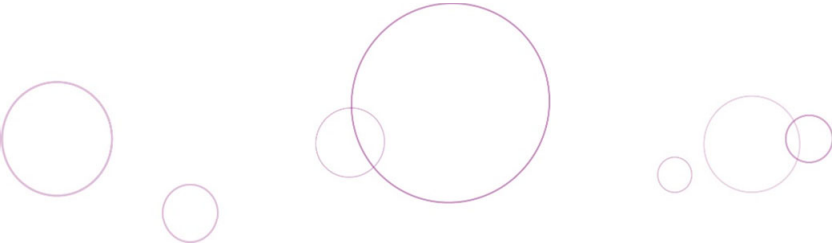


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
grave accents (è) and acute accents (<i>perché</i>) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i>		▪ use metalanguage in Italian to describe grammatical rules and language structures ▪ discuss how Italian texts use language in ways that create different effects and suit different audiences.

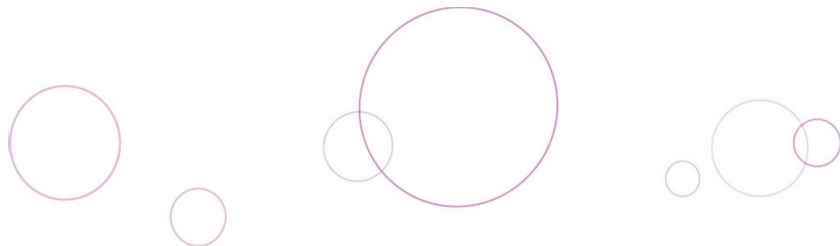


TERM 3

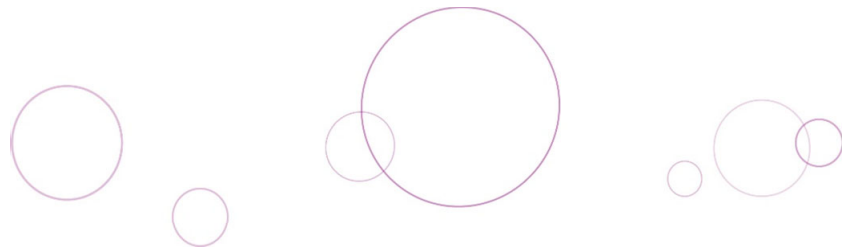
Weeks 1-8



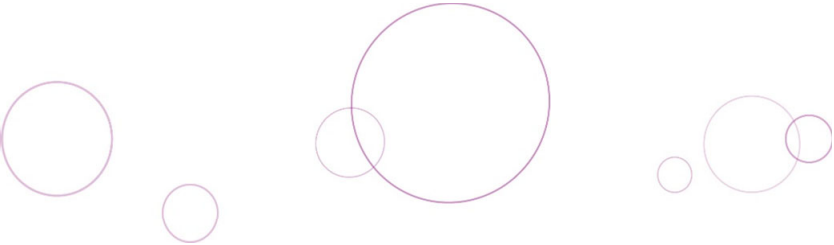
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 1 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of	<i>Cosa hai fatto?</i> Students exchange information about what they did during the holidays. Learning intentions Students: • revise the present indicative conjugation through practice exercises • complete practice activities using <i>essere</i> and <i>avere</i> present indicative conjugation • sort <i>avere</i> and <i>essere</i> according to use – present indicative or auxiliary verb • use the present perfect verb tense to describe their holidays.	Teaching and learning activities • Use one of the audiovisual clips below to revise present indicative conjugation: ▪ <i>Lalidia</i> online – <i>Presente indicativo (Regular Verbs) + Easy Exercises – Basic Italian – Verbs</i> https://www.youtube.com/watch?v=pqGzqTSvj-k ▪ Italian Online School – How to form the present tense in Italian and when to use it https://www.youtube.com/watch?v=hvwkTRHUb54 • Ask students to complete present indicative conjugation practice activities from the links below: ▪ Languages Online – Italian Present tense https://www.languagesonline.org.uk/Italian/Grammar/Present_Tense/Index.htm ▪ Live Worksheets – <i>Indicativo presente</i> https://www.liveworksheets.com/co82485ot • Instruct students to complete <i>essere</i> and <i>avere</i> present indicative conjugation practice activities from the links below: ▪ Wordwall – <i>Verbo essere o verbo avere</i> https://wordwall.net/it/resource/2518514/verbo-essere-o-verbo-avere



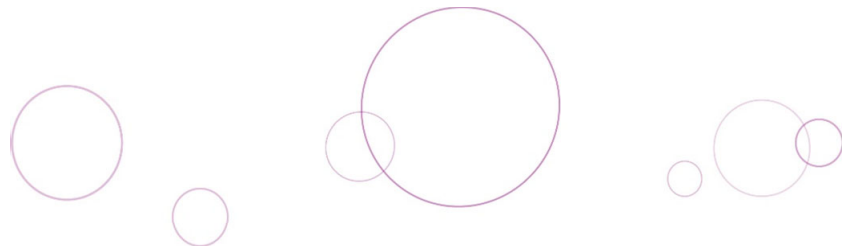
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
grammatical elements in simple spoken and written texts to generate language or a range of purposes, including: • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>dormire</i>, <i>fare</i>, <i>leggere</i>, <i>scrivere</i>, <i>andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?</i>; <i>Domani sera andiamo al ristorante per la cena</i> • using the perfect tense of common verbs such as <i>essere + andare</i>, <i>avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures		▪ Wordwall – <i>Verbo essere e verbo avere</i> https://wordwall.net/it/resource/873053/italiano/verbo-essere-e-verbo-avere ▪ Wordwall – <i>Verbo essere o avere</i> https://wordwall.net/it/resource/16787729/verbo-essere-o-avere ▪ Wordwall – <i>Verbo avere ed essere</i> https://wordwall.net/it/resource/905017/verbo-avere-ed-essere ▪ Live Worksheets – <i>Verbi essere avere</i> https://www.liveworksheets.com/worksheets/it/Italiano/Verbo_essere_e_verbo_avere/verbi_essere_avere_ov41758xr ▪ Live Worksheets – <i>Verbi avere ed essere al presente</i> https://www.liveworksheets.com/worksheets/it/Italiano/Verbo_essere_e_verbo_avere/Verbi_avere_ed_essere_al_presente_yk1609695du • Explain the present perfect tense with the help of the audiovisual clips below: ▪ Professor Dave Explains – Using <i>Passato Prossimo</i> with the Verb: <i>Avere</i> https://www.youtube.com/watch?v=sDPWMRRg6Ws



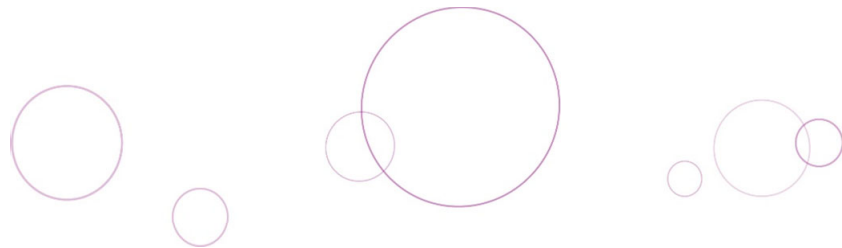
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		▪ Professor Dave Explains – Using <i>Passato Prossimo</i> with the Verb: <i>Essere</i> https://www.youtube.com/watch?v=cWr2hUqCqXU • Instruct students to complete the following exercise to practise sorting the use of <i>avere</i> and <i>essere</i> in the present tense from their use as auxiliary verbs in the present perfect tense: ▪ Wordwall – <i>Essere e Avere : significato proprio o ausiliare?</i> https://wordwall.net/it/resource/1431964/grammatica/essere-e-avere-significato-proprio-o-ausiliare • Provide students with a sentence builder about free time using the present perfect tense, such as <i>Nelle vacanze/Nel weekend – Il passato prossimo</i> in Appendix A and ask them to use it to write a short paragraph in their <i>quaderno</i> describing three things they did on the holidays.



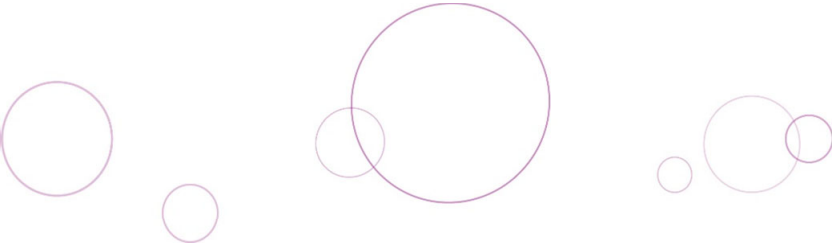
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 2 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (perché)	<i>Cosa hai fatto?</i> Students exchange information about what they did during the holidays. Learning intentions Students: • revise present perfect conjugation and complete practice exercises • gather, compare and respond to information from a range of multimodal texts about free time in the present perfect tense • sort present perfect verbs according to the auxiliary verb • write a post describing their holidays • participate in a language game to consolidate languages structures.	Teaching and learning activities • Show students the following audiovisual as a reminder of the conjugation of the present perfect tense: ▪ Italianstudies – <i>Passato Prossimo</i> – Italian Past Tense – Beginners https://www.youtube.com/watch?v=RRuhCuiiL2k&t=14s • Ask students to complete the following activities to practise the present perfect tense and selecting the correct auxiliary verb: ▪ Live Worksheets – <i>Essere o Avere</i> https://www.liveworksheets.com/worksheets/it/Italiano/Verbo_essere_e_verbo_aver/Essere_o_Avere_gb1343946la ▪ Languages Online – The Perfect Tense https://www.languagesonline.org.uk/Italian/Grammar/Perfect_Tense/Index.htm ▪ Wordwall – <i>Passato prossimo</i> – past participles – Word search https://wordwall.net/it/resource/5020693/passato-prossimo-past-participles-word-search ▪ Wordwall – <i>Passato prossimo</i> https://wordwall.net/it/resource/14085711/italiano-l2/passato-prossimo



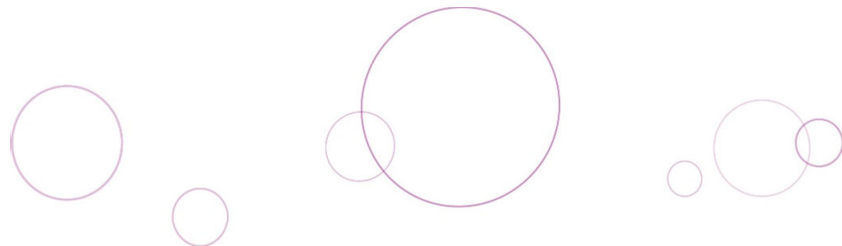
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures Understand how Italian texts use language in ways that create different effects and suit different audiences		• Instruct students to draw a table in their <i>quaderno</i> with two columns using the headings <i>avere</i> and <i>essere</i>. Play the audiovisual clips below and ask students to write the verbs they hear in the correct column according to the auxiliary verb used. Students compare their tables with their shoulder partners. Form groups of six to eight and invite each group, taking it in turns to transcribe all the perfect tense phrases they have identified, onto two A3 sheets, one for <i>avere</i> and one for <i>essere</i>. If a phrase already appears, they simply place a tick next to it. ▪ Jacopo – <i>Cosa hai fatto il fine settimana?</i> – sub ita https://www.youtube.com/watch?v=3mSUf_t3hh4 ▪ Italiano InClasse – ItalianoVero – <i>Passato prossimo</i> – Italian past tense https://www.youtube.com/watch?v=9A5gTgcgQ-I • Before the lesson, make a set of cards for a <i>Ho ..., Chi ha ...?</i> activity. Include free time activities written in the present perfect tense; for example' <i>Ho giocato a calcio</i>. Ask students to participate in the activity. Distribute one card per student. The student with the card that says <i>Ho il primo biglietto</i> starts. Encourage the class to be as quick as possible. Repeat this activity in a later



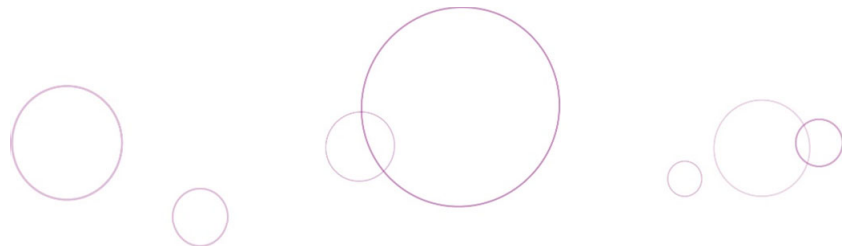
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Language variation and change Understand that the Italian language is used differently in different contexts and situations		lesson and challenge students to beat their previous time or another class's time. - Have students write a post using the link below about what they did during the school holidays. Instruct students to include whether they liked or disliked the activities. Explain to students the conventions of a post, such as informal language. - Gimkit https://www.gimkit.com/ - Ask students to participate in the game <i>Occhi Chiusi</i>. Instruct students to stand (<i>In piedi!</i>) and close their eyes. Tell students you will call out a free time activity using the present perfect tense and they have to act it out; for example, <i>Sono andata in spiaggia. Lui ha giocato a pallacanestro. Ho visto un film alla televisione</i>. If student responses are incorrect, they need to sit down. Continue until there is one winner left standing.



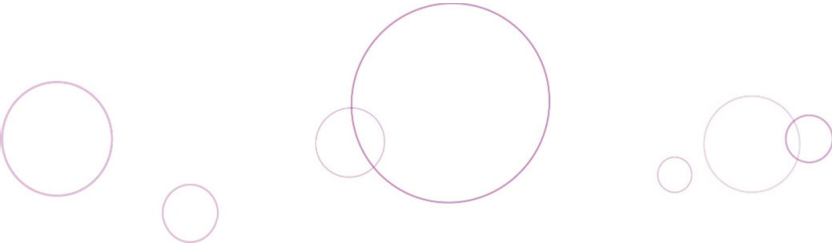
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 3 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i>	<i>Cosa hai fatto?</i> Students exchange information about what they did last week. Learning intentions Students: • write a week of diary entries • complete present perfect conjugation practice exercises • use the present perfect tense to write about free time • respond to a written text • convey opinions about free time • participate in language activities to consolidate grammatical structures • rewrite a text, changing the gender.	Teaching and learning activities • Ask students to write diary entries describing what they did each day last week. This could be done using an application; such as, Book Creator or PicCollage or in their <i>quaderno</i>. Ensure they conjugate common regular and irregular verbs in the <i>io</i> form in the present perfect verb tense; for example, <i>Sono andato in spiaggia.</i>, state how they feel about their activity and mention who they did it with; for example, <i>Sabato sono andato in spiaggia con i miei genitori e il mio amico migliore. Mi è piaciuto perché era divertente e sano.</i> (Formative assessment) • Have students complete the present perfect practice activities at the following links: ▪ Live Worksheets – <i>Passato prossimo</i> https://www.liveworksheets.com/zt330233qp ▪ Live Worksheets – <i>Passato prossimo verbi irregolari</i> https://www.liveworksheets.com/xe1360131vu • Pin up pictures of 10 different free time activities. Provide students with strips of paper on which they write sentences about last weekend, using each of the free time activities depicted. Then ask that they place sentences on the wall under the correct picture. Follow with a Gallery walk activity. Arrange students in groups



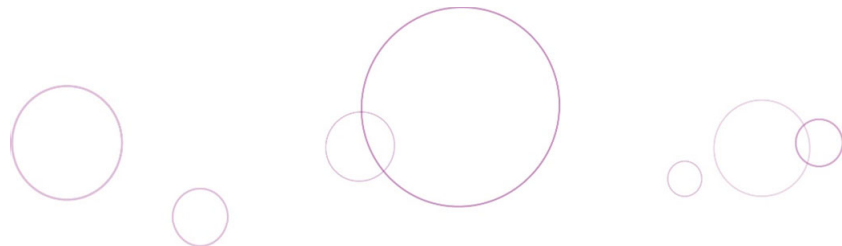
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions		of three and ask that at each station they read all offerings, and indicate their opinion with an emoticon next to each sentence; for example, 😊 (to signify <i>Io sono d'accordo</i>) or ☹️ (to signify <i>Io non sono d'accordo</i>). Students move to the next station after five minutes. - Before the lesson prepare a set of cue cards showing two free time activities. Ask students to participate in a <i>Trova il gemello</i> activity. Provide students with cue cards. 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 has done the same free time activity; for example, <i>Cosa hai fatto nel weekend? Sono andata al cinema, E tu? Ho chattato sui social</i>. Instruct students not to show their card to other students. Students interview other students until they find their <i>gemello</i>. (Formative assessment) - Have students rewrite the text from the link below in their <i>quaderno</i> changing the gender of the writer from male to female: - Skuola.net – <i>Testo in inglese sul week end</i> (n.b. this site is not hyperlinked)



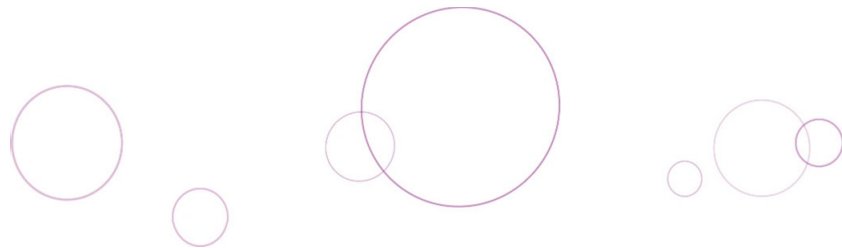
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
such as understanding that there are both grave accents (è) and acute accents (<i>perché</i>) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza.</i>		https://www.skuola.net/grammatica-inglese/testo-inglese-week-end.html



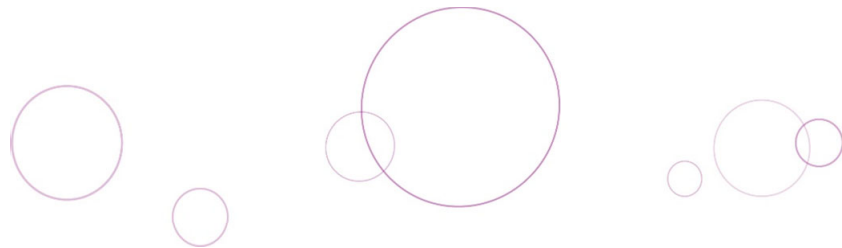
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 4 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event	<i>Cosa hai fatto?</i> Students exchange information about what they did on the weekend. Learning intentions Students: - gather, compare and respond to information and supporting details from spoken texts about free time - exchange information about free time using the present perfect - create a call and response-type rap song responding to a written text - participate in language activities to consolidate grammatical structures and formulating questions.	Teaching and learning activities - Ask students to participate in a <i>Trova Qualcuno Che</i> game. The teacher creates a set of cards (one card per student), each with a name and description of what the person did on the weekend; for example, <i>Matteo; sabato andare al cinema; domenica mattina giocare a football</i>. Students interact with their peers and ask <i>Chi sei?</i> followed by <i>Cosa hai fatto nel weekend?</i> Students must answer using complete sentences; for example, <i>Mi chiamo Matteo. Sabato sono andato al cinema e domenica ho giocato a football</i>. Students are also given a sheet with the people they must find; for example, someone who went to the movies on Saturday and played football on Sunday. They record the name of the person who matches the description. The first student to find all the matching names wins. - Instruct students to form two circles to participate in an inside-outside circles activity to practise talking about past events; for example, <i>Cosa hai fatto ieri sera?; Ho guardato la TV.; Hai fatto sport nel weekend?; Sì, ho giocato a netball</i>. Encourage students to use interjections if necessary.



