Italian: Second Language – Scope and sequence 7–10 (Year 7 entry)

	Year 7	Year 8	Year 9	Year 10
Communicating				
Socialising	Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, *Ciao!*; *Buongiorno! Mi chiamo Alfredo, e tu?*; *Ho quattordici anni. Quanti anni hai?*; *Ho gli occhi verdi e i capelli rossi.*; *Sono di statura media.*; *Ti presento il mio amico Marco. Lui è intelligente e buffo!*; *Ecco — la famiglia Barone!*; *Ho due sorelle e un fratello.*; *Mi piace giocare a pallacanestro/basket e giocare ai videogiochi.*	Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, *Vado a scuola a piedi.*; *Dopo scuola mia sorella gioca a tennis.*; *Non mi piace/Mi piace molto la musica/la matematica/l'italiano.*; *Mi piace giocare a calcio ma non mi piace per niente suonare il pianoforte.*; *Amo guardare YouTube.*; *Ti piace leggere?*; *Il weekend vado alla partita con gli amici/le amiche a vedere ...*; *Mi alzo alle sette.*	Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, *Quest'anno per il mio compleanno ...*; *Vuoi venire alla mia festa di compleanno? Si, certo!/Mi dispiace, non posso/sono impegnato/a.*; *Come festeggiate il Capodanno? Di solito ci riuniamo con i nostri parenti e amici per la cena.*; *Usiamo Instagram per condividere delle foto.*; *Siete andati/e in vacanza quest'estate? Sono andato/a a Broome per dieci giorni.*; *Cosa fai durante le vacanze di Pasqua?*; *Cosa fanno gli italiani a Ferragosto? Dove sei andato/a per le vacanze? Sono stato/a dai nonni.*	Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future, for example, *Cosa studierai l'anno prossimo e perché?*; *È difficile per te imparare l'italiano? A tuo parere ...?*; *Cosa fai per tenerti in forma?*; *È importante mangiare tanta verdura.*; *Quali sono i tuoi progetti per il futuro? Dopo la scuola, vorrei diventare ingegnere. E tu, cosa farai?*; *L'aspetto più interessante da capire è ...*; *Internet ti aiuta con i tuoi studi d'italiano? Al contrario!*
	Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community	Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to an Italian restaurant or organising a class event	Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in an Italian-speaking country, arranging an outing, purchasing souvenirs or using transport	Engage in individual and collaborative tasks, such as planning or debating with peers to initiate a school campaign to promote awareness of a wellbeing issue for teenagers, or organising a real or simulated forum to raise awareness of the use of social media at school, or presenting a speech on their language learning experiences

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	Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, *Ascoltate!*; *Come si dice …?*; *Signore, per favore …*; *Non capisco.*; *Clicca sull'immagine della scatola!*; *Rispondete alle domande!*; *Ciao Natalia, come stai? Non c'è male, e tu?*; *Buongiorno professore/professoressa/ signore/signora. Come sta?*; *Buona giornata e arrivederci/La.*; *A domani, signor Pera.*; *A presto!*; *In bocca al lupo!*; *Buon compleanno, Silvana!*	Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, *Ecco mio fratello – è simpatico!*; *Mi scusi signora, ma ...*; *Preferisco …*; *Mi piace.*; *Certo.*; *È meraviglioso!*	Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, *(No) Non sono d'accordo.*; *È una buona idea.*; *Può ripetere?*; *Avete finito?*; *Posso ...*	Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, for example, *A mio parere ...*; *Secondo me ...*; *Non sono d'accordo.*; *Dopotutto ...*; *Va detto ...*
Informing	Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways	Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways	Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others	Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas
	Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation	Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience	Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience	Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience
Creating	Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas	Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas	Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas	Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture

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	Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language	Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences	Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas	Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives
Translating	Translate and interpret phrases and short texts from Italian to English and vice versa, noticing which words or phrases translate easily and which do not	Translate and interpret short texts from Italian to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations	Translate and interpret texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning	Translate and interpret texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning
Reflecting	Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication	Engage with Italian speakers and texts, reflecting on how interaction involves culture as well as language	Engage with Italian speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context	Engage with Italian speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments
	Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication	Reflect on own identity, including identity as a learner and user of Italian, through experiences or in attitudes to culture and intercultural communication	Reflect on the experience of learning and using Italian and how it might add a further dimension to own identity	Reflect on the experience of learning and using Italian and how it might add a further dimension to own identity
Understanding				
Systems of language	Develop awareness of features of the Italian sound system, through distinguishing and reproducing in familiar contexts, consonant combinations, such as the *gl* (in *famiglia*), *gn* (in *signora*), *ch* (in *chi*), vowel combinations, such as in *buono*, *chiave*, *ciliegia*, *dicembre*, double consonants, for example, *sono* and *sonno*, and differences in tone and rhythm between statements, questions,	Continue to build awareness of the features of the Italian sound system, through identifying and producing consonant and vowel combinations, for example, *diciotto*, *scuola*, *sci*, *piazza*, *insegnante*, and experimenting with differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, *Vai a casa?*, *Vai a casa!*	Understand and use the features of the Italian sound system, through recognising some common interjections, for example, *Allora…*; *Oh!*, *E?*, *Cioè*, *beh?*, *boh!*, *Uffa!*, the differences in pronunciation of words with similar spelling, for example, *sùbito*, *subito*, and common cognate words in speech, for	Understand and use the features of the Italian sound system, through recognising and using some common interjections, for example, *Oh!*, *E?*, *Cioè*, *Ahimè*, *Ohimè*, *Uffa!*, and recognising and applying the differences in pronunciation of words with similar spelling, for example, *sùbito*, *subito*

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	exclamations, requests and commands, for example, *Si chiama Roberto?*, *Si chiama Roberto.* Learn to pronounce the letters of the Italian alphabet and make connections between spoken and written forms of common context-related words and expressions, and experiment with the effect of grave and acute accents on pronunciation, for example, *papà* and *perché*	Apply features of intonation and pronunciation, such as grave and acute accents when speaking, and apply rules of spelling when writing own texts in familiar contexts	example, *organizzazione*, *programmare*, *arrivare*	
	Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Italian grammatical system, including: • recognising, and applying when writing own texts, some rules of spelling and punctuation of the Italian language, such as rules of capitalisation • noticing gender and using familiar singular and plural nouns in the regular forms • recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, *il papà*, *la mano* • using definite and indefinite articles with familiar nouns • learning to use adjectives to describe people or objects, including agreement and position • learning to use possessive adjectives in the first, second and third person forms when talking about family and	Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Italian grammatical system, including: • applying rules related to nouns, such as gender and number, regular and common irregular singular and plural regular forms, gender and some exceptions • developing awareness of various categories of nouns with common endings, such as *–ista*, *–zione*, *–tore* and *–trice*, for example, *il/la dentista*, *la stazione*, *il vincitore/la vincitrice*, and comparing them to their English equivalents • learning to use and building understanding of the rules of use and omission of definite and indefinite articles • learning to use adjectives to describe things (including agreement and exceptions), and possessive adjectives, for example, *Il mio libro.* • using the demonstrative *questo*, for example, *Questa è la mia scuola.*	Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Italian grammatical system, including: • using common irregular noun plurals, for example, *la città/le città*; *il dito/le dita*, and common collective nouns, for example, *la gente* • beginning to use common regular superlative adjectives, for example, *È bellissimo.* • using adverbs of time and manner, for example, *ieri*, *di solito* • using articulated or simple prepositions to indicate destinations and directions, for example, *in Italia*, *a Roma*, *al parco* • using interrogatives, for example, *Come si chiama il tuo migliore amico?*; *Quando hai cominciato a suonare il flauto?* • beginning to use modal verbs, *potere*, *volere* and *dovere*, to indicate ability/willingness/necessity, for	Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the Italian grammatical system, including: • applying rules of inclusion/omission of definite articles, for example, *mio padre* and *il mio papà*; *Buongiorno signora …*; *È la signora …* • beginning to use possessive and demonstrative pronouns, for example, *Questa è la mia bicicletta, quella è la tua.* • recognising direct object pronouns and indirect object pronouns • using adverbs to modify meaning of verbs and adjectives, such as *molto*, *troppo*, *abbastanza*, for example, *Devo studiare molto.* • beginning to use the future tense • using the conditional mood in modelled sentences and formulaic expressions, for example, *Mi piacerebbe molto studiare in Italia.*

