ITALIAN: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicating							
Socialising	Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as *Ciao!; Buongiorno Signora!; Arrivederci!; Come stai, Anna? Bene, grazie* Introduce and share information about themselves, for example, *Chi sei?; Chi è …?; Sono …, e tu?; Come ti chiami? Mi chiamo Anna…tu?; Quanti anni hai? Cinque; Ti piace…? Sì, no*	Interact with the teacher and peers, using simple modelled language and gestures to share information about themselves, their age and where they live and to talk about their favourite things, for example, *Io ho sei anni; Io ho gli occhi verdi e i capelli rossi; Sono italiano, e tu? Sono australiana; Da dove vieni? Vengo da Torino; Abito a Subiaco; Hai una matita? Si, ho una matita; Ti piace il gelato? Sì, molto; Preferisco la pizza; Gioco a football*	Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, *Martedì, io vado al cinema; Il mio compleanno è il venticinque marzo; Buon compleanno Mauro! Tanti auguri!; Buon Natale!; Oggi fa bel tempo/piove*	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, *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* Participate in routine exchanges such as asking each other how they are, for example, *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!*	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, *Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!*	Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, *La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!*	Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, *La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare* Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as *È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono…; Non mi piace/piacciono…; Preferisco…*

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Participate in shared action with the teacher and peers using simple, repetitive key words, images, movement and songs such as *Il coccodrillo come fa?* Respond to teacher talk and instruction, for example, *Ciao!*; *Presente/assente*; *In cerchio!*; *Insieme*; *Qui*	Participate in guided group activities, using simple repetitive language in songs, rhymes, games such as *tombola*, songs such as *canzone alfabeto italiano*, gestures and pictures to support understanding and to convey meaning Respond to teacher talk and instruction, for example, *In cerchio!*; *Insieme*; *Qui*; *Attenzione!*; *Non parlare/ parlate!*; *Silenzio!*; *Alza/Alzate la mano!*	Participate in guided group activities, simple tasks, transactions and games, taking turns, exchanging and negotiating, using simple language Respond to teacher talk and instruction, for example, *Siediti/Sedetevi, per favore*; *Apri il quaderno!*; *Chiudi/Chiudete la porta!*; *Tira la palla*; *Tocca a te!*	Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission	Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities	Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event
Informing	Recognise pictures, symbols, key words and phrases of spoken and written Italian in rhymes, songs, labels and titles related to their personal worlds	Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds	Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds	Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds	Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds	Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds	Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
	Convey factual information about their personal worlds, using songs, rhymes, gestures, pictures, labels, captions and familiar words	Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements	Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language	Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts	Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds	Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds	Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts

ITALIAN: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating	Engage by listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing, movement and other forms of expression	Participate in listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing and collaborative retelling	Participate in listening to, viewing and reading a range of imaginative texts and responding through action, performance, shared reading and collaborative retelling	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	Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes	Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings	Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts
	Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression	Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language	Create stories and perform imaginative scenarios, through role-play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language	Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports	Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language	Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts
Translating	Share with others familiar Italian words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other known languages	Share with others simple Italian expressions, sounds and gestures, name familiar objects and use Italian and/or English to conduct simple conversations	Translate for others what they can express in Italian, interpreting simple expressions and songs and explaining how meanings are similar or different in English or other known languages	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	Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, *la mensa scolastica*; *le vacanze estive*; *la passeggiata* Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, *Vietato entrare!*; *È Vietato calpestare l'erba!* Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms such as *Diamoci del tu!*; *Dai!*; *Via!*; *Evviva!*; *Non vedo l'ora!* Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