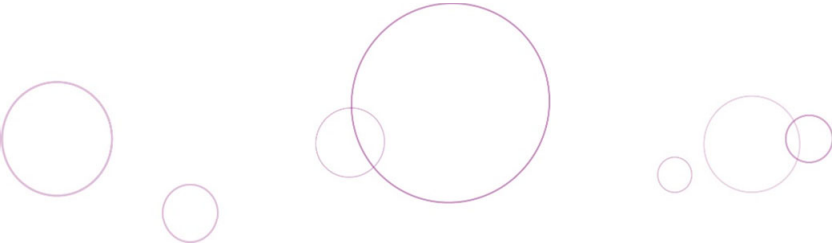
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts		▪ The Teacher Toolkit – Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles • Arrange students in pairs to create a call and response-type rap song. Provide opportunities for students to script and rehearse the song to present to the class and to Year 4; for example, <i>Ho giocato a football.</i>; <i>Ho giocato a calcio.</i>; <i>Sono andata al parco.</i>; <i>Sono andato in bici.</i>; <i>Ho visto un film.</i>; <i>Ho letto un libro!</i> Further information about call and response songs can be found at the website below (n.b. site is not hyperlinked): ▪ MasterClass – What Is Call and Response in Music? https://www.masterclass.com/articles/what-is-call-and-response-in-music#quiz-0 • Instruct students to draw a 3 x 3 grid in their <i>quaderno</i> to play <i>Tombola Umana</i>. Ask students to write a free time activity in the present perfect verb tense in each box; for example, <i>Ho navigato in internet.</i>; <i>Ho telefonato alla mia amica</i>. Students then circulate and ask their peers <i>Cosa hai fatto nel weekend?</i> If peers respond with one of the free time activities they have written down they write the student's name in the box.



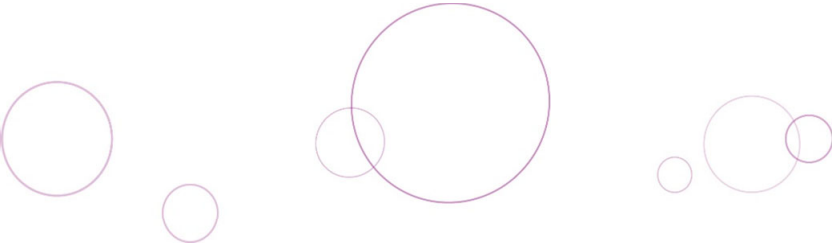
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (<i>perché</i>) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata</i>; <i>Non mi piace tanto ballare</i> • expressing negation, for example, <i>Noi non guardiamo la televisione</i>; <i>Non pratico lo sport</i>		The first student to have found a peer for each activity is the winner. (Formative assessment)



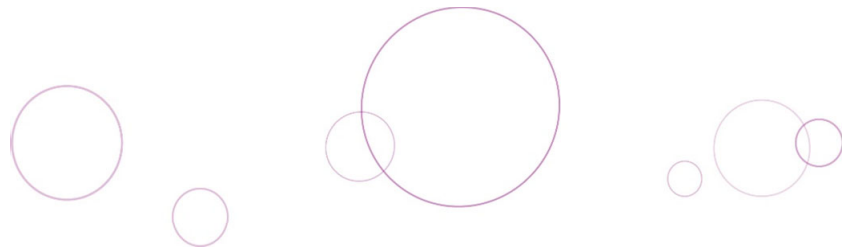
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		



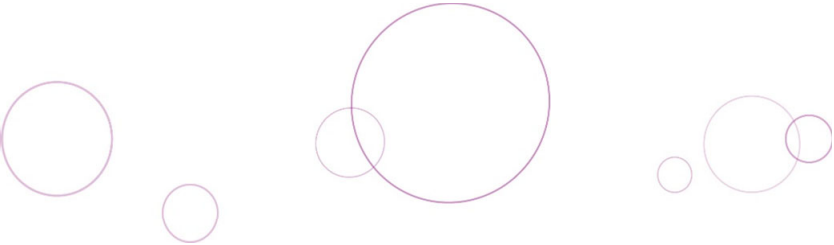
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 5 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Creating Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts	<i>Cosa hai fatto?</i> Students exchange information about what they did on the weekend. Learning intentions Students: • translate a short text about free time • design a poster about free time using the present perfect verb tense • change a text from present indicative to present perfect tense • share and compare responses to characters, events and ideas and identify cultural elements in a comic strip • create a comic strip about a perfect day for <i>Fifo</i> using the present perfect verb tense.	Teaching and learning activities • Before the lesson, the teacher prepares a text about free time using the present perfect verb tense. Ask students to participate in a ‘running translation’ activity. 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 the students; for example, <i>Mi chiamo Gianni. Nel weekend mi sono divertito molto. Sabato mattina ho fatto nuoto. Era divertente ma faticoso. Sabato sera sono andato al cinema e ho visto il nuovo film di Dwayne Johnson. Mi è piaciuto moltissimo. Domenica pomeriggio sono andato in spiaggia con la mia famiglia e abbiamo giocato a cricket da sabbia. Mi sono divertito ed era appassionante.</i> The group with the most correct translation is the winner. • Ask students to design a poster with the title <i>Nel weekend ...</i> Instruct students to access the link below, then click on ‘<i>Cambia modello</i>’ on the right and select ‘<i>Ruota della fortuna</i>’. They spin the wheel 5 times and write sentences using the present perfect verb tense using those places on their poster; for example, <i>Non</i>



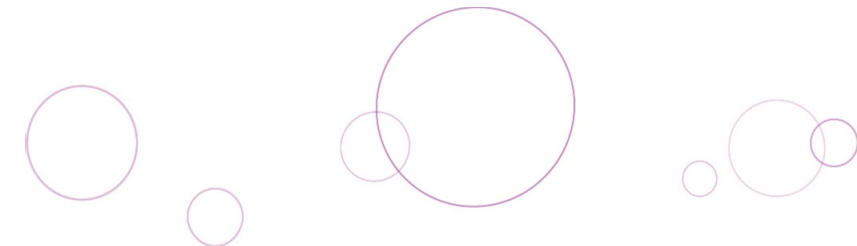
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Translating Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms such as <i>Diamoci del tul!</i>; <i>Dai!</i>; <i>Via!</i>; <i>Evviva!</i>; <i>Non vedo l'ora!</i> Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (<i>è</i>) and acute accents (<i>perché</i>) Apply the rules of spelling to writing in a variety of types of texts and contexts		<i>sono andato in campeggio perché ho dovuto andare da mia nonna. Sono andato al museo nuovo. Era interessante. Sono andato allo stadio a vedere la partita di calcio. Sono andato in montagna a sciare. Era bellissimo. Non sono andato in palestra perché ho avuto altri impegni.</i> The poster can be designed using an application such as Book Creator or PicCollage, on A4/A3 paper or in their <i>quaderno</i>. (Formative assessment) ▪ Wordwall – <i>Nel tempo libero Vado ...</i> https://wordwall.net/it/resource/3193551/italiano/nel-tempo-libero-vado • Before the lesson, the teacher writes a text about free time using the present indicative tense. Distribute the text to students and ask them to rewrite the text in their <i>quaderno</i>, changing it from the present indicative to the present perfect tense. • Have students view the comic <i>Tempo Libero</i> by Bruno Sarda and Vince Ricotta from the link below. Discuss the characters, event and ideas with students. Ask students if they can identify any cultural elements. ▪ <i>Vivacamente – Tempo libero in casa Cioffi</i> https://www.vivacamente.org/2014/11/tempo-libero-in-casa-cioffi.html



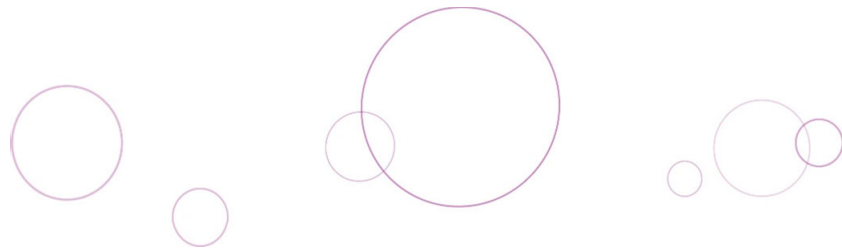
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: - noticing adjective – noun agreement, for example, <i>le riviste sportive; la musica classica; i video giochi nuovi</i> - using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		Explain to students that they will create a comic strip in response to the one previously viewed, about a perfect day for <i>Fifo</i>, written using the present perfect verb tense; for example, <i>Mamma ha cucinato tanti biscotti per me. Che bello! Papà ha giocato con la palla con me per ore. Che divertente! Poi i bambini mi hanno coccolato e mi hanno fatto il solletico. Che fortuna!</i> Revise the textual conventions of a comic strip. The comic strip can be completed using an application such as Book Creator or PicCollage, on A4/A3 paper or in their <i>quaderno</i>.



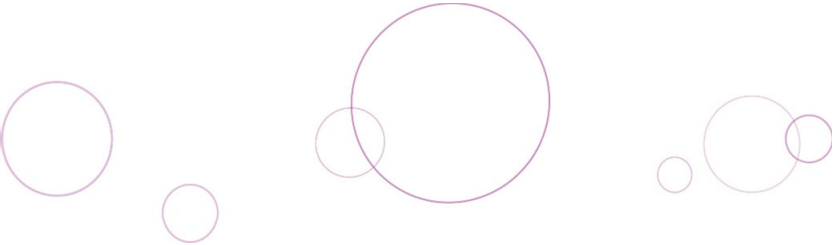
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 6 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts Create or reinterpret, present or perform alternative versions of imaginative texts	<i>Cosa hai fatto?</i> Students exchange information about what they did on the weekend. Learning intentions Students: • translate a short text about free time • describe the weekend of a fictional character • complete a dictation about free time written in the present perfect verb tense • participate in language games to consolidate vocabulary, language structures and pronunciation • create a poem about an ideal summer vacation using the present perfect verb tense.	Teaching and learning activities • Revise the rules of the game One Dice, One Pencil. Allocate students to groups of 3–4. Provide students with one pencil, one dice and a text to translate (this can be differentiated) per group. One student starts with the pencil and begins to write their translation in their <i>quaderno</i>. The other students take turns to roll the dice until they get a <i>cinque</i>. When they roll a <i>cinque</i>, they get to use the pencil. The first person to finish their translation is the winner. Encourage students to use their sentence builder to guide their translation. Teachers should ensure the text is written in the present perfect verb tense and contains free time vocabulary. • Using the link below, students select five boxes and incorporate these phrases into a paragraph about what a fictional Italian character did on the weekend, written in their <i>quaderno</i> using the present perfect verb tense. ▪ Wordwall – <i>Che cosa hai fatto durante le vacanze?</i> https://wordwall.net/it/resource/1089772/che-cosa-hai-fatto-durante-le-vacanze • Before the lesson, write a text about free time in the present perfect verb tense. Ask students to participate in the following activity:



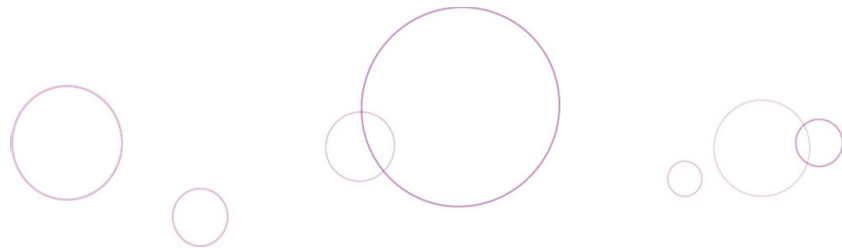
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Translating Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms such as <i>Diamoci del tul!</i>; <i>Dai!</i>; <i>Via!</i>; <i>Evviva!</i>; <i>Non vedo l'ora!</i> Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (<i>perché</i>)		▪ The Language Gym – Mad dictation https://gianfrancoconti.com/2019/01/12/beyond-transcription-unlocking-the-full-power-of-dictation-my-favourite-dictation-tasks/ • Before the lesson, write 12 sentences in the present perfect verb tense about free time. Students play the Sentence Stealer game (called <i>Ladri di Carte</i> in Italian) from the following link to reinforce language structures about free time in the present perfect, consolidate vocabulary and develop pronunciation: ▪ 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/ • Read and show students the poem <i>Filastrocca dell'Estate</i> by Giuseppe Bordini using the link below. Discuss the events and ideas in the poem. Ask students to create their own poem using the present perfect verb tense, in response to what they would have done on their ideal summer holiday. Discuss the textual conventions of a poem. The poem can be completed using an application, such as PicCollage or Book Creator or on A4 paper. Students could record themselves reciting their poem using a voice recorder and convert



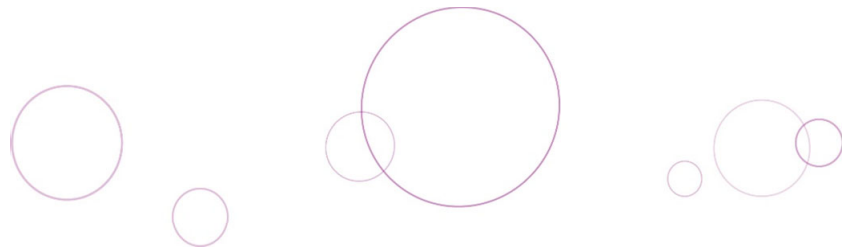
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: - expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> - using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		this into a QR code using a website, such as QR Code Generator or an application, such as Seesaw. They then glue the code next to their poem and display it in the classroom. <i>Maestra Mamma – Filastrocca dell’Estate</i> https://maestraemamma.it/filastrocca-dell-estate-di-giuseppe-bordi/ - QR Code Generator https://www.qr-code-generator.com/



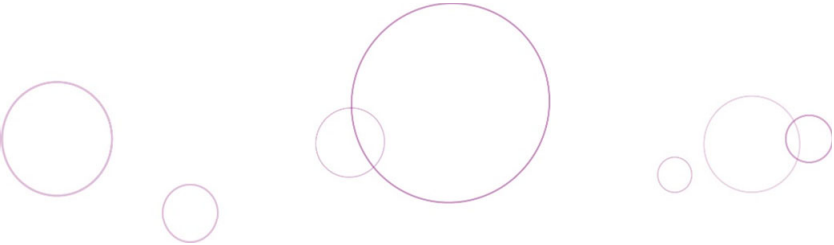
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 7 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts	<i>Cosa hai fatto?</i> Students exchange information about what they did on the weekend. Learning intentions Students: - share and compare responses to characters, events and ideas and identify cultural elements in the story <i>Un bacio in viaggio</i> - gather, compare and respond to information from the story <i>Un bacio in viaggio</i> - translate verbs given in the present perfect verb tense - use bilingual dictionaries and/or online translators - retell the story <i>Un bacio in viaggio</i> with simple sentences using the present perfect verb tense.	Teaching and learning activities - Read to students the story <i>Un bacio in viaggio</i> by Manuela Monari and Evelyn Daviddi. The book can also be accessed through the links below. Encourage students to share and compare responses to characters, events and ideas and to identify cultural elements in the text. Discuss the Italian illustrations in the book: the way the piazza is shown; the housing; the attic; the appearance of the characters. <i>Cuorecoraggio – Un Bacio in Viaggio</i> https://www.youtube.com/watch?v=QKkcR8qMm6s - Miriam O. – <i>Un bacio in viaggio</i> https://www.youtube.com/watch?v=qxyipyBZ6DI - Instruct students to draw a table in their <i>quaderno</i> with two columns using the headings <i>con il verbo ausiliare</i> and <i>senza il verbo ausiliare</i>. Reread the story and ask students to write the verbs they hear in the correct column according to whether or not an auxiliary verb is used. Students compare their tables with their shoulder partners. Form groups of six to eight and invite each group, taking it in turns, to transcribe all the perfect tense phrases they have identified onto two A3 sheets, one for <i>con il verbo ausiliare</i> and one for <i>senza il verbo</i>



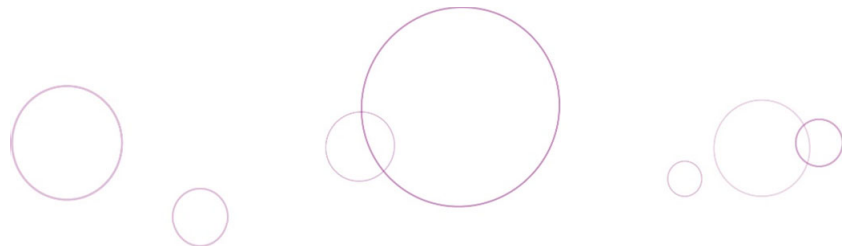
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Translating Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms such as <i>Diamoci del tu!</i>; <i>Dai!</i>; <i>Via!</i>; <i>Evviva!</i>; <i>Non vedo l'ora!</i> Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of		<i>ausiliare</i>. If a phrase already appears, they simply place a tick next to it. Ask students to translate the phrases on the A3 sheets. Provide bilingual dictionaries or online translators for students to look up unknown words. Remind students that they may need to use the infinitive form. Discuss when an auxiliary verb is needed and when it is not needed. Ask students to retell the story <i>Un bacio in viaggio</i> with simple sentences using the present perfect verb tense and include illustrations. Provide students with access to the text and the A3 sheets from their group work. Teachers can provide a story sequencing template or ask students to complete this in their <i>quaderno</i>. (Formative assessment)



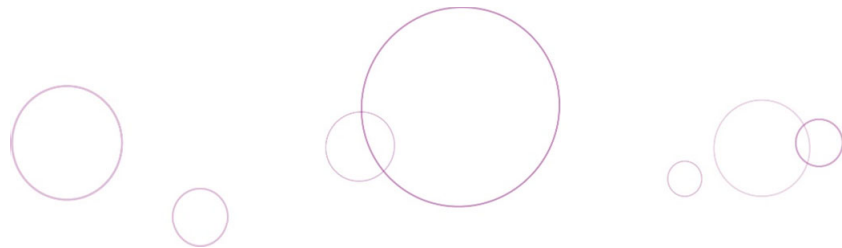
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in citta. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		



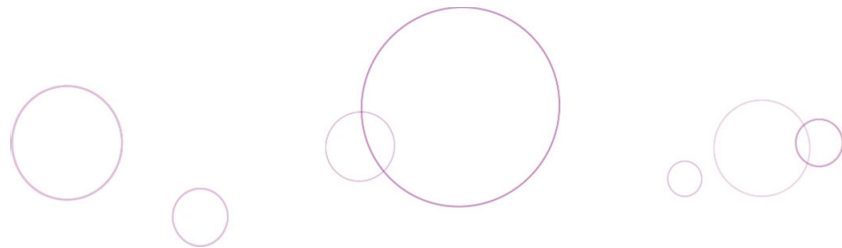
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 3, Week 8 Communicating Socialising Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare</i> Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i>	<i>Cosa hai fatto?</i> Students exchange information about what they did on the weekend. Learning intentions Students: - participate in language games to consolidate free time vocabulary and language structures - participate in a conversation with a peer about the past weekend, free time preferences and arranging a shared experience for the following weekend.	Teaching and learning activities - 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 free time, including in the past, present and near future verb tenses; for example, <i>Cosa hai fatto nel weekend?; Cosa ti piace fare nel tempo libero?; Cosa fai nel weekend?</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 repetition when needed; for example, <i>Non ho capito, Può ripetere?</i> Summative Assessment - Students complete the formal assessment task <i>Parliamoci del tempo libero!</i> in Appendix C. Students have a conversation about free time including questions about the previous weekend, free time preferences and arranging a shared experience for the following weekend.



