



SAMPLE TEACHING AND LEARNING OUTLINE

ITALIAN: SECOND LANGUAGE

YEAR 7 (YEAR 7 – YEAR 10 SEQUENCE)

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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Disclaimer

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.

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 students begin their study of Italian in secondary school with little to no prior experience of the Italian language and culture. Many will have learnt an additional language in primary school and bring existing language learning strategies, textual knowledge and intercultural awareness to the new experience of learning Italian. Skills in analysing, comparing and reflecting on language and culture in the languages are mutually supportive. More information related to this curriculum can be found in the Italian: Second Language Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/italian-7-10>.

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 7 (Year 7 – Year 10 sequence) Sample Teaching and Learning Outline

Focus – <i>Come stai?</i>			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Ciao!</i>; <i>Buongiorno! Mi chiamo Alfredo, e tu?</i>; <i>Ho quattordici anni. Quanti anni hai?</i>; <i>Ho gli occhi verdi e i capelli rossi.</i>; <i>Sono di statura media.</i>; <i>Ti presento il mio amico Marco. Lui è intelligente e buffo!</i>; <i>Ecco — la famiglia Barone!</i>; <i>Ho due sorelle e un fratello.</i>; <i>Mi piace giocare a pallacanestro/basket e giocare ai videogiochi.</i></p> <p>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</p> <p>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, <i>Ascoltate!</i>; <i>Come si dice ...?</i>; <i>Signore, per favore ...</i>; <i>Non capisco.</i>; <i>Clicca sull'immagine della scatola!</i>; <i>Rispondete alle domande!</i>; <i>Ciao Natalia, come stai?</i> <i>Non c'è male, e tu?</i>; <i>Buongiorno professore/professoressa/signore/signora. Come sta?</i>; <i>Buona giornata e arrivederci/La.</i>; <i>A domani, signor Pera.</i>; <i>A presto!</i>; <i>In bocca al lupo!</i>; <i>Buon compleanno, Silvana!</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their</p>	<p>Develop awareness of features of the Italian sound system, through distinguishing and reproducing in familiar contexts, consonant combinations, such as the <i>gl</i> (in <i>famiglia</i>), <i>gn</i> (in <i>signora</i>), <i>ch</i> (in <i>chi</i>), vowel combinations, such as in <i>buono</i>, <i>chiave</i>, <i>ciliegia</i>, <i>dicembre</i>, double consonants, for example, <i>sono</i> and <i>sonno</i>, and differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, <i>Si chiama Roberto?</i>, <i>Si chiama Roberto.</i></p> <p>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, <i>papà</i> and <i>perché</i></p> <p>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:</p> <ul style="list-style-type: none"> 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 using definite and indefinite articles with familiar nouns learning to use adjectives to describe people or objects, including agreement and position using interrogatives in modelled structures, for example, <i>Di che colore hai i capelli?</i>; <i>Come ti chiami?</i> 	<p>Students exchange information about themselves – their name, age, where they live, their birthdate, nationality, family origin, what language(s) they speak, personality and physical appearance. They engage in introductory interactions by exchanging greetings and asking how others are. They follow classroom instructions.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> greetings and taking leave, for example, <i>Ciao!</i>; <i>A presto!</i>; <i>Buonasera!</i> introducing oneself, for example, <i>Io sono</i> [name]. asking about and giving personal information, for example, <i>Come ti chiami? Mi chiamo</i> [name].; <i>Quanti anni hai?</i>/<i>Tu, quanti anni hai? Ho 12 anni.</i>; <i>Dove abiti?</i>/<i>Tu dove abiti?</i>/<i>Lei dove abita? Abito a South Perth nell'Australia Occidentale.</i>; <i>In che giorno sei nato/a?</i>/<i>Quando è il tuo/Suo compleanno? Sono nato/a il 13 aprile./Il mio compleanno è il 13 aprile.</i>; <i>Tu sei/Lei è italiano/a? No, (io) sono australiano/a.</i>; <i>Che lingua parli? Parlo inglese e spagnolo.</i> describing one's own personality and appearance, for example, <i>(Io) Sono comico.</i>; <i>Ho gli occhi verdi e i capelli ricci e rossi.</i> asking how others are feeling, for example, <i>Come stai?</i> saying what something is, for example, <i>È un computer. È la colla.</i> offering wishes, for example, <i>Buon anno!</i>, <i>Buona Pasqua!</i>; <i>Buon compleanno!</i>; <i>Tanti auguri!</i> counting to 100 and saying the date, the days of the week and months of the year excusing yourself, apologising, thanking someone, for example, <i>Mi dispiace.</i>; <i>Scusa/Mi scusi!</i>; <i>Grazie.</i> saying you don't understand or don't know, for example, <i>Non capisco.</i>; <i>Non lo so.</i> classroom routines, for example, <i>Entrate!</i>; <i>Spegnete il computer!</i>; <i>Rispondete a tutte le domande!</i>; <i>Siediti!/Sedetevi!</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> places they may see/hear Italian (languages other than English) in their neighbourhood/immediate environment <i>buongiorno</i> versus <i>buon giorno</i>; <i>buonasera</i> versus <i>buona sera</i> <i>buon giorno</i> versus <i>buona sera</i> versus <i>buona notte</i> using and omitting the subject pronoun <i>io</i> when talking about self common Italian customs, for example, <i>il bacetto</i>, hand-shaking when greeting and saying goodbye to others in different social contexts common facts about Italy popular Italian first names the significance of name days/<i>onomastico</i> the use of <i>Signora</i> for adult women who may or may not be married, and the practice of addressing an adult man as <i>Signore</i> – something that may be seen as old-fashioned by English speakers the use of titles in Italian to show respect, for example, <i>Professore</i>, <i>Dottoressa</i>, <i>Ingegnere</i> situations where formal/polite and informal forms of address/language are typically used, reflecting on similarities/differences between Italy and Australia. 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=W DZ83wcBRMM A version of the 'Tanti auguri' song.</p> <p>https://www.youtube.com/watch?v=VZ rzlBkgz1w How to pronounce the 'R' sound in Italian.</p> <p>https://www.youtube.com/watch?v=g1 bUC2Of3BM 15 Italian Greetings: How to Say Hello in Italian (Like a Local!). With explanations of origins and uses of <i>ciao</i>, <i>salve</i>, <i>buon giorno</i>, <i>buona sera</i>, <i>buon dì</i>, <i>piacere di concoscerti/conoscerLa</i>, <i>pronto</i>, <i>buona giornata</i>, <i>buona serata</i>, <i>buon prosequimento</i>, <i>buona notte</i>, <i>arrivederci/La</i>, <i>a dopo/presto</i>, <i>ci vediamo</i>, <i>stammi/statemi bene</i>. Includes some Italian gestures and customs, such as kissing on the cheek.</p> <p>https://www.youtube.com/watch?v=wg 3v35MHZSE Learn Italian – Formal and informal phrases for self-introduction.</p> <p>https://www.youtube.com/watch?v=8r 4a0YLw5_w Top 10 Facts About Italy, including: size, origin of name, San Marino and Vatican City, volcanoes, passion for soccer, the flag, food, the Tower of Pisa, stray cats.</p> <p>https://coffeebreaklanguages.com/2019/11/come-stai-come-sta-how-are-you-coffee-break-italian-to-go-episode-1/ Coffee break Italian: learn to ask, and to respond to, the question 'How are you?' in Italian. Includes the question of the lesson <i>Come stai?</i> and the polite form <i>Come sta?</i>. Exemplifies a range of responses, such as <i>Molto bene</i>, <i>grazie.</i>;</p>

Focus – *Come stai?*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>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</p>	<ul style="list-style-type: none"> recognising subject pronouns and using the singular <i>io, tu, lui, lei</i> and the plural <i>noi</i> developing number knowledge and using cardinal numbers to state age and give the date 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, <i>Chiudi il libro!</i> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Understand that Italian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia</p> <p>Explore the relationship between language and culture</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: cue card, description, dialogue, form, interview, introduction, (oral) presentation and table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using key words, context, visual cues, (including pictures and non-verbal signals) to guess meaning techniques to learn vocabulary, for example, visual cues, such as word cards/sticky notes placed around the house; recite, repeat and sound out the new vocabulary frequently; memorise using antonyms and synonyms developing skills to work with people they do not know how to interpret abbreviations in a bilingual dictionary to find the gender of a noun. <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"> reorder scrambled word cards to make Italian statements and/or questions listen to Italian words and match with the corresponding written word listen to or view people introducing themselves and/or asking and saying how they are and identify key information, including where formal/polite and informal language is used determine which forms of address (in Italian and English) and greetings, should be used with different people or in different situations write and/or perform/record introductory dialogues based on their personal information or cue cards prepare a set of questions and interview a class member to find out five things about them introduce themselves and provide aspects of personal information, orally and/or in writing listen to/read descriptions of people and respond by, for example, drawing, filling in a table/form, completing a description in English use cue cards as prompts to speak and/or write as if they were another person prepare a written description of themselves so that when the descriptions are read (aloud) other students can attempt to guess their identity respond to classroom instructions. Students should be continually exposed to both <i>tu</i> and <i>voi</i> commands and have indicated to them when each is appropriate, as well as the politeness implicit in the <i>Lei</i> form for adults. Students reflect on this compared to other languages, and situations where the use of inappropriate language could cause offence play games involving classroom vocabulary, numbers and/or instructions, for example, <i>Cosa c'è nell'astuccio?; Tombola!; Simone dice;</i> Round robin select from a variety of numbers with two digits, the ones that form phone numbers, that are read aloud listen to phone numbers read aloud in Italian and write them as numbers record their thoughts on learning another language, so that in the future they can reflect on them look for examples of written Italian in their neighbourhood/immediate environment, for example, on signage, on labelling, in artwork, as graffiti, in posters and advertisements, on moving objects. Students take a photograph of the language and prepare an oral presentation in English about the location, the purpose of the sign/message, the meaning, and what they learnt through their investigation 	<p><i>Sto bene</i>. The first part of the clip has oral response only. The footage is then repeated with responses also written on the screen. The clip can be played at a reduced speed to assist student comprehension.</p> <p>Websites</p> <p>https://www.pianetamamma.it/nomi/migliori-nomi-per-bambini.html List of most popular baby names in Italy.</p> <p>https://www.nomix.it/santo-del-giorno.php Search for the Italian name day relevant to specific dates.</p> <p>http://www.bbc.co.uk/languages/italian/guide/facts.shtml A Guide to Italian – 10 facts about the Italian language, such as where is Italian spoken?, What do you already know in Italian?, How hard is it to learn?, the longest Italian word and the most difficult tongue twister.</p> <p>https://www.kids-world-travel-guide.com/italy-facts.html Interesting facts for kids. Includes information, such as population, geography, attractions.</p> <p>https://mltawa.asn.au/litm/linguisticlandscapes/ Details of the Modern Language Teachers' Association of Western Australia Languages in Our Landscape activity/competition.</p> <p>Online resources</p> <p>http://www.brighthubeducation.com/italian-lesson-plans/10846-teaching-numbers-in-italian/ Editable worksheets – Numbers.</p> <p>https://www.fluentu.com/blog/educator-french/french-number-games/ Five games to practise numbers. Aimed at</p>

