



SAMPLE TEACHING AND LEARNING OUTLINE

ITALIAN: SECOND LANGUAGE

YEAR 8 (YEARS 7–10 SEQUENCE)

Acknowledgement of Country

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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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

This resource 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 to for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

This sample teaching and learning outline provides one possible approach through which the Italian: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 8, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 7, and the understanding required of students to communicate in Italian, focusing on extending their oral and written communication skills and their understandings of Italian language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the Italian: Second Language Year 7 to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/italian-7-10>

This sample teaching and learning outline 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 focus provides a broad context through which the content is taught. The outline suggests:

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

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

Italian: Second Language Year 8 (Years 7–10 sequence) Sample teaching and learning outline

Focus – <i>A casa è bello ... fuori è meglio</i> (It's nice at home ... it's better outside)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, <i>Vado a scuola a piedi.; Dopo scuola mia sorella gioca a tennis.; Non mi piace/Mi piace molto la musica/la matematica/l'italiano.; Mi piace giocare a calcio ma non mi piace per niente suonare il pianoforte.; Amo guardare YouTube.; Ti piace leggere?; Il weekend vado alla partita con gli amici/le amiche a vedere ...; Mi alzo alle sette.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to an Italian restaurant or organising a class event</p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, <i>Mi piace la geografia perché è interessante!; Mi scusi signora, ma ...; Preferisco ...; Mi piace.; Certo.; È meraviglioso!</i></p> <p>Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p>	<p>Continue to build awareness of the features of the Italian sound system, through identifying and producing consonant and vowel combinations, for example, <i>diciotto, scuola, sci, piazza, insegnante</i>, and experimenting with differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, <i>Vai a casa? Vai a casa!</i></p> <p>Apply features of intonation and pronunciation, such as grave and acute accents when speaking, and apply rules of spelling when writing own texts in familiar contexts</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> applying rules related to nouns, such as gender and number, regular and common irregular singular and plural regular forms, gender and some exceptions learning to use and building understanding of the rules of use and omission of definite and indefinite articles learning to use adjectives to describe things (including agreement and exceptions), and possessive adjectives, for example, <i>Il mio libro.</i> using interrogatives in familiar contexts, for example, <i>Chi?, Che?, Cosa?, Quale?</i> and <i>Come?</i>, for example, <i>Quali materie studi?; Cosa fai lunedì dopo scuola?</i> using subject pronouns with the present tense using cardinal and ordinal numbers in familiar contexts and modelled language, such as with age, date, time and describing 	<p>Students maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities.</p> <p>Assumed prior learning</p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Italian: Second Language Year 7 (Year 7 – Year 10 sequence) syllabus.</p> <p>Teaching</p> <p>Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> discussing aspects of home life; for example, activities that take place at home, <i>Faccio colazione in cucina.; Pulisco la mia camera da letto.; Io e la mia famiglia ceniamo insieme.</i> asking and giving information about, and describing, school life; for example, <i>La prima ora ho matematica.; L'educazione fisica è la mia materia preferita.; Mi piace la professoressa di matematica.</i> building on interests covered in Year 7 syllabus; for example, <i>Gioco a calcio dopo scuola.; Cosa ti piace fare il weekend? Mi piace leggere.</i> talking about and comparing daily routines (including using reflexive verbs); for example, <i>Cosa fai prima di andare a scuola?; La mattina mi alzo alle sei.; Mi lavo e poi mi vesto.; Di solito mia madre prepara la colazione in cucina ...</i> talking about and comparing weekend and before- and after-school activities, using prepositions of time and place to describe when and where; for example, <i>Cosa fai lunedì dopo scuola?; Dopo scuola vado dalla mia amica.; Ogni giorno prima di andare a scuola vado in piscina.</i> telling the time and using the 24-hour clock describing a typical day using adverbs, such as, <i>molto, mai, sempre, ancora</i> and <i>bene</i> to qualify verbs and adjectives; for example, <i>Noi usciamo sempre il sabato pomeriggio.</i> making plans to go out; for example, <i>Perché non usciamo?; Dove c'incontriamo?; A che ora?</i> participating in classroom routines and interactions; for example, <i>Alzate la mano!; Dove sono i dizionari?; Mi piace questo gioco!</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> differences between a typical day of a young Italian to that of an Australian; for example, school start and finish times, differences in mealtimes and times for going to bed the different types of after-school activities favoured by young Italians. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: article, blog post, description, dialogue, discussion, graph, interview, list, presentation, song, tally, text message, table, timeline, timetable.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> identifying patterns and features in texts 	<p>Audiovisual texts</p> <p>H5P – <i>Il tempo, la scuola, l'orario, la routine giornaliera e le feste in Italia</i> by Hillary https://h5p.org/node/554794 Note: comparing Australian and Italian schools (Slides 19–40)</p> <p>FUN AND EASY ITALIAN – <i>AZIONI QUOTIDIANE</i> (How to talk about daily routine in Italian) https://www.youtube.com/watch?v=lxJh1g0ysN4 Note: focus on home life and before- and after-school activities</p> <p>CPIA 4 Torino – <i>Istruzione degli adulti – LA MIA GIORNATA</i> https://www.youtube.com/watch?v=YLK0WPYSzI0 <i>La mia giornata/casa</i> activities</p> <p>H5P – <i>Il tempo, la scuola, l'orario, la routine giornaliera e le feste in Italia</i> by Hillary https://h5p.org/node/554794 Verbs used to describe the day (Slides 44–48)</p> <p>Teach Italian UK – <i>4 La vita quotidiana</i> https://www.teachitalian.co.uk/4-la-vita-quotidiana.html Note: see presentations on Teaching to tell the time and Daily routine</p> <p>Adgblog – <i>Italiano con le canzoni: “La vasca” di Alex Britti</i> https://www.adgblog.it/2010/09/24/italiano-con-le-canzoni-la-vasca-di-alex-britti/</p>