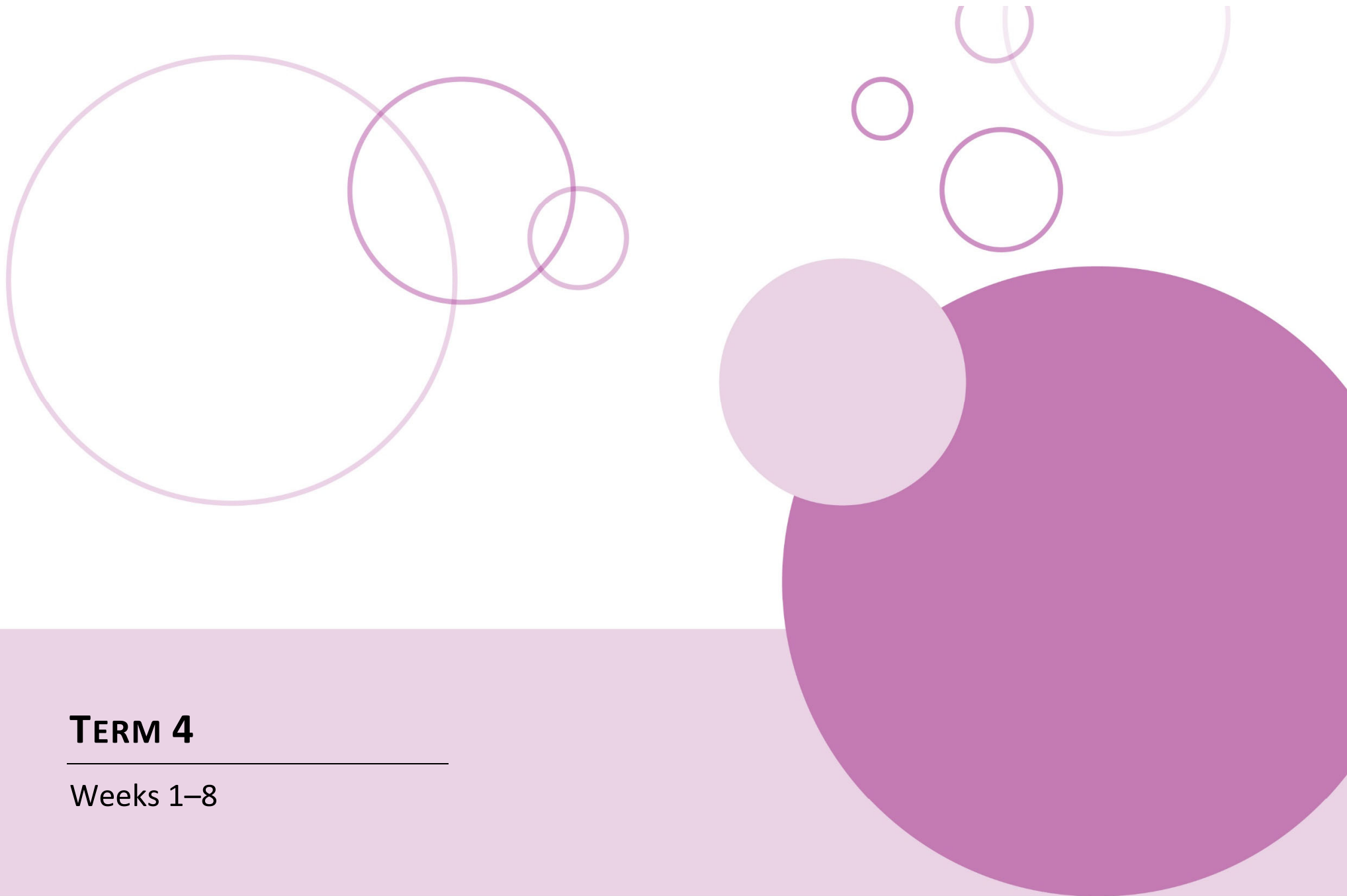
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions		Formative Assessment • Anecdotal assessment using checklists and notes, indicating how students: ▪ exchange information about free time ▪ express feelings, opinions and personal preferences ▪ collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian ▪ gather, compare and respond to information from a range of texts related to free time ▪ convey information, ideas and opinions related to free time ▪ share and compare responses to characters, events and ideas and to identify cultural elements in imaginative texts ▪ create imaginative texts ▪ translate short texts ▪ use bilingual dictionaries and/or online translators ▪ explain and apply features of intonation and pronunciation ▪ use grave and acute accents ▪ express positive and negative preferences using adverbs to intensify the meaning ▪ express negation



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
such as understanding that there are both grave accents (è) and acute accents (perché) Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> • expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i>		▪ formulate questions and requests ▪ conjugate common regular and irregular verbs in the present indicative and present perfect verb tenses ▪ use metalanguage to describe grammatical rules ▪ use language in ways that create different effects and suit different audiences.

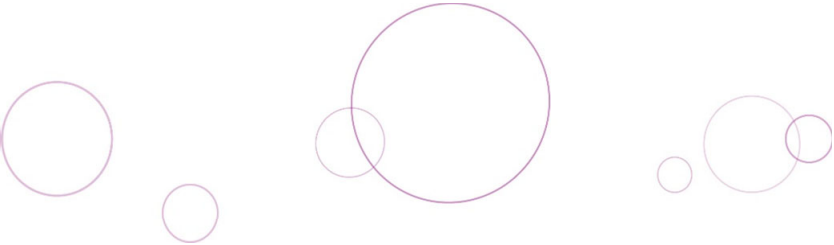


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>dormire</i>, <i>fare</i>, <i>leggere</i>, <i>scrivere</i>, <i>andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?</i>; <i>Domani sera andiamo al ristorante per la cena</i> • using the perfect tense of common verbs such as <i>essere + andare</i>, <i>avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		

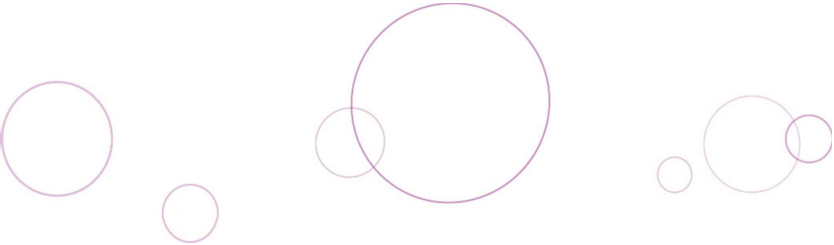


TERM 4

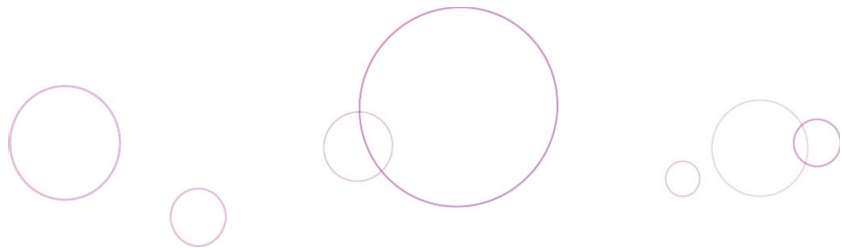
Weeks 1–8



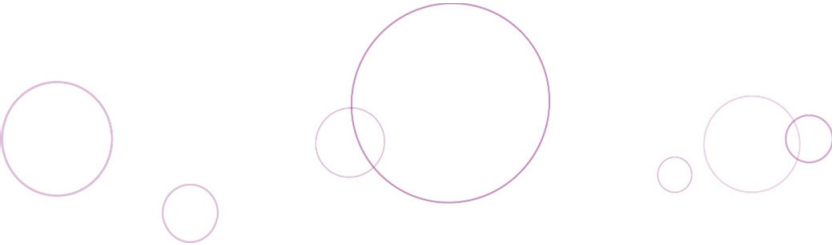
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 1 Communicating Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Translating Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource Reflecting Engage in intercultural experiences, describing aspects	<i>È quasi la fine!</i> Students show understanding that language and culture are integral to the nature of identity and communication. Learning intentions Students: • discuss that language and culture are integral to the nature of identity and communication • gather, compare and respond to information and supporting details from a range of written and multimodal texts about Italian identity • brainstorm elements of a Noongar person's, an Italian person's and their own identity • use bilingual dictionaries and/or online translators.	Teaching and learning activities • Discuss with students that language and culture are integral to the nature of identity and communication. Discuss the use of formal and informal Italian. Highlight that part of their identity is that they are learners of the Italian language. Ask students how this affects their world; for example, understanding shop signs or items in an Italian restaurant menu. Use the image from the link below to aid your discussion: ▪ Tes – Identity – Who Am I – Lesson PP https://www.tes.com/teaching-resource/identity-who-am-i-lesson-pp-6190328 • Provide students with A3 paper and ask them to write the title <i>La nostra identità</i> at the top of the page. They then draw a Y chart with the headings Noongar, <i>italiano</i> and <i>io</i>. • Divide students into groups of four and ask each student to view/read one of the links below and take notes: ▪ Splash be smart – 10 cose degli italiani che per gli stranieri risultano strane https://www.youtube.com/watch?v=7YjXz64ldCE ▪ Adesso – Quali sono i tratti caratteristici degli italiani?



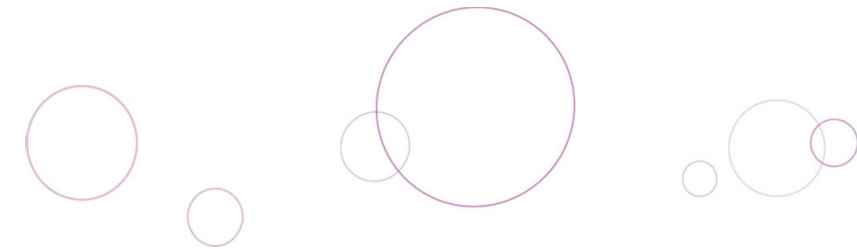
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts Understand how Italian texts use language in ways that create different effects and suit different audiences Language variation and change Understand that the Italian language is used differently in different contexts and situations Role of language and culture Understand that language and culture are integral to the nature of identity and communication		https://www. adesso-online.de/italienisch-hoeren/quali-sono-i-tratti-caratteristici-degli-italiani ▪ <i>Scuola 107 – “10 abitudini degli italiani che sembrano normali ma che per gli stranieri sono stupefacenti”</i> http://www.scuola107.it/dir/2017/06/12/10-abitudini-degli-italiani-che-sembrano-normali-ma-che-per-gli-stranieri-sono-stupefacenti/ ▪ <i>Scambieuropei – Stereotipi italiani all'estero: cosa dicono di noi nel mondo</i> https://www.scambieuropei.info/stereotipi-italiani/ • Ask students to pair up and look at one of the links below, taking notes as they read: ▪ Kaartdijin Noongar – Noongar Knowledge – Identity https://www.noongarculture.org.au/identity/ ▪ Commissioner for Children and Young People Western Australia – Aboriginal and Torres Strait Islander (Resource: This is me – Aboriginal young people's stories) https://www.ccyp.wa.gov.au/our-work/resources/aboriginal-and-torres-strait-islander/



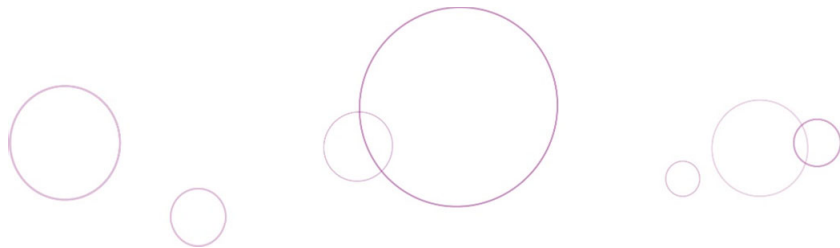
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		• Guide students to share and compare their notes with the others in their group. • Instruct students to complete a brainstorm in each section about what constitutes a Noongar person's identity, an Italian's and their own. Discuss the use of stereotypes versus generalisations. Highlight <i>la bella figura</i>. Encourage students to use noongar language for the three key elements of their Noongar brainstorm: kaardijin, boodja and moort. Allow students access to bilingual dictionaries and/or online translators to look up unknown words.



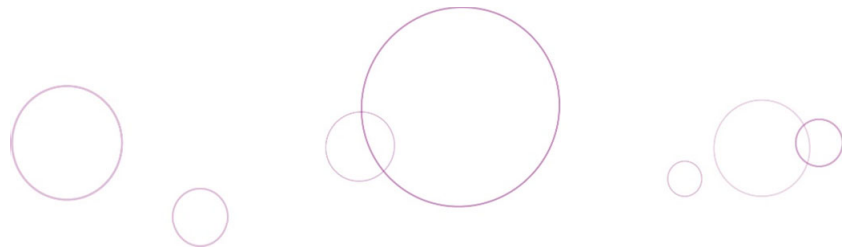
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 2 Communicating Socialising Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i> Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and	<i>È quasi la fine!</i> Students describe themselves and their future schooling. Students reflect on their primary school years. Learning intentions Students: • describe themselves now and in the future • use adjectival agreement and adverbs to intensify meaning • exchange information about the high school they are attending • revise the Italian secondary school system • survey each other about which scuola superiore they would attend • graph and write about the results of the survey • correct present perfect auxiliary verbs and subject/verb agreements • participate in a translation game using the present perfect verb tense.	Teaching and learning activities • Have students reflect on last week's identity activity and, in their quaderno, write a description of themselves now and six years in to the future, at the completion of high school in their quaderno. Students should describe their personality, virtues and free-time interests. Instruct students to include noun-adjective agreement and the adverbs molto and tanto; for example, <i>Mi chiamo Caitlin. Ho dodici anni. Sono molto buffa, amichevole e tranquilla. Sono leale e degno di fiducia. Amo tanto ascoltare la musica nuova e disegnare i paesaggi australiani. Mi chiamo Caitlin. Ho diciotto anni. Sono estroversa, buffa e simpaticissima. Sono leale, degno di fiducia e premurosa. Mi piace tanto chattare sui social.</i> • Revise the question <i>Quale scuola secondaria frequenti?</i> with students. Introduce the new response <i>Frequento la scuola secondaria ...</i> Ask students to circulate and ask five peers which high school they are going to attend. Inform students that they should include the reason for their selection; for example, <i>... perché è vicino a casa mia., ... perché sono bravo in sport.</i> • Review with students what they know about the Italian school system. Include discussion of school times, start



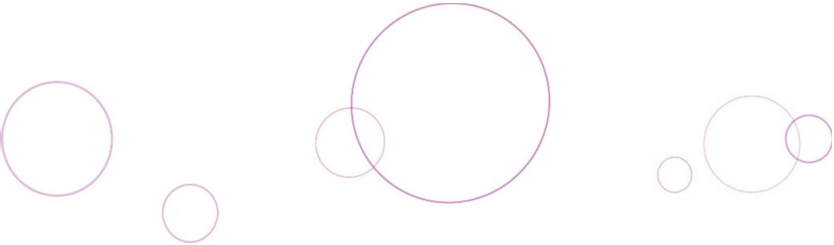
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: noticing adjective – noun agreement, for example, <i>le riviste sportive</i>; <i>la musica classica</i>; <i>i video giochi nuovi</i>		and finish dates and summer homework. The links below provide further information: - Just Landed – <i>Scuola secondaria in Italia</i> https://www.justlanded.com/italiano/Italia/Guida-Italia/Istruzione/Scuola-secondaria-in-Italia - LearnAmo – The Italian School System: how does education work in Italy? https://learnamo.com/en/school-education-italy/ <i>Bravissimi</i> – Education In Italy https://www.bravissimi.com.au/education-in-italy/ - Wikipedia – Secondary education in Italy https://en.wikipedia.org/wiki/Secondary_education_in_Italy - Instruct students to survey 15 peers about which scuola superiore they would select if they were living in Italy; for example, <i>Quale scuola superiore frequenti? Frequento il liceo scientifico</i>. Students need to tally the responses and then draw a column graph of the results in their quaderno. Ask students to write a few sentences describing the results from the survey; for example, <i>Cinque di noi frequentiamo un liceo linguistico</i>, <i>Due studenti frequentano un istituto tecnico tecnologico</i>.