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possessions, for example, *la mia famiglia*, *il tuo libro*, *i suoi fratelli* • observing that definite articles may be omitted in some contexts, such as when using possessive adjectives with family members in the singular form, for example, *Mia sorella si chiama Anna.* • expressing likes and dislikes using *mi piace* and *non mi piace* + noun/ infinitive verb, for example, *Mi piace Sandro. E un caro amico.*; *Non mi piace fare i compiti.* • using interrogatives in modelled structures, for example, *Di che colore hai i capelli?*; *Come ti chiami?* • recognising subject pronouns and using the singular *io*, *tu*, *lui*, *lei* and the plural *noi* • recognising and using singular conjugations and the *noi* form of verbs describing state (*essere*), possession (*avere*) and regular verbs describing actions in the present tense, for example, *parlare*, *cantare*, *giocare*, *abitare* • distinguishing between the infinitive and a conjugated verb • using irregular conjugations of the present tense of common irregular verbs in modelled sentences, for example, *Nella mia famiglia ci sono cinque persone.* • developing number knowledge and using cardinal numbers to state age and give the date • recognising and using articulated prepositions with *a*, in modelled structures	• using interrogatives in familiar contexts, for example, *Chi?*, *Che?*, *Cosa?*, *Quale?* and *Come?*, for example, *Quali materie studi?*; *Cosa fai lunedì dopo scuola?* • using subject pronouns with the present tense • using cardinal and ordinal numbers in familiar contexts and modelled language, such as with age, date, time and describing the school day, for example, *La prima ora comincia alle 8 e venti, ho matematica.* • using prepositions of time and place to describe when and where, for example, *Ogni giorno prima di andare a scuola vado in piscine.* • using articulated prepositions with *a*, *da*, *in*, *di* and *su* in modelled structures, for example, *Dopo scuola vado dalla mia amica.* • beginning to use commonly used adverbs, such as *molto*, *mai*, *sempre*, *ancora* and *bene* to qualify verbs and adjectives, for example, *Noi usciamo sempre il sabato pomeriggio.* • recognising and using subject pronouns • using verbs describing state (*essere*), possession (*avere*) and regular verbs describing actions in the present tense, for example, *parlare*, *abitare*, *scrivere*, *dormire* and common irregular verbs, such as *andare* and *fare* • beginning to use reflexive pronouns and verbs in modelled sentences, for example, *La mattina mi alzo alle sette*.	example, *Non posso andare al cinema perché devo studiare.* • using verbs in the present tense to indicate action in the present (including irregular verbs and reflexives), for example, *Ci divertiamo molto insieme.* • beginning to use verbs in the present perfect tense, for example, *Siamo andati al festival sabato.* • learning to use the imperfect tense of verbs in formulaic expressions, such as *Il festival era divertente*. Continue to build metalanguage to talk about vocabulary and grammar concepts	• recognising the impersonal *si,* for example, *Quali lingue si parlano in Australia?* • using prepositions to introduce additional information when describing actions, people and objects, including articulated prepositions, for example, *Vado in palestra per allenarmi.*; *Andrò negli Stati Uniti prima di cominciare all'università.* • using modal verbs, *potere*, *volere* and *dovere*, to indicate ability/willingness/necessity, for example, *Perché vuoi continuare a studiare l'italiano?*; *Vorrei andare negli Stati Uniti prima di cominciare all'università.* • using the relative pronoun *che* to form complex sentences, for example, *La città che ho visitato era bellissima.* • beginning to use disjunctive pronouns in formulaic expressions, for example, *Secondo me ...* ; *A te piace ...?* Continue to build metalanguage to talk about vocabulary and grammar concepts

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	• using modelled sentence structure to construct simple sentences in Italian (subject–verb–object), make statements, ask questions and give/receive instructions (verb + object), for example, *Chiudi il libro!* • beginning to use simple conjunctions, such as *e*, *ma* and *perché*, to connect ideas, for example, *Ho due sorelle ma non ho fratelli.* • using the negation *non* to form negative statements and questions, for example, *Non ti piace il gelato?*; *Non ho sorelle.* Build metalanguage to talk about vocabulary and grammar concepts	• applying rules of sentence structure to construct simple sentences in Italian (subject–verb–object); make statements, ask questions and give/receive instructions (verb + object), for example, *Chiudi il libro!* • using simple conjunctions, such as *e*, *ma, con* and *perché*, to connect ideas, for example, *Mi piace la matematica perché è interessante.*; *Il sabato gioco a calcio con gli amici.* Continue to build metalanguage to talk about vocabulary and grammar concepts		
	Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English	Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences	Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts	Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts
Language variation and change	Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register Understand that Italian, like all languages, varies according to participants, roles and relationships, situations and cultures	Examine linguistic features in texts to understand that Italian, like all languages, varies according to participants, roles and relationships, situations and cultures	Analyse how Italian is used in varying ways to achieve different purposes	Analyse how Italian is used in varying ways to achieve different purposes, and changes over time and place
	Recognise the place of Italian locally and internationally, including the	Understand the dynamic nature of Italian, and how it influences and is	Understand that language has power and changes over time as a result of	Understand that language has power and changes over time as a result of

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	relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia	influenced by other languages and cultures	influences, such as contact with other languages, globalisation and new technologies and knowledge	contact with other languages and with influences, such as globalisation and new technologies and knowledge
Role of language and culture	Explore the relationship between language and culture	Explore the relationship between language and significant cultural values or practices in Italian, English and other languages	Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange	Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs