



Western Australian Curriculum

Languages | Italian

Scope and sequence | Years 7–10

Draft for consultation | Not for implementation

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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 learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Italian are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, Italian shows the proposed content across the years of schooling from Years 7–10.

The Scope and sequence for the Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: Communicating and Understanding language and culture.

The **Communicating** strand includes **Interacting in Italian; Mediating meaning in and between languages; and Creating text in Italian**.

The **Understanding language and culture** strand includes **Understanding systems of language and Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Italian curriculum.

Languages		
Italian		
Communicating		
Interacting in Italian	Mediating meaning in and between languages	Creating text in Italian
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Strand: Communicating

Sub-strand: Interacting in Italian

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves, family and friends, and interests</p> <p>For example:</p> <ul style="list-style-type: none"> exchange greetings, wishes and thanks, adjusting language to suit the situation, such as <i>Ciao Gianni, come stai? (Sto) bene/male, e tu? Mi dispiace. Ci vediamo domani. Buongiorno professoressa, come sta? ArrivederLa.</i> share information about themselves, family and friends, such as <i>Mi chiamo Francesco, ho tredici anni, sono spiritoso e intelligente. Ho una famiglia grande e simpatica. La mia sorellina ha i capelli castani e gli occhi nocciola.</i> survey classmates to gather information about themselves, their family, likes and dislikes and hobbies, such as <i>Quanti anni hai? Di che nazionalità sei? Dove abiti? Hai sorelle o fratelli? Cosa ti piace fare nel tempo libero? Ti piace lo sport?</i> 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>For example:</p> <ul style="list-style-type: none"> share information about daily life and school routines using the present tense of most common verbs, such as <i>Mi sveglio alle sette, faccio colazione e vado a scuola a piedi. La scuola comincia alle ... e finisce alle ... Dopo la scuola faccio i compiti.</i> compare routines and daily activities using language associated with time, frequency and location, such as <i>In Italia la scuola comincia alle otto ma in Australia comincia alle nove. Di solito vado a casa dopo la scuola, ma qualche volta gioco a pallacanestro con gli amici.</i> use scaffolded examples to discuss and share ideas about school subjects with peers, such as <i>Che materia hai oggi? Ho scienze e matematica. E tu? Io ho italiano. Mi piace molto!</i> 	<p>Initiate and participate in exchanges to share and compare information and experiences about Italy and its culture</p> <p>For example:</p> <ul style="list-style-type: none"> describe landscape and geographical features using relevant vocabulary and language structures, such as <i>Questa è la mappa dell'Italia: come vedete, l'Italia è una penisola/confina con la Francia/ci sono molti vulcani attivi.</i> explore aspects of Italian culture including traditions, lifestyles and routines, such as <i>Il piatto tipico di Milano è il risotto e si cucina così ...; A Venezia le macchine non possono entrare, perciò i veneziani vanno a piedi o possono prendere il vaporetto.</i> discuss lifestyle and routines (mealtimes, local events) in simulated activities including a virtual exchange, online forum, a role-play or a video, as in – <i>Ciao! A Perth mangiamo presto, verso le sei. E voi in Sicilia? – Noi ceniamo verso le otto e spesso con tutta la famiglia.</i> reflect on similarities and differences in and between places and cultures, such as <i>La Costa Smeralda ha delle spiagge meravigliose, negozi eleganti ed è famosa per la sua vita notturna.; In Australia le distanze sono grandi quindi usiamo la macchina, ma in Italia le città sono più vicine, e le persone vanno in motorino, o in treno.</i> 	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> express intentions and plans for the future, such as <i>Dopo il diploma andrò all'università, dove studierò l'italiano e lo spagnolo.; Mi piacerebbe fare un'esperienza di studio all'estero.</i> give advice and recommendations used modelled structures, such as <i>Secondo me, dovresti continuare gli studi e scegliere le materie che ti piacciono.; È importante impegnarsi nello studio, ma bisogna anche fare delle esperienze di lavoro.</i> engage in role-plays, interviews or other simulated activities where students imagine applying for a summer job or university exchange in Italy, asking and answering questions about skills, interests, and goals, such as – <i>Perché vuole lavorare in questo hotel? – Parlo inglese e italiano, sono responsabile e mi piace lavorare con la gente. – Ha mai lavorato in un ristorante?</i>
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> follow classroom instructions to convey understanding, as in <i>Seduti! In piedi!! Silenzio! Alzate la mano! Facciamo l'appello! Presente!</i> request permission and use basic/formulaic requests for clarification, such as <i>Posso andare in bagno/a bere? Può ripetere per favore?</i> translate very simple classroom vocabulary and instructions from Italian to English, such as 	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> follow classroom instructions and lesson routines, such as <i>Oggi impariamo ... Avete capito?; Aprite il quaderno e scrivete.; Facciamo un gioco/un esercizio etc.</i> offer apologies and request permission or clarification, such as <i>Scusi il ritardo.; Mi dispiace, non ho capito.; Posso lavorare con Francesco?</i> translate classroom vocabulary from Italian to English, such as <i>il banco, la sedia, la lavagna, le</i> 	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> ask for clarification selecting appropriate expressions and language, such as <i>Come si scrive ...? Come si dice ... in italiano? Che significa?</i> make suggestions using modal verbs and other appropriate expressions, such as <i>Prof, possiamo fare un altro esercizio?; Domani c'è la verifica; cosa dobbiamo ripassare?</i> 	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> follow and respond to more complex classroom instructions, such as <i>Come si scrive ...? Come si dice ... in italiano? Che significa? Può ripetere più lentamente?</i> consider different points of view and manage disagreement respectfully, as in <i>Che ne pensi di ...? Non sono d'accordo ...; Secondo me, tutti gli studenti dovrebbero avere un lavoro part-time. Invece,</i>

Year 7	Year 8	Year 9	Year 10
<p><i>il quaderno, la penna, la matita, il libro, and Scrivete, prendete il quaderno.</i></p>	<p><i>matite, i quaderni, i compagni di classe as well as more classroom instructions and notices, such as Porta il tuo libro domani; L'assemblea è alle nove; Metti lo zaino qui.</i></p>		<p><i>secondo me prima si deve andare bene a scuola, e poi si può pensare all'indipendenza economica.</i></p> <ul style="list-style-type: none"> • collaborate in planning an imagined trip to Italy or other destination, discussing destinations, budgets, interests and preferences using authentic travel-related vocabulary, as in – <i>lo vorrei visitare Firenze per l'arte e la storia. E tu? – lo sogno di andare in Sicilia per il mare e il cibo. – Possiamo creare un itinerario di due settimane con treno e alberghi economici!</i>

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Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • read or listen to a short text in Italian, then identify and organise key information, such as name, age, family members, likes/dislikes, and present it in English using an infographic, poster, or retrieval chart • identify key ideas across a range of familiar content presented in different formats, such as interviewing peers to find out what nationalities are represented in their class, or the most/least favourite past-times • extract information on a familiar topic from different sources and report findings to others using tools, such as tables, graphic organisers, concept maps and charts, and summarising 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • identify and summarise key ideas across a range of familiar content presented in different formats, including interviews about what teenagers do at school and after school, such as <i>il compito in classe, le interrogazioni, il Liceo Classico, le Scuole Professionali, il motorino, la mia casa, il mio quartiere, la mia città, le faccende, sport e i passatempi</i> • compare information on school or daily routines from different Italian texts and report findings to others using tools, such as tables, graphic organisers, concept maps and charts, and summarising in Italian • watch or listen to an Italian teenager describing their school day then recount the main ideas in English or Italian, focusing on similarities and differences with the Australian school context, such as school hours, subjects or lunch routines 	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • listen to or read texts that depict aspects of Italian culture and share the information with others by creating an advertisement to attract tourists to an Italian city/area • conduct an online class survey on aspects of Italian culture, such as food, places, music, history or celebrities, and report on findings • read or listen to a variety of texts about regional food traditions and lifestyles in Italy, then summarise the key information and compare regional differences in a visual format or class presentation, explaining how geography and culture influence food • interpret texts where Italians describe lifestyle habits including market shopping, mealtimes, leisure routines, and present this information in English for an Australian audience, noting how values like community or seasonal eating shape everyday life 	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • identify and evaluate information and ideas from a range of texts related to aspects of their personal and social worlds which may include study, travel and employment opportunities, and establish how culture and context influence choices, as in <i>In Italia gli studenti di scuola superiore di solito non hanno un lavoro, in Australia invece è un'esperienza molto comune.</i> • conduct an online class survey on attitudes about topics, such as future studies, future choices or employment preferences, and report on findings • extract information from audio or video clips from Italian sources and compare Italian and Australian attitudes to gap year or part-time work during study
<p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • translate short texts, recognising when literal translation is or is not possible, as in <i>mi piace</i>, and discuss reasons for equivalence or non-equivalence • translate and interpret short phrases or texts, noting culture-specific words and phrases, and discuss alternatives, as in idiomatic expressions, such as <i>In bocca al lupo!, Boh! Magari! Uffa!</i> • identify Italian–English cognates, such as <i>dizionario/dictionary, intelligente/intelligent, calmo/calm</i>, and use them to predict meaning 	<p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • identify Italian–English cognates, such as <i>cominciare/to commence, arrivare/to arrive, geografia/geography</i>, and use them to predict meaning • develop awareness of Italian–English ‘false friends’ and reflect on how they assist or inhibit meaning, as in <i>parenti, gentile, simpatico</i> • consider what concepts in English will require an explanation, elaboration or illustration to be understood by an Italian audience, such as a backyard, BBQ, suburbs and distances when describing the local environment, lifestyle and events 	<p>Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • identify Italian–English cognates, such as <i>montagna/mountain, vulcano/volcano, costa/coast, mezzi di trasporto/means of transport, treno/train</i>, and use them to predict meaning • translate idiomatic expressions in both Italian and English, such as <i>Non vedo l'ora!/I can't wait!, Ne vale la pena/It is worth it, Ma dài!/Come on!</i> • recognise when literal translation is or is not possible, or more than one translation is possible, as in ‘to drive’, which can be translated as <i>andare in macchina</i> or <i>guidare</i>, depending on the context 	<p>Apply strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> • compare different translations of a text, including versions created by online translators, and discuss any issues that emerge • explore, expand and consolidate word usage using online applications relating to idioms, proverbs, sayings and set phrases • use print/digital dictionaries, selecting appropriate meaning from alternatives provided and comparing translations with peers, explaining cultural references and expressions, such as <i>sei fuori</i> (literally ‘you are outside’; ‘out of your mind’) or <i>su di giri</i> (literally ‘revved up’; ‘excitable, elated’) and any aspects ‘lost in translation’

Sub-strand: Creating text in Italian

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create and present simple individual or shared texts, such as messages or scripts for presentations, by adapting familiar texts and/or using modelled structures and language • produce texts describing real people or imaginary characters, such as cartoons, big/picture books, digital stories/books, plays for different learners • design a pop-up picture book about self, based on coursework topics, such as <i>mi presento; la mia famiglia; i miei passatempo</i> 	<p>Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • produce and present texts describing their own daily life, school routines and leisure time, including cartoons, posters, emails, digital stories/books and plays • perform their own texts about daily life, such as a video about their daily routine including details like <i>Mi sveglio alle sette e faccio subito colazione.; Questa è la mia scuola. Il pomeriggio mi piace uscire con gli amici, guardare le serie alla TV/ su YouTube/ chattare/postare sui social</i> • describe aspects of their own lifestyles that may interest young learners of a similar age in Italian-speaking environments, as in <i>Mi piace fare sport e mi alleno tutti i giorni della settimana. Ho lezione di pianoforte il martedì e il venerdì, ma preferisco giocare ai videogiochi.</i> • highlight aspects of Italian culture, such as <i>aula magna, bidello/a, mensa, andare a scuola in motorino</i>, by creating digital texts including annotated maps or building plans 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a print/digital poster in Italian to promote travel to a significant cultural location/landmark in Italy using rehearsed persuasive language and imagery, such as <i>Se vi piace sciare, dovete assolutamente visitare le Dolomiti. Sono le montagne più spettacolari in Italia, e offrono attività e attrazioni uniche in tutte le stagioni!</i> • create a video or a written text to describe a place or tradition in Italy using descriptive language, such as <i>La Sicilia è un'isola importante per la storia e la cultura italiana: ci sono templi greci, teatri antichi e molte città d'arte.</i> • develop a role-play script for a TV cooking segment using appropriate introductions, such as <i>Benvenuti al nostro programma di cucina! Oggi prepariamo la pasta alla norma</i>, step-by-step instructions, and engaging expressions like <i>Buon appetito!</i> • share researched information about a chosen Italian region's traditions including <i>il Palio di Siena, Carnevale a Venezia</i> etc., and compare them with Australian customs, as in – <i>Ho scoperto che in Sardegna ci sono feste tradizionali con costumi tipici. – Davvero? Anche noi abbiamo eventi culturali, come NAIDOC Week. – Sarebbe bello partecipare a entrambi!</i> 	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • write an imaginative text, like a travel journal entry set in the future and describe the first week of work experience in an Italian city using appropriate language, register and tone, such as <i>È il mio primo giorno a Milano! L'ufficio è moderno e i colleghi sono gentili. Durante la pausa pranzo andiamo al bar sotto l'ufficio.</i> • identify the pros and cons for continuing to study Italian in the senior years of school or for going on an exchange trip, and use the information to discuss with other students or present to the class • participate in reflective activities and evaluations of classroom experiences, using language and expressions, such as <i>Perché/come mai ...? È giusto? Secondo te ...? Forse ... Dal mio punto di vista ... A mio avviso ...</i> • write a formal email to a student exchange coordinator in Italy, inquiring about study opportunities and homestay arrangements using appropriate language and textual conventions, such as <i>Mi chiamo Luca Rossi e vorrei partecipare a uno scambio culturale ...</i> • create a persuasive text, which could include a blog post or announcement aimed at peers, encouraging them to consider working or studying in Italy, using persuasive language, rhetorical questions, and positive tone to engage and influence the intended audience, such as <i>Studiare in Italia è un'esperienza unica! Imparerai la lingua, scoprirai una nuova cultura ...</i>

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken Italian</p> <p>For example:</p> <ul style="list-style-type: none"> use appropriate rising intonation in questions, such as <i>Ti piace la musica?</i> rehearse and perform simple dialogues, such as – <i>Come ti chiami? – Mi chiamo Andrea. – Ti piace fare sport? – No, non mi piace lo sport, preferisco leggere</i> with attention to pitch and rhythm to support meaning and fluency examine differences in pronunciation of consonant and vowel combinations, double consonants, stress and accents, and apply to their own work 	<p>Apply familiar linguistic features of spoken Italian to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> check pronunciation of words using sound files and text-to-speech software make connections between spoken and written forms, and understand the effect of grave and acute accent marks on pronunciation and meaning, as in <i>papa/papà; città, perché, cioè</i> continue to build awareness of the features of the Italian sound system, such as consonant and vowel combinations as in, <i>diciotto, scuola, uscire, giochi, piazza</i> use correct stress and rhythm in common verbs and expressions, such as <i>Andiamo! Or Andiamo?</i> experiment with appropriate intonation and stress to express enthusiasm or hesitation when discussing weekend plans, as in – <i>Ti va di andare al cinema? – No, mi dispiace un sacco ma ho un impegno.</i> 	<p>Apply linguistic features of spoken Italian to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and correctly pronounce double consonants, digraphs and trigraphs, such as <i>bruschetta</i> and <i>paese</i>, in familiar and some unfamiliar words begin to use pause fillers to assist the flow of conversation when appropriate, such as <i>Insomma; Allora; Dunque; Vediamo</i> use varied intonation and stress patterns to emphasise opinions and preferences when discussing Italian food and traditions, such as <i>Adoro la cucina siciliana!</i> use accurate pronunciation and stress when using region-related vocabulary and culturally specific expressions, such as <i>parmigiana, aperitivo, il lago Maggiore</i> etc. 	<p>Apply a range of linguistic features of spoken Italian to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> recognise the difference between anglicised and Italian pronunciation in words, such as <i>spaghetti, pistacchio, sport</i>, etc. recognise and correctly pronounce double consonants, digraphs and trigraphs in unfamiliar words continue to experiment with differences in tone and rhythm between statements, questions, exclamations, requests and commands use natural rhythm and strategic pausing to structure spoken presentations or interviews about study or work plans abroad, as in <i>Dopo la maturità ... vorrei studiare all'estero ... poi ... chissà ...</i> demonstrate control over pronunciation of complex vocabulary related to study and work contexts, such as <i>tirocinio, borsa di studio, organizzazione internazionale</i> etc.
<p>Begin to use linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use some regular verbs and irregular conjugations of high-frequency verbs, such as <i>essere</i> and <i>avere</i>, in the present tense (<i>io/tu/lui-lei</i>) notice gender and using familiar singular and plural nouns in the regular forms notice how grammatical gender and number shape different parts of the discourse, such as nouns, articles, adjectives and verbs identify the function of subject pronouns and how they determine verb conjugations, as in <i>Io parlo, tu parli, lui/lei parla</i> apply correct word order, subject–verb agreement, and simple sentence structure, when creating short texts about self and others, such as <i>Mi chiamo Alessia. Ho dodici anni. Abito</i> 	<p>Use linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> select appropriate definite article and correct ending of adjectives when making the grammatical agreement with a noun increase control of regular <i>–are, –ere</i> and <i>–ire</i> verbs, and some high-frequency irregular verbs in the present tense, such as <i>andare, fare</i>, etc. use appropriate verb conjugations and time expressions when responding to a written prompt, such as <i>Vado a scuola alle otto. Tutti i giovedì studio matematica, scienze e Italiano.</i> use negative constructions and adverbs to qualify different parts of discourse use adverbs of frequency to describe daily and weekly routine 	<p>Select and use a range of linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use modal verbs to express ability, possibility and likelihood, including the basic impersonal form <i>si può</i> acquire vocabulary to create and respond to texts or to describe Italian places, food and traditions. It may use the past tense, as in <i>Andrea ha visitato la Cappella Sistina.</i> use simple or articulated prepositions to indicate destinations and directions, such as <i>in Italia, a Roma, al parco</i> use comparative and superlative adjectives (regular), as in <i>Il Monte Bianco è la vetta più alta in Italia.; Sono più famose le lasagne o gli gnocchi?</i> select relative topic-specific vocabulary, such as <i>la dieta mediterranea, le sagre locali, le città d'arte, and il mercatino</i>, when producing short informative texts 	<p>Select and use an extended range of linguistic features of Italian to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> form and use the future tense to outline plans construct conditional sentences to express wishes and hypothetical scenarios, such as <i>vorrei, mi piacerebbe</i> etc. use conditional mood/<i>il condizionale</i> to express uncertainty, wishes, and polite requests when composing formal letters or emails applying for study programs or jobs use complex and compound sentences, and connect ideas with conjunctions and a broad range of discourse markers, such as <i>di conseguenza, perciò, inoltre, d'altra parte</i> to organise and link ideas clearly in a range of texts