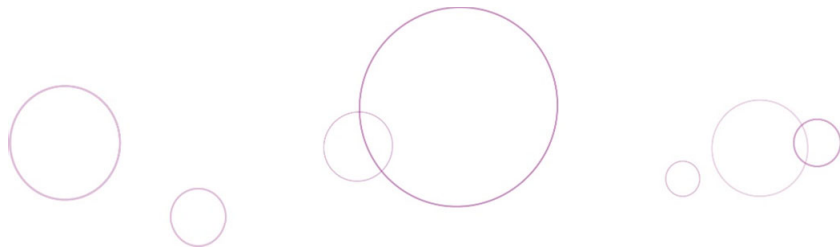
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• formulating questions and requests, for example, <i>Cosa fai il weekend?</i>; <i>Dove andiamo stasera?</i> • recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i> • using plural subject pronouns <i>noi</i>, <i>voi</i> and <i>loro</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>dormire</i>, <i>fare</i>, <i>leggere</i>, <i>scrivere</i>, <i>andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?</i>; <i>Domani sera andiamo al ristorante per la cena</i> • using the perfect tense of common verbs such as <i>essere + andare</i>, <i>avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i>		• Before the lesson, write a text about events the students have participated in during their primary education, for example, athletics carnivals, Italian days, excursions and camps. The text should be written in the first person using the present perfect verb tense. Ask students to participate in the Faulty Transcript activity from the link below. This activity draws students' attention to a particular language structure, in this case present perfect auxiliary verbs and subject/verb agreements. For example, <i>L'anno scorso ho vinto la corsa alla giornata dell'atletica. Mi sono divertita alla giornata italiana di quest'anno. Mi è piaciuto tantissimo il campeggio scolastico. Era divertente quando siamo andati al museo nuovo e abbiamo mangiato nel parco.</i> (original version). <i>L'anno scorso sono vinto la corsa alla giornata dell'atletica. Ho divertito alla giornata italiana di quest'anno. Mi è piaciuto tantissimo il campeggio scolastica. Era divertente quando abbiamo andato al museo nuovi e siamo mangiate nel parco</i> ('faulty' version). ▪ The Language Gym – Seven minimal-prep/high impact techniques to focus students on function words and less salient morphemes – Teaching



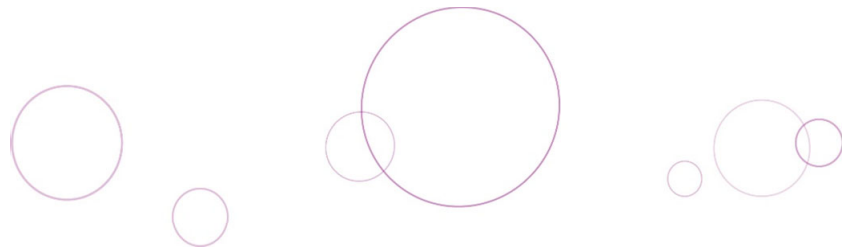
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		grammar through listening (part 2) https://gianfrancoconti.com/2017/03/ • Before the lesson, prepare two texts to use in the following translation game. Ensure the text is written about past school events using the present perfect verb tense and that the subject pronouns <i>noi</i>, <i>voi</i> and <i>loro</i> are included in the text; for example, <i>Noi abbiamo fatto la competizione italiana. Voi avete vinto la giornata dell'atletica. Loro sono andati nel campeggio scolastico.</i> The task can be differentiated by providing different versions depending on the student's ability. ▪ The Language Gym – Oral Translation Ping-Pong https://gianfrancoconti.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/



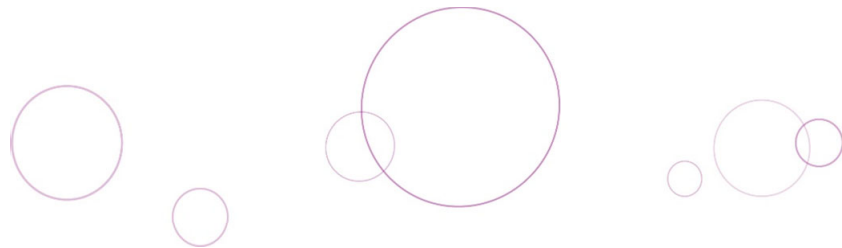
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 3 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Creating Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas	<i>È quasi la fine!</i> Students reflect on their primary school years. Learning intentions Students: - participate in language games to consolidate language structures - create and perform a call and response-type rap song about graduating from primary school.	Teaching and learning activities - Before the lesson, prepare a text about past school events using the present perfect verb tense and the subject pronouns <i>noi</i>, <i>voi</i> and <i>loro</i>; for example, <i>Noi siamo andati al festival Groundwater. Voi avete vinto la competizione di scienze. Loro hanno festeggiato il Book Week</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 (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 a text about past school events using the present perfect verb tense. Ask students to participate in a ‘running dictation’ activity. Divide the class into groups of four of mixed ability. Students will work in their group to dictate a paragraph 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 Carlo. Ho dodici anni. Quest’anno ho giocato a football e a cricket per la scuola. Sono andato alla competizione per le barchette solari ma non abbiamo vinto. Ho partecipato nella giornata</i>



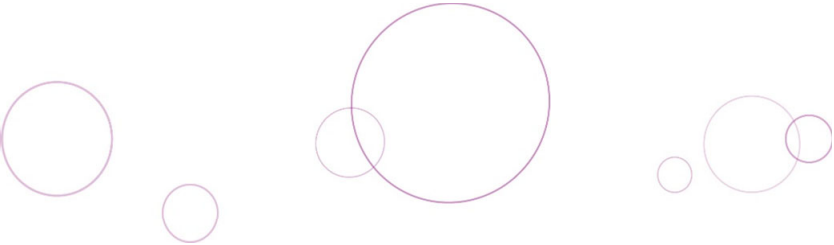
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
and events to suit different modes or contexts Understanding Systems of language Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (perché) Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: - noticing adjective – noun agreement, for example, <i>le riviste sportive; la musica classica; i video giochi nuovi</i> - expressing positive and negative preferences using adverbs to intensify		<i>dell'atletica e nella giornata NAIDOC</i>. The group with the most accurate dictation is the winner. - Arrange students in groups of four to create a call and response-type rap song about graduating from primary school. Provide time for students to script and rehearse the song and then perform it for the class; for example, <i>Frequento il liceo John Tonkin; Frequento il liceo Mandurah Catholic College; Il mio giorno favorito era la giornata italiana; la mia gita favorita era la gita allo zoo; Sono entusiasta di andare alla scuola superiore; Sono nervosa all'idea di lasciare la scuola elementare!</i> Further information about call and response songs can be found at the website below (n.b. site is not hyperlinked): - MasterClass – What Is Call and Response in Music? https://www.masterclass.com/articles/what-is-call-and-response-in-music#quiz-0 (Formative assessment)



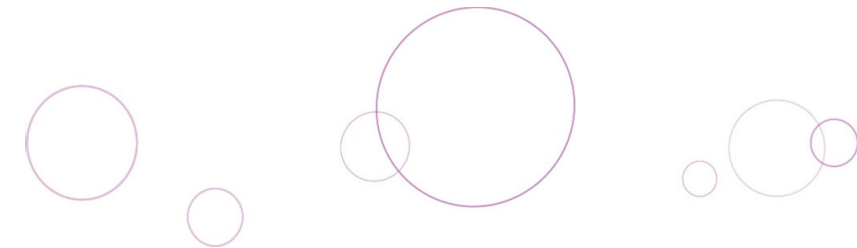
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> • expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> • recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema</i> • using plural subject pronouns <i>noi, voi</i> and <i>loro</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i> • using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate		



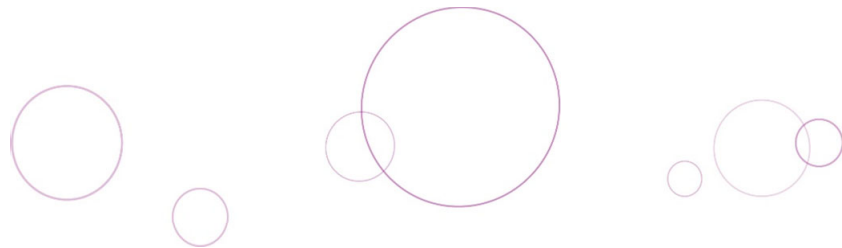
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in citta. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> Understand how Italian texts use language in ways that create different effects and suit different audiences		



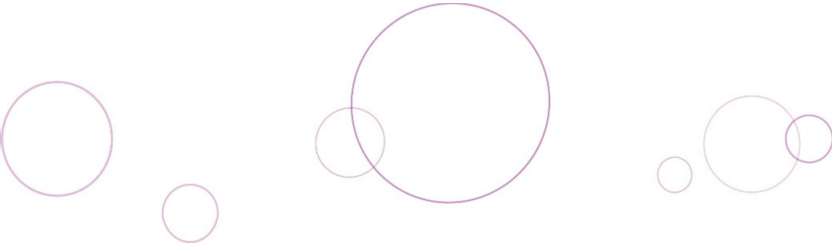
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 4 Communicating Socialising Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i> Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written,	<i>È quasi la fine!</i> Students collaborate with peers to plan events or activities to showcase their progress in learning and using Italian and celebrate their graduation. Learning intentions Students: - work with their group to plan graduation events or activities to showcase their progress in learning and using Italian and to celebrate their primary school graduation - research and make a presentation of their ideas - plan/design a graduation flyer/invitation - plan a performance to showcase their acquired Italian language skills - plan and budget for a party or event to celebrate graduation - express their opinions and personal preferences.	Teaching and learning activities - Divide students into groups of six. Students work with their group to plan events or activities to showcase their progress in learning and using Italian and to celebrate their primary school graduation. In their groups, students need to research and make a presentation of their ideas, that they will later present to the class. Each group needs to plan/design a graduation flyer/invite, a performance to showcase their acquired Italian language skills and a party or event to celebrate graduation; for example, visiting an Italian restaurant. Discuss with students the formal/informal language to be used on the flyer/invitation. Students may like to choose a poem or song for the class to perform, such as those below. Ensure students include menus and prices for their celebratory event/outing/party. Students also need to include the times and dates of their events. Students should use <i>noi</i>, <i>voi</i> and <i>loro</i> to discuss the group roles and tasks. <i>Marco Mengoni – Marco Mengoni - Buona Vita</i> (Video Story) https://www.youtube.com/watch?v=QRy6qwDIYfc



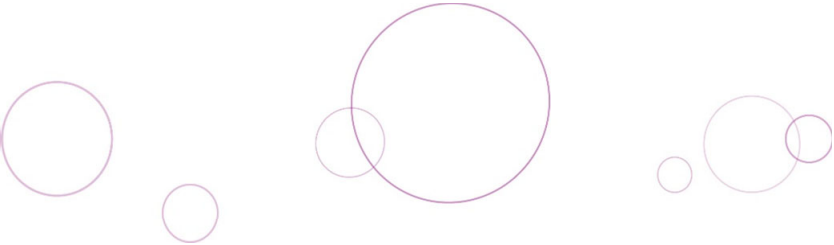
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts, to suit specific audiences and contexts Creating Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: expressing positive and negative preferences using adverbs to intensify		- Warner Music Italy – Laura Pausini – <i>Il coraggio di andare</i> feat Biagio Antonacci (Official Video) https://www.youtube.com/watch?v=snR60ZXuaJc - Cinzia Domizi – Eros Ramazzotti - <i>Il Cammino +testo</i> https://www.youtube.com/watch?v=WMe5wwOhYMM - Cesare Cremonini – Cesare Cremonini - <i>Buon Viaggio</i> (Share The Love) https://www.youtube.com/watch?v=1pRPXIC4Vtk (Formative assessment) - Students present their ideas to the class. Ask students to make notes of pros and cons while listening to the presentations. - After all groups have presented, ask students to discuss in their groups any changes they would make to their proposal based on listening to their peers' presentations. - Ask students to feedback any modifications to the class. - Have students discuss their preferences for the flyer/invitation, performance and celebratory event. - Once consensus has been reached, guide the class to allocate roles/tasks for everybody. - Provide time for students to work on their allocated tasks, including practising the performance.



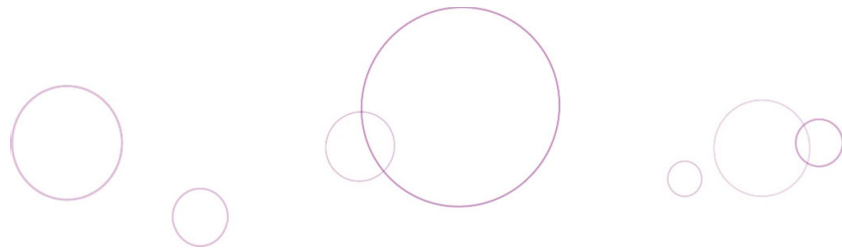
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> • expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • using plural subject pronouns <i>noi, voi</i> and <i>loro</i> Understand how Italian texts use language in ways that create different effects and suit different audiences Language variation and change Understand that the Italian language is used differently in different contexts and situations		



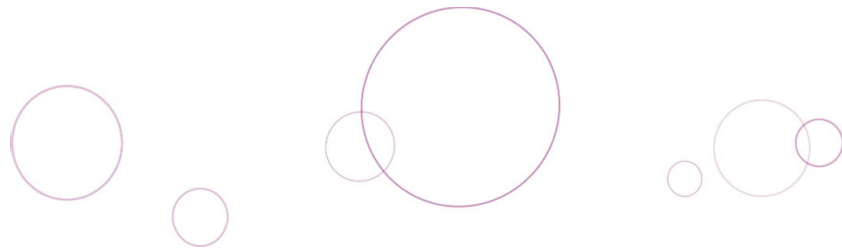
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 5 Communicating Socialising Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Informing Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts	<i>È quasi la fine!</i> Students collaborate with peers to plan events or activities to showcase their progress in learning and using Italian and to celebrate their graduation. Learning intentions Students: design a meme about graduating from /finishing primary school or starting high school.	Teaching and learning activities - Provide more time for students to continue their work on their allocated tasks for graduation including practice of the performance. - Display the memes from the links below about the last day of school. Discuss the messages portrayed, language used and the tone of the texts. Highlight the use of the phrase <i>non vedo l'ora ...</i> Ask students to create their own A4 meme that could be included in the school newsletter about graduating from/finishing primary school or starting high school. This task could be completed using a website, such as Canva, an application, such as PicCollage or on A4 paper. - Meme Generator – Teacher https://memegenerator.net/instance/23352771/teacher-siamo-nellultimo-giorno-di-scuola-non-nel-primo-di-vacanza - Meme Generator – Immature high schoolers https://memegenerator.net/instance/50527811/immature-high-schoolers-come-si-sentono-gli-altri-allultimo-giorno-di-scuola - Meme – <i>Quando finalmente esci da scuola l'ultimo giorno prima delle vacanze</i>



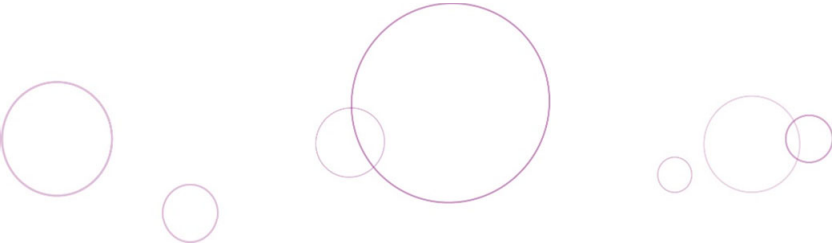
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Creating Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts Translating Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms such as <i>Diamoci del tu!; Dai!; Via!; Evviva!; Non vedo l'ora!</i> Understanding Systems of language		https://me.me/i/quando-finalmente-esci-da-scuola-lultimo-giorno-prima-delle-vacanze-6091156 ▪ Pinterest – Emoji https://www.pinterest.it/pin/747527238119907746/ ▪ Memedroid – L'ora https://it.memedroid.com/memes/detail/1314799 ▪ Ball Memes. <i>Non vedo l'ora che arrivi questo momento!</i> https://ballmemes.com/i/non-vedo-lora-che-arrivi-questo-momento-scuola-link-in-21085547 ▪ Canva – Meme generator (n.b. site is not hyperlinked) https://www.canva.com/create/memes/ • Direct students to access the link below, spin the wheel and respond to three of the questions in their <i>quaderno</i>: ▪ Wordwall – <i>Ultimo giorno di scuola</i> https://wordwall.net/it/resource/22341904/ultimo-giorno-di-scuola



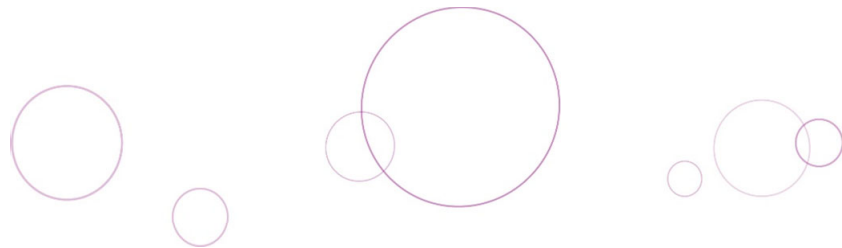
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Apply the rules of spelling to writing in a variety of types of texts and contexts Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • noticing adjective – noun agreement, for example, <i>le riviste sportive; la musica classica; i video giochi nuovi</i> • expressing negation, for example, <i>Noi non guardiamo la televisione; Non pratico lo sport</i> • using plural subject pronouns <i>noi, voi</i> and <i>loro</i> • using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i>		



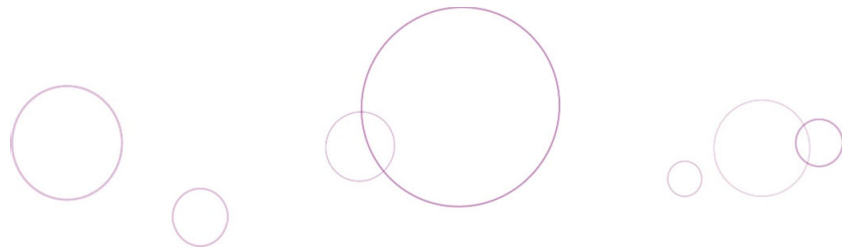
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understand how Italian texts use language in ways that create different effects and suit different audiences Language variation and change Understand that the Italian language is used differently in different contexts and situations		



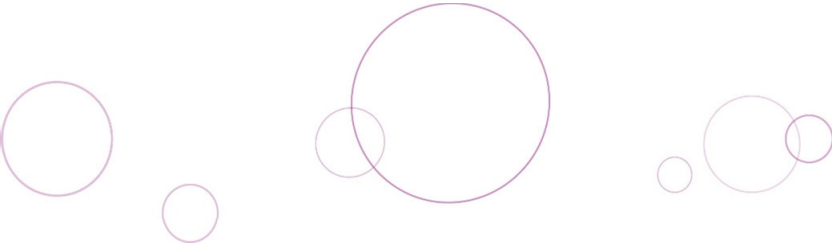
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 6 Communicating Socialising Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as <i>È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...</i> Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts	<i>È quasi la fine!</i> Students reflect on their Italian learning throughout primary school. Learning intentions Students: - design a graduation flyer/invitation - make a thank you card - write and respond to quiz questions.	Teaching and learning activities - Provide students with the <i>pagella</i> from the link below and ask them to complete it about you, including the summation at the bottom: - Maestra Mary – <i>Inviti, pagelle e distintivi per la fine dell'anno scolastico</i> https://maestramary.altervista.org/inviti-pagelle-e-distintivi-per-la-fine-dellanno-scolastico.htm - Ask students to make a <i>biglietto di ringraziamento</i> for you. You could provide the template from the link below or students could use A4 paper/card. Encourage students to use appropriate language structures, such as TVB or TVTB. - Maestra Mary – <i>Biglietti, segnalibri e coccarde per la fine dell'anno scolastico</i> https://maestramary.altervista.org/materiale-fine-anno-scolastico-2.htm - Use the KitCollab feature from Gimkit to allow students to help design a quiz to showcase their Italian knowledge. Students write and submit quiz questions to you for approval. - Gimkit https://www.gimkit.com/ - Play the collaboratively generated quiz.



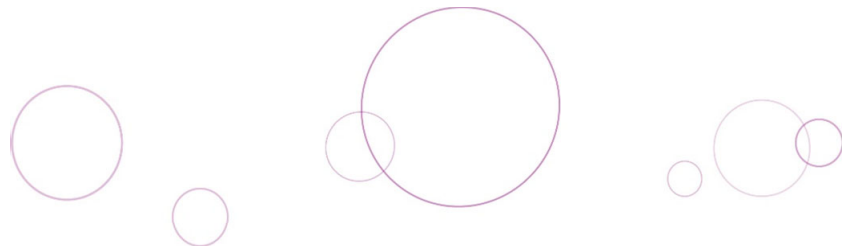
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena</i>		



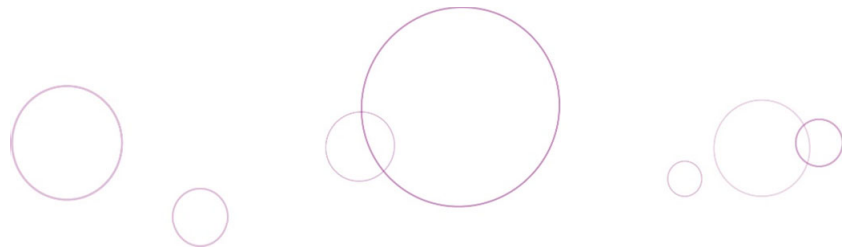
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
using the perfect tense of common verbs such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza</i> Understand how Italian texts use language in ways that create different effects and suit different audiences Language variation and change Understand that the Italian language is used differently in different contexts and situations		



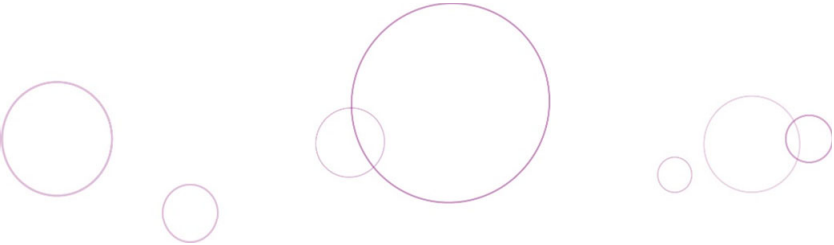
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 7 Communicating Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Role of language and culture Understand that language and culture are integral to the nature of identity and communication	<i>Le feste italiane</i> Students compare aspects of Italian and Australian culture and celebrations. Learning intentions Students: - compare how long weekends are spent in Italy and Australia - compare the <i>Festa della Repubblica</i> with Australia Day - sing the Italian national anthem - compare <i>La Battaglia delle Arance</i> with Australia Day.	Teaching and learning activities - Show students the following audiovisual clip to begin a discussion of what Italians like to spend the long weekends doing. Ask students <i>Cosa ti piace fare nel weekend lungo?</i> Discuss the similarities and differences between Australian activities and those in the audiovisual clip. - Italianbites – Italian interview series (ep.6) – <i>Cosa fai nel fine settimana?</i> Native Italian with Subtitles https://www.youtube.com/watch?v=KqCiTU-y6Cg - Use the audiovisual clip below to introduce students to the <i>Festa della Repubblica</i>. More information can be found at the following link. Discuss with students the similarities and differences between this celebration and Australia Day. <i>Presidenza della Repubblica Italiana Quirinale – #2Giugno: buona Festa della Repubblica</i> https://www.youtube.com/watch?v=n1HDFhNOBw4 - Happy Languages – <i>Festa della Repubblica</i>: Let's Celebrate The Italian Republic https://happylanguages.co.uk/festa-della-repubblica-lets-celebrate-the-italian-republic/



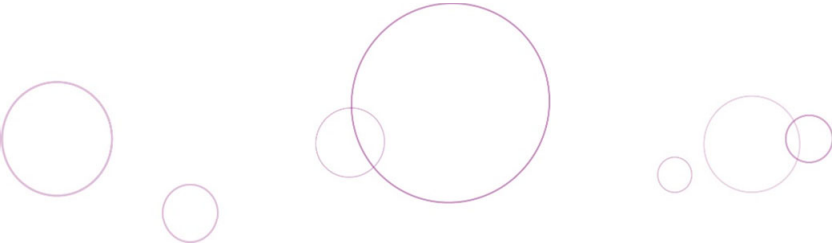
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		• Introduce/revise the Italian national anthem <i>Fratelli d'Italia</i> using the audiovisual below. Discuss the importance of the national anthem on a holiday such as <i>Festa della Repubblica</i>. Ask students to sing along. ▪ Giordano102 – <i>Fratelli d'Italia</i> – (Inno di Mameli) – lyrics https://www.youtube.com/watch?v=o7pmy-u1awI • Show students one of the audiovisual clips below about <i>La Battaglia delle Arance</i> in <i>Ivrea</i>. More information can be found at the links below. ▪ Fearless & Far – Battle of the Oranges 2019 <i>Battaglia delle Arance</i> <i>Carnevale Ivrea</i> https://www.youtube.com/watch?v=9LLxx9E9tS4 ▪ Red Bull – The Battle of the Oranges in Italy Games of Strange S3 https://www.youtube.com/watch?v=90p-5oDNJTo ▪ Swiss Travel Channel. (2018, April 26). <i>Battle of the Oranges (Carnival of Ivrea) – Italy IT [4K]</i> https://www.youtube.com/watch?v=bkqxBg7_n2k ▪ Wandering Italy – <i>Ivrea Carnevale: Orange Throwing Like You've Never Seen</i> https://www.wanderingitaly.com/blog/article/1089/ivrea-carnevale



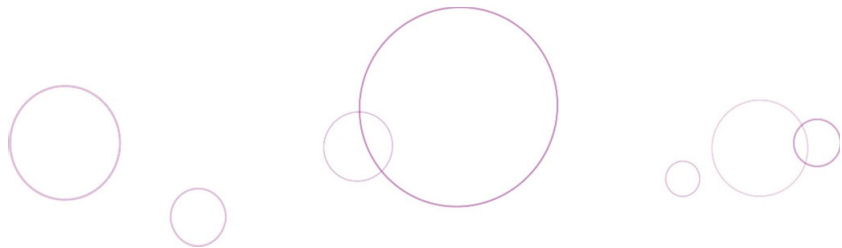
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		▪ Italy By Events – Historical Carnival and the Battle of Oranges – Ivrea https://www.italybyevents.com/en/events/piemonte/carnival-battle-of-oranges-ivrea/ • Ask students to read the article below about Griffith's Spring Fest. ▪ ABC News – Citrus sculptures to squeeze thousands of visitors into Griffith's Spring Fest https://www.abc.net.au/news/2017-10-10/citrus-sculptures-to-squeeze-thousands-into-griffith-spring-fest/9033374 • Have students draw and complete a Venn diagram in their <i>quaderno</i> comparing and contrasting the two orange related festivals.



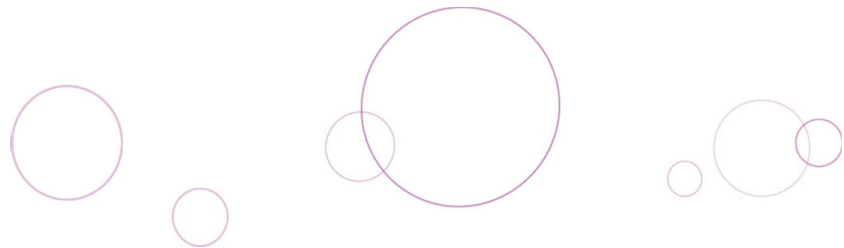
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Term 4, Week 8 Communicating Informing Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts Reflecting Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments Understanding Systems of language Apply the rules of spelling to writing in a variety of types of texts and contexts	<i>Le feste italiane</i> Students compare aspects of Italian and Australian culture and celebrations. Learning intentions • Students: • compare <i>Natale di Roma</i> with the <i>Festa della Repubblica</i> and Western Australia Day • compare <i>Calcio Storico</i> with modern day sports • design a poster advertising next year's <i>Calcio Storico</i>.	Teaching and learning activities • Show students the audiovisuals below as an aid to discussing <i>Natale di Roma</i>. More information can be found at the links below. Ask students how this day is similar to or different from the <i>Festa della Repubblica</i> and Western Australia Day. ▪ Giorgio Bonomo – <i>Natale di Roma 2015, il corteo storico ai Fori Imperiali</i> https://www.youtube.com/watch?v=pEUZ71lpbiA&t=8s ▪ MiC_Italia – <i>Natale di Roma</i> – Uncut https://www.youtube.com/watch?v=hJzO113bMxs ▪ Italofile – <i>Natale di Roma: Rome Celebrates Its Birthday</i> https://www.italofile.com/natale-di-roma/ ▪ Wanted in Rome – Rome celebrates 2,774th birthday in 2021 https://www.wantedinrome.com/news/rome-celebrates-2774th-birthday-in-2021.html • Show students the following audiovisual clip about <i>Calcio Storico</i> to begin a discussion about this historic sport. More information can be found at the following links. Discuss the similarities and differences with modern day sports.



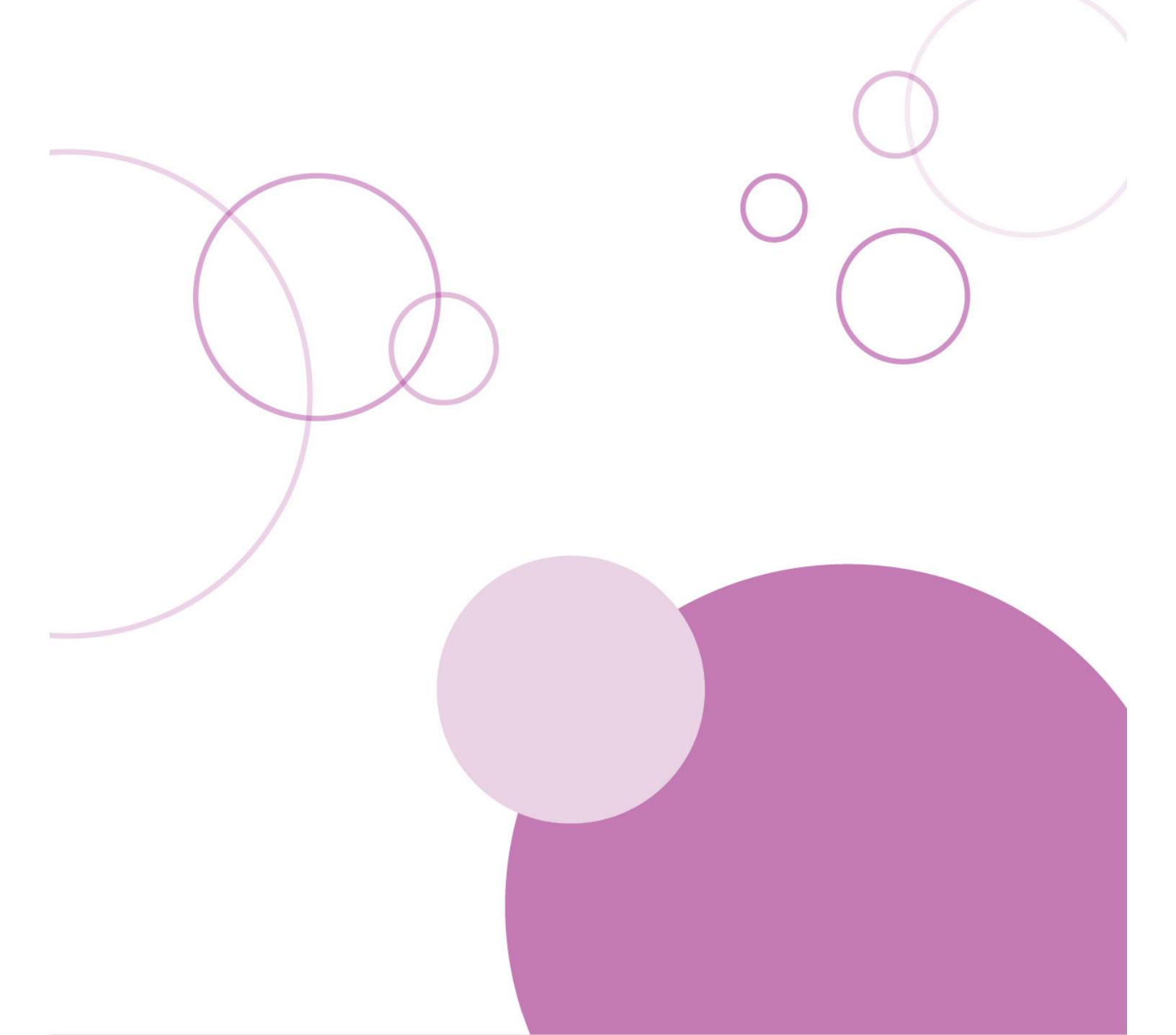
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere</i>, <i>essere</i>, <i>stare</i>, <i>giocare</i>, <i>dormire</i>, <i>fare</i>, <i>leggere</i>, <i>scrivere</i>, <i>andare</i> in sentences such as <i>Ti piace giocare a carte o preferisci giocare a pallone?</i>; <i>Domani sera andiamo al ristorante per la cena</i> Understand how Italian texts use language in ways that create different effects and suit different audiences Language variation and change Understand that the Italian language is used differently in different contexts and situations		- Vocativ – This Barbaric Version of Soccer Is the Original Extreme Sport https://www.youtube.com/watch?v=VVJEvtkFKBc - Sydney Morning Herald – <i>Calcio storico</i>: The most dangerous game in the world https://www.smh.com.au/sport/soccer/calcio-storico-the-most-dangerous-game-in-the-world-20150701-gi231v.html - RAD Season – <i>Calcio Storico Fiorentino</i> 2022 https://radseason.com/event/calcio-storico-fiorentino-florence-italy/ - Ask students to work in pairs to design a poster advertising next year's <i>Calcio Storico</i>. Some examples can be found at the links below. This can be completed using an application, such as PicCollage or on A4 paper. - Sydney Morning Herald – <i>Calcio storico</i>: The most dangerous game in the world https://www.smh.com.au/sport/soccer/calcio-storico-the-most-dangerous-game-in-the-world-20150701-gi231v.html - FNSI – <i>Firenze, la denuncia di Assostampa e Gruppo Cronisti: «Il Calcio storico in scherno alla libertà di stampa»</i> https://www.fnsi.it/firenze-la-denuncia-di-



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		assostampa-e-gruppo-cronisti-il-calcio-storico-in-scherno-alla-liberta-di-stampa ▪ Grappling-Italia – <i>Calcio Storico Fiorentino</i> 2014 https://www.grappling-italia.com/tornei-italia/2014/06/16/calcio-storico-fiorentino-2014-35839.html Formative Assessment • Anecdotal assessment using checklists and notes, indicating how students: ▪ exchange information about high school selections ▪ express feelings, opinions and personal preferences ▪ collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian ▪ gather, compare and respond to information from a range of texts related to free time ▪ convey information, ideas and opinions related to free time ▪ create imaginative texts ▪ translate short texts ▪ use bilingual dictionaries and/or online translators ▪ explain and apply features of intonation and pronunciation



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		▪ use adjective–noun agreement ▪ express positive and negative preferences using adverbs to intensify the meaning ▪ express negation ▪ formulate questions and requests ▪ use plural subject pronouns <i>noi</i>, <i>voi</i> and <i>loro</i> ▪ conjugate common regular and irregular verbs in the present indicative and present perfect verb tenses ▪ use language in ways to create different effects and suit different audiences.



APPENDIX A: RESOURCES

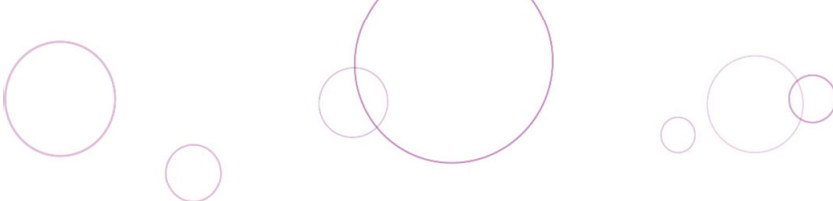
Term 1

Week	Resources
1	Teacher resources • Vocabulary list (hobbies) • Circling pictures (hobbies) Students resources • A3 paper • Vocabulary list (hobbies) Applications • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ • Book Creator https://app.bookcreator.com/sign-in Websites • Live worksheets, <i>Tempo libero</i> https://www.liveworksheets.com/ai1188031cx • Live worksheets, <i>Nuovi compagni</i> https://www.liveworksheets.com/ta572222bf Audiovisuals • Professor Dave Explains. (2018, June 18). <i>Italian Vocabulary: Sports, Activities, and Leisure Time</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=pYIbU2IbE1M • Edilingua. (2015, March 11). <i>Tempo libero – Arrivederci! 1</i> (Unità 4) [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?app=desktop&v=8TA5BzRhopE
2	Students resource • Scrap paper Websites • Learn Italian https://www.learn-italian.net/italiantutorial?topic=Activity%20-%20hobbies&level=primary • The Teacher Toolkit, Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles • Live Worksheets, <i>Completa le frasi</i> https://www.liveworksheets.com/worksheets/it/Italiano_per_stranieri/Verbi/Completa_le_frase_zh1713799kf Audiovisuals

Week	Resources
	- Your Italian Teacher. (2020, September 2). <i>Learn Italian vocabulary: Hobby e tempo libero</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=vO7UUq6zSWQ - Piazzasquare italiano. (2020, April 17). <i>How to talk about hobbies in Italian</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=iNz5opSJehs
3	Audiovisuals <i>Straniero a chi? Corso d'italiano per stranieri.</i> (2021, March 17). <i>Impara l'italiano con straniero a chi? – lezione #4: il tempo libero</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=zpfvXrm9baM - StefaniaPC. (2020, August 14). <i>Gli italiani e il tempo libero</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=PoSGUQ86ZSc - TorvergataTV. (2009, July 30). <i>Chi siamo – Tempo Libero – Gli studenti rispondono</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=fQhUIW82dcs - Coffee Break Languages. (2020, February 12). <i>Easy Italian: learn to talk about your hobbies and free time in Italian</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?app=desktop&v=nXjaywlsSNY
4	Student resources <i>Che cosa fai nel tempo libero?</i> worksheets Websites - Wordwall, <i>Azioni nel tempo libero</i> https://wordwall.net/it/resource/3184869/azioni-nel-tempo-libero - Wordwall, <i>Cosa fai nel tempo libero?</i> https://wordwall.net/it/resource/2767295/italiano12/cosa-fai-nel-tempo-libero - Wordwall, <i>Tempo libero</i> https://wordwall.net/it/resource/4549906/tempo-libero - Wordwall, <i>Verbi (tempo libero)</i> https://wordwall.net/it/resource/9398248/italiano/verbi-tempo-libero - PDF Slide, <i>il tempo libero e le preposizioni semplici</i> https://pdfslide.net/documents/il-tempo-libero-e-le-preposizioni-semplici.html Audiovisuals - Edilingua. (2014, September 10). <i>Tempo libero – Intervista Unità 2, Progetto italiano Junior 1</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=DRzHA4LuFC0

