



DRAFT

ITALIAN: SECOND LANGUAGE

Teaching and Learning Exemplar
Year 3



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

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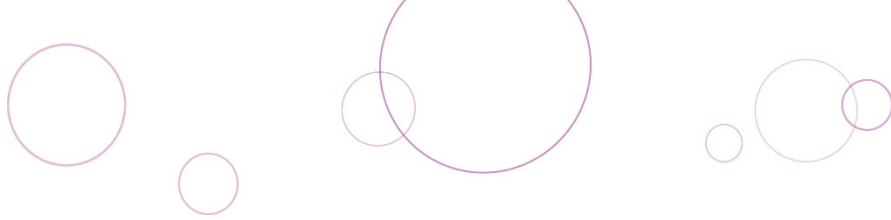
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Background

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

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

This Italian: Second Language exemplar for Year 3, articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning for each of the four terms, with a time allocation of two hours per week. The planning includes suggested assessment points.

Teaching

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

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

Assessing

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



Reflecting

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

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

Catering for diversity

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

At any point, teachers can adjust the:

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



The general capabilities and cross-curriculum priorities

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

The general capabilities and cross-curriculum priorities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century.

Teachers may find opportunities to incorporate the capabilities and priorities into their teaching and learning programs. The full description and exemplification of the general capabilities can be found on the Authority website: <https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum>.

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

Languages | Italian: Second Language

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

Diagram 1 – How to read the teaching and learning exemplar

Western Australian curriculum content 1	Teaching and learning intentions 2	Learning experiences 3
<p>Term 1, Week 1</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai?; Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>Conosciamoci</p> <p>Students share personal information with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use appropriate language to greet peers and teachers • ask another person their name • state their own name • introduce another student to the class • participate in language games to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show the audiovisual clip, Visit Italy in 1 Minute, from the Wego Arabia YouTube page, https://www.youtube.com/watch?v=VwJCHnk7C-Q. • Greet students and introduce yourself <ul style="list-style-type: none"> ▪ <i>Ciao! Mi chiamo Signora/Signor _____.</i> ▪ Ask students, <i>E tu, come ti chiami?</i> ▪ Students respond with <i>Mi chiamo _____.</i> • Instruct students: <i>In piedi!</i> Ask students to greet and ask five students their name. Encourage them to ask students they do not know well. If required, write the interaction on the board. <i>Come ti chiami? Mi chiamo ...</i> • Ask students to form a circle: <i>In cerchio!</i> Each student introduces the person to the right of them. For example, <i>Si chiama Maria.</i> • Play for students the song, <i>Come ti chiami?</i>, without the lyrics, found at the Stephane Husar – Topic YouTube page https://www.youtube.com/watch?v=G76v7eMbXjA. Ask students what words they recognise and what the song is about. Replay the song, showing students the lyrics, found at the Virtualapolis YouTube page, https://www.youtube.com/watch?v=8yb9ARTc1gU.

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



Prior knowledge

This exemplar is based on the knowledge, understandings and skills students have learned during two hours per week of Italian: Second Language studies from Year 2. 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' interests and abilities
- resources suitable to the focus.

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

Note: links to electronic resources

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



Ways of assessing

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

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

In addition to the suggested assessment points, Appendix B, Appendix C and Appendix D 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, Appendix C and Appendix D.

Further assessment strategies can be found on the Authority website:

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



Year level description

Year 3 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Italian, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the Italian language, experimenting with pronunciation and noticing the difference in intonation between statements, exclamations and commands. They recognise some of the rules of spelling and punctuation and begin to write high-frequency words and expressions in familiar contexts. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate Italian for a range of purposeful interactions such as using possessive adjectives with *io*, *tu*, *lui* and *lei* to express ownership. They begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.

Students are encouraged to describe their Italian learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Italian as much as possible for classroom routines, social interactions and for learning tasks.



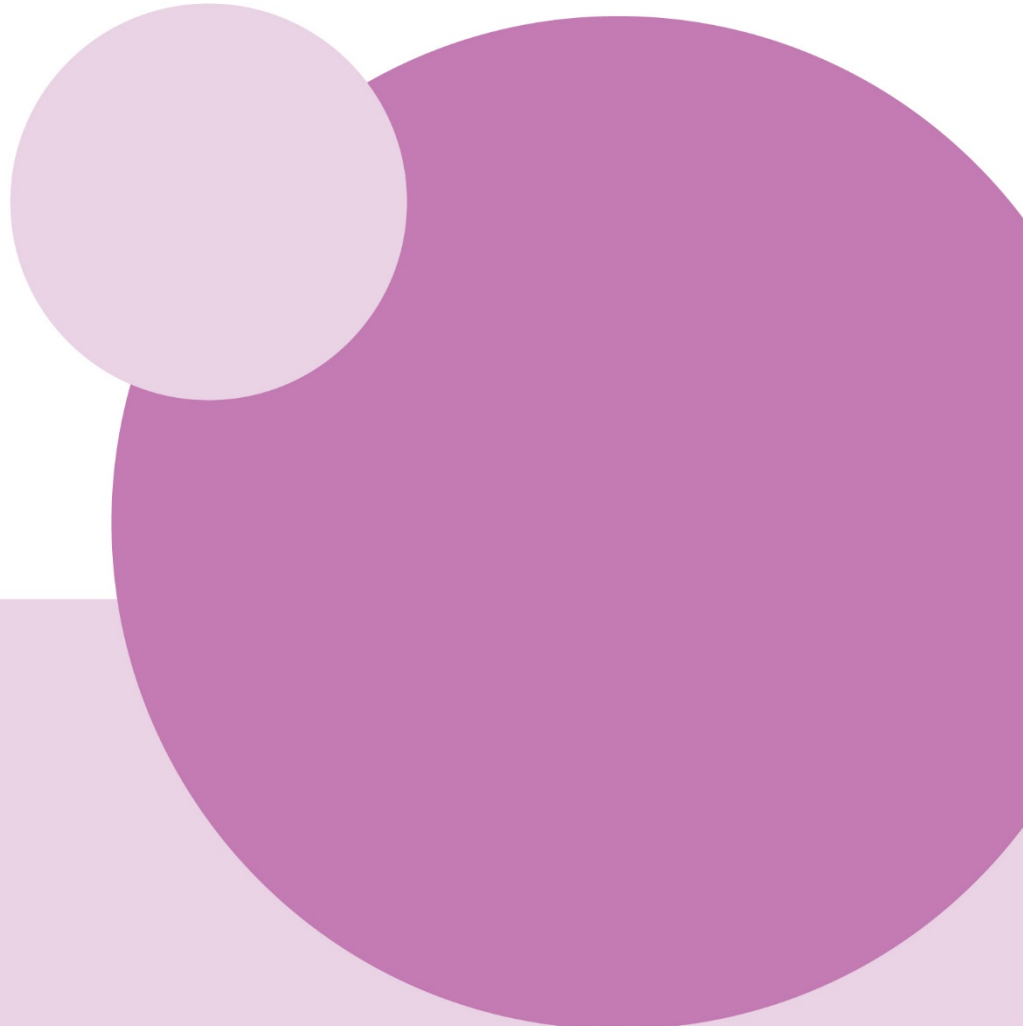
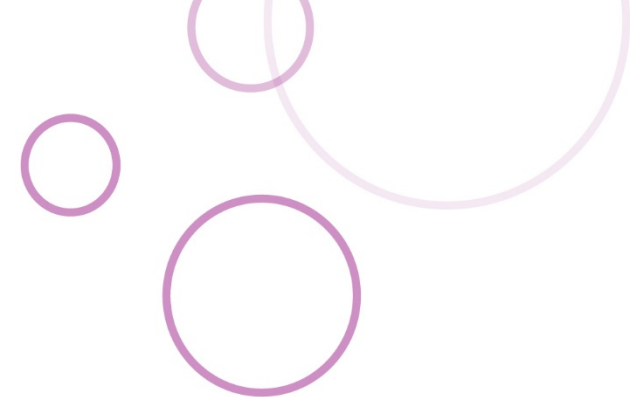
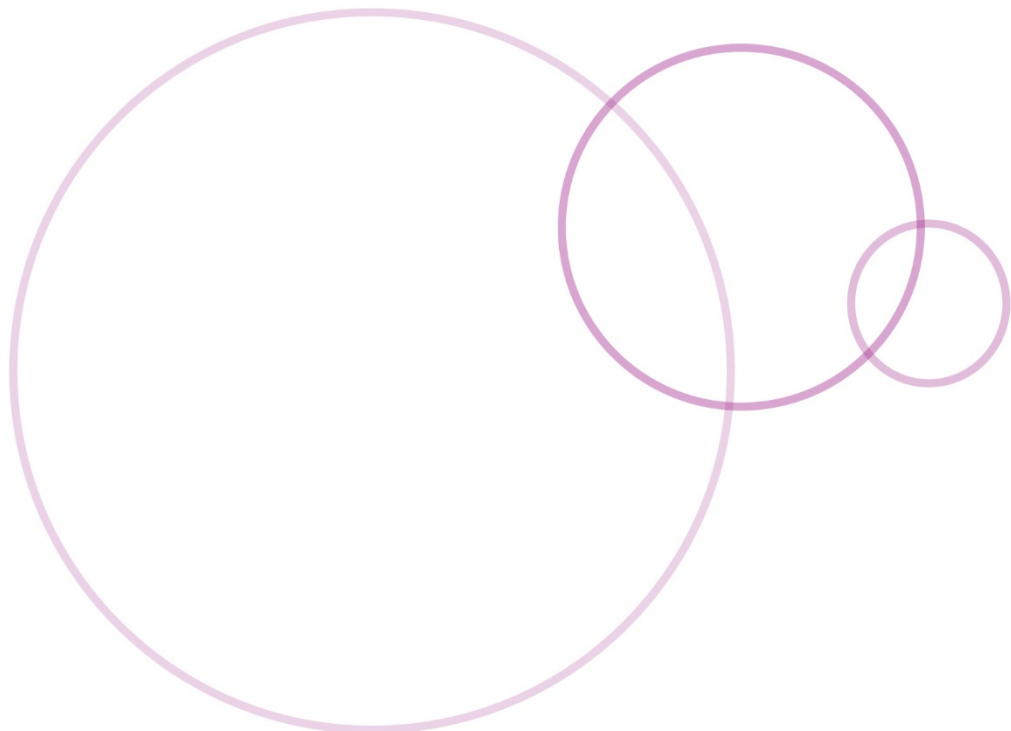
Year 3 Achievement Standard

At standard, students interact and socialise in Italian using simple descriptive or expressive modelled language and gestures to ask questions, make statements and exchange information about friends and family members, such as *Ho due sorelle e un fratello*, and *Il mio amico Pietro è molto bravo!* They locate some specific points of information in short texts and convey factual information using simple statements, short descriptions and modelled texts. Students make simple statements, mostly in English, about characters or themes in imaginative texts and create and perform short imaginative texts using familiar words, expressions and modelled language. Students translate high-frequency words and most expressions in simple texts, sometimes identifying which ones are difficult to translate. They talk about some similarities or differences between Italian and their own language and culture.

Students recognise and reproduce the sounds and intonation patterns of spoken Italian, varying intonation between statements, exclamations and commands such as *Mia sorella si chiama Anita* and *Guardate a me!*, with a satisfactory level of accuracy. They write familiar vocabulary and expressions with a satisfactory level of accuracy and use some first elements of grammar to convey simple information and write simple texts and descriptions with a satisfactory level of accuracy. Students follow patterns to form singular and plurals of regular nouns and show some awareness of nouns that do not follow the patterns. They experiment with definite and indefinite articles and the agreement of adjectives and possessive adjectives, such as *Il mio amico è bravo*. Students describe their Italian learning experiences using terms such as verb, adjective and gender to talk about language. Students identify some of the language features and conventions of simple texts and show how the Italian language may need to be adjusted to suit different situations and relationships. They identify some ways language use can change over time, how Italian has influenced other languages and how Australian and Italian culture may be different.

Overview

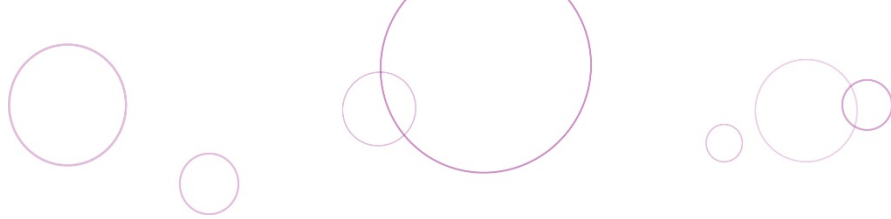
Italian: Second Language			
Term 1	Term 2	Term 3	Term 4
Weeks 1–4 <i>Conosciamoci</i> Let's get to know each other	Weeks 1–2 <i>I miei amici</i> My friends	Weeks 1–2 <i>Gli animali domestici</i> Pets	Weeks 1–4 <i>Che tempo fa?</i> What is the weather like?
Weeks 5–6 <i>A Venezia</i> In Venice	Weeks 3–8 <i>La mia famiglia</i> My family	Weeks 3–4 <i>Come sono?</i> What do they look like?	Weeks 5–6 <i>Come stai?</i> How are you?
Weeks 7–8 <i>In classe</i> In class		Weeks 5–6 <i>Chi sono Gli Incredibili?</i> Who are The Incredibles?	Weeks 7–8 <i>Come festeggiamo</i> How we celebrate
		Weeks 7–8 <i>Cosa ti piace fare?</i> What do you like to do?	



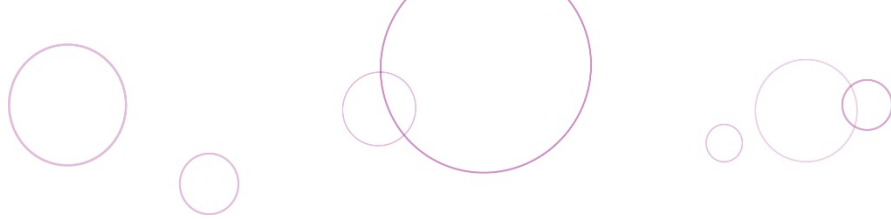
TERM 1

Weeks 1–8

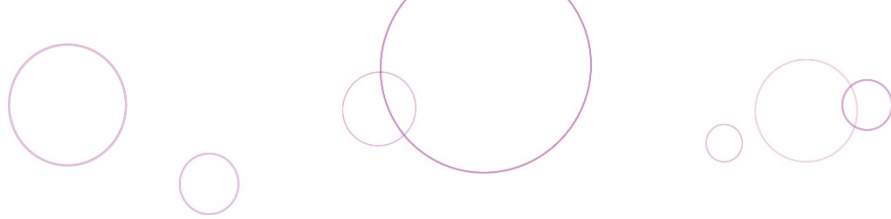
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 1</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai?; Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>Conosciamoci</p> <p>Students share personal information with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use appropriate language to greet peers and teachers • ask another person their name • state their own name • introduce another student to the class • participate in language games to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show the audiovisual clip: <ul style="list-style-type: none"> ▪ Visit Italy in 1 Minute – Wego Arabia (YouTube) https://www.youtube.com/watch?v=VwJCHnk7C-Q. • Greet students and introduce yourself <ul style="list-style-type: none"> ▪ <i>Ciao! Mi chiamo Signora/Signor _____.</i> ▪ Ask students, <i>E tu, come ti chiami?</i> ▪ Students respond with <i>Mi chiamo _____.</i> • Instruct students: <i>In piedi!</i> Ask students to greet and ask five students their name. Encourage them to ask students they do not know well. If required, write the interaction on the board. <i>Come ti chiami? Mi chiamo ...</i> • Ask students to form a circle: <i>In cerchio!</i> Each student introduces the person to the right of them; for example, <i>Si chiama Maria.</i> • Play for students the song, <i>Come ti chiami?</i>, without the lyrics: <ul style="list-style-type: none"> ▪ Come ti chiami – Stephane Husar - Topic (YouTube) https://www.youtube.com/watch?v=G76v7eMbXjA. <p>Ask students what words they recognise and what the song is about. Replay the song, showing students the lyrics:</p> <ul style="list-style-type: none"> ▪ Come ti chiami (canzone in Italiano). What's your name (Italian Song) – Virtualapolis (YouTube) https://www.youtube.com/watch?v=8yb9ARTc1gU. <p>Ask the students to focus on:</p> <ul style="list-style-type: none"> ▪ gender patterns of names; for example, <i>Paolo/Paola</i>



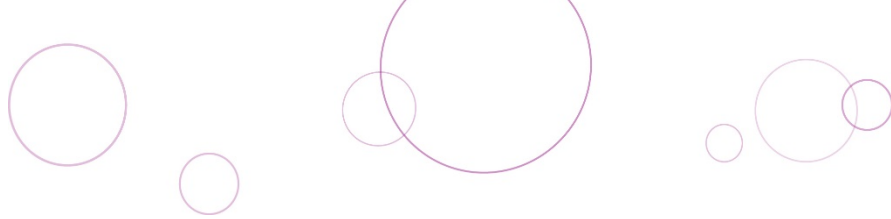
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian.</p> <p>Understanding</p> <p>Systems of language Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> identifying gender, singular and plural nouns in the regular form observing gender in patterns of naming; for example, <i>Paolo/Paola</i>, but that <i>Luca, Andrea</i> and <i>Simone</i> are all male names in Italian <p>Language variation and change Understand the different ways of using Italian language reflect different relationships and different ways of making meaning; for example, <i>Permesso?–Avanti!</i>; <i>Grazie–Prego</i>;</p>		<ul style="list-style-type: none"> different greetings. Discuss and investigate students’ names that have an Italian equivalent; for example, <i>Peter/Pietro</i>, <i>John/Giovanni</i>, <i>Lucy/Lucia</i>, <i>Frances/Francesca</i>. Access websites, such as: <ul style="list-style-type: none"> The Coniglio Family http://www.conigliofamily.com/SicilianAndItalianGivenNames.htm Behind the Name https://www.behindthename.com/names/usage/italian. Show students the audiovisual clip: <ul style="list-style-type: none"> ‘Italian Course - How to say hello in Italian’ – My Italian Lessons “Parlando Italiano” (YouTube) https://www.youtube.com/watch?v=IR64gDmDs6k and explain the vocabulary used for greetings in Italian. In groups, ask students to brainstorm all the vocabulary they know to greet people, such as: <ul style="list-style-type: none"> <i>ciao</i> <i>buongiorno</i> <i>buon pomeriggio</i> <i>salve</i> <i>buonanotte</i> <i>buonasera</i> <i>arrivederci</i> <i>a presto</i>.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><i>Per favore/Per piacere; Buon appetito!; A domani!</i></p>		<ul style="list-style-type: none"> • As a class, determine the most appropriate time to use these terms, considering the time of the day, arrival/departure and the audience. • Show students: <ul style="list-style-type: none"> ▪ <i>La Famiglia delle dita</i> (song about feelings and family) – <i>Kids Tv Italiano - canzoni per bambini</i> (YouTube) https://www.youtube.com/watch?v=6KS8N21zxB4. • Ask students the question, <i>Come stai?</i> Students recall the possible responses to the question; for example, <ul style="list-style-type: none"> ▪ <i>benissimo</i> ▪ <i>bene</i> ▪ <i>così così</i> ▪ <i>non c'è male</i> ▪ <i>male</i> ▪ <i>molto male</i>. • Use Flash cards to review basic feelings to practise responding to the question, <i>Come stai?</i> Students work in small groups or pairs to practise asking and responding to the question. • Remind students that the Italian language reflects different relationships and they need to use the <i>Lei</i> form when conversing in a more formal manner; for example, <i>Buongiorno, come sta?</i> Discuss with students how introductions and greetings are similar to or different from those used in English.

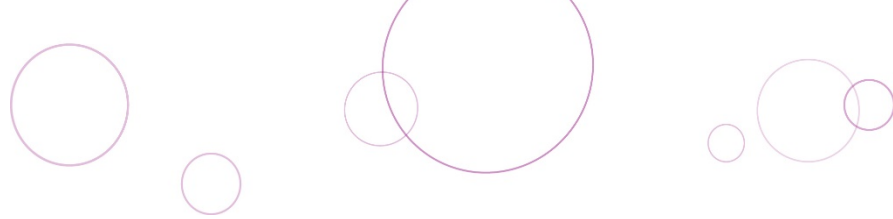


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 2</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come stai?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>Conosciamoci</p> <p>Students share personal information with others and explore their language background.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use appropriate language to greet peers and teachers in Italian • provide reasons for studying a language • respond to a greeting with how they feel • learn to count in Italian from 1–50 • use cardinal numbers for ages • participate in language practice activities and/or games to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Greet students and ask individual students how they are. Discuss with the students the appropriate way to answer, both formally and informally; for example, <i>Bene, grazie</i>, and return the gesture; for example, <i>E tu?, E Lei?</i> • Ask students to reflect, without discussion, on the question ‘Where would you hear people speak Italian?’ Ask students to volunteer answers and write on whiteboard; for example, places, such as Italy or Fremantle, or with friends, family or neighbours. • Inform students that Italian is one of many community languages spoken in Australia. Ask students to identify other community languages spoken in Australia. Discuss Aboriginal languages as an example. • Ask students how many people in the world they think speak Italian (60 000 000); compared to how many people in Australia speak it (272 000). Use <i>più/meno</i> to get students to an approximate number; for example, Student 1: 30 million. Teacher: <i>Più</i>. Student 2: 80 million. Teacher: <i>Meno</i>. Student 3: 50 million. Teacher: <i>Più</i>.



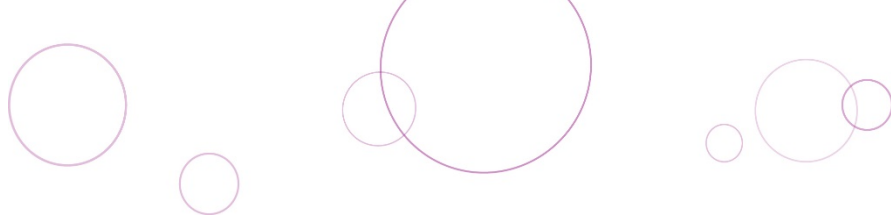
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of Language Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>Mamma, Papà</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes including:</p> <ul style="list-style-type: none"> using adjectives to describe characteristics or qualities of a person or object such as, nationality shape and colour noticing that 		<p>Student 4: 60 million. Teacher: <i>Sì./Perfetto./Esatto.</i></p> <ul style="list-style-type: none"> Briefly explain your language background and why you speak Italian. Ask students to consider the benefits of learning another language. Show and discuss the audiovisual clip: <ul style="list-style-type: none"> Importance of learning a second language Goldfish v. Kitty – Latinlord92 (YouTube) https://www.youtube.com/watch?v=mzEjzL6_gyE. Enquire into the students’ language background – <i>Alzate la mano</i> if you or your parents/grandparents speak another language at home. Model ‘hands up’ when saying <i>Alzate la mano</i>. Ask students to share the different words they would use to greet people in their home language and write the greetings on the board. Ask students if there are any similarities and/or differences; for example, <i>Nǐ hǎo</i> and <i>Ciao</i> have similar sounds and letters at the end of the word. Introduce students to the term, <i>Parlo ...</i> Assist students to learn the words for the other languages they can speak; for example, <i>inglese, cinese, francese</i>. Provide students with a handout or ask them to use their <i>quaderno</i> to draw a picture of themselves and draw speech bubbles to show them using the phrase, <i>Parlo ...</i> for each

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>they change with gender; for example, <i>Mia Nonna è carina; Il mio amico è indonesiano</i></p>		<p>language they can speak. This could also be done using an application, such as PicCollage.</p> <ul style="list-style-type: none"> • Show the students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Counting Numbers and Exercise from 1 to 100 in Italian, – Mr Oopy – Educational Videos and Music for Kids</i> (YouTube) https://www.youtube.com/watch?v=42HEN95xY3o. Students join in with the movements and repeat the numbers. Note: the audiovisual clip enables counting from zero to 100. Teachers can choose to stop the audiovisual clip after viewing the number 50, or earlier, depending on the learning needs of their students. • Discuss with students patterns in Italian numbers; for example, between the decades. Ask students if there are any rules they need to remember when using numbers, such as those ending with <i>uno</i> or <i>otto</i>. Discuss the rules; for example, omit the last letter when counting in the ‘tens’ (<i>ventuno</i>). Draw attention to the accent on the letter ‘e’ for <i>trè</i> when counting from 20 onwards; for example, <i>ventitrè</i>. • Ask students to form two circles to participate in an Inside-Outside Circles activity: <ul style="list-style-type: none"> ▪ Inside-Outside Circles – <i>The Teacher Toolkit</i> http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles.

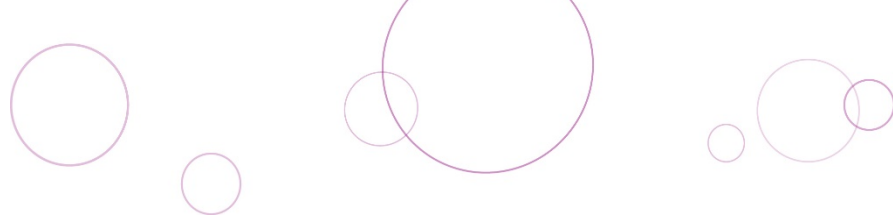


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>Start with a greeting and then practise questions, such as <i>Come ti chiami? Quanti anni hai? Come stai?</i></p> <ul style="list-style-type: none">• Students participate in games; for example, <i>Tombola</i>, Buzz and the Count-off Numer game to consolidate their learning of numbers. In the Count-off Numer game students stand behind their desks. Nominate one student to start the count-off at zero. Students continue counting off numbers to 50 in Italian. A student sits down when they do not know the next number (this student can get back into the game when it is their turn again and they are able to give the correct number in the sequence). If a student does not know the number or gets it wrong, they sit down and the next person gives that number. If three students in a row do not know the number, the game starts again from zero.

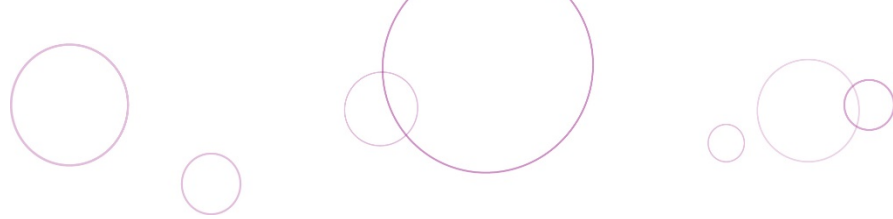
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 3</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>Conosciamoci</p> <p>Students exchange personal information, including their nationality.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> locate a range of information, including nationality, in a range of spoken and written texts exchange personal information regarding their own nationality and the nationality of others begin to describe how adjectives agree in Italian participate in language practice activities to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Show students the audiovisual clip: <ul style="list-style-type: none"> Countries and nationalities – Top English (YouTube) https://www.youtube.com/watch?v=NJVV1LDt2hE. Ask students to consider the word ‘nationality’ and what it means to them. Explain that a person’s nationality usually refers to the country where they were born; however, people can change their nationality if they go to live in another country. Ask students if they know: <ul style="list-style-type: none"> the word we use in English for the nationality of someone who was born in Australia anyone who wasn’t born in Australia and if they know the country these people came from and their nationality. Show students the audiovisual clip: <ul style="list-style-type: none"> Learn Italian - Lesson on adjectives of nationality – Italian Language Hub (YouTube) https://www.youtube.com/watch?v=sEMGtbQkBrU. Introduce four countries and the related nationalities ending with: <ul style="list-style-type: none"> an ‘o’, e.g. Australia – <i>australiano</i>, Italia – <i>italiano</i>, America – <i>americano</i>, India – <i>indiano</i>. Remind the students that nationalities are adjectives, just like colours, and the ending of these will change depending



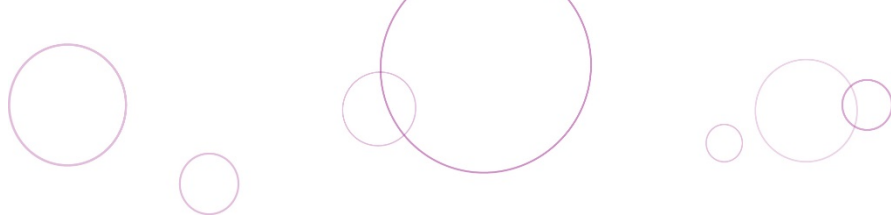
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of language Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>Mamma, Papà</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken</p>		<p>on who you are talking about. Use images of famous males and females to demonstrate; for example, <i>Taylor Swift è americana. Daniel Ricciardo è australiano.</i></p> <ul style="list-style-type: none"> ▪ 'ese', e.g. <i>Irlanda – irlandese, Francia – francese, Nuova Zelanda – neozelandese, Cina – cinese.</i> Ask students if they think these nationalities will change depending on who you are talking about. • Discuss and practise rules of pronunciation; for example, <i>ci, ce, gn, gi, ge</i> sounds in nationalities and countries. • Discuss the singular forms for <i>essere</i> and ask the questions for: <ul style="list-style-type: none"> ▪ saying one's nationality, e.g. <i>Di dove sei?</i> or <i>Di che nazionalità sei?</i>; <i>Sono</i> + nationality ▪ asking about someone else's nationality, e.g. <i>Di dove è?</i> or <i>Di che nazionalità è Paola?</i>; <i>Paola è</i> + nationality. • Use a map to look at countries of birth and discuss nationalities. • Use the suggested <i>Slideshares</i> in Appendix A to introduce other nationalities and to gauge students' understanding of the written Italian by viewing the personal profiles provided; for example, <i>Ciao! Mi chiamo Pedro e abito a Madrid, in Spagna. Sono spagnolo.</i> Ask students if they can identify: <ul style="list-style-type: none"> ▪ the name of the person. – How do they know?