Focus – *Come stai?*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> reflect on different social contexts/interactions in their life and what customs they, their friends and family or strangers practise when meeting people, and compare them to what Italian speakers often do. 	<p>learners of French but can be adapted for the Italian classroom.</p> <p>https://www.education.vic.gov.au/languageonline/italian/italian.htm</p> <p>Printable worksheets on a variety of topics. Some suitable for this focus include:</p> <ul style="list-style-type: none"> # 1 Greetings # 2 My name is ... # 3, 5, 25 Numbers # 3 (new*) How are you? # 7 How old are you? Family members # 14 (new) Countries and nationalities # 19 Colours. Describing hair, eyes # 26 Days and months # 27 Saying the date <p>*This resource has activities labelled new and original, in this document (new) is used to identify those that are new. All other references are for the original version of the worksheet.</p>

Focus – La mia famiglia e i miei amici

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Ciao!</i>; <i>Buongiorno! Mi chiamo Alfredo, e tu?</i>; <i>Ho quattordici anni. Quanti anni hai?</i>; <i>Ho gli occhi verdi e i capelli rossi.</i>; <i>Sono di statura media.</i>; <i>Ti presento il mio amico Marco. Lui è intelligente e buffo!</i>; <i>Ecco — la famiglia Barone!</i>; <i>Ho due sorelle e un fratello.</i>; <i>Mi piace giocare a pallacanestro/basket e giocare ai videogiochi.</i></p> <p>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, <i>Ascoltate!</i>; <i>Come si dice ...?</i>; <i>Signore, per favore ...</i>; <i>Non capisco.</i>; <i>Clicca sull'immagine della scatola!</i>; <i>Rispondete alle domande!</i>; <i>Ciao Natalia, come stai? Non c'è male, e tu?</i>; <i>Buongiorno professore/professoressa/signore/signora. Come sta?</i>; <i>Buona giornata e arrivederci/La.</i>; <i>A domani, signor Pera.</i>; <i>A presto!</i>; <i>In bocca al lupo!</i>; <i>Buon compleanno, Silvana!</i></p> <p>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</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Respond to a range of imaginative texts by describing aspects, such as characters, events and/or key ideas</p>	<p>Develop awareness of features of the Italian sound system, through distinguishing and reproducing in familiar contexts, consonant combinations, such as the <i>gl</i> (in <i>famiglia</i>), <i>gn</i> (in <i>signora</i>), <i>ch</i> (in <i>chi</i>), vowel combinations, such as in <i>buono</i>, <i>chiave</i>, <i>ciliegia</i>, <i>dicembre</i>, double consonants, for example, <i>sono</i> and <i>sonno</i>, and differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, <i>Si chiama Roberto?</i>, <i>Si chiama Roberto.</i></p> <p>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, <i>papà</i> and <i>perché</i></p> <p>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:</p> <ul style="list-style-type: none"> 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 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 possessions, for example, <i>la mia famiglia</i>, <i>il tuo libro</i>, <i>i suoi fratelli</i> 	<p>Students exchange information about family and friends, relationships, others' appearance and personalities, occupations, places of work and pets. They learn expressions to request assistance or permission.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> introducing other people, for example, <i>Questa è la mia amica Anna/la famiglia Brando.</i> family relationships, for example, <i>Tu hai fratelli o sorelle? (Io) Ho due sorelle. Non ho fratelli. Sono figlio/figlia unico/a.</i>; <i>La sorella di mio padre è mia zia. Si chiama Elsa.</i>; <i>Siamo in quattro – i miei due fratelli, mia madre ed io.