Year 7	Year 8	Year 9	Year 10
<p><i>a Perth con la mia famiglia e il mio cane.; Lui si chiama Federico e ha tredici anni.</i></p>		<p>about daily routines or food customs in Italian regions</p>	<ul style="list-style-type: none"> • make descriptions more precise by using comparatives and superlatives (regular and irregular), as in <i>studiare una lingua straniera è una bellissima esperienza.</i>
<p>Begin to notice and discuss similarities and differences between Italian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • use relevant metalanguage to identify some part of the discourse, such as verbs, nouns, articles, adjectives and subject pronouns • recognise how Italian verbs change endings for person and number in present tense, as in <i>io sono, tu sei</i> and compare with English verb forms • identify how Italian expresses possession using <i>di</i>, as in <i>la casa di Marco</i>, and compare this structure with English possessive forms like Marco's house 	<p>Notice and discuss similarities and differences between Italian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • notice how word order works differently in English and Italian and use this awareness when decoding and producing texts • discuss differences in punctuation and capitalisation, such as the use of lowercase letters for months and days in Italian compared to uppercase in English, as in <i>sabato/Saturday, gennaio/January</i> • use relevant metalanguage to explain how some parts of the discourse, such as verbs, nouns, articles, adjectives and subject pronouns, work differently in Italian and English • describe how Italian adjectives are variable and change their endings to agree with the gender and number of nouns, as <i>una serata divertente, tanti eventi interessanti</i>, and compare this with English adjectives that are invariable 	<p>Discuss similarities and differences between Italian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise basic metalanguage in Italian • use relevant metalanguage to identify verbs, nouns, articles, adjectives, pronouns, conjunctions and prepositions, and to compare grammatical features in Italian and English • analyse how Italian and English use different structures to express preferences, such as <i>Mi piace la pizza</i> vs I like pizza, focusing on the verb <i>piacere</i> and indirect object pronouns • observe how the <i>passato prossimo</i> and <i>imperfetto</i> past tenses in Italian differ from English past tense forms, as in <i>io ho visitato</i>/I visited • investigate how Italian uses the impersonal form <i>si</i> + verb to generalise lifestyle habits, and compare this with English, as <i>In Italia si cena tardi</i>/People eat late in Italy or Dinner is eaten late 	<p>Reflect on and discuss the use of linguistic features in Italian texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise and use basic metalanguage in Italian • notice changes in style, lexicon and grammatical structures and observe how the same facts may be communicated differently in different contexts and for different purposes • continue to develop relevant metalanguage for discussing grammatical structures, such as simple and compound sentences, relative clauses, relative pronouns and demonstrative adjectives • contrast how future time is expressed differently in Italian and English • evaluate how register and formality affect communication in professional contexts, comparing the use of formal conventions in letters or emails in both languages, as in <i>Le scrivo per candidarmi, Cordiali saluti</i>

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • compare classroom routines in Australia and Italy, such as standing when the teacher enters, or how students address teachers, such as <i>professore/professoressa</i> vs Mr/Ms, and discuss how these practices reflect cultural values like formality and authority • notice cultural expectations in language use based on age, social status, and purpose of interaction, including appropriate greetings, such as polite vs familiar forms, <i>Ciao/Buongiorno; Scusa/Scusi; Come stai?/Come sta?</i> 	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • compare daily and school routines in Australia and Italy, and how the culture shapes the language • compare how Italian and Australian teens express themselves socially in messages or posts, such as use of emojis, abbreviations like <i>TVB – ti voglio bene</i> • recognise the concept of extended family and how <i>nonni</i> often live nearby or in the same household, care for grandchildren, and pass down traditions, values, and regional dialects 	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • examine the link between language and cultural values and practices evident in Italy, such as the extensive use of the polite/formal form to show respect • explore how Italian food varies across regions, such as <i>arancini</i> in Sicily, <i>polenta</i> in the north, <i>pizza napoletana</i> in Naples, and what this difference reveals about geography and history • reflect on how lifestyle in Italy differs according to region and geographical features 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> • reflect on how their identity, values and beliefs may have changed as a result of their experiences of using and learning Italian • reflect on how Italian and Australian cultural attitudes toward education and work shape individual goals and career decisions • consider how travelling or living in Italy might challenge assumptions and influence identity, such as adapting to different cultural norms

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