Focus – A casa è bello ... fuori è meglio (It's nice at home ... it's better outside)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Translate and interpret short texts from Italian to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations</p>	<p>the school day, for example, <i>La prima ora comincia alle 8 e venti, ho matematica.</i></p> <ul style="list-style-type: none"> using prepositions of time and place to describe when and where, for example, <i>Ogni giorno prima di andare a scuola vado in piscina.</i> using articulated prepositions with <i>a, da, in, di</i> and <i>su</i> in modelled structures, for example, <i>Dopo scuola vado dalla mia amica.</i> beginning to use commonly used adverbs, such as <i>molto, mai, sempre, ancora</i> and <i>bene</i> to qualify verbs and adjectives, for example, <i>Noi usciamo sempre il sabato pomeriggio.</i> using verbs describing state (<i>essere</i>), possession (<i>avere</i>) and regular verbs describing actions in the present tense, for example, <i>parlare, abitare, scrivere, dormire</i> and common irregular verbs, such as <i>andare</i> and <i>fare</i> beginning to use reflexive pronouns and verbs in modelled sentences, for example, <i>La mattina mi alzo alle sette.</i> applying rules of sentence structure to construct simple sentences in Italian (subject–verb–object); make statements, ask questions and give/receive instructions (verb + object), for example, <i>Chiudi il libro!</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p> <p>Explore the relationship between language and significant cultural values or practices in Italian, English and other languages</p>	<ul style="list-style-type: none"> paraphrasing and simplifying linguistic elements to create new text. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> watch the <i>Azioni quotidiane</i> audiovisual text and focus only on activities that take place at home, before and after school. Summarise this information into a table using the headings ‘Activities which take place at home before going to school’ and ‘Activities that take place after school’. Highlight the activities that apply to them present a timeline, in Italian, of their typical morning and/or afternoon engage with activities and games in applications such as Wordwall to practise vocabulary and grammatical elements related to describing daily routines, chores and free time activities plan and record a video about school life in Australia to send to a school in Italy in which they describe their school day by discussing timetables, subjects, and likes and dislikes watch the video <i>La routine giornaliera</i> introducing verbs that describe daily routine, and make a list of the verbs used, identifying those that are reflexive verbs and those that are not. Use the lists to review verb conjugations in the present tense practise and consolidate structures using resources such as <i>Daily routine – Language resource</i> and <i>Buona salute è la vera ricchezza – Good health is true wealth</i> practise and consolidate structures by completing a range of activities, such as matching activities and verb tombola, using applications such as Quizlet and Blooket complete activities and games related to telling the time, in applications such as Kahoot, Quizlet, Wordwall and Blooket watch the audiovisual <i>Cosa fanno la mattina Marina e Antonio</i> (Slide 47 – <i>la routine giornaliera</i>) and, in small groups, discuss positive, negative and interesting aspects of Marina and Antonio’s morning routine and compare with their own. Record their findings on a PMI chart to share with the class listen to the song ‘<i>La Vasca</i>’ by Alex Britti and complete a cloze activity (teacher developed) with the correct forms of present tense, including reflexive, verbs. Discuss the song and aspects of <i>Italianità</i> reflected in the song; for example, use of <i>cocomero</i> vs <i>anguria</i>, reference to <i>i cornetti e cappuccino</i>. Work in groups to create a verse of the song that reflects an Australian perspective conduct a poll of the class to find which is preferred: <i>stare a casa</i> or <i>andare fuori</i> survey (in pairs) students in the class, other classes, teachers, and family members about whether there is a difference between the time people wake up and the time they get out of bed. Present findings as a pie graph or a table, organised by using 1–10 minutes, 11–20 minutes, 21–30 minutes or more than 30 minutes difference (depending on the number of people interviewed, two graphs can be presented per group – one for adults and one for teenagers) listen to Francesca describe her day (Slide 46 – <i>La routine giornaliera</i>) and reorder sentence cards (teacher developed) about Francesca’s day in the sequence described in the text. Complete the questions on Slide 46 and summarise the information in English under the three headings <i>la mattina, il pomeriggio</i> and <i>la sera/la notte</i> plan questions and conduct an interview with a friend based on daily routines; for example, <i>Cosa fai la mattina prima di andare a scuola?; A che ora ti svegli?; Cosa fai dopo scuola?.</i> Present findings as a 	<p>Mattia Stagni – <i>LA MIA GIORNATA IN 2 MINUTI</i> https://www.youtube.com/watch?v=nOLO_MdD-Ys</p> <p>Lingo Boltz – TELLING THE TIME & MAKING PLANS IN ITALIAN... Learn Italian Vocab!! https://www.youtube.com/watch?v=wJSWsSpXoHI</p> <p>Websites</p> <p>Wordwall – <i>Tempo libero</i> by Carlale https://wordwall.net/resource/25238218/tempo-libero Note: activity about free time activities</p> <p>Wordwall – <i>LE FACCENDE DI CASA</i> by Italianissima13 https://wordwall.net/resource/377491/le-faccende-di-casa Note: activity about chores</p> <p>Wordwall – <i>La mia giornata</i> by Laura645 https://wordwall.net/it/resource/5010268/la-mia-giornata Note: activity on daily routines</p> <p>Wordwall https://wordwall.net/en-us/community Search Telling the time for activities and games on telling the time https://www.blooket.com/</p> <p><i>Italiano Bello</i> – Daily routine in Italian https://italiano-bello.com/en/italian-course/daily-routine-in-italian/</p> <p>NSW Education Department – Italian https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-</p>