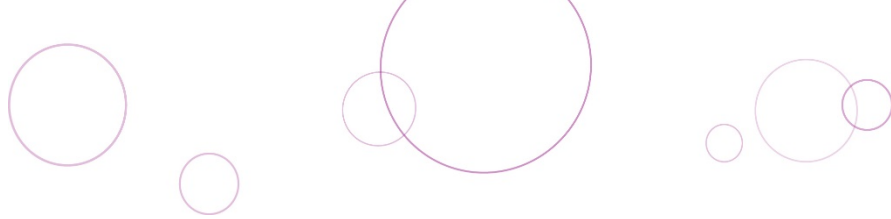
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>and written texts to generate language for a range of purposes including:</p> <ul style="list-style-type: none"> using adjectives to describe characteristics or qualities of a person or object such as, nationality shape and colour noticing that they change with gender; for example, <i>Mia Nonna è carina; Il mio amico è indonesiano</i> 		<ul style="list-style-type: none"> whether the name of a country or city was used in the description. – Which? How do they know? whether the person is a male or a female. – How do they know? Instruct students to write their own storyboard (comic) using a website, such as Storyboard That, https://www.storyboardthat.com/, or in their <i>quaderni</i>. Students use their own information (name and nationality) for one of the characters and choose another, real or fictitious, second character; for example: <i>Giada e Lucas sono a Roma per studiare.</i> <i>G: Buongiorno. Come ti chiami? Mi chiamo Giada. E tu?</i> <i>L: Mi chiamo Lucas. Piacere.</i> <i>G: Piacere. Di dove sei Lucas?</i> <i>L: Sono francese, di Parigi. Tu, di dove sei?</i> <i>G: Sono di Barcelona. Sono spagnola.</i> They will then present their storyboard to the class. Ask students to consider any differences between the Italian and English way of stating nationality; for example, lower case, feminine/masculine endings. Divide students into pairs or groups of three to play nationalities <i>Rubamazzo</i>. Before the lesson, prepare the cards (one set per group) provided on:



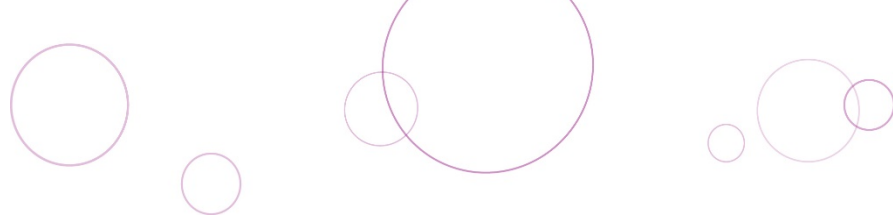
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li data-bbox="1384 379 2123 699">▪ <i>Rubamazzo</i>, Worksheet #5 Unit 14 – Languages Online https://www.education.vic.gov.au/languagesonline/italian/topic14/index.htm. Discuss the significance of the word <i>Rubamazzo</i>. Explain the instructions provided on the worksheet to the students and drill the language to be used. Model playing the game with a student. Encourage the students to shout <i>Rubamazzo!</i> when they use all their cards.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 4</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>Conosciamoci</p> <p>Students share personal information with others, including where they live and their birthday.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • name the months of the year • use dates to state their birthday • state where they live • make comparisons between English and Italian vocabulary • participate in language practice activities to reinforce language acquisition • use cardinal numbers for dates and ages. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Play <i>Tombola</i>, Buzz or the Count-off Number games with students to consolidate the learning of numbers. • Introduce <i>I Mesi dell'anno</i>. Explain to the students that capital letters are not used when writing the months in Italian, unlike when we write them in English. Show students an audiovisual clip of a song about the months, such as: <ul style="list-style-type: none"> ▪ <i>I mesi dell'anno italiano</i> – Virtualapolis (YouTube) https://www.youtube.com/watch?v=VN4Comqkvf4. • Use flash cards to drill the months in Italian. Divide the class into two teams. Distribute a set of flash cards to each team. Ask students to arrange the flash cards in the correct order of the months. Time the students to see which team gets the cards in the correct order first. Ask students to note any similarities between the English and Italian vocabulary for the names of the months. Revise how to structure a date in Italian; definite article (<i>il</i> or <i>l'</i>) + number + month; for example, <i>Il dodici marzo</i>. • Play a game of <i>Tombola</i> with the students using dates. (Appendix A) • Show students the following audiovisual clip: <ul style="list-style-type: none"> ▪ Easy Italian: Learn to Talk About Birthdays in Italian – Coffee Break Languages (YouTube) https://www.youtube.com/watch?v=f-

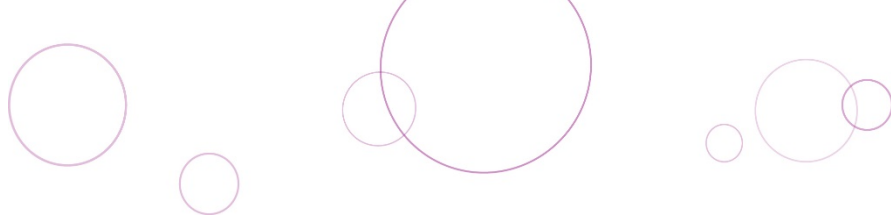


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds.</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Understanding</p> <p>Systems of language Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using cardinal numbers for dates and ages 		<p>ENrIrtoyo&list=RDCMUCozZrWPuoNRLI5ArOyJ57sQ&start_radio=1.</p> <ul style="list-style-type: none"> • Ask students to write a sentence stating their birthday and share it with the class by responding to the question <i>Quando è il tuo compleanno?</i> For example, <i>Il mio compleanno è il venti luglio.</i> Students can tally the birthdays in each month. (Appendix A) • Revise with students how to talk about where they live, <i>Abito a ...</i> or <i>Sono di ...</i> Ask students to form a circle: <i>In cerchio!</i> Each student introduces themselves and says where they live. They then ask the person to the left of them to say where they live; for example, <i>Dove abiti?</i> • Play a game to revise languages structures. With the class sitting in a circle, carefully throw a ball or bean bag for a student to catch. Ask them <i>Come ti chiami?</i> The student responds giving their name in Italian; for example, <i>Mi chiamo Kellie.</i> The student then throws the bean bag to the next person and either asks the same question or another question they have been learning; for example, <i>Quanti anni hai?</i> Remind students that they must respond using full sentences. (Formative assessment) • Instruct students to write a description of themselves using all learnt language structures. They should include their

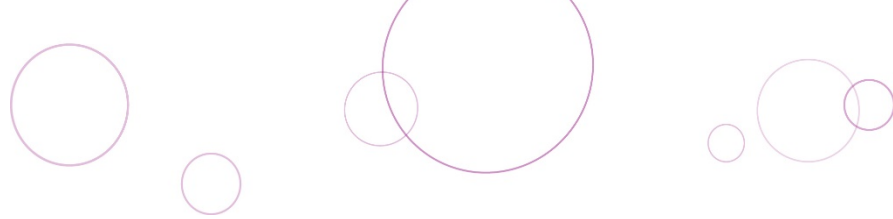


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>name, age, birthday, where they live, their nationality and language/s spoken; for example, <i>Mi chiamo Max. Ho otto anni. Il mio compleanno è il ventisei settembre. Abito a Perth. Sono australiano. Parlo inglese e tedesco.</i> This could be completed by using the template provided in Appendix A, in their <i>quaderno</i> or using an application such as Book Creator. Alternatively, this could be scaffolded by presenting it as a cloze exercise. (Formative assessment)</p>

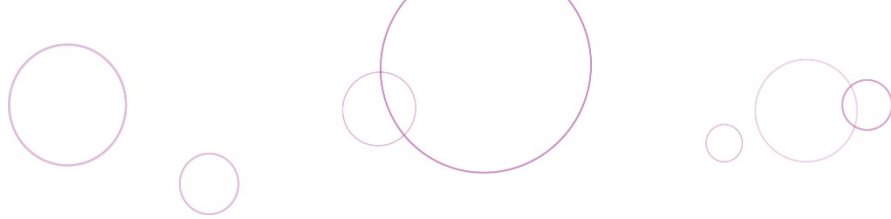
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 5</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>A Venezia</p> <p>Students compare aspects of Italy and Australia and explore the city of <i>Venezia</i> and the festival <i>Carnevale</i>.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • identify where Italy is located • make comparisons between Italy and Australia • use Street View, by Google Maps, to be virtually immersed in the city of <i>Venezia</i>. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Use an interactive whiteboard to show students a world map, such as: <ul style="list-style-type: none"> ▪ Geology.com https://geology.com/world/world-map.shtml. Ask students to identify Italy, Australia and any other countries that might be relevant to them or their families. • Show students images of Italy, such as beaches, mountains, food, shops, housing, traffic, Venice. Ask them to consider anything that is different from or the same as Australia. Use a poster-sized Venn diagram to record their findings. This can be added to during the year. • Read or share a story about Venezia, such as: <ul style="list-style-type: none"> ▪ <i>Gondola Ride in Venice</i> – Little Fox – Kids Songs and Stories (YouTube) https://www.youtube.com/watch?v=fKIPgvoYLQ8. • Ask the students what they know about Venezia. View images and videos and examine aerial views of the city. Alternatively, if time permits, students could use: <ul style="list-style-type: none"> ▪ Street View – Google Maps, https://www.google.com.au/maps/. To explore Venezia – a view of <i>Piazza San Marco</i> can be given via:



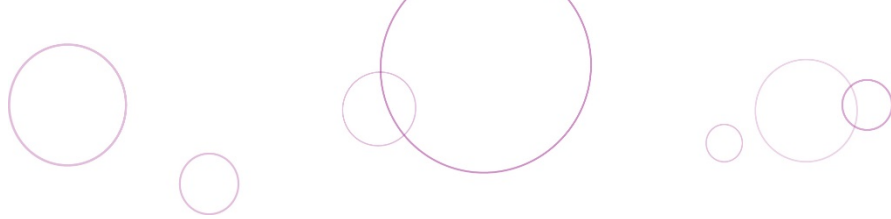
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Informing Locate specific points of information in a range of short spoken written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Role of Language and Culture Notice differences between Italian, Australian and other cultures' practices and how these are reflected in language</p>		<p>https://www.google.com/maps/@45.4334036,12.3399909,3a,75y,344.9h,99.18t/data=!3m6!1e1!3m4!1s0uYEdtDi80jUi4WwP3SqVw!2e0!7i13312!8i6656.</p> <ul style="list-style-type: none"> • Provide students with information, such as: <ul style="list-style-type: none"> ▪ <i>Venezia</i> is made up of many (118) islands ▪ the islands are separated by canals and linked by (400) footbridges ▪ <i>transport</i> includes <i>Vaporetti</i> or water taxis ▪ <i>gondolas</i> are flat-bottomed boats used by Venetians to get around (mainly used for transporting tourists now) ▪ <i>Ponte di Rialto</i> is a stone arch bridge over the Grand Canal. It is the oldest bridge in Venice, made of stone/marble ▪ <i>Acqua Alta</i> – <i>Venezia</i> has always had problems with the high water levels and many of the lower floors of the old buildings are under water. Flooding is not uncommon in <i>Venezia</i>, especially in the <i>Piazza San Marco</i>. • Explain to students that <i>Carnevale</i> is a big celebration in many Italian cities but especially in <i>Venezia</i>. Discuss <i>Carnevale</i> and the meaning behind it. Information may be found at: <ul style="list-style-type: none"> ▪ Culture Trip https://theculturetrip.com/europe/italy/articles/the-carnival-of-venice-and-its-traditional-masks/.



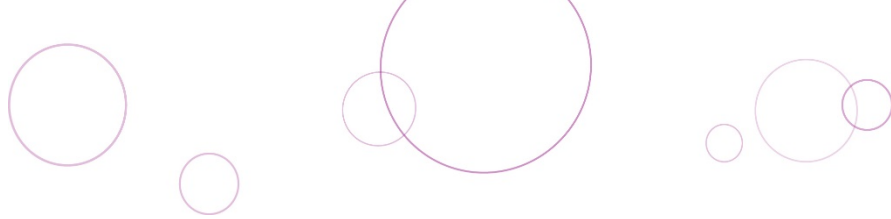
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		Show students images of a range of <i>maschere di Carnevale</i> and explain why they feature during <i>Carnevale</i> .



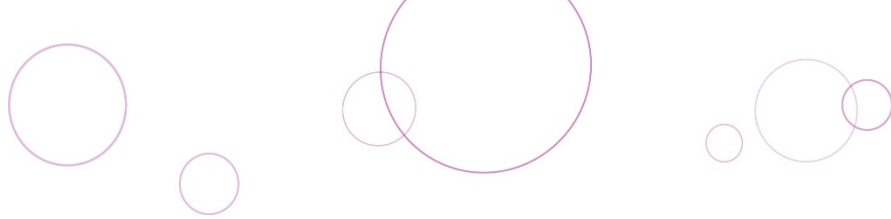
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 6</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Translating Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Understanding</p> <p>Role of language and culture Notice differences between Italian, Australian and other cultures' practices and how these are reflected in language</p>	<p>A Venezia</p> <p>Students compare aspects of Italy and Australia and explore the city of <i>Venezia</i> and the <i>Carnevale</i> festival.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> design and create a mask to represent <i>Carnevale</i> discuss similarities/differences between <i>Carnevale</i> and known celebrations. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Review with students their previous learning related to <i>Venezia</i>. Read to students a story, such as <i>Olivia Goes to Venice</i> by Ian Falconer. Provide students with some background information on the <i>maschere di Carnevale</i>, such as commonly and traditionally used materials, papier mâché, porcelain and leather. Provide students with a choice of mask templates to decorate. (Appendix A) Alternatively, if time permits, students design their own <i>maschere</i>. As a class, discuss celebrations students take part in that may have some similarities to and/or differences from <i>Carnevale</i>, such as birthday parties and Halloween.



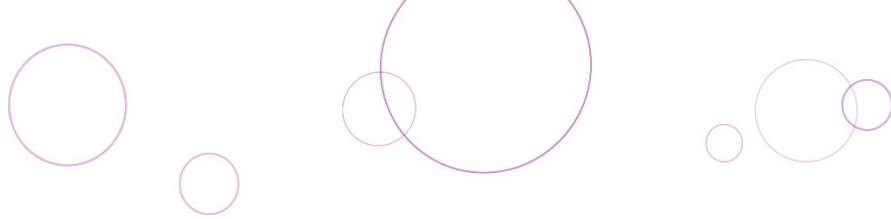
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 7</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Locate specific points of information in a range of short written, spoken, multimodal texts related to their personal worlds</p>	<p>In classe</p> <p>Students name everyday objects, such as the stationery used at school, they learn colours in Italian and to pronounce the letters in the Italian alphabet.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • identify stationery items • use definite and indefinite articles to specify a particular object • name the most common colours • use colours to describe objects • locate specific points of information in spoken texts • participate in language practice activities to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Play the following audiovisual clip about items found in a pencil case: <ul style="list-style-type: none"> ▪ <i>Il mio astuccio</i> – Alice Ragagnin (YouTube) https://www.youtube.com/watch?v=b994rgUWYMo&t=59s. Ask students to listen for vocabulary items they recognise, and names for items that are different from what they know. Students should also try to identify words for colours; for example, <i>una penna verde</i>. • Encourage students to participate in saying the Italian words for the pencil case items through a range of language practice activities, such as: <ul style="list-style-type: none"> ▪ hold up each item, say the Italian word, ask students to repeat; for example, <i>la penna, la matita, la gomma, il temperamatite, il pennarello, il pastello, il righello, la colla, le forbici</i> ▪ model a <i>Cosa c'è nell'astuccio?</i> activity where an item is hidden in a pencil case. Ask <i>Cosa c'è nell'astuccio?</i> The student answers with, <i>C'è la penna. C'è la colla</i>. Respond with either, <i>Sì, c'è la penna. or, No, non c'è la penna.</i> • Students play a memory game using the pencil case items. The students observe a number of pencil case items under a cloth; for example, <i>la penna, la matita, la colla, le forbici</i> and



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of language Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia</i> 		<p><i>la gomma</i>. One item is removed and the students must guess which item is missing when asked the question, <i>Cosa manca?</i> Students take turns guessing by using the vocabulary. The teacher should respond with phrases, such as <i>Sì, la penna manca</i> or <i>No, ecco la penna</i>. Allow students to play the game in groups with students taking turns to remove an item.</p> <ul style="list-style-type: none"> • Model and provide opportunity for students to practise classroom instructions and expressions they should understand and/or try to use in the classroom; for example, <i>Alzi/Alzate la mano!; In piedi!; Siediti!/Sedetevi!; Ripetete per favore.; Apri/Aprite il quaderno!; Chuidi!/Chuidete!; Avanti!; Insieme!; In cerchio!; Silenzio!; Attenzione!; Guardate!; Tocca a te/voi.; Qui/Non c'è.; Presente./Assente.; ho finito; Mi scusi Signora/Signor ____.; Per favore./Per piacere.; Non lo so.; Non capisco.; Grazie.; Prego.; Come si dice...in italiano?</i> • Introduce the game <i>Simone dice</i> to reinforce classroom language; for example, <i>Simone dice tutti in piedi!</i> or <i>Sedetevi!</i> (Formative assessment) • Show students the audiovisual clip about colours: <ul style="list-style-type: none"> ▪ <i>Impara i colori con gli amici pesciolini</i> – Mela Educational (YouTube) <p>https://www.youtube.com/watch?v=RHvWW1hYHds&t=4s.</p>

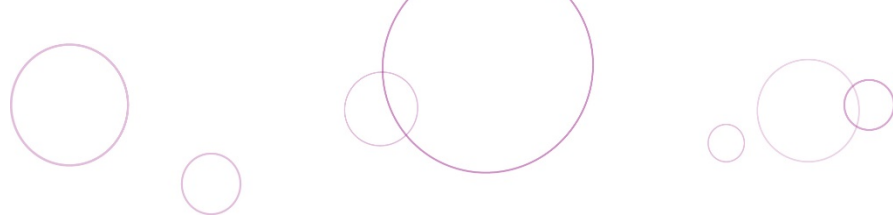


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 1, Week 8</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>In classe</p> <p>Students name everyday objects such as the stationery used at school. They learn colours in Italian and to pronounce the letters in the Italian alphabet.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use the definite and indefinite articles to specify a particular object • name the most common colours • use colours to describe objects • make comparisons of the words for colours between English and Italian • use gender nouns in the regular form • learn the letters of the Italian alphabet and how to pronounce them • spell words, including their name, using the Italian alphabet. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to list as many colours they know in Italian. Provide students with any colours not mentioned, ensuring all basic colours are listed: <ul style="list-style-type: none"> ▪ <i>giallo</i> ▪ <i>blu</i> ▪ <i>verde</i> ▪ <i>marrone</i> ▪ <i>rosso</i> ▪ <i>nero</i> ▪ <i>bianco</i> ▪ <i>arancione</i> ▪ <i>azzurro</i> ▪ <i>rosa</i> ▪ <i>viola</i> ▪ <i>grigio</i>. • Ask students to make comparisons with the English words for colours. Students may also make comparisons with their first language if it is not English. Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ The colors in Italian Language – About Italian Language (YouTube) https://www.youtube.com/watch?v=zGZe18SvecE.

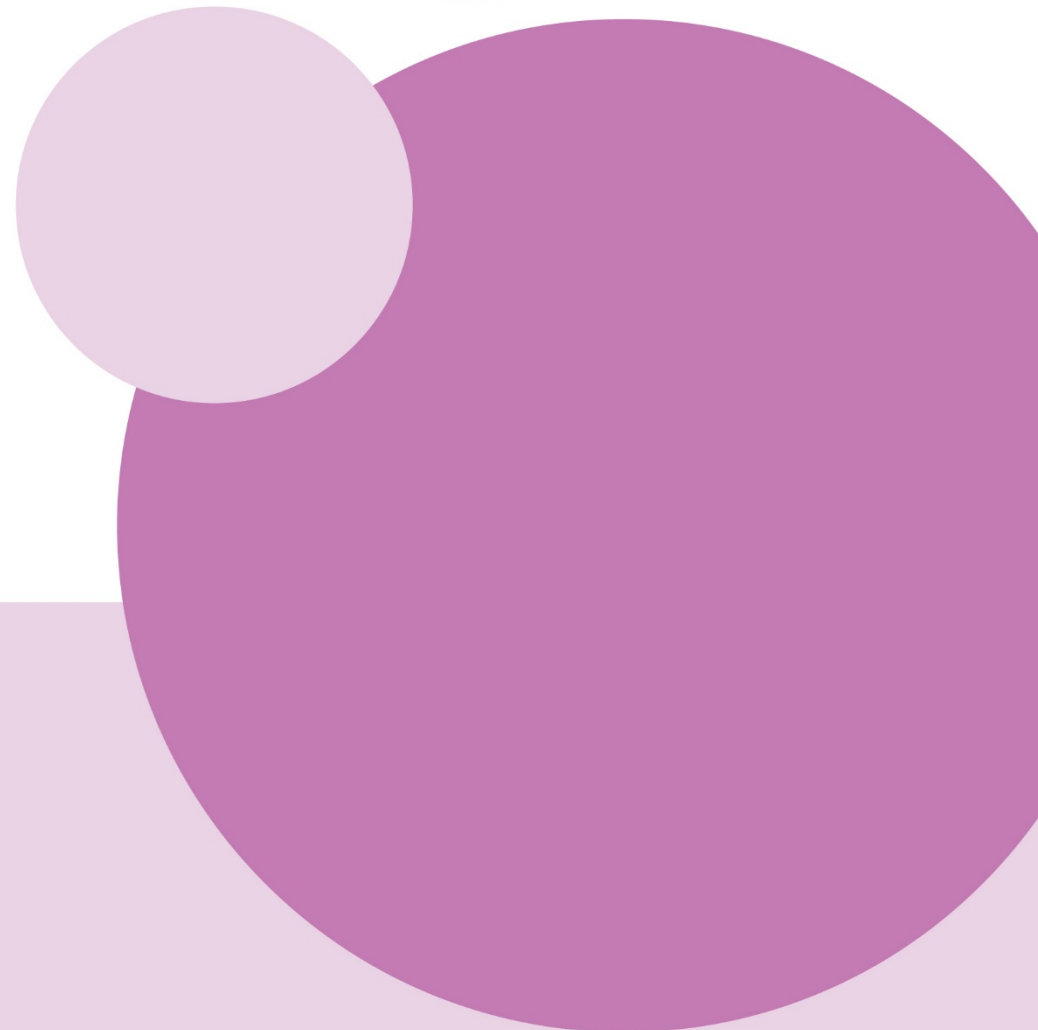
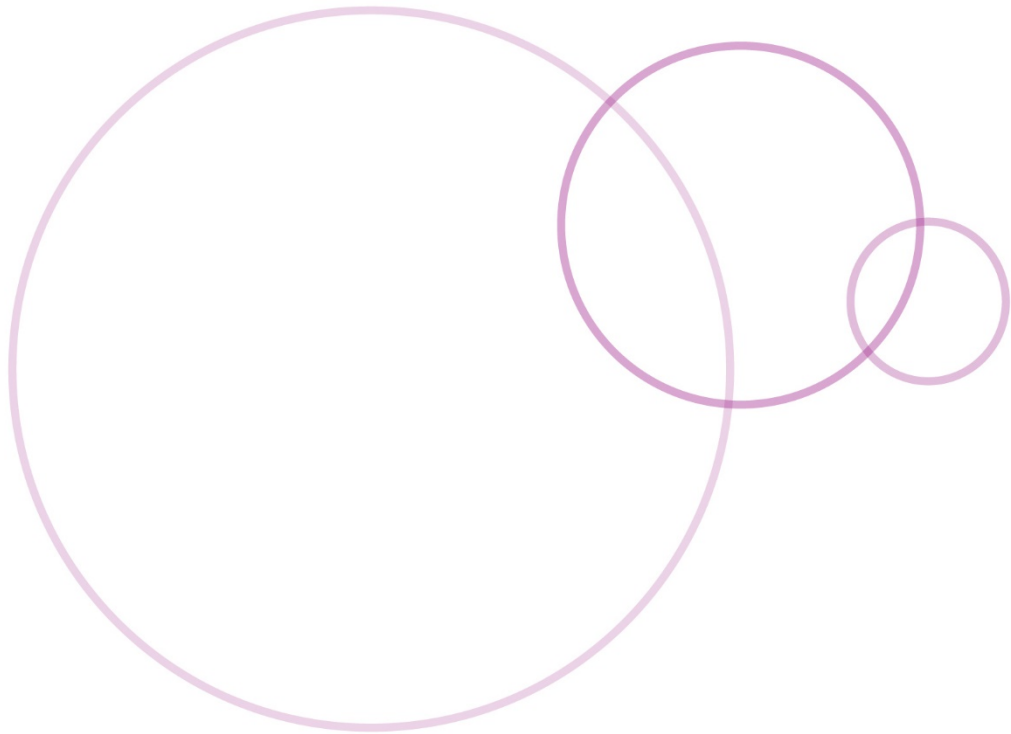


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Informing Locate specific points of information in a range of short written, spoken, multimodal texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of language Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia</i> 		<ul style="list-style-type: none"> Introduce/review the question, <i>Chè colore è?</i> Point to items that are in colours the students may know, with students answering using the Italian colour name; for example, <i>È blu.</i> Ask students to label the mask they coloured/made in Week 6 with the colours they have used. Encourage students to ask, <i>Che colore è?</i> for any colours not previously discussed, prior to providing the word to them. Students share their work in small groups by discussing the Italian content learned over the lesson. Explain that colours are adjectives and that adjectives change their endings in Italian. Ask students if they recall any other words where they have to change the ending of the word when talking about masculine/feminine; for example, <i>Mario/Maria, Antonio/Antonia</i> and nationality. Provide students with the colour chart from Appendix A. Recap main differences, such as feminine and masculine adjectives and that the colour adjective goes after the noun. Model and ask students to give examples using classroom items. Explain to the students that the Italian alphabet contains 21 letters, unlike English which has 26 letters. There are five letters (<i>j, k, x, w, y</i>) which are not included in Italian words but are used in foreign words and therefore have an 'Italian

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> using adjectives to describe characteristics or qualities of a person or object such as, nationality shape and colour noticing that they change with gender; for example, <i>Mia Nonna è carina; Il mio amico è indonesiano</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those in English</p>		<p>name'. Show students the audiovisual clip explaining the letters of the Italian alphabet:</p> <ul style="list-style-type: none"> Learn the Italian Alphabet: letters and sounds – Learn Italian with Italy Made Easy (YouTube) https://www.youtube.com/watch?v=UF1nqgmXwew. Ask students to listen to the pronunciation of each letter. Discuss which letters are similar or different in their pronunciation in the English and Italian alphabets. Provide opportunities for students to practise the pronunciation of letters: <ul style="list-style-type: none"> spell colours or pencil case items for students to write play letter <i>Tombola</i> play <i>Pupazzo di Neve</i> – students try to guess a pencil case item by asking whether a letter is present within a certain number of guesses (before the drawing of the snowman is complete) students practise spelling their name with a partner. <p>Formative Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> use adjectives (colours and nationalities) to describe something or someone (including changing the ending) exchange personal information, including nationality

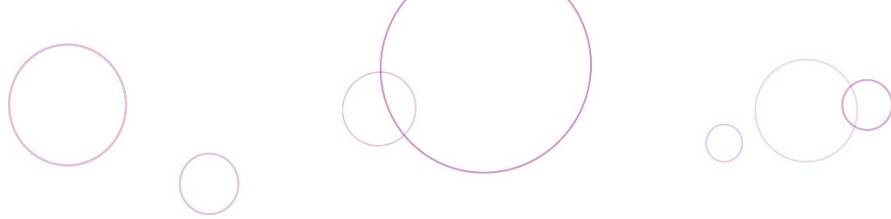


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ begin to participate in exchanges (in English) about how Italian works using language, such as adjectives, descriptive words, feminine, masculine▪ use cardinal numbers for dates and ages▪ distinguish between the Italian for asking a question and giving the reply.

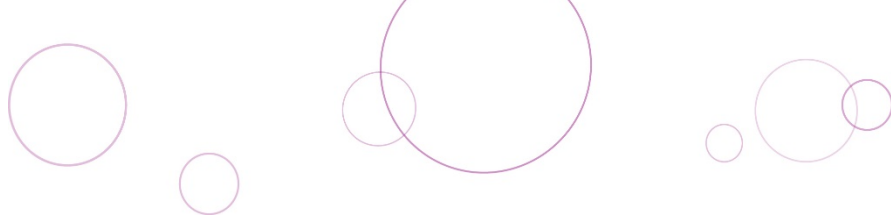


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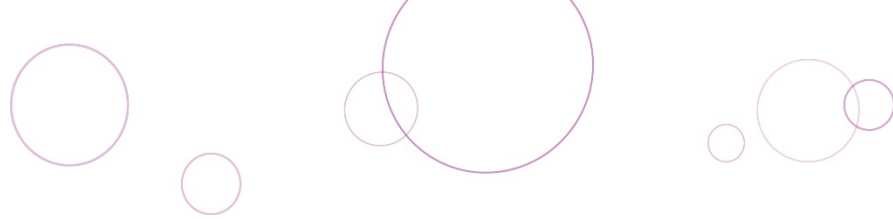
Weeks 1–8



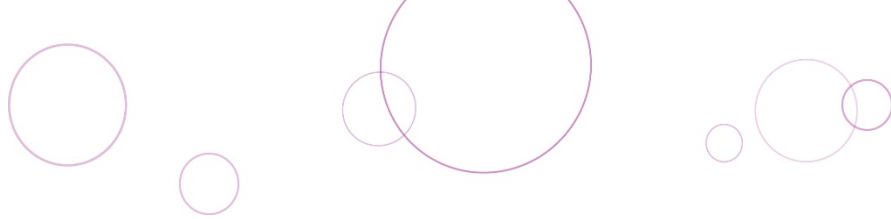
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 1</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Creating Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p>	<p><i>I miei amici</i></p> <p>Students share personal information about themselves and their friends.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use adjectives to describe self and friends • locate specific information from a range of texts about self and friends • describe their friends using simple statements • begin to understand that adjectives change with gender when talking about self and friends • respond to an imaginative text. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Read students the story <i>Tu (Non) Sei Piccolo</i> by Anna Kang and Christopher Weyant as an introduction to Italian adjectives. The book can also be accessed as an audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Tu (Non) Sei Piccolo</i> – Daniela Idili (YouTube) https://www.youtube.com/watch?v=gkqh8UTi4AY (Italian only) ▪ <i>Tu (Non) Sei Piccolo – Leggeriamo con Manuciaccio</i> (YouTube) https://www.youtube.com/watch?v=f_A0KqdJ4Y (Italian and English translation). Allow students to respond to the text; for example, <i>Mi piace ...; La storia parla di ...; La mia pagina favorita è ...</i> • Prepare sets of flash cards, with images of key parts of the story, to enable students to sequence the story. Re-read the story to the class and ask students to work in groups to silently sort the cards into the correct sequence. After the reading ask students to discuss the story in their group and make any adjustments necessary. Once they are confident with the sequence, provide them with story sentence strips, and ask that they match these to the pictures. Challenge the groups to present the story to the class as a choral reading.



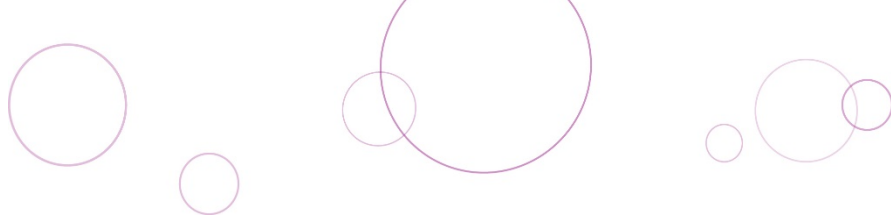
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Notice and use context-related vocabulary and apply elements of grammar in spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender; for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> 		<ul style="list-style-type: none"> Show students the audiovisual clip <ul style="list-style-type: none"> Italian Adjectives: Grammar and Vocabulary, introducing adjective vocabulary – Professor Dave Explains https://www.youtube.com/watch?v=QZT2ccrcgdo. Ask students to reflect on the similarity of any Italian adjectives with English, and reinforce the concepts of cognates and ‘false friends’. Students complete the <i>Sono .../Non sono ...</i> worksheet. (Appendix A) They use a colour code to indicate whether the adjectives describe them well, a little or not at all. Students make a concertina person. On one side of the paper/card they write sentences describing things they are, and on the other side things they are not; for example, <i>Sono bella. Sono simpatica. Non sono anziana. Non sono forte.</i> Remind students that adjectives change their endings in Italian. Ask students if they recall any words where they have to change the ending of the word when talking about masculine/feminine; for example, nationality, names, colours. Students participate in Quiz Quiz Trade with adjectives. The teacher prepares the cards prior. Students quiz each other as a revision activity. This activity is explained more in the audiovisual tutorial:



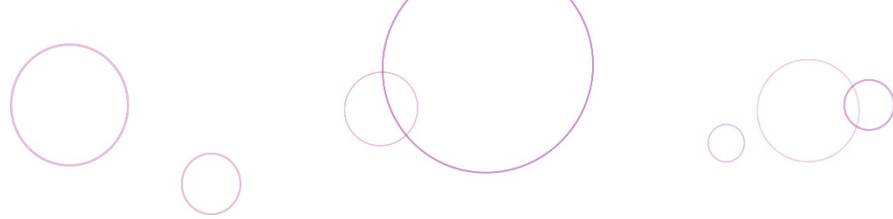
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ Kagan Structure: Quiz, Quiz, Trade – Lee RebelTech (YouTube) https://www.youtube.com/watch?v=o4n60DpwYOg.• Ask students to form a circle: <i>In cerchio!</i> Each student describes the person to the right of them with a simple statement; for example, <i>Anna è simpatica</i>.



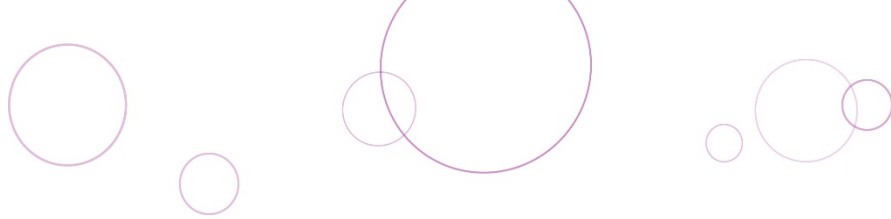
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 2</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p>	<p><i>I miei amici</i></p> <p>Students share personal information about their friends and others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use adjectives to describe self and friends • write a short description/modelled text about friends • use modelled language to exchange information about self and friends • begin to understand adjectival agreement when talking about self and friends. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to use an application such as Book Creator, or their <i>quaderno</i> to write a description of two friends, one male and one female. Remind students of adjectival agreements and how to describe someone in the third person. They should include previous language structures; for example, <i>Questa è la mia amica. Si chiama Giorgia. Ha dieci anni. È italiana ma abita qui a Perth. Il suo compleanno è il sette febbraio. È buffa e carina. Non è alta.</i> This could be presented as a cloze exercise or an example that could be written on the board for students to copy, delete, substitute (and add to for extension). (Formative assessment) • Ask students to participate in a Circling activity. This involves asking a series of questions based on pictures (prepared prior to the lesson). First, present a short description linking known language structures with the new adjectives; for example, <i>Si chiama Gianni. Ha sette anni. È carino e basso.</i> Then ask the students: <ul style="list-style-type: none"> ▪ yes/no questions, e.g. <i>È alto?</i> ▪ either/or questions, e.g. <i>È anziano o giovane?</i> ▪ a question that requires a negative response, e.g. <i>È bella?</i> ▪ questions that require one word answers (interrogatives are used here), e.g. <i>Chi è?</i>



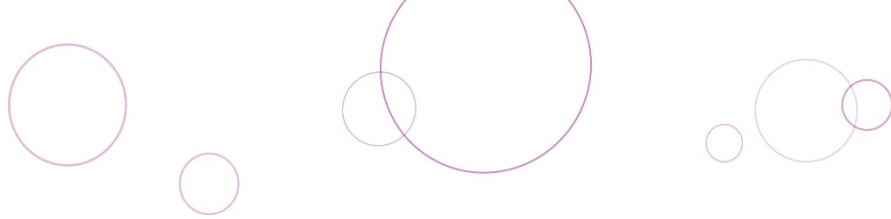
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Understanding</p> <p>Systems of language</p> <p>Notice and use context-related vocabulary and apply elements of grammar in spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender; for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> 		<ul style="list-style-type: none"> an open-ended, detail-oriented question (requires students to add to the ‘story’), e.g. <i>È attivo?; Gli piace giocare a football?</i> <p>Whole class responses are expected using full sentences; for example:</p> <p>Teacher (showing a picture of someone tall): <i>È alto?</i></p> <p>Whole class: <i>Sì, è alto.</i></p> <ul style="list-style-type: none"> To consolidate vocabulary, students participate in a game of Flash Dash. This game is best played outside or in a school hall. Divide the class into two teams, and have them arrange themselves, <i>Da più basso a più alto</i>. The teacher allocates each team member a number, making sure there is an even number on each team. The teams then line up on opposite sides of the space. Line up flash cards for vocabulary practice on the floor in the middle. The teacher calls out an adjective and then a number; for example, <i>forte, cinque</i>. The students who are number five from each side race to the middle to grab the <i>forte</i> flash card. The teacher can involve more students by calling two at once; for example, <i>forte, cinque</i> and <i>alto, dieci</i>. Teachers should call out the numbers last so everyone is listening for the vocabulary. Students participate in the Faulty Transcript activity: <ul style="list-style-type: none"> The Language Gym – Gianfranco Conti https://gianfrancoconti.com/2017/03/.