</i> asking and giving information about family members and friends, for example, <i>Chi è? È la mia sorellina.</i>; <i>Come si chiama il tuo migliore amico/tua madre?</i>; <i>Mio nonno si chiama [name]. I miei fratelli si chiamano [name] e [name]. Com'è il tuo cugino?/Il tuo cugino com'è? Lui è allegro e anche un po' monello.</i>; <i>I miei fratelli sono gemelli e hanno i capelli neri e gli occhi castani.</i>; <i>Dove abita tua nonna? Lei abita in una villetta vicino a casa mia.</i>; <i>Le mie cugine abitano a Melbourne/nella Nuova Zelanda/in Inghilterra.</i> discussing how people get along, for example, <i>(Tu) Vai d'accordo con tua sorella? No, noi litighiamo molto./Sì, lei è molto amabile.</i>; <i>I miei amici del cuore sono Gustavo e Alex. Noi amiamo il cricket e i videogiochi.</i> information about what someone does in life, occupations and places of work, for example, <i>Cosa fa tuo fratello? Lui studia all'università.</i>; <i>Che lavoro fa tua madre? Mia madre è un'insegnante di nuoto. Lei lavora al centro sportivo.</i> how many and what type of pets they have, for example, <i>Hai un animale? Sì, ho un gatto e due uccellini./No, non ho animali.</i> requesting permission or assistance, for example, <i>Posso andare in bagno?</i>; <i>Mi può aiutare/Può ripetere, per piacere?</i> asking how to spell something or what a word is in Italian, for example, <i>Come si scrive?/Mi può fare lo spelling? Si scrive ...</i>; <i>Come si dice [word] in italiano?</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> <i>padre</i> versus <i>papà/babbo</i> and <i>madre</i> versus <i>mamma</i>, <i>sorellina/fratellino</i> versus <i>sorella piccola/fratello piccolo</i> common Italian gestures, their meanings and English equivalents the Italian alphabet, including the telephonic/phonetic alphabet the Italian sound system including the 'r' sound, different Italian consonant combinations, such as the <i>gl</i> (in <i>famiglia</i>) and the <i>gn</i> (in <i>signora</i>), and the soft and hard 'c' and 'g' sounds pronunciation of vowels with grave accent, for example, <i>e</i> versus <i>è</i>, <i>si</i> versus <i>ì</i> cognates and false friends, for example, <i>bravo</i> and <i>brave</i>; <i>grasso</i> and <i>grass</i>; <i>parente</i> and <i>parent</i> possessive adjectives online versus print (bilingual) dictionaries common stereotypes associated with people from Italy and Australia characteristics/conventions of imaginative texts, such as songs, poems and children's story books. 	<p>Audiovisual texts</p> <p>https://www.YouTube.com/watch?v=UF1nqgmXwew Italy Made Easy – Learn the Italian alphabet. The 21 Italian Letters.</p> <p>https://www.YouTube.com/watch?v=KjFz7at4j64 Italy Made Easy – Learn the Italian Alphabet. Learn How to Spell Words in Italian.</p> <p>https://www.youtube.com/watch?v=HsjTGZy1Q Demonstration of how to use seven common Italian hand gestures.</p> <p>https://www.youtube.com/watch?v=JHxL_LFSPw Talking about occupations in Italian. Introduces the question <i>Che cosa fai?</i> and the structure <i>Sono</i> + indefinite article + occupation. Occupations include: artist, police officer, teacher, doctor, engineer.</p> <p>https://www.youtube.com/watch?v=gkh7f5OaMEE <i>L'Amicizia è ...</i> (song by Rosanna Nassimbeni).</p> <p>https://genius.com/Toto-cutugno-solo-noi-lyrics <i>Solo noi</i> (song by Toto Cutugno).</p> <p>https://www.facebook.com/MacaulayChildDevelopmentCentre/videos/brown-bear-language-series-day-4-italian/1548271372001652/ Audiovisual of <i>L'Orso Bruno</i> by Eric Carle being read aloud in Italian.</p> <p>Websites</p> <p>https://en.wiktionary.org/wiki/Appendix:Italian_spelling_alphabet Italian spelling alphabet.</p> <p>http://parliamoitaliano.altervista.org/alfabeto-italiano-mi-scusi-come-si-scrive/ Alfabeto telefonico italiano.</p>

