



SAMPLE TEACHING AND LEARNING OUTLINE

ITALIAN: SECOND LANGUAGE
YEAR 9 (PRE-PRIMARY – YEAR 10 SEQUENCE)

Acknowledgement of Country

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

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

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

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, and the understanding required of students to communicate in Italian, focusing on extending their oral and written communication skills and their understandings of Italian language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the Italian: Second Language Pre-primary to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/italian-p-10>

This sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

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

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

Italian: Second Language Year 9 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – <i>Lasciatemi cantare</i> (Let me sing)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>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, <i>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 ...</i></p> <p>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</p> <p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>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</p> <p>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, <i>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</i></p>	<p>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</p> <p>Increase control of context-related vocabulary and extend grammatical knowledge, including:</p> <ul style="list-style-type: none"> recognising that adverbs and adverbial phrases of manner, place and time modify the meaning of verbs and adjectives, for example, <i>proprio, troppo, abbastanza, specialmente</i> describing events across present and past, choosing appropriate tenses, including present, present perfect and imperfect tenses <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p> <p>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</p>	<p>Students maintain interactions with peers and known adults orally and in writing to discuss and compare aspects of childhood and teenage life and relationships.</p> <p>Assumed prior learning</p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Italian: Second Language Year 8 (Pre-primary – Year 10 sequence) syllabus.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> consolidating linguistic elements related to special holidays and travel covered in the Year 8 syllabus; for example, <i>Dove sei andato/a per le vacanze? Sono andato in Spagna.; Quest'anno abbiamo passato Natale a casa mia.</i> describing qualities of friends and family members and expressing feelings; for example, <i>Per me un amico ideale perché è simpatico e leale.; Mio padre è sempre stato affettuoso e affidabile.; Sono sempre tranquilla quando passo tempo con la mia amica.</i> giving preferences and information using the present tense; for example, <i>Mi piace uscire con la mia famiglia ma esco più spesso con gli amici.; Ci incontriamo ogni giorno dopo scuola.</i> describing a typical day; for example, <i>Mi alzo sempre presto.; Studio almeno tre ore al giorno.</i> talking about past events, activities and feelings using the present perfect tense and the imperfect tense; for example, <i>Quando avevo dieci anni spesso giocavo a calcio. Ho giocato fino all'anno scorso.; Da piccola mia famiglia andava sempre a Albany a Natale, mi divertivo molto e mi sentivo sempre felice.</i> describing and comparing events across the present and past; for example, <i>Alla scuola elementare mi piaceva giocare a cricket ma ora preferisco nuotare.; Quando ero piccola dividevo la mia camera con mia sorella, ma adesso ho la mia propria camera.</i> describing and comparing aspects of childhood and teenage life using adverbs and adverbial phrases; for example, <i>Da piccolo ero veramente spiritoso ma ora sono piuttosto serio.; Quando eravamo nelle elementari mia sorella correva più forte di me ma ora io sono più svelta.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> stereotypes and truths relating to Italians and the importance of <i>la famiglia</i>, and the showing of affection and emotions, and compare to similar stereotypes and truths about Anglo-Australian culture and students' home culture/s. Songs such as <i>L'italiano</i> by Toto Cutugno and Måneskin's <i>Zitti e Buoni</i> (Eurovision version) show how changes in Italian identity and culture have been expressed in music over time the life of a teenager – Australia vs Italy vs other countries/cultures of which students may have experience how adjectives such as <i>simpatico, antipatico, emozionato, nervoso</i> are difficult to translate into English or don't have true cognates Italian music and <i>cantautori</i> such as Laura Pausini, Luca Barbarossa and Cesare Cremonini basic elements of a poem, such as metre, rhyme, scheme, verse and stanza, and of a song, such as verse and chorus how language can be used in songs and poems to create different moods. 	<p>Audiovisual texts</p> <p><i>Noi parliamo Italiano – Portami a ballare</i> http://parliamoitaliano.altervista.org/portami-aballare/ Note: <i>Portami a ballare</i> by Luca Barbarossa. Page includes video clip, song lyrics and a brief explanation of the song</p> <p><i>Il Significato Delle Canzoni – Padremadre – Cesare Cremonini</i> https://www.significatocanzoni.it/padremadre-cesare-cremonini/ Note: <i>Padremadre</i> by Cesare Cremonini. Page includes video and an interpretation of the song</p> <p>Wiwibloggs – Måneskin's "Zitti e Buoni" lyrics are a manifesto for those who want to treasure their uniqueness https://wiwibloggs.com/2021/03/02/lyrics-zitti-e-buoni-maneskin-italy-eurovision-2021/262605/</p> <p>Online resources</p> <p>Quizlet https://quizlet.com/</p> <p>Quizlet – Theme 1 Q&A https://quizlet.com/gb/752285501/theme-1-ga-flash-cards/ Note: <i>Qualità di un amico ideale</i></p> <p>Wordwall https://wordwall.net/</p> <p>Blooket https://www.blooket.com/</p> <p>Quizlet – Italian Past Tense https://quizlet.com/401369880/italian-past-tense-flash-cards/</p>