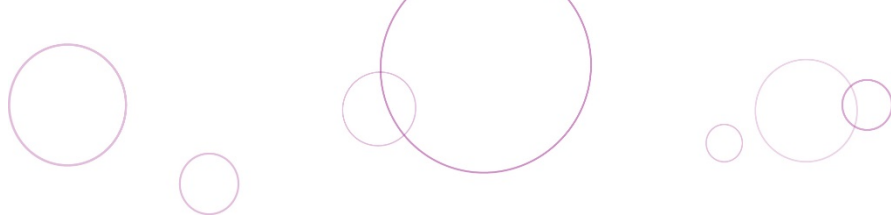
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>This activity draws students' attention to a particular language structure, in this case adjectival agreements. For example, <i>Mi chiamo Paola. Ho trentasei anni. Sono simpatica, alta e magra. Non sono buffa o forte</i> (original version). <i>Mi chiamo Paolo. Ho trentanove anni. Sono simpatico, alto e magro. Non sono buffo o forte</i> ('faulty' version).</p>



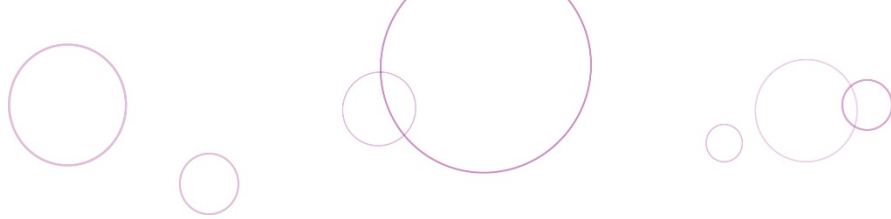
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 3</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Creating Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Translating Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p>	<p>La mia famiglia</p> <p>Students share personal information about their family.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use adjectives to describe family • locate specific information from a range of texts about self and friends • use modelled language to convey information about family • begin to understand agreement of adjectives when talking about family • respond to an imaginative text. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Read students a story about Mums written in Italian, such as <i>Ti Voglio Bene Mamma</i> by Eric Carle. Before reading, ask the students to predict who the book is about and how they know this. Discuss vocabulary used in the book and encourage students to use the picture cues to assist them with the translation. The book can also be accessed as an audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Un po' di tempo con Betty</i> (YouTube) https://www.youtube.com/watch?v=dIb7M3notnI. • Encourage students to discuss the text; for example, <i>Mi piace ...; Il libro racconta la storia/si tratta di ...; La mia pagina favorita è ...</i> • To celebrate Mother's Day in Australia, students will make a <i>biglietto per la festa della Mamma</i> for their Mum/Grandmother etc. (Appendix A) Students complete their <i>biglietto</i> by selecting nine adjectives to describe their chosen person. Students can record themselves reciting their description with an English translation and turn it into a QR code using an application such as Seesaw. Print the QR code to include in the card so that recipients can view their child/grandchild's description. Teachers are best placed to know the personal and sometimes sensitive information



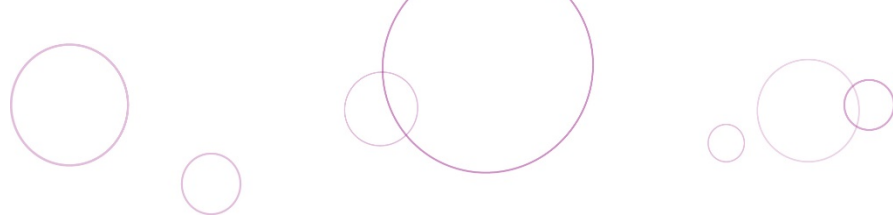
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Notice and use context-related vocabulary and apply elements of grammar in spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia</i> • using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender; for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> <p>Role of language and culture Notice differences between Italian, Australian and other cultures' practices and how these are reflected in language</p>		<p>regarding students and their families and, therefore, should decide on the suitability of this activity for their students.</p> <ul style="list-style-type: none"> • Discuss how and when Mother's Day is celebrated in Italy. Information can be found at: <ul style="list-style-type: none"> ▪ Explore Italian Culture https://www.explore-italian-culture.com/italian-mothers.html. • Ask students to create a word art design using a website, such as https://wordart.com/create. They should include a minimum of 10 family members. They take a screenshot of their design when it is finished. They then insert this into an application such as PicCollage and add two sentences: <i>Nella mia famiglia ci sono _____ persone. Abito con la mia mamma ...</i> If the teacher is not familiar with Word art, there are step-by-step instructions on how to complete the Word art design in Appendix A.



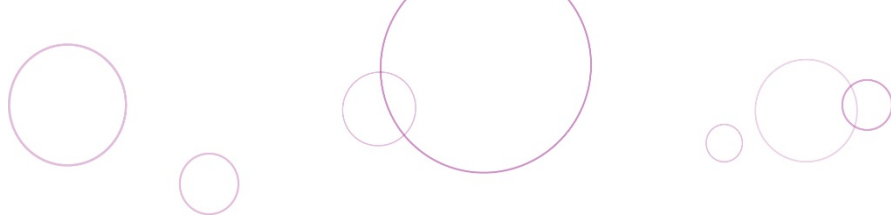
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 4</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p>La mia famiglia</p> <p>Students share personal information about their family.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • learn vocabulary to talk about family • locate specific information from a range of texts about self and family • use modelled language to exchange information about self and family • begin to recognise how plurals are formed • begin to understand adjectival agreement when talking about the family. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • The teacher introduces the vocabulary for members of the family by showing the audiovisual clip: <ul style="list-style-type: none"> ▪ The Italian Family –About Italian Language (YouTube) https://www.youtube.com/watch?v=2DQBExwIDg. Encourage students to repeat the vocabulary as it is presented. • After viewing the clip, the teacher writes the vocabulary shown, including the definite articles, on the whiteboard. For example, <i>la madre/la mamma; il padre/il papà</i>. Ask students to think of an explanation to when the definite article <i>il</i> or <i>la</i> is used. Discuss capitalisation rules; for example <i>mamma, papà</i>. • Provide opportunities for the students to practise familiar vocabulary, such as: <ul style="list-style-type: none"> ▪ drawing a picture of their family and labelling the members ▪ making <i>l'albero genealogico</i>. (Formative assessment) • Teach students the rules of the game, <i>Chi manca?</i> Show students images of a family and ask them to identify the members of that family. Hide the image of one member and ask, <i>Chi manca?</i> Students guess the missing family member by giving the name of the missing family member in Italian,



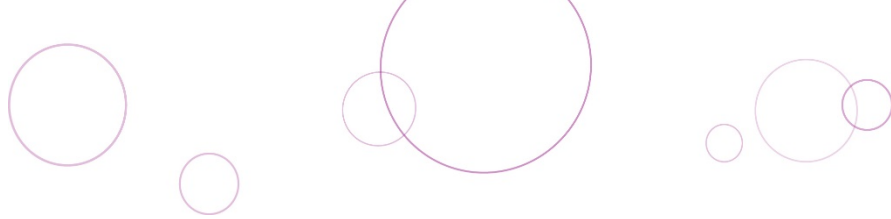
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Notice and use context-related vocabulary and apply elements of grammar in spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> identifying gender, singular and plural nouns in the regular form; for example, <i>il quaderno/i quaderni; la mela/le mele</i> using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia</i> 		<p>and the drill continues with the image of another member being hidden.</p> <ul style="list-style-type: none"> Provide students with images of various families. Ask students to count the number of people in the family and give the number in response to the question <i>Quante persone ci sono nella famiglia?</i> Model the response <i>Ci sono quattro persone nella famiglia.</i> Modify the question and answer to ask students about their family, <i>Quante persone ci sono nella tua famiglia? Nella mia famiglia ci sono _____ persone.</i> Instruct students to ask five of their classmates how many people are in their family using the modelled text. Their partner will then ask them and they will respond using the modelled text. Introduce the structures, <i>Hai un fratello o una sorella?; (Io) Ho _____ sorella/e _____ fratello/i; (Io) Non ho fratelli o sorelle.</i> Explore <i>un</i> versus <i>una</i>, singular versus plural for family members. Students practise saying simple statements about their family in a verbal exchange session with three peers, asking and answering <i>Hai un fratello o una sorella?</i> (Formative assessment) Play a <i>Saltiamo</i> game, starting with <i>Ho un fratello.</i> Students who have one brother quickly stand up then sit down. Then say <i>Ho due fratelli.</i> Students with two brothers stand up, then sit down. Play until all combinations have been



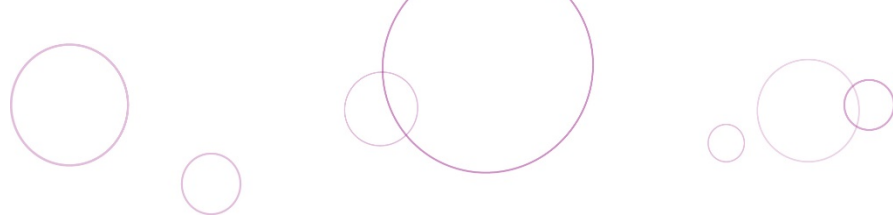
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>covered. Include the phrases <i>Non ho sorelle/Non ho fratelli</i>. When students have no siblings, teach <i>Non ho fratelli</i>.</p> <ul style="list-style-type: none">• Ask students to walk around the classroom and find someone with the same combination of siblings asking a question like <i>Hai una sorella?</i> They remain as a pair and together approach other students and ask the question, continuing to add on to their group until all students are in a group. Students take note of the number of students in each group formed and record the data in a bar graph on the board. Ask students to analyse the results; for example, <i>Quattro ragazzi non hanno una sorella</i>.• Show students the song <i>Mi Chiamo Lola</i> in preparation for Sample Assessment 1 in Appendix B:<ul style="list-style-type: none">▪ <i>Mi Chiamo Lola – I Diavoletti</i> – Topic (YouTube) https://www.youtube.com/watch?v=GXUztFKIW14.



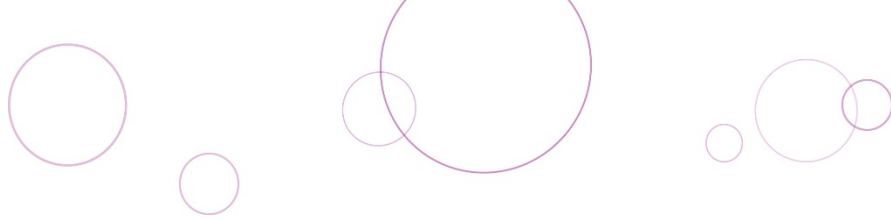
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 5</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p>	<p>La mia famiglia</p> <p>Students share personal information about their family.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use vocabulary to talk about self and family • locate specific information from a range of texts about self and family • use modelled language to exchange information about self and family • begin to recognise how plurals are formed • begin to understand adjectival agreement when talking about the family • begin to use possessive adjectives with family members • use cardinal numbers for ages. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Revise vocabulary related to family. Show students the audiovisual clip of a family member introducing themselves and their family members: <ul style="list-style-type: none"> ▪ Italian family members - Learn Italian Family Names – <i>Learnita</i> (YouTube) https://www.youtube.com/watch?v=1OUVtON9Nc8. Ask students what information or vocabulary they have understood from the audiovisual clip. The teacher may like to use the English subtitles and pause regularly to discuss familiar vocabulary. • Play the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>La Famiglia Addams</i> – Signora Loredana (YouTube) https://www.youtube.com/watch?v=4HQX0ue1oeI. Ask students to listen for family names and adjectives they recognise. • Students write a brief script to introduce themselves and two of their family members. Revise numbers and adjectives so students can include these in their description. Scaffolding is suggested, such as: <ul style="list-style-type: none"> ▪ <i>Mi chiamo _____ . Ho otto anni. Sono ...</i> ▪ <i>Mia sorella si chiama _____ . Ha nove anni. È ...</i> ▪ <i>Mio fratello si chiama _____ . Ha sette anni. È ...</i> (Formative assessment)



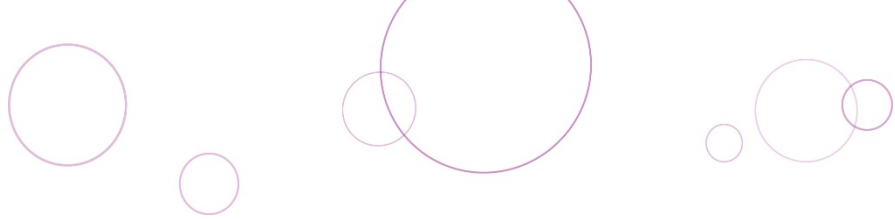
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Creating Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p> <p>Understanding</p> <p>Systems of language Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using cardinal numbers for dates and ages 		<p>Differentiation to increase complexity or support should be applied where appropriate. Sensitivity regarding family structures should be observed and adaptations made to suit the context of the school and community.</p> <ul style="list-style-type: none"> • Students 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 family members; for example, <i>Questo è il fratello. Si chiama Marco. Ha cinque anni. È piccolo e sportivo.</i> Then ask: <ul style="list-style-type: none"> ▪ yes/no questions, e.g. <i>È la sorella?</i> ▪ either/or questions, e.g. <i>È la mamma o il fratello?</i> ▪ a question that requires a negative response, e.g. <i>È il nonno?</i> ▪ questions that require one word answers (interrogatives are used here), e.g. <i>Chi è?</i> ▪ an open-ended, detail-oriented question (requires students to add to the 'story'), e.g. <i>Quante sorelle ha?; È simpatico?</i> <p>Whole class responses are expected using full sentences; for example: Teacher (showing a picture of a sister): <i>È una sorella?</i> Whole class: <i>Sì, è una sorella.</i></p>



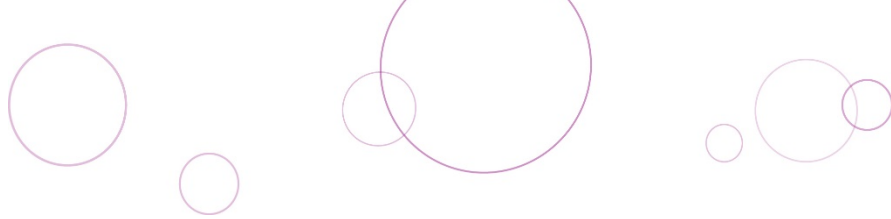
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• In groups, students role play being a member of a fictional family and practise introducing their family. For example, <i>Questa è la mia famiglia. Ecco mia madre, si chiama Wilma. Questo è mio padre, si chiama Fred. Questa è mia sorella, si chiama Pebbles. Ecco il mio cane, si chiama Dino. Questo è il mio gatto, si chiama Princess.</i> It is suggested the modelled sentences are written on the board for students to refer to. Ask students to consider and discuss:<ul style="list-style-type: none">▪ the meaning/use of <i>questo/questa/ecco</i> and <i>mio/mia</i>▪ why <i>il</i> has been used before <i>mio</i> for <i>cane</i> and <i>gatto</i> and not for family members▪ why the ending of <i>chiama</i> does not change before a masculine noun.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 6</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come stai?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>La mia famiglia</p> <p>Students respond to and create an imaginative text about family.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use vocabulary to talk about self and family • locate specific information from an imaginative text about self and family • use modelled language to exchange information about self and family • recognise how plurals are formed • use adjectival agreement when talking about family • respond to a song about family • create an imaginative text. 	<p>Teaching and learning activities</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Students complete the formal assessment task <i>Mi chiamo ...</i> in Appendix B Assessment Exemplar 1. Students converse about self and family. They respond to an imaginative text and create a song.

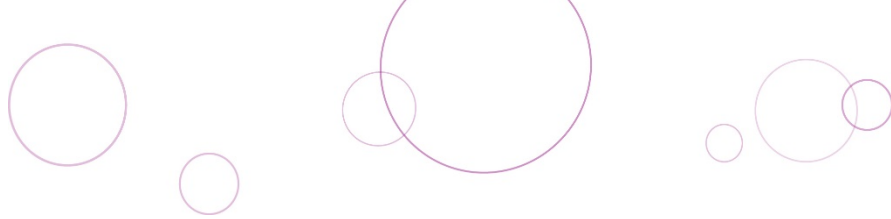


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Creating Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p> <p>Understanding</p> <p>Systems of Language Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>Mamma, Papà</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using singular and plural, recognising that some singular nouns do not follow the 		

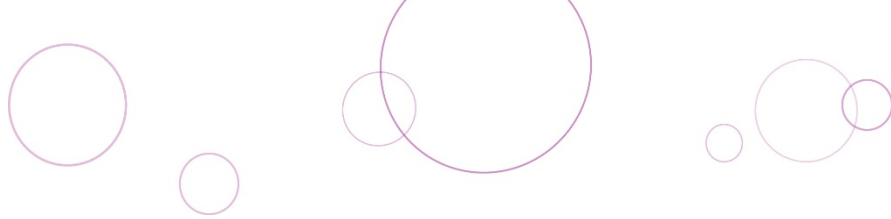


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>regular masculine/feminine pattern; for example, <i>la mano, il papà</i></p> <ul style="list-style-type: none">• using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'aranica, un'arancia</i>• using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership; for example, <i>la mia casa; la tua famiglia; il tuo cappello; mia nonna</i>		

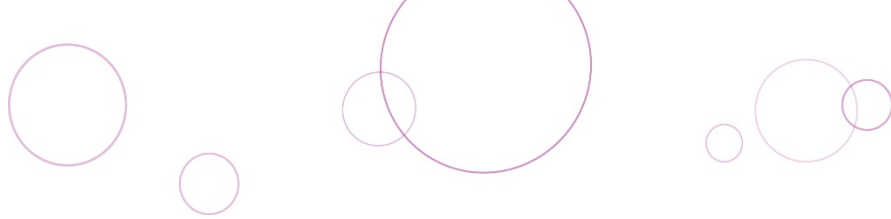
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 7</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p>La mia famiglia</p> <p>Students share personal information about families.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use vocabulary to talk about self and family • locate specific information from a range of texts about self and family • use modelled language to exchange information about self and family • begin to recognise how plurals are formed • begin to understand agreement when talking about the family • imagine a fictitious/celebrity family and write a brief description. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Revise the vocabulary for members of the family by viewing the audiovisual clip <ul style="list-style-type: none"> ▪ Italian Vocabulary: Family Members – Professor Dave Explains (YouTube) https://www.youtube.com/watch?v=SuHnhwHrMV0&t=107s. • Introduce and play the game <i>Il Gioco Delle 7 Famiglie</i>. Students ask each other for cards that illustrate the family member they require to complete their set; for example, <i>Dammi la madre rossa per piacere!; Buona scelta!; Ecco!; Non ho la madre rossa</i>. Note: modelling and scaffolding will be required for this task. • Revise demonstrative adjectives <i>questo/a/i/e</i>. A sample PowerPoint is available via unpaid subscription: <ul style="list-style-type: none"> ▪ <i>La mia famiglia</i> – TES https://www.tes.com/teaching-resource/la-mia-famiglia-italiano-6101386. Teachers should preview the PowerPoint prior to sharing with the class, to decide on its suitability for their students. • Discuss the suffix <i>-ino</i> and how it can be added to some words to indicate little or younger; for example: <ul style="list-style-type: none"> ▪ <i>fratello – fratellino</i> ▪ <i>sorella – sorellina</i>



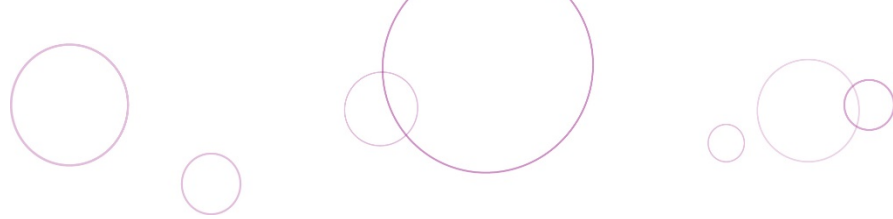
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of Language</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern; for example, <i>la mano, il papà</i> • using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia</i> • using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership; for example, <i>la mia casa; la tua famiglia; il tuo cappello; mia nonna</i> 		<ul style="list-style-type: none"> • Divide the class into pairs and provide each student in the pair with the image of a different fictitious/celebrity family with at least five family members (labelled in English with names and family relationship). Ask students to: <ul style="list-style-type: none"> ▪ imagine this is their family and write a brief description ▪ use the description to introduce the family to their partner ▪ swap partners and introduce the family to a new partner ▪ swap images, find a new partner and introduce the 'new' family to this partner. • This activity may be differentiated to meet the learning needs of the students; for example: <ul style="list-style-type: none"> ▪ scaffolding the writing ▪ students working collaboratively in pairs ▪ extended description of family members to include additional information, such as nationality, age and/or adjectives.



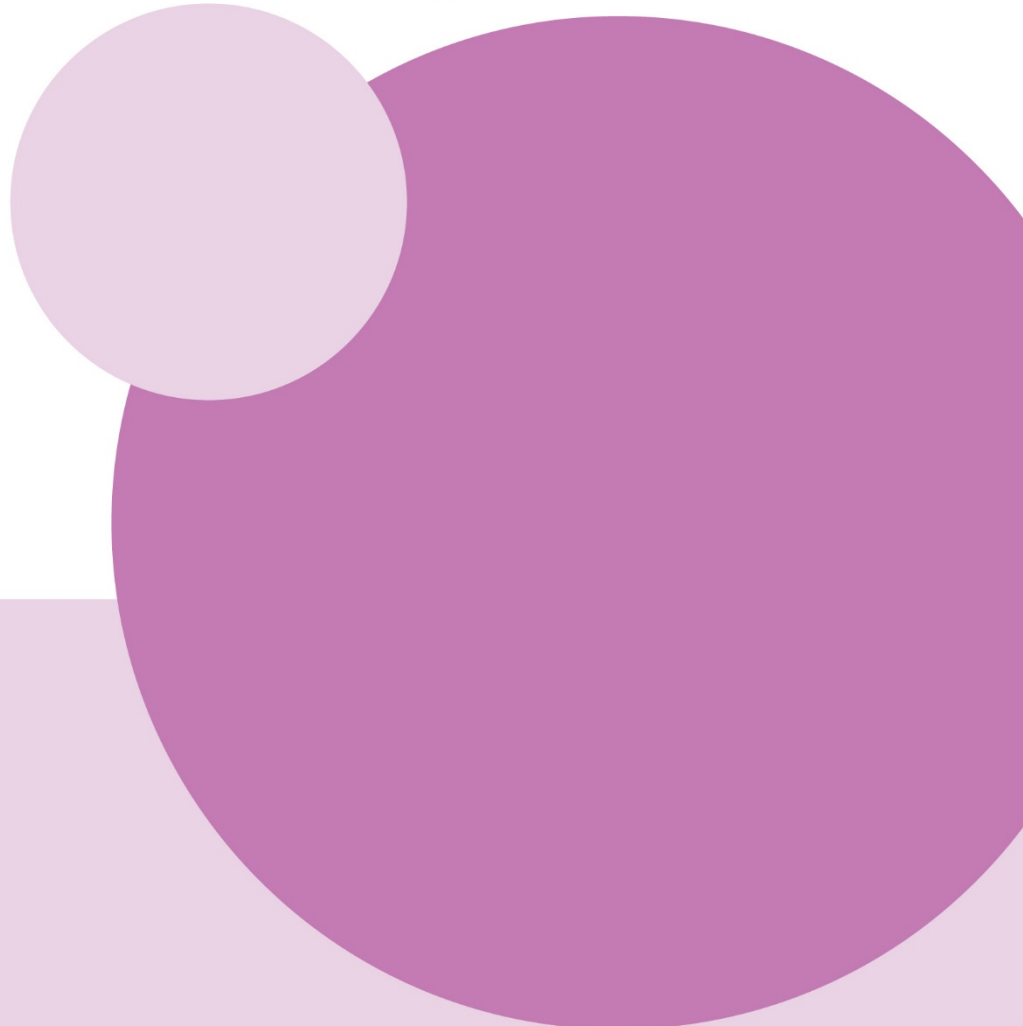
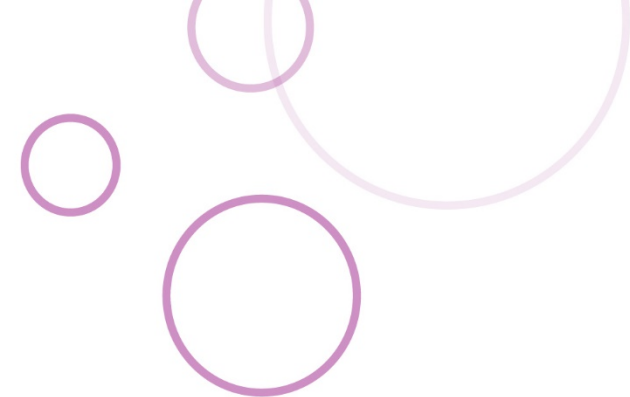
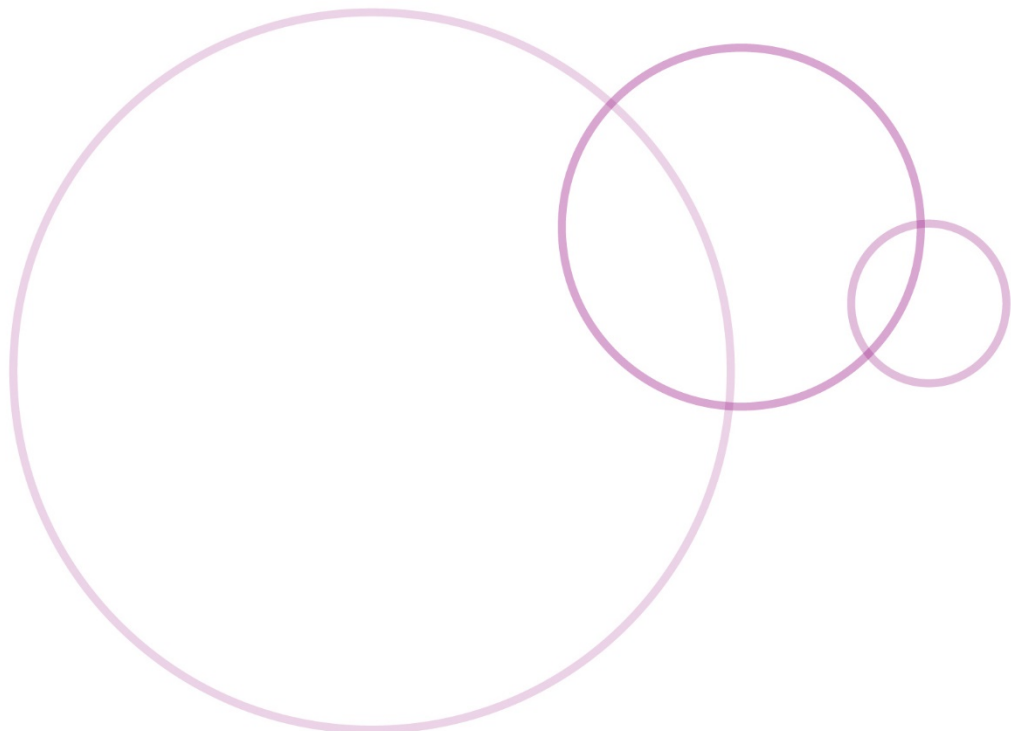
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 2, Week 8</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Creating Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p> <p>Informing Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p>La mia famiglia</p> <p>Students share personal information about families.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> convey factual information about self and family locate specific information from a range of texts about self and family use modelled language to exchange information about self and family recognise how plurals are formed understand agreement of adjectives when talking about the family. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Read students the story <i>Quella (non) è mia</i> by Anna Kang and Christopher Weyant and/or <i>Mio! Mio! Mio!</i> by Michel Van Zeveren as a revision of possessive adjectives. <i>Mio! Mio! Mio!</i> can also be accessed as an audiovisual clip: <ul style="list-style-type: none"> <i>Mio! Mio! Mio!</i> – Alessiaoliviero (YouTube) https://www.youtube.com/watch?v=huimiAE7DsE. Encourage students to discuss the text; for example, <i>Mi piace ...; La storia parla di ...; La mia pagina favorita è ...</i> Ask students to participate in a ‘running dictation’ activity. Divide the class into groups of four of mixed ability. Students will work in their group to dictate a paragraph, prepared beforehand, placed outside the classroom. Dictations can be written on A4 paper or mini whiteboards. Use known language structures pitched at the ability of the students; for example, <i>Mi chiamo Alessandro. Ho nove anni. Sono italiano. Sono di Brescia. Sono alto e forte. Non sono grasso. Abito con la mia mamma, il mio papà e mia sorella.</i> The group with the most correct dictation is the winner. Prior to the lesson, the teacher prepares a revision quiz through a platform, such as: <ul style="list-style-type: none"> Quizizz https://quizizz.com/



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancio, un'arancio</i> • using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender; for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> 		<ul style="list-style-type: none"> ▪ Quizlet https://quizlet.com/en-gb ▪ Kahoot! https://create.kahoot.it/auth/login. <p>Ask students to participate in the pre-prepared quiz.</p> <ul style="list-style-type: none"> • Teach the students the rules of the game Chain reaction, where the teacher starts with the name of a family member and counts to 10. If the next person hasn't added a word from the same category before 10, they are out. Continue until most family members have been called out. The teacher decides when the category may be changed. Other categories may include adjectives and nationalities. Keep playing until one person is left standing. Arrange the students in smaller groups to play the game, to provide more language practice. • Instruct students step-by-step on how to fold a chatterbox, <i>L'origami indovino</i>, and assist them through the process. On the first layer they write a number between 1 and 10, the second layer has spots coloured in different colours. Inside the chatterbox students write descriptive phrases, such as <i>Sei gentile.; Sei simpatico.; Sei cortese.</i> etc. Students play the game in pairs and store the chatterboxes in their <i>quaderno</i>.

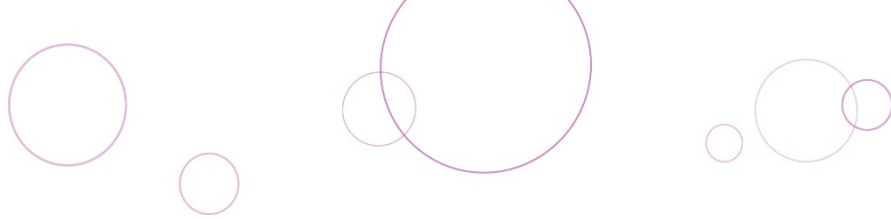


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>Formative Assessment</p> <ul style="list-style-type: none">• Anecdotal assessment using checklists and notes, indicating how students:<ul style="list-style-type: none">▪ use adjectives to describe self, friends and family members (including changing the ending)▪ exchange personal information including information about family▪ introduce members of the family▪ begin to participate in exchanges (in English) about how Italian works using language, such as adjectives, descriptive words, gender (feminine, masculine)▪ use cardinal numbers for dates and ages▪ using definite and indefinite articles▪ using possessive adjectives, especially <i>mio</i> and <i>mia</i>▪ distinguish between the Italian for asking a question and giving the reply.