ITALIAN: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reflecting	Begin to notice how Italian feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language(s)	Notice ways of talking in Italian that appear different to their own ways and become aware of how voice, behaviour and body language may change when speaking Italian	Recognise similarities and differences between aspects of Italian and Australian cultural practices and related language use	Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian	Notice and describe how language reflects cultural practices and norms	Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments
Understanding							
Systems of language	Recognise and experiment with reproducing the sounds and intonation patterns of the Italian language by singing, reciting, imitating and repeating words and phrases in context	Recognise and reproduce the sounds and intonation patterns of the Italian language noticing similarities and differences with English Pronounce the Italian alphabet - in particular the vowel sounds *a, e, i, o, u*, the rolled *r*, the *c* as in *ciao* and the *ch* as in *chi*	Reproduce the sounds and intonation patterns of the Italian language, noticing that words with accents stress the final letter such as *Papà* and *città* Notice similarities and differences with English in pronunciation and intonation Recognise and begin to write high-frequency words and expressions in familiar contexts	Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as *Mia sorella si chiama Anita*; *Uno, due, tre, guardate a me!* Recognise some of 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	Develop pronunciation and intonation in Italian, for example, *sc* followed by *h* or *i/e* (*schiavo, piscina, pesce*) and letter combinations such as *gn* (in *lavagna)* and *gl* (in *famiglia)* Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including *sabato, dicembre*	Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in *il cappello*; *la piazza*; *il freddo* and *z* and *t* sounds Apply the rules of spelling to writing in familiar types of texts and contexts	Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (*è*) and acute accents (*perché*) Apply the rules of spelling to writing in a variety of types of texts and contexts

ITALIAN: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Notice and use context-related vocabulary to generate language Recognise some first elements of grammar, including: • becoming aware of gender in patterns of naming, for example, *Paolo/Paola*; *Alessandro/ Alessandra* • beginning to notice definite and indefinite articles with nouns, for example, *la classe*, *una classe*; *il banco*, *un banco* • recognising different words for asking questions and making requests, for example, *Chi....?*; *Chi è?*; *Vieni qui!* • noticing the structure of simple statements and questions based on models, for example, *Io sono Anna*; *Non sto bene*; *È un gatto? Sì, è un gatto* • learning simple verbs to describe actions and using them in formulaic expressions, for example, *Mi piace cantare/giocare*; *Ti piace questo giocattolo?* • expressing negation, for example, *Non mi piace*	Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including: • noticing definite and indefinite articles with nouns, for example, *la matita, il libro, il quaderno*; *una maestra, uno studente*; *i ragazzi, le ragazze* • noticing that Italian words end mostly with vowels to mark gender and number, for example, *fratello, sorella, libro, libri* • observing that some words which do not end with a vowel are the same in English, for example, *computer, robot, yogurt, sport* • identifying people using pronouns, for example, *io, tu* • noticing the use of formulaic structures with *ho* and *sono* when giving personal information about state or identity, for example, *Ho due fratelli*; *Sono basso*; *Ho sei anni*; *Ho gli occhi verdi*; *Sono alto* • understanding and responding to imperatives, for example, *Vieni qui!*; *Fate attenzione!*	Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including: • noticing and using definite and indefinite articles with nouns • noticing that adjectives are used to describe people, objects or places and are usually placed after the noun, for example, *la giornata lunga*; *la torta grande/deliziosa* • exploring how to use singular and plural forms • understanding different words for asking questions, for example, *Chi?*; *Quando?*; *Quanti?* • identifying people using pronouns, for example, *io, tu, lui, lei* • learning simple verbs to describe actions and using them in formulaic expressions, for example, *Mi piace ballare*; *Ti piace andare al parco?* • using simple conjunctions such as *e* • responding to imperatives, for example, *Silenzio!*; *Alzate la mano!*	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: • identifying gender, singular and plural nouns in the regular form, for example, *il quaderno/i quaderni*; *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	Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • using gender, singular and plural nouns in the regular form • using subject pronouns in context, for example, *Chi ha finito? Io!* • learning to conjugate common regular and irregular verbs in the singular (*io/tu/lui/lei*) in the present tense, for example, *Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend* • expressing preferences and reasons for preferences, for example, *Mi piace ... perché...*; *Preferisco...* • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as *primo*; *secondo*; *la prima classe*	Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • using both regular and irregular plural nouns, for example, *un negozio, due negozi* • noticing adjective–noun agreement, for example, *i giardini pubblici; Il supermercato più vicino è… ; La scuola vicina a casa mia è...* • using suffix - *issimo* with adjectives instead of *molto*, for example, *Vicino a casa mia c' è un bellissimo parco giochi* • expressing negation, for example, *Non è una casa grande; Non è accanto al mercato* • formulating questions and requests, for example, *Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?* • using possessive adjectives with *noi, voi* and *loro* to express ownership, for example, *la nostra casa; la vostra*	Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: • noticing adjective–noun agreement, for example, *le riviste sportive; la musica classica; i video giochi nuovi* • expressing positive and negative preferences using adverbs to intensify the meaning, for example, *Mi piace molto la cioccolata; Non mi piace tanto ballare* • expressing negation, for example, *Noi non guardiamo la televisione; Non pratico lo sport* • formulating questions and requests, for example, *Cosa fai il weekend?; Dove andiamo stasera?* • recognising the position of adverbs in sentences, for example, *Non vado mai in città/al cinema* • using plural subject pronouns *noi, voi* and *loro*

ITALIAN: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• developing number knowledge for numbers 0-10	• learning the structure of simple statements and questions based on models, for example, *lo ho sei anni*; *Io abito a Subiaco*; *È Marco? No, è Stefano* • developing number knowledge for numbers 0-31	• using cardinal numbers for dates and ages • using vocabulary for months of the year • developing number knowledge for numbers 0-50	• 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 cappello*; *mia nonna* • recognising suffixes to add nuance, for example, *-ino, fratellino, piccolino* Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English	• using simple prepositions to indicate location or direction such as *a*, *in*, *a sinistra*, *a destra*, *sopra*, *sotto*, *dietro*, for example, *a casa*; *in città*; *a sinistra*; *sopra il tavolo* • using suffixes to add nuance, for example, *-ino* (*fratellino*, *piccolino*) or *-etto* (*poveretto*, *casetta*) • using regular and reflexive verbs as formulaic expressions in the past tense, for example, *Mi alzo alle sette*; *Sono andato/a al cinema alle nove e mezzo* • using simple conjunctions such as *e*, *poi* and *ma* • recognising and using the names for the days of the week Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English	*famiglia*; *il loro vicino si chiama Alberto* • using prepositions with *a* + definite article, for example, *accanto a*, *davanti a*, *vicino a* • recognising the position of adverbs in sentences, for example, *Non vado mai al cinema; Corro velocemente* • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using *avere, essere, stare, giocare, andare*, in sentences such as *Andrea va a casa alle sei; La mia casa ha sei camere da letto*; *Domani vado al cinema con Andrea* • recognising Italian currency • developing number knowledge 0-100 Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures	• using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using *avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare* in sentences such as *Ti piace giocare a carte o preferisci giocare a pallone?*; *Domani sera andiamo al ristorante per la cena* • using the perfect tense of common verbs such as *essere + andare*, *avere + vedere* and *giocare* to relate experiences, for example, *Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza* Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures

ITALIAN: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal	Understand that language is organised as 'text' and different types of texts have different features	Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose	Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Italian texts	Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose	Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced	Understand how Italian texts use language in ways that create different effects and suit different audiences
Language variation and change	Recognise that in Italian, as in English and other languages, there are different ways of greeting and interacting with people, for example, *Buongiorno Signora, come sta?*; *Ciao, Isabella*	Recognise that Italian speakers use language differently in different situations such as when socialising with peers and friends or at home with the family, for example, *Un bacio, papà!*; *Ti voglio bene, tesoro!*	Understand that Italian speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom, for example, *Mi scusi signor Falcone*; *Mi dispiace ...*	Understand that different ways of using Italian language reflect different relationships and different ways of making meaning, for example, *Permesso? — Avanti!*; *Grazie — Prego*; *Per favore/Per piacere*; *Buon appetito!*; *A domani!*	Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use, for example, *Ciao Gilda*; *Buongiorno Signora*; *Come stai?/Come sta?*; *Questo/a è ...*; *Ti presento ... . Piacere!*	Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations	Understand that the Italian language is used differently in different contexts and situations
Role of language and culture	Recognise that Italian is one of many community languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and worlds languages	Recognise that Australia is a multilingual society with speakers of many different worlds and community languages, including Italian and that Italian and English borrow words and expressions from each other such as *opera, pasta, spaghetti, computer*	Recognise that all languages, including Italian, change continuously through contact with each other and through changes in society	Understand and demonstrate how language use changes over time and that Italian has influenced many languages, including English Notice differences between Italian, Australian and other cultures' practices and how these are reflected in language	Recognise that Italian is the official language of Italy, the Vatican City, San Marino and parts of Switzerland and is a major community language in other parts of the worlds, including Australia Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Understand that there are different forms of spoken and written Italian used in different contexts within Italy and in other regions of the worlds Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others	Understand that the Italian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge Understand that language and culture are integral to the nature of identity and communication

ITALIAN: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Communicating				
Socialising	Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, *Mi piace il mio amico perché è buffissimo; Dove sei andato/a?; Con chi?; Cosa hai fatto?; Il weekend sono andato/a alla partita a vedere... Mi sono divertito/a; Le materie che studio quest'anno sono l'inglese, l'ítaliano, la matematica,...; La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo*	Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, *Dove sei andato/a per le vacanze?; Ti è piaciuto/a lo spettacolo/la gita ...?; Cosa pensi di...?; Secondo me...; Sono completamente d'accordo...; Vuoi venire alla mia festa di compleanno? Si, certo!/Mi dispiace, non posso/sono impegnato; Scusa se non vengo …; Come festeggiate il Capodanno? Di solito ci riuniamo con i nostri parenti e amici per la cena. Quest'anno abbiamo giocato a carte fino a mezzanotte prima di uscire sul balcone a guardare i fuochi d'artificio*	Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, *Quando avevo sei anni…, adesso…, nel futuro…; Quando avevo dieci anni spesso giocavo a calcio. Ora preferisco nuotare. Nel futuro vorrei essere architetto; È complicato essere adolescente perché …; Mi piace essere adolescente perché posso essere indipendente; Dovresti parlare con il tuo amico perché ...; Cosa faresti al posto mio?; Mi capita spesso discutere con ...*	Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, *la salute dei giovani, l'apprendimento delle lingue, le responsabilità ora e nel futuro* Express feelings and justify opinions, for example, *È difficile per te imparare l'Italiano? Credo che…; Penso che…; Cosa possiamo fare per mantenere la salute della terra?; L'aspetto più interessante da capire è …; Cosa studierai l'anno prossimo e perche?; Mi piacerebbe …*
	Engage in tasks and activities that involve planning such as hosting an Italian class or visitor, an excursion to an Italian restaurant, the local Italian aged-care home, the cinema, a music concert or a *mercato all'aperto,* considering options, negotiating arrangements and participating in transactions	Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services	Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or performance to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers	Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments; protests or rallies to raise awareness of contemporary culture and social issues; exchanging resources and information, solving problems and managing diverse views
Informing	Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds	Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience	Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience	Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds such as regional news headlines and local community announcements and advertisements and identify how context and culture affect how information is presented
	Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts	Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences	Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation	Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using different modes of presentation to suit different audiences or to achieve different purposes

ITALIAN: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
Creating	Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences	Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture	Discuss how imaginative texts reflect Italian cultural values or experiences through structure, language and mood, to build action, develop character and position the reader/audience, for example, *Mi piace da matti/da morire ... !*; *È una vita che aspetto!*; *C'è un ritmo che crea un'atmosfera di tristezza*; *la voce del narratore calma il lettore*	Analyse how imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence such as poems, songs, dance, street art and performance, or excerpts from texts such *La vita è bella*, *Pane e tulipani*, *Pane e cioccolato*, *America*, or *Caterina va in città*
	Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences	Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience	Create and present imaginative texts designed to engage different audiences that involve moods and effects, for example, poems, songs, monologues or dialogues, animated stories or short films	Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or that reflect cultural values, social issues or experience
Translating	Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other	Translate and/or interpret texts, including those that use language with colloquial or cultural association and consider why there might be differences in interpretation and how language reflects elements of culture	Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another, for example, *l'abito bianco nel matrimonio*; *la visita domenicale al cimitero*
Reflecting	Interact and engage with members of the Italian-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events	Participate in intercultural experiences with members of the Italian-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses	Monitor language choices when using Italian, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives	Reflect on the experience of learning and using Italian, considering how intercultural exchange involves taking responsibility for contributing to mutual understanding ,by modifying language and behaviours in relation to cultural perspectives
	Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication	Consider how their own biography influences their identity and communication and shapes their own intercultural experiences	Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity	Explore and express their own cultural identity and ability to act as a cultural mediator between Italian speakers and Australians