Focus – *La mia famiglia e i miei amici*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p> <p>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</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>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</p>	<ul style="list-style-type: none"> 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, <i>Mia sorella si chiama Anna.</i> recognising subject pronouns and using the singular <i>io, tu, lui, lei</i> and the plural <i>noi</i> recognising and using singular conjugations and the <i>noi</i> form of verbs describing state (<i>essere</i>), possession (<i>avere</i>) and regular verbs describing actions in the present tense, for example, <i>parlare, cantare, giocare, abitare</i> using irregular conjugations of the present tense of common irregular verbs in modelled sentences, for example, <i>Nella mia famiglia ci sono cinque persone.</i> using interrogatives in modelled structures, for example, <i>Di che colore hai i capelli?; Come ti chiami?</i> recognising subject pronouns and using the singular <i>io, tu, lui, lei</i> and the plural <i>noi</i> developing number knowledge and using cardinal numbers to state age and give the date 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, <i>Chiudi il libro!</i> beginning to use simple conjunctions, such as <i>e, ma</i> and <i>perché</i>, to connect ideas, for example, <i>Ho due sorelle ma non ho fratelli.</i> using the negation <i>non</i> to form negative statements and questions, for example, <i>Non ti piace il gelato?; Non ho sorelle.</i> 	<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, email, family tree, identity card, message, passport application, phone number, poem, picture book, presentation, rhyme, song, speech, story book and wanted/<i>ricercato</i> poster.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using cognates and context to develop meaning self-correction in spoken and written forms analysing when the informal or formal form of address is required how to interpret abbreviations in a bilingual dictionary to find the gender of an adjective becoming aware that word-for-word translations are not always accurate. <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"> spell their names aloud, and other people's names as they are said/spelled match descriptions, for example, images to descriptions of people, or professions to places of work draw family trees based on descriptions of relationships describe a family based on a (fictitious) family tree describe/present information orally about people based on images displayed as part of a (fictitious) family tree. Students then question each other about the description/presentation and/or choose a person from the images and without indicating who it is, describe them and others guess the identity prepare their family tree and use it as the basis of writing an introductory email for possible sending to members of another Italian class describe people based on images and preconceptions that the images may imply. Discuss how appearances may lead to (incorrect) assumptions about cultures, people and/or languages read <i>Ricercato</i> posters and identify key information, text structures and language features. Compare them to English 'wanted' posters complete a <i>Ricercato</i> poster with information about themselves using images of 'suspects', students design their own <i>Ricercato</i> poster for a suspect, providing additional information as required. Alternatively, students could design a <i>Ricercato</i> poster for a member of their family listen to words spelled in Italian and write them or complete missing words in a text. As students become more proficient, they could spell words to each other, write spelled words while not viewing the speaker, or view a muted audiovisual text where words are spelled and attempt to write the words by focussing on the shape of the speaker's mouth complete a bilingual dictionary word search or treasure hunt based on a list of words to look up in the dictionary. Students try to find as many of the words as they can in three minutes. As they search, they note down the page numbers to show where they found the words prepare an oral presentation for the class describing an 'unusual' family. Students could present their work with images displayed in an electronic slideshow 	<p>https://www.italianpod101.com/blog/2019/08/16/italian-body-gestures/ Description of 7 commonly used Italian hand gestures.</p> <p>https://myitalianlessons.co.uk/list-of-adjectives-to-describe-a-person-in-italian/ List of adjectives to describe a person in Italian.</p> <p>https://www.rocketlanguages.com/italian/lessons/describing-people-in-italian Describing people in Italian.</p> <p>https://portalebambini.it/filastrocche-sulla-famiglia/ <i>Filastrocche sulla famiglia da leggere insieme</i> (rhyme).</p> <p>https://www.famiglienumerose.org/la-poesia-la-mia-famiglia/ <i>La mia famiglia</i> (poem).</p> <p>Online resources</p> <p>https://www.slideshare.net/takelessons/la-famiglia-italian-vocabulary-for-family;</p> <p>https://quizlet.com/au/298180955/parliamo-italiano-insieme-level-1-unit-4-part-1-la-famiglia-week-5-flash-cards/ <i>La famiglia</i> flashcard drills.</p> <p>https://www.learn-italian.net/italiangames/spelling-game Aimed at helping beginner learners Italian to improve their spelling and word recognition skills.</p> <p>https://www.teachsecondary.com/comment/view/lesson-plan-ks3-mfl-using-a-dictionary Ideas for activities involving a bilingual dictionary that can be adapted for Italian.</p> <p>https://www.ibs.it/orso-bruno-ediz-a-colori-libro-bill-martin-eric-carle/e/9788804683612 Excerpts from <i>L'Orso Bruno</i> by Eric Carle.</p>

