



SAMPLE TEACHING AND LEARNING OUTLINE

ITALIAN: SECOND LANGUAGE

YEAR 7 (PRE-PRIMARY – YEAR 10)

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.

Copyright

© School Curriculum and Standards Authority, 2021

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International](#) licence.

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 knowledge, understandings and skills students have learned during two hours per week of Italian: Second Language studies from Years 3 to 6. More information related to this curriculum can be found in the Italian: Second Language Pre-primary to Year 10 syllabuses at <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 7 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – Adesso faccio l'anno sette

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Mi piace il mio amico perché è buffissimo.; Dove sei andato/a?; Con chi?; Cosa hai fatto?; Il weekend sono andato/a alla partita a vedere ... Mi sono divertito/a.; Le materie che studio quest'anno sono l'inglese, l'italiano, la matematica, ...; La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.</i></p> <p>Engage in tasks and activities that involve planning such as hosting an Italian class or visitor, an excursion to an Italian restaurant, the local Italian aged-care home, the cinema, a music concert or a market <i>all'aperto</i>, considering options, negotiating arrangements and participating in transactions</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Create and present simple individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p>	<p>Develop an understanding of differences in pronunciation of consonant and vowel combinations, for example, <i>famiglie, gnocchi, chiese, barche, chiavi, buono, cena</i> and stress and accents, for example, <i>sono</i> and <i>sonno, vale</i> and <i>valle, felicità</i></p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> beginning to use nouns: gender and number, regular and irregular beginning to use articulated prepositions <i>a, di, da, in, su</i> plus article; and prepositions that do not combine, for example, <i>tra</i> and <i>per</i> using a range of regular and some irregular verbs in the present tense and perfect tense beginning to use verbs to express action in time <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<p>Students exchange information, give opinions, share thoughts and feelings on their school subjects, timetables, the school, and before and after school activities. Students also plan for visits from members of the Italian-speaking community.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> school subjects, times and timetables, for example, <i>Quest'anno faccio sette materie a scuola.; Quando hai la lezione di matematica?; Le lezioni cominciano alle nove e finiscono alle tre e venti.; Ho la lezione di musica lunedì la prima ora e mercoledì la terza ora. Amo la musica perché il prof è molto comico ma la mia materia preferita è la matematica.; A Katia non piace la matematica perché è troppo difficile.</i> before, during and after school activities, including daily routine, for example, <i>Cosa fai dopo scuola? Subito dopo scuola vado al centro commerciale con i miei amici a prendere qualcosa da mangiare.; Dopo scuola, mercoledì e giovedì ho lezioni di calcio. Finisco alle 6.</i> schools, their locations and buildings, and rules, for example, <i>La nostra scuola è una scuola secondaria. Il liceo è nuovo e moderno. Si trova a Subiaco.; C'è una biblioteca grandissima dove si può leggere e usare i computer. Durante l'ora di pranzo si può anche giocare a scacchi o scarabeo.; Noi dobbiamo portare la divisa scolastica.</i> <i>l'ora di pranzo</i> at school, for example, <i>A scuola, per pranzo mangio ...; Ogni giorno porto da mangiare da casa/compro un panino a scuola.</i> transition to Year 7, including impressions of teachers and past school experiences, for example, <i>Com'è andata la prima settimana al liceo?; Io ho un professore che è un genio.; Ho incontrato molti ragazzi simpatici.; Ho fatto la scuola primaria a Kalgoorlie.; La mia scuola primaria era molto piccola.; L'anno scorso ho studiato il francese.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> Italian school subjects and how the names of some subjects are abbreviated hours spent at school, including lunchtime and compare with own family experiences of schools in different places/countries report cards year levels and age groups the school year and school holidays stages of schooling and how the Italian school system has changed over time. <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: comic strip, conversation, description, (Venn) diagram, email, interview, list, plan, poster, profile, report card, role play, script, speech, survey, table and timetable.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> checking the meaning of words in a dictionary identifying true and false cognates 	<p>Search engines</p> <p>http://www.ricerchemaestre.it/ An Italian search engine that provides sites for 3 to 14-year olds, recommended by education experts.</p> <p>http://www.educity.it/ Searches only sites approved by a team of Italian schoolteachers.</p> <p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=Nu-nv7GTdljY <i>Corso di italiano – Lezione 27 Le materie scolastiche.</i> Presentation with a timetable in Italian and examples of how to talk about schedule and subject likes and dislikes. Includes sample written dialogues and a brief explanation of the Italian school system. In Italian and English. Focus is first and third person verbs in the present tense.</p> <p>https://www.youtube.com/watch?v=a8vkNYwzhE8 <i>Dialogo a scuola.</i> An animation about students at school, includes greetings, subjects, classroom instructions/language, likes/dislikes.</p> <p>https://www.youtube.com/watch?v=6OZJy3SAnw4&t=92s Learn Italian with ItalianPod101.com: Italian listening comprehension: Talking about school subjects in Italian. A dialogue discussing the three most popular school subjects for 10 and 15-year olds in Italy. There are four drawings of combinations of subjects from which students choose the one that answers the question 'Which are the most popular subjects for children aged 15?' (Change settings to play at slower speed).</p>