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Understanding				
Systems of language	Develop an understanding of differences in pronunciation of consonant and vowel combinations such as *famiglie*, *gnocchi*, *chiese*, *barche*, *chiavi*, *buono*, *cena* and stress and accents such as *sono* and *sonno*, *vale* and *valle*, *felicità*	Recognise differences in tone and rhythm between statements and questions, exclamations and commands, when speaking, interacting and expressing emotion, for example, *Vai a casa?*; *Va' a casa!*; *Oh!*; *E?*; *Che disastro!*	Use appropriate Italian pronunciation, stress and intonation in sentences, developing control of pronunciation of consonant and vowel combinations, double consonants, intonation, stress and accents when speaking and reading aloud	Use appropriate Italian pronunciation, stress and intonation in sentences and texts, recognising that pronunciation, intonation, rhythm and pace assist in making meaning in interactions and applying this knowledge to their own communication
	Extend knowledge of context-related vocabulary and additional elements of grammar, including: • learning to use nouns: gender and number, regular and irregular • using subject pronouns for emphasis, for example, *Sei andato alla partita, anche tu?* • learning to use articulated prepositions *a*, *di*, *da*, *in*, *su* plus article; and prepositions that do not combine, for example, *tra* and *per* • learning to use adverbs to qualify verbs, for example, *proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo* • learning to use verbs to express action in time, using a range of regular and some irregular verbs in the present tense and perfect tense • learning to use verbs to express action in time, for example, *Imparo l'Italiano da tre anni*; *L'anno scorso ho imparato il tedesco* • learning to use the imperfect tense of verbs in formulaic expressions such as *Il festival era divertentissimo!* • connecting or elaborating clauses by using conjunctions, including *anche* Continue to build a metalanguage to describe grammatical concepts and to organise learning resources	Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including: • learning to use suffixes such as *–etto/a*, for example, *casa-casetta* • recognising the use of direct object pronouns • using articulated prepositions *a, di, da, in, su* plus article; and prepositions that do not combine, for example, *tra* and *per* • using adverbs to qualify verbs, for example, *proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo* • using negative constructions including the double negative, for example, *Non c'è niente/nessuno...* • using verbs to express action in time • using a range of regular and some irregular verbs in the present, perfect and imperfect tenses • using modal verbs to express ability, possibility, likelihood and permission Continue to build a metalanguage to describe grammatical concepts and to organise learning resources	Increase control of context-related vocabulary and extend grammatical knowledge, including: • beginning to use personal and direct object pronouns to refer to the person carrying out an action or to refer to somebody or something and reflexive pronouns, for example, *La mia amica del cuore si chiama Stella. Parlo con lei ogni giorno e la vedo ogni sabato sera* • recognising that adverbs and adverbial phrases of manner, place and time modify the meaning of verbs and adjectives, for example, *proprio, troppo, abbastanza, specialmente* • describing events across present and past, choosing appropriate tenses, including present, present perfect and imperfect tenses • exposure to the conditional mood in formulaic expressions Further develop a metalanguage to discuss and explain grammatical forms and functions	Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including: • introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of *a, di* and *da* • using pronouns to refer to the person carrying out an action or to refer to somebody or something, including subject pronouns (use, position and elusion), reflexive pronouns, direct object pronouns and recognising indirect object pronouns • using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, for example, *proprio, troppo, abbastanza, specialmente, soprattutto, spesso, quasi mai, nemmeno, neanche* • describing events across different times, choosing appropriate tenses, including present, present perfect, imperfect and future tenses and the conditional mood • learning to use the future tense • learning to use the conditional tense in modelled language • exposure to the impersonal *si*; using modal verbs to express ability, possibility, likelihood and permission

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				• connecting or elaborating clauses by using conjunctions, including, *anche*, *dunque*, *siccome*, *invece* and *quindi*, for example, *Non c'era più niente da vedere, quindi sono tornato a casa* Further develop a metalanguage to discuss and explain grammatical forms and functions
	Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction	Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres	Analyse how and why language is used differently in different contexts and relationships	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
Language variation and change	Identify features of Italian that vary according to audience, context and purpose in familiar spoken and written texts	Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation	Investigate how language varies according to context and speakers	Investigate how language varies according to context and speakers
	Recognise that Italian, like other languages, continues to change over time due to global and cultural influences	Understand that Italian, like other languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, language shifts and exchange, technology and intercultural experience	Explore changes to both Italian and Australian English and identify reasons for these changes such as education, media and new technologies, popular culture and intercultural exchange	Explain how Italian language and culture have evolved and how they continue to change over time and understand that language use has the power to influence social relationships, beliefs and values
Role of language and culture	Understand that language use reflects cultural expression, assumptions and perspectives	Reflect on different aspects of the cultural dimension of learning and using Italian and consider how this might be interpreted and responded to by members of the community	Explore how language both reflects and shapes cultural distinctions such as community, social class, gender and generation	Understand that Italian language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time