Focus – *Lasciatemi cantare* (Let me sing)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>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</p> <p>Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts</p>		<p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: description, diary entry, infographic, interview, poem, poster, presentation, song, table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> identifying patterns and features in texts using synonyms for variety and conjunctions to link ideas using a bilingual dictionary. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> practise and consolidate vocabulary, sentence and grammatical structures by engaging in a range of activities and games; for example, word search, matching activities, verb tombola, and using applications and sites such as Quizlet, Wordwall and <i>Conjuguemos</i> develop posters describing the ideal friend or family member and give reasons why; for example, <i>L'amico perfetto è comprensivo.; È importante condividere gli interessi con gli amici.</i> use sites such as <i>Frase Celebri</i> and <i>Frasimania</i> to explore quotes and sayings related to family and relationships. Complete teacher-developed matching and translation activities to show understanding participate in a group activity to brainstorm what makes a great day and what makes a bad day. Compare ideas and opinions; for example, <i>Per me una giornata perfetta è quando mi alzo un po' tardi e poi faccio la colazione con la famiglia – fritelle.</i> Use findings to write a short group diary entry of either a good or bad day work in pairs, using own experiences and information from sites such as the Italian National Institute of Statistics and Australian Institute of Family Studies, to complete a table comparing different aspects of teenage life of young people in Australia and in Italy. Present information as an infographic and use modelled sentences to report key findings in a presentation to the class; for example, <i>In Italia pochi adolescenti hanno un lavoro part-time; invece in Australia più di 50% di studenti lavorano.</i> engage with Italian songs and/or poems about family and relationships, such as <i>Padre madre</i> by Cesare Cremonini and <i>Portami a ballare</i> by Luca Barbarossa and complete teacher-developed activities and exercises focusing on translation, vocabulary and sentence structure engage in drills to practise using the imperfect tense; for example, <i>Da piccolo giocavi a calcio? Sì, giocavo a calcio.</i> plan, in groups of four or five, a display of images with captions or posters to illustrate their memories of aspects of their childhood, encompassing experiences of culturally and linguistically diverse students in the group prepare a list of questions, interview a person from an older generation about their teenage life and write their findings in a diary entry, making a comparison between their own life and that of the older person they interviewed 	<p><i>Conjuguemos</i> – Italian Verbs https://conjuguemos.com/activities/italian/verb/1 Note: games and activities to practise verb conjugations and tenses</p> <p>Online Italian Club – <i>Quando ero piccola</i> https://onlineitalianclub.com/free-italian-exercises-and-resources/online-italian-course-pre-intermediate-level-a2/italian-listenings-with-transcripts-level-a2-listening-1/ Note: text, audio recording and questions</p> <p>Websites</p> <p>Takelessons – 10 Common Italian Stereotypes That Are Actually True https://takelessons.com/blog/italian-stereotypes-z09</p> <p><i>Musica Italiana di Carlo</i> – “L’italiano” – Toto Cutugno https://musicaitalianadicarlo.wordpress.com/2018/11/04/litaliano-toto-cutugno/ Note: explanation of the lyrics of <i>L’italiano</i></p> <p>Learn Amo – <i>Aggettivi per descrivere il carattere di una persona!</i> https://learnamo.com/aggettivi-italiano-carattere/#:~:text=Una%20persona%20BUONA%20potrebbe%20essere,Esempio%3A%20un%20cittadino%20altruista</p> <p>Berlitz – 105 colourful ways to voice your feelings in Italian [from anger to joy] https://www.berlitz.com/blog/feelings-emotions-in-italian</p> <p>Babbel Magazine – How to Talk About Feelings in Italian https://www.babbel.com/en/magazine/feelings-in-italian</p> <p>Commonly Used Words – Top 100 Italian Adverbs https://commonlyusedwords.com/top-100-italian-adverbs/</p>