Week	Resources
5	Student resources • Mini whiteboards • <i>Presentarsi</i> worksheets Websites • Wordwall, <i>Nel tempo libero mi piace</i> https://wordwall.net/it/resource/8822101/italiano-l2/nel-tempo-libero-mi-piace • Adgblog.it, <i>Gli avverbi di frequenza con due esercizi interattivi</i> https://www.adgblog.it/2020/11/11/gli-avverbi-di-frequenza-con-due-esercizi-interattivi/ • Wordwall, Adverbs of Time – Yr 9 – <i>Avverbi di tempo</i> https://wordwall.net/it/resource/19789472/adverbs-of-time-yr-9-avverbi-di-tempo • Live Worksheets, <i>Tempo libero e passatempo</i> https://www.liveworksheets.com/ma1864280ni Audiovisuals • <i>Italiano InClasse</i>. (2019, December 6). <i>ItalianoVero presentarsi e parlare di sé – how to introduce yourself in Italian</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=oVoJKhopgD0
6	Teacher resources • One Dice • One Pencil text Student resources • One Dice • One Pencil text Websites • Wordwall, <i>Il mio tempo libero</i> https://wordwall.net/it/resource/4341431/tempo-libero/il-mio-tempo-libero • Italian.ToLearnFree.com, Infinitive https://italian.tolearnfree.com/free-italian-lessons/free-italian-exercise-55842.php • Slideshare, <i>Viva il tempo libero!</i> https://www.slideshare.net/ChiaraOliva/viva-il-tempo-libero-101547243 • Wordwall, <i>Avverbi di frequenza</i> https://wordwall.net/it/resource/13999187/avverbi-di-frequenza
7	Teacher resource • Running translation text Student resource • A4 paper or mini whiteboards

Week	Resources
	Websites • <i>L'italiano per te, Nel tempo libero</i> https://www.litalianoperte.com/scheda-materiale/?id=69 • 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>Zanichelli Dizionari Più, Neologismi della rete</i> https://dizionari piu.zanichelli.it/cultura-e-attualita/glossario/neologismi-della-rete/ • <i>Speak Teens, Come i social media cambiano il linguaggio</i> https://www.speakinitaly.com/teens/blog/come-i-social-media-cambiano-il-linguaggio • Focus Junior, <i>LOL, OTP, OMG, YOLO. Quali sono e cosa significano le abbreviazioni che usiamo su internet</i> https://www.focusjunior.it/tecnologia/quali-sono-cosa-significano-le-abbreviazioni-che-usiamo-su-internet/ • <i>Navigaweb.net, Significato di 15 nuove parole nate e utilizzate su Internet</i> https://www.navigaweb.net/2013/11/significato-nuove-parole-internet.html • Focus Junior, <i>Cosa significano le parole inglesi che usiamo su internet e sui social network?</i> https://www.focusjunior.it/tecnologia/cosa-significano-le-parole-inglesi-che-usiamo-su-internet/ • Gimkit https://www.gimkit.com/ • <i>Terminologie etc, – A Genova imbarazzante “Jingle Balls”</i> http://blog.terminologiaetc.it/2017/12/01/inglese-farlocco-jingle-balls/ • <i>Nonsolomac – Lo spot Privacy. Questo è iPhone</i> https://www.nonsolomac.com/apple-2/pubblicita-apple/lo-spot-privacy-questo-e-iphone.html • <i>Kinder – I prodotti Kinder</i> https://www.kinder.com/it/it/prodotti • USPTO.Report – Kinder 50 Made of happy https://uspto.report/TM/79227215 • <i>Comunicaffè – McDonald’s celebra i 20 anni del suo Crispy McBacon in collaborazione con Spotify</i> https://www.comunicaffe.it/mcdonalds-celebra-i-20-anni-del-suo-crispy-mcbacon-su-spotify/ • <i>Antevenio – Come fare pubblicità su Spotify? I nostri consigli</i> https://www.antevenio.com/it/blog/come-fare-pubblicita-su-spotify-i-nostri-consigli/



Week	Resources
8	Teacher resources • Oral Translation Ping-Pong texts • <i>Qualcosa</i> texts Student resources • Oral Translation Ping-Pong texts • <i>Qualcosa</i> texts Websites • Live Worksheets, <i>Gioca Jouer</i> https://www.liveworksheets.com/at1618356bd • Gimkit https://www.gimkit.com/ • Blooket https://www.blooket.com/ Audiovisuals • Bellodie. (2017, May 22). <i>Claudio Cecchetto – Gioca Jouer</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=wGvUNaZwoy8



Che cosa fai nel tempo libero?

Read the text *Che cosa fai nel tempo libero?* Then answer the following questions:

1. What does Laura do at night?

Describe Marco's weekend.

2. Describe Marco's weekday.

3. What does Professor Guglielmi love to do?

4. What does Professor Guglielmi do with Rex?

5. What work does Alessandra like to do in her free time and why?

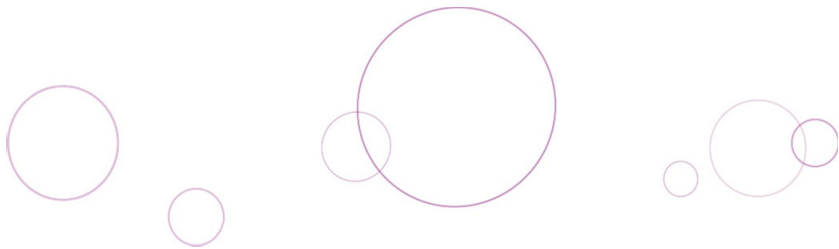
6. What does Alessandra say she dislikes?



7. Describe Pietro's weekend.

8. What does Giorgio say about music?

9. What does Giorgio play?



Presentarsi

Fill in the table below as you view the audiovisual clip.

<i>Nome</i>	<i>Che lavoro fa?</i>	<i>Cosa fa nel tempo libero?</i>	<i>Gli aggettivi</i>

Oral Translation Ping-Pong – *Il tempo libero*

PARTNER 1	
I go to the cinema very often with my friends.	
I go rock climbing often because it's fun.	<i>Faccio l'arrampicata spesso perché è divertente.</i>
I play tennis rarely because I'm not good at it.	
I play basketball once a week by myself.	<i>Gioco a basket una volta alla settimana da solo.</i>
I go to church every Sunday with my family.	
I never play cards because it's boring.	<i>Non gioco mai a carte perché è noioso.</i>
I rarely play chess because it's hard.	
I go to the shopping centre every weekend.	<i>Vado al centro commerciale ogni weekend.</i>
I usually play soccer every day because it's healthy.	
I often go to the park because it is interesting.	<i>Vado al parco spesso perché è interessante.</i>
I never play volleyball because it is tiring.	
I sometimes go horse-riding because it is relaxing.	<i>Vado a cavallo qualche volta perché è rilassante.</i>

3 points – perfect, 2 points – one mistake, 1 point – mistakes but verb is correct

PARTNER 2	
I go to the cinema often with my friends.	<i>Vado al cinema molto spesso con i miei amici/le mie amiche.</i>
I go rock climbing often because it's fun.	
I play tennis rarely because I'm not good at it.	<i>Gioco a tennis raramente perché non sono bravo/a.</i>
I play basketball once a week by myself.	
I go to church every Sunday with my family.	<i>Vado in chiesa la domenica con la mia famiglia.</i>
I never play cards because it's boring.	
I rarely play chess because it's hard.	<i>Gioco a scacchi raramente perché è difficile.</i>
I go to the shopping centre every weekend.	
I usually play soccer every day because it's healthy.	<i>Di solito gioco a calcio ogni giorno perché è sano.</i>
I often go to the park because it is interesting.	
I never play volleyball because it is tiring.	<i>Non gioco mai a pallavolo perché è faticoso.</i>
I sometimes go horse-riding because it is relaxing.	

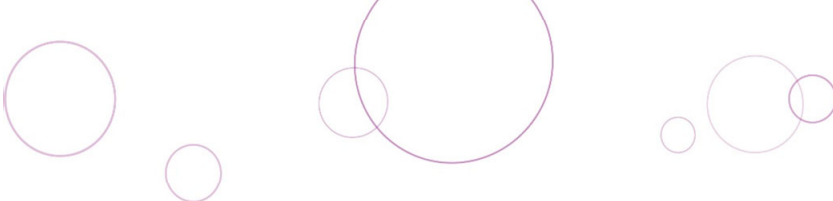
3 points – perfect, 2 points – one mistake, 1 point – mistakes but verb is correct

Term 2

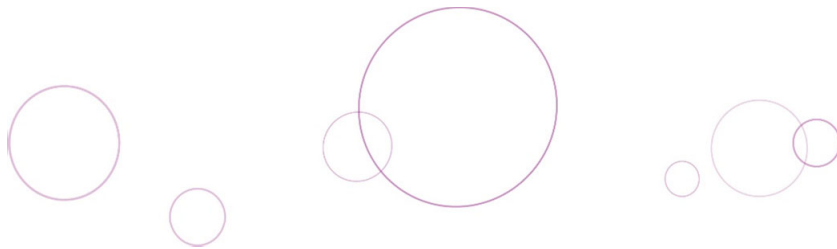
Week	Resources
1	Student resources • <i>Storia di Goccia e Fiocco</i> text • Bilingual dictionaries • A4 paper Books • Martin, Bill & Carle, Eric, (illustrator.) & Macchetto, Augusto, (translator.) (2018). <i>L'orso bruno</i> (1st edition). Mondadori Libri, Milano • Bisinski, Pierrick & Sanders, Alex, 1964-, (illustrator.) & Rocca, Federica, (translator.) (2017). <i>Pop mangia tutti i colori</i>. Babalibri, Milano • Kang, Anna & Weyant, Christopher, (illustrator.) & Ragusa, Sara, (translator.) (2016). <i>Quella (non) é mia</i>. Terre di mezzo Editore, Milano • Kang, Anna & Weyant, Christopher, (illustrator.) & Musso, Davide, (translator.) (2015). <i>Tu (non) sei piccolo</i>. Terre di mezzo Editore, Milano • Carle, Eric & Arneri, Glauco, (translator.) (2015). <i>Il piccolo Bruco maisazio</i> (10th edition). Terre di mezzo Editore, Milano • Baccalario, Pierdomenico, Gatti, Alessandro & Mulazzani, Simona (2013). <i>Storia di Goccia e Fiocco</i>. Il Castoro, Milano Websites • Kathryn Evans, Ten Essential Picture Book Elements https://kathrynevans.ink/2012/12/17/ten-essential-picture-book-elements/ • Softonic, Best camera translator apps https://en.softonic.com/top/camera-translator-apps Audiovisuals • <i>Maestra Chiara</i>. (2020, December 13). <i>Storia di goccia e fiocco di Pierdomenico Baccalario Alessandro Gatti Simona</i> [Video file]. Retrieved September 2021, from https://www.youtube.com/watch?v=5UMfzP_KC4U
2	Student resource • A3 paper Book • Lallemand, Orianne & Thuillier, Eleonore, (illustrator.) & Gamba, Daniela, (translator.) (2016). <i>Il lupo che non voleva più camminare</i>. Gribaudo, Milano Application • Toontastic https://toontastic.withgoogle.com/

Week	Resources
	Audiovisual • <i>Federica Masera</i>. (2020, April 28). <i>Il lupo che non voleva più camminare</i> [Video file]. Retrieved September 2021, from https://www.youtube.com/watch?v=mPjKhitOqlc
3	Books • Kwaymullina, Ezekiel & Morgan, Sally, 1951-, (illustrator.) (2011). <i>My country</i> (1st ed). Fremantle Press, Fremantle, Western Australia • Norrington, Leonie & Huxley, Dee (2010). <i>Look See, Look at Me</i>. Allen & Unwin, Sydney Application • Book Creator https://app.bookcreator.com/sign-in Website • Gimkit https://www.gimkit.com/ Audiovisuals • Karyn Swindells. (2015, September 2). <i>My Country</i> [Video file]. Retrieved September 2021, from https://www.youtube.com/watch?v=NDWOfqBiDA0 • Ms. Audrey's Read-Alouds. (2020, May 7). <i>Look See, Look at Me Read-aloud</i> [Video file]. Retrieved September 2021, from https://www.youtube.com/watch?v=K_JCK1dVxvU
4	Assessment • Appendix B Assessment Exemplar 1 <i>L'albo illustrato</i>
5	Assessment • Appendix B Assessment Exemplar 1 <i>L'albo illustrato</i> Website • Parenting.FirstCry.com, 8 Writing Games and Activities for Kids https://parenting.firstcry.com/articles/8-writing-games-and-activities-for-kids/
6	Teacher resource • Vocabulary sheet (inviting, accepting and refusing) Student resources • Vocabulary sheet (inviting, accepting and refusing) • <i>Tempo libero – Riordina il dialogo!</i> Worksheets • Handouts from Teleskola website

Week	Resources
	Websites - Wordwall, <i>Invitare 1</i> https://wordwall.net/it/resource/19092558/w%c5%82oski/invitare-1 - Wordwall, <i>Invitare 2</i> https://wordwall.net/it/resource/19093564/w%c5%82oski/invitare-2 - LClass in Italy, <i>Come accettare o rifiutare un invito?</i> (A2) https://languageclassinitaly.com/2020/01/01/come-accettare-o-rifiutare-un-invito/ - Teleskola, <i>Invitare e accettare/rifiutare un invito</i> https://teleskola.mt/recorded_lesson/invitare-e-accettare-rifiutare-un-invito/ Audiovisuals - Julian Zuñiga. (2021, May 14). <i>Attività nel tempo libero</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=3bMI8NQdlgc - Your Italian Teacher. (2020, November 4). <i>Learn Italian communication: invitare, accettare e rifiutare un invito</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=BTCa7IHP0jI - Edilingua. (2014, August 13). <i>Progetto italiano Junior 1. Episodio 2 – Tempo libero</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=DFo5qBbF_TU
7	Teacher resource - Pegs Student resource - Mini whiteboards Websites - Wordwall, <i>Invitare/Accettare/ Rifiutare</i> https://wordwall.net/it/resource/2829514/invitare-accettare-rifiutare - Wordwall, <i>Invitare//accettare/rifiutare – kids</i> https://wordwall.net/it/resource/17272257/invitare-accettare-rifiutare-kids - Wordwall, <i>Invitare: accettare o rifiutare</i> https://wordwall.net/it/resource/2345851/invitare-accettare-o-rifiutare - The Teacher Toolkit, <i>Inside/Outside Circles</i> http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles - Kappa Language School, <i>Invitare, accettare, rifiutare in italiano L2 – Allo stadio</i> https://www.kappalanguageschool.com/invitare-accettare-rifiutare-allo-stadio-italiano-l2/ - Audio Lingua, <i>Fulvio: Invito al cinema</i> https://audio-lingua.eu/spip.php?article6862&lang=fr - Audio Lingua, <i>Silvia: Invito a una festa</i> https://audio-lingua.eu/spip.php?article3839&lang=fr



Week	Resources
	Audiovisuals • Learn Italian fast and easy. (2018, February 15). <i>Learn Italian: interiezioni / interjections: mah, uffa, bah,.. (with subtitles)</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=1hVStjKCKrg • Istituto Il David Italian language school Florence. (2021, June 8). <i>Mini dialogo: Invitare un'amica al cinema</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=HpKIHnUoWdM • Cpia Smart – CPIA di Udine. (2021, January 11). <i>Come passi il tempo libero?</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=JIYuR2nZO2M
8	Applications • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ • Book Creator https://app.bookcreator.com/sign-in Website • StoryboardThat https://www.storyboardthat.com/



Tempo libero – Riordina il dialogo!

View the audiovisual clip and number the boxes below in the correct order.

	<i>All'otto e trenta è tardi! Non puoi non andare per questa volta? Sì, per Orlando Bloom!</i>
	<i>Ciao, come va? Bene, bene. Senti, vieni al cinema con noi oggi?</i>
	<i>Ma intorno alle otto, otto e un quarto, perché? Non dimmi che hai allenamento anche oggi.</i>
	<i>Non per lui, per noi! Ma chi non va all'ultimo allenamento di solito non gioca alla partita. Dai Giulia, un'altra volta. Scusa.</i>
	<i>L'ultimo con Orlando Bloom. Allora, vieni o no? Mhmm ... A che ora comincia?</i>
	<i>Sì, va bene, ciao.</i>
	<i>Purtroppo sì! Ma non è anche oggi. Ormai lo sapete ... sabato ho l'allenamento e domenica c'è la partita. Comunque io oggi finisco alle sette e trenta! Perché non andiamo al prossimo spettacolo?</i>
	<i>Pronto. Ciao Paulo, sono Giulia.</i>
	<i>Alle sei. Ahia, a che ora finisce?</i>
	<i>Siamo tutti noi, io, Alessia, Dino e viene anche la nuova, Chiara. È simpatica, no? Sì, molto, ma senti, che film è?</i>

Term 3

Week	Resources
1	Student resource - Sentence builder (free time using the present perfect tense) Websites - Languages Online, Italian Present tense https://www.languagesonline.org.uk/Italian/Grammar/Present_Tense/Index.htm - Live Worksheets, <i>Indicativo presente</i> https://www.liveworksheets.com/co82485ot - Wordwall, <i>Verbo essere o verbo avere</i> https://wordwall.net/it/resource/2518514/verbo-essere-o-verbo-avere - Wordwall, <i>Verbo essere e verbo avere</i> https://wordwall.net/it/resource/873053/italiano/verbo-essere-e-verbo-avere - Wordwall, <i>Verbo essere o avere</i> https://wordwall.net/it/resource/16787729/verbo-essere-o-avere - Wordwall, <i>Verbo avere ed essere</i> https://wordwall.net/it/resource/905017/verbo-avere-ed-essere - Live Worksheets, <i>Verbi essere avere</i> https://www.liveworksheets.com/worksheets/it/Italiano/Verbo_essere_e_verbo_avere/verbi_essere_avere_ov41758xr - Live Worksheets, <i>Verbi avere ed essere al presente</i> https://www.liveworksheets.com/worksheets/it/Italiano/Verbo_essere_e_verbo_avere/Verbi_avere_ed_essere_al_presente_yk1609695du - Wordwall, <i>Essere e Avere: significato proprio o ausiliare?</i> https://wordwall.net/it/resource/1431964/grammatica/essere-e-avere-significato-proprio-o-ausiliare Audiovisuals - Lalidia online. (2020, April 16). <i>Presente indicativo (Regular Verbs) + Easy Exercises – Basic Italian – Verbs</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=pqGzqTSvj-k - Italian Online School. (2019, November 6). <i>How to form the present tense in Italian and when to use it</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=hvwkTRHUb54 - Professor Dave Explains. (2018, June 1). <i>Using Passato Prossimo with the Verb: Avere</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=sDPWMRRg6Ws - Professor Dave Explains. (2018, June 6). <i>Using Passato Prossimo with the Verb: Essere</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=cWr2hUqCqXU

Week	Resources
2	Teacher resource • <i>Ho ..., Chi ha ...?</i> cards Websites • Live Worksheets, <i>Essere o Avere</i> https://www.liveworksheets.com/worksheets/it/Italiano/Verbo_essere_e_verbo_aver/Essere_o_Avere_gb1343946la • Languages Online, The Perfect Tense https://www.languagesonline.org.uk/Italian/Grammar/Perfect_Tense/Index.htm • Wordwall, <i>Passato prossimo</i> – past participles – Word search https://wordwall.net/it/resource/5020693/passato-prossimo-past-participles-word-search • Wordwall, <i>Passato prossimo</i> https://wordwall.net/it/resource/14085711/italiano-l2/passato-prossimo • Gimkit • https://www.gimkit.com/ Audiovisuals • Italianstudies. (2018, August 8). <i>Passato Prossimo – Italian Past Tense – Beginners</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=RRuhCuiiL2k&t=14s • Jacopo. (2013, January 25). <i>Cosa hai fatto il fine settimana? – sub ita</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=3mSUF_t3hh4 • Italiano InClasse. (2017, April 7) <i>ItalianoVero – Passato prossimo – Italian past tense</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=9A5gTgcgQ-I
3	Teacher resources • Free time activity pictures • <i>Troval il gemello</i> cards Applications • Book Creator https://app.bookcreator.com/sign-in • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ Websites • Live Worksheets, <i>Passato prossimo</i> https://www.liveworksheets.com/zt330233gp

Week	Resources
	- Live Worksheets, <i>Passato prossimo verbi irregolari</i> https://www.liveworksheets.com/xe1360131vu - Skuola.net, <i>Testo in inglese sul week end</i> (n.b. this site is not hyperlinked) https://www.skuola.net/grammatica-inglese/testo-inglese-week-end.html?__cf_chl_jschl_tk__=pmd_MXS7uPmxCXi4dFO9bTa2c.gogiUVg53nW6U0bEUc.UQ-1632116955-0-gqNtZGzNAICjnBszRP9
4	Teacher resource <i>Trova Qualcuno Che</i> cards and sheets Student resource <i>Trova Qualcuno Che</i> sheets Websites - The Teacher Toolkit, Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles - MasterClass, What Is Call and Response in Music? (n.b. site is not hyperlinked) https://www.masterclass.com/articles/what-is-call-and-response-in-music#quiz-0
5	Teacher resources - Running translation text - Free time text written in the present indicative Student resources - Mini whiteboards or A4 paper - A4/A3 paper Applications - Book Creator https://app.bookcreator.com/sign-in - PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ Websites <i>Vivacamente, Tempo libero in casa Cioffi</i> https://www.vivacamente.org/2014/11/tempo-libero-in-casa-cioffi.html
6	Teacher resources - One Dice, One Pencil text - Mad dictation text - Sentence stealer text Student resource - A4 paper

Week	Resources
	Applications • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ • Book Creator https://app.bookcreator.com/sign-in Websites • Wordwall, <i>Che cosa hai fatto durante le vacanze?</i> https://wordwall.net/it/resource/1089772/che-cosa-hai-fatto-durante-le-vacanze • The Language Gym, Mad dictation https://gianfrancoconti.com/2019/01/12/beyond-transcription-unlocking-the-full-power-of-dictation-my-favourite-dictation-tasks/ • 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>Maestra Mamma, Filastrocca dell'Estate</i> https://maestraemamma.it/filastrocca-dell-estate-di-giuseppe-bordi/ • QR Code Generator https://www.qr-code-generator.com/
7	Student resources • A3 paper • Bilingual dictionaries and/or access to online translators Book • Monari, Manuela & Daviddi, Evelyn, (illustrator.) (2018). <i>Un bacio in viaggio</i>. ZOOLibri, Reggio Emilia, Italia Audiovisuals • <i>Cuorecoraggio</i>. (2020, April 1). <i>Un Bacio in Viaggio</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=QKkcR8qMm6s • Miriam O. (2020, June 5). <i>Un bacio in viaggio</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=qxyipyBZ6DI
8	Teacher resource • Pegs Assessment • Appendix C Assessment Exemplar 1 <i>Parliamoci del tempo libero!</i>

Nelle vacanze/Nel weekend – Il passato prossimo

Quando?	Cosa?		Com'era?	
Nelle vacanze (During the holidays)	ho (I have)	ascoltato la musica (listened to music)	Era (it was)	appassionante (thrilling)
Nel weekend scorso (Last weekend)		fatto niente/i compiti (didn't do anything/my homework)		bello (beautiful)
Ieri mattina (Yesterday morning)	non ho (I haven't)	giocato a football/sul computer (played football/on the computer)		difficile (difficult)
Ieri pomeriggio (Yesterday afternoon)	abbiamo (we have)	guardato la tivù (watched TV)		duro (tough)
Ieri sera (Last night)	non abbiamo (we have not)	letto un libro (read a book)		divertente (fun)
Sabato scorso (Last Saturday)		navigato su internet (surfed the net)		emozionante (exciting)
Domenica scorsa (Last Sunday)		scaricato video/canzoni (downloaded videos/songs)		facile (easy)
Tre giorni fa (Three days ago)		suonato la chitarra (played the guitar)		faticoso (tiring)
L'altroieri (The day before yesterday)		visto un film (watched a movie)		incredibile (incredible)
Stamattina (This morning)	sono (I am)	andato/a al cinema/ristorante (went to the cinema/restaurant)		interessante (interesting)
Una settimana fa (A week ago)	non sono (I am not)	andato/a in spiaggia/Campeggio (went to the beach/camping)		malsano (unhealthy)
Due settimane fa (Two weeks ago)		andato/a allo zoo (went to the zoo)		noioso (boring)
Un mese fa (A month ago)		restato/a a casa (stayed at home)		pericoloso (dangerous)
Due mesi fa (Two months ago)		uscito/a con i miei amici/le mie amiche (went out with my m/f friends)		piacevole (pleasant, nice)
	siamo (we are)	andati/e al cinema/ristorante (went to the cinema/restaurant)		rilassante (relaxing)
	non siamo (we are not)	andati/e in spiaggia/Campeggio (went to the beach/camping)		sano (healthy)
		andati/e allo zoo (went to the zoo)		terribile (awful)
		restati/e a casa (stayed at home)		una perdita di tempo (a waste of time)
		andati/e con i nostri amici/le nostre amiche (went out with my m/f friends)		

Term 4

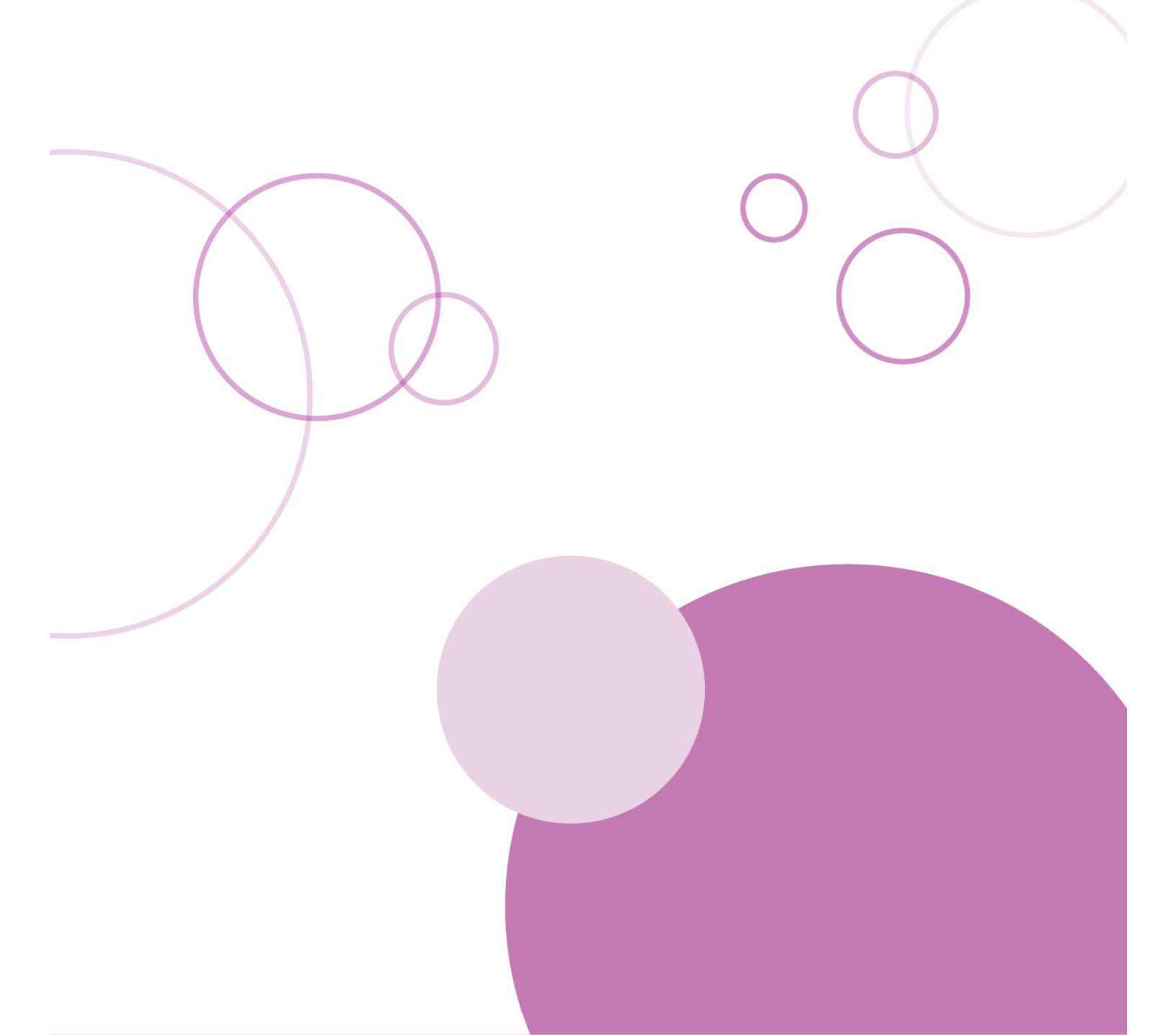
Week	Resources
1	Student resources • A3 paper • Bilingual dictionaries and/or online translators Websites • Tes, Identity – Who Am I – Lesson PP https://www.tes.com/teaching-resource/identity-who-am-i-lesson-pp-6190328 • Adesso – Quali sono i tratti caratteristici degli italiani? https://www.adesso-online.de/italienisch-hoeren/quali-sono-i-tratti-caratteristici-degli-italiani • Scuola 107 – “10 abitudini degli italiani che sembrano normali ma che per gli stranieri sono stupefacenti” http://www.scuola107.it/dir/2017/06/12/10-abitudini-degli-italiani-che-sembrano-normali-ma-che-per-gli-stranieri-sono-stupefacenti/ • Scambieuropei – Stereotipi italiani all'estero: cosa dicono di noi nel mondo https://www.scambieuropei.info/stereotipi-italiani/ • Kaartdijin Noongar – Noongar Knowledge – Identity https://www.noongarculture.org.au/identity/ • Commissioner for Children and Young People Western Australia – Aboriginal and Torres Strait Islander (Resource: This is me – Aboriginal young people's stories) https://www.ccyp.wa.gov.au/our-work/resources/aboriginal-and-torres-strait-islander/ Audiovisual • Splash be smart. (2019, December 13). <i>10 cose degli italiani che per gli stranieri risultano strane</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=7YjXz64ldCE
2	Teacher resources • Faulty Transcript text • Oral Translation Ping-Pong texts Websites • Just Landed, <i>Scuola secondaria in Italia</i> https://www.justlanded.com/italiano/Italia/Guida-Italia/Istruzione/Scuola-secondaria-in-Italia • LearnAmo, The Italian School System: how does education work in Italy? https://learnamo.com/en/school-education-italy/ • Bravissimi, Education In Italy https://www.bravissimi.com.au/education-in-italy/

Week	Resources
	- Wikipedia, Secondary education in Italy https://en.wikipedia.org/wiki/Secondary_education_in_Italy - The Language Gym, Seven minimal-prep/high impact techniques to focus students on function words and less salient morphemes – Teaching grammar through listening (part 2) https://gianfrancoconti.com/2017/03/ - The Language Gym, Oral Translation Ping-Pong https://gianfrancoconti.com/2017/09/17/translation-tasks-and-techniques-that-have-significantly-enhanced-my-teaching/
3	Teacher resources - Sentence Chaos text - Running dictation text Student resource - A4 paper or mini whiteboards Book - Conti, Gianfranco & Smith, Steve (S. P.), (author.) (2019). Breaking the sound barrier: teaching language learners how to listen. [Published independently.]. Available from https://gianfrancoconti.com/2019/08/02/breaking-the-sound-teaching-learners-how-to-listen-why-we-wrote-it-and-what-it-is-about/ Website - MasterClass, What Is Call and Response in Music? (n.b. site is not hyperlinked) https://www.masterclass.com/articles/what-is-call-and-response-in-music#quiz-0
4	Audiovisuals - Marco Mengoni. (2018, October 23). <i>Marco Mengoni – Buona Vita (Video Story)</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=QRy6qwDIYfc - Warner Music Italy. (2018, November 23). <i>Laura Pausini – Il coraggio di andare feat Biagio Antonacci</i> (Official Video) [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=snR60ZXuaJc - Cinzia Domizi. (2009, November 5). <i>Eros Ramazzotti – Il Cammino +testo</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=WMe5wwOhYMM - Cesare Cremonini. (2015, April 23). <i>Cesare Cremonini – Buon Viaggio (Share The Love)</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=1pRPXIC4Vtk

Week	Resources
5	Student resource • A4 paper Application • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ Websites • Meme Generator, Teacher https://memegenerator.net/instance/23352771/teacher-siamo-nellultimo-giorno-di-scuola-non-nel-primo-di-vacanza • Meme Generator, Immature high schoolers https://memegenerator.net/instance/50527811/immature-high-schoolers-come-si-sentono-gli-altri-allultimo-giorno-di-scuola • Meme, <i>Quando finalmente esci da scuola lultimo giorno prima delle vacanze</i> https://me.me/i/quando-finalmente-esci-da-scuola-lultimo-giorno-prima-delle-vacanze-6091156 • Pinterest, Emoji https://www.pinterest.it/pin/747527238119907746/ • Memedroid, <i>L'ora</i> https://it.memedroid.com/memes/detail/1314799 • Ball Memes. <i>Non vedo l'ora che arrivi questo momento!</i> https://ballmemes.com/i/non-vedo-lora-che-arrivi-questo-momento-scuola-link-in-21085547 • Canva, Meme generator (n.b. site is not hyperlinked) https://www.canva.com/create/memes/ • Wordwall – <i>Ultimo giorno di scuola</i> https://wordwall.net/it/resource/22341904/ultimo-giorno-di-scuola
6	Student resources • <i>Pagella</i> sheets • A4 paper/card Websites • <i>Maestra Mary, Inviti, pagelle e distintivi per la fine dell'anno scolastico</i> https://maestramary.altervista.org/inviti-pagelle-e-distintivi-per-la-fine-dellanno-scolastico.htm • <i>Maestra Mary, Biglietti, segnalibri e coccarde per la fine dell'anno scolastico</i> https://maestramary.altervista.org/materiale-fine-anno-scolastico-2.htm • Gimkit https://www.gimkit.com/

Week	Resources
7	Websites - Happy Languages, <i>Festa della Repubblica</i>: Let's Celebrate The Italian Republic https://happylanguages.co.uk/festa-della-repubblica-lets-celebrate-the-italian-republic/ - Wandering Italy – <i>Ivrea Carnevale</i>: Orange Throwing Like You've Never Seen https://www.wanderingitaly.com/blog/article/1089/ivrea-carnevale - ABC News – Citrus sculptures to squeeze thousands of visitors into Griffith's Spring Fest https://www.abc.net.au/news/2017-10-10/citrus-sculptures-to-squeeze-thousands-into-griffith-spring-fest/9033374 Audiovisuals - Italianbites. (2021, February 15). Italian interview series (ep.6) – <i>Cosa fai nel fine settimana?</i> <i>Native Italian with Subtitles</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=KqCiTU-y6Cg - Presidenza della Repubblica Italiana Quirinale. (2017, June 3). #2Giugno: buona Festa della Repubblica [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=n1HDFhNOBw4 - Giordano102. (2008, July 1). <i>Fratelli d'Italia</i> – (<i>Inno di Mameli</i>) – lyrics [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=o7pmy-u1awI - Fearless & Far. (2019, March 6). Battle of the Oranges 2019 <i>Battaglia delle Arance</i> <i>Carnevale Ivrea</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=9LLxx9E9tS4 - Red Bull. (2017, August 1). The Battle of the Oranges in Italy Games of Strange S3 [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=90p-5oDNJTo - Swiss Travel Channel. (2018, April 26). Battle of the Oranges (Carnival of Ivrea) – Italy IT [4K] [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=bkqxBg7_n2k
8	Students resource - A4 paper Application - PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ Websites - Italofile – <i>Natale di Roma</i>: Rome Celebrates Its Birthday https://www.italofile.com/natale-di-roma/

Week	Resources
	- Wanted in Rome – Rome celebrates 2,774th birthday in 2021 https://www.wantedinrome.com/news/rome-celebrates-2774th-birthday-in-2021.html - Sydney Morning Herald, <i>Calcio storico</i>: The most dangerous game in the world https://www.smh.com.au/sport/soccer/calcio-storico-the-most-dangerous-game-in-the-world-20150701-gi231v.html - RAD Season, <i>Calcio Storico Fiorentino 2022</i> https://radseason.com/event/calcio-storico-fiorentino-florence-italy/ - FNSI, Firenze, la denuncia di Assostampa e Gruppo Cronisti: «Il Calcio storico in scherno alla libertà di stampa» https://www.fnsi.it/firenze-la-denuncia-di-assostampa-e-gruppo-cronisti-il-calcio-storico-in-scherno-alla-liberta-di-stampa - Grappling-Italia, <i>Calcio Storico Fiorentino 2014</i> https://www.grappling-italia.com/tornei-italia/2014/06/16/calcio-storico-fiorentino-2014-35839.html Audiovisuals - Giorgio Bonomo. (2015, April 21). <i>Natale di Roma 2015, il corteo storico ai Fori Imperiali</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=pEUZ71lpbiA&t=8s - MiC_Italia. (2021, April 21). <i>Natale di Roma – Uncut</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=hJzO113bMxs - Vocativ. (2014, November 6). <i>This Barbaric Version of Soccer Is the Original Extreme Sport</i> [Video file]. Retrieved September, 2021, from https://www.youtube.com/watch?v=VVJEvtkFKBc

An abstract graphic design featuring several purple circles of varying sizes and a large, solid purple shape in the lower right. The circles are some are solid and some are outlines. The solid purple shape is a large, rounded rectangle. The background is white.