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Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>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</p> <p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that Italian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia</p> <p>Explore the relationship between language and culture</p>	<ul style="list-style-type: none"> participate in a cute baby photo competition. Students provide a photo of themselves and a written description of it. The photos are numbered and displayed, then the descriptions are read out and the class guesses the identities of the babies in the photos complete an identity card or passport application for themselves or from a description of someone else write and/or give a speech as if they were their (imaginary) pet. Alternatively, students could design a poster about their (imaginary) pet, providing information using the first or third person write a description of an ideal or best friend as part of International Friendship Day (30 July) write in Italian a short description of/message for either their family, parents or a friend to include in a thank you/let's celebrate card in recognition of either International Families Day (15 May), Global Day of Parents (1 June), or International Friendship Day (30 July). Students may include the English translation in the card. Alternatively, students may use applications to record the description/message in Italian and to generate a QR code to include in the card so that parents/friends can view/hear it translate expressions, such as <i>Ho cinque anni.</i> and <i>Siamo in cinque.</i> into English and vice versa and notice that word-for-word translations frequently result in incorrect language explore Italian songs, rhymes and poems related to the unit focus listen to/read Italian songs, poems and/or rhymes related to the unit focus and identify key words and information. Discuss how techniques, such as repetition, rhyme, contractions perform Italian songs, poems and/or rhymes for a younger audience, using expression, gesture and images to aid understanding read the picture book <i>L'Orso Bruno</i> by Eric Carle or view an audiovisual clip of it being read, and focus on the agreement and placement of the adjectives in relation to the nouns. Students follow the model to create some new text that could be included in the picture book. (The picture book <i>L'Orso Bruno</i> may also be used as a lead in to the activities and assessment in the next focus related to the short film <i>The Present</i>) complete formal summative assessment using the following activity/ies: <ul style="list-style-type: none"> <i>La mia famiglia è favolosa!</i> (My family is fabulous!) <ul style="list-style-type: none"> Part A: <i>La mia famiglia è favolosa!</i> – Students listen to a song/poem and complete the written lyrics/stanzas with the missing words, and respond in English to questions Part B: <i>La mia famiglia è ...</i> – Students adapt the song/poem from Part A to write a song/poem about their own or a fictional family. 	<p>https://www.education.vic.gov.au/languageonline/italian/italian.htm</p> <p>Printable worksheets on a variety of topics. Some suitable for this focus include:</p> <ul style="list-style-type: none"> # 7 How old are you? Family members # 9 (new) Family # 10 (new) Talking about family # 14 Best friends # 15 Do you have a pet? # 18 Writing letters # 20 Revision (<i>Ricercato!</i>). <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>La mia famiglia è favolosa!</i></p>

Focus – I miei passatempi preferiti

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Ciao!</i>; <i>Buongiorno! Mi chiamo Alfredo, e tu?</i>; <i>Ho quattordici anni. Quanti anni hai?</i>; <i>Ho gli occhi verdi e i capelli rossi.</i>; <i>Sono di statura media.</i>; <i>Ti presento il mio amico Marco. Lui è intelligente e buffo!</i>; <i>Ecco — la famiglia Barone!</i>; <i>Ho due sorelle e un fratello.</i>; <i>Mi piace giocare a pallacanestro/basket e giocare ai videogiochi.</i></p> <p>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</p> <p>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, <i>Ascoltate!</i>; <i>Come si dice ...?</i>; <i>Signore, per favore ...</i>; <i>Non capisco.</i>; <i>Clicca sull'immagine della scatola!</i>; <i>Rispondete alle domande!</i>; <i>Ciao Natalia, come stai?</i> <i>Non c'è male, e tu?</i>; <i>Buongiorno professore/professoressa/signore/signora. Come sta?</i>; <i>Buona giornata e arrivederci/La.</i>; <i>A domani, signor Pera.</i>; <i>A presto!</i>; <i>In bocca al lupo!</i>; <i>Buon compleanno, Silvana!</i></p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their</p>	<p>Develop awareness of features of the Italian sound system, through distinguishing and reproducing in familiar contexts, consonant combinations, such as the <i>gl</i> (in <i>famiglia</i>), <i>gn</i> (in <i>signora</i>), <i>ch</i> (in <i>chi</i>), vowel combinations, such as in <i>buono</i>, <i>chiave</i>, <i>ciliegia</i>, <i>dicembre</i>, double consonants, for example, <i>sono</i> and <i>sonno</i>, and differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, <i>Si chiama Roberto?</i>, <i>Si chiama Roberto.</i></p> <p>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, <i>papà</i> and <i>perché</i></p> <p>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:</p> <ul style="list-style-type: none"> 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, <i>il papà</i>, <i>la mano</i> using definite and indefinite articles with familiar nouns learning to use adjectives to describe people or objects, including agreement and position 	<p>Students exchange information about interests – hobbies, sports and pastimes. They also research and exchange information about Italy and respond to more teacher talk associated with electronic learning.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> interests, for example, <i>Cosa fai nel tempo libero?</i>/<i>Cosa ti piace fare durante il tempo libero?</i> <i>Gioco ai videogiochi. Mi piace uscire con gli amici. Nel mio tempo libero vado in bicicletta.</i>; <i>Il mio passatempo preferito è leggere.</i> what instruments and sports they play, for example, <i>Tu, suoni uno strumento?</i>; <i>Qual è il tuo sport preferito?</i> <i>Il mio sport preferito è il tennis. Non ho uno sport preferito ma suono la chitarra.</i>; <i>Quali sport fai? Io e mio fratello facciamo il karate.</i>; <i>Faccio il nuoto e gioco a tennis.</i> when they participate in their interests, for example, <i>Quando giochi a tennis?</i>; <i>Gioco a tennis il weekend/ogni weekend/dopo scuola/la mattina presto/durante l'ora di pranzo.</i>; <i>Faccio lezione di clarinetto una volta la settimana.</i> where they participate in their interests, for example, <i>Dove giochi a tennis?</i> <i>Al centro sportivo.</i> why they (do not) like various hobbies, sports or pastimes, for example, <i>Perché ti piace giocare a scacchi?</i> <i>Perché è molto competitivo.</i>; <i>Perché non ti piace il cricket?</i> <i>Non mi piace perché è noioso.</i> responses to instructions associated with technology, for example, <i>Clicca sull'immagine!</i>; <i>Togliette le cuffie!</i>; <i>Aprite un nuovo documento!</i>; <i>Salvate il vostro lavoro prima di spegnere il computer!</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> popular hobbies, sports and pastimes among young Italians pronunciation of words with acute accent, for example <i>perché</i> Italian keyboard versus English keyboard use or omission of definite article with sports and activities after the verbs <i>giocare</i> and <i>fare</i> how some nouns borrowed from other languages do not change their ending in the plural form, for example, <i>lo sport</i> and <i>gli sport</i>; <i>il computer</i> and <i>i computer</i>; <i>il film</i> and <i>i film</i> how cultural backgrounds may reflect their and others' interests, habits and/or family traditions how language is continuously changing English words, such as 'tennis', 'weekend' and 'computer' that are used in Italian, and how sometimes the meaning may change, for example, in Italian, <i>il golf</i> can be the sport but is also used for a light sweater/jumper, and the English word 'mister', in Italian, refers to the coach of a sports team, usually used as <i>il Mister</i> <i>la Settimana della lingua italiana nel mondo</i> which is celebrated in mid-October each year dialects and languages of Italy. <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: blog post, description, email, film, graph, message, picture book, pie chart, plan, postcard, poster, (slideshow) presentation, profile, speech, summary, survey and table.</p>	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=nXjaywlsSNY Coffee break Italian: learn to talk about your hobbies and free time in Italian. Includes the question of the lesson <i>Cosa fai nel tempo libero?</i> and the polite form <i>Cosa fa nel tempo libero?</i> Exemplifies a range of responses, such as <i>lo leggo e suono la chitarra.</i>; <i>Adoro fare shopping.</i>; <i>Mi piace leggere, uscire e fare sport.</i> The first part of the video has oral response only. The footage is then repeated with responses also written on the screen.</p> <p>https://www.youtube.com/watch?v=PcISR_ewE6o&list=RDCMUCoZrWPuoNRLI5ArOyJ57sQ&index=5 Coffee break Italian: learn to talk about sport in Italian. Includes the question for the lesson <i>Qual è il tuo sport preferito?</i> and the polite form <i>Qual è il Suo sport preferito?</i> Exemplifies a range of responses, such as <i>A me piace l'equitazione.</i>; <i>Non mi piace lo sport.</i>; <i>Una volta era lo sci.</i> The first part of the video has oral response only. The footage is then repeated with responses also written on the screen.</p> <p>https://www.youtube.com/watch?v=jpHv8FZ8zHs How to Make Italian Sentences – Building sentences in Italian for beginners.</p> <p>https://www.youtube.com/watch?v=2PjZi1viMOo Learn Italian with Lucrezia: Italian conversation #21 – Tell me about yourself. Lucrezia introduces herself by stating her name, age, where she is from, the number of people in her family, and her hobbies.</p>

Focus – I miei passatempi preferiti

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>personal and social worlds, and use the information in new ways</p> <p>Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p> <p>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</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p>	<ul style="list-style-type: none"> learning to use possessive adjectives in the first, second and third person forms when talking about family and possessions, for example, <i>la mia famiglia, il tuo libro, i suoi fratelli</i> expressing likes and dislikes using <i>mi piace</i> and <i>non mi piace</i> + noun/infinite verb, for example, <i>Mi piace Sandro. E un caro amico.; Non mi piace fare i compiti.</i> using interrogatives in modelled structures, for example, <i>Di che colore hai i capelli?; Come ti chiami?</i> recognising subject pronouns and using the singular <i>io, tu, lui, lei</i> and the plural <i>noi</i> recognising and using singular conjugations and the <i>noi</i> form of verbs describing state (<i>essere</i>), possession (<i>avere</i>) and regular verbs describing actions in the present tense, for example, <i>parlare, cantare, giocare, abitare</i> distinguishing between the infinitive and a conjugated verb using irregular conjugations of the present tense of common irregular verbs in modelled sentences, for example, <i>Nella mia famiglia ci sono cinque persone.</i> recognising and using articulated prepositions with <i>a</i>, in modelled structures 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, <i>Chiudi il libro!</i> beginning to use simple conjunctions, such as <i>e, ma</i> and <i>perché</i>, to connect ideas, for example, <i>Ho due sorelle ma non ho fratelli.</i> 	<p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> manipulating known elements/modelled languages in new contexts considering possible strategies to complete a task and selecting the most appropriate how to use a bilingual dictionary, including reading beyond the first information given in an entry to find the most suitable expression for a given context. <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"> examine several informal emails in Italian (or excerpts from) and discuss, for example, use of salutations, conjunctions, register, questions, small talk and fillers. Compare features of Italian emails with those written in English listen to and/or read texts about other people, summarise the information and write an email to one, comparing interests write an introductory email to a prospective exchange student, providing details about family and interests listen to and/or read texts about other people and complete a plan of what they do on different days of the week listen to and/or read texts describing people and their interests, summarise the information in a table and propose 'perfect matches' or decide who they would like as a friend. They justify their choices by referring to information in the texts produce an introductory speech as an audiovisual clip or slideshow presentation to show to another Italian class write a post for a young Italian speakers' blog about their interests plan questions for, then conduct, a survey among their classmates to ascertain information about interests. Summarise their findings visually, for example, in a graph or pie chart, and use this as an aid to accompany a presentation to the class compose a message of less than 280 characters about aspects of their after-school activities view images of people, and guess aspects of their personality and interests, then listen to texts about the people to check the accuracy of their guesses choose a region of/place in Italy and research the languages/dialects spoken and how its past influences modern-day culture. Students write a postcard from, or design a poster about, an imagined person from the region/place in which they provide basic information about the culture/lifestyle. They show evidence of their research by providing information in Italian. Students reflect the culture of the country with images and/or comparison with Australia. They display their work to showcase their language learning to the school community and reflect on their own culture(s), what they have learned and how they might interact with people from the region/place, for example, topics to avoid or talk about translate short Italian texts related to the focus into English and note the similarities and differences. Students could be encouraged to note how the present tense in Italian is one verb, but in English equates to several expressions, for example <i>lui gioca</i> = he plays, he does play, he is playing research a famous Italian speaker and give a presentation about them. Students invent details to add interest 	<p>https://www.youtube.com/watch?v=aE0dGmjYe4s Is English invading Italian? An interview with Italian Journalist Beppe Severgnini.</p> <p>https://www.youtube.com/watch?v=WjqiU5FgsYc <i>The Present</i> an animated short film in English with the option of subtitles in Italian. May be show with or without soundtrack and/or subtitles.</p> <p>Websites</p> <p>http://languagelearningbase.com/92420/easy-sentences-to-talk-about-yourself-in-italian Easy sentences to talk about yourself in Italian.</p> <p>https://culturalatlas.sbs.com.au/italian-culture/italian-culture-italians-in-australia#italian-culture-italians-in-australia The Cultural Atlas is an educational resource providing comprehensive information on the cultural background of Australia's migrant populations.</p> <p>Online resources</p> <p>https://www.facebook.com/italianoconbeatrice/photos/e-tu-che-cosa-fai-nel-tempo-liberoand-ou-what-do-you-do-in-your-free-timeitalian/1931085227218565/ <i>Italiano con Beatrice: Attività tempo libero</i> (poster).</p> <p>https://italianoperstranieri.loescher.it/speed-date-del-primogiorno-di-scuola.n6848 <i>Speed date del primo giorno di scuola</i>. An activity that requires students to introduce themselves and to provide, and gather from other students, information themselves. Can be adapted to level of class and topics covered.</p>

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	<ul style="list-style-type: none"> using the negation <i>non</i> to form negative statements and questions, for example, <i>Non ti piace il gelato?; Non ho sorelle.</i> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>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</p> <p>Understand that Italian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia</p> <p>Explore the relationship between language and culture</p>	<ul style="list-style-type: none"> view the short film <i>The Present</i> without the sound track or subtitles, discuss aspects of the film, for example, the action, characters, setting and point of the story in Italian and English. Students research additional vocabulary related to the film. (These activities precede the assessment of <i>The Present</i> listed below) complete formal summative assessment using the following activity/ies: <ul style="list-style-type: none"> <i>La giornata mondiale dell'amicizia</i> (International day of friendship) <ul style="list-style-type: none"> Part A: <i>Amici diversi</i> – Students read descriptions of six people and respond in English to questions Part B: <i>La giornata mondiale dell'amicizia - descrizione</i> – Students write a profile and description of a friend Part C: <i>La giornata mondiale dell'amicizia - intervista</i> – Students participate in an interview about the friend they described in Part B <i>The Present</i> – Students adapt the story presented in the short film to create a picture book suitable for young children. They read their story to another year level and/or their family to showcase their language learning. 	<p>https://www.education.vic.gov.au/lan guagesonline/italian/italian.htm</p> <p>Printable worksheets on a variety of topics. Some suitable for this focus include:</p> <p># 23 Favourite pastimes and pets.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>La giornata mondiale dell'amicizia</i> <i>The Present</i></p>