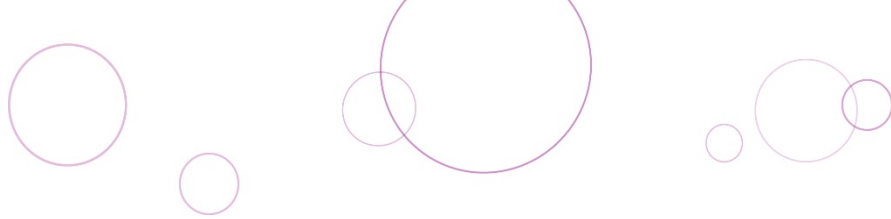


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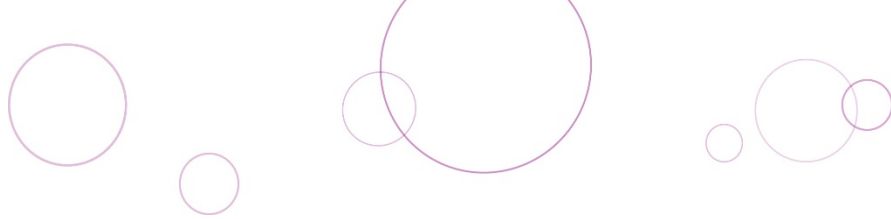
Weeks 1–8



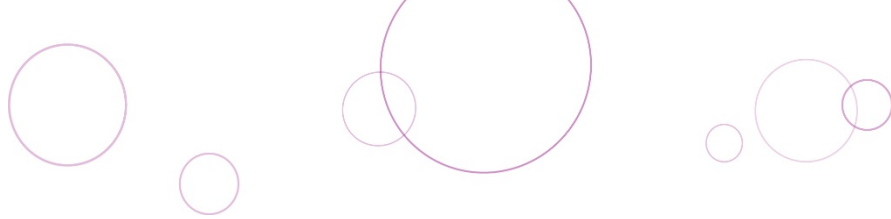
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 1</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of language Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>	<p><i>Gli animali domestici</i></p> <p>Students share personal information about their pets with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • acquire vocabulary to talk about pets and people • locate specific information from a range of texts about pets • build understanding of definite and indefinite articles • understand the use of the <i>-ino</i> suffix. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Provide opportunities for students to practise the vocabulary presented this year so far. Divide students into four groups: <ul style="list-style-type: none"> ▪ Group 1 splits in pairs and plays <i>Il Gioco delle 7 Famiglie</i> ▪ Group 2 splits in pairs. Provide students with: Combined worksheet, Unit 10 – Languages Online https://www.education.vic.gov.au/languagesonline/italian/topic10/index.htm. Remind students of the meaning of <i>Chi è?</i> Instruct students to do Activity 1 last. ▪ Group 3 works individually to complete: <i>La famiglia</i> and <i>Trova le Parole</i>, Worksheet #3 Unit 9 – Languages Online https://www.education.vic.gov.au/languagesonline/italian/topic09/index.htm. ▪ Group 4 works with the teacher to participate in a Fly swat game. Write a selection of vocabulary items on the whiteboard (Italian or English). Divide the group into two teams. One person from each team comes to the whiteboard and is given a fly swat pointer. The teacher calls out a vocabulary item in the opposite language. First student to ‘swat’ the corresponding item on the whiteboard wins a point for their team. This should be a fast paced game.



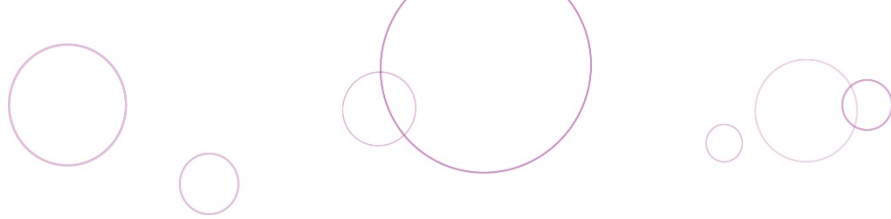
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancio, un'arancio</i> • recognising suffixes to add nuance; for example, <i>-ino, fratellino, piccolino</i> 		<ul style="list-style-type: none"> • As a class, brainstorm all the pets that students have or know. Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Italian Vocabulary: Domestic Animals – Professor Dave Explains</i> (YouTube) https://www.youtube.com/watch?v=wwVklbdE-k. • Use animal flash cards to revise/introduce pets; for example, <i>gatto, cane, coniglio, pesce (pesciolino), uccello (uccellino), tartaruga, topo, gallina, anatra</i>. Drill vocabulary and support students to sort the nouns into masculine (<i>il</i>) and feminine (<i>la</i>) words and ask students to think about how the definite articles <i>il</i> or <i>la</i> are used. Discuss the use of 'l'. • Practise pronunciation of Italian digraph + vowels with students, such as 'gl' as in <i>coniglio</i> and <i>famiglia</i>; 'sc' as in <i>pesce</i>; 'gn' as in <i>signora</i>. Revise the suffix <i>-ino</i> and how it can be added to some words to indicate small or cute; for example: <ul style="list-style-type: none"> ▪ <i>farfalla – farfallino</i> ▪ <i>gatto – gattolino</i> ▪ <i>cavallo – cavallino</i>. • Explore singular vs plural and use of definite vs indefinite articles with the students. Provide opportunities for students to practise animal vocabulary and structures, and definite articles:



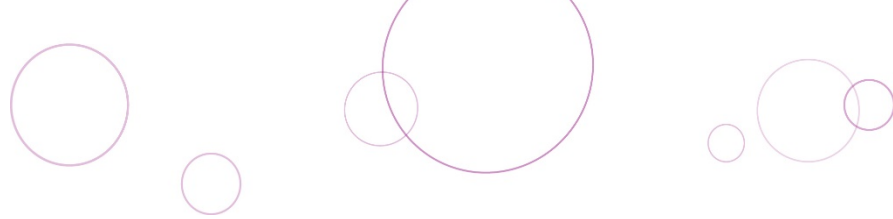
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">▪ play <i>Pupazzo di Neve</i> – students try to guess a pet by asking whether a letter is present within a certain number of guesses (before the drawing of <i>il pupazzo</i> is complete)▪ complete worksheets related to animals: Pets, Unit 15 – Languages Online Italian https://www.education.vic.gov.au/languagesonline/italian/topic15/index.htm Do you have a pet? Section 15 – Languages Online Italian https://www.education.vic.gov.au/languagesonline/italian/sect15/index.htm.▪ play a game of <i>Go Fish</i> using animal flash cards.



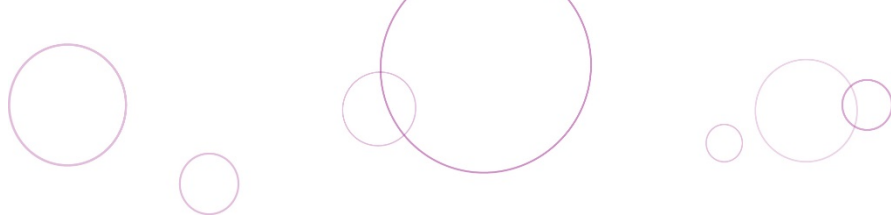
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 2</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are; for example, <i>Buongiorno Signora Rossi, come stai?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p><i>Gli animali domestici</i></p> <p>Students share personal information about their pets with others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • acquire vocabulary to talk about pets and people • locate specific information from a range of texts about pets • use modelled language to exchange information about pets • build understanding of how plurals are formed • build understanding of definite and indefinite articles. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Students 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 family members; for example, <i>Questo è un piccolo cane marrone</i>. Then ask: <ul style="list-style-type: none"> ▪ yes/no questions, e.g. <i>È un cane?</i> ▪ either/or questions, e.g. <i>È un cane o un gatto?</i> ▪ a question that requires a negative response, e.g. <i>È nero?</i> ▪ questions that require one word answers (interrogatives are used here), e.g. <i>Cos'è?</i> ▪ an open-ended, detail-oriented question (requires students to add to the 'story'), e.g. <i>È attivo?</i> <p>Whole class responses are expected using full sentences; for example: Teacher (showing a picture of a dog): <i>È un cane?</i> Whole class: <i>Sì, è un cane.</i></p> <ul style="list-style-type: none"> • Ask students to recall how the question 'Do you have ...?' was expressed when talking about family members. Show them how the same structures can be used to talk about other things by introducing the question <i>Hai un animale?</i> and the model responses: <i>No, non ho un animale.; Sì, ho un cane.; Sì, ho un gatto e due uccellini.</i>



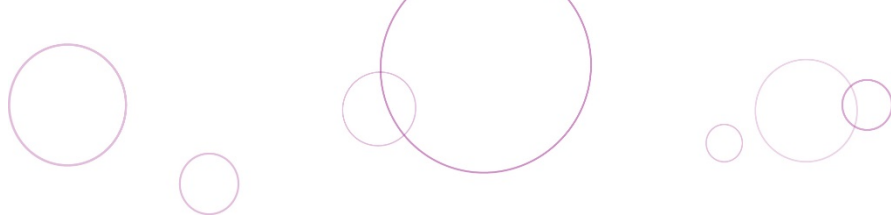
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Informing Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Understanding</p> <p>Systems of language Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, tre, guardate a me!</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancio, un'arancio</i> • recognising suffixes to add nuance; for example, <i>-ino, fratellino, piccolino</i> 		<ul style="list-style-type: none"> • Distribute one to two animal flash cards to each student. Ask students to form two circles to participate in an Inside-Outside Circles activity: <ul style="list-style-type: none"> ▪ <i>The Teacher Toolkit</i> http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles. Start with a greeting and then practise the question <i>Hai un animale?</i> Students respond according to their flash card/s; for example, if student is holding a cat and a bird flash cards they respond <i>Sì, ho un gatto e un uccello</i>. After students have asked each other <i>Hai un animale?</i> they swap card/s before moving to a new partner. • Divide the class into four groups and appoint a scribe and leader for each group. The leader surveys their group (including themselves) on the number of pets each person has, and the scribe tallies students' responses, using the template from Languages Online Italian: <ul style="list-style-type: none"> ▪ <i>Sondaggio di classe</i>, Worksheet #5 Unit 15 – Language Online https://www.education.vic.gov.au/languagesonline/italian/topic15/index.htm. Students complete the <i>sondaggio</i>; for example: Leader: <i>Hai un animale?</i> Student 1: <i>Sì, ho due uccelli e un cane</i>.



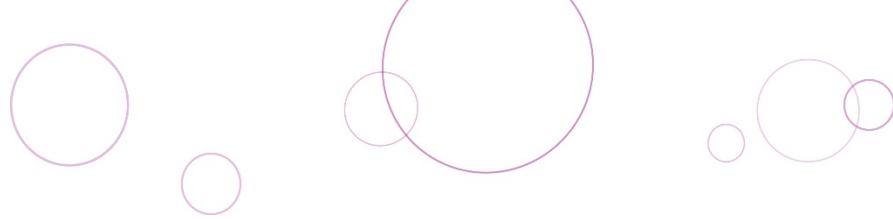
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• Compile a whole class table of the data of the number of animals on the whiteboard. Use the information from this table to model how to draw a simple column graph (animals on the horizontal axis and numbers on the vertical) on a large sheet of paper and display in the class.• Ask questions to confirm students understanding of the information represented in the graph; for example, <i>Quanti gatti ci sono?</i>; <i>Quale animale è più popolare?</i> (Use gestures to assist students to understand unfamiliar structures.) Encourage students to respond in Italian.• Teach the students the rules of the game Chain reaction, where the teacher starts with the name of a pet/animal and counts to 10. If the next person hasn't added a word from the same category before 10 then they are out. Continue until most pets/animals have been called out. The teacher decides when the category may be changed. Other categories may include adjectives, nationalities and family members. Keep playing until one person is left standing. Arrange the students in smaller groups to play the game, in order to provide more language practice.



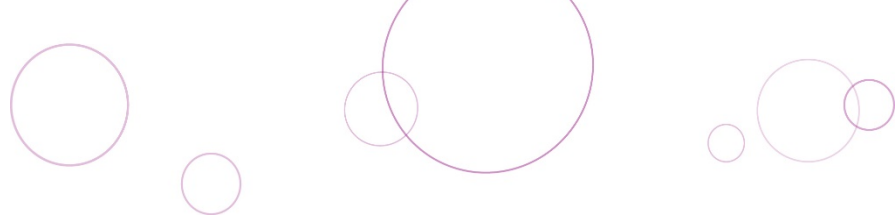
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 3</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p><i>Come sono?</i></p> <p>Students describe their appearance and the appearance of others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use modelled language to describe their appearance • locate specific information from a range of texts about family • locate specific information from a range of spoken texts about appearances and descriptions • write a short description about a fictional person’s appearance • formulate questions about appearance. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Introduce vocabulary and language structures for describing appearance, such as <i>Ho i capelli ...; Ho gli occhi ...; Ho la barba; Sono calvo</i>. Use images of people and describe each person one sentence at a time and ask students to repeat: <i>Ripetete insieme!</i> • Ask students to form a circle: <i>In cerchio!</i> Ask a student <i>Di che colore sono i tuoi occhi?</i> Remind students of the response: <i>Ho gli occhi ...</i> Teachers may write the interaction on the board. The student asks the person to the right of them. When all students have responded, go around the circle again asking about their hair colour; <i>Come sono i tuoi capelli?</i> Students respond, <i>Ho i capelli ...</i> • Ask students to fill in <i>la carta d’identità</i>. Revise questions and answers related to the information on <i>la carta d’identità</i>. Ask students to complete <i>la carta d’identità</i> by taking turns to ask their partner in Italian the questions related to information required (possible categories – <i>Nome, Città, Data di nascita, Età, Occhi, Capelli, Altezza, Nazionalità</i>); for example, <i>Come ti chiami?; Dove abiti? Quanti anni hai? Di che colore sono i tuoi occhi?</i> See: <ul style="list-style-type: none"> ▪ <i>Carta di Identità – Aiuto Dislessia</i> http://www.aiutodislessia.net/schede-didattiche/scuole-



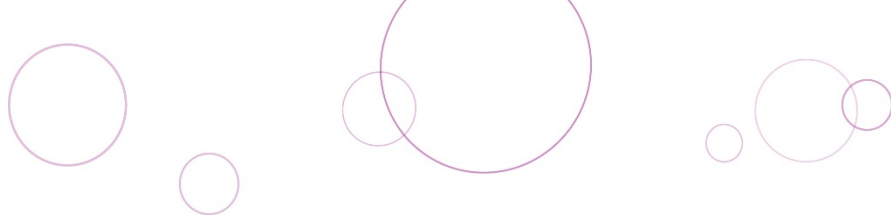
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia</i> • using cardinal numbers for dates and ages • using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender; for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> • using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership; for example, <i>la mia casa; la tua famiglia; il tuo cappello; mia nonna</i> 		<p><u>superiori/liceo-artistico/1-liceo-artistico/inglese-1-ist-superiore/carta-di-identita/</u></p> <ul style="list-style-type: none"> ▪ <i>Carta di Identita</i> (template) – Maestra Mary <u>https://maestramary.altervista.org/storia.htm</u> (Formative assessment) • Ask students to participate in a game of <i>Indovina chi?</i> Show students a set of picture cards including faces of a range of people, with differing hair/eye colour and ages and showing information about their nationalities; for example, flags. Discuss adjectives for giving hair and eye colours, and nationalities, numbers and question structures starting with <i>avere/essere</i>; for example, <i>Ha gli occhi azzuri?, È italiana?</i> The teacher or a selected student chooses a picture for the round. Students ask questions that require a <i>Si/No</i> response until the answer is revealed. Complete several rounds with new pictures chosen. • Reinforce students' questioning techniques in regards to enquiring about the descriptions of other people through the game <i>Chi è?</i> Ask students to stand up: <i>Alzatevi!</i> The teacher writes the name of one student on a small whiteboard and hides it. The aim is for the students to question the teacher and discover whose name the teacher has written on their whiteboard; for example, <i>Ha i capelli neri? È sportiva?</i> The teacher replies with <i>Si!</i> or <i>No!</i> If the answer is <i>Si!</i>, then all



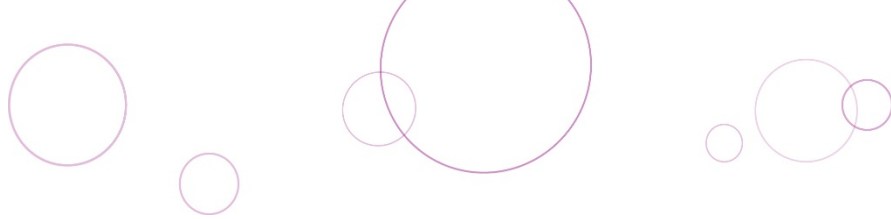
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>students who do not have black hair sit down. Students continue to ask questions until the class guesses the identity of the person whose name has been written on the whiteboard.</p> <ul style="list-style-type: none"> • Revise vocabulary related to family by showing students the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>La mia famiglia</i> – FunItalian Education (YouTube) https://www.youtube.com/watch?v=veBMKmeZZLY. • Ask students to complete the table found in Appendix A by listening to the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>La mia famiglia - Impara l'Italia</i> – Istituto Linguistico Mediterraneo (YouTube) https://www.youtube.com/watch?v=i0VWWsSVD2o. The teacher can scaffold this task by allowing students to both see and hear the audiovisual clip. Teachers may allow students to write unknown words in Italian or provide a vocabulary list on the board. • Ask students to participate in a fictional person drawing activity. Students receive a popstick for each category; for example, hair length, hair colour, hair style, eye colour, nose size, mouth size. Teachers could add more categories if desired; for example, nationality, height, size, gender and age. Students draw their person and then write the matching description in full sentences; for example, <i>Lei ha i capelli</i>



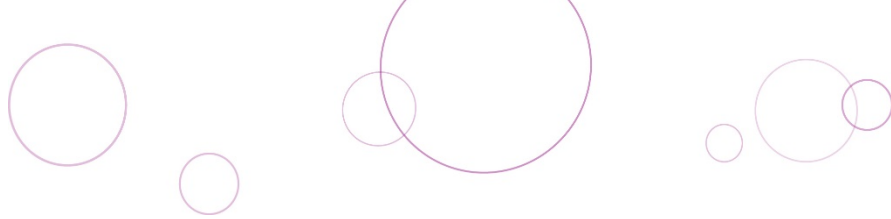
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<i>lunghi castani ricci e gli occhi marroni. Ha un naso piccolo ma una bocca grande. (Formative assessment)</i>



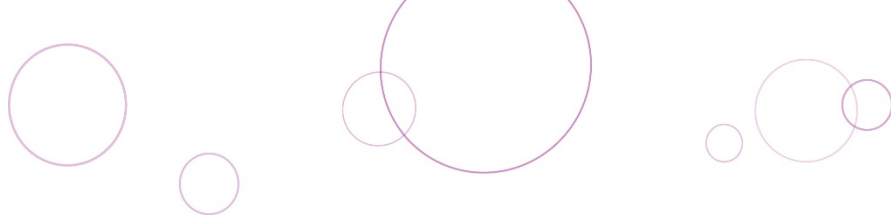
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 4</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p>	<p><i>Come sono?</i></p> <p>Students describe their appearance and the appearance of their family members and others.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use modelled language to describe appearance • locate specific information from a range of texts about family, appearance and descriptions in a variety of texts • use vocabulary to describe appearance • use definite and indefinite articles and plurals • formulate questions about appearance • use adjectival agreement. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Provide students with a pre-prepared text describing <i>Nonna Marina</i>. Ask that they read the description and complete a drawing from the description; for example, <i>Questa è mia Nonna. Si chiama Marina. Ha cinquantasei anni. Lei è alta e magra. Ha gli occhi verdi e i capelli neri corti lisci.</i> Ask students to underline which words in the description would need to change if describing <i>Nonno Mario</i>. • The teacher reads a series of descriptions about people, prepared before the lesson. The teacher reads one sentence at a time, repeating each sentence. Students draw and colour the accompanying illustration. Display the Italian description on the interactive whiteboard so that students can read and check their work. Instruct students to raise and show their picture for a quick comparison. Ask students to take turns reading the descriptions and translating. Show a correct illustration for each description. Ask students to reflect on what they did/did not understand and what they did well and what they can improve on; for example, 'I did really well understanding the name, age and colours but I had trouble remembering some of the descriptions like the hair and eyes, and adjectives like <i>alto</i>.' • Ask students to draw pictures of their family members and colour them or, alternatively, use pictures from last term's



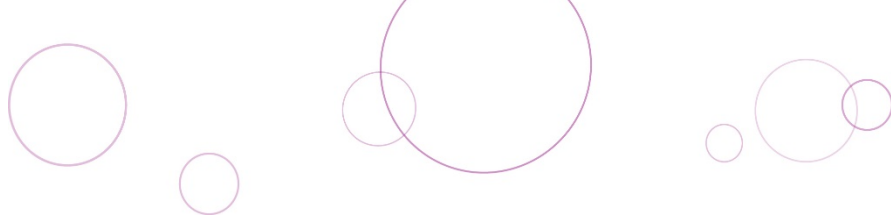
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Translating Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Understanding</p> <p>Systems of language Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> identifying gender, singular and plural nouns in the regular form; for example, <i>il quaderno/i quaderni; la mela/le mele</i> using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern; for example, <i>la mano, il papà</i> 		<p>activities. To support students with language practice, select two students and ask them about their family; for example, <i>Quanti anni ha la tua mamma? Com'è il tuo papà? Hai fratelli? Hai una nonna? Com'è lei?</i> Model comparing and contrasting the families using new vocabulary, gestures and expressive language; for example, <i>C'è un fratello nella famiglia di Maria. C'è anche un fratello nella famiglia di Adam. Il fratello di Maria ha i capelli biondi ma il fratello di Adam ha i capelli neri.</i> Point to the images on students' work and say, for example, <i>Ecco la mamma. Lei ha gli occhi azzurri. La sorella di Roberto ha gli occhi verdi. La madre di Roberto ha i capelli lunghi e biondi. La madre di William ha i capelli corti neri. Anche la sorella di William ha gli occhi azzurri.</i></p> <ul style="list-style-type: none"> Show students how to use a Venn diagram to record similarities and differences of family compositions and appearances. Arrange students in pairs to explore the family structures of their classmates and record the information. Instruct them to label one circle with the name of their partner and the other with their name. They then question each other; for example, <i>Quanti fratelli hai? Com'è la tua mamma?</i> They write information in Italian related to the physical description of their family members; for example, one mother may have green eyes, the other blue eyes. In the



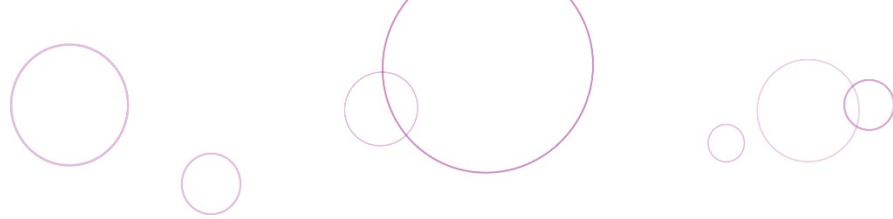
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancio, un'arancio</i> • using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender; for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> • using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership; for example, <i>la mia casa; la tua famiglia; il tuo cappello; mia nonna</i> • recognising suffixes to add nuance; for example, <i>-ino, fratellino, piccolino</i> 		<p>interesection of the two circles students write what is similar to both families; for example, they may both have a sister.</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Students complete the formal assessment task <i>Questo è Enrico</i> in Appendix C Assessment Exemplar 2. Students locate information about body parts, colours and family and translate this information into a drawing.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 5</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p><i>Chi sono Gli Incredibili?</i></p> <p>Students share information about ‘The Incredibles’ family and their own.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use vocabulary to talk about appearance • use adjectives to describe imaginative characters • use modelled language to exchange information about appearance • make comparisons about appearance of two people • learn vocabulary for clothing • describe different people’s clothing. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students the movie trailer audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Gli Incredibili 2</i> –Disney IT (YouTube) https://www.youtube.com/watch?v=1N-a6ZJqw94. Ask students to listen for words they may recognise. • Show an image of the parents from <i>Gli Incredibili</i> and ask students to provide words and phrases to describe what they look like. Use the image to reinforce: <ul style="list-style-type: none"> ▪ prior learning related to hair and eye colour, e.g. <i>Di che colore ha i capelli Mr. Incredibile?</i> ▪ prior learning related to nationalities, e.g. <i>Mr. Incredibile è americano.</i> ▪ additional vocabulary for hair style, e.g. <i>lunghi, lisci, corti</i> ▪ adjectives to describe appearance and personality, e.g. <i>grande, forte, gentile, giovane, intelligente, buffo, alto, calmo, bello, piccolo, simpatico, magro, attivo, robusto, vecchio.</i> • Reinforce adjectives and forms of the present tense of the verb <i>essere</i> by asking questions to allow students to show understanding; for example, <i>Il padre è forte? Sì (Sì, è forte).; La madre è forte? Sì, (Sì, è forte).; Il padre è piccolo? No (No, non è piccolo/è alto).; Chi è piccola? La madre (è piccola).</i> • Work with the class to complete a portrait of <i>Mr. Incredibile</i> by labelling him with adjectives and phrases as the students



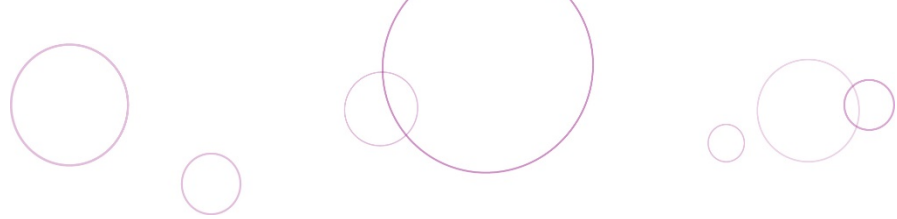
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object; for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancio, un'arancio</i> • using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender, for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> • using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership, for example, <i>la mia casa; la tua famiglia; il tuo cappello; mia nonna</i> 		<p>call them out. Revise the forms of the present tense of the verb <i>avere</i>. Use the language provided to develop a joint description of <i>Mr. Incredibile</i>; for example, <i>Ecco il padre. Si chiama Mr. Incredibile. È alto e forte. Ha i capelli biondi e corti. Ha gli occhi azzurri e ha la maschera nera. Lui è molto buffo.</i></p> <ul style="list-style-type: none"> • Arrange students in pairs. Ask students to now write descriptions for <i>Elastigirl</i>, <i>Flash</i> and <i>Violetta</i>. Students take turns in presenting one of their descriptions to the class. • Ask students to complete a Venn diagram comparing <i>Mr. Incredibile</i> with their Dad/Grandfather or <i>Elastigirl</i> with their Mum/Grandmother. Instruct them to label one circle with the name of their chosen character and the other circle will be labelled with the name of their Mum or Dad. They write information in Italian related to the physical description of their chosen character and family member; for example, one mother may have green eyes, the other blue eyes. In the intersection of the two circles students write what is similar to both people; for example, they may both have long hair. • Introduce vocabulary related to clothing by showing students the audiovisual clip <ul style="list-style-type: none"> ▪ <i>Vocaboli italiani Vestiti e accessori</i> – Crazy 4 Italian (YouTube) <p>https://www.youtube.com/watch?v=iqoQ-wlWS90.</p>



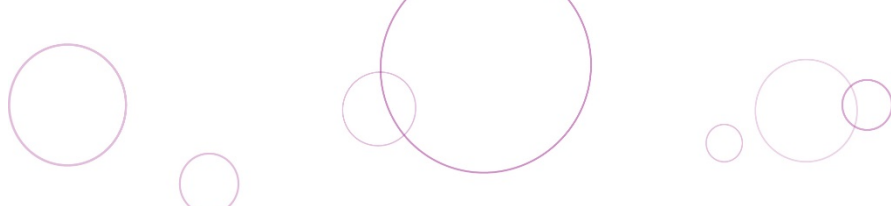
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>Provide students with a vocabulary sheet of clothing. On the whiteboard, write some extra vocabulary items related to <i>Gli Incredibili</i>; for example, <i>la tuta</i>, <i>il costume</i> and <i>la maschera</i>.</p> <ul style="list-style-type: none">• Introduce the language structure to describe what someone is wearing; <i>Indosso ...</i> and <i>Indossa ...</i> Provide students with some examples.• Ask students to add descriptions of clothing to their Venn diagram of <i>Mr. Incredibile/Elastigirl</i> and Dad/Mum.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 6</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are, for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p>	<p><i>Chi sono Gli Incredibili?</i></p> <p>Students share information about ‘The Incredibles’ family and their own.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • acquire vocabulary to talk about pets and people • locate specific information from a range of texts about pets • use modelled language to exchange information about family and pets • continue to build understanding of how plurals are formed. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Students complete <i>La famiglia Incredibili</i> worksheet. (Appendix A) They use a word bank to describe four members of <i>La Famiglia Incredibili</i>. • Read students a story written in Italian about Dads, such as: <ul style="list-style-type: none"> ▪ <i>Ti Voglio Bene, Papà</i> by Eric Carle. The book can also be accessed as an audiovisual clip: <i>Lettura albo: Ti voglio bene papà!</i> – Maria Teresa Messina (YouTube) https://www.youtube.com/watch?v=Tf29IbhTHOE ▪ <i>Che Forza Papà</i> by Isabella Paglia. The book can also be accessed as an audiovisual clip: <i>Che Forza Papà</i> – Istituto Comprensivo Michelangelo-Augusto Napoli (YouTube) https://www.youtube.com/watch?v=a7nMO8WTbF0. ▪ <i>Papà!</i> by Philippe Corentin. The book can also be accessed as an audiovisual clip: <i>Papà! di Philippe Corentin</i> – Racconti in soffitta (YouTube) https://www.youtube.com/watch?v=iYb8mZJGUg. <p>Prior to reading, ask the students to predict who the book is about and how they know this. Discuss vocabulary used in the book. Encourage students to use the picture cues to assist them with the translation.</p>

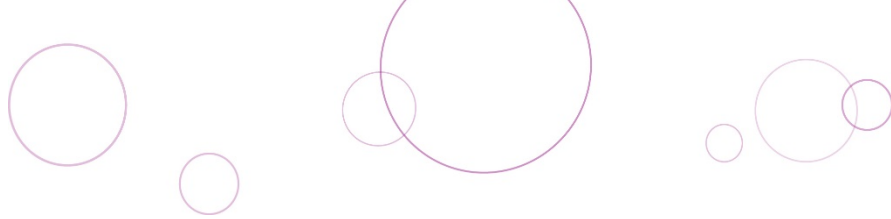
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Informing Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Understanding</p> <p>Systems of language Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancio, un'arancio</i> • recognising suffixes to add nuance, for example, <i>-ino, fratellino, piccolino</i> 		<ul style="list-style-type: none"> • Encourage students to discuss the text; for example, <i>Mi piace ...; La storia parla di ...; La mia pagina favorita è ...</i> • Discuss how and when Father's Day is celebrated in Italy. Information can be found at: <ul style="list-style-type: none"> ▪ <i>Explore Italian Culture</i> https://www.lifeinitaly.com/lifestyle/fathers-day/. • Use portraits of fathers by famous Italian artists, such as: <ul style="list-style-type: none"> ▪ <i>Ritratto di famiglia Anguissola</i> by Sofonisba Anguissola ▪ <i>Ritratto di Francesco Sasseti con il figlio Teodoro</i> by Domenico Ghirlandaio ▪ <i>Ritratto famiglia Della Volta</i> by Lorenzo Lotto to reinforce descriptive and expressive language by asking the students to describe what they see; for example, <i>Dov'è il padre?; Di che colore ha i capelli?; Di che colore è il vestito?; È contento? Revise the question Ti piace? and related responses.</i> • Ask students to consider their reactions to the portraits shown and how they could describe them using language they have learnt; for example, <i>Ti piace questo quadro?; Sì mi piace perché è bello/interessante/vivace.; Non mi piace perché è troppo scuro.</i> • To celebrate Father's Day in Australia, students will create their own Amedeo Modigliani style portrait of their Dad/Grandfather or other family member. Step-by step instructions are available at <ul style="list-style-type: none"> ▪ <i>How to Draw like Modigliani – Art Projects for Kids</i> https://artprojectsforkids.org/how-to-draw-like-modigliani/.



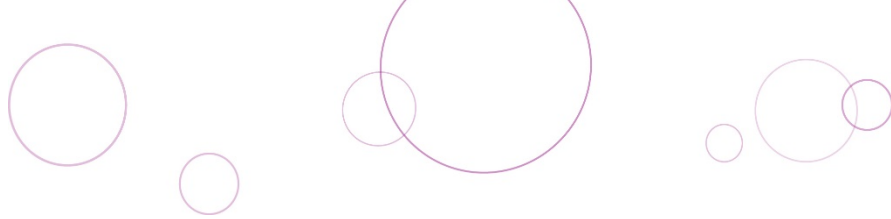
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>Teachers are best placed to know the personal and sometimes sensitive information regarding students and their families. Teachers should consider the suitability of this activity for their students.</p>



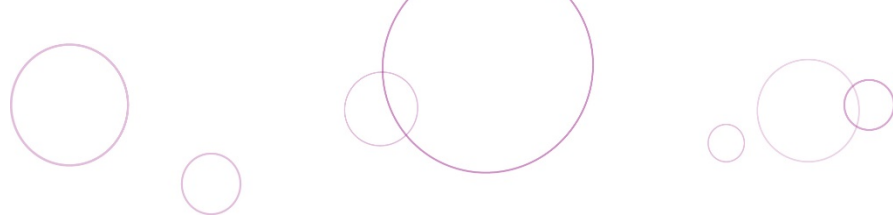
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 7</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p>	<p><i>Cosa ti piace fare?</i></p> <p>Students share personal information about their likes and dislikes.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • acquire vocabulary to talk about likes and dislikes • use modelled language to exchange information about likes and dislikes • write short descriptions about their likes and dislikes • write short descriptions about their friends' likes and dislikes • locate specific information from a range of texts about likes and dislikes • write a description of their family, including an activity they do together. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Revise/introduce food vocabulary by showing the students the audiovisual clip: <ul style="list-style-type: none"> ▪ Italian Vocabulary: Food – Professor Dave Explains (YouTube) https://www.youtube.com/watch?v=B7EQEAYD5Hg. • Revise/introduce <i>Mi piace</i> and <i>Non mi piace</i> + noun; for example, <i>Mi piace la pizza/il gelato/il calcio.</i>; <i>Non mi piace la pizza/l'anguria/il nuoto</i>. Drill the vocabulary and language structures. • Provide an opportunity for students to identify food words used in English that may come from Italian. Ask them to consider the ending of the Italo-Australian words 'broccoli' and 'zucchini' and what this could tell us about the words. Ask students to consider the spelling and pronunciation of the verb <i>piacere</i>. Provide opportunity to practise 'ce', 'ci', 'co', 'ca', 'cu' letter combinations in words. • Revise/introduce <i>Ti piace</i> + verb?; for example, <i>Ti piace giocare a calcio?</i>; <i>Ti piace leggere?</i> Introduce a range of activities relevant to the students; for example, <i>nuotare, mangiare</i> + food, <i>saltare, fare</i> + activity, <i>guardare la televisione</i>. Show students the audiovisual clip:



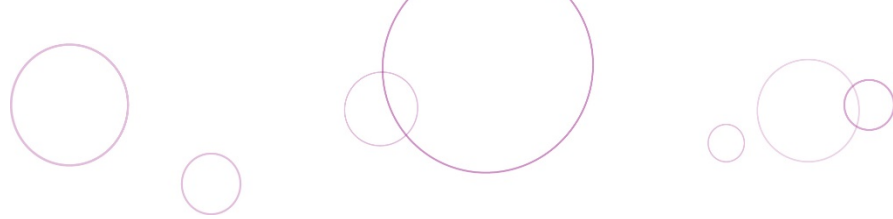
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of language Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancio, un'arancio</i> 		<ul style="list-style-type: none"> Italian Lesson n.17: <i>mi piace+verbi</i> - I like + verbs – Christina’s Italian club (YouTube) https://www.youtube.com/watch?v=D0nfna7g5U0. Ask students to participate in a <i>Trova il gemello</i> activity. Provide students with cue cards (prepared by the teacher before the lesson) showing their likes and dislikes (each card has one like and one dislike pictured). Scaffolding for this activity can be provided by placing text on the cue cards (ensure there are two of each card). If there is an odd number of students, the teacher can have the matching card. Ask students to use Italian to find the student who shares their likes and dislikes; for example, <i>Ti piace il gelato?; Sì mi piace il gelato.; No, non mi piace (il gelato)</i>. Instruct students not to show their card to anyone. Students interview other students until they find their <i>gemello</i>. (Formative assessment) Ask students to use an application, such as PicCollage, or their <i>quaderno</i> to write two sentences about themselves. The first sentence starts with <i>Mi piace</i> and is followed by one item they like to eat and one activity they like to do. The second sentence starts with <i>Non mi piace</i> and is followed by one item they don’t like to eat and one activity they don’t like to do; for example, <i>Mi piace la pizza e giocare a football. Non mi piace il gelato e giocare a cricket</i>. Ask students to use



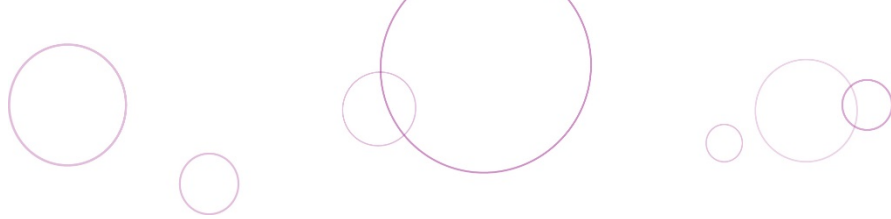
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Role of language and culture Understand and demonstrate how language use changes over time and that Italian has influenced many languages, including English</p>		<p>the same format to add a description of the likes and dislikes of three friends, using <i>Gli/Le piace</i> instead; for example, <i>Le piace la pasta e nuotare. Non le piace il burro e giocare a tennis.</i></p> <ul style="list-style-type: none"> • Provide students with a piece of paper on which they will write a <i>Chi sono?</i> riddle. Students write a description of themselves as a riddle, leaving out their name. Show students an example on the whiteboard, such as <i>Sono una ragazza. Ho dieci anni. Sono australiana. Ho gli occhi azzurri. Ho i capelli lunghi biondi ondulati. Sono alta. Mi piace correre e giocare a netball. Chi sono?</i> Ask students to write their name on the bottom of their piece of paper. Collect all the riddles. • Ask students to play <i>Tutti In Piedi!</i> to enable them to practise their <i>Chi sono?</i> riddle. For the example above, the teacher asks the students to work out who the riddle refers to by a process of elimination using the following method: <ul style="list-style-type: none"> ▪ have the whole class stand ▪ after the first sentence is read, all the boys sit down ▪ after the second sentence is read, anyone who is not 10 years old sits down ▪ after the third sentence is read, anyone who is not Australian sits down



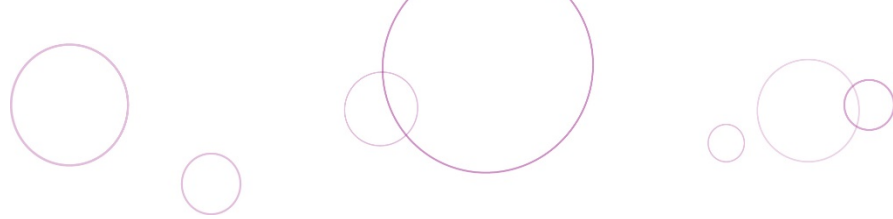
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"> ▪ after the fourth sentence is read, anyone who does not have blue eyes sits down ▪ after the fifth sentence is read, anyone who does not have long, blonde, wavy hair sits down ▪ after the last sentence is read, there should only be one student standing who likes running and playing netball. <p>That person then reads another <i>Chi sono?</i> riddle and everyone stands up to begin the game again. This game can be played across several lessons.</p> <ul style="list-style-type: none"> • Ask students to listen to a series of spoken texts/or read some pre-prepared texts where several people state what they like to do on a certain day, and with whom they like to do it; for example, <i>La domenica mi piace andare in spiaggia con la mia mamma</i>. Provide students with a table in which they fill in the gaps, with the correct answers; for example, Mum in the ‘who’ column and go to the beach, in the ‘activity’ column. • Teach students the rules for the Changing chairs game. Arrange classroom chairs in a circle. Ask students to sit in the circle, on their chair. Select one student to stand in the middle of the circle and to ask a question, from current topics, with a <i>sì</i> or <i>no</i> response; for example, <i>Vi piace giocare a pallacanestro?</i> If students answer <i>Sì</i>, they must say their answer out loud and then change seats. The aim of the game



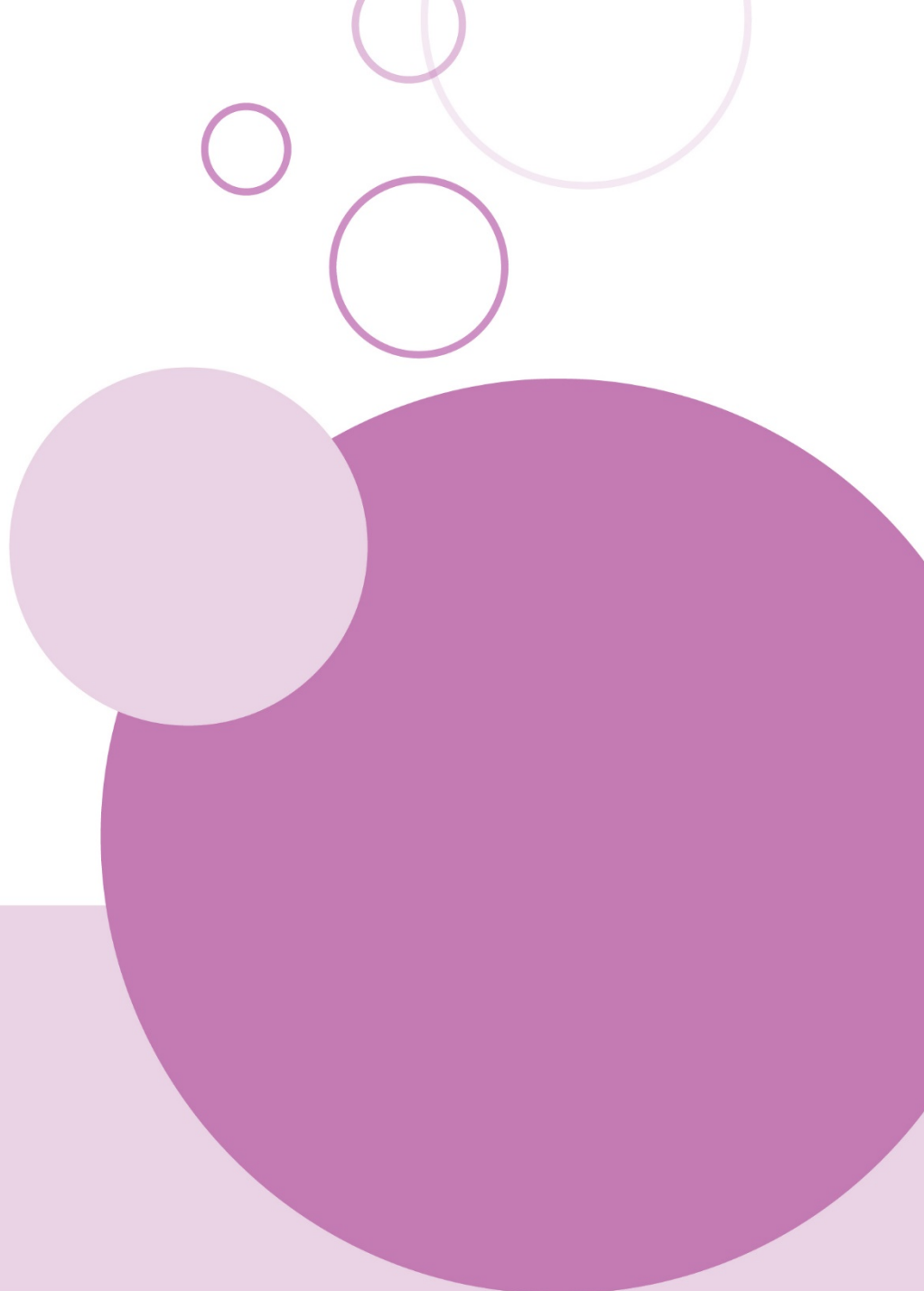
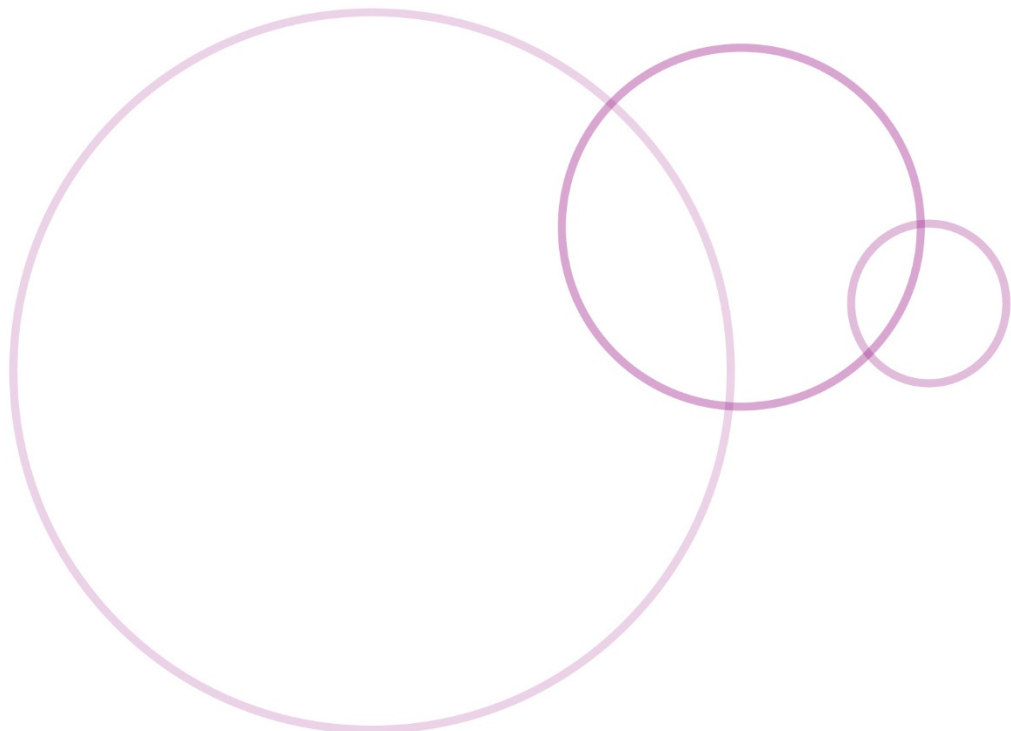
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>is to stay out of the middle. Encourage students to keep playing until a variety of likes and dislikes has been covered.</p> <ul style="list-style-type: none">• Read students the book <i>Quante famiglie</i> by Pico Floridi and Amelia Gatacre. The book can also be accessed as a Slideshare:<ul style="list-style-type: none">▪ <i>Quante famiglie</i> by Pico Floridi – Signoraitaliana https://www.slideshare.net/Signoraitaliana/quante-famiglie-249504861.• Ask students to create a class book in the style of <i>Quante famiglie</i> by Pico Floridi and Amelia Gatacre. Give each student an A3 piece of card. Using the card in landscape orientation, students write their name, age and a description of their family composition on one side. On the reverse side, students describe and illustrate something their family does together. The teacher collates the finished work into a class book. (Illustrations can be completed during Part B of next week’s Summative Assessment).



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 3, Week 8</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Informing Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Understanding</p> <p>Systems of language Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>	<p><i>Cosa ti piace fare?</i></p> <p>Students share personal information about their likes and dislikes.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • write descriptions of their family members including their likes and dislikes • respond to questions about their family • describe and illustrate their family including an activity they do together. 	<p>Teaching and learning activities</p> <p>Summative and Formative Assessment</p> <ul style="list-style-type: none"> • Students complete the formal assessment task <i>La mia famiglia</i> in Appendix D Assessment Exemplar 3. In Part A, students write descriptions of four family members. In Part B, students participate in an interview about their family. While the teacher is interviewing each student, the rest of the class can be completing their illustrations for their class book which they began in Week 7. • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ describe appearance ▪ exchange personal information including about family ▪ use definite and indefinite articles ▪ use possessive adjectives, especially <i>mio</i> and <i>mia</i> ▪ distinguish between the Italian for asking a question and giving the reply ▪ respond to questions about family and animals ▪ use family-related vocabulary to write and present descriptions.

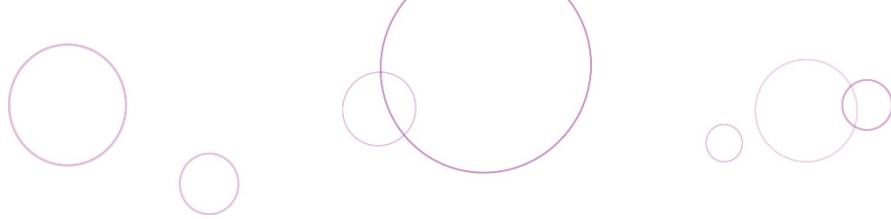


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">• using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancio, un'arancio</i>• using cardinal numbers for dates and ages• using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender, for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i>• using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership, for example, <i>la mia casa; la tua famiglia; il tuo cappello; mia nonna</i>• recognising suffixes to add nuance, for example, <i>-ino, fratellino, piccolino</i>		

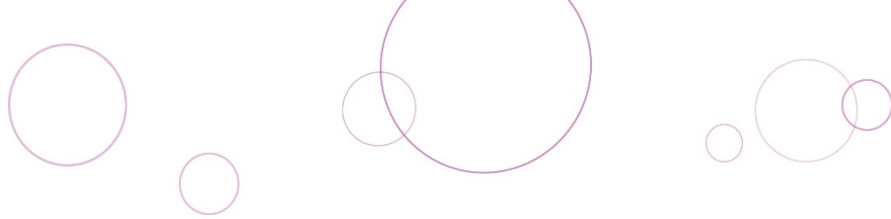


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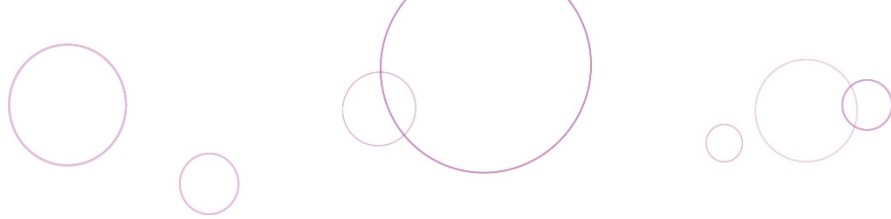
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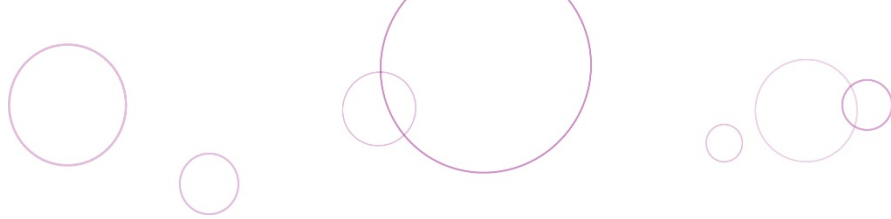
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 1</p> <p>Communicating</p> <p>Socialising</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p><i>Che tempo fa?</i></p> <p>Students share information about weather and activities that are appropriate for the weather.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use gender and definite articles • write a <i>Chi sono?</i> riddle describing themselves • experiment with pronunciation when using newly learnt words • describe weather seen through webcams in Italy • compare weather in Italy and Australia. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to play a quick thinking game for <i>ripasso</i>. Divide the class into two teams. Students raise their hands to give the answer to the questions below. For each correct answer award a point to that team on the whiteboard. The team with the most points wins. <p>Questions:</p> <ul style="list-style-type: none"> ▪ give a noun in Italian and ask students whether it is masculine or feminine ▪ give a noun in Italian and ask students whether it will take <i>mio</i> or <i>mia</i> ▪ give a masculine noun and ask students for the plural form ▪ give a feminine noun and ask students for the plural form ▪ give an adjective (e.g. <i>alto, basso, americano</i>) and ask students for the feminine form, include adjectives ending in 'e'; <i>intelligente, felice, giovane</i>. <ul style="list-style-type: none"> • Ask students to participate in a <i>Palla di neve</i> riddle quiz. (Play this game for short periods over several lessons.) Provide students with scrap paper. Ask students to write about themselves (except their name!); for example, their age, nationality, hair colour, what they like, personality description and family on one side of the paper. Instruct



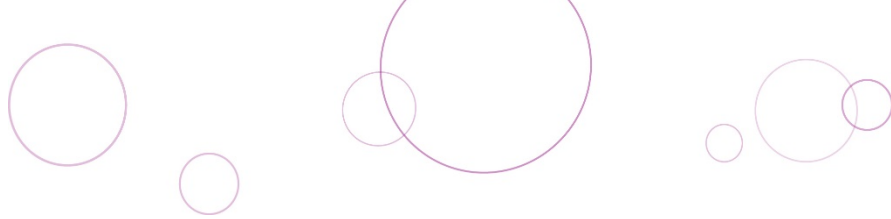
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of language Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> identifying gender, singular and plural nouns in the regular form, for example, <i>il quaderno/i quaderni; la mela/le mele</i> using the definite and indefinite articles and understanding how to specify a particular 		<p>students to use as much language learned as possible. Once finished, students proof-read their work and, on the other side of the paper, draw a special little mark/smiley so they recognise their work. Monitor students' writing. Ask students to scrunch up their paper and to throw it into the middle of the classroom. Students have to pick up a piece of paper – making sure it is not their own – read it aloud and the class has to guess who it is. Once the mystery student has been identified, the student who picked up the paper has to then say three to five things about them in the third person; for example, <i>Lui/Lei si chiama ...; È sportivo/a.; Ha otto anni.; Abita a Perth.; Ha i capelli lunghi.</i></p> <ul style="list-style-type: none"> Introduce/revise weather vocabulary to students using the audiovisual clip: <ul style="list-style-type: none"> The Italian Weather (Basic Words and Expressions) – Ambra Connex-ita (YouTube) https://www.youtube.com/watch?v=eN_kFmEdM_w. Provide students with opportunities to practise weather expressions and vocabulary: <ul style="list-style-type: none"> using flash cards and matching games completing <i>Che tempo fa</i>, Worksheet #1, <i>Butta il dado</i>, Worksheet # 2 and <i>Il meteo</i>, Worksheet #3 Section 28 – Languages Online Italian



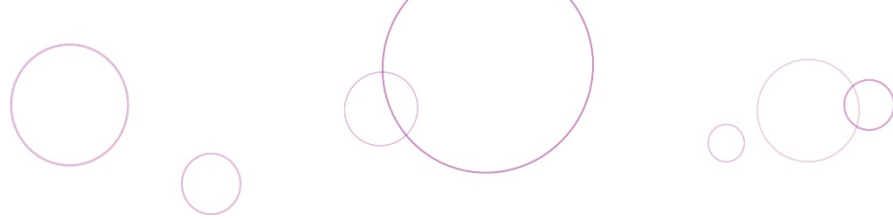
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia</i></p> <ul style="list-style-type: none"> • using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender, for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> 		<p>https://www.education.vic.gov.au/languagesonline/italian/sect28/index.htm</p> <ul style="list-style-type: none"> • Students practise describing weather and looking at weather in Italy: <ul style="list-style-type: none"> ▪ Live Cams in Italy – Skyline webcams https://www.skylinewebcams.com/en/webcam/italia. The teacher clicks on a webcam and asks students <i>Che tempo fa?</i> Try to look at a variety of weather phenomena. • Introduce/revise <i>le stagioni</i>. Revise months of the year and compare weather in Italy and Australia at the same time. Encourage students to use Italian in their discussion; for example, <i>A dicembre in Italia fa freddo ma in Australia fa caldo</i>. Discuss popular activities for the different times of year in each country; for example, <i>In inverno in Italia è popolare lo sci; in Australia è popolare il football australiano</i>.



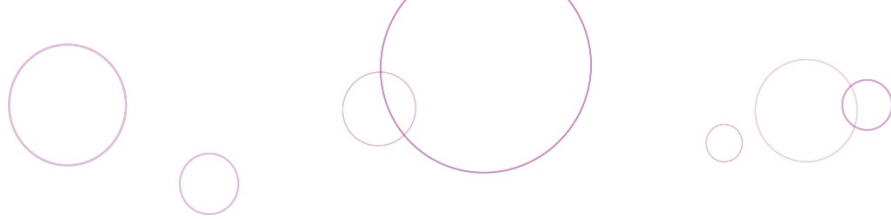
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 2</p> <p>Communicating</p> <p>Socialising Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members; for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p>	<p><i>Che tempo fa?</i></p> <p>Students share information about weather and activities that are appropriate for the weather.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> locate specific information in a variety of texts about weather experiment with pronunciation when using newly learnt vocabulary use simple verbs to describe actions describe weather and the activities appropriate for the weather. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Provide students with a worksheet showing a series of incomplete scenes, such as the example in Appendix A – <i>Che tempo fa a Amalfi?</i> Read a description of the weather for each scene and ask students to complete the scene by drawing a picture as described; for example, <i>A gennaio nevica.; Martedì c'è il sole.</i> Use the same worksheet to give students opportunities to provide oral descriptions of the weather by asking <i>Che tempo fa ...?</i>; for example <i>Che tempo fa a settembre? A settembre piove.</i> As an introduction/revision to talking about hobbies using the <i>io</i> form in <i>il presente indicativo</i> instead of using <i>mi piace</i> + infinitive, show students the audiovisual clip: <ul style="list-style-type: none"> Easy Italian: learn to talk about your hobbies and free time in Italian – Coffee Break Languages (Italian) (YouTube) https://www.youtube.com/watch?v=nXjaywlsSNY. Discuss with students what they noticed during the audiovisual clip. Pause the audiovisual clip in certain sections to highlight key language structures. Ensure that students know that first person conjugation (<i>io</i>) in the <i>presente indicativo</i> always end with an 'o'.



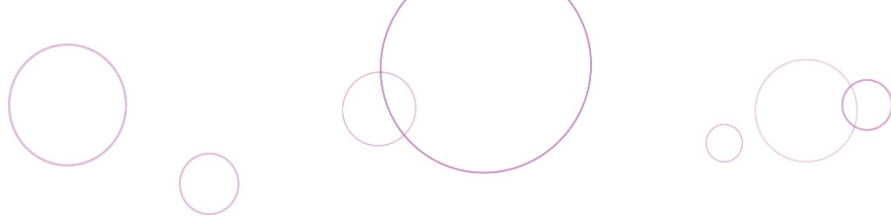
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of language Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> identifying gender, singular and plural nouns in the regular form, for example, <i>il quaderno/quaderno; la mela/mele</i> <p>Begin to develop a metalanguage in Italian</p>		<ul style="list-style-type: none"> Explain how to conjugate the singular forms (<i>io, tu, lui/lei</i>) of key verbs in <i>il presente indicativo</i>, such as <i>giocare, leggere, mangiare</i> and <i>guardare</i>. Include the irregular verb <i>andare</i>. Provide students with a handout showing singular (<i>io, tu, lui/lei</i>) verb conjugations. Ask students to describe what they do when <i>fa freddo, piove, è ventoso</i> and <i>fa caldo</i>. Distribute the worksheet <i>Cosa fai quando ...?</i> (Appendix A). Ask the students to write about what they do when <i>fa freddo, piove, è ventoso</i> and <i>fa caldo</i> using <i>il presente indicativo</i>. When students have completed their writing, allocate the students into groups of four to play a game of <i>Uguale o Diverso</i>. Students take it in turns to ask their group one of the four questions; for example, ‘<i>Cosa fai quando fa caldo?</i>’ Students take it in turns to read out their possible answers; for example, <i>Vado in spiaggia</i>. If students have the same activity, they score one point. Students score two points for each unique answer. When all questions have been discussed the student with the most points wins. Alternatively, the worksheet can be an independent writing activity. The teacher could scaffold this activity by providing a list



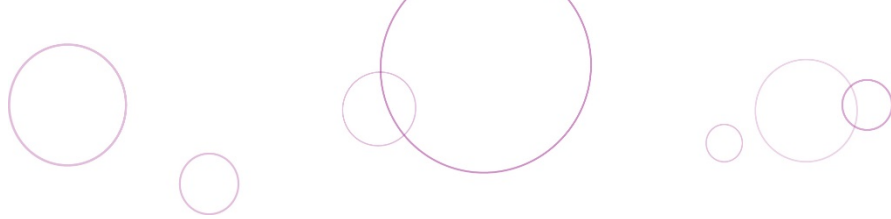
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
for talking about language, using terms similar to those used in English		of sentences/answers for students to match to the correct questions.



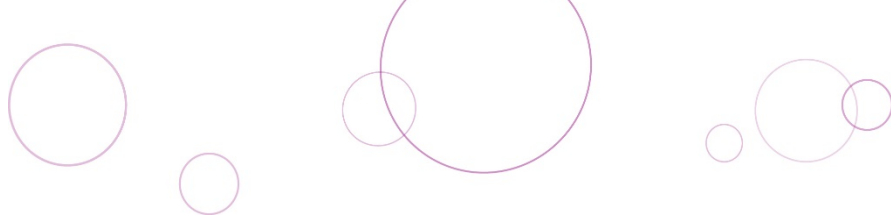
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 3</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Creating Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p>	<p><i>Che tempo fa?</i></p> <p>Students share information about weather and activities that are appropriate for the weather.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> locate specific information in a poem about weather and likes/dislikes use simple verbs to describe actions describe weather and activities appropriate for the weather understand the text features of poems create and perform a poem about weather and likes/dislikes. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> The teacher reads the poem <i>Cosa Facciamo?</i> (found in Appendix A) without showing the words. The teacher re-reads the poem and asks groups of students to listen for specific information/words: <ul style="list-style-type: none"> Group 1 listens for family members Group 2 listens for how many times <i>mi piace</i> is used Group 3 listens for weather expressions Group 4 listens for activities named. Discuss with each group the information they found and ask students what they think the poem is about. Talk about the features of a poem; for example, rhyme, repetition, emphasis. Provide students with the cloze version of the poem – with the missing words provided in a word bank. (Appendix A) The teacher re-reads the poem and asks students to complete the missing words. Show the correct version on the whiteboard and ask students to correct their own work. Compare the use of <i>dice</i> and <i>dico</i>. Ask students to illustrate one line of the poem on their cloze worksheet. Before the lesson, the teacher creates a comprehension quiz using the Quizizz platform (or similar) to have students respond to questions related to the poem. Use a



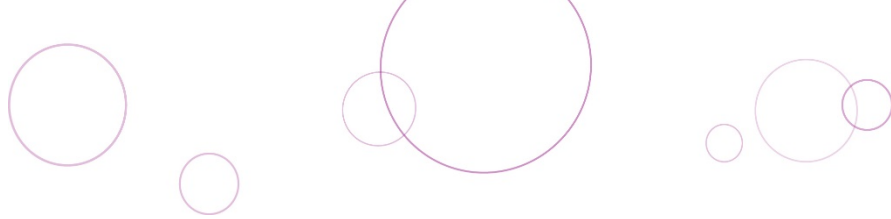
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> identifying gender, singular and plural nouns in the regular form, for example, <i>il quaderno/lo quaderno; la mela/le mele</i> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Italian texts</p>		<p>combination of True/False and short answer; for example, 'Is it cloudy?', <i>A chi piace nuotare?</i></p> <ul style="list-style-type: none"> The teacher introduces different places; for example, <i>(Stiamo) a casa, al parco, all'isola di Rottneest, in Italia</i>. As a class, brainstorm on the whiteboard activities that are appropriate for each location. Revise weather vocabulary with a quick Shout Out activity. Ask students to choose a location, (at least) three activities and (at least) two weather descriptions and write these in their <i>quaderno</i>. Ask students to use these activities and weather descriptions to create and illustrate their own poem (or rap) in their <i>quaderno</i> inspired by the <i>Cosa facciamo?</i> poem. Students will then present their poem (or rap) to the class. (Formative Assessment)



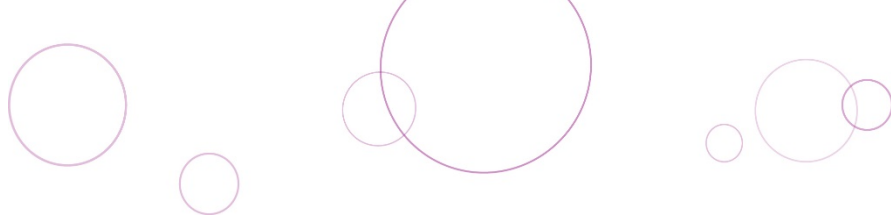
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 4</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Informing Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Translating Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p>	<p><i>Che tempo fa?</i></p> <p>Students share information about weather and activities that are appropriate for the weather.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use simple verbs to describe actions • describe weather and the activities appropriate for the weather • translate weather and interests expressions • participate in (online) language learning games to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to design a comic strip/storyboard describing what their family or friends do when <i>fa caldo</i>, <i>fa freddo</i> or <i>piove</i>. This could be completed by using applications, such as Book Creator or PicCollage, or websites, such as Storyboard That, or in their <i>quaderno</i>. Students should write about four different family members/friends using a combination of <i>gli/le piace</i> phrases and <i>il presente indicativo (lui/lei form)</i>; for example, <i>Quando fa freddo la mia mamma fa le passeggiate e le piace anche andare al parco.</i> • Ask students to play a game of Musical Chairs. Arrange the classroom chairs in a circle. The teacher places a weather flash card on each chair. Ask students to stand in front of their chair. Play Italian music and ask students to walk around in the circle. When the music stops students quickly sit down. One chair is removed each round so one student will miss out on getting a chair. Each student who is sitting must say correctly what they like to do in the weather illustrated in the flash card on the chair they sat on; for example, if they sat on a picture of rain; <i>Quando piove mi piace schizzare</i>. If they cannot complete the sentence, they are out. The person/s who was missing a chair, gets a chance to complete the sentence. If they answer correctly, they take the place of the student who did not answer correctly. The



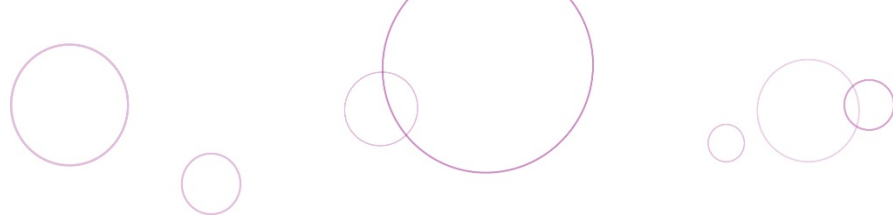
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> identifying gender, singular and plural nouns in the regular form, for example, <i>il quaderno/1 quaderno; la mela/le mele</i> 		<p>game continues until there are two students and one chair left. The student who gets the chair and correct answer wins.</p> <ul style="list-style-type: none"> Before the lesson, the teacher prepares a text about family, weather, likes and dislikes. 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>La mia mamma è molto sportiva. In estate quando fa caldo le piace andare in spiaggia. Le piace nuotare e mangiare il gelato. Non le piace l’inverno quando fa freddo. Quando piove legge un libro o guarda un film.</i> The group with the most correct translation is the winner. Before the lesson, the teacher prepares a revision quiz through a platform, such as: <ul style="list-style-type: none"> Quizizz https://quizizz.com/ Quizlet https://quizlet.com/en-gb Kahoot! https://create.kahoot.it/auth/login. <p>Ask students to participate in the pre-prepared quiz.</p>



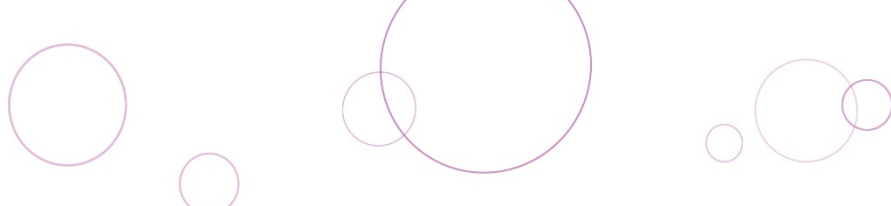
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 5</p> <p>Communicating</p> <p>Socialising Participate in routine exchanges such as asking each other how they are, for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Translating Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p>	<p><i>Come stai?</i></p> <p>Students expand their repertoire of asking and answering the question <i>Come stai?</i></p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use a range of responses to answer, <i>Come stai?</i> • use other language structures to ask, How are you? • experiment with pronunciation when using newly learnt words • label body parts. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Brainstorm on the whiteboard all known responses to <i>Come stai?</i> Introduce the language structure, <i>Sto bene/male perché ...</i>; for example, <i>Sto molto male perché mi sento triste e arrabbiato.; Sto molto bene perché sono emozionata.; Sto male perché ho caldo.</i> Introduce students to other ways to ask, How are you? such as, <i>Come va? Come ti senti oggi?</i> Provide students with a sentence builder or vocabulary sheet. • Students each write an Italian name and a feeling on a scrap piece of paper, using the new language structure; for example, <i>Matteo. Sto bene perché sono contento.</i> The papers are then placed in a hat or box and redistributed to students randomly. Students mingle and ask one another <i>Come ti chiami? Come stai?</i> and answer according to their piece of paper. The teacher can ask students to swap pieces of paper throughout the game. (Formative assessment) • Play the game <i>Chi è pazzo?</i> with students. Ask students to form a circle, <i>In cerchio!</i> Ask one student to stand in the doorway of the classroom facing away from the class, then choose another student to be '<i>pazzo/a</i>'. The teacher asks the student with their back to the group to stand in the middle of the circle. This student points to a class member and asks a question; for example, <i>Come stai?; Come va?; Come ti senti</i>



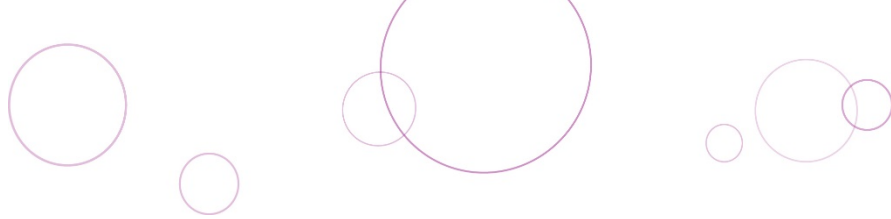
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<p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of language Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> observing gender in patterns of naming, for example, <i>Paolo/Paola</i>, but that <i>Luca, Andrea</i> and <i>Simone</i> are all male names in Italian using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma</i>, 		<p><i>oggi?</i> Students who are pointed to respond with how they are feeling, except for the ‘pazzo/a’ student, who responds, <i>Oggi mi sento pazzo/a!</i> If after three guesses the ‘wacky’ person is not identified, all students call out <i>Peccato!</i>, the student who is ‘pazzo/a’ acts in a ‘wacky’ fashion and a new guesser is chosen. Encourage all students to change their response between rounds.</p> <ul style="list-style-type: none"> Introduce/revise vocabulary for parts of the body by showing students the audiovisual clip: <ul style="list-style-type: none"> Italian Vocabulary: Parts of the Body – Professor Dave Explains (YouTube) https://www.youtube.com/watch?v=doU49uj2u-w. Provide students with opportunities to practise body parts vocabulary: <ul style="list-style-type: none"> label body parts on pictures of famous Italian artworks, such as <i>La statua di David</i> and <i>Venere</i> from the <i>Nascita di Venere</i> label <i>Pinocchio</i> play <i>Simone Dice</i> make and label a skeleton using pasta shapes.



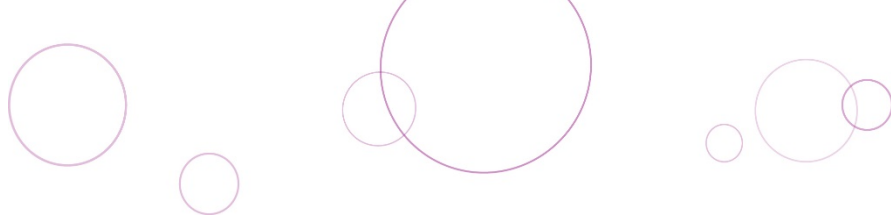
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><i>una mamma; il quaderno, un quaderno; l'arancia, un' arancia</i></p> <ul style="list-style-type: none">• using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender, for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> <p>Role of language and culture Understand and demonstrate how language use changes over time and that Italian has influenced many languages, including English</p>		



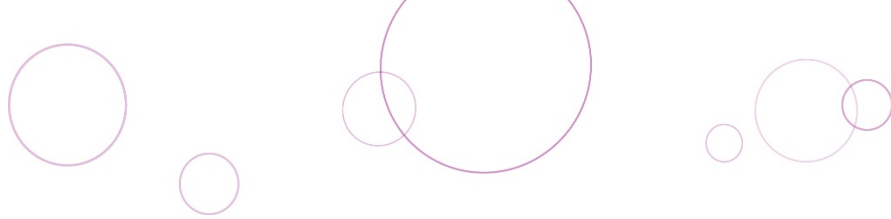
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 6</p> <p>Communicating</p> <p>Socialising Participate in routine exchanges such as asking each other how they are, for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p>	<p><i>Come stai?</i></p> <p>Students expand their repertoire of asking and answering the question ‘How are you?’</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use a range of responses to answer <i>Come stai?</i> • use other ways to ask ‘How are you?’ • experiment with pronunciation when using newly learnt words • use the vocabulary for body parts to discuss injuries or ailments. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ Conversation in Italian between Doctor and Patient – Learn Italian easily – Learnita (YouTube) https://youtu.be/Lx1Ufnhpo-4?t=287. • Introduce students to the language structures <i>Mi fa male ...</i> and <i>Ho mal di ...</i>. Explain that different body parts require different expressions; for example, <i>Ho mal di testa.; Mi fa male la spalla.; Ho mal di gamba.; Mi fa male il braccio</i>. Drill these using flash cards. • Allow students the opportunity to take on the role of a fictional person and state their injury or ailment using expressive language and humour. Provide some simple dress-ups, such as a fancy hat, walking stick or shawl. • Ask students to participate in a <i>Trova il gemello</i> activity. Provide each student with a flash card (prepared by the teacher beforehand) showing a body part. The teacher could scaffold this activity by placing text on the flash cards (ensure there are two of each card). If there is an odd number of students, the teacher can have the matching card. Ask students to use Italian to find the student who shares their ailment/injury; for example, <i>Come stai?; Ho mal di testa e tu?</i> Instruct students not to show their card to anyone.



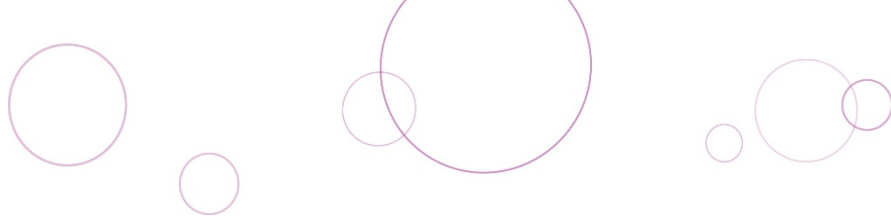
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language</p> <p>Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia</i> 		<p>Students interview other students until they find their <i>gemello</i>.</p> <ul style="list-style-type: none"> • Ask students to complete a word sort. This can be completed by providing a worksheet with a word bank and a table to write them in or providing students with laminated cards. Suggested word categories to include are: body parts, emotions, family members and likes and dislikes. • Teach the game <i>Dove è?</i>, a variation of Hide and seek, where a student is selected to stand in the doorway of the classroom facing away from the class while a body part flashcard is hidden in a classroom location. The student who is facing away from the group, then returns to the group and begins to search for the flash card, guided by the students who quietly chant a sentence; for example, <i>Mi fa male la caviglia</i> when the student is far from the flash card, and then chant louder as the student gets closer to the flash card. Play this over several rounds using different body parts, ensuring both <i>Ho mal di ...</i> and <i>Mi fa male ...</i> are covered.



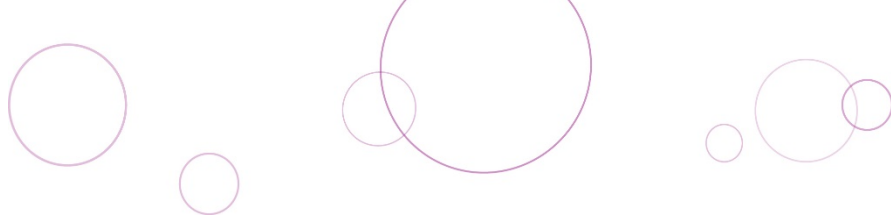
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 7</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Understanding</p> <p>Systems of language Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, trè, guardate a me!</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken</p>	<p><i>Come festeggiamo</i></p> <p>Students compare aspects of Italian and Australian culture and explore Italian birthday and <i>Onomastico</i> celebrations.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • make comparisons between events and celebrations in Italy and Australia • design and create an invitation to a celebration • discuss similarities/differences between <i>Onomastico</i> and known celebrations. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Discuss how birthdays are celebrated in Italy. Show students the blog post: <ul style="list-style-type: none"> ▪ Top Italian Birthday Traditions – An American in Rome https://anamericaninrome.com/wp/2020/04/italian-birthday-traditions/. • Revise or introduce the <i>Tanti Auguri</i> song using the audiovisual clip: <ul style="list-style-type: none"> ▪ <i>Tanti auguri a te - Buon Compleanno!</i> – HalidonMusic (YouTube) https://www.youtube.com/watch?v=goTXPdm_rH8. • Discuss how many Italians also celebrate their <i>Onomastico</i> or name day. Show students the blog post: <ul style="list-style-type: none"> ▪ Do You Celebrate “Onomastico”? – The Proud Italian https://theprouditalian.com/do-you-celebrate-onomastico/. • Ask students to discover their <i>Onomastico</i> using: <ul style="list-style-type: none"> ▪ General Calendar – Wikipedia https://en.wikipedia.org/wiki/General_Roman_Calendar#General_Calendar ▪ Find your Name-Day (Onomastic)! – Numerando https://www.numerando.it/en/pg_onomastico.asp.



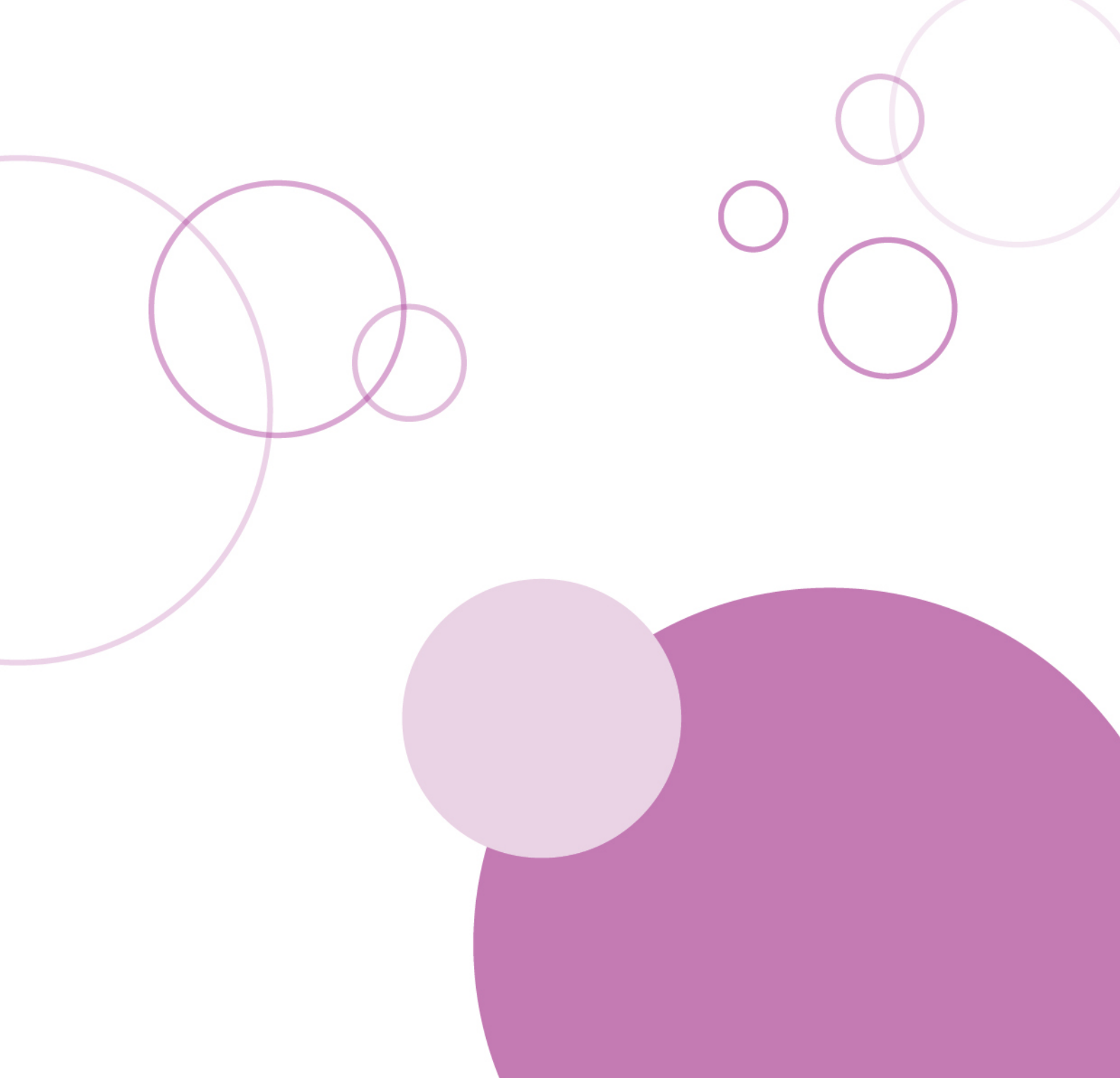
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender, for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> • recognising suffixes to add nuance, for example, <i>-ino, fratellino, piccolino</i> <p>Role of language and culture Notice differences between Italian, Australian and other cultures' practices and how these are reflected in language</p>		<ul style="list-style-type: none"> • Allow students to reflect on the differences between how birthdays and <i>Onamastico</i> are celebrated in Australia and Italy. • Asks students to design an invitation to their birthday or <i>Onamastico</i> celebration using A5 paper or card. They should include: <ul style="list-style-type: none"> ▪ the name of invitee (family members/friends) ▪ date ▪ location (use Italian address) ▪ time.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Term 4, Week 8</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Creating Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p>	<p><i>Come festeggiamo</i></p> <p>Students compare aspects of Italian and Australian culture and explore Italian <i>Natale</i> and <i>Epifania</i> celebrations.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • make comparisons between events and celebrations in Italy and Australia • write a letter to <i>Babbo Natale</i> • discuss similarities/differences between <i>Natale</i> and <i>Epifania</i>. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show students the audiovisual clip about how <i>Natale</i> is celebrated in Italy: <ul style="list-style-type: none"> ▪ Italian Christmas Traditions (feat. Babbo Natale and la Befana) – Marco in a Box (YouTube) https://www.youtube.com/watch?v=IK7bhahC1DU. • Allow students to reflect on the differences between how <i>Natale</i> is celebrated in Italy and in their home. • Ask students to write a letter on A4 paper to <i>Babbo Natale</i> describing their likes and dislikes including clothes, hobbies and foods/nouns. Students could also describe the likes and dislikes of their friends and/or family members. • Show students the audiovisual clip: <ul style="list-style-type: none"> ▪ Santa’s Christmas: Learn Italian with subtitles – Story for Children and Adults “BookBOx.com” – Bookboxinc (YouTube) https://www.youtube.com/watch?v=Dr3vEw74tEY. • Read students the story The Legend of Old Befana by Tomie de Paola. The book can also be accessed through the following audiovisual clip: <ul style="list-style-type: none"> ▪ The Legend of Old Befana – Mrs. K’s Book Worm Adventures (YouTube) https://www.youtube.com/watch?v=C-msx4fz_sU.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Recognise and write high frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> identifying gender, singular and plural nouns in the regular form, for example, <i>il quaderno/i quaderni; la mela/le mele</i> using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia</i> using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender, for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> 		<p>Allow students to respond to the text; for example, <i>Mi piace ...; La storia parla di ...; La mia pagina favorita è ...</i></p> <ul style="list-style-type: none"> Ask students to create a <i>Diamante</i> poem in their <i>quaderno</i> about Babbo Natale and La Befana. Instructions on the process of writing a <i>Diamante</i> poem can be found at: <ul style="list-style-type: none"> How to Write a Diamante Poem – Thought Co. https://www.thoughtco.com/write-a-diamante-poem-1856956. <p>When they have finished creating their poem, ask students to perform them in front of the class.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> describe weather use simple verbs to describe actions use definite and indefinite articles use possessive adjectives, especially <i>mio</i> and <i>mia</i> distinguish and vary intonation between the Italian for asking a question and giving the reply respond to the question <i>Come stai?</i> make comparisons between events and celebrations in Italy and Australia.



APPENDIX A: RESOURCES

Resources

Term 1

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none">Flash cards (feelings) <p>Websites</p> <ul style="list-style-type: none">Lists of Sicilian and Italian Given Names http://www.conigliofamily.com/SicilianAndItalianGivenNames.htmItalian Names https://www.behindthename.com/names/usage/italian <p>Audiovisuals</p> <ul style="list-style-type: none">Wego Arabia. (2019, June 20). <i>Visit Italy in 1 Minute</i> [Video file]. Retrieved July, 2021, from https://www.youtube.com/watch?v=VwJCHnk7C-QStephane Husar -Topic. (2014, November 16). <i>Come ti chiami?</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=G76v7eMbXjA (without lyrics)Virtualapolis. (2014, October 4). <i>Come ti chiami (canzone in Italiano). What's your name (Italian Song)</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=8yb9ARTc1gU (with lyrics)My Italian Lessons "Parlando Italiano". (2016, August 12). <i>Italian Course - How to say hello in Italian</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=IR64gDmds6kKids Tv Italiano - canzoni per bambini. (2015, April 11). <i>La famiglia delle dita calcio Finger Family Football</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=6KS8N21zxB4
2	<p>Applications</p> <ul style="list-style-type: none">PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ <p>Websites</p> <ul style="list-style-type: none">The Teacher Toolkit, Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles <p>Audiovisuals</p> <ul style="list-style-type: none">latinlord92. (2007, May 9). <i>Importance of learning a second language Goldfish v. Kitty</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=mzEjzL6_gyE

Week	Resources
	<ul style="list-style-type: none"> Mr Oopy - Educational Video's and Music for Kids. (2020, November 6). <i>Counting Numbers and Exercise from 1 to 100 in Italian</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=42HEN95xY3o
3	<p>Websites</p> <ul style="list-style-type: none"> Paesi e nazionalità by elenab https://www.slideshare.net/elenab76/preposizioni-39830022 Nazionalità https://www.slideshare.net/masseroni/nazionalit-8866458 Storyboard That https://www.storyboardthat.com/ <p>Audiovisuals</p> <ul style="list-style-type: none"> Top English. (2016, October 5). <i>Countries and nationalities</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=NJVV1LDt2hE Italian Language Hub. (2020, December 4). <i>Learn Italian - Lesson on adjectives of nationality</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=sEMGtbQkBrU
4	<p>Teacher resources</p> <ul style="list-style-type: none"> Flash cards (months) <p>Applications</p> <ul style="list-style-type: none"> Book Creator https://app.bookcreator.com/sign-in <p>Audiovisuals</p> <ul style="list-style-type: none"> Virtualapolis. (2014, October 4). <i>I mesi dell'anno italiano. The months of the year Italian</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=VN4Comqkvf4 Coffee Break Languages. (2019, December 11). <i>Easy Italian: learn to talk about birthdays in Italian</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=f-ENrIrtoyo&list=RDCMUCozZrWPuoNRLI5ArOyJ57sQ&start_radio=1
5	<p>Websites</p> <ul style="list-style-type: none"> World Map – Political https://geology.com/world/world-map.shtml Riva degli Schiavoni (Street View) https://www.google.com/maps/@45.4334036,12.3399909,3a,75y,344.9h,99.18t/data=!3m6!1e1!3m4!1s0uYEdtDi80jUi4WwP3SqVw!2e0!7i13312!8i6656 The Carnival Of Venice And Its Traditional Masks

Week	Resources
	<p>https://theculturetrip.com/europe/italy/articles/the-carnival-of-venice-and-its-traditional-masks/</p> <p>Audiovisuals</p> <ul style="list-style-type: none"> • Little Fox – Kids Songs and Stories. (2019, April 25). <i>Gondola Ride in Venice</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=fKIPgvoYLO8
6	<p>Student resources</p> <ul style="list-style-type: none"> • Mask templates <p>Books</p> <ul style="list-style-type: none"> • Falconer, I. (2011). <i>Olivia goes to Venice</i>. London: Simon & Schuster.
7	<p>Audiovisuals</p> <ul style="list-style-type: none"> • Alice Ragagnin. (2014, April 5). <i>Il mio astuccio</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=b994rgUWYMo&t=59s • Mela Educational. (2014, November 10). <i>Impara i colori con gli amici pesciolini</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=RHvWW1hYHds&t=4s
8	<p>Audiovisuals</p> <ul style="list-style-type: none"> • About Italian Language. (2016, February 7). <i>The colors in Italian language</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=zGZe18SvecE • Learn Italian with Italy Made Easy. (2016, July 15). <i>Learn the Italian Alphabet: letters and sounds (Italian Pronunciation) (1/3)</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=UF1nqgmXwew



Week 4 Sample: *La Tombola dei Mesi*

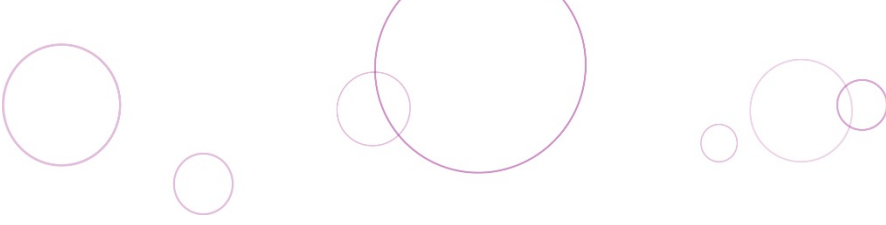
10 giugno	21 novembre	3 marzo
31 gennaio	17 settembre	8 dicembre
25 luglio	14 maggio	28 febbraio



I Compleanni della Classe/Elenco dei compleanni

Listen to your classmates as they call out their birthdate. Tally the birthdates as you hear them in the correct month.

<i>gennaio</i>	<i>febbraio</i>	<i>marzo</i>	<i>aprile</i>	<i>maggio</i>	<i>giugno</i>
<i>luglio</i>	<i>agosto</i>	<i>settembre</i>	<i>ottobre</i>	<i>novembre</i>	<i>dicembre</i>



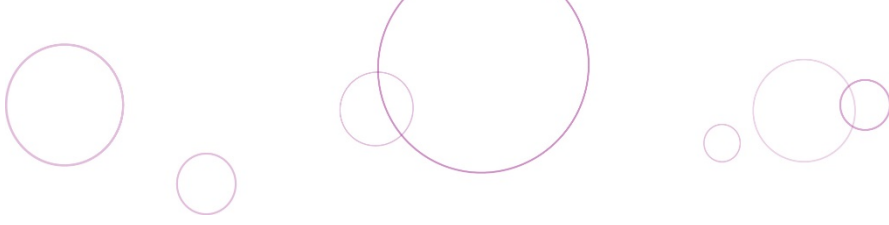
Mi Presento

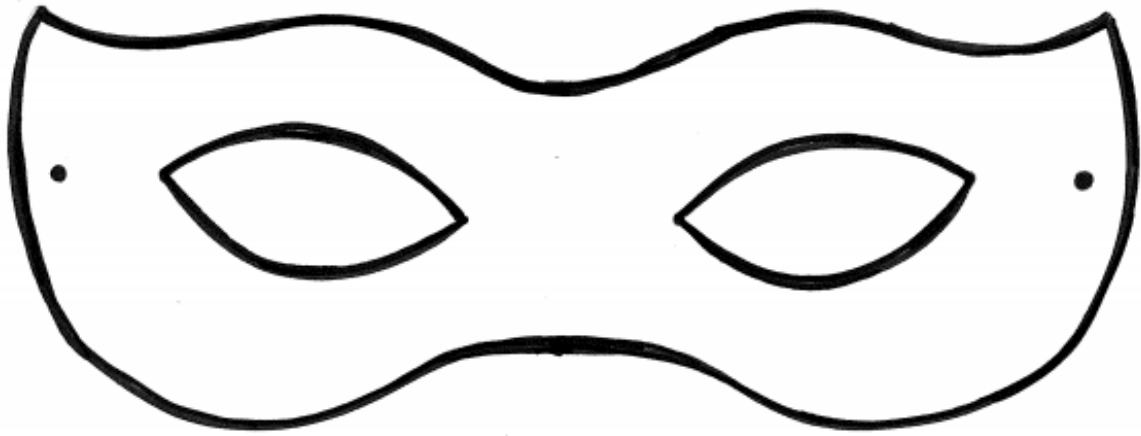
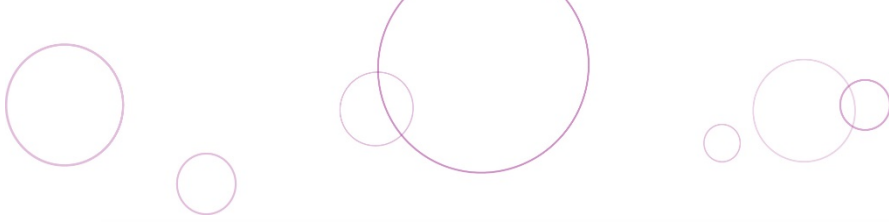
Write a description of yourself and include:

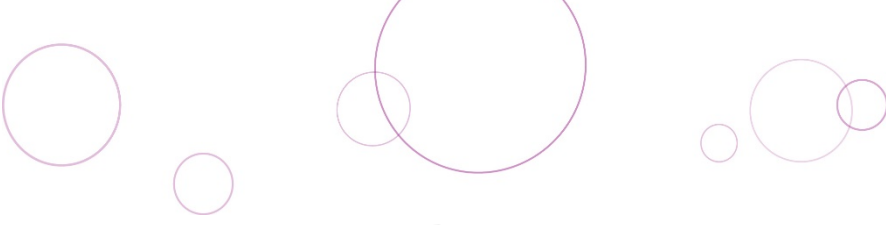
- your name
- how old you are
- your birthdate
- where you live
- your nationality
- what languages you speak

Draw a sketch of yourself in the picture frame.









Agreement of adjectives – I Colori

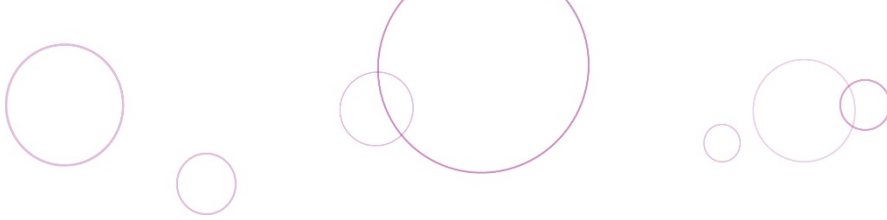
Masculine Singular	Masculine Plural	Feminine Singular	Feminine Plural
<i>il pastello</i>	<i>i pastelli</i>	<i>la matita</i>	<i>le matite</i>
<i>ross<u>o</u></i>	<i>ross<u>i</u></i>	<i>ross<u>a</u></i>	<i>ross<u>e</u></i>
<i>giall<u>o</u></i>	<i>giall<u>i</u></i>	<i>giall<u>a</u></i>	<i>giall<u>e</u></i>
<i>azzurro</i>	<i>azzurri</i>	<i>azzurra</i>	<i>azzurre</i>
<i>grigio</i>	<i>grigi</i>	<i>grigia</i>	<i>grigie</i>
<i>nero</i>	<i>neri</i>	<i>nera</i>	<i>nera</i>
<i>bianco</i>	<i>bianchi</i>	<i>bianca</i>	<i>bianche</i>
<i>verde</i>	<i>verdi</i>	<i>verde</i>	<i>verdi</i>
<i>marrone</i>	<i>marroni</i>	<i>marrone</i>	<i>marroni</i>
<i>arancione</i>	<i>arancioni</i>	<i>arancione</i>	<i>arancioni</i>
<i>rosa</i>	<i>rosa</i>	<i>rosa</i>	<i>rosa</i>
<i>blu</i>	<i>blu</i>	<i>blu</i>	<i>blu</i>
<i>viola</i>	<i>viola</i>	<i>viola</i>	<i>viola</i>

Term 2

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> Flash card sets for story sequencing – <i>Tu (non) sei piccolo</i> Quiz Quiz Trade cards (adjectives) <p>Books</p> <ul style="list-style-type: none"> Kang, A, & Weyant, C. (2015). <i>Tu (non) sei piccolo</i>. Place of publication not identified: Terre di Mezzo. <p>Audiovisuals</p> <ul style="list-style-type: none"> Daniela Idili. (2016, March, 19). <i>Tu (non) sei piccolo</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=gkqh8UTi4AY (Italian only) Leggeriamo con Manuciaccio. (2020, May 22). <i>Tu (non) sei piccolo</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=f_A0KqdDj4Y (Italian with English translation) Professor Dave Explains. (2018, February 28). <i>Italian Adjectives: Grammar and Vocabulary</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=QZT2ccrcgdo Lee RebelTech. (2013, December 16). <i>Kagan Structure: Quiz, Quiz, Trade</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=o4n60DpwYog
2	<p>Teacher resources</p> <ul style="list-style-type: none"> Circling pictures (adjectives) Flash cards (adjectives) Faulty Transcript texts <p>Applications</p> <ul style="list-style-type: none"> Book Creator https://app.bookcreator.com/sign-in <p>Websites</p> <ul style="list-style-type: none"> 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/
3	<p>Applications</p> <ul style="list-style-type: none"> Seesaw Class https://web.seesaw.me/platforms PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/

Week	Resources
	<p>Books</p> <ul style="list-style-type: none"> Carle, E. (2017). <i>Ti voglio bene, mamma!</i> Place of publication not identified: Mondadori. <p>Websites</p> <ul style="list-style-type: none"> An Italian Mother's Day: ideas from Italy for celebrating the "Festa della Mamma". https://www.explore-italian-culture.com/italian-mothers.html Word Art https://wordart.com/create <p>Audiovisuals</p> <ul style="list-style-type: none"> Un po' di tempo con Betty. (2020, May 7). "<i>Ti voglio bene, mamma</i>" a modo nostro... [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=dlb7M3notnl
4	<p>Audiovisuals</p> <ul style="list-style-type: none"> About Italian language. (2016, June 4). [<i>Learn Italian For Free</i>] - <i>The Italian Family</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=2DQBExvwIDg <i>I Diavoletti</i> – Topic. (2014, November 7). <i>Mi chiamo Lola</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=GXUztFKIWI4
5	<p>Teacher resources</p> <ul style="list-style-type: none"> Circling pictures (family members) <p>Audiovisuals</p> <ul style="list-style-type: none"> Learnita. (2019, August 30). <i>Italian family members - Learn Italian family names</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=1OUVtON9Nc8 Signora Loredana. (2016, March 21). <i>La Famiglia Addams 2015</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=4HQX0ue1oeI
6	<p>Audiovisuals</p> <ul style="list-style-type: none"> <i>I Diavoletti</i> – Topic. (2014, November 7). <i>Mi chiamo Lola</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=GXUztFKIWI4 <p>Assessments</p> <ul style="list-style-type: none"> Appendix B Assessment Exemplar 1/3 <i>Mi chiamo ...</i>
7	<p>Teacher Resources</p> <ul style="list-style-type: none"> Cards for <i>Il Gioco delle 7 Famiglie</i> <p>Websites</p> <ul style="list-style-type: none"> <i>La mia famiglia – Italiano</i>

Week	Resources
	<p data-bbox="379 315 1270 344">https://www.tes.com/teaching-resource/la-mia-famiglia-italiano-6101386</p> <p data-bbox="331 383 480 412">Audiovisuals</p> <ul data-bbox="331 427 1310 539" style="list-style-type: none"> <li data-bbox="331 427 1310 501">• Professor Dave Explains. (2018, April 18). <i>Italian Vocabulary: Family Members</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=SuHnhwHrMVO&t=107s
8	<p data-bbox="331 584 405 613">Books</p> <ul data-bbox="331 629 1257 696" style="list-style-type: none"> <li data-bbox="331 629 1257 658">• Kang, A, & Weyant, C. (2016). <i>Quella (non) è mia</i>. Milano: Terre di Mezzo. <li data-bbox="331 667 1075 696">• Van Zeveren, M. (2015). <i>Mio! Mio! Mio!</i> Milano: Babalibri. <p data-bbox="331 734 443 763">Websites</p> <ul data-bbox="331 779 799 1016" style="list-style-type: none"> <li data-bbox="331 779 624 853">• Quizizz https://quizizz.com/ <li data-bbox="331 862 692 936">• Quizlet https://quizlet.com/en-gb <li data-bbox="331 945 799 1016">• Kahoot! https://create.kahoot.it/auth/login <p data-bbox="331 1055 480 1084">Audiovisuals</p> <ul data-bbox="331 1099 1358 1167" style="list-style-type: none"> <li data-bbox="331 1099 1358 1167">• Alessiaoliviero. (2020, April 11). <i>Mio! Mio! Mio!</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=huimiAE7DsE



Sono .../Non sono ...

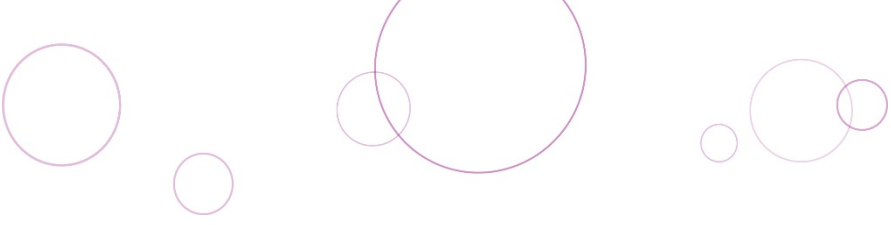
Colour the adjectives according to the following colour code:

Azzurro: Sono ...

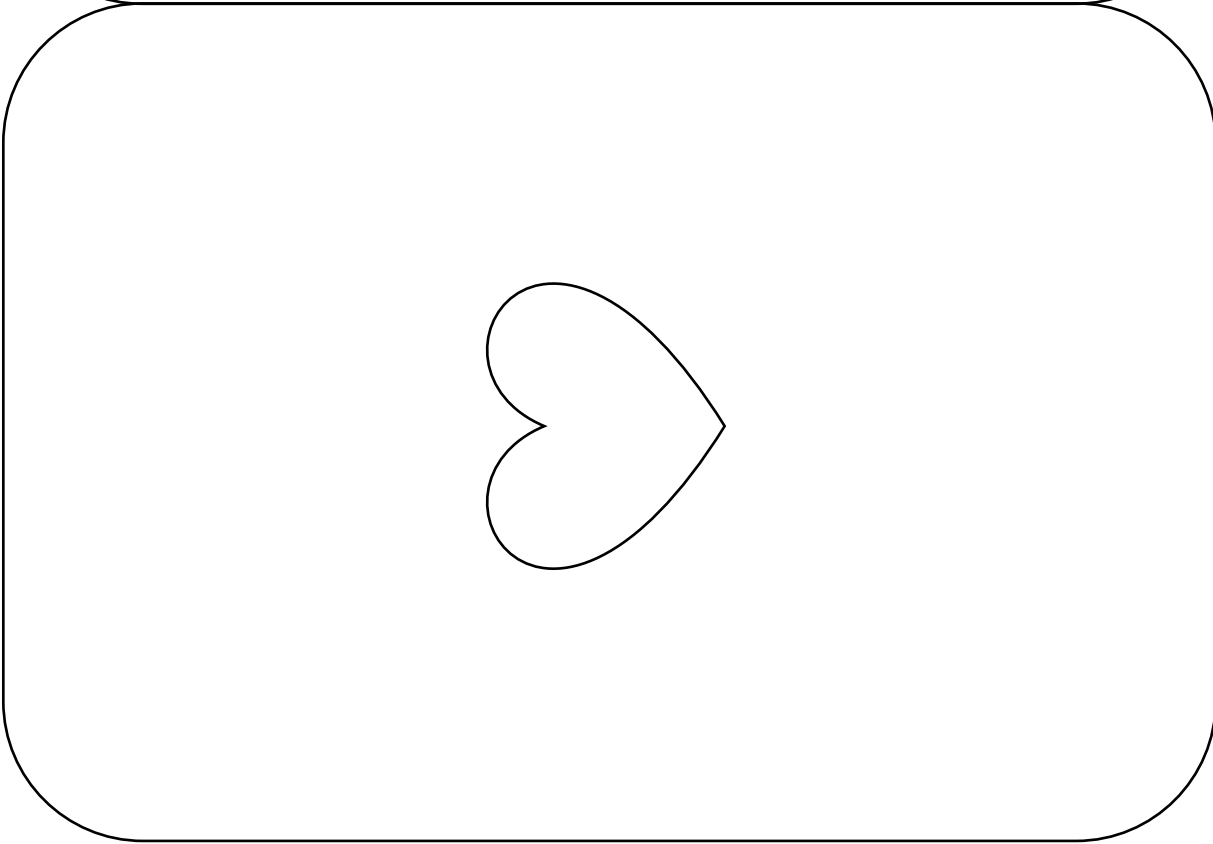
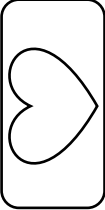
Verde: Sono un po' ...

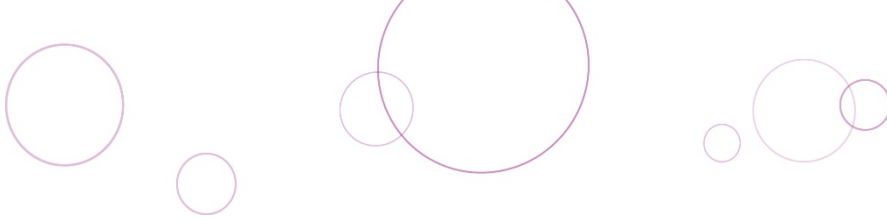
Giallo: Non sono ...

<i>alto</i>	<i>gentile</i>	<i>giovane</i>
<i>simpatico</i>	<i>basso</i>	<i>bello</i>
<i>buffo</i>	<i>birichino</i>	<i>pigro</i>
<i>intelligente</i>	<i>forte</i>	<i>anziano</i>



Mamma, sei ...





Word Art instructions for students

- Step One: Go to <https://wordart.com/create>.
- Step Two: Near the bottom of the page is the Clear button (Click this button and then click 'Clear All')
- Step Three: Click Add and then begin typing a family member in the box; for example, *la mamma*.
- Step Four: Do not hit Add instead hit the Enter button on your keyboard to get a new line. Type in at least 10 family members.
- Step Five: Then choose your shape, fonts, layout etc. Your shape could be related to family.
- Step Six: Click the red Visualize button every time you want to see your new image.
- Step Seven: When you are finished, use the print screen (prt sc) button on your keyboard to get a screenshot (or screenshot the tablet). Put this in Word or PicCollage or something similar, crop it and add the title '*La Famiglia*' and your name (*Da _____*). Include the following complete sentences:
- *Nella mia famiglia ci sono _____ persone* (insert the number).
 - *Abito con ...* (list the people you live with). Don't forget to use and 'e'.

Term 3

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> • Cards for <i>Il Gioco delle 7 Famiglie</i> • Flash cards (animals/pets) • Go fish card (animal/pets) <p>Websites</p> <ul style="list-style-type: none"> • Languages Online, Italian, Topic 10, Talking About Family https://www.education.vic.gov.au/languagesonline/italian/topic10/index.htm • Languages Online, Italian, Topic 09, Family Members https://www.education.vic.gov.au/languagesonline/italian/topic09/index.htm <p>Audiovisuals</p> <ul style="list-style-type: none"> • Professor Dave Explains. (2018, April 27). <i>Italian Vocabulary: Domestic Animals</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=wwVkvIbdE-k
2	<p>Teacher resources</p> <ul style="list-style-type: none"> • Circling pictures (pets) • Large paper (A2) <p>Websites</p> <ul style="list-style-type: none"> • The Teacher Toolkit, Inside/Outside Circles http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles • Languages Online, Italian, Topic 15, Pets https://www.education.vic.gov.au/languagesonline/italian/topic15/index.htm
3	<p>Teacher resources</p> <ul style="list-style-type: none"> • <i>Indovina chi?</i> Picture cards • Popsticks (hair, eyes, nose, mouth descriptions) <p>Websites</p> <ul style="list-style-type: none"> • <i>Carta di Identita</i> http://www.aiutodislessia.net/schede-didattiche/scuole-superiori/liceo-artistico/1-liceo-artistico/inglese-1-ist-superiore/carta-di-identita/ • <i>Schede didattiche di Storia per la scuola primaria classe prima</i> https://maestramary.altervista.org/storia.htm <p>Audiovisuals</p> <ul style="list-style-type: none"> • FunItalian Education. (2021, January 17). <i>FUN ITALIAN - La mia famiglia - My family (beginners 2)</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=veBMKmeZZLY

Week	Resources
	<ul style="list-style-type: none"> Istituto Linguistico Mediterraneo. (2017, February 16). <i>La mia famiglia - Impara l'Italia (Lezione 13 Livello A2) - Lezioni di lingua italiana</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=i0VWWsSVD2o
4	<p>Teacher resources</p> <ul style="list-style-type: none"> <i>Nonna Marina</i> text Descriptions texts <p>Assessments</p> <ul style="list-style-type: none"> Appendix C Assessment Exemplar 2/3 <i>Questo è Enrico</i>
5	<p>Teacher Resources</p> <ul style="list-style-type: none"> Pictures of <i>The Incredibles</i> Vocabulary sheet for clothing <p>Audiovisuals</p> <ul style="list-style-type: none"> Disney IT. (2018, February 15). <i>Gli Incredibili 2 Trailer italiano ufficiale Disney Pixar HD</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=1N-a6ZJqw94 Crazy 4 Italian. (2019, June 22). <i>Italian Vocabulary: Clothes And Accessories - Part 1 Vocaboli italiani Vestiti e accessori Parte 1</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?app=desktop&v=iqoQ-wlWS90
6	<p>Books</p> <ul style="list-style-type: none"> Carle, E. (2018). <i>Ti Voglio Bene, Papà!</i> Place of publication not identified: Mondadori. Paglia, I. (2016). <i>Che Forza Papà</i> (2nd ed.). Casalecchio di Reno: Fatatrac. Corentin, P. (2014) <i>Papà!</i>.— Milano: Babalibri. <p>Websites</p> <ul style="list-style-type: none"> How to Draw Like Modigliani https://artprojectsforkids.org/how-to-draw-like-modigliani/ <p>Audiovisuals</p> <ul style="list-style-type: none"> Maria Teresa Messina. (2021, March 18). <i>Lettura albo: "Ti voglio bene papà!" (Eric Carle)</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=Tf29IbhTHOE Istituto Comprensivo Michelangelo-Augusto Napoli. (2021, March 6). <i>Che forza papà</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=a7nMO8WTbF0 Racconti in soffitta. (2020, March 12). <i>Papà! di Philippe Corentin –audiolibro</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=iYb8mZJJGUG

Week	Resources
7	<p>Teacher resources</p> <ul style="list-style-type: none"> • <i>Trova il gemello</i> cards (likes and dislikes) • Spoken/written texts for listening comprehension task <p>Books</p> <ul style="list-style-type: none"> • Floridi, P. & Gatacre, A. (2010). <i>Quante Famiglie!</i> Milano: Il Castoro <p>Audiovisuals</p> <ul style="list-style-type: none"> • Professor Dave Explains. (2018, March 15). <i>Italian Vocabulary: Food</i> [Video file]. Retrieved June, 2021 from https://www.youtube.com/watch?v=B7EQEAYD5Hg • Christina's Italian club. (2016, May 27) <i>Italian Lesson n.17: mi piace+verbi - I like + verbs</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=D0nfna7g5U0
8	<p>Assessments</p> <ul style="list-style-type: none"> • Appendix D Assessment Exemplar 2/3 <i>Questo è Enrico</i>



Week 3 – *La mia famiglia* – listening for information in a spoken text

	Name	Family member	Age	Hair and eye colour	Description	Occupation (bonus points)
Person 1						
Person 2						
Person 3						
Person 4						
Person 5						
Person 6						

Week 6 Gli Incredibili

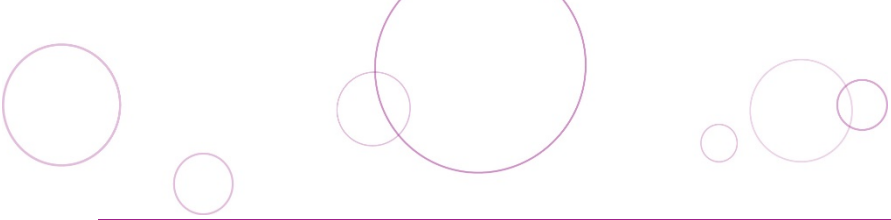
Complete the table with the corresponding features of each character using the word bank.

<i>i capelli biondi</i>	<i>invisibilità</i>	<i>i capelli neri</i>	<i>flessibilità</i>	<i>i capelli castani</i>
<i>elasticità</i>	<i>gli occhi azzurri</i>	<i>i capelli rossi</i>	<i>snella</i>	<i>forza</i>
<i>velocità</i>	<i>basso</i>	<i>grasso</i>	<i>attivo</i>	<i>snella</i>
<i>gli occhi neri</i>	<i>alta</i>	<i>gli occhi azzurri</i>	<i>i capelli neri</i>	<i>gli occhi neri</i>
<i>gli occhi azzurri</i>	<i>gli occhi marroni</i>	<i>grande</i>	<i>alto</i>	<i>bassa</i>

	<i>i capelli</i>	<i>gli occhi</i>	<i>gli aggettivi</i>	<i>Ha la super potenza di ...</i>
<i>Mr. Incredibile</i>				
<i>Elastigirl</i>				
<i>Flash</i>				
<i>Violetta</i>				

Term 4

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> Flash cards (weather) Matching card sets (weather) <p>Websites</p> <ul style="list-style-type: none"> Languages Online, Italian, Topic 28, The weather https://www.education.vic.gov.au/languagesonline/italian/sect28/index.htm Live Cams in Italy https://www.skylinewebcams.com/en/webcam/italia <p>Audiovisuals</p> <ul style="list-style-type: none"> Ambra Connex-ita. (2020, August 20). <i>The Italian Weather (Basic Words and Expressions)</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=eN_kFmEdM_w
2	<p>Teacher resources</p> <ul style="list-style-type: none"> Verb conjugations handout <p>Student resources</p> <ul style="list-style-type: none"> <i>Che tempo fa a Amalfi?</i> worksheet Verb conjugations handout <i>Cosa fai quando ...?</i> worksheet <p>Audiovisual</p> <ul style="list-style-type: none"> Coffee Break Languages. (2020, February 12). <i>Easy Italian: learn to talk about your hobbies and free time in Italian</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=nXjaywlsSNY
3	<p>Teacher resources</p> <ul style="list-style-type: none"> Poem: <i>Cosa facciamo?</i> Quizizz (or similar) quiz <p>Student resources</p> <ul style="list-style-type: none"> <i>Cosa facciamo?</i> cloze worksheet tablets for playing Quizizz <p>Websites</p> <ul style="list-style-type: none"> Quizizz https://quizizz.com/
4	<p>Teacher resources</p> <ul style="list-style-type: none"> Running translation text



Week	Resources
	<ul style="list-style-type: none"> • Quiz/Quizlet/Kahoot! revision quiz <p>Applications</p> <ul style="list-style-type: none"> • Book Creator https://app.bookcreator.com/sign-in • PicCollage Grid & Photo Editor https://blog.piccollage.com/download-the-app/ <p>Websites</p> <ul style="list-style-type: none"> • Storyboard That https://www.storyboardthat.com/ • Playworks, Musical Chairs https://www.playworks.org/game-library/musical-chairs/ • Quizizz https://quizizz.com/ • Quizlet https://quizlet.com/en-gb • Kahoot! https://create.kahoot.it/auth/login
5	<p>Teacher resources</p> <ul style="list-style-type: none"> • Scrap paper • Pasta, card and glue (for skeletons) <p>Students resources</p> <ul style="list-style-type: none"> • Sentence builder or vocabulary sheet (Come stai? responses) • Pictures to label body parts <p>Audiovisuals</p> <ul style="list-style-type: none"> • Professor Dave Explains. (2018, January 19). <i>Italian Vocabulary: Parts of the Body</i> [Video file] Retrieved June, 2021, from https://www.youtube.com/watch?v=doU49uj2u-w
6	<p>Teacher resources</p> <ul style="list-style-type: none"> • Flash cards (body parts) • Dress up items • Word cards or worksheet for sorting <p>Websites</p> <ul style="list-style-type: none"> • Find your Match-Speaking Activity to Practice Foreign Language Vocabulary https://wclassroom.com/2010/11/14/find-your-match-speaking-activity-to-practice-vocabulary/

Week	Resources
	<p>Audiovisuals</p> <ul style="list-style-type: none"> Learnita. (2016, October 25). <i>Conversation in italian between doctor and patient - Learn italian easily</i> [Video file]. Retrieved June, 2021, from https://youtu.be/Lx1Ufnhpo-4?t=287
7	<p>Student resources</p> <ul style="list-style-type: none"> A5 paper or card <p>Websites</p> <ul style="list-style-type: none"> Top Italian Birthday Traditions https://anamericaninrome.com/wp/2020/04/italian-birthday-traditions/ The Proud Italian, Do You Celebrate “Onomastico”? https://theprouditalian.com/do-you-celebrate-onomastico/ General Roman Calendar https://en.wikipedia.org/wiki/General_Roman_Calendar#General_Calendar Find your Name-Day (Onomastic)! https://www.numerando.it/en/pg_onomastico.asp. <p>Audiovisuals</p> <ul style="list-style-type: none"> HalidonMusic. (2012, May 15). <i>Tanti auguri a te - Buon Compleanno!</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=goTXPdm_rH8
8	<p>Student resources</p> <ul style="list-style-type: none"> A4 paper <p>Books</p> <ul style="list-style-type: none"> Jean Little (1980). <i>The legend of Old Befana an Italian Christmas story</i> (1st ed). New York Harcourt Brace Jovanich. <p>Websites</p> <ul style="list-style-type: none"> Thought Co., How to Write a Diamante Poem https://www.thoughtco.com/write-a-diamante-poem-1856956 <p>Audiovisuals</p> <ul style="list-style-type: none"> Marco in a Box. (2016, December 14) <i>Italian Christmas Traditions (feat. Babbo Natale and la Befana)</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=IK7bhahC1DU Bookboxinc. (2018, July 18) <i>Santa's Christmas: Learn Italian with subtitles - Story for Children and Adults "BookBox.com"</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=Dr3vEw74tEY Mrs. K's Book Worm Adventures. (2020, January 4). <i>The Legend Of Old Befana, by Tomie DePaola Holiday kids Book read aloud Picture Book Read Aloud</i> [Video file]. Retrieved June, 2021, from https://www.youtube.com/watch?v=C-msx4fz_sU



Che tempo fa a Amalfi?

Your teacher will call out the weather for Amalfi. Draw what you hear. Listen out for the day or month your teacher calls out.

<i>Martedì</i> 	<i>Venerdì</i> 
<i>Mercoledì</i> 	<i>Sabato</i> 
<i>Maggio</i> 	<i>Luglio</i> 
<i>Gennaio</i> 	<i>Settembre</i> 



Poem: *Cosa facciamo?*

*Fa bel tempo, il sole brilla
Nel cielo non c'è neanche una nuvola
Chiede papà cosa facciamo?
Noi, tutti insieme, rispondiamo
Al mare, andiamo al mare!
Partiamo subito, non vediamo l'ora
Al mare, andiamo al mare!
Dice Anna – al mare mi piace riposare
Dice mamma – al mare mi piace fare il surf
Dice nonno, al mare mi piace giocare a calcio....
..... e mangiare il gelato
Dico io – al mare mi piace fare tutto!
Fa bel tempo, il sole brilla
Nel cielo non c'è neanche una nuvola*



Poem: *Cosa facciamo?*

Listen to your teacher read the poem and fill in the missing words using the word bank below:

<i>nuvola</i>	<i>mamma</i>	<i>gelato</i>	<i>mare</i>	<i>papà</i>
<i>piace</i>	<i>insieme</i>	<i>sole</i>	<i>tempo</i>	<i>nonno</i>

Cosa facciamo?

Fa bel tempo, il _____ brilla

Nel cielo non c'è neanche una _____

Chiede _____ cosa facciamo?

Noi, tutti _____, rispondiamo

Al mare, andiamo al mare!

Partiamo subito, non vediamo l'ora

Al _____, andiamo al mare!

Dice Anna – al mare mi _____ riposare

Dice _____ – al mare mi piace fare il surf

Dice _____, al mare mi piace giocare a calcio...

..... e mangiare il _____

Dico io – al mare mi piace fare tutto!

Fa bel _____, il sole brilla

Nel cielo non c'è neanche una nuvola

Week 2 Cosa fai quando ...?



Cosa fai quando fa freddo?

- Vado al cinema.
- _____
- _____
- _____
- _____
- _____
- _____



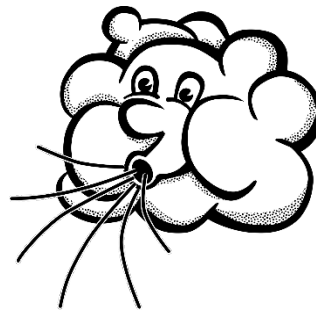
Cosa fai quando piove?

- Guardo la tivù.
- _____
- _____
- _____
- _____
- _____
- _____



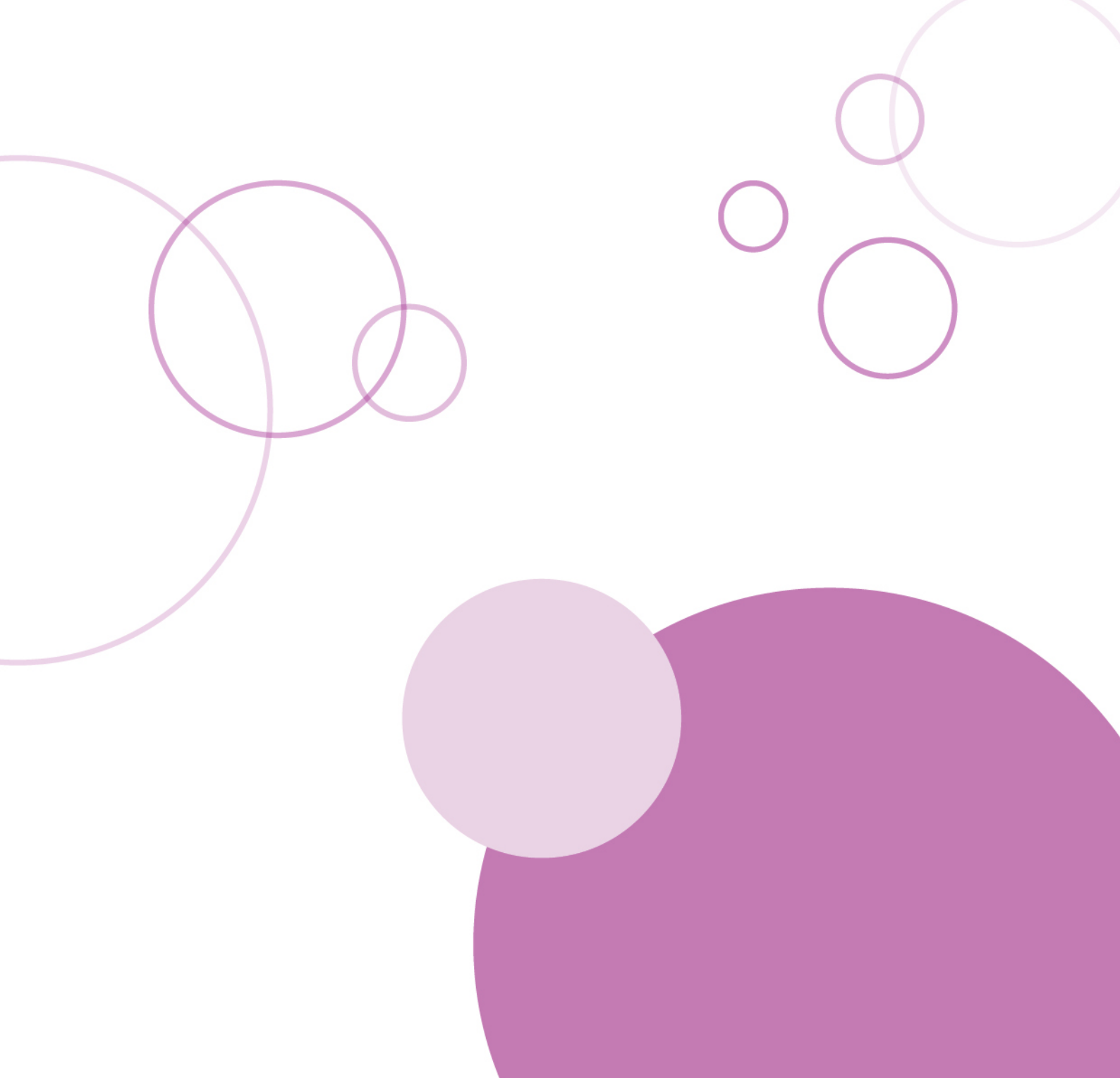
Cosa fai quando fa caldo?

- Vado in piscina.
- _____
- _____
- _____
- _____
- _____
- _____



Cosa fai quando è ventoso?

- Vado al parco.
- _____
- _____
- _____
- _____
- _____
- _____



APPENDIX B: ASSESSMENT EXEMPLAR 1

Mi chiamo ...



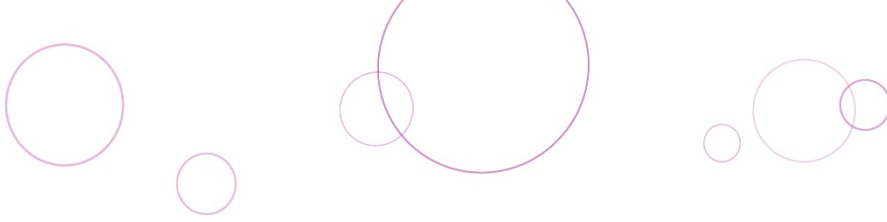
Achievement Standard

Year Level Description

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

At standard, students interact and socialise in Italian using simple descriptive or expressive modelled language and gestures to ask questions, make statements and exchange information about friends and family members such as *Ho due sorelle e un fratello*, and *Il mio amico Pietro è molto bravo!* They locate some specific points of information in short texts and convey factual information using simple statements, short descriptions and modelled texts. Students make simple statements, mostly in English, about characters or themes in imaginative texts and **create and perform short imaginative texts using familiar words, expressions and modelled language. **Students translate high-frequency words and most expressions in simple texts**, sometimes identifying which ones are difficult to translate. They talk about some similarities or differences between Italian and their own language and culture.**

Students recognise and reproduce the sounds and intonation patterns of spoken Italian, varying intonation between statements, exclamations and commands, such as *Mia sorella si chiama Anita* and *Guardate a me!*, **with a satisfactory level of accuracy. They write familiar vocabulary and expressions with a satisfactory level of accuracy and use some first elements of grammar to convey simple information and write simple texts and descriptions with a satisfactory level of accuracy.** **Students follow patterns to form singular and plurals of regular nouns** and show some awareness of nouns that do not follow the patterns. **They experiment with definite and indefinite articles and the agreement of adjectives and possessive adjectives such as *Il mio amico è bravo.*** Students describe their Italian learning experiences using terms such as verb, adjective and gender to talk about language. Students identify some of the language features and conventions of simple texts and show how the Italian language may need to be adjusted to suit different situations and relationships. They identify some ways language use can change over time, how Italian has influenced other languages and how Australian and Italian culture may be different.



Assessment task

Title of task

Mi chiamo ... (My name is ...)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family.</p> <p>In Part A they demonstrate their skills in speaking Italian by exchanging information about their family members and themselves in a short conversation with a partner.</p> <p>In Part B they demonstrate their skills in locating specific information in short texts and translating this information to create a drawing.</p> <p>In Part C students demonstrate their skills in writing a song about a fictional family in response to an imaginative text.</p>
Type of assessment	Summative
Purpose of assessment	<p>To determine student learning at the time of the assessment</p> <p>To establish information on their ability to interact with a peer to talk about their family</p> <p>To establish information on the students' ability to listen to information and demonstrate their understanding by creating a visual representation of the description provided</p> <p>To establish information on the students' ability to create an imaginative text describing a family using familiar language and modelled text</p>
Evidence to be collected	<p>Audio-visual recording of conversation</p> <p>Student drawing</p> <p>Written song</p>
Suggested time	<p>Part A – 15 minutes preparation, then 2–3 minutes per pair</p> <p>Part B – 20 minutes</p> <p>Part C – 40 minutes</p>



Content description

Content from the Western Australian curriculum

Communicating

Socialising

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members

Informing

Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds

Creating

Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports

Translating

Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

Understanding

Systems of language

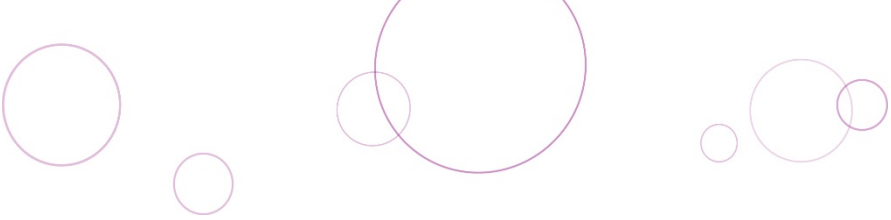
Experiment with punctuation and notice the difference in intonation between statements, exclamations and commands such as *Mia sorella si chiama Anita; Uno, due, trè, guardate a me!*

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

Recognise and write high-frequency words and expressions in familiar contexts

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

- identifying gender, singular and plural nouns in the regular form; for example, *il quaderno/Il quaderno; la mela/le mele*
- observing gender in patterns of naming; for example *Paolo/Paola*, but that *Luca, Andrea* and *Simone* are all male names in Italian
- using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern; for example, *la mano, il papà*
- using the definite and indefinite articles and understanding how to specify a particular person or object; for example, *la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia*
- using cardinal numbers for dates and ages
- using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender; for example, *Mia nonna è carina; Il mio amico è indonesiano*

- 
- using possessive adjectives with *io*, *tu*, *lui* and *lei* to express ownership; for example, *la mia casa*; *la tua famiglia*; *il tuo capello*; *mia nonna*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts and text types related to family
- context-related vocabulary
- grammatical items, including: recognition of capitalisation rules: *mamma*, *papà*; gender; using possessive adjectives to express ownership, *mia sorella*, *mio fratello* using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender
- the textual conventions of a verbal exchange of information.