Focus – Adesso faccio l'anno sette

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p> <p>Interact and engage with members of the Italian-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions, beliefs and interests, influences their identity and communication</p>		<ul style="list-style-type: none"> expressing lack of comprehension and asking, in a variety of ways, how to say something in Italian self-correction, both in spoken and written forms. <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"> exchange information on what subjects they study and their opinions of them view several <i>orari scolastici</i> and discuss, for example, subjects, length of lessons and compare them to their own timetable, and discuss how cultural priorities, such as history, physical education and languages, are reflected in the Italian and Australian systems compare two similar timetables to see when students have a class/classes in common listen to discussions of school days and complete timetables or answer questions prepare a plan of the school and label facilities in Italian plan and prepare for an Italian speaker or group of Italian speakers to come to share information with the class regarding their school experiences prepare and present a role play of an interview/conversation between Australian and visiting Italian students about school experiences imagine that they are part of a welcome for a group of visiting Italian students, prepare and present a speech introducing the students to their school, providing information, such as where facilities are located and/or people who work there read texts about school life and write a response to one describing own experiences prepare and present a role play about a good/not so good day at school view a clip about students at school without the sound and then write a voice-over or a script for the clip to present to an audience compare aspects of primary school and high school and record similarities and differences in a Venn diagram research a famous Italian and write their report card, reflecting their (imaginary) strengths and weaknesses listen to texts related to school life and complete a table which summarises the activities survey classmates regarding time spent on aspects of daily routine and present information as a poster or graph to enable a class discussion read a text about a typical school day/week and respond to questions about it in English write a description of a teacher who made their transition to Year 7 easier write an email to an Italian speaker describing a typical school day in Australia make a list of rules for their ideal school, including dos and don'ts individually translate a text/texts describing a person's school experience and compare their translation to someone else's prepare and present a role play interview/conversation between Australian and visiting Italian students about school experiences create a comic strip/scene adapted from a play about a day at school formal assessment using the following activity/ies: <ul style="list-style-type: none"> <i>Benvenuti all'anno sette!</i> (Welcome to Year 7!) <ul style="list-style-type: none"> Part A: <i>Una settimana a scuola</i> – Read the text before responding in English to questions Part B: The students in Year 7 have been asked to write the teacher profiles section of the school newsletter for Transition Day, designed to help Year 6 students get to know the teachers at the school. They are to write about one teacher who made their transition to Year 7 easier 	<p>https://www.youtube.com/watch?v=mYkZuxulb0 Italian and English: Cognates and False Cognates, Professor Dave explains cognates and false cognates. In Italian and English.</p> <p>Online resources</p> <p>https://quizlet.com/3061280/le-materie-scolastiche-school-subjects-flash-cards/ Flashcards – <i>Le materie scolastiche: school subjects.</i></p> <p>https://www.zanichelli.it/scuola/piani-di-studio-scuola-secondaria-di-ii-grado <i>Piani di studio: Scuola secondaria di II grado.</i> Sample schedules for recommended distribution of subjects/hours for Italian secondary schools.</p> <p>https://www.liceodettori.edu.it/orario.asp <i>Orario scolastico: Timetables for classes/schools.</i></p> <p>https://italianoperstranieri.loescher.it/speed-date-del-primo-giorno-di-scuola.n6848 <i>Speed date del primo giorno di scuola.</i> Activities requiring students to introduce themselves and to gather information about other students.</p> <p>http://evviva.e-monsite.com/pages/content/divertimenti/fumetti-e-vignette/vignette-sulla-scuola.html <i>Evviva l'italiano! Vignette sulla scuola.</i></p> <p>https://italianoperstranieri.loescher.it/giochi-presente-o-passato21.n1044 <i>Giochi – Presente o passato!</i> Exercises focusing on the use of the present vs the present perfect.</p> <p>https://www.scootle.edu.au/ec/p/home <i>Quirky comics: Che giornata</i> – Level 2. Read and listen to a story in Italian</p>

Focus – Adesso faccio l'anno sette

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> ▪ <i>Che cosa succede a scuola?</i> (What happens at school?) <ul style="list-style-type: none"> ○ Students write the script of a role play to entertain peers and younger audiences, discussing what happens during the school day. 	<p>about a day when everything goes wrong.</p> <p>https://www.wgu.edu/heyteach/article/how-think-pair-share-activity-can-improve-your-classroom-discussions1704.html How to use the Think-Pair-Share Activity in Your Classroom. Explanation of think-pair-share activity.</p> <p>https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml Venn diagram templates and explanation.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p><i>Benvenuti all'anno sette!</i> and <i>Che cosa succede a scuola?</i></p>

Focus – Una vita strapiena

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Mi piace il mio amico perché è buffissimo.; Dove sei andato/a?; Con chi?; Cosa hai fatto?; Il weekend sono andato/a alla partita a vedere ... Mi sono divertito/a.; Le materie che studio quest'anno sono l'inglese, l'italiano, la matematica, ...; La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p>	<p>Develop an understanding of differences in pronunciation of consonant and vowel combinations , for example, <i>famiglie, gnocchi, chiese, barche, chiavi, buono, cena</i> and stress and accents, for example, <i>sono</i> and <i>sonno, vale</i> and <i>valle, felicità</i></p> <p>Extend knowledge of context-related vocabulary and applying elements of grammar, including:</p> <ul style="list-style-type: none"> • using subject pronouns for emphasis, for example, <i>Sei andato alla partita, anche tu?</i> • beginning to use articulated prepositions <i>a, di, da, in, su</i> plus article; and prepositions that do not combine, for example, <i>tra</i> and <i>per</i> • learning to use adverbs to qualify verbs, for example, <i>proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo</i> • using a range of regular and some irregular verbs in the present tense and perfect tense • beginning to use verbs to express action in time • recognising and beginning to use the imperfect tense of verbs in formulaic expressions such as, <i>Il festival era divertentissimo!</i> • connecting or elaborating clauses by using conjunctions, including <i>anche</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p> <p>Identify features of Italian that vary according to audience, context and purpose in familiar spoken and written texts</p>	<p>Students exchange information, give opinions, share thoughts and feelings on their own and others' hobbies, collections and pastimes, personalities, when and where they were born (and died), pets and relationships with friends and family.</p> <p>Teaching Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • hobbies and pastimes, for example, <i>Cosa fai tu/fa Lei nel tempo libero?; Cosa fai per divertirti?; Gioco ai video giochi. Mi piace uscire con gli amici. Nel mio tempo libero faccio foto o vado in bicicletta.</i> • the musical instruments and sports they play, for example, <i>Qual è il tuo/il Suo sport preferito?; Il mio sport preferito è il tennis. Non ho uno sport preferito ma suono la chitarra. Io e mio fratello facciamo il karate. Amo il nuoto.</i> • collections they have, for example, <i>Ho una collezione di carte Pokemon/peluches/francobolli.</i> • how often they participate in their hobbies, sports or pastimes, for example, <i>Quando fai il karate?; Faccio il karate ogni mercoledì dopo scuola. Esco con gli amici il sabato pomeriggio.</i> • where they participate in their hobbies, sports or pastimes, for example, <i>Vado in palestra per allenarmi.; Incontro gli amici in centro e spesso andiamo al parco divertimento.</i> • where they used to play, or collections that they had when they were younger, for example, <i>Non ho una collezione adesso ma quando ero piccolo/a avevo una collezione di peluches.; Quando avevo dieci anni giocavo a calcio, ero abbastanza brava.</i> • relationships with family and friends, talking about people's personalities, for example, <i>Come è il tuo fratello? Il mio fratellino è molto affabile, invece il mio fratello maggiore è molto pesante.; I miei amici mi fanno ridere.</i> • when and where someone was born, for example, <i>La mia bisnonna è nata a Parigi nel 1954. Lei è morta nel 2010.</i> • how many and what type of pet/s they have and/or used to have, for example, <i>Tu hai un animale domestico?; Io ho un coniglio e anche due galline.; Avevamo dei pesciolini rossi.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> • familiar and polite forms of asking questions and how which is used will depend on who is speaking and to whom they are speaking • <i>darci del tu</i> • stereotypes associated with Italian families/people • popular hobbies, sports and pastimes among young Italians • popular pets in Italy. <p>Text types For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: (auto) biography, chart, description, dialogue, form, presentation, script, summary, survey.</p> <p>Language learning and communication strategies Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> • distinguishing between second person singular polite and third person singular form of common verbs in the present tense, for example, <i>Signora, Lei gioca a tennis? and La signora gioca a tennis.</i> • using key words, context, visual cues (including pictures and non-verbal signals) to guess meaning 	<p>Audiovisual texts</p> <p>The links below are from the Coffee Break Italian to go series (a vox pop series where people on the street are interviewed and respond to the same question. The first part of the clips has oral responses only, then the clips are repeated with written responses also shown on screen).</p> <p>https://www.youtube.com/watch?v=nXjaywlsSNY Easy 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>Io leggo e suono la chitarra.; Adoro fare shopping.; Mi piace leggere, uscire e fare sport.</i></p> <p>https://www.youtube.com/watch?v=PciSR_ewE6o&list=RDCMUCozZrWPuoNRLI5ArOyJ57sQ&index=5 Easy 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 version <i>Qual è il Suo sport preferito?</i> Exemplifies a range of responses, such as <i>A me piace l'equitazione.; Non mi piace lo sport.; Una volta era lo sci.</i></p> <p>https://www.youtube.com/watch?v=jphV8FZ8zHs How to Make Italian Sentences – Building Sentences in Italian for Beginners (Simple!).</p> <p>https://www.youtube.com/watch?v=LZQSl03CkBI Italian Verbs: <i>Passato Prossimo vs Imperfetto</i> – When to Use (Italian past tense).</p> <p>https://www.youtube.com/watch?v=z_aVNv_gNdM Song <i>Volevo un gatto nero.</i></p>

Focus – *Una vita strapiena*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<p>Recognise that Italian, like other languages, continues to change over time due to global and cultural influences</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<ul style="list-style-type: none"> developing skills to work with others. <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"> orally discuss hobbies, pastimes and sports popular in Italy, and reflect on why they are popular read texts describing people, summarise the information, propose ‘perfect matches’ and justify their choices conduct a survey to find common hobbies and pastimes describe a parent and/or grandparent orally/in writing view images of people and predict aspects of their lives and personalities, then listen to texts to assess their predictions listen to or read descriptions of people’s hobbies and pastimes and decide who they would (not) like as a friend and why write a biography of a (grand)parent or sibling research a living Italian person and give a presentation about him/her using pictures of people displayed as <i>un albero genealogico</i>, present the people, their year of birth, interests, physical characteristics and/or work and their relationships with each other. This could be a real or imaginary family and done as a spoken or written activity. Students can then question each other about the presentation. Students choose a person from the pictures in the presentation and describe, without naming them, and others guess who it is prepare their life story so far and compare it to that of an older family member reflect on their life story, including their family origins, and how these affect their world view and the way they communicate view a video without the soundtrack and establish relationships between the people by noting non-verbal cues. Discuss possible scenarios for what they are viewing and techniques used to engage the audience. They then individually create the dialogue that the actors may be saying, compare their scripts with others, and record the one the group considers the best suited. Play the recordings for other audiences read or listen to texts about people’s interests and experiences, and summarise them individually translate a text/texts describing a person and compare their work to someone else’s respond to <i>Nella vecchia fattoria</i> or <i>Volevo un gatto nero</i> by creating and performing more verses for a younger audience reflect on how their use of Italian, related to the focus of themselves and others, has evolved since primary school. 	<p>https://www.youtube.com/watch?v=3XYKVSQA2d0 <i>Nella vecchia fattoria</i> (Old MacDonald had a Farm) <i>Canzoni Per Bambini</i>.</p> <p>Online resources</p> <p>https://www.wikihow.it/Creare-un-Albero-Genealogico Instructions in Italian for creating a family tree.</p>

Focus – Vuoi uscire?

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language totalk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Mi piace il mio amico perché è buffissimo.; Dove sei andato/a?; Con chi?; Cosa hai fatto?; Il weekend sono andato/a alla partita a vedere ... Mi sono divertito/a.; Le materie che studio quest'anno sono l'inglese, l'italiano, la matematica, ...; La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.</i></p> <p>Engage in tasks and activities that involve planning such as hosting an Italian class or visitor, an excursion to an Italian restaurant, the local Italian aged-care home, the cinema, a music concert or a <i>mercato all'aperto</i>, considering options, negotiating arrangements and participating in transactions</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p> <p>Respond to imaginative texts, for example, songs, poems, plays or stories, by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p>	<p>Develop an understanding of differences in pronunciation of consonant and vowel combinations such as <i>famiglie, gnocchi, chiese, barche, chiavi, buono, cena</i> and stress and accents, for example, <i>sono</i> and <i>sonno, vale</i> and <i>valle, felicità</i></p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> • using subject pronouns for emphasis, for example, <i>Sei andato alla partita, anche tu?</i> • beginning to use articulated prepositions <i>a, di, da, in, su</i> plus article and prepositions that do not combine, for example, <i>tra</i> and <i>per</i> • learning to use adverbs to qualify verbs, for example, <i>proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo</i> • using a range of regular and some irregular verbs in the present tense and perfect tense • beginning to use verbs to express action in time • recognising and beginning to use the imperfect tense of verbs in formulaic expressions such as <i>Il festival era divertentissimo!</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p> <p>Identify features of Italian that vary according to audience, context and purpose in familiar spoken and written texts</p>	<p>Students exchange information, give opinions, share thoughts and feelings on social events outside the home: going to the cinema, sports match or an Italian restaurant. They make arrangements about where and when to meet, and how to get there. They negotiate what to see and do, and participate in transactions at a café or restaurant and on public transport.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • making arrangements to go to the cinema, for example, <i>Vuoi venire al cinema?; Domani? Purtroppo non posso, mi dispiace.; Ho visto l'ultimo film di Jennifer Lawrence ...; Preferisco i film americani.; Siamo tutti andati al cinema ieri sera, c'era anche Katie.</i> • giving opinions about a film, sports match or food, for example, <i>Era un film d'azione.; La partita era noiosa.; Amo il cibo italiano, specialmente le lasagne di mia zia.</i> • dining in a restaurant/pizzeria, for example, <i>Cosa prendi?; Altro?; Per me un hamburger. Tu, cosa prendi?; Non so cosa prendere.</i> • organising an outing, for example, <i>Vuoi venire al cinema?; Quando? ... non posso, mi dispiace.; Dove ci incontriamo?; Alla stazione alle sette.</i> • public transport, for example, <i>Andiamo a piedi o prendiamo l'autobus?; Hai la tesserina?; Ho preso il treno per andare al festival.</i> • describing an outing in the past, such as to a <i>pizzeria</i>, museum, cinema or sporting match, for example, <i>Per il mio compleanno siamo andati al cinema a vedere ...; Sono andata/Luca è andato al bar per pranzo e ho preso/ha preso una pizza e dell'acqua minerale.; Ci siamo incontrati davanti allo stadio alle due.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> • public transportation systems in large Italian cities and compare with transport in Australia • the various translations of the preposition <i>a</i> • evening mealtimes in Italy and how these compare to Australia • eating habits at home and in cafés and restaurants in Italy and in Australia; including regional specialities • <i>il cinema, il calcio</i> and <i>la musica in Italia.</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: advertisement, blog posting, conversation, description, dialogue, diary entry, invitation, menu, message, play, poster, role play, script, song, story, storybook andtable.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> • explaining their understanding of a grammatical concept to someone else • listening for key words • skimming and scanning to locate key words. <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"> • choose, from a selection of invitations and/or advertisements to events, one they would like to attend and explain why 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=gDBprkNkXMO <i>Italiano in pratica: Al bar e al ristorante</i> – vocabulary and expressions for ordering/offering a coffee, use of informal and formal forms when ordering, leaving a tip. Explanation in Italian. (Change settings to play at slower speed.)</p> <p>https://www.youtube.com/watch?v=9BOeBuULsfo <i>Dieci – videocorso: Episodio 3 – Prende qualcosa?</i> Scene in an Italian bar (subtitles in Italian) includes vocabulary and phrases, such as <i>Prende un caffè.; lo preferisco alla marmellata!</i></p> <p>https://www.youtube.com/watch?v=vvcUj2wPmkl <i>Tiramisù – Videoricetta per studenti di italiano</i> – Recipe and instructions in Italian with illustrations.</p> <p>https://www.youtube.com/watch?v=GI7v9RhB_8g <i>Nuovo Espresso – videocorso: Al ristorante – Un pranzo veloce.</i> Scene in an Italian restaurant (subtitles in Italian) includes vocabulary and phrases, such as <i>Un primo?; L'antipasto; In questo locale?; Che prendete?; Per me una quattro stagioni.</i></p> <p>https://www.youtube.com/watch?v=tg5-bRPdXKE <i>Learn Italian with ItalianPod 101: Italian Listening comprehension – Seeing a Movie in Italy.</i></p> <p>https://www.youtube.com/watch?v=pN2yn49Q1zg&list=PLvGU98jQqwRc7J_6ZxCS9EiWJxclGEAPB&index=39 <i>Making plans for the day.</i> A short dialogue, with visual cues, about deciding on an activity, such as going to the cinema, shopping or watching sport on television.</p>

Focus – Vuoi uscire?

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Create and present simple individual and shared imaginative texts that involve imagined characters, places and experiences, to entertain peers and younger audiences</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p>	<p>Recognise that Italian, like other languages, continues to change over time due to global and cultural influences</p> <p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<ul style="list-style-type: none"> choose, from a selection of invitations and/or advertisements to events, one they would like to attend and invite a friend to attend, explaining details and organising how to get there participate in transactions at a <i>pizzeria</i> (set up in the classroom) read menu choices and advise someone with special dietary requirements on what they should and should not choose record a phone message for booking a restaurant visit, stating the number of people, time and date, and special dietary considerations prepare and present the role play of a phone conversation in which participants discuss an outing and their availability/interest. Students discuss where to meet and directions for getting there translate a description(s) of a festival/film/celebration and compare their translation to someone else's translation compare menus from similar sorts of restaurants in Italy and Australia view audiovisual excerpts showing facial and body language and discuss their apparent meaning. Students practise Italian body language to express their opinions on films, music and/or food plan an excursion to a cinema or restaurant/<i>pizzeria</i>/sports event, by discussing expectations, times, modes of transport, meeting point, appropriate clothing, and/or parental permission view and discuss advertisements for music concerts, or summarise them in a table, making inferences about unknown details prepare and present a role play of buying tickets on public transport, or at a cinema, according to prompt cards or realia read a script for a dialogue in a restaurant or of an outing and write the story of the outing using the present perfect tense write a blog posting or diary entry after viewing restaurant menus and/or cinema posters listen to a message left on an answering machine and summarise it in English listen to a message left for another person and leave a message for them in Italian discuss the language and techniques used in an Italian song, such as <i>50 Special</i> or <i>Vado al Massimo</i>, and respond to the song by rewriting, or adding verses, about going out or planning an activity follow prompts, in pairs, on cue cards related to Who? What? When? Where? Why? to produce a script for a play or a storybook for a younger audience based on an outing reflect on how their language use has evolved during the year. 	<p>https://www.youtube.com/watch?v=nm tMdxkKHUo#:~:text=Che%20mezzi%20di%20trasporto%20si,%2C%20traghetto%2C%20treno%2C%20aereo Loescher Editore video italiano per stranieri – <i>Mezzi di trasporto in Italia (A2)</i>. This video shows the main forms of transport used in different Italian cities: <i>bicicletta, tram, autobus, scuolabus, taxi, vaporetto, motoscafo, gondola, barca, traghetto, treno, aereo</i>.</p> <p>Online resources</p> <p>https://www.education.vic.gov.au/languageonline/italian/italian.htm Number 32: Modes of transport.</p> <p>http://joyoflanguages.com/italian-songs-to-learn-italian/ 9 catchy Italian songs to learn Italian (+ lyrics and translations) including: The <i>Lunapop</i> hit <i>50 Special</i> and <i>Vado al Massimo</i> by Vasco Rossi.</p> <p>https://www.loescher.it/dettaglio/opera/O_32330/Pari-e-dispari Loescher Editore: From the <i>Sfoglalibro</i> dropdown, select '<i>Pari e Dispari – Pre A1: Unità 6 Dove Mangi?</i>' This chapter focuses on giving information about meals and mealtimes, ordering at a café or restaurant, making arrangements and calculating the cost.</p> <p>Websites</p> <p>https://www.thelocal.it/tag/language The Local is the largest English-Language news network in Europe. The Italian pages have a section on language which has postings, such as Italian expression/word of the day, the top ten Italian words that just don't translate into English and words and phrases needed to decipher an Italian restaurant menu.</p>

Focus – Facciamo festa!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, <i>Mi piace il mio amico perché è buffissimo.; Dove sei andato/a?; Con chi?; Cosa hai fatto?; Il weekend sono andato/a alla partita a vedere ... Mi sono divertito/a.; Le materie che studio quest'anno sono l'inglese, l'italiano, la matematica, ...; La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.</i></p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using descriptive and expressive language and modes of presentation to suit different audiences and contexts</p> <p>Respond to a range of imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences</p> <p>Consider how their own biography, including personal experiences, family origins, traditions, beliefs, interests and</p>	<p>Develop an understanding of differences in pronunciation of consonant and vowel combinations such as <i>famiglie, gnocchi, chiese, barche, chiavi, buono, cena</i> and stress and accents, for example, <i>sono</i> and <i>sonno, vale</i> and <i>valle, felicità</i></p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> beginning to use nouns: gender and number, regular and irregular using subject pronouns for emphasis, for example, <i>Sei andato alla partita, anche tu?</i> begining to use articulated prepositions <i>a, di, da, in, su</i> plus article and prepositions that do not combine, for example, <i>tra</i> and <i>per</i> learning to use adverbs to qualify verbs, for example, <i>proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo</i> begining to use verbs to express action in time using a range of regular and some irregular verbs in the present tense and perfect tense recognising and beginning to use the imperfect tense of verbs in formulaic expressions, for example, <i>Il festival era divertentissimo!</i> connecting or elaborating clauses by using conjunctions, including <i>anche</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p>	<p>Students exchange information, give opinions, share thoughts and feelings on social events at home: celebrating a birthday, having a sleep-over, themed party or barbeque. They plan events, send invitations and negotiate the purchase of gifts.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> giving directions to a person's house, for example, <i>Per arrivare a casa tua?/Come faccio per arrivare a casa tua?; Passo da casa tua domani?; Abito vicino al parco in via Bianchi.; Prendi la seconda strada a destra.</i> a sleep-over, themed party or barbeque, for example, <i>Venite a casa mia per un pigiama party!; Vuoi venire a casa mia sabato sera?; Mi dispiace, non posso!; Facciamo una caccia al tesoro.</i> activities for celebrating a birthday, for example, <i>Come festeggiamo il tuo compleanno?; Perché non andiamo a giocare a bowling?</i> ideas for suitable birthday gifts, for example, <i>Cosa regaliamo a Marzia per il suo compleanno?; Cosa portiamo alla festa?; A Marzia piacciono molto i braccialetti con charms.; Quanto vuoi spendere?; Un'idea regalo originale e divertente è ... ; Federcio ama la musica, compriamo un biglietto per il prossimo concerto di ...</i> describing elements and activities at social events, for example, <i>C'è uno spettacolo in piazza.; Ci sono bancarelle con giocattoli, cibo, prodotti artigianali e souvenir.; Il giardino era pieno di gente.; C'erano luci negli alberi, tanti giochi e molto da mangiare. La torta era buonissima.; Ho ricevuto un regalo stupendo.</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> street names in Italy versus Australia brand/product names that are used across languages popular activities for birthdays or celebrations in Italy and Australia. <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: conversation, description, email, graph, instructions, invitation, letter, list, message, notes, plan, poster, role play and report.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> recognising how words adopted from English, or other languages, may function in Italian cooperating and collaborating with others to solve a problem using graphic organisers, for example, PMI charts and diagrams, to prepare and organise spoken and/or written texts. <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"> prepare and present the role play of inviting a friend to a celebration/party at home write an invitation/email to a friend and/or adult regarding a celebration at home, providing date and time, directions to get their house, what to bring and wear and requesting a reply reply to an invitation, stating whether they can come or not and providing additional details, such as a request for directions to a house or excuse or reason for non-attendance 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=fldb7Xu8Xfc <i>10 cose che fanno le ragazze ai pigiama party ft. Vanessa e Ilaria Adriana Spink</i>. Speed may need to be reduced.</p> <p>Websites</p> <p>https://italychronicles.com/how-to-interpret-italian-street-names/ How Italian street names work in Italy.</p> <p>https://ilsitodiprofcorsini.wordpress.com/festivals-traditions/ Learn to write an invitation and cards relating to festivities. Learn about various Italian festivities.</p> <p>https://anamericaninrome.com/wp/2020/04/italian-birthday-traditions/ Top Italian birthday traditions.</p> <p>https://www.wikihow.it/Festeggiare-il-Tuo-Tredicesimo-Compleanno <i>Come Festeggiare il Tuo Tredicesimo Compleanno</i>. Includes a series of ideas, such as a simple party at home, a makeup party, a Karaoke night, camping and a theme party.</p> <p>https://www.wikihow.it/Organizzare-una-Festa <i>Come organizzare una festa</i>. Part 1 Making plans for a party.</p> <p>https://books.google.com.au/books?id=hzKUDwAAQBAJ&pg=PR102&lpg=PR102&dq=descrivere+una+festa+di+compleanno&source=bl&ots=rK6j1QZZm1&sig=ACfU3U08sIEyLaPe6cXEdol8u7HuTaX6lA&hl=en&sa=X&ved=2ahUKEwi82Z716ajqAhWv8XMBHY8pBK4Q6AEwChOECAoQAQ#v=onepage&q=descrivere%20una%20festa%20di%20compleanno&f=false Cambridge IGCSETM Italian Student Book Section 2.5a</p>

Focus – *Facciamo festa!*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>experience influences their identity and communication</p>	<p>Understand that language use reflects cultural expression, assumptions and perspectives</p>	<ul style="list-style-type: none"> • read or listen to texts related to food and drink customs in Italy and Australia and present the information as a graph or poster • research an Italian festival/celebration. Imagine they have attended and present an oral report, using the past tense, on their experience • prepare oral reports relating to Australian festivals and/or celebrations and present as segments of a travel program for Italian visitors • write a letter/email to an Italian speaker, providing information about birthday celebrations, school holidays and favourite holiday in Australia • listen to a conversation, take notes and write the email or invitation that came before, for example, a conversation in a restaurant, cinema or museum with 'clues' about participants' names, dates and times and meeting place. Students make up any missing information • make plans, in groups, for an end of term celebration/activity, and write instructions for planning and designing a poster for promoting the celebration/activity • view images of possible gift ideas, the associated prices, and descriptions of people and their interests and decide which gift/s would be most appreciated. Propose other suitable gifts and the class determines a 'definitive' list. Students might also be given a limited amount to spend, from which they have to provide every person with a gift. 	<p><i>Compleanni e altre feste</i> reading comprehension and questions.</p> <p>https://www.dizy.com/it/voce/compleanno/aggettivi Dizy: <i>Aggettivi per descrivere compleanno.</i></p>