Focus – *A casa è bello ... fuori è meglio* (It's nice at home ... it's better outside)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<p>PicCollage or similar, using the third person singular; for example, <i>La giornata di Roberto!</i>; <i>Roberta si sveglia alle sette.</i></p> <ul style="list-style-type: none"> • read the article <i>This Is What Life Is Like for A Typical Teenager In Italy</i> and discuss, in small groups, what aspects they found interesting, positive and negative, paying particular attention to afterschool activities highlighted in the article. Record findings on adhesive note sheets and add notes to a PMI chart recording the findings of the class. Compare findings to their own life and/or the life of a typical Australian teenager • interview native speakers of Italian, such as assistant teachers or exchange students, to find out what afterschool and weekend activities are popular with young Italians • respond to the questions <i>Cosa fanno gli italiani dopo scuola?</i>; <i>E tu cosa fai dopo scuola?</i> to create a word cloud using an application such as Mentimeter. Use the responses in the word cloud to discuss similarities and differences • create a two-minute iMovie or PowerPoint presentation, with audio, titled <i>La mia giornata in 2 minuti</i> using https://www.youtube.com/watch?v=n0LO_MdD-Ys or <i>Azioni quotidiane</i> as examples • complete formal summative assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Una nuova vita in Australia per Matteo</i> (A new life in Australia for Matteo) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in comprehending written text by identifying key information and supporting details in a blog post, and responding to questions in English ○ Part B – writing a text message conversation with Matteo. 	<p>languages-7-10/italian</p> <p>Note: see Stage 5 Sample unit of work – Good health is true wealth. Program with teaching/learning ideas</p> <p>content <i>Italiano</i> – This Is What Life Is Like For A Typical Teenager In Italy https://contentoitaliano.com/life-for-a-typical-teenager-in-italy/</p> <p>Mentimeter https://www.mentimeter.com/</p> <p>Note: for recording findings online (requires login)</p> <p>Teacher-developed resources</p> <p>Cloze activity – <i>La Vasca</i> by Alex Britti</p> <p>Sentence cards – Francesca’s day</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Una nuova vita in Australia per Matteo</i> (A new life in Australia for Matteo)</p>