Assessment task

Assessment conditions

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

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

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

Differentiation

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

Resources

- recording device
- task sheet
- A4 paper



Instructions for teacher

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

- exposed to a variety of texts and text types related to family
- read the lyrics of the song *Mi Chiamo Lola* found at the *I Diavoletti* – Topic YouTube page, <https://www.youtube.com/watch?v=GXUztFKIW14>.
- taught context-related vocabulary; for example, *i numeri, gli aggettivi, la famiglia, le emozioni, le introduzioni, le nazionalità*
- taught grammatical structures, including:
 - using adjectives to describe qualities of people
 - recognition of capitalisation rules: *mamma, papà*
 - adjectival agreements
 - using possessive adjectives to express ownership, *mia sorella, mio fratello*
 - using adjectives to describe qualities of a family member.

Task

Part A *Mi presento*

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

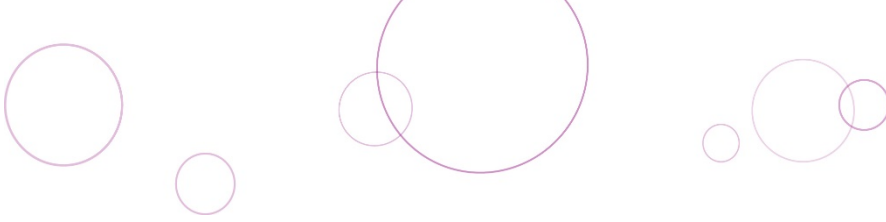
The following are suggestions of questions that could be used in the conversation:

- *Come ti chiami?*
- *Come stai?*
- *Quanti anni hai?*
- *Dove abiti?*
- *Di dove sei?*
- *Quante persone ci sono nella tua famiglia?*
- *Quanti fratelli hai?*

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

Provide students with paper on which to plan their conversation.

Advise students that the conversation will be recorded.



Part B *Mi chiamo Lola*

Provide students with Part B of the task. Explain to the students that you will be reading the lyrics of the song *Mi chiamo Lola*, and students are required to represent the family using an illustration.

Ask students to follow along as you read the lyrics of the song. Read the song in its entirety, while students listen.

Mi chiamo Lola

*Mi chiamo Lola
e son spagnola
per imparare l'italiano
vado a scuola
le mie sorelle
son tutte belle
i miei fratelli
sono gemelli
la mia mamma
è parigina
il mio papà
imperatore della Cina
Cina, Cina, coccodè
mi congratulo con te.
Gira la ruota e questo è perché
Un, due, tre.*

Re-read the song one sentence at a time, repeating each sentence. Students draw and colour the accompanying family illustration. Display the Italian song lyrics on the whiteboard so students can read and check their work.

On completion, students label the members of the family.

Part C *Mi chiamo ...*

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

Allow students 40 minutes to write their song.

Marking key

Part A: *Mi Presento*

Description	
Content	
Asks two questions (1 mark each).	1–2
Provides information in answer to four questions about self and family (1 mark each).	1–4
Includes salutation and leave-taking.	1
Subtotal	7
Grammar and vocabulary	
Uses a wide range of vocabulary and grammar mostly accurately.	3
Uses a range of vocabulary. Errors in grammatical structures are present, but responses are mostly accurate, and meaning is clear.	2
Uses a limited range of vocabulary. Often gives short phrases or one word responses. Meaning is not always clear.	1
Subtotal	3
Pronunciation and intonation	
Uses 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
Comprehension and fluency	
Comprehends other speaker. Readily offers responses, and interaction flows well. Self-corrects if necessary.	3
Asks for repetition or clarification and requires some support. Attempts self-correction.	2
Requires considerable support to comprehend questions and/or respond, which impacts fluency.	1
Subtotal	3
Part A total	16

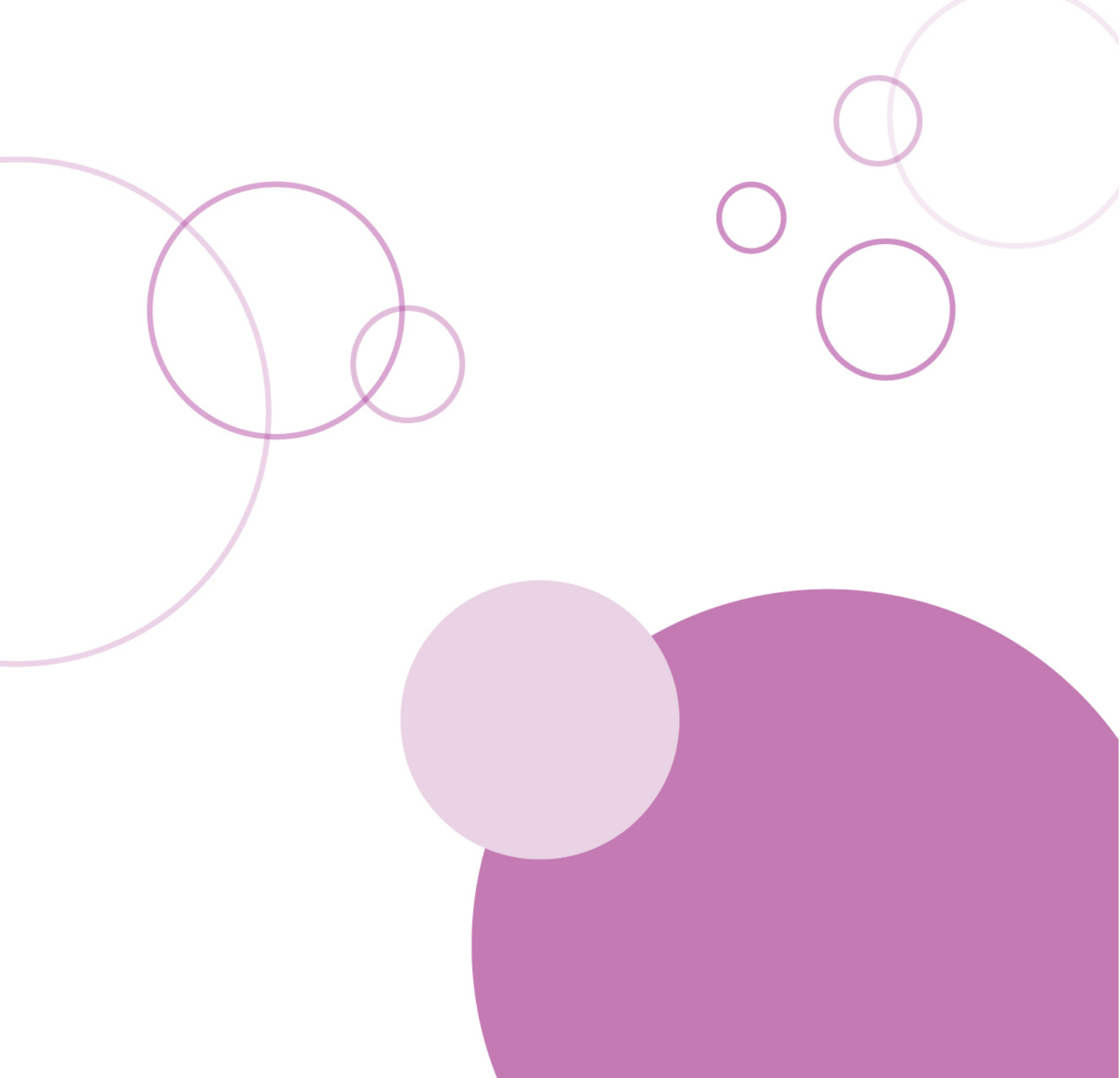
Marking key

Part B: <i>Mi chiamo Lola</i>	
Description	Marks
Demonstrate understanding of the following phrases in their illustration:	
<i>Mi chiamo Lola</i> , i.e. draws a girl	1
<i>le mie sorelle</i> , i.e. draws more than one girl	1
<i>i miei Fratelli</i> , i.e. draws more than one boy	1
<i>sono gemelli</i> , i.e. draws two identical boys	1
<i>la mia mamma</i> , i.e. draws a mum	1
<i>il mio papà</i> , i.e. draws a dad	1
Subtotal	6
Description	
Writes labels correctly [3] Writes labels with some spelling errors [2] Writes labels with many spelling errors [1] Does not label illustration [0]	0–3
Subtotal	3
Part B total	9

Marking key

Part C: *Mi chiamo ...*

Description	Marks
Content	
Models their lyrics on the song <i>Mi chiamo Lola</i> . Their song contains five pieces of information for themselves (name and adjective) and at least four family members (one adjective given for each).	1–5
Subtotal	5
Imaginative text	
Recognises the particular language features and textual conventions in the simple song and creates their own.	1
Subtotal	1
Grammar	
Writes simple phrases and applies grammatical elements mostly accurately.	3
Writes simple phrases and applies grammatical elements with some accuracy.	2
Makes limited use of simple phrases and/or application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	3
Vocabulary and spelling	
Uses a wide range of vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary. Some inconsistency with spelling, but meaning is clear.	2
Uses few words. Poor spelling often impedes comprehension.	1
Subtotal	3
Support	
Effectively uses their notes and/or other resources independently, or does not require support from the teacher.	3
Requires some support in using their notes and/or other resources. Some teacher support needed.	2
Requires significant support to complete the task.	1
Subtotal	3
Part C Total	15
Total	40



APPENDIX C: ASSESSMENT EXEMPLAR 2

Questo è Enrico



Achievement Standard

Year Level Description

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

At standard, students interact and socialise in Italian using simple descriptive or expressive modelled language and gestures to ask questions, make statements and exchange information about friends and family members, such as *Ho due sorelle e un fratello*, and *Il mio amico Pietro è molto bravo!* **They locate some specific points of information in short texts** and convey factual information using simple statements, short descriptions and modelled texts. Students make simple statements, mostly in English, about characters or themes in imaginative texts and create and perform short imaginative texts using familiar words, expressions and modelled language. **Students translate high-frequency words and most expressions in simple texts**, sometimes identifying which ones are difficult to translate. They talk about some similarities or differences between Italian and their own language and culture.

Students recognise and reproduce the sounds and intonation patterns of spoken Italian, varying intonation between statements, exclamations and commands, such as *Mia sorella si chiama Anita* and *Guardate a me!*, with a satisfactory level of accuracy. **They write familiar vocabulary and expressions with a satisfactory level of accuracy and use some first elements of grammar to convey simple information and write simple texts and descriptions with a satisfactory level of accuracy.** Students follow patterns to form singular and plurals of regular nouns and show some awareness of nouns that do not follow the patterns. They experiment with definite and indefinite articles and the agreement of adjectives and possessive adjectives, such as *Il mio amico è bravo*. Students describe their Italian learning experiences using terms such as verb, adjective and gender to talk about language. Students identify some of the language features and conventions of simple texts and show how the Italian language may need to be adjusted to suit different situations and relationships. They identify some ways language use can change over time, how Italian has influenced other languages and how Australian and Italian culture may be different.



Assessment task

Title of task

Questo è Enrico (This is Henry)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family members, including adjectives and language relating to appearance and pets.</p> <p>Students demonstrate their skills in locating specific information in short texts and translating this information to create a drawing.</p> <p>Students demonstrate their skills in conveying factual information in short descriptions of a fictional person.</p>
Type of assessment	Summative
Purpose of assessment	<p>To determine student learning at the time of the assessment. It establishes information on the students' ability to listen to information and demonstrate their understanding by drawing the person described</p> <p>To establish information on the students' ability to convey information in a written form</p>
Evidence to be collected	<p>Student drawing</p> <p>Description of Enrico's sister</p>
Suggested time	30 minutes

Content description

Content from the Western Australian curriculum

Communicating

Informing

Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds

Convey information factual information about their personal worlds in simple statements, short descriptions and modelled texts

Translating

Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret



Understanding

Systems of language

Recognise and write high-frequency words and expressions in familiar contexts

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

- identifying gender, singular and plural nouns in the regular form; for example, *il quaderno/i quaderno; la mela/le mele*
- observing gender in patterns of naming; for example *Paolo/Paola*, but that *Luca, Andrea* and *Simone* are all male names in Italian
- using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern; for example, *la mano, il papà*
- using the definite and indefinite articles and understanding how to specify a particular person or object; for example, *la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia*
- using cardinal numbers for dates and ages
- using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender; for example, *Mia nonna è carina; Il mio amico è indonesiano*
- using possessive adjectives with *io, tu, lui* and *lei* to express ownership; for example, *la mia casa; la tua famiglia; il tuo capello; mia nonna*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary
- grammatical items, including: the present tense of regular and some irregular verbs; gender; using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender.
- the textual conventions of a description.

Assessment task

Assessment conditions

Task is to be completed by students working individually, under the direction of the teacher.

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



Instructions for teacher

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

- exposed to a variety of texts related to family and pets
- taught context-related vocabulary
- taught grammatical structures, including:
 - the present tense of regular and some irregular verbs
 - gender
 - using adjectives to describe qualities of people
 - describing hair colour and style and eye colour
 - using cardinal numbers for ages.

Task

Questo è Enrico

Part A

Provide students with A4 paper to draw their illustration (based on the description provided) and to write their description.

Explain to students that you will read a description of a person and they are required to represent the description using an illustration.

The teacher reads the description in its entirety, while students listen with pencils down.

Re-read the description one sentence at a time, repeating each sentence. Students draw and colour the accompanying description. Display the Italian description on the whiteboard so students can read and check their work.

Text to read:

Questo è Enrico.

Ha otto anni.

Ha i capelli corti neri ricci.

Ha gli occhi azzurri.

Ha un cane grande marrone.

Enrico è italiano.

Ha una sorella.

Part B

On completion, students write a description about Enrico's sister, providing a name, description of hair colour and style, eye colour and nationality.



Instructions to students

Questo è Enrico

Part A

Your teacher will read out the description of Enrico. Draw what you hear.

Part B

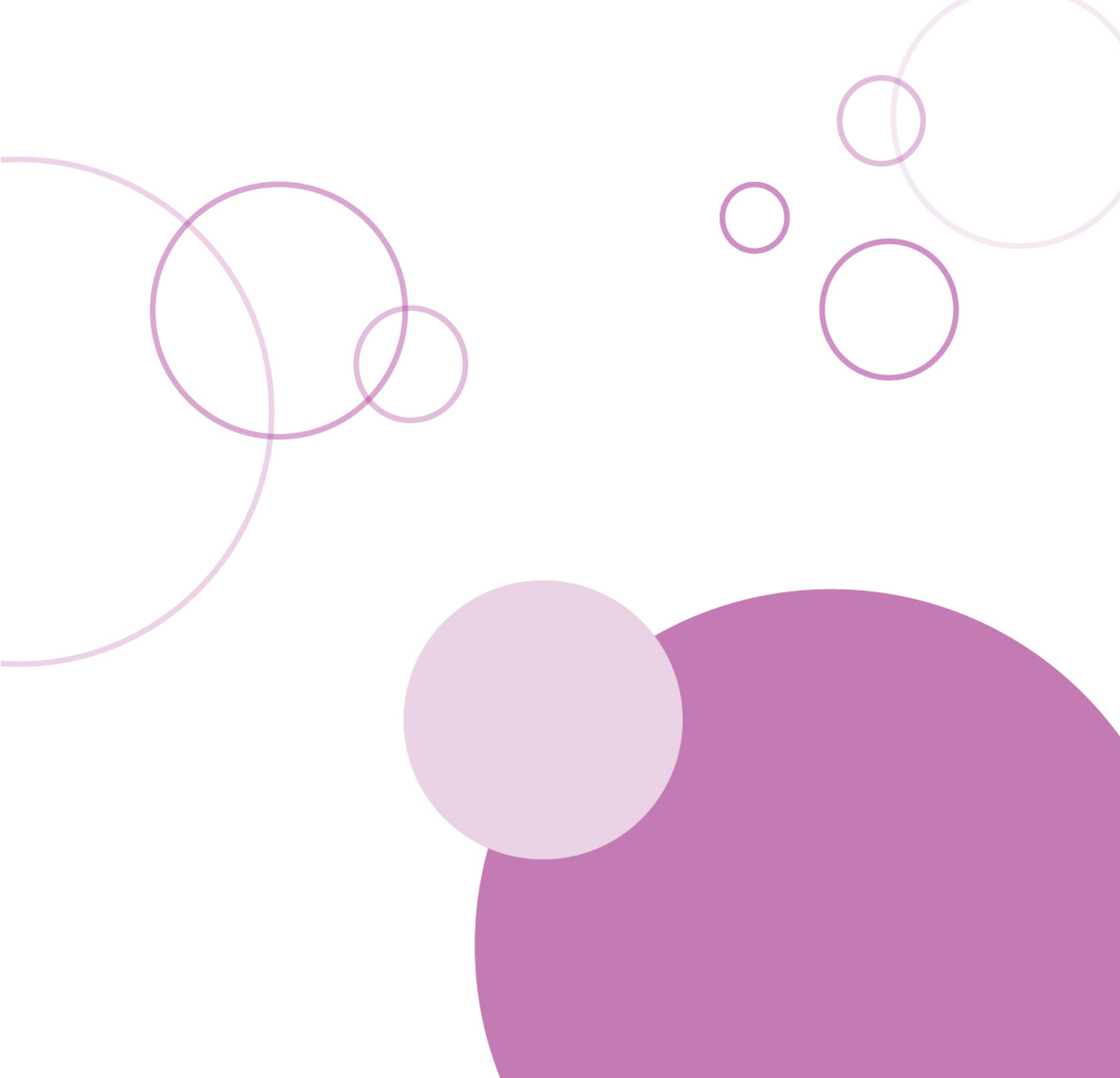
Write a description of Enrico's sister including:

- a name
- description of hair colour and style
- eye colour
- nationality

Marking key

Questo è Enrico

Description	Marks
Student was able to demonstrate understanding of the following phrases in their illustration:	
<i>Questo è Enrico</i> , i.e. draws a boy	1
<i>Ha otto anni</i> , i.e. draws a young boy (not a baby)	1
<i>Ha i capelli corti neri ricci.</i>	3
<i>Ha gli occhi azzurri.</i>	1
<i>Ha un cane grande marrone.</i>	3
<i>Enrico è italiano</i> , i.e. draws a flag	1
<i>Ha una sorella</i> , i.e. draws a girl	1
Subtotal	11
Description	
<i>La sorella</i>	
Student draws a picture of a girl	2
Student draws a picture of a non gender specific person	1
Subtotal	2
Name	
Provides a female Italian name using, <i>Si chiama ...</i>	3
Provides a female Australian name using, <i>Si chiama ...</i>	2
Provides a female Italian name	2
Provides a female Australian name	1
Subtotal	3
<i>I capelli</i>	
Provides a description of the hair colour, length and/or style using, <i>Ha i capelli ...</i>	3
Provides a description of the hair colour using, <i>Ha i capelli ...</i>	2
Provides a description of the hair colour, length and/or style	2
Provides a description of the hair colour	1
Subtotal	3
<i>Gli occhi</i>	
Provides a description of the eye colour using, <i>Ha gli occhi ...</i>	2
Provides a description of the eye colour	1
Subtotal	2
Total	21



APPENDIX D: ASSESSMENT EXEMPLAR 3

La mia famiglia



Achievement Standard

Year Level Description

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

At standard, students interact and socialise in Italian using simple descriptive or expressive modelled language and gestures to ask questions, make statements and exchange information about friends and family members, such as *Ho due sorelle e un fratello*, and *Il mio amico Pietro è molto bravo!* They locate some specific points of information in short texts and **convey factual information using simple statements, short descriptions and modelled texts.** Students make simple statements, mostly in English, about characters or themes in imaginative texts and create and perform short imaginative texts using familiar words, expressions and modelled language. Students translate high-frequency words and most expressions in simple texts, sometimes identifying which ones are difficult to translate. They talk about some similarities or differences between Italian and their own language and culture.

Students recognise and reproduce the sounds and intonation patterns of spoken Italian, varying intonation between statements, exclamations and commands, such as *Mia sorella si chiama Anita* and *Guardate a me!*, with a satisfactory level of accuracy. **They write familiar vocabulary and expressions with a satisfactory level of accuracy and use some first elements of grammar to convey simple information and write simple texts and descriptions with a satisfactory level of accuracy.** **Students follow patterns to form singular and plurals of regular nouns** and show some awareness of nouns that do not follow the patterns. **They experiment with definite and indefinite articles and the agreement of adjectives and possessive adjectives, such as *Il mio amico è bravo*.** Students describe their Italian learning experiences using terms such as verb, adjective and gender to talk about language. Students identify some of the language features and conventions of simple texts and show how the Italian language may need to be adjusted to suit different situations and relationships. They identify some ways language use can change over time, how Italian has influenced other languages and how Australian and Italian culture may be different.



Assessment task

Title of task

La mia famiglia (My family)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family.</p> <p>In Part A they also demonstrate their skills in writing a description of themselves and their family members in Italian.</p> <p>In Part B they demonstrate their skills in speaking Italian by exchanging information about their family members and themselves in an interview with the teacher.</p>
Type of assessment	Summative
Purpose of assessment	<p>To determine student learning at the time of the assessment. It establishes information on the students' ability to exchange information about their family members and themselves in written form.</p> <p>To establish information on the students' ability to interact with their teacher to talk about their family.</p>
Evidence to be collected	Family booklet Audio-visual recording of interview
Suggested time	Part A – 60 minutes Part B – 2–3 minutes per student

Content description

Content from the Western Australian curriculum

Communicating

Socialising

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members

Informing

Convey information factual information about their personal worlds in simple statements, short descriptions and modelled texts



Understanding

Systems of language

Experiment with punctuation and notice the difference in intonation between statements, exclamations and commands such as *Mia sorella si chiama Anita; Uno, due, trè, guardate a me!*

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

Recognise and write high-frequency words and expressions in familiar contexts

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

- identifying gender, singular and plural nouns in the regular form; for example, *il quaderno/quaderno; la mela/le mele*
- using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern; for example, *la mano, il papà*
- using the definite and indefinite articles and understanding how to specify a particular person or object; for example, *la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia*
- using cardinal numbers for dates and ages
- using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender; for example, *Mia nonna è carina; Il mio amico è indonesiano*
- using possessive adjectives with *io, tu, lui* and *lei* to express ownership; for example, *la mia casa; la tua famiglia; il tuo capello; mia nonna*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts and text types related to family and adjectives
- context-related vocabulary
- grammatical items, including: the present tense of regular and some irregular verbs; recognition of capitalisation rules: *mamma, papà*; gender; using possessive adjectives to express ownership, *mia sorella, mio fratello*; using adjectives to describe characteristics or qualities of a person and noticing that they change with gender
- the textual conventions of a description and a verbal exchange of information.



Assessment task

Assessment conditions

Task is to be completed by students working individually.

Differentiation

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

Resources

- task sheet
- A4 paper
- transcript of spoken text
- recording device



Instructions for teacher

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

- exposed to a variety of texts related to family
- taught context-related vocabulary
- taught grammatical structures, including:
 - the present tense of regular and some irregular verbs
 - recognition of capitalisation rules: *mamma, papà*
 - gender
 - using possessive adjectives to express ownership, *mia sorella, mio fratello*
 - using adjectives to describe qualities of a family member.

Task

Part A: *La mia famiglia*

Provide students with paper on which to write and illustrate a family booklet.

Format of family booklet:

- title page is *La mia famiglia*
- each subsequent page has a different family member on it. Ask students to describe a minimum of four family members including themselves
- students write at least five sentences about each family and draw simple illustrations.

For each family member, students will need to:

- give their name
- say how they are related (mother, sister, brother)
- give their age (real or a guess)
- use at least one adjective to describe them
- describe their hair and eyes.

Students can be encouraged to include:

- pets
- nationalities
- likes and dislikes.

Advise students that they have 45 minutes to complete Part A.



Part B: *Presento la mia famiglia*

Students will have an individual interview with the teacher who will ask five questions, personalised to the student.

Teachers are best placed to know the personal and sometimes sensitive information regarding students and their families. The following script provides sample questions that may be adapted to the context of each student.

It is suggested that the interviews are recorded to allow for assessment at a later date.

SCRIPT

I will now greet you and ask you some questions in Italian. Please respond to my greetings and try to answer the questions using full sentences in Italian.

Teacher: *Buongiorno.*

Student: (Responds with a greeting)

Teacher: *Quanti anni hai?*

Student: (Responds with their age)

Teacher: *Quante persone ci sono nella tua famiglia?*

Student: (Responds stating the number of family members)

Teacher: *Com'è il tuo padre/la tua madre?*

Student: (Responds by describing their mother/father)

Teacher: *Com'è il tuo fratello/la tua sorella/il tuo cugino?*

Student: (Responds by describing their brother/sister/cousin)

Teacher: *Tu, come sei?*

Student: (Responds with a description of themselves)

Teacher: *Grazie. Arrivederci.*

Student: (Responds with a final salutation)

Instructions to students | *La mia famiglia*

Part A: *La mia famiglia*

Create your own family booklet.

On the title page write *La mia famiglia*.

Describe a minimum of four family members including yourself.

For each member of your family, write five sentences stating:

- which family member they are
- their name
- how old they are
- what they are like
- their hair colour and style and their eye colour.

You could also add their nationality, pets, likes and dislikes.

Once you have completed your writing, draw and colour each family member.

Here is an example.



*Questo é mio fratello.
Si chiama Paolo.
Ha sette anni.
É intelligente.
Ha i capelli corti castani lisci e gli occhi marroni.*

Marking key

Part A: *La mia famiglia*

Description	Marks
Title page	
Includes the title <i>La mia famiglia</i> , correctly written, on the cover of their booklet.	1
Subtotal	1
Page 1	
Which family member they are [1] Name of person [1] Age [1] Description [1] Hair colour and/or style and eye colour [2] Includes extra information: <ul style="list-style-type: none"> • nationality [1] • pets [1] • likes [1] • dislikes [1] 	0–10
Grammatical structure Writes four grammatically correct complete sentences. Agrees <i>questo</i> and <i>mio</i> ; correctly uses <i>mi chiamo</i> or <i>si chiama</i> ; agrees adjectives; distinguishes between <i>è</i> and <i>e</i> ; writes number in Italian for age; use <i>ha</i> for hair and eyes; spelling is mostly accurate; punctuation is mostly accurate. [4] Writes four mostly complete and grammatically correct sentences. [3] Writes sentences with occasional grammatical errors. [2] Writes partial sentences with grammatical errors. [1]	0–4
Subtotal	14
Page 2	
Which family member they are [1] Name of person [1] Age [1] Description [1] Hair colour and/or style and eye colour [2] Includes extra information: <ul style="list-style-type: none"> • nationality [1] • pets [1] • likes [1] • dislikes [1] 	0–10
Grammatical structure Writes four grammatically correct complete sentences. Agrees <i>questo</i> and <i>mio</i> ; correctly uses <i>mi chiamo</i> or <i>si chiama</i> ; agrees adjectives; distinguishes between <i>è</i> and <i>e</i> ; writes number in Italian for age; use <i>ha</i> for hair and eyes; spelling is mostly accurate; punctuation is mostly accurate. [4] Writes four mostly complete and grammatically correct sentences. [3] Writes sentences with occasional grammatical errors. [2] Writes partial sentences with grammatical errors. [1]	0–4
Subtotal	14

Marking key

Page 3

<p>Which family member they are [1] Name of person [1] Age [1] Description [1] Hair colour and/or style and eye colour [2] Includes extra information:</p> <ul style="list-style-type: none"> • nationality [1] • pets [1] • likes [1] • dislikes [1] 	0–10
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<p>Grammatical structure Writes four grammatically correct complete sentences. Agrees <i>questo</i> and <i>mio</i>; correctly uses <i>mi chiamo</i> or <i>si chiama</i>; agrees adjectives; distinguishes between <i>è</i> and <i>e</i>; writes number in Italian for age; use <i>ha</i> for hair and eyes; spelling is mostly accurate; punctuation is mostly accurate. [4] Writes four mostly complete and grammatically correct sentences. [3] Writes sentences with occasional grammatical errors. [2] Writes partial sentences with grammatical errors. [1]</p>	0–4
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Subtotal **14**

Page 4

<p>Which family member they are [1] Name of person [1] Age [1] Description [1] Hair colour and/or style and eye colour [2] Includes extra information:</p> <ul style="list-style-type: none"> • nationality [1] • pets [1] • likes [1] • dislikes [1] 	0–10
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<p>Grammatical structure Writes four grammatically correct complete sentences. Agrees <i>questo</i> and <i>mio</i>; correctly uses <i>mi chiamo</i> or <i>si chiama</i>; agrees adjectives; distinguishes between <i>è</i> and <i>e</i>; writes number in Italian for age; use <i>ha</i> for hair and eyes; spelling is mostly accurate; punctuation is mostly accurate. [4] Writes four mostly complete and grammatically correct sentences. [3] Writes sentences with occasional grammatical errors. [2] Writes partial sentences with grammatical errors. [1]</p>	0–4
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Subtotal **14**

Part A Total **57**

Marking key

Part B: *Presento la mia famiglia*

Description	Marks
Greeting	
Responds to the greeting from the teacher with a suitable greeting.	2
Requires repetition of the greeting and prompting to respond to the greeting	1
Subtotal	2
Question 1	
Responds stating their correct age using a full sentence	2
Responds stating the number only	1
Subtotal	2
Question 2	
Responds stating the correct number of family members.	2
Requires prompting to respond, or responds in English.	1
Subtotal	2
Question 3	
Describes the Father/Mother in detail.	2
Provides a partial description of the Father/Mother.	1
Subtotal	2
Question 4	
Describes the brother/sister/cousin in detail.	2
Provides a partial description of the brother/sister/cousin.	1
Subtotal	2
Question 5	
Describes themselves in detail.	2
Describes themselves. May require prompting to respond.	1
Subtotal	2
Farewell greeting	
Responds suitably to the farewell greeting without being prompted.	2
Requires prompting and or repetition of a greeting by the teacher before responding	1
Subtotal	2
Pronunciation	
Pronounces all or most words accurately.	2
Pronounces some words accurately.	1
Subtotal	2
Part B Total	16
Total	73



Acknowledgements

Term 1

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Week 4 Learning experiences (dot point 8) concept from: ESL KidStuff. (n.d.). *Questions games for ESL kids*. Retrieved July, 2021, from <https://www.eslkidstuff.com/esl-kids-games/question-games.htm>

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Term 2

Week 2 Learning experiences (dot point 3) concept from: ESL KidStuff. (n.d.). *ESL kids flashcard games & activities*. Retrieved July, 2021, from <https://www.eslkidstuff.com/flashcardgamescontent.htm>

Term 3

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Term 4

Week 2 Learning experiences (dot points 5 and 6) concept from: Teach-This.com. (n.d.). *What do you do when...?* Retrieved July, 2021, from <https://www.teach-this.com/general-activities-worksheets/weather#elementary>

Appendix A

Term 4 Che tempo fa a Amalfi? image adapted from: CarolinaP. (2012). [Photograph of the Amalfi coast]. Retrieved July, 2021, from <https://pixabay.com/photos/italian-coastline-holidays-italy-725680/>

Cosa fair quando...? top left image from: Moini. (2015). *Penguin chick* [Graphic]. Retrieved July, 2021, from <https://openclipart.org/detail/221477/penguin-chick>

Cosa fair quando...? top right image from: Johnson, G. D. (2015). *Cartoon girl in the rain* [Graphic]. Retrieved July, 2021, from <https://openclipart.org/detail/221895/cartoon-girl-in-the-rain>

Cosa fair quando...? bottom left image from: GraphicMama-team. (2020). [Graphic of sun with smiling face]. Retrieved July, 2021, from <https://pixabay.com/vectors/sun-cartoon-character-design-star-5258902/>

Cosa fair quando...? bottom right image from: OpenClipart. (2016). [Graphic of blowing cloud]. Retrieved July, 2021, from <https://pixabay.com/vectors/wind-blowing-cloud-air-cartoon-1295105/>

Appendix B

Parts B and C Lyrics from: [Mi chiamo Lola nursery rhyme lyrics]. (n.d.). Retrieved July, 2021, from <https://www.youtube.com/watch?v=G XUztFKIWI4>

Appendix D

Part A Image adapted from: yamid. (2010). *Child* [Graphic]. Retrieved July, 2021, from <https://openclipart.org/detail/58321/child>