APPENDIX B: ASSESSMENT EXEMPLAR 1

L'albo illustrato

Year 6 Achievement Standard

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

At standard, students initiate, with guidance, interactions in Italian using descriptive, expressive and modelled language to collaborate in guided tasks or activities and to exchange information and relate experiences about free time. Students gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds and they **convey simple information, ideas and opinions. With some guidance, students select texts to suit specific audiences and contexts.** They share and compare responses to characters, events and ideas, and identify some cultural elements in imaginative texts. **They create, adapt or present, with guidance, their own simple alternative versions of imaginative texts for different audiences, modes or contexts.** They translate short texts from Italian to English and vice versa, explaining or providing a description, with guidance, some familiar words or expressions that do not directly translate between languages. **Students experiment with and discuss the usefulness of various forms of dictionaries.** They engage in intercultural experiences, describing simply aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.

Students explain and **use appropriate** intonation, pronunciation, **spelling and writing conventions with a satisfactory level of accuracy. They generate simple written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements with a high level of accuracy and less familiar elements with a satisfactory level of accuracy.** Students apply understanding of adjective-noun agreements, formulate questions and requests using *dove, che, cosa* and *con chi* and express preferences using adverbs, such as *tanto* and *molto* to intensify the meaning. **They talk about present events and situations, and those in the near future, using the present tense.** They relate experiences in the past using the perfect tense of common verbs, such as *Domencia pomeriggio Alex ed io siamo andati in città.* Students discuss language patterns and rules, how Italian texts use language to create different effects and suit different audiences, and how Italian is used differently in different contexts and situations. They discuss how the Italian language is constantly changing due to contact with other languages and the impact of new technologies, and explain that language and culture are integral to the nature of identity and communication.

Assessment task

Title of task

L'albo illustrato

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time.
	Students demonstrate their skills in writing and presenting a children's picture book in Italian after viewing a variety of imaginative texts.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment.
	To establish information on their ability to create and present a children's picture book about free time using familiar language by reinterpreting familiar texts.
Evidence to be collected	Completed children's picture book
	Recording of picture book presentation
Suggested time	3 x 50 minute lessons

Content description

Content from the Western Australian curriculum

Communicating

Informing

Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts

Creating

Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

Translating

Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

Understanding

Systems of language

Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (*è*) and acute accents (*perché*)

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

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

- expressing positive and negative preferences using adverbs to intensify the meaning, for example, *Mi piace molto la cioccolata; Non mi piace tanto ballare*
- expressing negation, for example, *Noi non guardiamo la televisione; Non pratico lo sport*
- recognising the position of adverbs in sentences, for example, *Non vado mai in città/al cinema*
- using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using *avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare* in sentences such as *Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena*

Understand how Italian texts use language in ways that create different effects and suit different audiences

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts and text types related to free time
- context-related vocabulary; for example, *i passatempi*, *gli avverbi di frequenza*, *gli aggettivi*
- grammatical items, including: expressing preferences and reasons for preferences using adverbs to intensify meaning; expressing negation; recognising the position of adverbs in a sentence; using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future
- the textual conventions of a picture book and have had opportunity to practise them.

Assessment task

Assessment conditions

Lesson 1: Draft of picture book to be completed by students working individually

Lesson 2: Picture book to be completed

Lesson 3: Students present their picture book to a Year 2 class

Differentiation

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

Resources

- Task sheet
- Paper for picture book
- Bilingual dictionaries
- Picture books used previously in class
- Recording device

Instructions for teacher

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

- exposed to a variety of texts and text types related to free time
- taught context-related vocabulary; for example, *i passatempi*, *gli avverbi di frequenza*, *gli aggettivi*
- taught grammatical items, including:
 - expressing preferences and reasons for preferences using adverbs to intensify meaning
 - expressing negation
 - recognising the position of adverbs in a sentence
 - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future
- taught the textual conventions of a picture book and had opportunity to practise them.

Task

Before the week of the assessment, outline to students the way the task will be structured, that is, they have access to their *quaderno*, a bilingual dictionary and the picture books used in class to help them draft some text in Italian and submit it for assessment.

Explain to students that the task will be structured in three parts over three lessons.

Lesson 1

Provide students with the task sheet and advise them that they have 50 minutes to complete the draft of their final product.

Lesson 2

Once the students have completed their draft and the teacher has finalised the first five sections of the marking key, return the drafts to the students for completion of their final product. Advise students they have 50 minutes to complete their final product.

Lesson 3

Students read their picture book to a Year 2 class. (Note: the reading will be recorded onto a digital device.)

Instructions to students

L'albo illustrato

Write an imaginative picture book for young Italian children about free time. Think about what image(s) and text would be on each page. Include:

- a title
- name of author/illustrator
- some reasons for preferences
- an appropriate ending to your story.

You may adapt work done in class and/or use a bilingual dictionary to help you. Write approximately 100 words on a maximum of 12 pages, remembering what you have learned about the text type.

Present the draft of your children’s picture book to your teacher who will mark it and return it to you. Once returned, complete your picture book. You have an additional 50 minutes to complete and submit your picture book to your teacher. You will not be assessed on the quality of your images, only on their relevance to your story. You will then present your children’s picture book to a Year 2 class in the next lesson.

Planning space

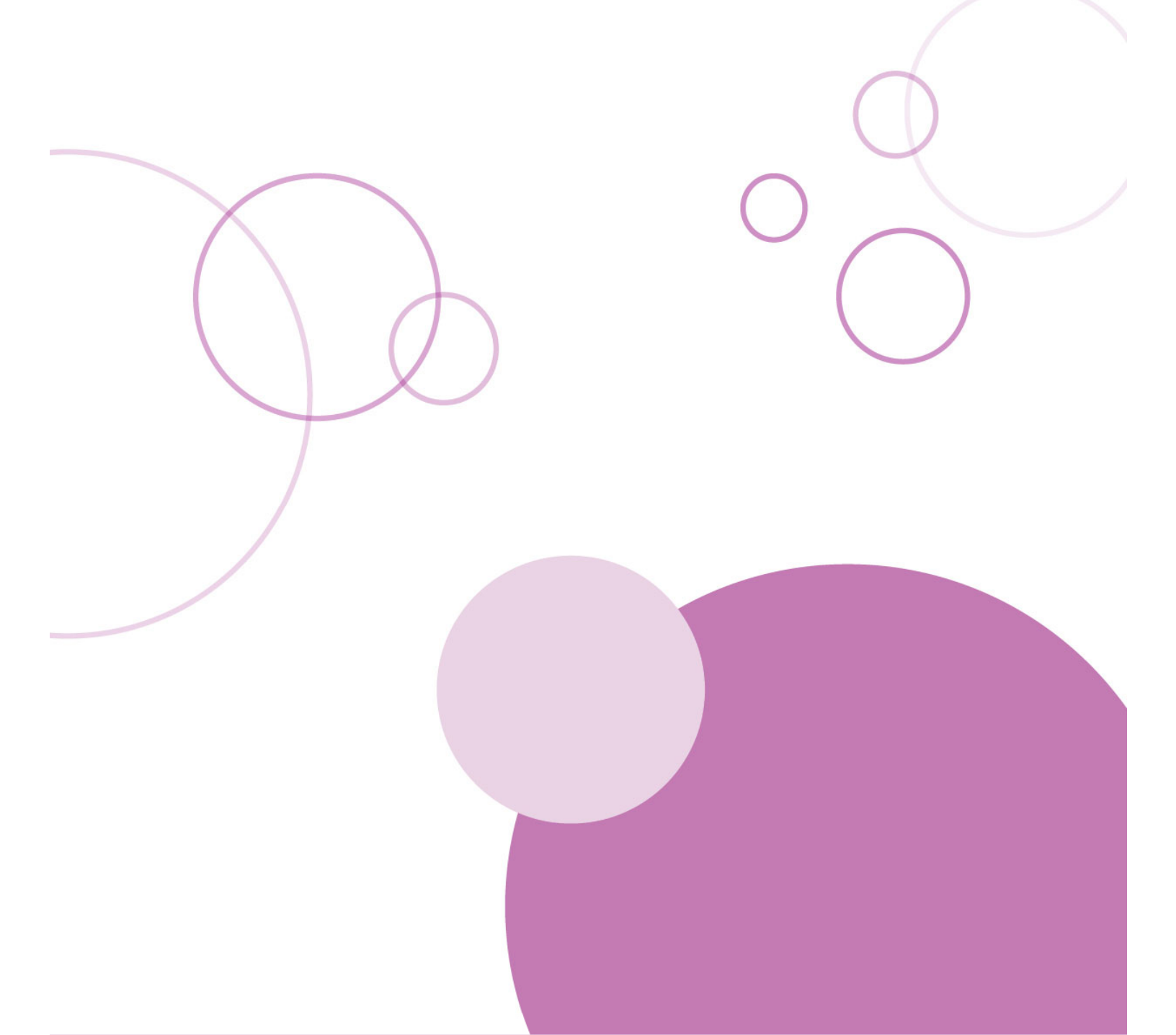
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Marking key – *L'albo illustrato*

Description	Marks
Content	
Creates a story about free time. Content is original; that is, has been adapted, but not copied, from picture books viewed in class. Content engages the audience.	4
Creates a story about free time. Content is original; that is, has been adapted, but not copied, from picture books viewed in class. Content mostly engages the audience.	3
Creates a story about free time. Some content is original; that is, has been adapted, but not copied, from picture books viewed in class. Content may engage the audience.	2
Creates an incomplete story.	1
Subtotal	4
Grammar	
Uses an appropriate range of sentence structures with a high level of accuracy. Uses present tense verbs and adjectives successfully.	3
Uses an adequate range of sentence structures with a satisfactory level of accuracy. Use of present tense verbs and/or adjectives is sometimes unsuccessful, though the intended meaning is clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors make 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 is evident, but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling often impedes meaning.	1
Subtotal	3
Text type	
Includes: • a title page with a title in Italian (1) • author/illustrator's name (1) • images that reflect the text (1) • an appropriate ending (1)	4
Subtotal	4

Marking key – *L'albo illustrato*

Description	Marks
Support	
Effectively uses picture books viewed in class, their notes and/or other resources independently or does not require support from the teacher.	3
Requires some support in using picture books viewed in class, their notes and/or other resources. Some teacher support needed.	2
Requires significant support to complete the task.	1
Subtotal	3
Oral Performance	
Reads children's picture book engaging the audience with confidence.	3
Reads children's picture book to the audience with some confidence.	2
Reads children's picture book with a lack of confidence and does not engage the audience.	1
Subtotal	3
Pronunciation and Fluency	
Uses clear and accurate pronunciation and intonation with very little hesitation.	3
Displays some inconsistency with pronunciation and intonation, but meaning is clear. Hesitation sometimes interrupts the flow of reading.	2
Use inaccurate pronunciation and/or intonation which impedes meaning at times. Frequently hesitates or uses a soft, inaudible voice.	1
Subtotal	3
Total	23



APPENDIX C: ASSESSMENT EXEMPLAR 2

Parliamoci del tempo libero!

Year 6 Achievement Standard

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

At standard, students initiate, with guidance, interactions in Italian using descriptive, expressive and modelled language to collaborate in guided tasks or activities and to exchange information and relate experiences about free time. Students gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds and they convey simple information, ideas and opinions. With some guidance, students select texts to suit specific audiences and contexts. They share and compare responses to characters, events and ideas, and identify some cultural elements in imaginative texts. They create, adapt or present, with guidance, their own simple alternative versions of imaginative texts for different audiences, modes or contexts. They translate short texts from Italian to English and vice versa, explaining or providing a description, with guidance, some familiar words or expressions that do not directly translate between languages. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing simply aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.

Students explain and use appropriate intonation, pronunciation, spelling and writing conventions with a satisfactory level of accuracy. They generate simple written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements with a high level of accuracy and less familiar elements with a satisfactory level of accuracy. Students apply understanding of adjective-noun agreements, **formulate questions and requests using *dove, che, cosa* and *con chi*** and express preferences using adverbs, such as *tanto* and *molto* to intensify the meaning. **They talk about present events and situations, and those in the near future, using the present tense. They relate experiences in the past using the perfect tense of common verbs, such as *Domencia pomeriggio Alex ed io siamo andati in città*.** Students discuss language patterns and rules, how Italian texts use language to create different effects and suit different audiences, and how Italian is used differently in different contexts and situations. They discuss how the Italian language is constantly changing due to contact with other languages and the impact of new technologies, and explain that language and culture are integral to the nature of identity and communication.

Assessment task

Title of task

Parliamoci del tempo libero!

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time.
	Students demonstrate their skills in speaking Italian by exchanging information in a conversation with a partner about free time and negotiating arrangements for an outing on the weekend.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment.
	To establish information on the students' ability to exchange information about free time, and to negotiate and solve a problem so as to
	secure an invitation for a shared experience.
Evidence to be collected	Audio-visual recording of conversation
Suggested time	20 minutes writing preparation with a partner, 10 minutes practice, then 5 minutes presentation per pair

Content description

Content from the Western Australian curriculum

Communicating

Socialising

Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, *La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare*

Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as *È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...*

Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event

Informing

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

Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts

Reflecting

Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

Understanding

Systems of language

Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (*è*) and acute accents (*perché*)

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

- expressing positive and negative preferences using adverbs to intensify the meaning, for example, *Mi piace molto la cioccolata; Non mi piace tanto ballare*
- expressing negation, for example, *Noi non guardiamo la televisione; Non pratico lo sport*
- formulating questions and requests, for example, *Cosa fai il weekend?; Dove andiamo stasera?*
- recognising the position of adverbs in sentences, for example, *Non vado mai in città/al cinema*
- using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using *avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare* in sentences such as *Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena*
- using the perfect tense of common verbs such as *essere + andare, avere + vedere* and *giocare* to relate experiences, for example, *Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza*

Understand how Italian texts use language in ways that create different effects and suit different audiences

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts and text types related to free time
- context-related vocabulary; for example, *i passatempi, gli sport, i giorni*
- grammatical items, including: expressing positive and negative preferences using adverbs to intensify the meaning, expressing negation, formulating questions and requests, recognising the position of adverbs in sentences, using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, using the perfect tense of common verbs such as *essere + andare, avere + vedere* and *giocare* to relate experiences
- the textual conventions of a conversation.

Assessment task

Assessment conditions

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

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
- Blank paper

Instructions for teacher

Before the task is administered, the students will need to be:

- exposed to a variety of texts and text types related to free time
- taught context-related vocabulary; for example, *i passatempi, gli sport, i giorni*
- taught grammatical structures, including:
 - expressing positive and negative preferences using adverbs to intensify the meaning
 - expressing negation
 - formulating questions and requests
 - recognising the position of adverbs in sentences
 - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future
 - using the present perfect tense of common verbs such as *essere + andare, avere + vedere* and *giocare* to relate experiences
- taught the textual conventions of a conversation and provided with opportunities to practise them.

Task

Parliamoci del tempo libero!

Students will have a conversation with a peer. The conversation begins with a discussion about what students did on the weekend. Students should ask two questions each and respond to four (those of their partner, as well as their own). They then discuss their preferences for free time activities. Students should ask two questions each and respond to four about free time preferences. They then move on to discussing what they are doing on the following weekend. They discuss and make arrangements for a shared experience. Both students must include accepting and refusing an invitation. An example has been provided in Diagram 1.

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

- *Cosa hai fatto nel weekend?* or *Cosa hai fatto sabato sera?*
- *Sei andato al cinema nel weekend?* or *Hai giocato a ...?*
- *Ti è piaciuto?*
- *Ti piace leggere?, Fai sport?* or *Vai in bici spesso?*
- *Cosa fai nel weekend?/Cosa fai domenica?*
- *Vuoi venire ...?* or *Usciamo sabato pomeriggio?*

Remind students of how to use *E tu?* to maintain a conversation and avoid repetition. They should include salutations and leave-taking in their conversation.

Provide students with paper on which to plan their conversation.

Allow students 20 minutes to work in pairs to plan their conversation, including selecting the questions they will ask each other. Students then have 10 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 six and present their conversation to their group. One of the other students in the group records the conversation.

Diagram 1

First person asks a question; for example, <i>Cosa hai fatto nel weekend?</i>	
	Second person responds and asks for the same information by either repeating the question or using other expressions; for example, <i>E tu?</i> ; <i>Domenica mattina ho giocato a calcio con i miei amici. E tu?</i>
First person responds; for example, <i>Sono andato al cinema venerdì sera con la mia famiglia.</i>	
	Second person asks a question; for example, <i>Cosa hai fatto sabato sera?</i>
First person responds and asks for the same information using <i>E tu?</i> ; for example, <i>Sono restato a casa e ho letto un libro. E tu?</i>	
	Second person responds; for example, <i>Ho cucinato una torta.</i>
First person asks a question; for example, <i>Hai ascoltato la musica?</i>	
	Second person responds and asks for the same information using <i>E tu?</i> ; for example, <i>Sì, ho ascoltato Spotify. E tu?</i>
First person responds; for example, <i>No, non ho ascoltato la musica.</i>	
	Second person asks a question; for example, <i>Cosa hai domenica pomeriggio?</i>
First person responds and asks for the same information using <i>E tu?</i> ; for example, <i>Ho fatto i compiti. E tu?</i>	
	Second person responds; for example, <i>Ho guardato la TV.</i>

Instructions to students

Write the script of a conversation with a classmate in which you discuss:

- what you did on the weekend – ask your peer two questions and respond to four (two asked by your peer, and respond to your own questions)
- your preferences for free time activities – ask your peer two questions and respond to four (two asked by your peer, and respond to your own questions)
- what you are doing the following weekend
- arrangements for a shared experience – make, refuse and accept an invitation.

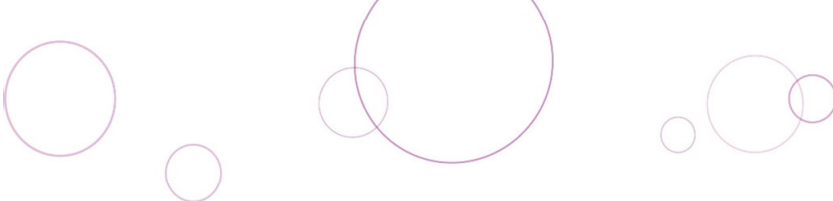
You will have twenty minutes to prepare the questions and answers with your partner.

You may take notes on a piece of paper during this time, but these notes may not be used during the conversation.

Remember to use the appropriate greetings at the beginning and the end of your role play

Marking key – *L Parliamoci del tempo libero!*

Description	Marks
Content	
Provides information in answer to four questions about last weekend (1 mark each).	1–4
Asks two questions about free time preferences (1 mark each).	1–2
Provides information in answer to four questions about free time preferences (1 mark each).	1–4
Makes an invitation	1
Refuses an invitation	1
Accepts an invitation	1
Includes salutation and leave-taking.	2
Subtotal	17
Grammar	
A wide range of vocabulary is used, and both simple and compound sentences are used mostly accurately. Use of present and present perfect tenses 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. Use of present and present perfect tenses is sometimes successful. 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. Present and present perfect tenses are used with limited success.	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
Use inaccurate pronunciation and/or intonation which impedes comprehension at times.	1
Subtotal	3



Marking key – *L Parliamoci del tempo libero!*

Description	Marks
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 affects fluency.	1
Subtotal	3
Total	26