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		<ul style="list-style-type: none"> • complete a guided description using the past and imperfect tenses in response to images provided by the teacher. The teacher shows a series of images and students say or write past tense statements about each image • view/read texts, such as <i>I ricordi della mia infanzia</i> (without annotations), and <ul style="list-style-type: none"> ▪ complete activities to show understanding of information presented ▪ translate slides seven to nine, which include some concepts and phrases that do not have literal translations ▪ use the texts as a model to write and record information about their own childhood memories and relationships • change a description written in the present to the past and translate into English. Discuss how some words and phrases do not translate literally across languages • listen to the text <i>Quando ero piccola</i> and complete the questions. Use the text to explore vocabulary • read the annotated student poem/song work samples representing Excellent achievement for the <i>Rapporti!</i> task and identify use of present, present perfect and imperfect tenses, and key phrases related to comparing aspect of childhood and teenage relationships. Complete teacher-developed activities and exercises related to the samples • complete the formal summative assessment using the activity <i>Rapporti</i> (Relationships). Students demonstrate their skills in writing in Italian by composing the lyrics of a song, or the stanzas of a poem, in which they describe the relationship they have with their parents and how it has altered now that they are teenagers. 	<p>Collins Dictionary – What are comparative adverbs in Italian? https://grammar.collinsdictionary.com/italian-easy-learning/what-are-comparative-adverbs-in-italian</p> <p>Frasicelebriti – Quotes and sayings about family https://www.frasicelebriti.it/proverbi/frasi/famiglia-e-parenti/</p> <p>Frasimania – <i>Frasi sulla Famiglia: le 100 più belle e toccanti (con immagini)</i> https://www.frasimania.it/frasi-famiglia/ Note: quotes and sayings about family</p> <p>Australian Curriculum – Work samples https://www.australiancurriculum.edu.au/resources/work-samples/samples/la-mia-infanzia-at/ Note: work sample focusing on childhood memories</p> <p>Libreri Amo – <i>Festa del Papà, le poesie più belle da dedicare al proprio padre</i> https://libreriamo.it/poesie/festa-del-papa-le-poesie-piu-belle-da-dedicare-al-proprio-padre/</p> <p>Song Meanings – <i>Viaggio con Te</i> https://songmeanings.com/songs/view/3530822107859098217/ Note: lyrics for <i>Viaggio con Te</i> by Laura Pausini</p> <p>School Curriculum and Standards Authority – Italian – <i>Rapporti!</i> annotated work samples representing Excellent achievement https://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards/judging-standards-choose-a-year/year-9/languages</p> <p>Istat – #Giovani https://www4.istat.it/it/giovani Note: Italian National Institute of Statistics – data about adolescents and youth including lifestyle, relationships and free time</p>

Focus – *Lasciatemi cantare* (Let me sing)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
			<p>Australian Institute of Family Studies – Snapshots of Australian families with adolescents https://aifs.gov.au/research/research-snapshots/snapshots-australian-families-adolescents</p> <p>Teacher-developed resources</p> <p>Activities/exercises – Italian songs</p> <p>Activities/exercises – <i>Rapporti!</i> Student work samples</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Rapporti</i> (Relationships)</p>